

A Comparative Study of Motivation for and Situational Interest in Learning Chinese as a Foreign Language Among Thai Upper Elementary School Students

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Abstract

Purpose: The purpose of this study was to determine whether there was a significant difference in motivation for and situational interest in learning Chinese as a foreign language (CFL) among Grades 4-6 students at an international school in Bangkok. **Research design, data and methodology:** In order to accomplish this purpose, a quantitative comparative research design was employed on 36 students from Grade 4, 31 students from Grade 5, and 32 students from Grade 6 enrolled in an international school in Bangkok, in the academic school year 2021- 2022. Motivation-related data were gathered through administering the Motivation for Learning Chinese Questionnaire (MLCQ), adapted from Gardner (2010), while the situational interest scale was measured using the Situational Interest Scale (SIS), adopted from Chen et al. (1999). **Results:** The overall level of motivation for learning in CFL of the participants, regardless of their grade, was partially high and was numerically very similar across grades, whereas the overall level of situational interest in learning CFL was moderate regardless of the grade, and numerically dropped in Grade 6. Moreover, there was no statistically significant difference in either motivation for or situational interest in learning CFL among Grade 4, Grade 5, and Grade 6 students at the target school. **Conclusions:** The results indicate that being enrolled in either Grade 4, 5 or 6 at the target school appears to have no statistical effect on the participants' motivation for and situational interest in learning CFL.

Keywords: Chinese as a Foreign Language, Motivation for Learning, Situational Interest, Chinese Language Education, Elementary School

JEL Classification Code: C12, I20, I21, N35

1. Introduction^{ISS}

Chinese has grown to be the most spoken language in the world (Zhang et al., 2020). Back in 2004, with the continuous spreading of Chinese language worldwide, China opened its first Confucius Institute in South Korea, and by 2019, according to the data, there were more than 548 Confucius Institutes all over the world (Jakhar, 2019). With Chinese becoming the most spoken language globally in 2016 (James, 2021), there were 32 out of 120 international schools in Thailand that have Chinese

language subjects, and there were only 17 schools taking Chinese language as a main subject, according to the International School Association of Thailand (ISAT; International School Association of Thailand, 2016).

Motivation is a key element for foreign language learning. Motivation plays a fundamental role in various ways in the process of learning a second or foreign language (Thohir, 2017). Research shows that motivation directly influences how much input students receive and how well they achieve in learning a second language (Efremova, 2019). Students' motivation for learning is affected by tasks

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which offer challenges (Reeve & Masmoudi, 2010). Challenge, which is one of the five factors of situational interest associated with personal-task interactions (Chen et al., 1999), refers to the balance among individual skills, ability, and the level of the learning difficulty. Students' desire to engage in learning tasks such as singing a Chinese pop song they like by themselves, without it being part of the official program, can trigger their motivation for learning (Myers, 2008). Therefore, well-developed learning interest can help individual's learning (Myers, 2008).

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

The first author has to teach Chinese language in four grade levels, to eight different classes, and 16 lessons per week to 160 students at the target school, an international school in Bangkok. The Chinese language subject is mandatory at the target school from kindergarten to Grade 6, while Chinese subject becomes an elective subject to all students from Grade 7 to Grade 12. However, the enrolment in the Chinese language subject from Grade 7 to Grade 12 is extremely low, in the 2021- 2022 academic school year, Grade 7 has no students signed up for Chinese subjects, and the total student number from Grade 7 to Grade 12 is not more than 20 students. Therefore, it seems that students ending elementary school level in the target school are not willing to exert a high level of effort to reach learning goals for Chinese as a foreign language, which can be interpreted as an indicator of a low motivation for, as well as a low situational interest in, learning CFL.

With all this in mind, the researchers decided to carry out a quantitative study with the aim of measuring and comparing the motivation and situational interest in learning Chinese as the foreign language among Grade 4 to Grade 6 students in an international school in Bangkok, to help researchers to get a better view of students' motivation for learning and situational interest level toward Chinese

language class.

2. Research Objectives

The following were the specific research objectives addressed in this study.

