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A comparative study of beliefs, attitudes, and motivation toward English language learning among Thai and Chinese undergraduates in different study programs

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Graduate School

A COMPARATIVE STUDY OF BELIEFS, ATTITUDES, AND MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING AMONG THAI AND CHINESE UNDERGRADUATES IN DIFFERENT STUDY PROGRAMS

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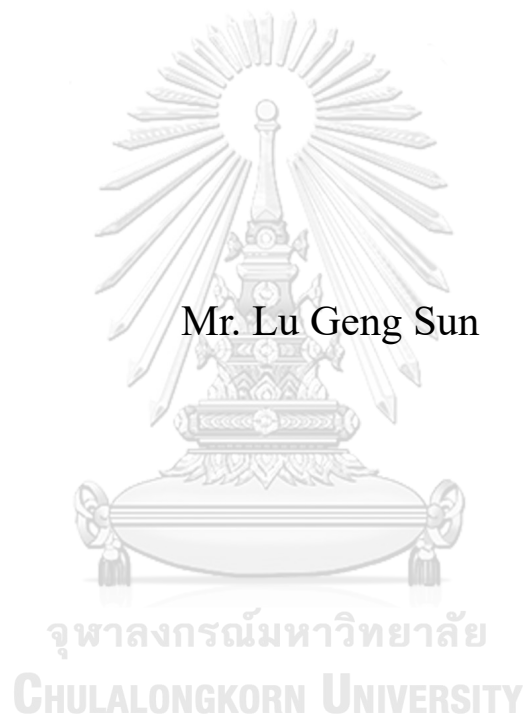
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การศึกษาเปรียบเทียบความเชื่อ ทัศนคติ และแรงจูงใจในการเรียนภาษาอังกฤษ ของนักศึกษาระดับปริญญาตรีชาวไทยและจีนที่เรียนในโปรแกรมการศึกษาที่ต่างกัน

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Thesis Title	A COMPARATIVE STUDY OF BELIEFS, ATTITUDES, AND MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING AMONG THAI AND CHINESE UNDERGRADUATES IN DIFFERENT STUDY PROGRAMS
By	Mr. Lu Geng Sun
Field of Study	English as an International Language
Thesis Advisor	Associate Professor Dr. JIRADA WUDTHAYAGORN, Ph.D.

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ลู่ เกิง ชัน : การศึกษาเปรียบเทียบความเชื่อ ทัศนคติ และแรงจูงใจในการเรียนภาษาอังกฤษ ของนักศึกษาระดับปริญญาตรีชาวไทยและจีนที่เรียนในโปรแกรมการศึกษาที่ต่างกัน. (A COMPARATIVE STUDY OF BELIEFS, ATTITUDES, AND MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING AMONG THAI AND CHINESE UNDERGRADUATES IN DIFFERENT STUDY PROGRAMS) อ.ที่ปรึกษาหลัก : รศ. ดร.จิรดา วุฒฒยากร

การศึกษานี้ศึกษาความเชื่อ ทัศนคติ และแรงจูงใจต่อการเรียนภาษาอังกฤษของนักศึกษาระดับปริญญาตรีชาวไทยและจีน ที่ศึกษา ณ มหาวิทยาลัยธุรกิจบัณฑิตย์ (DPU) การวิจัยนี้ใช้วิธีการผสมผสานทั้งเชิงปริมาณและเชิงคุณภาพเพื่อแยกแยะและเปรียบเทียบประสบการณ์ของนักเรียนเหล่านี้ สำหรับการวิจัยเชิงปริมาณ การศึกษานี้ได้คัดเลือกนักศึกษาจำนวน 332 คน ผ่านการสุ่มตัวอย่างแบบแบ่งชั้น โดย นักศึกษาได้กรอกแบบสอบถามที่ใช้มาตราส่วนลิเคิร์ต 5 จุด สำหรับการวิจัยเชิงคุณภาพรวม การศึกษานี้ได้คัดเลือก กลุ่มตัวอย่าง 31 คนจากกลุ่มเริ่มแรกเพื่อสัมภาษณ์แบบกึ่งโครงสร้าง ผลการวิจัยพบว่านักศึกษาระดับปริญญาตรีชาวจีนมีความเชื่อที่แข็งแกร่ง มีทัศนคติเชิงบวกมากกว่า และมีแรงจูงใจในการเรียนภาษาอังกฤษมากกว่านักเรียนชาวไทย นอกจากนี้ การสัมภาษณ์แบบกึ่งโครงสร้างให้ข้อมูลเชิงลึกที่ลึกซึ้งยิ่งขึ้น โดยเน้นถึงคุณค่าที่ทั้งสองกลุ่มมีต่อการซึมซับและบูรณาการทางเทคโนโลยีในการเรียนรู้ โดยมีการตั้งค่าที่แตกต่างกันซึ่งได้รับอิทธิพลจากภูมิหลังทางวัฒนธรรมและของแต่ละบุคคล ด้วยเหตุนี้ การศึกษาครั้งนี้จึงเน้นย้ำถึงความสำคัญของการปรับแต่งการสอน การบูรณาการเทคโนโลยี และการยอมรับความแตกต่างทางวัฒนธรรมในการสอนและการเรียนรู้ภาษาอังกฤษ แนวทางนี้มีจุดมุ่งหมายเพื่อสร้างสภาพแวดล้อมการเรียนรู้ที่มีประสิทธิภาพและครอบคลุมมากขึ้น ซึ่งส่งเสริมความสามารถระดับโลกอย่างแท้จริง การวิจัยในอนาคตควรพิจารณาบริบทเอเชียที่กว้างขึ้น โดยผสมผสานมุมมองทางวัฒนธรรมที่หลากหลายและภูมิหลังของผู้เรียนแต่ละคน

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สาขาวิชา	ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต ....
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            AND CHINESE UNDERGRADUATES IN DIFFERENT STUDY
            PROGRAMS . Advisor: Assoc. Prof. Dr. JIRADA WUDTHAYAGORN, Ph.D.

This study investigated the beliefs, attitudes, and motivations towards English language learning among Thai and Chinese undergraduate students at Dhurakij Pundit University (DPU). Employing a mixed-method approach, this research utilized both quantitative and qualitative methods to discern and compare these students' experiences. The quantitative phase involved 332 students, selected through stratified random sampling, who completed comprehensive questionnaires based on a five-point Likert scale. The qualitative phase included 31 purposefully selected participants from the initial pool for semi-structured interviews. Findings revealed that Chinese undergraduates exhibited a significantly stronger belief orientation, more positive attitudes, and greater motivational drive towards English language learning compared to Thais. In the qualitative phase, semi-structured interviews provided deeper insights, highlighting the value both groups place on immersion and technological integration in learning, with nuanced preferences influenced by cultural and individual backgrounds. Consequently, this study underscored the importance of customizing pedagogies, integrating technology, and embracing cultural differences in English language teaching and learning. This approach aims to create a more effective and comprehensive learning environment that fosters genuine global competence. Future research should consider a broader Asian context, incorporating diverse cultural perspectives and individual learner backgrounds.

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CHAPTER 1
INTRODUCTION

1.1 Background of the Study

The learning environment has undergone a significant transformation due to globalization, particularly in the context of learning the English language. This change coincides with an increasing trend of students seeking study opportunities abroad. Supporting this observation, the *Annual Report on the Development of Chinese Students Studying Abroad No. 8* (Center for China and Globalization, 2022) reported a marked rise in the number of Chinese students pursuing education overseas, with the figure reaching approximately one million. In Thailand, several universities offer English language programs tailored for non-native speakers from countries such as China, Vietnam, Myanmar, among others. Concurrently, these institutions continue to provide traditional courses conducted in Thai.

According to Horwitz's (1999) findings, it is plausible that factors such as age, life stage, or the context of language learning may serve as significant factors in the variation in learner beliefs within a particular group, such as Thai and Chinese groups. Empirical research, as indicated by Dörnyei and Skehan (2008), has shown that individuals employ diverse strategies in second language acquisition. To achieve proficiency in a second language, learners must consider several elements: their preferred learning mode, their level of motivation, as emphasized by Deci and Ryan (1985), and their attitude towards the target language, as discussed by Lightbown and Spada (2021). Abidin et al. (2012) noted that a learner's attitude towards language learning impacts their language proficiency development, along with their intellectual abilities. However, this is not the only case. Getie (2020) investigated how various elements affect the attitudes of English language learners, noting that negative influences such as a lack of supportive learning environment, insufficient encouragement, fear of making errors, and limited practice opportunities can affect a learner's attitude. Gardner (1985) and Reid (2003) recognized the crucial role of maintaining a positive attitude as essential in achieving second language proficiency. Conversely, Arnold (2009) observed that negative attitudes could lead to classroom

anxiety, while Vandergrift and Tafaghodtari (2010) argued that they hinder cognitive achievement and motivation.

The relationship between attitude and motivation in language learning, as established by Ellis (1997), is well-recognized. According to Gardner (1985), the simultaneous presence of motivation and a positive attitude is necessary for attaining a fruitful language learning endeavor. Several studies have underscored the importance of the aforementioned ideal relationship. Bidin et al. (2009) and Ming et al. (2011), for instance, have highlighted the significance of this ideal relationship, suggesting that students who possess positive attitudes and a high level of motivation are more likely to achieve success in comparison to those who exhibit negative attitudes and low motivation. Littlewood (1981) claimed that the presence of certain attitudes among students can impede the learning process and their acquisition of new knowledge in a second language, leading to a loss of interest in learning. The language performance of students was indeed influenced by their attitudes toward learning English, as evidenced by several studies such as Busse (2017), Lasagabaster (2017), and Getie (2020). Therefore, it can be inferred that attitude has a direct impact on a student's performance in the learning of a second language. Despite this, it should be pointed out that motivation may not have a direct impact on the English language performance of students due to the impact of intervening variables such as teaching quality, learning strategies, or individual learner differences. Even if a student is highly motivated, without effective teaching methods, appropriate learning strategies (Liu et al., 2018), and a supportive learning environment (Khan & Takkac, 2021), their performance may not improve as expected.

Jampaklay et al. (2022), based on data collected by the *Office of the Higher Education Commission* (OHEC, Thailand), summarize the findings related to the continuous growth of international students over the last decade (2009-2019), highlighting that 6,923 international students come from China, making up 40 percent of the total international student population. Compared to other countries, China has become the primary source of international students in Thailand since 2006 (Yin et al., 2015). The total number of Chinese students in Thailand experienced a significant increase from 5,611 in 2009 to 11,993 in 2019, almost double of the group within a

span of nine years. Given previous studies conducted by multiple researchers, it can be assumed that these two groups of students are likely to process different psychological factors like beliefs, attitudes, and motivation (Kasstan et al., 2018; Schroedler et al., 2022; Wesely, 2012).

Nomnian's (2018) study found that Chinese students in Thailand perceived English learning in China as more exam-oriented, with an emphasis being placed on grammar and vocabulary. In contrast, their experience in Thailand was viewed as more interactive, focusing on communicative skills. This contrast reflected different educational philosophies in China and Thailand, influencing students' attitudes and motivation. Weerasawainon (2019) explored Thai students studying Chinese and revealed differences in attitudes and motivations. Thai students showed a practical approach, using diverse strategies like media and self-learning, differing from more traditional methods seen in Chinese students. This highlighted how cultural and educational differences shape language learning behaviors.

Therefore, the possession of appropriate beliefs and attitudes towards the English language ultimately serves as a catalyst for students' motivation to achieve proficiency in the language, both within and beyond the confines of the educational setting. The degree to which students demonstrate motivation to acquire English skills, whether driven by intrinsic or extrinsic factors, significantly affects their overall success as language learners. Understanding how these groups process beliefs, attitudes, and motivations in language learning is both timely and essential.

1.2 Research Questions

1. What are the beliefs, attitudes, and motivation in English language learning among Thai and Chinese undergraduate students?

2. What are the similarities and/or differences in beliefs, attitudes, and motivation in English language learning among Thai and Chinese undergraduate students?

1.3 Research Objectives

In order to understand how Thai and Chinese undergraduate students possess beliefs, attitudes, and motivations in English language learning, the current study encompassed the following two objectives:

1. To identify beliefs, attitudes, and motivation in English language learning among Thai and Chinese undergraduate students.

2. To compare and contrast beliefs, attitudes, and motivation in English language learning among Thai and Chinese undergraduate students.

1.4 Formulation of Research Hypothesis of Research Question 1

The following statement of hypothesis is presented based on Creswell and Creswell's (2023) notion. The mixed-method research design used in this study aimed to describe and compare the quantitative data regarding the beliefs, attitudes, and motivation about English language learning between Thai and Chinese undergraduates. In addition to quantitative data, qualitative data were also gathered using an explanatory sequential design with the procedure of connecting quantitative and qualitative findings in response to the research questions.

***Research hypothesis*:** There will be variations in beliefs, attitudes, and motivation between Thai and Chinese undergraduate students in Thailand.

This hypothesis implied that the cultural background or nationality of the students may influence their beliefs, attitudes, and motivation about language learning. Thus, it was hypothesized that there would be statistically significant differences in beliefs, attitudes, and motivation between Thai and Chinese undergraduate students.

1.5 Excepted Answer to Research Question 2

Qualitative Research Question: How do Thai and Chinese undergraduate students describe their beliefs, attitudes, and motivations, and in what ways do these elements converge and diverge between the two groups?

1.6 Scope of the Study

In the present mixed-method research, the sample comprised both Thai and Chinese undergraduate students from the international programs of one private university located in urban Bangkok. Data collection took place in the academic year 2023.

1.7 Definition of Terms

This study aimed at explaining the psychological and motivational dynamics of English language learning among Thai and Chinese undergraduate students studying in Thailand. In an age where English stands as a global lingua franca, understanding the internal (beliefs and attitudes) and external (motivation) factors influencing students from diverse cultural backgrounds becomes pivotal in Thailand. Specifically:

Beliefs about Language Learning: beliefs about language learning is defined by Horwitz (1988) as learners' opinions about language learning issues. In the context of this study, beliefs referred to the cognitive constructs held by students about the process of language learning. They encompassed the implicit or explicit convictions students had concerning the nature, challenges, and methods of acquiring a second language, whether these were rooted in personal experience, cultural background, or educational exposure. This study sought to uncover the underlying convictions these cohorts had about English language learning. For instance, did they consider it an innate phenomenon or one necessitating systematic formal instruction? Were there disparities in the beliefs of Thai and Chinese students regarding the inherent level of difficulty or ease associated with acquiring proficiency in the English language?

Attitudes toward Language Learning: According to Gardner (1985), attitudes refer to an evaluative reaction to some referent or attitude object, inferred based on the individual's beliefs or opinions about the referent. In this study, attitudes pertain to the learners' positive or negative evaluations, feelings, or predispositions toward English language learning. This could range from how a student feels about the English-speaking world, their emotional response to the English classroom environment, or their opinion about the utility of learning English in the global

landscape. This study investigated the attitudes of language learners toward English language learning using. It looked into how these Thai and Chinese undergraduate students felt about the English language, its cultural implications, and its personal and professional significance. In addition, this study sought to comprehend individual learners' affective responses, including a spectrum of emotions such as excitement, confidence, disquiet, and reluctance, when confronted with the task of acquiring English language proficiency.

Motivation about Language Learning: Motivation refers to effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language (Gardner, 1985). Within this study, motivation was conceptualized as the driving force that propelled students to initiate and sustain the English language learning process, which could be further categorized into:

i. Intrinsic motivation: Arising from an individual's internal desire to learn for the sake of personal fulfilment, interest, or passion

ii. Extrinsic motivation: Stemming from external factors such as academic requirements, job opportunities, or societal pressures

Of primary concern was what propelled these students to undertake the journey of English language learning. The study was differentiated between intrinsic motivations (e.g., passion for the language, personal fulfilment, etc.) and extrinsic motivations (e.g., career opportunities, societal pressures, etc.). The essential aspect would be understanding if Thai and Chinese students were driven by similar or different motivational factors and the intensity of these drivers.

Chinese undergraduates: Due to the sample selection, this Dhurakij Pundit University (DPU) offers a plethora of international programs, the majority of which are geared toward Chinese students. The preponderance of Chinese students attends the International College (IC) and the Chinese International College (CIC).

This study focuses on Chinese undergraduates who were enrolled in a Chinese program and were majoring in "International Business" and "Tourism Management." The medium of instruction in the classroom was a combination of English and Chinese. Outside the classroom, they used English and Chinese for general purposes

such as shopping, asking for help at the Immigration Office, communicating with their landlords, and travelling.

Thai undergraduates: The undergraduate students in the Thai programs, from English majors such as "Business English," "International Business," and "English for Business Communication." They often used English as the medium of instruction (EMI) during the class. Outside the classroom, they mainly used English and Thai with international classmates to finish homework and assignments.

1.8 Significance of the Study

In an era characterized by rapid globalization and increased international student mobility, understanding the complexities of English language learning has become crucial. This study was situated at the intersection of rigorous scholarship and innovative inquiry, exploring the psychological dimensions of two key student cohorts: Thai and Chinese undergraduates in Thailand. With the number of Chinese students in Thailand having doubled in just a decade, this research stood as pioneering work. It not only reflected the evolving ethos of demographic change but also carefully deconstructed the myriad beliefs, attitudes, and motivations these students hold towards English language learning. Consequently, it will lay the groundwork for an enhanced pedagogical framework, allowing educators to craft curricula that are attuned to the lived experiences and cultural specificities of these varied learners. Furthermore, by contrasting the Thai and Chinese perspectives, this study could be considered a conduit for intercultural understanding and collaboration in academic settings. This approach, merging deep scholarship with cutting-edge methods, would position the study at the forefront of linguistics, education, and intercultural communication, poised to shape teaching strategies, curriculum design, and broad educational policies for the foreseeable future.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

This chapter provides a comprehensive review of the existing literature related to the research topic. The purpose is to critically analyze and synthesize the definitions of terms, empirical studies, and scholarly works relevant to the research questions. Also, by examining the current research in this area, it aims to identify gaps, inconsistencies, and emerging trends in the literature.

2.2 Beliefs about Language Learning

2.2.1 Definition of Beliefs about Language Learning

Beliefs about Language Learning are significant determinants that influence language learning behaviour. Scholars have characterized these beliefs in various ways. In the realm of language learning, beliefs pertain to learners' viewpoints on matters related to language learning (Horwitz, 1988), the nature of language and its acquisition (Barcelos, 2003), as well as their personal conceptions of language, language learning, and the contexts in which learning occurs (White, 2008).

Horwitz (1988) conducted a study on the beliefs of first-semester foreign language learners at the University of Texas. The sample consisted of 80 students studying German, 63 students studying French, and 98 students studying Spanish. The responses provided by the participants exhibited differences from the current perceptions held by instructors regarding certain items. The study demonstrated that quite a few learners had a somewhat positive perspective regarding the level of difficulty involved in language learning. More specifically, 43% of the participants believed that dedicating one hour per day to learning a foreign language would result in fluency achievement within two years, while an additional 35% calculated that the process would take between three and five years. In line with the survey results, 34% of participants agreed or strongly agreed that acquiring a foreign language mainly involves integrating a substantial amount of new vocabulary, while 29% suspected that it primarily involves mastering an important variety of grammatical principles. Depending on the findings of the survey results, 50% of the participants held the

belief that foreign language aptitude exists, while 35% stated that they had such aptitude. Ultimately, a majority of 71% of those surveyed expressed the significance of having an excellent accent when speaking a foreign language, whereas 50% emphasized the necessity of utilizing language tests for language practice. Horwitz (1988, p. 292) proposed that the gaps in beliefs between instructors and learners are likely leading to "negative outcomes" in terms of language learning for them. This idea had received theoretical backing from other researchers as well (Cortazzi, 1990; Green & Oxford, 1995; Mantle-Bromley, 1995).

As per Richardson's (1996) definition, beliefs were mental concepts that were subjectively held and represented an individual's understanding, premises, or assertions about the world that were perceived to be true. The field of educational psychology has substantiated the significance of learners' beliefs as a defining characteristic of their learning behavior. In accordance with previous research, Büyükyazi (2010) asserted that identifying the language learners' beliefs regarding the language learning approach is essential to coming up with effective learning strategies. The inquiry into optimal instructional delivery methods relied on antecedent experiences with learning and various verdicts from learners. This perception was linguistically referred to as a learner's beliefs (Bidari, 2021). As stated by Mori (1999), learners' beliefs make up a complex system comprising various independent components that have been broadly construed in their clarification. Ellis (2008) provided a definition of beliefs as a set of components that exert an influence on the process of learning and the overall learning outcome. Moreover, beliefs were shaped by various factors, including but not limited to individual differences and life experiences. Tanaka and Ellis (2003) asserted that it was imperative to investigate the learners' beliefs, as these beliefs produced a considerable influence on learners' behaviours, including their employment of learning strategies, affective states such as self-confidence and anxiety, and linguistic outcomes such as competencies, fluency, or language abilities.

Horwitz (1988) posited that if learners believe language learning is merely about memorizing vocabulary and grammar rules, they might devote substantial amounts of their study time to these activities rather than to the educational tasks their

instructors have designed. Therefore, the present research will define "beliefs about language learning" as the foundation of learners' behaviors towards language learning, which, in turn, influences their level of achievement in language learning outcomes.

2.2.2 Current Research on Beliefs about Language Learning

Navarro and Macalister (2019) examined beliefs about language learning by employing a research framework as a methodological tool. This approach underscored the importance of exploring language learning beyond the confines of the traditional classroom and challenging pre-existing notions about learning environments. Within the realm of language learning, the framework particularly emphasized naturalistic studies that probe into learners' cognitions, behavioral patterns, and past language-related experiences across diverse interactive contexts, facilitating an in-depth investigation of language learning. The framework aided in enhancing language learners' understanding by expanding the scope of investigation from prescriptive to descriptive and, ultimately, to a comprehensive understanding. It appropriately recognized the intrinsic importance of contextually situated language-related behavior and its profound impact on learners' cognitive processes. The study concluded with a significant emphasis on the framework's utility in shedding light on the complexities of language learning in non-traditional settings. It underscored the need for language educators to possess a holistic understanding of their students in order to foster educational success.

The article by Imsa-Ard (2020b) explored the perceptions and beliefs of Thai *EFL* teachers regarding the English test in Thailand's national examination. The study revealed that teachers, while acknowledging the importance of the test, were dissatisfied with its alignment with real-life language use and the national curriculum. It highlighted a conflict between the test-driven teaching approach, imposed by institutional pressures, and the teachers' belief in the necessity of communicative language teaching. This discrepancy pointed to the need for reassessment of the exam's structure to better reflect the objectives of English language education in Thailand.

Saha (2021) examined beliefs about language learning in the context of *EFL* and English as a Second Language (ESL) settings in Bangladesh, with potential

applicability to comparable non-anglophone countries (where English is not the primary or official language). The research revealed the existence of various beliefs, expectations, aptitudes, and pedagogical objectives among learners within these settings. *ESL* learners in Bangladesh demonstrated a preference for socio-affective and metacognitive strategies, exemplified by their preferences for collaborative learning and self-regulated approaches throughout rote memorization and extracurricular practice by themselves. Aware of the broader sociocultural context in which language learning occurs, the main focus was on communication as an integrated skill. Conversely, *EFL* learners in Bangladesh placed greater emphasis on specific linguistic sub-skills, such as vocabulary and grammar, and prioritize individual language needs over the broader sociocultural dimensions of language learning. The findings underscored the significant impact of contextual factors on learner perceptions and beliefs, with *EFL* learners perceived encouragement within their educational environment, while *ESL* learners placed considerable value on the feedback provided by instructors.

The study by Euanorasetr and Suwanarak (2023) offered a detailed examination of Thai *EFL* teachers' beliefs towards teaching reading. It specifically looked at how these beliefs are shaped by factors such as gender, educational background, and teaching experience. The research revealed a strong preference among Thai *EFL* teachers for student-centered teaching methods, such as competency-based and text-based approaches, over traditional, teacher-directed methods. This preference highlighted a growing recognition of the need for more engaging and effective teaching strategies that cater to the evolving needs of students in a modern educational context. The study provided valuable insights into the changing landscape of EFL teaching in Thailand, emphasizing the importance of adapting teaching strategies to enhance learning outcomes.

2.3 Attitudes toward Language Learning

2.3.1 Definition of Attitude

Attitudes are a fundamental focus of theoretical and empirical investigation within the field of social psychology. An attitude is described as a psychological

variable that constitutes a mental state of readiness, organized through experience, and exerts a directive or dynamic influence on an individual's response to all objects and situations with which it is related (Gibb, 1999). According to Baker (1992), attitude is also a hypothetical construct employed to explain the direction and persistence of human behaviour. In terms of Gardner's (1985) definition, an individual's attitude was an evaluative reaction to some referent or attitude object, inferred from the individual's beliefs or opinions about the referent.

Figure 1

Attitude Structure in Attitude Formation and Response
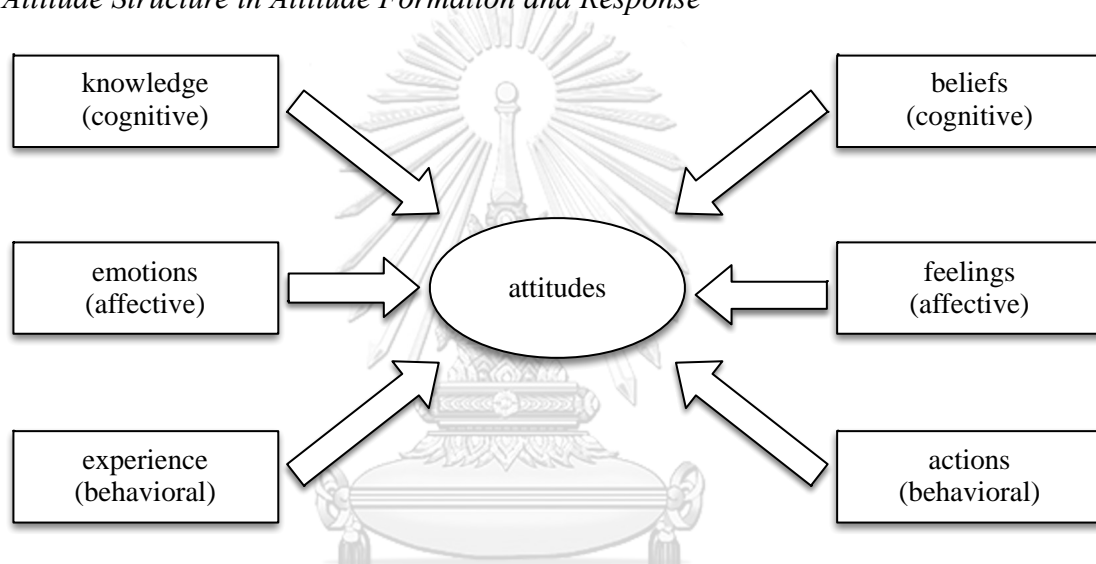
Noted. Adapted from Baker (1992) and Artamonova (2020)

Most researchers concur on the tripartite framework of attitude, which includes cognitive, affective, and behavioral components (Artamonova, 2020; Baker, 1992; Eagly & Chaiken, 2007). The cognitive component consists of an individual's ideas, thoughts, or beliefs regarding an attitude object; the affective component pertains to an individual's subjective experiences of emotions or sentiments; and the behavioral component signifies an individual's inclination or predisposition to engage in certain actions (Eagly & Chaiken, 2007; Haddock & Huskinson, 2004). To enhance comprehension, Artamonova (2020) elucidated the subject matter by providing a scenario involving university students: "some college students consider good grades or their overall GPA important for graduate school or job applications (cognitive), they experience pleasant emotions when they receive good grades (affective), and they work hard to obtain those grades (behavioral)." This tripartite framework, as

illustrated in Figure 1, is applied to the formation and expression of attitudes, suggesting that attitudes are formed through the interaction of knowledge, emotions, and experiences, and are manifested in beliefs, feelings, and actions.

2.2.2 Definition of Attitude toward Language Learning

The definitions of attitude provided in the preceding section are broadly conceptualized and not tailored to the specific dynamics of language learning. In the following section, the researcher will delve into attitudes within the language learning context, exploring how these general principles manifest in the specialized field of second language education.

Gardner (1985) believed that learners' attitudes toward learning the target language were of greater significance than learners' passion for studying a foreign language or those who spoke the target language in achieving a high grade in target language proficiency. He also proposed that there were essential varieties of attitudes in the context of language learning, one of which was an attitude toward the target language society. He suspected that this mindset was essential since learning a language required students to integrate into another culture. Larsen-Freeman and Long (1991) identified five areas pertaining to attitudes in L2 learning and foreign language learning through the examination of various research studies, respectively 1) Parents: parents' attitudes towards the target language community affect not only children's attitudes but also achievement; 2) Peers: the attitudes of peers affect learners' learning of a second language; 3) Learning situation: the learners' attitudes towards the learning situation affect their degree of success; 4) Teachers: teachers' attitudes towards learners affect the quality and quantity of the learning which takes place; 5) Ethnicity: ethnicity can determine attitudes and behavior toward members of other groups, and these, in turn, might affect achievement. As stated in Baker's (1992) book, language attitudes were a broad term that pertained to identifying attitudes that warranted highlighting in a given linguistic context for a specific study. The investigation of language attitudes can be conducted in various domains, including language instruction, language acquisition, linguistic communities, language itself, parents' language attitudes, and other related areas. Tremblay and Gardner (1995), building upon Gardner's (1985) theory of attitudes in the context of language learning

by incorporating attitudes toward the language learning situation in the assessment of student attitudes, claimed that the impact of attitudes toward the learning situation on other aspects of attitudes and motivation had been noted. Specifically, in the context of language learning, particularly in schools, this type of attitude appeared to be a crucial factor in determining students' success due to positive attitudes toward the learning situation, which may enhance students' performance in the classroom.

Furthermore, some research has demonstrated a positive correlation between a favorable attitude toward language learning and language proficiency. The correlation between language attitudes and adult immigrant English learners' accents was the subject of a study by Moyer (2007). The findings indicated that those with more positive attitudes toward the target language and culture had a better accent in English (i.e., were rated more native-like or less foreign). This line of investigation was often viewed as particularly valuable because promoting language proficiency was the primary goal of language instruction (Artamonova, 2020).

2.3.2 Current Research on Attitudes toward Language Learning

Dewaele's (2019) study argued that attitude toward language learning played a significant role in shaping learners' willingness to communicate (WTC) in a foreign language. The notion was highlighted in the discussed content, which focused on Spanish learners of English but held broader implications. The literature review underscored the importance of learner-internal and learner-external variables in predicting *WTC*, with attitudes toward the foreign language and its culture being crucial factors. Although positive attitudes toward the target language and culture have been shown to enhance *WTC*, this study revealed that attitudes toward English did not independently predict classroom *WTC* among Spanish learners. This may be attributed to English's status as a global lingua franca, which is less tightly linked to a specific cultural group. In contrast, learners of French may exhibit a stronger connection between attitudes toward the language and their willingness to communicate, given the closer association between French and its cultural context. Additionally, the study emphasized the detrimental impact of foreign language classroom anxiety (FLCA) on *WTC*, as learners' anxiety impeded their engagement in communication. On the flip side, foreign language enjoyment (FLE) and the teacher's

frequent use of the target language positively predicted *WTC*. Teachers had a vital role to play in creating a positive and supportive classroom environment that fostered emotional engagement, reduced anxiety, and encouraged students' willingness to communicate. To promote *WTC* effectively, it was crucial to establish a nonthreatening and engaged atmosphere where learners felt comfortable and motivated to communicate. Further interdisciplinary research was warranted to explore the intricate interplay of these variables and their effects on language learners' willingness to communicate.

Artamonova (2020) presented the development and significance of a new questionnaire called the Language Attitudes Questionnaire for Language Learners (LAQ-LL) that aims to measure language attitudes in the context of second language (L2) learning. The research underscored the need to differentiate between attitudes and motivation and discusses the creation of the *LAQ-LL* to assess language attitudes independently. The questionnaire was designed to explore learners' attitudes toward various aspects of language learning, such as multilingualism, language classes, and the target language culture. The research involved a comprehensive review of existing literature to establish a clear understanding of language attitudes. The *LAQ-LL* was developed in adherence to guidelines and tested for clarity and layout. It was administered to a group of American college students majoring or minoring in Spanish. The study revealed that the questionnaire's three subscales, 1) Language learning experience; 2) Sociocultural appeal; and 3) Value of multilingualism, align well with the three components of attitudes: cognitive, affective, and behavioral. The research acknowledged that attitudes can significantly influence language learning decisions and outcomes. The participants' positive attitudes towards Spanish were evident across the subscales, and the questionnaire's structure was found to be valid and reliable. The research suggested that the *LAQ-LL* has practical implications, potentially aiding instructors in assessing and improving language attitudes among learners. Furthermore, it pointed out directions for future research, including validating the questionnaire with different student populations and exploring its application in other languages. In a word, the study emphasized the importance of understanding and measuring language attitudes separately from motivation in the context of L2 learning. The *LAQ-LL* offers a practical tool to assess and potentially

enhance learners' language attitudes, which can ultimately contribute to more effective language teaching practices and improved proficiency outcomes.

The study *"Language practices and attitudes among young minority language speakers in Thailand"* by Siebenhütter (2021) examined the linguistic behavior and attitudes of young Kui speakers in northeastern Thailand. It explored how gender, social space, and other factors influenced language use and attitudes. The study found that while Kui language was used at home and within communities, Thai was increasingly used in public spaces like markets and schools. There was a trend of language shift towards Thai among younger speakers, influenced by factors like identity, belonging, and language prestige. This shift was not complete, as many young speakers still valued and used Kui. The study underscored the complexities of language use among minority language speakers in a modern context, highlighting the interplay of internal motivations and external pressures in language choice and identity construction.

2.4 Motivation about Language Learning

2.4.1 Definition of Motivation about Language Learning

Motivation is commonly utilized in both scientific and educational fields. Diverse psychological perspectives on human behavior have led to varying interpretations of motivation's definition. Surprisingly, despite numerous proposed definitions, there is little agreement in the literature about the precise meaning of this concept (Dörnyei, 1994). In relation to L2 learning, Gardner (1985) identified a correlation between motivation and second language acquisition (SLA), noting that motivation is often cited in L2 learning as a simple explanation for achievement (p. 10). Dörnyei (1994) emphasized that L2 motivation is a multifaceted construct, requiring careful description of its nature and core features. According to Gardner's conceptualization, motivation in the context of language learning is characterized by effort, desire to achieve the goal of learning the language, and favorable attitudes toward the learning process.

Since the 1950s, the majority of research on L2 motivation has been influenced by Gardner and Lambert and was predominantly based on a social-

psychological explanation of motivation (Crookes & Schmidt, 1991). The research project conducted by Gardner and Lambert spanned over a decade, culminating in a comprehensive summary that established the study of L2 motivation as a distinct research topic. The framework for L2 motivation, which was formulated by Oxford and Shearin (1994), has exerted a significant influence on the language learning motivation landscape for approximately thirty years. Gardner's model comprised three distinct areas: a) the construct of the integrative motive; b) the Attitude/Motivation Test Battery (AMTB); and c) the socio-educational model (Dörnyei, 1994). Gardner's (1985) model emphasized the significance of attitudes toward the language itself in relation to motivational factors. The latest model discussed in the current research was fabricated in 1992 and cited in Ushida's (2003) publication. As illustrated in Figure 2, the shaping of attitudes can be attributed to language features, including but not limited to phonetics and writing style. Furthermore, language learners' general attitudes toward language learning and their perceptions of the instructor were also examined.

Figure 2

A Modified Socio-educational Model of Second Language Acquisition
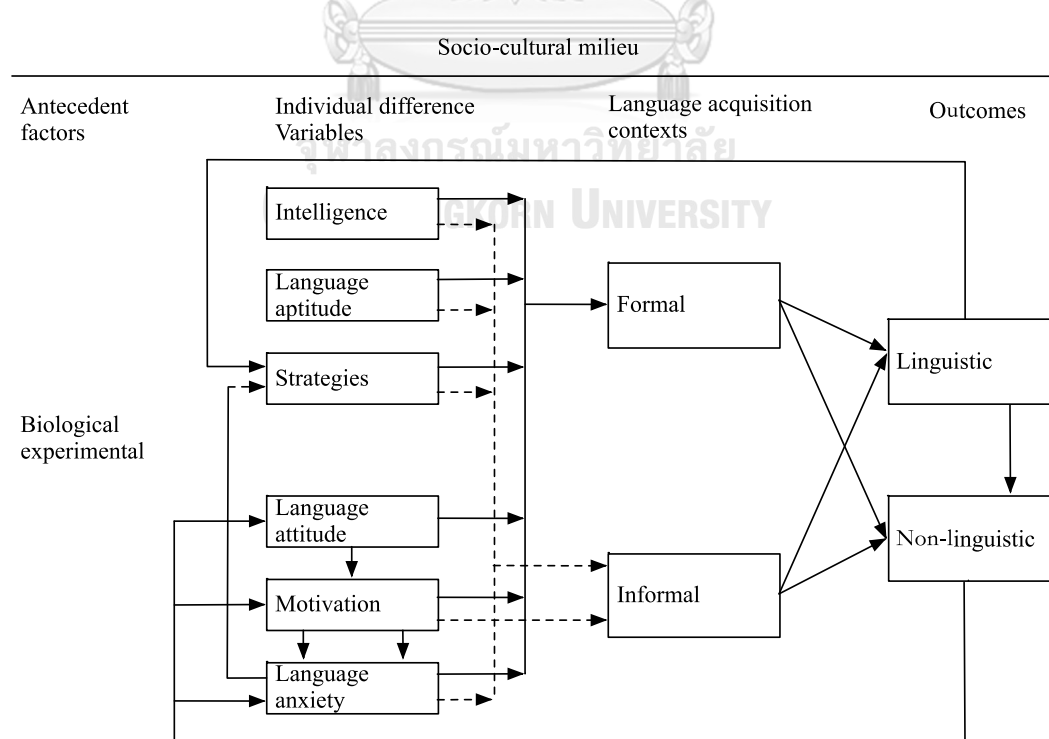
Noted. Adapted from Gardner and MacIntyre (1992) and Ushida (2003, p. 51)

Gardner (1985) established another concept of orientation as a motivational construct. Motivation refers to the purposeful and reinforcing endeavour that individual learners undertake to acquire proficiency in a language. On the other hand, orientation pertains to a category of factors that drive individuals to study a second language. In accordance with Gardner's (1985) assertion, motivation was purposefully aimed toward achieving a goal, and the orientation of a learner elucidated the reason behind their goal. Gardner and Lambert (1972) delineated the dichotomy between the integrative and instrumental orientations. The concept of integrative orientation has been closely associated with an individual's propensity for cultural or linguistic integration. Gardner (1985) suggested that the integrative orientation was reflective of a positive, non-ethnocentric approach to the other community. It likely strongly correlated with both attitudes toward the community and motivation for learning their language.

Crookes and Schmidt (1991) questioned Gardner's approach and argued that there was insufficient empirical evidence to support the assumption that integrative motivation was a cause and affected L2 achievement. In addition, they argued that their study's emphasis on social aspects was a deficiency and that there was a need for more appropriate approaches to L2 education. Crookes and Schmidt (1991) identified a clear need to investigate and categorize L2 learning motivation in the classroom. Four areas were included: 1) the micro-level, 2) the classroom level, 3) the syllabus level, and 4) the fourth level involving factors from outside the classroom. At the micro-level, L2 input was cognitively processed, and learner motivation was demonstrated by the amount of focus placed on the input. The classroom level contained the procedures and activities used in the classroom. Crookes and Schmidt (1991) employed expectancy-value and self-deterministic theories to this level and claimed that the expectation of success and the amount of control over activities contribute to learner motivation. The syllabus level refers to the selection of the content delivered and can influence motivation by arousing students' curiosity and interest. Finally, factors outside the classroom include informal interaction in the L2 and long-term factors.

Depending on Tremblay and Gardner's (1995) landmark study on the causal relationship between attitudes, motivation, and language achievement, language attitudes had a significant impact on goal salience, valence, and self-efficacy. Afterwards, the three variables exhibited impacts on behaviours, which subsequently influenced the achievement of language proficiency. The previous statement posited that the mediating factors in the correlation between language attitudes and behaviours were goal salience, valence, and self-efficacy. The present research utilized the same approach to measure motivation (Adithepsathit & Wudthayagorn, 2018), with self-efficacy and behaviour serving as the two selected variables.

2.4.2 Current Research on Motivation in Language Learning

The article *"Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand"* by Vibulphol (2016) explored the motivation of Thai ninth graders in learning English and the strategies used by teachers to support this motivation. The study, based on Self-Determination Theory, involved observations and questionnaires in twelve classrooms across Thailand. Findings indicated a relatively high level of student motivation, but a mismatch between this motivation and actual learning levels. Teachers predominantly employed controlling strategies, and a gap was noted between these strategies and the nurturing of students' internal motivation, suggesting a need for more autonomy-supportive approaches to enhance sustainable English learning.

The findings of Saito et al. (2019) indicated that the ought-to L2 self-had a minimal impact on the explanation of oral proficiency gains; however, the study did reveal a positive correlation between the ideal L2 self and proficiency. Besides clearly defined and meticulously measured motivational constructs, it was crucial for forthcoming research to integrate rigorous measurements of second language proficiency. From the perspective of language assessment, a heightened comprehension of how differential motivations affect language test performance would be advantageous for policymakers and instructors.