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

3. Theoretical Framework

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

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

The socio-educational model of second language acquisition is a framework that describes the factors that mainly affect the language learning process. This model primarily focuses on the relation and mediation of attitudinal and motivational aspects that influence the learning achievement in a second or foreign language context. According to Gardner (2010), motivation is one of the main significant factors that can affect the language learning progress. According to this theoretical model, motivation for learning is composed of three key components, there are: motivation intensity (i.e., how strong the individual wants to learn the language, it can be measure by task completion rate, perseverance and consistency focus); desire to learn languages (i.e., how serious an individual is about learning the language, it is evidence as reflected by a strong motivation, interest, need or ambition to achieve toward learning the foreign language with a good academic level);

attitudes toward learning the language (i.e., how much of the interest, happiness and pleasure with the process of learning a language can represent how much the individual psychological and personal propensity toward learning such language).

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

This theoretical model categorizes interest into two types: situational interest and personal interest. Situational interest is defined as a temporary predisposition to reengage in particular domains and activities triggered by environmental stimuli, and is specific to a particular activity (e.g., academic ones) and social environment (Chen et al., 1999). According to Chen et al. (1999), there are five factors of situational interest associated with personal-task interactions: attention demand (i.e., the level of energy and concentration require for learning); challenge (i.e., the level of difficulty in relation to learner's ability); instant enjoyment (i.e., the pleasure of engagement); exploration intention (i.e., cognitive stimulation required by psychological aspects); novelty (i.e., the gap among known information and information deficiency).

4. Conceptual Framework

Figure 1 depicts the conceptual framework of the study. The independent variable of this study was the students' grade level (i.e., Grade 4 to Grade 6), while the dependent variable was motivation for learning Chinese as a foreign language, and situational interest in learning Chinese as a foreign language.

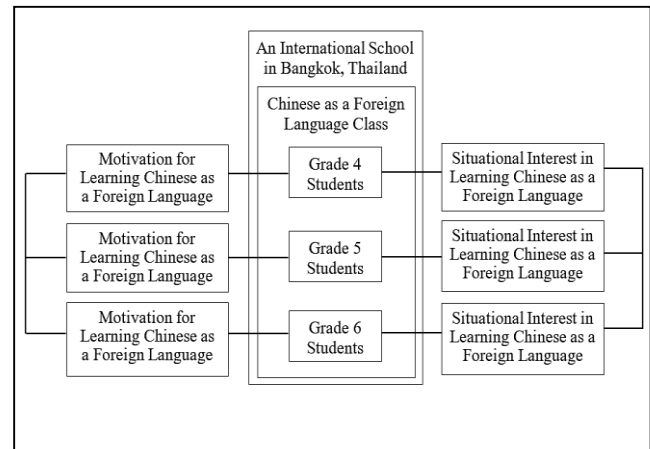


Figure 1: Conceptual Framework for the Current Study

5. Literature Review

In this section, some previous studies related to the research variables addressed in this study are reviewed and summarized.

5.1 Previous Studies on Motivation for Learning Foreign Language

El-Zine and Aamer (2020) conducted a study to determine the level of motivation intensity and desire to learn French in a non-francophone country. This study was conducted on undergraduate students enrolled at a university in Yemen, 69 undergraduate students who were sampled out of a population of 145 students that enrolled in the French Language and Literature Department. The results showed that Yemeni undergraduate learners had a high level of motivational intensity and a desire for learning the French language and culture.

Shuo (2018) conducted a study to determine the attitudes toward learning Chinese from native and non-native Chinese speaking teachers. This study took place at a Chinese language academy in Bangkok, in which the sample group was comprised of non-native adult learners. there were 124 non-native Chinese language adult learners from three different learning levels. The findings from this study showed that adult learners from this Chinese language academy had no preference for either native Chinese-speaking teachers or non-native Chinese-speaking teachers. Moreover, the beginner adult learners participating in this

study were found to have a moderate motivation level for learning Chinese; the intermedia to adult learners were found to have a moderate level motivation for learning Chinese; while the advanced adult learners were found to have a high-level motivation for learning Chinese.