What's more, Iwaniec and Dunn (2020) proposed that a longitudinal investigation was necessary to examine the relationship between motivation and proficiency, particularly because it may occur for the level of motivation and

proficiency acquisition to vary throughout the learning process. Thus, the empirical investigation was required to examine the ways in which motivation, a dynamic and evolving construct, can impact and stimulate learning, which is also a dynamic and evolving construct. The study conducted by Papi and Hiver (2020) employed a comprehensive framework that integrated various motivational perspectives, including value, truth, and control. It highlighted the dynamic and adaptive nature of motivation and emphasized the impact of interactions between different motivational factors and contextual elements. Furthermore, it pointed out the importance of the learning environment in shaping motivational pathways, stressed the incorporation of various perspectives, and appreciated the fluidity of motivation, contextual factors, and the complicated structure of motivational trends.

The research by Imsa-Ard (2020a) on *"Motivation and Attitudes towards English Language Learning in Thailand"* presented a comprehensive analysis of Thai EFL students' motivation and attitudes towards English learning. The study, involving 640 secondary school students, reveals a high level of motivation among students to learn and improve their English. However, it also uncovered dissatisfaction with the current classroom teaching methods, which are perceived as not meeting real-life needs. The study underscored a significant gap between students' eagerness to learn and the effectiveness of existing educational approaches, suggesting a need for pedagogical reforms to align English language education more closely with the students' aspirations and real-world applications. A representative quote from the study is "the findings revealed that Thai *EFL* students are highly motivated, and they are keen to learn and improve their English. However, most of them said that English language learning in classrooms does not meet their needs and prevents them from improving English skills that are useful for their real-life situations." This quote encapsulated the central theme of the research, highlighting both the strong motivation among Thai students to learn English and the inadequacies of the current educational approach.

Yang and Wu (2022) investigated the significance of motivation in SLA pragmatics in accordance with current research trends in motivation. Specifically, it investigated the consequences of motivation on L2 pragmatic production among a

cohort of Chinese adult English learners. The findings showed that learners with higher motivation exhibit superior performance in expressing complaints in the target language compared to those with lower motivation. Also, there was a positive correlation between learners' levels of pragmatic production and their overall L2 motivation, as well as specific motivational dimensions like attitudes toward learning English, the ideal L2 self, intended learning efforts, and attitudes toward the L2 community. These outcomes provided insights into the influential role of motivation in fostering L2 pragmatic competencies and offered valuable information about the intricate interplay between L2 motivation and pragmatic learning. By engaging with contemporary trends in motivation research, this study contributed to a nuanced understanding of the intricate relationship between motivation and L2 pragmatics learning.

Bahari's (2022) study systematically reviewed the role of technology-assisted language learning (TALL) environments in augmenting L2 motivation. Analyzing 148 articles from 2010 to 2021, the study identified *TALL* affordances and challenges and proposed future research directions. Various affordances provided by *TALL*, including the ability to access authentic materials, receive interactive feedback, and receive personalized instruction, contributed to the enhancement of L2 motivation through the promotion of a global community, transcultural awareness, and learner-centered approaches. In *TALL* environments, the integration of technology tools increased learner engagement and motivation. *TALL* implementation faced obstacles such as perceived teacher support, access issues, instructor-centered instruction, limited digital literacy, and the need for comprehensive, flexible instructional designs and strategies. In brief, aligning L2 motivation, individual learner differences, and *TALL* affordances was crucial for future research. Adaptive, multifaceted *TALL* programs were advocated to address the dynamic nature of L2 motivation. A dynamic systems theory approach was suggested to reassess affordances across *TALL* environments and test their interoperability.

The study by Wongsa and Son (2022) titled *"Enhancing Thai Secondary School Students' English-Speaking Skills, Attitudes, and Motivation with Drama-Based Activities and Facebook"* examines the impact of integrating drama-based

activities and Facebook in *EFL* classrooms in Thailand. It focuses on how these methods influence Thai students' speaking skills, attitudes, and motivation towards learning English. The research finds that the combination of drama-based activities and the use of Facebook positively affects students' English-speaking abilities and increases their motivation and positive attitudes towards learning the language. This innovative approach provides a more interactive and flexible learning environment, encouraging active communication and collaboration among students and between students and teachers. The findings suggest that incorporating drama-based learning and social media tools like Facebook can significantly enhance language learning experiences in *EFL* classrooms.

2.5 Distinction between Attitudes and Motivation

According to Gardner and Lambert (1972), the term motivation referred to the overarching objective and orientation of second-language learners, while attitude pertained to the learner's persistence in going after this goal. Rahman (2005) distinguished between attitude and motivation, defining attitude as the persistence shown by the learner in striving for a goal, whereas motivation was seen in terms of the overall goal or orientation. Gardner (1985) argued that attitudes were related to motivation by serving as supports of the learner's overall orientation; attitudes were complex ones that influenced motivation, and successful learning of the language in the school situation depended upon both motivation and the range of opportunities for its use outside the classroom. In their book, Lightbown and Spada (2021) argued that when learners are compelled to learn a L2 solely due to external pressures, their internal motivation may be limited and their overall attitudes toward language learning may become negative. And they went on to say that the process of learning a second language can either contribute to personal growth or convey negative emotions, depending on the attitudes of the learners.

Nevertheless, as Seki (2004) noted, the ideas of motivation and attitude were not clearly distinct. This may be in that a learner's motivation to study a language is affected by their attitudes, willingness to engage, and overall approach to the foreign language learning process. Gardner (2004) positioned attitude toward language learning as a minor indicator variable that contributed to "motivation" in the socio-

educational model. He elucidated the correlation between students' attitudes toward language learning and their motivation by articulating that "the motivated individual will enjoy the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times" (p. 10). This definition posited that attitudes toward language learning were comparatively stable, with potential variations only in the degree of enthusiasm associated with it. It was important to observe that this definition did not explicitly address the concept of persistence in a specific field of study. However, it was commonly assumed by instructors that learners would exhibit a desire to continue their pursuit of knowledge in subjects that they found enjoyable.

It was widely acknowledged that specific objects determined attitudes, and motivation was directed toward particular actions as its goals (Baker, 1992; Courtney, 2017; Rivers, 2011). Johnstone (2001) claimed that attitudes were directed toward objects, such as a positive attitude toward school, while motivation was oriented toward goals rather than objectives. This meant individuals were evaluated based on their inclination toward either negative or positive attitudes toward a specific object. Inversely, motivation can be categorized as either present, at varying degrees of intensity, or absent, rather than being classified as negative or positive.

2.6 Interaction of Beliefs, Attitudes and Motivation

Beliefs, attitudes, and motivation in language learning are interrelated concepts that significantly influence the learning process. Beliefs about language learning, such as perceptions of its difficulty or usefulness, shape attitudes, which are learners' positive or negative feelings towards learning a language. These attitudes then impact motivation, which drives the learner's willingness to engage in and persist with language learning. A positive belief in one's ability to learn a language can foster favorable attitudes and higher motivation, leading to more effective and sustained language learning efforts. Conversely, negative beliefs can lead to unfavorable attitudes and decreased motivation, hindering the learning process.

Similar perspectives might be derived from the academic research conducted by certain scholars. Gabillon's (2007) study, investigated the beliefs of French university students about English language learning, and how these beliefs impacted

their attitudes and motivation towards learning English. The interaction between beliefs, attitudes, and motivation in second language learning, as discussed in the article, highlighted the complex interplay among these factors. Learner beliefs about language learning were crucial as they inform attitudes towards the language and the learning process. Positive or negative attitudes then influenced motivation levels, either enhancing or hindering the learning experience. The study underscored the importance of understanding and addressing learner beliefs and attitudes to foster a more effective and motivated learning environment. Essentially, the synergy of beliefs, attitudes, and motivation significantly impacted the success and approach of learners in acquiring a second language.

However, this is not the only case. Xu et al. (2022) emphasized the interconnectedness of beliefs, attitudes, and motivation in the context of online Chinese learning among Thai students. Beliefs about language learning, shaped by personal and educational experiences, significantly influence attitudes towards the learning process. These attitudes, whether positive or negative, directly impacted the students' motivation levels. High motivation is linked to more engagement and effective use of learning strategies, which in turn reinforces positive beliefs and attitudes, creating a cycle that supports language learning. This dynamic interplay highlighted the importance of nurturing positive beliefs and attitudes to foster motivation in language learning.

Indeed, the interaction of beliefs, attitudes, and motivation in language learning is a complex and dynamic process. Personal experiences and cultural background shape learners' beliefs toward the language and the learning process. Positive attitudes can increase motivation, resulting in increased engagement and persistence in learning. Negative attitudes, on the other hand, may reduce motivation. Motivated students are more likely to use effective learning practices and persevere in the face of adversity, reinforcing good ideas and attitudes.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a comprehensive overview of the research design and methodology employed in the study. It begins by discussing the research method followed by the selection criteria for the population and sample size. The chapter then details the research instruments used, the process of data collection, and the methods applied for data analysis. Additionally, it highlights the pilot test conducted and addresses the limitations encountered during the study. Each of these components is crucial for ensuring the validity and reliability of the research findings.

3.2 Research Method

This study employed a mixed methods explanatory sequential design, which is one of the three fundamental mixed methods designs outlined by Creswell and Creswell (2023). The goal of the explanatory sequential aims to clarify initial quantitative results with qualitative data by connecting the two databases (as shown in Figure 3). This will look at how qualitative data can improve (and make more specific to a setting) quantitative measures, scales, or instruments. Creswell et al. (2008) described the process as a two-phase approach: initially collecting and analyzing quantitative data, followed by qualitative data collection to delve deeper into the quantitative findings. Specifically speaking, in this two-phase design, the first phase involves collecting quantitative data, analyzing the results, and then gathering qualitative data to explain the quantitative results in more detail. In other words, the quantitative results typically inform a) the types of participants purposefully selected for the qualitative phase, and b) the types of questions asked of the participants. Creswell and Creswell (2023) pointed out that this kind of design was based on the underlying assumption that the quantitative findings had the potential to produce unexpected outcomes, such as noteworthy or outlier results, as well as demographic patterns that required additional elucidation. Furthermore, the incorporation of qualitative data can provide insights into the underlying mechanisms or causal connections elucidated by quantitative analysis. The qualitative follow-up then

provides a further explanation of this two-phase project. The fundamental concept revolves around the notion that the collection of qualitative data is predicated on and complements the quantitative findings. This type of design for novice researchers stems from its use of a two-phase approach, which allows for the distribution of data collection efforts across a designated period. Researchers with a quantitative background were also intrigued by mixed methods due to its initial emphasis on a robust quantitative first phase; however, they must ensure that they identify and employ a reliable instrument for the initial phase of data collection (Creswell & Plano Clark, 2018).

Figure 3

Explanatory Sequential Design (Two-Phase Design)
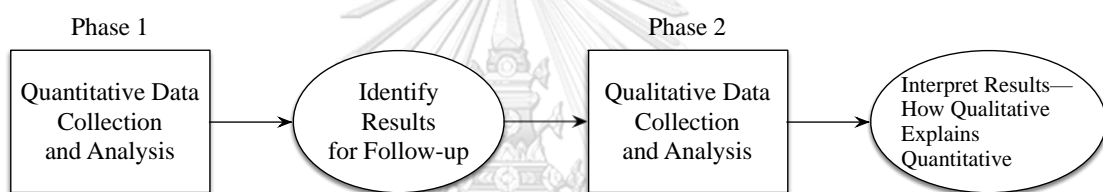
Noted. Adapted from Creswell and Creswell's "Three Core Design" (2023, p. 236)

3.3 Population

The researcher prioritized methodological rigor and the principle of representativeness in selecting the research population. Choosing Dhurakij Pundit University (DPU) as the primary research site and Chinese international students as the main participants was based on several factors. First, DPU hosts the largest concentration of Chinese students until 2022, reflecting the broader educational landscape in Thailand (Nation, 2023). Since 2006, China has been the largest source of international students in Thailand, a trend confirmed by Yin et al. (2015). The number of Chinese students in Thailand has grown from 5,611 in 2009 to 11,993 in 2019, an increase that signifies their substantial influence and representation, which is currently 40% of the international student demographic (Jampaklay et al., 2022). Second, the researcher's familiarity with DPU's environment and administrative processes offers practical advantages for the research, such as efficient data collection, participant interaction, and institutional navigation. These pragmatic considerations

are in line with the feasibility principle in research design. The choice of DPU and Chinese international students, therefore, is not only convenient but also a critical aspect of the logistical planning that enhances the study's robustness and credibility.

In this study, the population consisted of 6,000 undergraduate students participating in traditional programs, identified as the Thai group, and 2,300 undergraduate students enrolled in International College (IC) and Chinese-International College (CIC) programs, identified as the Chinese group. This classification was based on information obtained through personal communication with Assistant Professor Dr. Chun-Shuo Chen, Deputy Dean of CIC, in July 2023.

3.4 Sample Size

3.4.1 Sampling Description

The basis of generalizability is the particular sample selected (Mackey & Gass, 2022); in considering this, the researcher needs to consider the sample's representativeness. What this means is that each individual who could be selected for a study has the same chance of being selected as any other individual.

In the study, the Thai group consists of Thai undergraduates enrolled in English programs such as "Business English," "International Business," and "English for Business Communication." These students used English as the medium of instruction in their classes. Their English proficiency is generally at an independent level, according to the CEFR (Personal communication with Dr. Li-Wei Wei, Assistant to Deputy Dean for Undergraduate Academic Affairs).

For Chinese group, the students majoring in "International Business," "Financial Management," and "Tourism Management," generally show limited Thai language proficiency and predominantly use English as a lingua franca for communication both inside and outside the classroom.

Notably, these Chinese students, most of whom have completed high school, are required to undertake the Chinese National College Entrance Exam (also known as the Gaokao), which includes three compulsory subjects: Chinese, Mathematics, and a foreign language (English for the vast majority), and additional subjects based on

their choice between the arts or sciences track (Farley & Yang, 2020). The Ministry of Education of the People's Republic of China and the National Language Commission have introduced the China's Standards of English Language Ability (CSE) as the unified national benchmarks for English proficiency (Min et al., 2022). The experts generally consider the Gaokao's English component to correspond with CSE levels 4 to 6, indicating that candidates scoring full or high marks may approach or meet CSE level 6 (Liu & Jia, 2017; McKinley et al., 2021; Zhao et al., 2017). Peng et al. (2021) have aligned these levels with the Common European Framework of Reference for Languages (CEFR), suggesting that CSE levels 4 and 5 are equivalent to CEFR B1, and CSE level 6 corresponds to CEFR B2, representing an intermediate level of English proficiency.

3.4.2 Sampling Selection

As previously mentioned, the selection of participants from the entire population that the sample represents ought to be representative and generalizable. Meanwhile, L2 researchers did not have access to the entire population, so they had to select an accessible sample that was representative of the entire population (Mackey & Gass, 2022). Random sampling was generally believed to be the best way to obtain a sample. Gass and Mackey (2017) also pointed out that there are two common types of random sampling: simple random and stratified random sampling (e.g., random sampling based on categories). Stratified random sampling was used when researchers wished to ensure the representative presence of sub-groups of the population under study. In stratified random sampling, the proportions of the sub-groups in the population were first determined, and then participants were randomly selected from within each stratum according to the established proportions. Stratified random sampling provided precision in terms of the representativeness of the sample and allowed preselected characteristics to be used as variables (Mackey & Gass, 2022). Hence, the quantitative research phase in this study employed stratified random sampling for selecting the sample that would participate in completing the questionnaire.

Particularly, with a total of 210 undergraduate students, ranging in age from 18 to 21 years, under the academic years 2023. The sample size was determined using

the G*Power software, with an effect size set at 0.5. The calculated sample size was 210 students (as shown in Appendix B). This included 2 groups, each comprised of 105 students: one of Chinese undergraduates and another of Thai undergraduates. As follows, the effect size of d = 0.5 is considered to be a "medium" effect size according to guidelines provided by Cohen (1989, p. 348), a prominent figure in the field of statistics.

The sample for the interview may be purposefully selected to select participants or sites (or documents or visual material) that would best help the researcher understand the problem and the research question (Creswell & Creswell, 2023). It allows follow-up questions and clarification, providing rich qualitative data. In the subsequent section, the researcher will sample a subset of the quantitative sample. Since qualitative data collection requires information from fewer participants than quantitative data collection, the sizes of the two samples will likely be unequal (Creswell, 2021). These participants can be individuals from stratified groups in the quantitative sample, or they can be volunteers (who have been asked to participate in the qualitative phase via the quantitative instrument). The rationale for selecting individuals from the original quantitative sample is in the ability to directly inquire about themes necessitating additional clarification and comprehension through interviews or observations.

When conducting interviews, it will be essential to take into account various factors that can influence the quality and effectiveness of the research. These factors will include the diversity of participants, the level of depth required in the information gathered, and the availability of resources for conducting the interviews. To ensure that the participants chosen for this study encompass a diverse range of demographics, perspectives, and experiences that will be pertinent to the research objective. The use of purposive sampling in this study will guarantee the acquisition of a comprehensive and varied dataset. In sum, the explanatory sequential design involves doing random sampling for the initial quantitative stage, followed by purposeful sampling for the qualitative strand. The process of sampling in an explanatory sequential design involves the consideration of two key factors: the selection of a qualitative sample and

the identification of appropriate questions to be posed to the qualitative sample (*c.f.* Figure 4).

Figure 4

Sample Selection in the Explanatory Sequential Design
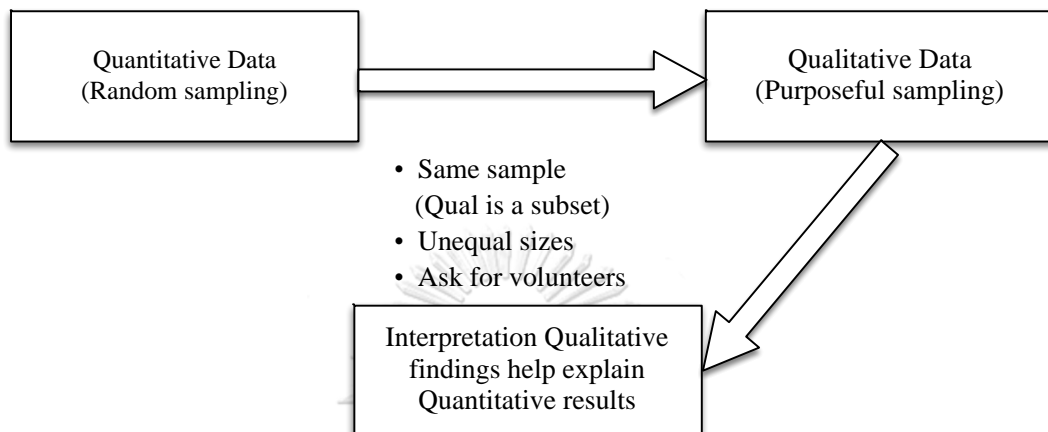
Noted. Adapted from Creswell's "Mixed Method Sampling" (2021, p. 92)

3.5 Research Instruments

The researcher conducted an explanatory sequential design, and qualitative methods were used to expand on or elaborate on the quantitative data. When conducting research, one often wants to investigate a particular research question from a variety of perspectives. Mackey and Gass (2022) adhered to the view that using both quantitative and qualitative data tools allow researchers to do just that. As pointed out by Duff (2010), mixed-method research provided a greater triangulation of findings and helped identify and interpret "rich points" in research, a term borrowed from Hornberger (2006). In mixed-methods procedures, after defining the methodology with key characteristics and a rationale for its use, the researcher needs to indicate the types of qualitative and quantitative data collected. The data discussion was initiated because it provided a tangible and comprehensible starting point for readers. This approach entailed conceptualizing the present study modality as the gathering and subsequent integration of both quantitative and qualitative data (Creswell, 2021). In this way, researchers can gain a deeper understanding of the problem being investigated, as it goes beyond a mere examination of quantitative and

qualitative findings that come from the combination or integration of the two databases.

3.5.1 Questionnaires

The questionnaire consisted of four sections: 1) personal background; 2) beliefs about language learning; 3) attitudes towards language learning; and 4) motivation about language learning (as shown in Appendix A). The first section includes demographic questions to gather relevant information about the participants. Utilizing established psychological scales can provide a validated and reliable way to measure beliefs, attitudes, and motivation. For example, in the second section, "beliefs about language learning" were elicited from the Beliefs about Language Learning Inventory (BALLI), developed by Horwitz (1987). The original version includes five aspects: 1) difficulty of language learning; 2) nature of language learning; 3) learning and communication strategies; 4) motivation and expectations; and 5) foreign language aptitude. The third section of the questionnaire addressed the participants' attitudes in language learning about six subcategories: 1) attitudes toward English speakers; 2) attitudes toward the English course; 3) attitudes toward the English teacher; 4) interest in foreign languages; 5) integrative orientation; and 6) instrumental orientation. The items in the attitudes and motivation sections were adapted from the Attitudes/Motivation Test Battery (AMTB) (Gardner, 1985, 2004). The last part focused on investigating participants' motivation in language learning, which included two main categories: self-efficacy and behaviors. Self-efficacy consisted of three sub-scales: 1) English use anxiety; 2) English class anxiety; and 3) performance expectancy. Behaviors also consisted of three sub-scales: 1) motivational intensity, 2) attention, and 3) persistence. The study by Tremblay and Gardner (1995) served as the inspiration for some of the sub-scales' items, including attention, persistence, and performance expectancy.

All the items in the questionnaire were structured with five-point Likert-scale responses (ranging from strongly agree to strongly disagree) or open-ended for qualitative data related to the research questions. Prior to implementation, the questionnaire was pre-tested to confirm its reliability and validity, as discussed in subsequent sections.

3.5.2 Semi-structured Interviews

The researcher employed a semi-structured interview approach. Unlike fully structured interviews, which feature predetermined and standardized questions, semi-structured interviews afford the interviewer the flexibility to diverge from the interview guide and adjust their approach based on the participant's answers. This flexibility enabled the exploration of unexpected areas, the follow-up on interesting points, and the emergence of new themes during the interview. The act of probing facilitated the acquisition of more comprehensive and detailed perspectives while also motivating participants to provide further elaboration on their initial responses (Brown & Danaher, 2019). While semi-structured interviews offer flexibility, there is still an emphasis on maintaining some level of standardization and consistency. The interview guide served as a reference point to ensure that key topics were covered across different participants, allowing for meaningful comparisons and analysis (Brown & Danaher, 2019). This approach provided a more nuanced understanding of the research topic by capturing participant voices and allowing for the exploration of their unique context and lived experiences.

Based on above, the researcher embarked on a more in-depth, qualitative exploration by randomly selecting a subset of 31 participants from the initial pool, which comprised 15 Chinese and 16 Thais. This selection was aimed at garnering a diverse range of perspectives to enrich the study. The chosen methodology for this phase was semi-structured interviews, a technique well-suited for exploring individual experiences and perspectives in greater depth.

Each participant was allocated a 15-minute time slot, during which they were engaged with open-ended questions as listed in Appendix C. These interview questions were carefully crafted to encourage participants to share their personal insights and experiences. The 15-minute interviews were meticulously structured to ensure that they were both comprehensive and focused. The open-ended nature of the questions provided room for participants to express themselves freely, while the specific probes that followed helped in clarifying responses and delving deeper into the discussed topics. This combination of open-ended questions and specific probes

enabled the researcher to collect rich, nuanced data that would later form the basis for an insightful content analysis.

Moving on to the investigation of the second research question, a conventional approach to content analysis (Selvi, 2019) was employed. This method allowed for a structured yet flexible analysis of the data, facilitating the identification of emerging themes and patterns. Once the interviews were concluded, a meticulous process of content analysis and thematic coding was undertaken on the interview excerpts. This rigorous analysis paved the way for an in-depth understanding of the experiences and perspectives shared by the participants, providing a solid foundation for addressing the research objectives.

The qualitative findings encapsulated responses from the 31 undergraduates who were sampled for interviews. For systematic analysis, participants' responses were coded based on their nationality, denoted as C (Chinese) or T (Thai), followed by a randomized numeral (e.g., C1, T3) assigned from DPU. This coding system not only streamlined the analysis process but also ensured the clarity and organization of the findings, which were instrumental in deriving meaningful insights from the data.

3.6 Data Collection

Data collection was scheduled to begin in the first semester of the academic year 2023, specifically from the late August to September. Researchers who discuss mixed-method research design address the importance of ethical considerations (Chang et al., 2021; Fetters, 2017; Jang et al., 2014; Riazi & Candlin, 2014). Ethical approval for this study was secured from *"The Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group"* (IRB2, No. 660299) at Chulalongkorn University before commencing data collection. The selected timeframe aligns with the start of the new semester and the period after the midterm examinations at DPU.

As Mackey and Gass (2022) discussed elsewhere in their book, quantitative data can provide researchers with a large numerical database, but qualitative data often provides the richer contextualized data necessary for a fuller understanding. Thus, using both approaches competently and responsibly gave the best of all possible

worlds when attempting to draw conclusions from data. The specific process was organized into the following phases:

3.6.1 Quantitative Data

For the first research questions, a questionnaire was utilized according to the following steps:

(1) Contacting the administrators and recruiting the participants

In the middle of August 2023, an attempt was to be made to establish communication with the administrators of the IC, CIC, and other required colleges to notify them about the study and seek their cooperation, which included explaining the purpose of the study, its relevance, and the potential benefits of the study to the university and its students. During the communication process, it was anticipated that one may require the aid of others in organizing the collection of data, which may involve tasks such as identifying prospective participants and scheduling appointments. After a week of consultation, the researcher collaborated with the administrators to ascertain and select 105 undergraduate students from each group (IC/CIC and Thai group) who comply with the eligibility requirements (age range of 18 to 21 years). Simultaneously, it was imperative to ensure the inclusion of diverse programs or majors in the targeted groups and highlight the voluntary nature of participation.

Moreover, it is imperative to ascertain that the demographic under consideration encompasses participants from various programs or majors within the targeted groups, emphasize the voluntary nature of participation, and ensure that participants are informed about their rights and the confidentiality of their responses.

(2) Appointment scheduling and questionnaire administration

During the last week of August 2023, it was recommended to maintain contact with the administrators to arrange mutually suitable dates and times for the participants to answer the questionnaire. One possible approach was to offer flexible scheduling options that accommodate the academic obligations and availability of the participants. It helped to clearly communicate appointment specifics to participants, such as the exact date, time, and venue for data gathering.

In relation to the predetermined timeline, the dissemination of the questionnaire occurred in the last week of August, in a favourable and comfortable environment. Initially, it must be important to provide an introduction of the researcher himself and demonstrate the objective of the research. The instructions for completing the questionnaires should be clearly explained, with an emphasis on the significance of providing truthful and precise responses. Subsequently, distribute the questionnaires to each participant, taking care to provide them with the appropriate set of questionnaires corresponding to their respective group. It is crucial to ensure availability for the purpose of addressing any inquiries or apprehensions that may arise among the participants regarding the questionnaire items or the research process.

(3) Timing allocation and collecting completed questionnaires

When allocating time for participants to complete questionnaires, it ought to take into consideration the length and complexity of the questionnaires to ensure that enough time is set aside. It is also advisable to provide participants with a timely reminder regarding the significance of diligently filling out all sections of the questionnaires and procuring any supplementary information that may be necessary, such as demographic information or contact details. Upon completing the questionnaires, the researcher should gather the completed forms from each participant. Meanwhile, ensure that all questionnaires are adequately completed and that no sections or inquiries remain unaddressed. Guarantee that all responses are complete and accurate; if any information is missing or unclear, request clarification from the participants immediately. Ultimately, expressing gratitude to the participants for their precious time, cooperation, and noteworthy contribution to the research effort is necessary.

3.6.2 Qualitative Data

While quantitative methods offer statistical insights and generalizability, interviews allow researchers to explore in-depth explanations, personal experiences, and contextual factors that may influence the research topic. For the second research question, using the formulated questions derived from quantitative (*c.f.* Table 1), students were selected randomly for semi-structured interviews without any prior established criteria.

(1) Preliminary preparation

Prior to commencing the interviews, it was imperative to conduct an analysis of the quantitative data that has been gathered from the given questionnaires. This kind of analysis facilitates the identification of any gaps or areas necessitating additional exploration and comprehension. The researcher conducted a thorough analysis of the data, specifically focusing on identifying patterns, outliers, and any unexpected findings that may warrant further exploration during the interview phase. Then, utilizing the insights acquired from the analysis of quantitative data, construct an interview guide. The interview guide ought to encompass an extensive list of topics or themes that are to be addressed throughout the period of the interviews. The selection of topics should be in accordance with the research objectives, focusing on areas that necessitate qualitative insights or a more profound comprehension.

(2) Developing an interview protocol

Unquestionably, the researcher developed and used an interview protocol for asking questions and recording answers during a qualitative interview. Creswell and Creswell (2023) indicated that using a protocol effectively guides interviewers, ensuring they don't overlook valuable information during the potentially anxious period of conducting the interview; As they put it in their book, "It is hoped that the interviewee has answered all the sub-questions and the qualitative researcher will understand how the central question has been answered." The interview protocol included fundamental elements like the interview's purpose, an introduction section, questions about the interview's content with probes, and closing instructions. Similarly, pilot tests were conducted.

Table 1 displayed an exemplification of a comprehensive interview protocol as fellow. In the introduction section, the interviewer needs to introduce themselves and discuss the purpose of the study from a written statement in advance. It should also contain a prompt for the interviewer to collect a signed copy of the informed consent form. The interviewer might also talk about the general structure of the interview (e.g., how it will begin, the number of questions, and the time it should take) and ask the interviewee if they have any questions before beginning the interview. Finally, before the interview begins, the interviewer may need to define some important terms used in

the interview. The content questions are the research sub-questions in the study, phrased to seem friendly to the interviewee. They essentially parse the central phenomenon into its parts, asking about different facets of the central phenomenon. Whether the final question would restate the central question is open to debate.

Table 1

Sample Interview Protocol or Guide Sample Interview Protocol or Guide

Introduction
Introduce yourself.
Discuss the purpose of the study.
Get an informed consent signature.
Provide structure for the interview (audio recording, taking notes).
Ask if the interviewee has questions.
Define any terms that are necessary.
Closing Instructions
Thank the individual for participating.
Assure the individual of confidentiality.
If needed, request further interviews.
If asked, comment on how the interviewee will receive the results of the study.

Noted. Adapted from Creswell and Creswell's "Three Core Design" (2023, p. 236)

(3) Schedule and conduct the interviews

Contact the selected participants and provide them with information regarding the objectives and procedures of the interview. The voluntary and confidential nature of their participation should be elucidated. Arrange the interviews at a mutually agreeable time, which was after the quantitative data collection, taking into consideration the convenience of the participants and allowing them sufficient time to offer well-considered responses. During the interview sessions, it was imperative to commence by providing a comprehensive introduction of oneself, followed by a clear articulation of the study's objectives and rationale. Furthermore, it was essential to ensure that informed consent is obtained from all participants, thereby ensuring their voluntary and informed participation in the study. Adhere to the interview protocol while remaining receptive to potential deviations and the exploration of emergent themes. Initiate the discussion by employing inclusive and non-restrictive inquiries, prompting participants to provide detailed accounts of their experiences, viewpoints, and standpoints. Employing probing techniques is essential to further explore the

responses provided by individuals and to obtain additional information or clarification when required.

(4) Follow-up adjustments

For the reason that to ensure accurate transcription and subsequent analysis, it is imperative to obtain the participant's consent ahead of recording the interviews. It is advisable to maintain comprehensive documentation during the interview process in order to record non-verbal signals, contextual details, and any other pertinent observations. The aforementioned records possess significant value in terms of their potential for data analysis and interpretation. Following the completion of several interviews, it is advisable to allocate a period for introspection and contemplation regarding the process. Conduct a comprehensive analysis of the data that has been gathered thus far, with the objective of identifying any deficiencies or domains that require additional investigation. Subsequently, make appropriate modifications to the interview guide if deemed necessary.

3.6.3 Protection of Participants' Rights and Confidentiality

Throughout the study, the utmost priority was ensuring the participants' rights and well-being. Every participant was informed about the nature of the study, its objectives, and what their participation entailed. Before engaging in the research, they were provided with an informed consent form outlining their rights and responsibilities, along with the study's purpose, potential risks, and expected duration. It was emphasized that participants had the unequivocal right to withdraw from the study at any time without any justification or consequences. If a participant chose to withdraw, their data was immediately discarded and excluded from the research analysis or results. This approach prioritized the autonomy and comfort of the research participants. Protecting participants' confidentiality was paramount. All collected data were anonymized, with unique identification codes assigned to each participant's data, allowing for analysis without compromising anonymity. Research materials were stored securely and were only accessible by the primary researcher. Any publication or presentation derived from this research-maintained confidentiality, ensuring individual participants could not be identified.

Recognizing the potentially sensitive nature of some topics discussed in the study, participants were provided with resources and contact information for counseling services in case they needed to discuss any emotions or memories triggered by the research. This precaution was taken to ensure that the research process did not inadvertently harm or discomfort participants.

3.7 Data Analysis

Due to the mixed-method explanatory sequential design, the research in integrative data analysis began by analyzing the two databases separately, using the findings from the initial exploratory database to build a framework for quantitative analysis. Integration in this design involved using the qualitative findings to inform the design of the quantitative phase of the research, such as developing a measurement instrument or new variables. The specific data analysis methods employed were as follows:

3.7.1 Descriptive Analysis

As stated by Roever and Phakiti (2017), the first step in any quantitative study is to measure the feature of interest, and the tool must be used to quantify the strength of that feature. A good quantitative study requires researchers to carefully examine the descriptive analysis of their quantitative data set prior to any data analysis. This step of quantitative analysis is to ensure that the characteristics of the data set are in order and according to expectation. Descriptive analysis, including skewness and kurtosis statistics, should be presented in a research report because they allow readers to evaluate the basic nature of the quantitative data that are used to address research questions (Lindstromberg, 2023). Descriptive statistics (i.e., percentages, mean sores, standard deviation) employed to analyze the beliefs, attitudes, and motivation data from the Likert scale questionnaire.

3.7.2 Reliability Analysis

Reliability can be described as participant's consistency and accuracy in completing a Likert-type scale questionnaire. In terms of the study from Roever and Phakiti (2017), for example, a language test is reliable when students with the required language knowledge and ability can consistently answer the test questions

correctly, while those with little or no knowledge of the target language cannot. A Likert-type scale questionnaire is reliable when research participants choose 5 when they strongly agree with a statement and 1 when they strongly disagree with it. The issue of the reliability of research instruments is critical for good L2 research, as researchers rely on them for the collection of useable data. Specifically speaking, the reliability of a test or research instrument is commonly expressed as a value between 0 and 1. Unlike correlation coefficients, reliability coefficients can be understood as coefficients of determination (R^2). That is, a reliability coefficient of 0 indicates that the test or instrument does not measure the target construct consistently (i.e., it is 0% reliable). That is, the results are random and are not useful in drawing conclusions about the target construct. If the reliability estimate of an instrument is 0, the data collected using that instrument should not be used for statistical analysis to answer research questions. A reliability coefficient of 1 means that the test or research instrument is perfectly precise with no measurement error (i.e., it is 100% reliable or consistent). The extreme values of 0 or 1 are unlikely to be found in L2 research. Measuring abstract constructs or indirectly observed attributes, such as language proficiency and psychological attributes (i.e., motivation, learning style, and attitudes), is not a precise science.

Cronbach's alpha (α) is a standard measure of reliability for tests and questionnaires. It is most affected by how strongly test or questionnaire items correlate with each other, since this inter-item correlation reflects how well the items measure the same attribute (Roever & Phakiti, 2017). It is also affected by how many items there are in the test or questionnaire. Generally, the higher the number of items used, the more reliable a research instrument is. A high Cronbach's alpha provides evidence that the instrument is internally consistent.

3.7.3 The Independent Samples T-test

The independent t-test, also known as a two-sample t-test, is a statistical hypothesis test used to determine if there is a significant difference between the means of two independent groups in a sample, it assesses the significance of the difference between the sample means relative to the variability within the samples,

taking into account the sample size and standard deviations of the groups (Larson-hall, 2016).

The t-test calculates the t-statistic, which is a ratio of the difference between the means of the two groups to the standard error of this difference. A smaller p-value resulting from the t-test indicates stronger evidence against the null hypothesis, suggesting a significant difference between the groups (Roever & Phakiti, 2017). The null hypothesis (H_0) in an independent t-test posits that there is no significant difference between the means of the two groups being compared. Conversely, the alternative hypothesis (H_1) asserts that there is a statistically significant difference between the means. The decision to accept or reject the null hypothesis is based on the obtained p-value, typically compared to a pre-defined significance level (α). If the p-value is less than α (often set at 0.05), the null hypothesis is rejected, implying a statistically significant difference between the groups.

3.7.4 Content Analysis

Content analysis is one of numerous research methods used to analyze text data and gain direct information from study participants without imposing preconceived categories or theoretical perspectives (Selvi, 2019). During this study, content analysis was utilized as a primary method to interpret the qualitative interview data. Qualitative content analysis was defined as a research method for the subjective interpretation of the content of text data via the classification process of coding and the identification of themes or patterns. Research employing qualitative content analysis focuses on the characteristics of language as communication, devoting particular attention to the text's meaning or context.

This systematic approach was chosen to discern underlying patterns, themes, and meanings from the participant narratives. The initial step involved transcribing the recorded interviews verbatim, ensuring that every detail, including pertinent non-verbal cues, was documented. Familiarization with these transcripts was pivotal, providing an initial understanding of key narratives and emerging themes. By thoroughly acquainting oneself with the transcripts, the researcher gains insights into overarching narratives and recurrent themes. Initial coding begins line-by-line, noting emergent keywords or ideas, a practice termed "open coding" (Baralt, 2011). A two-

step coding process was then embarked upon. Initially, an "open coding" technique was employed, where data was analyzed line-by-line to identify emergent keywords and thematic hints. As patterns began to crystallize, the "focused coding" phase was initiated, grouping initial codes into broader thematic categories. Upon completion of the coding process, the emergent themes were carefully analyzed for interconnections, contradictions, and overarching patterns. These findings were then contextualized within the broader academic discourse, referencing established literature and theoretical frameworks. The resulting narrative provided a comprehensive account, supported by direct quotes from participant interviews, offering readers an in-depth view into the research findings. Where necessary, visual aids, such as figures and tables, were incorporated to succinctly convey intricate thematic relationships.

3.8 Pilot Test

Trialing is an activity that should take place once an instrument, such as a set of language test items or a survey questionnaire, has been developed, whether for SLA research or language assessment purposes. This procedure is variously referred to as piloting or field testing, and some researchers further define it as pre-trial, main trial, or pilot study (Green, 2020). A pilot test is a small-scale trial of the proposed procedures, materials, and methods (sometimes also including coding sheets and analytic choices). The point of carrying out a pilot study is to test, often revise, and then finalize the materials and methods. It is an important, if not essential, means of assessing the feasibility and usefulness of the data collection methods and making any necessary revisions before they are used with the participants. In accordance with Gass and Mackey's (2017) narrative, a pilot test can "help to avoid costly and time-consuming problems during the data collection procedure … [as well as] the loss of variable, potentially useful, and often irreplaceable data" (p. 52).

Questionnaires can be extremely useful in obtaining insights from participants and test administrators regarding how well the tested tasks and procedures have worked (Bachman & Palmer, 1996). Piloting feedback questionnaires during the trial makes it possible to check for any ambiguities and ensure that the questions provide useful information in terms of the research questions being explored. The revised questionnaire can then be used in operational testing. Depending on the linguistic

ability of the participants, some questionnaires will need to be translated into one (or more) of the local languages (Green, 2020). Where this happens, care must be taken to ensure that the translation is as close as possible to that of the original and that there is no overlap between any Likert scale categories, which might lead to reliability issues (Ruel et al., 2016). In addition, some cultures are less familiar with the concept of feedback questionnaires; it may therefore be necessary to explain why they are being given as well as how the resulting data will be used. Upon compiling the Likert-type scale items to construct a questionnaire, it is imperative for the researcher to conduct a thorough evaluation of the content, format, and language proficiency to ensure optimal quality and precision. When all the Likert-type scale items have been put together to form a questionnaire, researcher need to review the quality and accuracy of the content, format and language use.

3.8.1 Participant

Participants in the pilot test will be excluded from the subsequent main study (*c.f.* Table 2). The researcher contacted instructors at DPU and gave them details about the study. Once they agreed to help, they were asked to forward an email to their students on the researcher's behalf. In the email, nineteen undergraduates were invited to participate in the study by clicking on the provided link and filling out the questionnaire. Thus, the data collection occurred entirely electronically via Google Forms and WJX (https://www.wjx.cn/).

When looking at demographics, males have a slightly greater representation than females, with 10 participants (N = 10, 52.6%) versus nine participants (N = 9, 47.6%). Analyzing their academic years, the majority are from the academic year 2565 (N = 9, 47.4%), with the remainder enrolled in the academic years 2564 (N = 4, 21.1%), 2563 (N = 3, 15.8%), 2652 (N = 2, 10.5%), and 2566 (N = 1, 5.2%).