Lin (2020) conducted a study on the relationship among motivation for learning English as a foreign language and perception of the study of theology in English. This study took place at St. Joseph's Major Seminary, Yangon, Myanmar. The total population sample was comprised of 100 seminarians from Year 1 to Year 4. The findings of the study indicated that all seminarians from Years 1-4, on average, had a higher level of motivation for learning English as a foreign language, with a positive perception of theology study in English. Moreover, the level of motivational intensity for Years 1-3 seminarians was interpreted as high, while for Year 4 seminarians was interpreted as partially high. The level of desire to learn EFL for Years 1-4 seminarians was found to be high. Furthermore, the level of attitude toward learning EFL for Years 1-4 seminarians was interpreted as positive.

5.2 Previous Studies on Situational Interest in Learning

Chen and Darst (2001) conducted a study to examine the effects of task design on situational interest and the extent to which the effects were mediated by gender, grade, personal interest and skill levels. The study was carried out in a junior high school in the metropolitan area of a major city in Southwestern United States. The total number of participants were 242 students with 51% of boys and 49% of girls. The findings of the study suggested that there was significance difference in situational interest according to grade, gender, task design. All the findings of situational interest were interpreted as moderate, and the five dimensions of situational interest as follows: attention demand was interpreted as high; challenge was found to be moderate; instant enjoyment was interpreted as high; exploration intention was found to be high as well; and novelty was found to be moderate.

Otundo (2017) conducted a quantitative study to measure the situational interest by investigating social indicators derived from the self-determination theory (SDT), and to test a theoretical model integrating situational interest theory and SDT. This study took place at a middle school of Southeastern region of the United States. The total

population was 388 students, from Grades 6-8. The findings indicated that participants' level of attention demand was high; the level of challenge was moderate; the level of instant enjoyment was high; the level of exploration intention was high; the level of novelty was moderate; and the overall level of situation interest was high.

Rotgans and Schmidt (2011) conducted a study to investigate how situational interest develop over time and how it is related to academic achievement in an active-learning classroom. The study took place at a polytechnic institute in Singapore, the total sample of the study was comprised of 69 participants (42 females and 27 males). It was found that the level of attention demand was high; the level of challenge was high; the level of instant enjoyment was high; the level of exploration intention was high; and the level of novelty was high.

6. Methodology/Procedure

In this section, details on the study's population, sample and research instruments are provided.

6.1. Population and Sample

This research was conducted on a population sample comprised of 36 students from Grade 4, 31 students from Grade 5, and 32 students from Grade 6, enrolled in an international school in Thailand during the academic year 2021-2022.

6.2. Research Instruments

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

6.2.1. Motivation for Learning Chinese as a Foreign Language Questionnaire (MLCQ)

In order to measure the participants' level of motivation for learning CFL, the researchers adapted the 30 items corresponding to the motivation construct, and its three defining subscales, into the Motivation for Learning Chinese Questionnaire (MLCQ; see Appendix 1) from the international version of the Attitude/Motivation Test Battery (AMTB; Gardner, 2010). The 30 items chosen from



the AMTB, 15 positively and 15 negatively worded, were distributed as follows: 10 items about motivational intensity (Items 1-10), desire to learn the language (Items 11-20) and attitudes toward learning Chinese (Items 21-30). There are both positively (i.e., Items 1-5, 11-15, and 21-25) and negatively (i.e., Items 6-10, 16-20, and 26-30) worded items in the subscales. A 6-point Likert scale was utilized to measure the students' level of motivation for learning CFL. For each of the items, students could choose one out of six anchors (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*). This rating scale used smiley faces along with each of the options, as recommended for the use with children and people ages three and older (Saracho, 1988; Wong-Baker FACES Foundation, 2022). The mean scores obtained from averaging the Likert scale ratings of all items were interpreted using a continuum from 1.00 (very low motivation/very negative attitude) to 5.00 (very high motivation/very positive attitude).

In this study, in order to measure the motivation for learning Chinese as a foreign language, all the occurrences of the words "English" in the original questionnaire were replaced by the word "Chinese". Regarding to the validity of this instrument, Gardner (1985) and Gardner and Smythe (1975) started the advancement of the entire set of items and validated them in 1981. Moreover, the AMTB's construct validity has already been demonstrated, and other researchers have used and verified the predictive validity and construct validity of the AMTB's 12 scales (e.g., Clement et al., 1977; Gardner 1985; Gardner, 2010).