Most participants had studied English for less than ten years, with ten (N = 10, 22.76%) students having studied English for 0–5 years and five (N = 5, 26.4%) having studied English for 6–10 years; few participants had studied English for more than ten years, with three participants having studied English for 11–15 years (N = 3, 15.8%) and one participant having studied English for more than 16 years (N = 1,

5.2%). All the participants can speak Mandarin (N = 19, 61.3%), while a much larger proportion of them speak English (N = 9, 29%) than Thai (N = 3, 9.7%).

The distribution of English proficiency levels among students is as follows (reference to proficiency tests taken): Three participants took *IELTS* (N = 3, 13.1%), one participant took *TOEFL* (N = 1, 4.3%), nine participants took the *Gaokao* (N = 9, 39.2%), four participants took *CET-4* or *CET-6* (N = 4, 17.4%), one participant took *DPU-GET* (N = 1, 4.3%), and five participants selected None (N = 5, 21.7%).

Table 2

Distribution of Pilot Test Participants' Demographic Information (N = 19)

Categories	Characteristic	*n*	*%*
Gender	Male	10	52.6
	Female	9	47.4
Academic Year	2562 (2019)	9	47.4
	2563 (2020)	3	15.8
	2564 (2021)	4	21.1
	2565 (2022)	2	10.5
	2566 (2023)	1	5.2
Duration of English Learning	≤ 5 years	10	52.6
	6-10 years	5	26.4
	11-15 years	3	15.8
	> 15years	1	5.2
English Proficiency Test Taken	IELTS	3	13.0
	TOEFL	1	4.3
	Gaokao	9	39.1
	CET-4 or 6	4	17.4
	TEM-4 or 8	0	4.3
	DPU-GET	1	2.0
	CU-TEP	0	0
	None	5	21.7
Languages They Can Speak	Thai	3	9.7
	English	9	29.0
	Mandarin	19	61.3

3.8.2 Internal Consistency of the Pilot Test

Internal consistency refers to the degree of interrelatedness among the items within a measurement instrument or scale, used to assess a single underlying construct. It is a measure of reliability and is commonly assessed using statistical methods such as Cronbach's alpha (Cronbach, 1988). High internal consistency implies that the items within the instrument are highly correlated and measure the same construct, providing confidence that the instrument is capturing a singular underlying phenomenon. Conversely, low internal consistency suggests that the items may not be well-correlated, raising questions about the reliability and the unidimensional focus of the measurement instrument (Green, 2020). To determine whether all the items appear to be measuring the same construct these statistics need to be compared with the overall Cronbach's alpha for the questionnaire. Just like Green (2020) stated "where the item's Cronbach's Alpha if Item Deleted (CAID) value is greater than the overall alpha ... the item should be reviewed to verify that the construct being targeted is the same as the other items."

In Table 3, the reliability analysis revealed that the overall Cronbach's alpha for the Part I and Part II questionnaires was 0.81 and 0.95, suggesting a good level of internal consistency. However, the CAID values for some items were greater than the overall alpha, suggesting that the internal consistency of the questionnaire could be improved by revising or deleting these items. Notably, the CAID values for items Q1, Q2, Q3, and Q4 were 0.82, 0.81, 0.81, and 0.81, respectively, all of which are greater than the overall alpha of 0.81. As can be seen in Table 4, the CAID values for Items Q36, Q37, Q38, and Q39 were all 0.92, which were greater than the overall Cronbach's alpha ($\alpha = 0.91$). According to standard guidelines on scale reliability, these items should be thoroughly reviewed to ensure that they accurately measure the same construct as the other questionnaire items.

According to Berk's (1978) research, Corrected Item-Total Correlation (CITC) specifically helps to determine whether each item in the questionnaire or test is consistent with the overall questionnaire or test. It is the correlation between an item and the sum of all other items in the scale or test. CITC values above 0.3 or 0.4 are generally considered to indicate that an item is well correlated with the total score and

is measuring the same underlying construct as the other items; a low CITC value indicates potential misalignment between the item and the broader scale or test, hence indicating the need for revision or removal of the item (Henrysson, 1963; Howard & Forehand, 1962). As can be observed in Table 3, several items have CITC values below the standard 0.3 or 0.4 threshold. More precisely, Item Q1 has a CITC value of 0.04, Q2 has a CITC value of 0.15, Q3 has a CITC value of 0.27, and Q4 has a CITC value of 0.25, which are below the acceptable threshold. Likewise, in Table 4, with the same situation, item Q36 has a CITC value of -0.15, Q37 has a CITC value of -0.10, Q38 has a CITC value of -0.39, Q39 has a CITC value of -0.17, and Q52 has a CITC value of 0.29. Given that the CITC values for these items are below the accepted standard, they are considered candidates for deletion or revision in the final version of the questionnaire. The remaining items that exceeded the threshold will be retained for the primary data collection.

Table 3

Internal Consistency of Pilot Test (N = 19)

	Item	*M*	*SD*	CITC	CAID	Cronbach's Alpha
	Q1	4.21	1.08	.04	.82	
	Q2	4.37	.68	.15	.81	
	Q3	2.79	1.51	.27	.81	
	Q4	2.95	1.27	.25	.81	
	Q5	3.32	1.29	.36	.80	
	Q6	3.95	.91	.66	.78	
Part I	Q7	3.95	.78	.65	.78	
Beliefs about Language	Q8	3.47	1.12	.69	.77	.81
Learning	Q9	3.79	1.03	.45	.79	
	Q10	3.21	1.27	.50	.79	
	Q11	3.68	.95	.44	.79	
	Q12	3.68	1.11	.48	.79	
	Q13	3.95	.91	.63	.78	
	Q14	3.68	.89	.30	.80	
	Q15	3.21	1.13	.61	.78	
	Q16	3.32	.82	.46	.95	
	Q17	3.95	.78	.90	.94	
	Q18	3.47	1.02	.63	.95	
Part II	Q19	3.26	1.09	.54	.95	
Attitudes toward Language	Q20	4.05	.85	.76	.95	.95
Learning	Q21	4.26	.81	.85	.94	
	Q22	3.74	1.15	.59	.95	
	Q23	4.32	.82	.83	.94	
	Q24	4.42	.69	.88	.94	

Table 4

Internal Consistency of Pilot Test (N = 19) (continued)

	Item	*M*	*SD*	CITC	CAID	Cronbach's Alpha
Part II Attitudes toward Language Learning	Q25	4.16	.83	.81	.94	.95
	Q26	4.42	.69	.77	.95	
	Q27	4.32	.89	.68	.95	
	Q28	4.00	.88	.72	.95	
	Q29	4.47	.69	.79	.95	
	Q30	4.37	.68	.68	.95	
	Q31	4.32	.75	.67	.95	
	Q32	3.74	1.05	.57	.95	
	Q33	4.37	.76	.67	.95	
	Q34	3.79	1.03	.62	.95	
Part III Motivation about Language Learning	Q35	2.74	.81	.31	.91	.91
	Q36	3.33	1.11	-.15	.92	
	Q37	3.26	.99	-.10	.92	
	Q38	3.12	1.24	-.39	.92	
	Q39	2.95	1.18	-.17	.92	
	Q40	3.53	1.07	.50	.91	
	Q41	3.32	1.00	.57	.91	
	Q42	3.74	.93	.83	.90	
	Q43	3.47	.96	.60	.91	
	Q44	3.63	.96	.79	.90	
	Q45	3.21	1.18	.80	.90	
	Q46	3.53	.84	.67	.91	
	Q47	3.11	1.52	.88	.90	
	Q48	3.11	1.24	.81	.90	
	Q49	2.90	1.37	.83	.90	
	Q50	2.68	1.49	.70	.90	
	Q51	2.58	1.47	.63	.90	
	Q52	3.32	1.00	.29	.91	
	Q53	3.63	1.21	.37	.91	
	Q54	3.21	1.13	.40	.91	
	Q55	3.26	1.28	.81	.90	
	Q56	3.63	1.17	.72	.90	
	Q57	3.53	1.07	.68	.91	
	Q58	3.95	.91	.37	.91	
	Q59	3.84	1.12	.79	.90	
	Q60	3.74	1.20	.79	.90	

The pilot test involved administering the preliminary questionnaire to a small sample of participants. The primary aim was to assess the internal consistency of the questionnaire. The analysis of CAID and CITC values revealed that some items (Q1, Q2, Q3, Q4, Q36, Q37, Q38, Q39, and Q52) did not contribute positively to the internal consistency of the scale. As a result, these items were carefully reviewed and ultimately excluded from the final version of the questionnaire. The revised

questionnaire, which was used in the main study, consists of a total of fifty-one items. This process of refining the questionnaire contributes to enhancing its reliability and validity, ultimately ensuring more accurate and meaningful results in the main study.

CHAPTER 4
FINDINGS AND DISCUSSION

4.1 Introduction

This chapter will present the study's findings, bifurcated into quantitative and qualitative analysis. Initially, the researcher outlines the participants' sociodemographic attributes, providing context for subsequent results. The quantitative phase offers a descriptive analysis and an independent sample t-test, culminating in a summarized overview. With specific coding methodologies as its foundation, the qualitative phrase delves into thematic analysis from participant interviews. Conclusively, both results will be integrated, aligning with the research objectives and enhancing the study's depth. The ensuing sections provide a detailed exposition of each section.

4.2 Sociodemographic Characteristics of Participants

A total of 350 questionnaires were disseminated and subsequently retrieved in their entirety. A subset of the questionnaires that were deemed invalid were excluded from the analysis due to excessive repetition of identical responses. Ultimately, a total of 332 questionnaires were included in the final sample. Table 5 and 6 presented the sociodemographic characteristics of participants as can be seen below.

Table 5

Sociodemographic Characteristics of Participants at Baseline (N = 332)

Demographic characteristic	Subcategories	Count *(n)*	Percentage (%)
Gender	Male	151	45.48
	Female	181	54.52
Nationality	Chinese	178	53.61
	Thai	154	46.39
Status of Graduation	Freshmen (1st year)	198	59.64
	Graduates (4th year)	134	40.36
Duration of English Learning	≤ 5 years	60	18.07
	6-10 years	116	34.94
	11-15 years	89	26.81
	> 15years	67	20.18

Table 6

Sociodemographic Characteristics of Participants at Baseline (N = 332) (continued)

Demographic characteristic	Subcategories	Count (*n*)	Percentage (%)
English Proficiency Test Taken	IELTS	29	8.73
	TOEFL (IBT)	24	7.23
	TOEIC	28	8.43
	Gaokao	178	53.61
	CET-4 or CET-6	53	15.96
	TEM-4 or TEM-8	17	5.12
	DPU-GET	128	38.55
	TU-GET (PBT)	45	13.55
	CU-TEP (PBT)	35	10.54
Languages They Can Speak	Mandarin Chinese	185	55.7
	Thai	160	48.2
	English	332	100
	Japanese	37	11.14
	Korean	29	8.73
	French	20	6.02
	German	18	5.42
	Pali	29	8.73
	Laotian	23	6.93

Note. There are two multiple-choice questions ("English Proficiency Test Taken," "Language They Can Speak") leading to a potential cumulative percentage exceeding 100% and the total number of respondents may exceed the total number of surveys filled.

It was observed that the gender distribution among the participants reflects a near-even representation, with 45.48% being male (N = 151) and 54.52% female (N = 181). This balanced distribution contributes to the diversification of the dataset, thereby reducing the likelihood of gender-related biases that may influence the responses obtained. The participants consisted predominantly of individuals from two nationalities: Chinese (N = 178, 53.61%) and Thai (N = 154, 46.39%). The prevailing portrayal of Chinese participants in comparison to Thai participants suggests the necessity of a thoughtful examination of potential cultural factors.

The demographic segmentation of participants is notably influenced by their graduation status. The data reveals that freshmen make up a larger percentage (N =

198, 59.64%) of the sample, indicating that their viewpoints are likely to be more influenced by their academic exposure and recent educational experiences. In contrast, individuals who have completed their academic studies (N = 134, 40.36%) are likely to possess a more comprehensive and sophisticated perspective due to their prolonged involvement in scholarly pursuits.

The categorization of participants based on the length of time they have been learning English offers insights into their levels of language ability. The results indicate that a significant duration of language learning, ranging from "six- to ten-year-old," was observed among the majority of participants (N = 116, 34.94%). The remaining categories exhibit a more even distribution, particularly "less than five years" (N = 60, 18.07%), "eleven to fifteen years" (N = 89, 26.81%), and "more than fifteen years" (N = 67, 20.18%). The levels of proficiency within different categories may vary, which can have an impact on their responses and comprehension.

The range of English proficiency tests taken by participants indicates their proactive efforts to measure and enhance their language skills. Observing the data in the Table 6, the most common test taken is *Gaokao* (N = 178, 53.61%), followed by *DPU-GET* (N = 128, 38.55%) and *CET-4* or *CET-6* (N = 53, 15.96%), which likely influencing the participants' confidence in expressing themselves in English. It is noteworthy that the *Gaokao* serves as the required national examination for most Chinese high school students prior to their graduation. Similarly, the *CET-4* or *CET-6* represents the standardized national examination for Chinese colleges and universities. Considering the larger population of Chinese students compared to Thai students, these examinations collectively contribute to a slightly higher proportion of total exams administered. In a comparable manner the *DPU-GET*, a test developed by the DPU, follows the same approach. In observing the rest of the tests, the participants were spread across *IELTS* (N = 29, 8.73%), *TOEFL (IBT)* (N = 24, 7.23%), *TOEIC* (N = 28, 8.43%), *TEM-4* or *TEM-8* (N = 17, 5.12%), *TU-GET (PBT)* (N = 45, 13.55%), *CU-TEP (PBT)* (N = 35, 10.54%), and None (N = 57, 17.17%). Alongside demographic variables and policy requirements, many of the participants exhibited limited involvement in language proficiency test.

What follows will be the presentation of the study's findings. The researcher will present quantitative results, qualitative results, and integrated results due to the study's utilization of a mixed-methods explanatory sequential design.

4.3 Quantitative Results

RQ1: What are the beliefs, attitudes, and motivation in English language learning among Thai and Chinese undergraduate students?

4.3.1 Descriptive Analysis

In order to assess the beliefs, attitudes, and motivation levels of Chinese and Thai undergraduate students, the researcher established specific criteria for interpreting these constructs, drawing upon the work of Liu (2023) and Dewaele (2019). The subsequent criteria were utilized to interpret the mean scores pertaining to beliefs, attitudes, and motivation as can be seen in Table 7.

Table 7

Mean Scores and Beliefs, Attitudes, and Motivation Level Indication

Mean Scores	Indication of Beliefs, Attitudes, Motivation Level
4.21–5.00	Highest level of beliefs, attitudes, and motivation
3.41–4.20	High level of beliefs, attitudes, and motivation
2.61–3.40	Moderate level of beliefs, attitudes, and motivation
1.81–2.60	Low level of beliefs, attitudes, and motivation
1.00–1.80	Lowest level of beliefs, attitudes, and motivation

Source: Liu (2023); Dewaele (2019)

To first understand the level of beliefs, attitudes, and motivations performed by Chinese and Thai undergraduates, descriptive statistics were analyzed with particular attention to mean scores as shown in Table 8.

Table 8

An Overview of Mean Scores of Questionnaires

	N of Items	*M*	*Chinese*	*Thai*	*Cronbach's Alpha*
BALLI	11	3.50	4.15	2.85	.85
AMTB (attitudes)	19	3.53	4.38	2.69	.88
AMTB (motivation)	21	3.52	4.09	2.94	.86

Cronbach's alpha coefficients were calculated for each of the different questionnaires used in the study to look at different constructs as part of the internal consistency analysis. The internal consistency of the *BALLI* was found to be significant, as evidenced by a Cronbach's alpha coefficient of 0.85. The observed value above the commonly acknowledged criterion of 0.7 for Cronbach's alpha (Cronbach, 1951) indicated that the components comprising the *BALLI* scale have strong internal consistency and reliability. Therefore, these items demonstrated efficacy in assessing the language learning views of the participants. In a similar vein, while assessing individuals' attitudes towards language learning, the "attitudes" component of the *AMTB* scale demonstrated a noteworthy level of internal consistency, surpassing the acceptable threshold for Cronbach's alpha with a coefficient of 0.88. The high alpha value observed in this study highlighted the robustness and stability of the items that make up the attitude scale within the *AMTB*. This indicates a strong internal consistency in measuring attitudes related to bilingualism. In addition, the "motivation" component of the *AMTB* scale, which assessed incentives related to language learning, exhibited a Cronbach's alpha coefficient of 0.86, surpassing the acceptable threshold. The obtained outcome demonstrates a strong degree of internal consistency, confirming the dependability and coherence among the items that assess motivational factors associated with bilingualism within the *AMTB* scale. The Cronbach's alpha values obtained for these measures, which surpass the commonly acknowledged threshold of 0.7, highlight their appropriateness as dependable tools for assessing beliefs, attitudes, and motivations in the specific context of language learning within the study.

The mean scores for *BALLI* and *AMTB* (*attitudes and motivation*) fall between 3.41 and 4.2, indicating a high level of beliefs, attitudes, and motivation about language learning among the participants in this study. Upon examining distinct groups, it was determined that the Chinese group exhibited a mean score ranging from 3.41 to 4.2, indicative of high levels of beliefs, attitudes, and motivation. At the same time, the Thai group demonstrated scores ranging from 2.61 to 3.4, signifying a moderate level. The independent sample t-test approach will be employed to ascertain what differences exist between the two groups.

To inform the qualitative analyses, preliminary observations were first explored by each. The data acquired from the participants' five-point Likert scale answers were analyzed and subsequently transformed into cumulative percentages.

Table 9

An Overview of BALLI Scale (N = 332)

Dimensions	N of Items	M	SD
a) belief about foreign language aptitude	2	3.32	1.24
b) belief about the difficulty of language learning	4	3.10	1.10
c) belief about the nature of language learning	5	3.74	1.12

By way of "belief about foreign language aptitude," and "belief about the difficulty of language learning," their mean scores were in the range of 2.61 and 3.40, indicating a moderate level of beliefs. It was worth noting that the "belief about the nature of language learning" demonstrated scores ranging from 3.41 to 4.20, signifying a high level. The researcher then looked at each aspect of the "belief about the nature of language learning" individually.

Table 10

BALLI Scale Items - beliefs about the nature of language learning

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) It is necessary to know about English-speaking cultures in order to speak English.	7.8%	19.0%	35.2%	28.6%	9.3%
2) It is best to learn English in an English-speaking country.	2.6%	9.3%	12.2%	39.8%	36.1%
3) The most important part of learning a foreign language is learning vocabulary words.	10.8%	22.1%	21.8%	23.1%	22.2%
4) The most important part of learning a foreign language is learning grammar.	6.0%	16.6%	31.9%	31.0%	14.5%
5) The most important part of learning English is learning how to translate from my native language.	6.5%	19.4%	13.6%	34.3%	26.2%

An optimistic exploration of the *BALLI* scale responses pertaining to language learning beliefs uncovers an enthusiastic agreement among participants towards a variety of central concepts. The fusion of culture with language is heartily embraced, as a commendable 28.6% of respondents enthusiastically agree that a comprehensive understanding of English-speaking cultures acts as a catalyst in mastering the English language. This spirited inclination towards the merits of cultural immersion gains further momentum with an encouraging 39.8% endorsing the proposition that immersing oneself in an English-speaking country amplifies the learning experience. Delving deeper into the mechanics of language learning, there's an invigorating consensus: 23.1% ardently agree that vocabulary stands as a linchpin in language learning, paralleled by a robust 31% who celebrate grammar as an indispensable pillar. Furthermore, the art of translation emerges as a celebrated strategy, with 34.3% championing its role in enhancing language comprehension. This vibrant alignment in positive beliefs, signified by the "agree" responses, paints a picture of learners who are not only passionate but also aligned in their perspective on effective language learning strategies.

Recognizing the importance of individual language components doesn't detract from seeing the larger picture. Instead, it emphasizes the interconnectedness of these elements. Just as vocabulary, grammar, and translation skills are essential linguistic tools, the cultural and environmental contexts in which the language is learned equally play pivotal roles. These varied beliefs highlight the intricate nature of language learning and advocate for a comprehensive approach encompassing linguistic proficiency, cultural understanding, and an appropriate learning environment. What is interesting is that participants recognized the interplay of linguistic components, cultural awareness, and environmental influences in the process of mastering a language. The forthcoming qualitative analysis will clarify the origin and impact mechanisms of these components.