A reliability analysis was carried out for the MLCQ, to examine its internal consistency. As a result, the overall scale and its three subscales were found reliable, with Cronbach's alphas for all three subscales ranging from .77 to .94. This was in line with the results reported by Gardner (2006), as it can be seen in Table 1.

Table 1: Reliability Coefficients of the MLCQ, Reported by Previous Studies and the Current Study

Subscale	Gardner (2006)		Current study		
	Spain study	Japan study	Grade 4	Grade 5	Grade 6
Motivational intensity	.77	.79	.78	.66	.71
Desire to learn languages	.90	.90	.85	.87	.93
Attitudes toward learning the language	.92	.93	.93	.93	.95
Overall	.86	.87	.94	.93	.96

6.2.2. Situational Interest Scale (SIS)

In order to measure the participants' level of situational interest in learning CFL, the researchers adopted 24 items distributed into five main subscales from Situational Interest Scale (SIS; see Appendix 2), which originally developed by Chen et al. in 1999. The scale includes 24 items that load on the following five subscales: attention demand (Items 1-4), challenge (Items 5-9), instant enjoyment (Items 10-14), exploration intention (Items 15-19), and novelty (Items 20-24). A 5-point Likert-type scale was utilized to investigate the students' level of situational interest in learning CFL. The scale requires students to respond to each item based on their own experience with each statement in CFL class. Students could choose one out of five anchors (1 = *very untrue*, 2 = *untrue*, 3 = *neutral*, 4 = *true*, 5 = *very true*). This rating scale used smiley faces along with each of the options, as recommended for the use with children and people ages three and older (Saracho, 1988; Wong-Baker FACES Foundation, 2022). The mean scores obtained from averaging the Likert scale ratings of all items were interpreted using a continuum from 1.00 (very low situational interest) to 5.00 (very high situational interest).

The SIS was validated by Otundo (2017) using both exploratory and confirmatory factor analyses with multiple data sets, through which the multidimensionality of the scale (i.e., the five dimensions of this 24-item instrument) was constantly and consistently observed.

In terms of reliability, Otundo (2017) determined the internal consistency reliability of the SIS while conducting his research. The Cronbach's alphas reported by Chen and Darst (2001), Otundo (2017) and the current study are shown in Table 2.

Table 2: Reliability Coefficients of the SIS, Reported by Previous Studies and the Current Study

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

7. Research Findings

The research findings obtained from the data collection and analysis follows, presented by research objective. For the data analysis, negatively worded items were reverse



coded in order to average them with the positively worded ones, and then carry out a comparative study of motivation for learning and situational interest in Chinese as a foreign language class held by Grades 4, 5 and 6 students at the target international school.

7.1. Findings From Research Objective 1

Regarding to Research Objective 1, the findings obtained from performing descriptive statistics on the collected data from administering the MLCQ are shown in Table 3.

Table 3: Mean Scores and Standard Deviations for the Motivation for Learning CFL Held by Grades 4, 5 and 6 Students at the Target International School in Bangkok

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

Then, interpreting the mean scores shown in Table 3 using a continuum from 1.00 (very low motivation/very negative attitude) to 5.00 (very high motivation/very positive attitude), the following findings were obtained regarding to Research Objective 1.

- The overall levels of Grade 4 students' motivation for learning Chinese as a foreign language ($M = 4.18$, $SD = 1.35$), motivational intensity for learning Chinese ($M = 4.04$, $SD = 1.33$) and desire to learn Chinese ($M = 4.07$, $SD = 1.43$) were all found to be partially high, whereas the overall level of Grade 4 students' attitude toward learning Chinese ($M = 4.47$, $SD = 1.31$) was interpreted as slightly positive.
- The overall levels of Grade 5 students' motivation for learning Chinese as a foreign language ($M = 4.16$, $SD = 1.42$), motivational intensity for learning Chinese ($M = 4.20$, $SD = 1.46$) and desire to learn Chinese ($M = 4.01$, $SD = 1.46$) were all found to be partially high, whereas the overall level of Grade 5 students' attitude toward learning Chinese ($M = 4.26$, $SD = 1.33$) was interpreted as slightly positive.
- The overall levels of Grade 6 students' motivation for learning Chinese as a foreign language ($M = 4.22$,

$SD = 1.46$), motivational intensity for learning Chinese ($M = 4.26$, $SD = 1.34$) and desire to learn Chinese ($M = 4.04$, $SD = 1.51$) were all found to be partially high, whereas the overall level of Grade 6 students' attitude toward learning Chinese ($M = 4.32$, $SD = 1.53$) was interpreted as slightly positive.

7.2. Findings From Research Objective 2

Regarding to Research Objective 1, the findings obtained from performing descriptive statistics on the collected data from administering the SIS are shown in Table 4.

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

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

Then, interpreting the mean scores shown in Table 4 using a continuum from 1.00 (very low situational interest) to 5.00 (very high situational interest), the following findings were obtained regarding to Research Objective 2.

- The overall levels of Grade 4 students' situational interest in learning Chinese as a foreign language ($M = 3.24$, $SD = 1.03$), attention demand ($M = 3.49$, $SD = 0.92$), challenge ($M = 3.04$, $SD = 0.98$), instant enjoyment ($M = 3.22$, $SD = 1.04$), exploration intention ($M = 3.25$, $SD = 1.18$), and novelty ($M = 3.24$, $SD = 0.99$) were found to be moderate.
- The overall levels of Grade 5 students' situational interest in learning Chinese as a foreign language ($M = 3.22$, $SD = 1.09$), attention demand ($M = 3.49$, $SD = 0.88$), challenge ($M = 3.12$, $SD = 1.06$), instant enjoyment ($M = 3.33$, $SD = 1.18$), exploration intention ($M = 3.21$, $SD = 1.12$), and novelty ($M = 3.00$, $SD = 1.12$) were found to be moderate.
- The overall levels of Grade 6 students' situational interest in learning Chinese as a foreign language ($M = 2.94$, $SD = 1.13$), attention demand ($M = 3.09$, $SD =$

1.07), challenge ($M = 2.96$, $SD = 1.15$), instant enjoyment ($M = 2.97$, $SD = 1.13$), exploration intention ($M = 2.89$, $SD = 1.21$), and novelty ($M = 2.84$, $SD = 1.07$) were found to be moderate.

7.3. Findings From Research Objective 3

Regarding to Research Objective 3, the findings shown in Table 5 were obtained from performing a one-way analysis of variance (ANOVA) on the data collected from administering the MLCQ.

Table 5: Results of the One-Way ANOVA Test Comparing Motivation for Learning Chinese as a Foreign Language Among the Grades 4-6 Students Participating in This Study

Grade	<i>n</i>	<i>M</i>	<i>SD</i>	ANOVA	
				<i>F</i> (2, 96)	<i>p</i>
4	36	4.18	1.35	.020	.980
5	31	4.16	1.42		
6	32	4.22	1.46		

Table 5 shows that the significance probability from conducting the one-way ANOVA was $p = .980$ which means that there was no statistically significant difference in motivation for learning Chinese as a foreign language among Grades 4, Grade 5, and Grade 6 students at an international school in Bangkok. Therefore, it can be concluded that the grade in which these students are enrolled in appears to have no significant effect on their motivation for learning Chinese as a foreign language.

7.4. Findings From Research Objective 4

Regarding to Research Objective 4, the findings shown in Table 6 were obtained from performing a one-way analysis of variance (ANOVA) on the data collected from administering the SIS.

Table 6: Results of the One-Way ANOVA Test Comparing Situational Interest in Learning Chinese as a Foreign Language Among the Grades 4-6 Students Participating in This Study

Grade	<i>n</i>	<i>M</i>	<i>SD</i>	ANOVA	
				<i>F</i> (2, 96)	<i>p</i>
4	36	3.24	1.03	2.82	.065
5	31	3.22	1.09		
6	32	2.94	1.13		

Table 6 shows that the significance probability from conducting the one-way ANOVA was $p = .065$ which means that there was no statistically significant difference in situational interest in learning Chinese as a foreign language among Grades 4, Grade 5, and Grade 6 students at an international school in Bangkok. Therefore, it can be concluded that the grade in which these students are enrolled in appears to have no significant effect on their situational interest in learning Chinese as a foreign language.

8. Discussion

In this section, a discussion of the research findings from the current study is provided, by relating such findings with the ones reported by previous research studies.