Table 11

An Overview of AMTB-attitudes Scale (N = 332)

Dimensions	N of Items	M	SD
a) attitudes toward English-speaking people	4	2.35	1.06
b) attitudes toward the English course	3	2.96	1.10
c) attitudes toward the English teacher	3	3.53	1.14
d) interest in foreign languages	3	3.48	1.21
e) integrative orientation	3	3.39	1.17
f) instrumental orientation	3	3.20	1.16

Upon analyzing the mean scores across various dimensions within the *AMTB* Scale (attitudes), intriguing insights into the participants' attitudes toward language learning are revealed. Notably, a significant positive inclination was observed towards the "English teacher" ($M = 3.53$, $SD = 1.14$) and a keen "interest in foreign languages" ($M = 3.48$, $SD = 1.21$), placing both aspects within the high level of attitude (3.41–4.2). These findings indicate a favorable disposition towards instructors and an eagerness to engage with different languages. Furthermore, the relatively high mean score for "integrative orientation" ($M = 3.39$, $SD = 1.17$) falls within the moderate level of attitude (2.61–3.4), suggesting a strong desire to integrate and comprehend various facets of the language and its associated culture. Conversely, "attitudes toward English-speaking people" ($M = 2.35$, $SD = 1.06$) fall within the low level (1.81–2.60), hinting at a potential area for improvement in fostering more positive attitudes towards individuals who speak English. Additionally, "attitudes toward the English course" ($M = 2.96$, $SD = 1.10$) and "instrumental orientation" ($M = 3.20$, $SD = 1.16$) fall within the moderate level, respectively, reflecting a reasonable level of interest and a somewhat pragmatic approach to English language learning.

These insights, categorized by mean scores, collectively provide a nuanced understanding of participants' attitudes and orientations, offering valuable guidance for designing effective language learning strategies that capitalize on existing positive attitudes and address areas that warrant enhancement. Simultaneously, the researcher will delve deeply into specific items step by step for both high-level "attitudes toward the English teacher" and "interest in foreign languages." (*c.f.* Tables 12 and 13)

Table 12

AMTB Scale (attitude) Items - attitudes toward the English teacher

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I look forward to going to class because my English teacher is so good.	9.6%	18.7%	37.0%	20.5%	14.2%
2) My English teacher has a dynamic and interesting teaching style.	15.6%	23.3%	22.2%	19.8%	19.1%
3) My English teacher is a great source of inspiration for me.	8.7%	19.0%	35.2%	24.7%	12.3%

The data collected in Table 12 from the *AMTB* scale sheds light on the learners' attitudes towards their English teacher, an indispensable pillar of the educational experience. The responses manifested a mixed picture concerning the learners' perception of their teacher's effectiveness and their influence on the learning atmosphere. A significant proportion of respondents seemed to hold neutral attitudes, as evidenced by 37.0% of participants feeling "neutral" about looking forward to classes due to the teacher's expertise, and a similar trend was observed with 35.2% feeling "neutral" regarding the teacher being a source of inspiration. These neutral responses might point to a variance in teacher-student rapport or perhaps the teaching methods employed. However, there was a substantial portion of respondents who acknowledged the dynamic teaching style and the inspirational value of their English teacher, as highlighted by 19.1% strongly agreeing on the dynamic teaching style and 24.7% agreeing that the teacher serves as a source of inspiration.

Conversely, the data also showed a notable percentage of disagreement, especially in relation to the teacher's "teaching style." The differential responses across these statements underscore the multifaceted nature of teacher-student interactions and the substantial impact a teacher can have on the learners' experience. It is evident that while some learners find their teacher motivating and engaging, others don't share the same sentiment.

These insights underscore the importance of an engaging and effective teacher-student dynamic and could serve as a precursor to more in-depth qualitative

research to fathom the underlying factors shaping these attitudes and how they intertwine with the pedagogical strategies employed in the English learning environment.

Table 13

AMTB Scale (attitude) Items - interest in foreign languages

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I wish I could speak many foreign languages perfectly.	8.1%	13.0%	22.3%	28.6%	28.0%
2) I wish I could read newspapers and magazines in foreign languages.	9.0%	33.1%	23.8%	14.5%	19.6%
3) I enjoy meeting people who speak foreign languages.	10.5%	15.4%	34.6%	24.7%	14.8%

Upon examining the data on interest in foreign languages from the *AMTB* scale, the participants' attitudes and inclinations regarding language proficiency and multilingual interactions became vividly apparent. A startling 56.6% (combined agree and strongly agree replies) of participants expressed a strong desire to learn various foreign languages. This statistic not only reflected their lofty objectives for linguistic mastery but also reflected a strong tendency toward favourable attitudes toward multilingual abilities. In addition, digging deeper into the data revealed a significant positive bias toward multilingual reading. An astounding 34.1% (when both agree and strongly agree responses were considered) expressed a strong desire to "read newspapers and magazines in other languages." This tendency underlined participants' ardent desire for comprehensive linguistic comprehension and their enthusiasm to acquire numerous data sources spanning distinct linguistic spectrums. Furthermore, the idea of embracing multilingualism went beyond simple textual understanding. A considerable 39.5% (including those who agreed or strongly agreed) expressed delight in meeting people from different language origins. This feeling emphasized their preference for multilingual social relationships and demonstrated a wide positive attitude toward enriching cross-cultural interactions.

Collectively, these findings underscored a robust interest in linguistic diversity, showcasing a keen desire for language proficiency, an appetite for multilingual

reading, and a genuine enthusiasm for engaging with individuals from diverse linguistic backgrounds. The juxtaposition of keenness to speak multiple languages against a relatively muted enthusiasm for reading foreign publications, as well as the ambivalence towards social interactions with foreign language speakers, emphasizes the intricacy of learners' perspectives and experiences.

Such a complex tapestry of responses signals that while quantitative data provides a broad understanding, it merely scratches the surface. To delve deeper and truly comprehend the underlying motivations, hesitations, and aspirations of learners, a more granular approach is needed, thus making it imperative to transition to a subsequent phase of qualitative research, particularly in the form of interviews.

Table 14

An Overview of AMTB-motivation Scale (N = 332)

Dimensions	N of Items	M	SD
Self-efficacy			
a) *English use anxiety*	1	3.06	1.11
b) *performance expectancy*	12	2.98	1.08
Behavior			
c) *motivational intensity*	2	3.55	1.10
d) *attention*	3	3.29	1.10
e) *persistence*	3	3.70	1.11

In the investigation of the *AMTB* scale pertaining to motivation, insightful revelations into participants' motivational orientations and behaviors surface. In terms of self-efficacy, participants demonstrate a moderate level, manifesting discernible concern ($M = 3.06$, $SD = 1.11$) regarding "English use anxiety" and a reasonable expectation ($M = 2.98$, $SD = 1.08$) of their performance. Shifting focus to motivational behavior, participants exhibit notably high levels of "motivational intensity" ($M = 3.55$, $SD = 1.10$) and "persistence" ($M = 3.70$, $SD = 1.11$), reflecting a robust motivational drive and unwavering commitment to their English language learning endeavors. Attention, while slightly lower, still resides within the moderate level ($M = 3.29$, $SD = 1.10$). This nuanced analysis, encapsulated within the specified score indications, underscores the participants' substantial motivation to engage with

language learning, portraying a dedicated and persistent approach. The moderate self-efficacy levels further emphasize the necessity of tailored interventions and strategies to bolster confidence and alleviate anxiety, ultimately optimizing language learning outcomes.

Thereby, it is crucial for educators to comprehend these motivational dynamics, specifically the concepts of "motivational intensity" and "persistence," to inform the development of efficacious pedagogical approaches that align with learners' motivational orientations and foster a productive and vibrant language learning environment. The investigation will now focus on two components of the "behavior" in turn (*c.f.* Table 15).

Table 15

AMTB Scale (motivation) Items -behavior

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Motivational intensity					
1) I really work hard to learn English.	7.8%	18.7%	23.6%	37.4%	12.5%
2) After I get my English assignments back, I always rewrite them, correcting my mistakes.	7.5%	22.9%	33.1%	27.4%	9.1%
Persistence					
3) I work on my English homework regularly.	9.6%	15.4%	29.2%	34.1%	11.7%
4) I usually finish my English homework before watching television or going out.	8.1%	16.6%	34.9%	29.5%	10.8%
5) I usually maintain a high level of effort throughout an entire course.	9.3%	13.9%	36.7%	28.3%	11.8%

Analysis of the provided data from the *AMTB* scale concerning motivation about English learning offered a captivating exploration into learners' "motivational intensity" and their "persistence." What immediately stood out was the prominent positive inclination among the participants regarding their dedication to English learning. Specifically, under the facet of "motivational intensity," a commendable

49.9% of participants (accumulating both "agreed" and "strongly agreed" responses) resonated with the statement "I really worked hard to learn English." This not only testified to the rigorous efforts many learners were willing to commit to but also showcased a pervasive sentiment of earnest dedication towards English proficiency. As observed from the positive responses, underlined a palpable enthusiasm and commitment among the most learners to their English learning.

Regarding "persistence," a relatively higher percentage of participants (34.1%) agreed that they work on their "English homework regularly," hinting at a consistent learning routine. The responses to managing leisure and study time, as well as maintaining effort throughout a course, majorly fall into the "neutral" category, perhaps indicating a balanced approach to managing leisure and study time or showcasing varying priorities and levels of effort maintenance among different individuals. These data points, therefore, underscore a range of motivational behaviors, hinting at the necessity for further exploration to understand the underlying factors contributing to these behaviors and how they, in turn, impact the learning outcomes in an English educational setting.

These findings provided fertile ground for subsequent qualitative research. Delving deeper through qualitative methodologies could reveal the underlying factors and personal narratives that shape these motivational behaviors. For instance, explore learners' personal experiences, challenges, and strategies for balancing academic obligations with personal leisure, or their approaches to revising and learning from past assignments.

4.3.2 Independent Sample T-test

To answer the above three research questions, an independent sample t-test was performed to compare whether there was a difference in the beliefs, attitudes, and motivations about learning English among Chinese and Thai groups.

According to Table 16, the mean value of beliefs about language learning for the Chinese group ($M = 4.15$, $SD = 0.75$) was found to be significantly higher than that of the Thai group ($M = 2.85$, $SD = 1.21$), indicating a strong belief orientation among the Chinese group. The difference in means was statistically significant (t (330)

= 21.54, p <.001, two-tailed) with a mean difference of 1.3 (SE = 0.11). Likewise, the Chinese group exhibited substantially higher mean values of attitudes toward language learning (M = 4.38, SD = 0.79) in comparison to the Thai group (M = 2.69, SD = 1.01) (t (330) = 21.93, p<.001, two-tailed), implying a more favorable attitude orientation within the Chinese group. The mean difference was 1.49 (SE = 0.01). Moreover, the mean values of motivations about language learning for the Chinese group (M = 4.09, SD = 0.67) markedly surpassed those of the Thai group (M = 2.94, SD = 1.04), elucidating a heightened motivational drive within the Chinese demographic. This discrepancy in means held statistical significance (t (330) = 21, p<.001, two-tailed), with a mean difference of 1.36 (SE = 0.1).

Table 16

Independent Samples T-test of Chinese and Thai Groups (N = 332)

	Chinese (*n*=178)		Thai (*n*=154)		Sig.	Mean	Std. Error
	M	**SD**	**M**	**SD**	**(2-tailed)**	**Difference**	**Difference**
Beliefs	4.15	.75	2.85	1.21	.000	1.30	.11
Attitudes	4.38	.79	2.69	1.01	.000	1.49	.10
Motivation	4.09	.67	2.94	1.04	.000	1.36	.10

Note. Degree of freedom (*df*) = 330; *p<0.1, **p<0.05, ***p<0.01

The calculated effect sizes, represented by Cohen's d, offer profound insights. Specifically, the effect size for beliefs is approximately 1.29, for attitudes it is approximately 1.87, and for motivation, it stands at approximately 1.32. These values, by conventional standards, are indicative of a large effect size, considering that a Cohen's d of 0.8 or higher is typically seen as representing a large effect. This suggests that the observed differences in scores between the Chinese and Thai groups across these constructs are not merely statistically significant, but they also carry considerable practical significance. The magnitude of these differences underscores the pronounced disparity in beliefs, attitudes, and motivation towards certain underlying factors or stimuli between the two cultural groups.

4.3.3 Summary of Quantitative Results

Beliefs of Thai and Chinese undergraduates toward English language learning

The study aimed to explore the differing beliefs of Thai and Chinese undergraduate students concerning English language learning. The independent samples t-test revealed a significant disparity between the two groups, with Chinese participants scoring a mean of 4.15 ($SD = 0.75$) compared to Thai participants, who scored a mean of 2.85 ($SD = 1.21$), with a significance level of $p<0.01$. This indicates that Chinese students have a more favorable belief toward learning the English language compared to Thai students. These results could potentially be attributed to cultural, social, or educational factors (Li & Ruan, 2015) that might have influenced the beliefs of the participants from the two distinct groups. The significant divergence in beliefs underscores the importance of understanding and considering cultural contexts (Liu, 2023) in devising English language learning programs to better cater to diverse learner populations.

Attitudes of Thai and Chinese undergraduates toward English language learning

The study sought to discern the attitudes of Thai and Chinese undergraduate students towards English language learning. The data indicated a significant difference in attitudes between Chinese and Thai students, with Chinese students scoring higher ($M = 4.38$, $SD = 0.79$) than Thai students ($M = 2.69$, $SD = 1.01$), $p<0.01$. This suggests that Chinese students harbor a more positive attitude towards learning English. The significantly higher scores among Chinese students may reflect a more favorable environment or perhaps a higher level of encouragement received towards mastering the English language. These findings underscore the importance of fostering a supportive environment (Dennehy, 2015) and positive attitudes (Chang et al., 2014) towards English language learning among diverse student groups to ensure better educational outcomes.

Motivations of Thai and Chinese undergraduates toward English language learning

The study aimed at understanding the motivations behind Thai and Chinese undergraduate students' engagement with English language learning. Significant differences were observed between the motivations of Chinese and Thai students, with the Chinese group scoring higher ($M = 4.09$, $SD = 0.67$) compared to the Thai group ($M = 2.94$, $SD = 1.04$), $p<0.01$. This reveals a higher level of motivation among Chinese students to learn the English language. The differences in motivation might stem from varying cultural values, educational policies, or societal expectations regarding the benefits of learning English (Isabelli-García et al., 2018; Setyono & Widodo, 2019). The data accentuates the necessity for educational strategies that are cognizant of and responsive to the different motivational factors influencing diverse groups of learners, ensuring a more inclusive and effective approach to English language education.

4.4 Qualitative Results

RQ2: What are the similarities and/or differences in beliefs, attitudes, and motivation in English language learning among Thai and Chinese undergraduate students?

4.4.1 Thematic Analysis of Participants' Interviews

During the thematic analysis, the researcher methodically developed a set of codes. These codes acted as markers, indicating distinct variances in the qualitative content, particularly regarding the participants' claimed sources of *BALLI* and *ATMB (attitudes/motivation)*. These codes essentially served as analytical anchors, allowing the researcher to classify and comprehend the diverse viewpoints expressed by interview participants. The following part will provide an in-depth narrative of the comments linked with each discovered theme to further illuminate the nuances, complexities, and intricacies embedded within the participants' beliefs, attitudes, and motivations related to English language learning.

(1) The majority of the participants reached a consensus on the potential benefits of immersion in a native English-speaking environment. This was seen as a

key method for learning proficiency in the English language. In line with exploring the efficacy of different language learning environments, participants were asked: "Do you believe it's more beneficial to learn English in a country where it's the native language? Why or why not?"

a. The Advantages and Challenges Associated with Immersion Experiences

Participants highlighted both the positive aspects and difficulties of immersion experiences in language learning. They emphasized the value of immersive environments in enhancing language proficiency and cultural understanding, while also noting the challenges, such as adapting to new linguistic contexts and overcoming communication barriers. These insights, drawn from the interviews, offer a nuanced understanding of immersion experiences, balancing the evident benefits with the inherent challenges faced by learners in such settings.

> **C3**: *"I feel that being around people who speak English all the time speeds up the learning processes a lot ... people who talk normally and having to use English ... every day are both effective ways to learn. Also, the cultural knowledge [you learn] is very valuable."*

> **T2**: *"I agree it is beneficial, [as] it offers a real-world context that classroom learning can't replicate. However, the advancements in technology have [also] made it possible to have a real experience without leaving one's country."*

> **C6**: *"I think it helps, especially listening and speaking. But sometimes, it can be overwhelming. Back in China, I learned English in stages, and it felt more structured. In an English-speaking country, you're thrown into deep waters, and you either swim or sink."*

> **T4**: *"I think it has its pros and cons. On one hand, you get exposed to the language everywhere you go, which is good. On the other, it's easy to feel out of depth, especially during academic lectures or complex discussions."*

Based on the interview, both Thai and Chinese undergraduate students share similarities beliefs about the advantages and challenges of immersion in English learning. They recognized the unique opportunities to hear and use the language in real-time, which can be beneficial for rapid learning. For instance, C3 emphasized how being around English speakers "speeds up the learning process," and T2 mentioned immersion "offers a real-world context that classroom learning can't replicate." Similarly, T4 and C6 both highlighted the widespread exposure to the language. They valued this real-world exposure and constant interaction but also recognized its potentially overwhelming nature. C6 expressed feeling thrown into challenging situations without adequate preparation ("you either swim or sink"), a sentiment echoed by T4, who mentioned feeling "out of depth" in academic and complex settings.

However, there is a subtle difference in the emphasis on structured learning between the two groups; the Chinese students showed a preference for more structured, incremental learning. The acceptance of technology as a useful instrument in language learning exemplifies the changing perspectives of modern students.

b. Financial Concerns, Alternative Learning Resources, and Instructor

In this section, the excerpts from interviews revealed learners past concerns about financial aspects, their utilization of alternative learning resources, and interactions with instructors. Participants discussed how financial constraints had impacted their educational experiences, highlighting the importance of affordability in learning. They also reflected on using diverse educational materials beyond traditional textbooks and emphasized the significant role played by instructors in enhancing their learning journey, underscoring the complexity of educational dynamics from a financial and resource perspective.

> **T5**: *"In an English-speaking country [such as the States], one can understand not just the language [but also] the culture, idioms, slangs, and so on. But it might be expensive for many people. So, if my family can afford it ... Otherwise, local institutions with good English programs can help too."*

C7: *"I feel... English is difficult. Maybe if I live in the U.S.A or the UK, I learn faster? But my parents cannot send me there, so I learn in China."*

C9: *"For me, very difficult [to live or study] in English country. People speak fast, use hard words. In Thailand, teacher slow and use simple English, easier for me understand."*

T8: *"English country...good for learning? Yes, of course. People speak English everywhere ... I can listen and practice. But school in Thailand also good if teacher is good."*

Both Thai and Chinese undergraduate students have shared concerns about the financial constraints associated with studying in English-speaking countries and have recognized the value of alternative learning resources. T5 mentioned that studying in such countries "might be expensive for many people," and C7 emphasized that their family can't afford to send them abroad. Both groups saw value in alternative learning resources available in their home countries or online. T5 believed that "local institutions with good English programs can be helpful," while C7 relied on internet resources for learning English in China.

However, there appears to be a unique perspective among Chinese students regarding the style of English instruction. Chinese student C9 expressed a preference for the teaching style they experienced in Thailand, where the instructor spoke more slower and used simpler English, making it easier to understand. In contrast, T8 suggests that while learning in an English-speaking country is beneficial, schools in Thailand can be equally effective, provided the teachers are competent. Chinese students seem to prefer a slower, simpler instructional approach, while Thai students emphasize the instructor's competence as crucial to effective learning.

(2) A substantial percentage of participants agreed on the importance of language ability, notably in translating from their native tongue to English. To explore deeper into the participants' perspectives on the role of translation in language learning, the following question was posed: "In your opinion, is learning how to

translate from your native language to English a significant part of the learning process? Why or why not?" This commonly held belief motivated the researcher to probe further, seeking additional explanations and interpretations, thereby contextualizing their significance from a particular point of view.

a. Supportive Effect of Translation in Initial Learning

In this section, participants shared their experiences of how translation acted as a vital tool in the early phases, aiding in their comprehension of new linguistic elements and providing a foundational understanding. These insights, reflected in the excerpts, reveal the nuanced way in which learners leverage translation to navigate the complexities of a new language, while also recognizing the importance of gradually shifting towards direct language engagement as their skills develop.