8.1. Motivation for Learning Chinese as a Foreign Language

The results of the current study revealed that the level of motivation for learning Chinese as a foreign language held an international school in Bangkok, was interpreted as partially high; the motivation intensity for learning Chinese interpreted as partially high; desire to learn Chinese interpreted as partially high and attitude toward learning Chinese interpreted slightly positive. This result is similar with the one reported by El-Zine and Aamer (2020) who conducted a study to determine the level of motivation intensity and desire to learn French in a non-francophone country, the results showed that Yemeni undergraduate learners had a high level of motivational intensity and desire for learning the French language and culture. Moreover, the current findings were slightly similar with the one reported from Shuo (2018) in terms of motivation for learning Chinese among different levels adults learners, the results showed that the beginner adult learners participating in this study were found to have a moderate motivation level for learning Chinese; the intermedia to adult learners were found to have a moderate level motivation for learning Chinese; while the advanced adult learners were found to have a high-level motivation for learning Chinese. Additionally, the findings of current study also in line with Lin (2020) who examined the relationship among motivation for learning English as a foreign language and perception of the study of theology in English, the study indicated that all students from Years 1-4, on average, had a

higher level of motivation for learning English as a foreign language.

8.2. Situational Interest in Learning Chinese as a Foreign Language

According to the current study, the overall level of situational interest in learning Chinese as a foreign language held by Grade 4-6 in an international school in Bangkok, was interpreted as moderate; the attention demand interpreted as moderate; the challenge interpreted as moderate, the instant enjoyment interpreted as moderate, the exploration intention interpreted as moderate, and novelty interpreted as moderate. These findings were found similar with some previous studies reported in the literature by Chen and Darst (2001), who examined the effects of task design on situational interest and the extent to which the effects were mediated by gender, grade, personal interest and skill levels, the findings of situational interest was interpreted as moderate; challenge and novelty moderate; while the other dimensions such as attention demand, instant enjoyment, and exploration intention were interpretative as high.

8.3. The Difference in Motivation for Learning Chinese as a Foreign Language

In this study, the findings reported there was no statistically significant difference in motivation for learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok, which is similar to the findings of Shuo (2018), who report adult learners from this Chinese language academy had no preference for either native Chinese-speaking teachers or non-native Chinese-speaking teachers. A possible explanation for this result is that students' ability to learn, learning conditions, aspirations and the atmosphere of the learning environment are all the factors that possible to influence motivation for learning (Gardner, 2010; Wardani et al., 2020). Other factors that influence students' motivation in learning also can related to class and curriculum structure; teacher's behavior and personality; teaching method; parental habits and involvement; family issues and instability; assessment and learning environment (Silva, 2020).

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

The result from the current study showed that there was no statistically significant difference in situational interest in learning Chinese as a foreign language among Grades 4-6 students at an international school in Bangkok. The current study was found in line with Chen and Darst's (2001) findings, which reported as no significant different to be found regarding to the effects of task design on situational interest, and the extent to which the effects were mediated by gender, Grade 7-9 students, personal interest and skill levels.

The study suggested that to enhance the situational interest of a physical activity task, an option for physical educator maybe to increase cognitive demand rather than reduce physical demand, the terms of the cognitive demand describe the level of difficulty, the work that student is engaged with (Chen & Darst, 2001).

9. Recommendations

Based on the findings of this study, the following recommendations are provided for teachers, students, school administrators and future researchers.

9.1. Recommendations for Teachers

The researchers believe that teachers should create learning environment to attract students' attention; provide task that challenge student's learning desire; giving opportunities for students to interact with each other in the Chinese language class, listen carefully when students approached, encourage them to actively ask questions and give appropriate responses and praise after they ask their own questions (Otundo, 2017).

9.2. Recommendations for Students

The findings of this study showed that the Grades 4, 5 and 6 students at an international school in Bangkok had a partially high overall level of motivation for learning CFL. However, some items on the motivation subscales were interpreted as partially low CFL (e.g., "This activity is complicated." [Item 7], "It is hard for me to do this activity" [Item 8], "This activity is a demanding task" [Item 10], "This activity is new to me" [Item 17], and "The activity inspires me to practice" [Item 20]). Thus, the researchers suggest that students should work in pair or groups during classwork period, through group projects, students asking

questions, forming questions to discussion and finding the answers together. Working collaboratively as a group or pair increase students' participation and motivation in doing their Chinese homework (Frykedal & Chiriac, 2017).