> **C1**: *"Yes, it's important, especially the start of English learning. It helps in bridging the gap between what I know and what I'm learning. Over time, though, it's crucial to start thinking directly in English without translating."*

> **T1**: *"In the beginning, I often translated Thai sentences to English in my head before speaking. Now I realized [that to] become fluent, I need to change this habit."*

> **C3**: *"It was a big part. Knowing I could rely on my own language gave me more confidence. But later I found direct thought in English more effective."*

> **C7**: *"Translation is just a starting point. As you advance in your English skills, you should try to move away from always translating and begin thinking in English. But in the beginning, it is very helpful."*

> **C8**: *"In China, many of us start by translating. It's the method [many] teachers use. It helps at first, but there's a point where you [have to] immerse in English without always referring back to Chinese."*

T10: *"If you keep translating everything in your head, it slows you down when speaking or writing in English. The goal is to understand others without having to translate."*

According to the interview, all the responses recognized the supportive role of translation in the early stages of the participants' English learning journey. Phrases such as "the start of English learning," "a starting point," and "in the beginning" consistently echoed the sentiment that translation serves as a crutch in initial learning. Additionally, they admitted its utility in bridging linguistic gaps and providing initial assistance. There is a shared sentiment that, while translation is helpful in the beginning, over-reliance on it can hinder progress in achieving fluency. Both groups emphasized the need to eventually think directly in English, bypassing the intermediary step of translation.

Differences emerge in how they perceive the pedagogical influence and the emotional aspect of using translation as a safety net, with Chinese students placing a slightly greater emphasis on these aspects. C8 specifically pointed out the teaching methods in China, noting that many teachers there begin their English lessons by emphasizing translation. While both groups mentioned the need to transition away from translating in one's head, the Thai students (T1, T10) emphasized the speed at which translation can hinder fluency in English communicate. Conversely, the Chinese student (C3) highlighted how translation serves as a confidence booster, allowing them to fall back on their native language. This aspect of emotional security was not as prominently mentioned by the Thai students in their responses.

b. Cultural and Linguistic Challenges in Translation

The interview excerpts revealed the complex cultural and linguistic challenges encountered in translation. Participants described instances where translating across languages was not just a linguistic task but also involved cultural understanding. They shared experiences where cultural differences and linguistic nuances led to difficulties in maintaining the original meaning and context in translations. These insights emphasized the depth and complexity inherent in translation, highlighting the intertwined nature of language and culture.

T4: *"For Thai students like me, some phrases and idioms don't translate well in English. So, while it can help in [basic] communication, relying too much on translation [can] sometimes lead to misunderstandings."*

C6: *"Definitely. Translation is like a bridge between my culture and the English-speaking world. It helps me make sense of the new language in terms of what I already know. So, yes, it's important for my learning process."*

T7: *"It's a mixed bag. Sometimes, translating helps me understand the deeper meaning of a phrase or sentence, especially idioms. But other times, I feel like I'm not really learning English, just how to convert Thai to English."*

T12: *"Not really for me. I find it hard to translate Thai idioms and expressions into English because the cultures are different. I focus more on immersing myself in English without thinking about Thai."*

All respondents touched on the difficulty of translating idioms and cultural expressions. These expressions are more than just words; they carry a cultural and historical weight that cannot easily be captured in another language. T4 and C6 discussed the role of translation as a bridge. They viewed it as a tool that connected their native culture with the English-speaking world, aiding them in navigating the complexities of a new language within the context of their existing knowledge.

However, Thai students in this sample seem more cautious about the potential for misunderstandings and emphasize the cultural differences more than their Chinese counterparts. T7 delved into greater detail about perceived depth, mentioning how translation often aids in comprehending the deeper meanings of phrases, particularly idioms. This reflects a more sophisticated perspective where translation is considered not just a tool but can occasionally provide a portal into deeper cultural knowledge. T4 and T12 particularly underscored the obstacles posed by cultural differences, noting that such variations make it difficult to accurately translate certain expressions and idioms. While C6 mentioned culture as a bridge, the specific challenges posed by

cultural differences were not as extensively highlighted. T4 and T12 appeared apprehensive about relying too heavily on translation due to cultural and idiomatic issues, expressing concern that over-reliance can lead to misconceptions. Although the Chinese student (C6) acknowledged the intermediary function of translation, they did not delve as deeply into the potential problems.

c. The Role and Limitations of Translation as a Learning Tool

Participants provided diverse perspectives on using translation as a learning tool in language education. They highlighted its effectiveness in aiding comprehension and bridging language gaps for beginners. However, they also pointed out its limitations, particularly in conveying the cultural nuances and complexities inherent in a language. These insights suggest that while translation can be a valuable initial tool, reliance on it might impede the development of full language proficiency and cultural understanding.

C2: *"Translation? For me, not so much. I feel like it makes me slower in conversations. Instead, I try to focus on English media, so I get accustomed to thinking and responding in English naturally."*

C5: *"I used translation tools a lot, especially during my first year. It was useful for understanding complex readings. But speaking? Emmm…it's better to understand the context and respond without translating."*

T6: *"Not so much. When I translate, I think too much in Thai sometimes the real meaning in English gets lost."*

C12: *"For sure! Translation exercises are part of our English classes in China. It's useful for practice and understanding the nuances of both languages."*

T14: *"At school, we did a lot of translation work. It helped me understand the structure. Outside the classroom, it's more about interacting."*

Both Thai and Chinese undergraduate students realized the role of translation as an initial learning tool, particularly in academic settings. They concurred on its limitations in real-life conversations, emphasizing the necessity of direct thinking in English for fluency. Respondents including C2, C5, and T6 acknowledged the drawbacks of translation in real-time dialogues, believing that over-reliance on it can slow down conversations and potentially lead to misinterpretations. Furthermore, C12 and T14 pointed out the commonality of translation exercises in their English classes, underscoring their usefulness in grasping linguistic nuances and structures. As they advanced in their English learning journey, both Thai and Chinese participants (C2, C5, T6) echoed a shared sentiment about the diminishing role of translation, especially in everyday interactions, suggesting a shift towards more direct engagement with the language.

Nevertheless, there are subtle differences in their approaches to overcoming these limitations and in their perspectives on the contextual benefits of translation in education. Thai student T6 underscored the challenges of over-relying on Thai thought processes, which can obscure the intended meaning in English. On the other hand, Chinese student C2 suggests a proactive approach, emphasizing the benefit of immersing oneself in English media to foster natural thinking and responses in the language. Moreover, nuances emerge when discussing the educational context. Chinese respondent C12 considered translation primarily a technique for grammar practice and deciphering linguistic nuances. In contrast, Thai student T14 viewed it as a means to grasp the broader structure of the English language, hinting at a more holistic approach than merely focusing on grammatical accuracy.

(3) Given the pivotal role that English teachers play in shaping students' learning experiences, understanding the dynamics of this interaction is of paramount importance. Such a relationship can deeply influence students' perceptions, motivation, and overall success in their English studies. With this context in mind, the researcher delved deeper into the participants' personal experiences by asking: "Can you describe the teaching style of an English teacher you admire and explain what makes their approach dynamic and interesting?" This question aimed to gather

insights into the preferred teaching styles and qualities that make certain instructors stand out in the eyes of their students.

a. Real-world, Modern, and Interactive Learning Techniques

As revealed through participant excerpts, underscore the effectiveness of modern, interactive learning methods applied in real-world contexts. These techniques, often incorporating cutting-edge technology and hands-on approaches, are praised by learners for their practicality and engagement, offering an education that is both relevant and stimulating. The participants' experiences and reflections bring to light the significant advantages of these contemporary educational strategies in enhancing the overall learning process.

C5: *"My favorite English teacher always used real-life examples. Instead of just bookish knowledge, [she'd bring in] magazines, movies, and even songs. This made learning feel modern and relevant."*

T3: *"She always used interactive games. Learning grammar and vocabulary became so much fun. We'd often forget we were in a classroom!"*

T6: *"The teacher I respect the most took us on field trips to English camps. Interacting with native speakers, amidst nature, made learning unforgettable."*

T7: *"She focused on real-life applications. Instead of just textbook scenarios, we'd role-play situations like ordering food at a restaurant or attending a job interview. It was practical and helpful."*

C7: *"One English teacher I remember, he didn't just teach, he performed. Every class was like a stage, full of energy, and enthusiasm. We were not just learning English; we were living it."*

C9: *"My admired teacher focused on group discussions. We debated, acted out scenes, and did presentations. She believed in learning by doing, and it was very different from the traditional way."*

Unsurprisingly, both Thai and Chinese undergraduate students displayed a clear preference for teaching methods that incorporate real-world contexts, interactivity, and engagement. They appreciated teachers who move beyond traditional pedagogical techniques, create a lively, relevant learning environment and holding shared beliefs about what makes English learning effective and engaging. Central to these shared beliefs is the value of incorporating real-life contexts into teaching. This sentiment was evident as students from both nationalities (T3, T6, T7 for Thai, and C5 for Chinese) commended educators who use tangible real-world examples, such as magazines, movies, and songs, instead of relying solely on abstract or textbook knowledge. These real-world applications are not only deemed to render the learning process more relevant and practical but also help bridge the gap between the language and its pragmatic use. Furthermore, an interactive approach to learning is celebrated by both groups. Thai students (T3, T6) cherish activities like interactive games and educational field trips, viewing them as essential tools for immersion and practical application. Similarly, Chinese students (C7, C9) value the dynamism of group discussions, debates, and theatrical classroom presentations, emphasizing the concept of "learning by doing." Additionally, all the respondents resonated with the idea that English learning should not be a monotonous chore but rather an engaging and lively journey. A testament to this is the appreciation expressed for educators who bring elements of fun and enthusiasm to the classroom. T3 and C7 fondly recalled classes where vibrant teaching style transformed the usual classroom atmosphere, making learning enjoyable and captivating. This engagement, they believe, enhanced the overall educational experience, leading to more invested and participative students in their learning journey.

While both Thai and Chinese undergraduate students appreciate interactive and real-world teaching approaches, there are discernible nuances in their experiences and preferences that set them apart. Thai students, for instance, exhibited a distinct inclination towards nature and the outside environment as an instrumental backdrop for learning English. The mention of field trips to English camps, as pointed out by T6, suggested a pedagogical emphasis on leveraging natural surroundings for immersion in the language. This could be indicative of a broader educational or cultural preference in Thailand for experiential and outdoor learning, valuing the idea

that language is best internalized when experienced in varied contexts beyond the confines of the classroom. On the other hand, the perspective of Chinese students sheds light on the importance of classroom dynamics and the teacher's role in setting its tone. The portrayal of the classroom as a "stage" by C7 underscored the value placed on the theatricality and energy of the teaching process. Such a performative style, with the teacher taking on a vibrant, almost actor-like demeanour, could be especially revered in Chinese educational settings. This suggest that for Chinese learners, the effectiveness of English instruction hinges not just on content but also on the enthusiasm and dynamism with which it is delivered. It provides a window into the possibility that Chinese educational culture might prioritize a teacher's ability to create a lively and engaging classroom atmosphere, rendering lessons more impactful and memorable for students.

b. Traditional Methods and Structure

Participants provided insights into their experiences with conventional educational approaches, reflecting on the effectiveness of these time-honored techniques in the past. They discussed the merits of structured grammar and vocabulary lessons, alongside the challenges of applying these methods to real-world language use. These retrospective perspectives offered a comprehensive view of traditional language learning methods, shedding light on their historical role in language education.

> **C13**: *"He used Chinese literature and compared it with English literature. This comparative study was insightful and enhanced my grasp of both cultures."*

> **T16**: *"We used English storybooks, even the ones meant for kids. Reading them aloud, discussing the stories, and understanding the morals in a language different from ours was an excellent way to grasp English."*

In essence, while both nationalities respect and incorporate traditional teaching techniques, their priorities and methodologies seem to diverge. Thai students lean towards contextual narrative learning, while Chinese students favor structured and

analytical approaches. The mention by a Thai student (T16) of using children's storybooks suggests an emphasis on narrative-based learning in Thai educational settings. This method prioritizes comprehension, vocabulary acquisition, and cultural understanding through stories, thereby making the learning process engaging and more relatable. This approach might be indicative of Thai pedagogy, valuing organic and contextual learning where language is not just a set of rules, but a medium for stories and shared experiences.

Conversely, the Chinese respondent's (C13) reference to translation exercises signals a structured, and perhaps more rigorous, approach to English learning. This may reflect a broader trend in the Chinese educational system, emphasizing linguistic precision, grammar, and the nuances of both the source and target languages. Such a methodological emphasis can equip students with a strong foundation in the language, enabling them to navigate complex linguistic scenarios. This showcases the possibility that the Chinese learning environment may prioritize a more analytical and structured approach to mastering English, focusing on accuracy and depth.

(4) To gain a holistic understanding of participants' views on multilingualism and its potential benefits, they were asked: "Do you have a desire to become multilingual? How would you feel if you could speak many foreign languages perfectly?" Through this question, the researcher sought to delve into individual aspirations towards mastering multiple languages. By analyzing their responses, insights were gained not only regarding personal motivations but also from broader socio-cultural and economic contexts. In doing so, the researcher aimed to shed light on the underlying factors compelling participants towards multilingualism, the perceived advantages, and how these perspectives influence language learning methodologies and interactions within the global landscape.

a. Multilingualism as a Window to Culture and Global Connection

In this section, participants reflected on how multilingualism had served as a pathway to understanding diverse cultures and establishing global connections. Their experiences showed how mastering multiple languages not only improved communication abilities but also deepened cultural insights and facilitated

connections across the globe. These accounts highlighted the significant role of multilingualism in fostering cultural and global integration.

> **T2**: *"Yes, I'd love to be. If I could speak many languages, it'd be like having many lenses to see the world. Each language has its beauty and wisdom."*

> **C5**: *"Absolutely! Learning languages opens the world for you. If I could speak many languages, I'd feel like I hold a key to different cultures and histories. It's like travelling without leaving home."*

> **T9**: *"Imagine understanding all the jokes and stories from different cultures! I'd feel incredibly enriched and culturally aware."*

> **C13**: *"Oh, it'd be a dream come true! I'd feel so confident traveling and making friends all over the world. It's not just about communication, but also about understanding different mindsets."*

> **T14**: *"Well, my cousin speaks four languages, she always has fascinating stories from her travels. If I could, I'd feel so empowered and cosmopolitan."*

> **C15**: *"I've tried learning Spanish after English, and it's fun! Speaking many languages perfectly would make me feel accomplished and globally connected."*

The perspectives shared by both Chinese and Thai undergraduates illuminate a profound appreciation for multilingualism that transcends its immediate pragmatic benefits. They appeared to recognize that languages serve as a passport to introspective journeys, allowing individuals to traverse diverse cultural landscapes without moving an inch. This is evident in C5's assertion that multilingualism feels like "traveling without leaving home" and T2's likening it to having "many lenses to see the world." Such expressions vividly encapsulate a shared aspiration. This underscored a mutual understanding between respondents that language learning is less about rote acquisition and more about opening doors to a world of varying perspectives. Further, the cultural insight and appreciation reflected in their responses

pointed to a deeper, more holistic approach to language learning. Rather than merely concentrating on the semantics or grammar, there's a palpable enthusiasm for the narratives, traditions, and nuances that each language encapsulates. T9, for instance, cherished the thought of comprehending "jokes and stories from different cultures," while C15 related multilingualism to feeling "accomplished and globally connected." This is not just an appreciation for linguistic structures but a reverence for the cultural richness they represent. Lastly, empowerment and confidence emerged distinctly in their views. To them, a language wasn't merely a tool but a valuable asset conferring social and personal advantages. C13's confidence in "traveling and making friends" and T14's sentiment of feeling "empowered and cosmopolitan" underscored this. These insights suggested that multilingualism isn't just a skill but an enhancer of self-worth, offering an elevated sense of identity in a global landscape.

While reflecting shared ideals, the spectrum of opinions shared by Chinese and Thai undergraduates on multilingualism diverges in fascinating ways, revealing a varied mosaic of perspectives. One notable difference is the manner in which both groups base their arguments; the personal experiences and theoretical benefits exemplify this. Thai responders, such as T14, use personal tales, such as "my cousin speaks four languages," to provide a physical, experiential foundation for their ideas. Their approach to multilingualism appeared to be influenced by personal experiences or observations, making their ideas personal and grounded. On the other hand, Chinese responders such as C5 prefer more abstract imagery, describing multilingualism as "traveling without leaving home." Their engagement with the topic, as extrapolated from such metaphors, tends to focus on the larger, perhaps even idealistic, benefits of knowing various languages, which aren't often related to direct personal contacts. A deeper exploration of cultural nuance exposes the breadth of understanding. Thai undergraduates, exemplified by T9, appeared eager to understand the complexities of civilizations. Their emphasis on comprehending "jokes" from many cultures suggests a willingness to engage with languages at a level where they can appreciate their finer nuances, which frequently necessitate further cultural immersion.

b. Pragmatism in Language Learning among Thai and Chinese Students

In their responses, participants from both Thai and Chinese backgrounds shared a pragmatic approach to learning languages. They often combined traditional learning methods with modern, innovative strategies, reflecting the unique cultural and educational influences in their language education. This section delves into how these students blend various techniques to enhance their language proficiency, navigating between established norms and contemporary practices in their pursuit of language mastery.

> **T5**: *"Maybe... I think it's good to know many languages, but I also think it's essential to master one properly rather than knowing bits of many."*

> **C9**: *"Not sure. My focus right now is English, as it's so widely spoken. But… of course, speaking multiple languages would be impressive."*

> **T13**: *"I'm content with both. But if I were multilingual, it'd be a bonus. I think it's more about the depth of understanding than the number of languages."*

Pragmatism in language learning serves as a salient theme among Chinese and Thai undergraduates when discussing multilingualism. Their viewpoints offered a nuanced exploration of the practical considerations that shaped their language-learning journeys. On the surface, both groups underscored the pragmatic imperatives attached to language learning. Their shared sentiments constitute the theme's similarities. Both C9 and T5 leaned towards the significance of mastering a widely accepted language, specifically English. Their viewpoints resonated with a practical perspective that recognized the global supremacy of English and its instrumental role in opening doors to opportunities. This shared perspective highlights a convergence in their educational outlook, possibly influenced by the globalized world they inhabit, where English acts as a predominant medium of communication, commerce, and culture.

However, a closer reading of their responses reveals nuanced differences that inform the theme. The Thai students, exemplified by T5 and T13, seem to harbour an intrinsic appreciation for depth in language learning. Their emphasis wasn't just on knowing a language but mastering it. T5's assertion that it was better to "master one properly rather than knowing bits of many" and T13's conviction that it was "more about the depth of understanding than the number of languages" underscore this depth-centric perspective. Such viewpoints suggested a cultural or educational leaning in Thailand that values thoroughness, precision, and a comprehensive grasp when engaging with a language. Contrastingly, the Chinese perspective adopted a more utilitarian approach. While C9 acknowledged the allure of multilingualism, its primary focus remains on the pragmatic utility of English due to its global prevalence. This orientation hinted at a more goal-driven approach to language learning in Chinese educational settings, which prioritizes languages that yield tangible benefits in the global arena over a broader multilingual repertoire.

(5) Seeking to navigate the intricacies of "motivational intensity" in the context of language learning, the researcher posed the query: "Can you talk about your experience or methods for working hard to learn English or any other language?" This question was strategically crafted to elicit detailed accounts of the participants' experiences and methods. It served as a conduit to delve into the motivations and the corresponding strategies, facilitating a nuanced understanding of the symbiotic relationship between one's driving force and chosen learning approach. By inviting participants to share their personal stories, the study aimed to unveil the layers of commitment, resilience, and innovation that characterize their journey to linguistic proficiency.

a. Active Engagement in English Learning among Thai and Chinese Students

The following excerpts revealed how Thai and Chinese students were actively engaged in English learning in the past. These narratives illustrated their distinctive learning methods, the enthusiasm they showed for language acquisition, and the impact of their cultural and educational backgrounds on their learning approaches. These insights, drawn from past observations, provided a deeper understanding of the

diverse engagement styles in English language learning among students from different cultural contexts.

> **T3**: *"I've been learning English since childhood. My parents enrolled me in English-medium schools. Engaging in school plays and speeches helped a lot."*

> **T4**: *"Songs! I memorize English songs, and it's fun. It might not be conventional, but singing helps with pronunciation and rhythm."*

> **C5**: *"I dedicate at least two hours every day to English. I found joining an English debate club on campus helps. It forces me to think quickly in English, and the competitive nature pushes me to continuously improve."*

> **C15**: *"Honestly, English was hard for me at first. I struggled with the sounds and tones. So, I joined an English drama club in my college where I could practice speaking and have fun at the same time."*

The theme of "active engagement" highlighted the hands-on methods Thai and Chinese students adopted to master the English language. At its core, both groups recognized the merit of real-time usage of the language, diving into activities that compelled them to communicate actively. Similarly, the proactive learning approaches showcased by both nationalities underscored a shared recognition of the significance of application over rote memorization; they realized that mastering a language extends beyond textbooks and grammar exercises. Active participation in forums where language usage is essential was a strategy adopted by many to enhance fluency. Whether it was C5 taking part in debate clubs or T3 partaking in school plays, there's an evident alignment in their motivational intensity. This shared approach reflects a mutual understanding that language, at its core, is a tool for communication and is best honed when used regularly.