9.3. Recommendations for School Administrators

In order to be able to convey interesting and fun lessons, and effective various teaching strategies, the school administrators should provide constantly professional development programs to upgrade the instructional and teaching methods and to keep abreast of techniques, ideas, or equipment. Last but not least, they should support and provide with a wide range of the materials and resources that they demand to reach their teaching and learning objectives.

9.4. Recommendations for Future Researchers

The current research is a quantitative one, designed to investigate the motivation for and situational interest among Grades 4, 5 and 6 at an international school in Bangkok. Data for this study were collected from the target school students from Grades 4-6. Based on this aspect of the demographic scope of the current study, it is suggested that future researchers could conduct studies examining a larger span of grade levels, which would be more conducive to obtain more detailed results regarding students' trends of learning motivation and situational interest in Chinese language learning between school years. Moreover, future researchers should consider the other factors (learning engagement (McCarthy, 2014), self-efficacy (Haya et al., 2020), attitude (Sou & Sou, 2020) and group learning collaboration (Li, 2014). It is suggested that future researchers can study and explore these factors, in addition to the one proposed in this study, in order to understand the Chinese language learning process more in depth.

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Appendixes

Appendix 1: Items in the Motivation for Learning Chinese as a Foreign Language Questionnaire (MLCQ)

Item No.	Item statement
Motivational intensity	
1	I make a point of trying to understand all the Chinese I see and hear.
2	I keep up to date with Chinese by working on it almost every day.
3	When I have a problem understanding something in Chinese class, I always ask my teacher for help.
4	I really work hard to learn Chinese.
5	When I am studying Chinese, I ignore distractions and pay attention to my task.
6	I do not pay much attention to the feedback I receive in my Chinese class.
7	I do not bother checking my assignments when I get them back from my Chinese teacher.
8	I put off my Chinese homework as much as possible.
9	I tend to give up and not pay attention when I do not understand my Chinese teacher's explanation of something.
10	I cannot be bothered trying to understand the more complex aspects of Chinese.
Desire to learn Chinese	
11	I have a strong desire to know all aspects of Chinese.
12	If it were up to me, I would spend all of my time learning Chinese.
13	I want to learn Chinese so well that it will become natural to me.
14	I would like to learn as much Chinese as possible.
15	I wish I were fluent in Chinese
16	Knowing Chinese isn't really an important goal in my life.
17	I sometimes daydream about dropping Chinese.
18	I'm losing any desire I ever had to know Chinese.
19	To be honest, I really have no desire to learn Chinese.
20	I haven't any great wish to learn more than the basics of Chinese.
Attitudes toward learning Chinese	
21	Learning Chinese is really great.
22	I really enjoy learning Chinese.
23	Chinese is a very important part of the school program
24	I plan to learn as much Chinese as possible.
25	I love learning Chinese.
26	I hate Chinese.
27	I would rather spend my time on subjects other than Chinese.
28	Learning Chinese is a waste of time.
29	I think that learning Chinese is dull.
30	When I leave school, I will give up the study of Chinese because I am not interested in it.



Appendix 2: Items in the Situational Interest Scale (SIS)

Item No.	Item statement
	Attention demand
1	My attention was high
2	I want to analyze it or have a grasp on it
3	I was very attentive all the time
4	I was focused
	Challenge
5	I was concentrated
6	It is a complex activity
7	This activity is complicated
8	It is hard for me to do this activity
9	I like to inquire details of how to do it
	Instant enjoyment
10	This activity is a demanding task
11	This activity is exciting
12	This activity is interesting
13	It is fun for me to try this activity
14	The activity looks fun for me
	Exploration intention
15	It is an enjoyable activity for me
16	I like to find out more about how to do it
17	This activity is new to me
18	This activity is fresh
19	I want to discover all the tricks of this activity
	Novelty
20	The activity inspires me to practice
21	This activity is appealing to me
22	This is an exceptional activity
23	This is an interesting activity for me to do
24	This is a new-fashioned activity for me to do