While the overarching theme is aligned, a deeper look reveals subtle nuances in the platforms chosen for active engagement. Chinese students, represented by C15, seemed to gravitate towards settings where the language can be practiced in structured,

performance-driven scenarios, such as drama clubs. Such platforms often require precise pronunciation, clear articulation, and an understanding of context, aligning with a focus on perfection and structured learning. In contrast, Thai students exhibited a slightly different inclination. For instance, T4's choice of music and singing reflected a more rhythmic and phonetic approach to language learning. Music, inherently, carries emotion, rhythm, and a more casual tone, allowing students to connect with the language on a more personal and emotional level. It suggests that Thai students might be looking for a more immersive and emotional connection with the language, prioritizing the feel and melody of English over strict grammatical structures.

b. Immersive Use of Technical Media

The excerpts from the interviews revealed how learners engaged with technical media in immersive language learning environments. They provided insights into the ways these digital tools facilitated language acquisition and introduced new learning dimensions and challenges, reflecting the evolving landscape of language education in the digital era.

> **C7**: *"I struggled initially, especially with pronunciation. So, I started watching English movies without subtitles. It was tough at first, but over time, I noticed significant improvements."*

> **T7**: *"I combine learning with my hobbies. For instance, I love cooking, so I watch English cooking shows. This way, it doesn't feel like studying."*

> **C10**: *"I always had an affinity for languages. Apart from textbooks, I use apps like Duolingo and Rosetta Stone. They gamify the learning process, which keeps me motivated."*

> **C13**: *"It's been all about routine. I ensure I read English news every morning and watch English movies at night. This exposure helps reinforce my learning."*

> **T14**: *"Flashcards have been my savior. Every time I learn a new word, I make a flashcard. It's an old method, but it works wonders for me."*

T15: *"Podcasts! I listen to them during my commute. They help me understand different accents and colloquial phrases."*

The current era, defined by the spread of technology and media, provides a wealth of instruments and platforms for language learning. The emphasis was on how students use these platforms to fulfill their language learning goals. The replies from Chinese and Thai undergraduates offer insight into their contrasting techniques, motivations, and experiences with using technical media as a conduit for English learning. Both Chinese and Thai students understood the importance of consistent exposure to a language for mastery. This was evident in C13's meticulous routine of reading English news in the morning and watching movies at night, mirroring T7's strategy of blending hobbies with language learning through English cooking shows. By embedding English in their daily activities, students ensure constant engagement, proving the proverb "practice makes perfect" right. The universal appeal of digital applications in aiding language learning was evident in both nationalities as well. For instance, C10's reliance on apps like *Duolingo* and *Rosetta Stone*, which gamify the learning process, finds a counterpart in T15's use of podcasts to grasp different accents and colloquialisms. These platforms, tailored for the multimedia era, enable learners to access resources at their convenience, making learning both fun and flexible.

There was a noticeable variance in the type of technical media preferred. T14 leaned toward flashcards, a blend of the traditional and digital depending on the medium used, which emphasizes repetition and memorization. On the other hand, C7 demonstrated a predilection for immersive techniques such as watching movies without subtitles, which focused more on contextual understanding and holistic learning. While some students opted for structured platforms designed specifically for language learning, others leaned towards casual immersion. For instance, C10's choice of specialized language learning apps contrasts with T7's integration of English learning into personal hobbies like cooking. This suggests a difference in motivation: one aiming for structured progression and the other seeking organic, interest-driven growth.

c. Collaborative Learning

The excerpts depicted participants' reflections on their past experiences with collaborative learning. They spoke about how engaging in these activities had helped them develop interactive skills and facilitated knowledge exchange. Participants noted the benefits of group dynamics in deepening their understanding and enhancing communication skills. However, they also faced challenges like coordinating with diverse team members and adapting to varying learning paces.

> **C12**: *"Honestly, I'm not always consistent. But before exams, I do group studies. Sharing knowledge and teaching peers often clarifies my own doubts."*

> **T8**: *"Language exchange! I paired up with an English speaker learning Thai. We help each other, it's a win-win."*

In answering the question about their experiences or methods in language learning, both responses underscore the motivational intensity of leveraging collaborative methods. Yet, the motivations driving these collaborative approaches, whether academic success or cultural immersion, reflected diverse perspectives from the two responses. Both C12 and T8 recognized the importance of collaborative approaches to language learning. Their motivations stemmed from the understanding that collaboration not only provides an opportunity for practice but also a platform for clarification and real-time feedback. C12 saw the value in group studies, suggesting that sharing knowledge and teaching peers can elucidate the nuances of the language. Similarly, T8's experience with language exchange illuminated the mutual benefits of two learners coming together, each providing insights into their native tongue. This aligns with the broader theme of collaborative learning, which emphasizes that the process of language learning is often more effective and enriching when undertaken in a communal or shared setting.

While both respondents highlighted collaboration, the nature and depth of their collaborative experiences vary. C12's collaboration was more academic and structured, focusing on group studies and peer teaching, often driven by exam preparations. This reflects a motivation rooted in academic success and a structured

learning environment. On the other hand, T8's motivation was more about cultural exchange and organic learning. By pairing up with an English speaker learning Thai, T8 immersed himself in a mutual exchange that went beyond structured academic settings, suggesting a motivation that values cultural immersion and practical use of the language.

(6) To better comprehend the practical application of these "personalized commitment strategies" and to understand the depth of participants' dedication, they were asked: "Can you provide an example of a time when you maintained a high level of effort throughout an entire course? What strategies did you employ to stay committed?" This question aimed to unearth real-life instances in which Thai and Chinese undergraduates put these strategies into practice. By referencing specific examples from their academic journey, the researcher aimed to decipher the tangible ways in which the previously identified theme of individualistic commitment manifested. This investigation revealed each student's unique approaches and how these methods were influenced by their personal objectives, hobbies, and cultural backgrounds, ultimately manifesting in continuous effort and motivation throughout their language studies.

Personalized commitment strategies

Interview responses indicated that learners employed a variety of personalized commitment strategies in their language learning journey. These individualized methods were crucial in enhancing their engagement and progress in acquiring new languages. This section outlines how participants described their distinctive approaches and the impact of these personalized techniques on the effectiveness of their language learning.

> **C1**: *"Yes, during my freshman year, I enrolled in an advanced English course. It was quite challenging, but I maintained a strict study schedule. I also joined study groups which motivated me to keep pace with my peers."*

> **T2**: *"I remember when I took a TOEFL preparation course. To stay committed, I immersed myself completely, like watching English movies, reading English books, and even thinking in English."*

T3: *"I took a Chinese calligraphy course. Although it's not strictly language, it demanded consistency. I set aside time every evening, turned it into a relaxation routine, and soon it became a habit."*

C6: *"I remember taking French as an elective. The way harder than I imagined. I made it a habit to consume French media daily, even if it was just a song or a YouTube clip. Gradually, the rhythm and words became familiar."*

C7: *"Absolutely. I took a Mandarin dialect class once, and it was way different than standard Mandarin. I kept a journal of daily learnings and frequently practiced speaking with native speakers to get the nuances right."*

T7: *"I took an intensive Mandarin course. What worked for me was visualizing my progress - I created a progress chart and put it on my room's wall. Watching the chart fill up was highly motivating."*

C9: *"I struggled with French in my sophomore year. But I promised myself a trip to France if I excelled. This reward system, plus daily practice, kept me going."*

T12: *"When I enrolled in a Korean language course, I followed K-pop and K-dramas closely. This cultural immersion was both fun and educational, keeping my motivation levels high."*

C15: *"In my Spanish class, I paired up with a buddy. We had weekly discussions in Spanish. Being accountable to someone else kept me consistent throughout."*

The myriad of responses from both Thai and Chinese undergraduates revealed a multi-dimensional approach to language learning commitment, painted vividly by their individualized strategies. Both sets of students have astutely identified that traditional classroom methods, while essential, may not suffice to maintain heightened

motivation levels throughout a course's duration. Thus, they've turned to personalized strategies, intertwining their individual lifestyles, interests, and aspirations into the language-learning canvas. A common thread weaving through both groups' narratives was the strategy of media-based immersion. T2 and C6, for instance, gravitated towards movies and music in their target languages, underscoring the importance of integrating language learning into daily entertainment. Such strategies not only enrich the vocabulary but also make the learning journey more relatable and engaging. Routine and collaboration further emerged as pillars of motivation. C1's regimented study schedule and T3's evening calligraphy routine exemplified how setting dedicated timeframes enhances discipline and consistency. Collaborative learning, a tactic adopted by C15 and T8, added a layer of social accountability and mutual growth to the equation. It was a space where teaching and learning coalesced, providing immediate feedback and opportunities for rectification.

Last but not least, there was a tapestry of nuanced differences in their approaches that hint at individual or cultural leanings. Thai students like T7 emphasized visual reinforcement tools such as progress charts, emphasizing the satisfaction derived from visually tracking personal growth. Conversely, Chinese students showcased a goal-driven mindset. C9's approach, which tied learning success to the tangible reward of a trip to France, was an emblematic representation of anchoring the learning process to broader life aspirations.

4.4.2 Summary of Qualitative Findings

The study offered a nuanced understanding of participants' beliefs, attitudes, and motivations towards learning English. While there was an overarching appreciation for immersion and real-world application, the challenges of immersion, the role of translation, and the balance between modern and traditional teaching methods are pivotal concerns. The findings emphasized the need for a multifaceted, adaptable, and individualized approach to language instruction that acknowledges both the cultural and pragmatic aspects of language learning. Based on the qualitative findings, the beliefs, attitudes, and motivation towards English language learning among Thai and Chinese undergraduates manifested both striking similarities and nuanced differences:

Both Thai and Chinese undergraduates hold a deep appreciation for the value of immersion in English language learning. Immersing oneself in an environment where the target language is spoken natively offers unparalleled advantages such as direct interaction, enhanced comprehension, and rapid fluency gains. Participants from both countries agreed with this sentiment. The difficulties of immersion, however, serve to temper its allure. Students from both Thailand and China expressed feelings of being occasionally overwhelmed in such settings, citing challenges in understanding foreign slang, idiomatic expressions, or cultural references. Moreover, there's a shared preference for teaching methods that merge the traditional with the contemporary. Both groups are inclined towards educators who use real-life examples, modern media, and interactive tools to make lessons engaging and contextually relevant. The desire to be multilingual in the age of globalization is not geographically limited; Thai and Chinese students alike see language proficiency as a key to opening up different cultures and expanding horizons. Notably, irrespective of their cultural or national background, students from both groups are adept at leveraging technology for learning; digital platforms, apps, and multimedia tools feature prominently in the language learning toolkit of today's generation.

Despite the shared perspectives, nuances exist in the approach to language learning between Thai and Chinese students. One of the key distinctions emerges in the realm of structured learning. While both groups acknowledge the merits of immersion, Chinese students exhibit a more defined inclination towards systematic, structured learning, possibly a reflection of their rigorous educational backdrop. In contrast, Thai students might embrace a more fluid approach, intertwining immersion experiences with structured lessons. The role and reliance on translation as a learning aid also present variation. While both groups recognize translation's significance, its centrality might differ. For instance, Chinese students, especially during their initial learning phases, might lean more heavily on translation compared to their Thai counterparts. Motivational strategies, while universally intense, manifest differently; Chinese students might gravitate towards regimented study routines or tutor-led sessions, while Thai students could blend self-study with digital interactive platforms and real-world immersion to sustain their enthusiasm and commitment.

In essence, Thai and Chinese undergraduates share many commonalities in their beliefs and attitudes towards English language learning, most notably in the value they place on immersion and the challenges they associate with it. However, nuances in structured learning preferences and possibly in their approach to translation indicate that cultural and educational systems play a role in shaping their learning experiences. As with any comparative analysis, it's crucial to remember that individual variations exist within each group, and broader generalizations should be made with caution.

4.5 Integrated Results

In order to holistically address the research objectives, it's essential to juxtapose the quantitative findings with qualitative insights. By integrating these two sets of data, the researcher can gain a more comprehensive understanding of the subject and the context in which it exists. Creswell (2021) noted that the intent of integration in an explanatory sequential design is to use qualitative data to explain the surprising, unexpected, value-added results. The procedures should connect the qualitative data collection to the quantitative results for further analysis. Let's revisit each research question step by step to evaluate how the combined results have illuminated the subject matter.

4.5.1 Responding to RQ1 by Synthesizing the Results

Beliefs of Thai and Chinese undergraduates toward English language learning

(1) beliefs about the learn English in an English-speaking country

The quantitative data's standout is a strong belief (75.9%) in the advantages of studying English in English-speaking countries. At a glance, this percentage suggests an almost universal acknowledgement of the value of immersive learning. However, when the researcher delved into the qualitative findings, he uncovered nuances that provided unexpected depth to this result.

a. advantages and challenges of experiential learning

While students undoubtedly saw the merits of immersion for real-time language use and consistent exposure (as emphasized by C3, T2, T4, and C6), there's also a surprising sentiment of feeling overwhelmed. One might expect students who believe in immersion's advantages to feel confident in such settings, but comments like being "out of depth" or facing a "swim or sink" scenario showcase the unforeseen challenges they face. While the merits of immersive learning are overwhelmingly positive, they come with their own set of challenges that are particularly salient for Chinese students studying in Thailand. Immersed in a new cultural and academic environment, these students not only have to use English for academic purposes but also for everyday communication. This provides a continuous, real-world language learning opportunity, allowing students to reinforce classroom learning through practical application.

b. financial barriers

The significant agreement on the benefits of studying in English-speaking countries contrasts sharply with the financial constraints highlighted in the qualitative findings. While it might be easy to overlook costs in light of the perceived benefits, T5's and C7's insights brought forth the reality many students face. Their recognition of a viable alternative also added value, as it showed that the benefits of immersive learning can be replicated to some extent without necessarily requiring a high price tag.

c. cultural differences in learning preferences

What's surprising, and perhaps a value-added insight, was the divergence in teaching preferences between Thai and Chinese students. While both groups agreed on the overall benefits of studying English in an English-speaking country, their perspectives on teaching styles were distinctly different. This unexpected finding challenges the notion of a one-size-fits-all approach to English instruction, suggesting the need for adaptability based on cultural backgrounds.

While most students understand the unrivaled benefits of studying English in an English-speaking country, qualitative insights reveal the underlying intricacies and

difficulties of this preference. Immersion, while beneficial for real-time language exposure, unexpectedly provides students with tremendous problems that leave them feeling overwhelmed. Financial barriers serve as a stark contrast to the perceived benefits, suggesting a tension between aspiration and reality. Moreover, the divergence in teaching preferences between Thai and Chinese students underscores the importance of cultural sensitivity in educational approaches. Collectively, these insights reveal that while immersion in an English-speaking environment is highly valued, its effectiveness is intricately intertwined with individual, financial, and cultural factors.

(2) beliefs about the translation are significant of language learning

According to the quantitative result, a striking 60.5% of participants agreed or strongly agreed that translating from their "native language" is a key component in learning English.

The depth of the interview findings provides context for these numbers. While it was anticipated that translation played a role, especially in the early stages, the qualitative data uncovered unexpected intricacies.

a. emotional security of translation

Beyond just a linguistic tool, translation provided an emotional safety net, particularly among Chinese students. This was an unexpected yet valuable finding, as it offered insights into the psychological dimensions of language learning. It wasn't just about understanding words and phrases; the confidence derived from knowing they could fall back to their native language played a crucial role in their learning journey.

b. cultural bridging

All respondents recognized the complexities of translating cultural expressions. But the qualitative data shed light on an interesting aspect: translation wasn't just about converting words; it was about bridging entire cultural landscapes. Especially among Thai students, there was a deeper appreciation of translation's role in understanding the cultural depth behind certain English phrases and idioms.

c. teaching methods and regional variations

The qualitative data revealed a surprising emphasis on how translation was integral to teaching methodologies, particularly in China. This was a value-added insight, providing a clearer picture of regional pedagogical practices and their impact on students' perceptions.

d. transition strategies

While the quantitative data highlighted the importance of translation, the qualitative data revealed proactive strategies students adopted to move beyond translation. Immersing oneself in English media, for example, wasn't just about language exposure; it was a tactic to foster natural thinking in English, bypassing the translation step.

Translation plays a varied function in the process of learning English, driven not just by linguistic obstacles but also by emotional, cultural, and pedagogical factors. While most learners acknowledge translation as a critical first step, deeper qualitative insights demonstrate that its utility extends beyond linguistic conversion. It acts as an emotional anchor, particularly for Chinese students, throughout the often-daunting journey of language learning. Also, the act of translation serves as a cultural bridge, assisting learners in negotiating the complexities of idioms and cultural expressions. This cultural bridging is especially important among Thai students, who are very aware of the dangers of cultural misinterpretation. Furthermore, the qualitative data reveals regional pedagogical differences, with translation being crucial to specific teaching techniques, particularly in China. However, as students progress, there is a common perception of the need to move away from internal translation, with some students utilizing proactive tactics such as immersion in English media to promote this transition. In essence, translation's role is dynamic and evolves along with the learner's journey as a result of the convergence of emotional, cultural, and educational forces.

Attitudes of Thai and Chinese undergraduates toward English language learning

(1) attitude about the English teacher

The quantitative data highlighted a significant proportion (37% and 35.2%) of learners who feel "neutral" regarding their teacher's effectiveness in English teaching. This indicates a variance in teacher-student rapport and/or teaching methodologies. Yet, some learners did find their teacher motivating and engaging, while others did not.

The "neutral" attitude observed quantitatively might be the result of not having a consistent experience aligned with their preferred learning style. The quantitative data pointed out a considerable proportion of students who are neutral regarding their teacher's effectiveness. This is surprising because in educational contexts, strong opinions, either positive or negative, are often more common due to the direct impact of teaching on students. Neutral positions hint at an underlying complexity not immediately apparent in the quantitative data alone. The following section will discuss unraveling neutrality using qualitative data.

a. unexpected divergences in traditional methods

While both Thai and Chinese students value traditional methods, the qualitative data revealed a surprising divergence in how these methods are perceived. Thai students leaned towards narrative-based learning, while Chinese students preferred a more structured and analytical approach. This nuanced difference, unexpected from the quantitative results, underscores the intricacies of cultural pedagogy.

b. diverse teaching styles

The qualitative data revealed students' appreciation for both real-world interactive techniques and traditional structured methods. The prominence of neutral attitudes might be the result of students experiencing an inconsistent blend of these methods. If learners intermittently encounter teaching styles that do not align with their preferences, it could lead to neither positive nor negative perceptions, resulting in neutrality.

Students' perceptions of their English teacher's effectiveness, as captured quantitatively, reveal a significant proportion of neutrality, indicating a potential inconsistency in their learning experiences. Qualitative insights illuminate the complexity behind this. Learners from both Thai and Chinese backgrounds value the integration of real-world contexts into teaching but exhibit nuanced preferences for traditional teaching methods. Thai students leaned towards narrative and contextual learning, while Chinese students showed a propensity for structured, analytical methods. The overarching insight is that while there's a universal trend towards appreciating tangible, real-world teaching methods, deeper cultural nuances play a pivotal role in students' pedagogical preferences. For optimal teaching effectiveness, educators should strive for a harmonious blend of modern interactive and traditional methods, always keeping in mind the cultural subtleties that influence students' learning experiences.

(2) attitude about interests in foreign languages

About 55% of participants demonstrated a significant inclination towards achieving proficiency in speaking multiple foreign languages. This strong desire for linguistic mastery is not merely based on the utilitarian value of languages but resonates deeply with their aspiration for cultural exploration and global connection. As illuminated by responses from both Chinese and Thai undergraduates, "multilingualism acts as a window" to diverse cultural landscapes, offering introspective journeys that feel like "traveling without leaving home" (as articulated by C5) and equipping individuals with "many lenses to see the world" (as mentioned by T2). Furthermore, 34.1% of respondents expressed an enthusiasm to read newspapers and magazines in various foreign languages. This isn't just about accessing information; it reveals a deeper reverence for the rich narratives, traditions, and nuances embedded in each language. The sentiment is exemplified by T9's aspiration to comprehend "jokes and stories from different cultures," indicating an eagerness to engage with languages beyond mere semantics, immersing in their cultural intricacies.

Interestingly, meeting multilingual speakers struck a chord with 39.5% of participants, underscoring their positive stance towards cross-cultural interactions.

This disposition aligns with the qualitative insights where multilingualism isn't just perceived as a skill but as an enhancer of one's identity in the global landscape, fostering feelings of being "accomplished and globally connected" (as voiced by C15). C13's confidence in "travelling and making friends" further emphasizes the importance of languages in facilitating social interactions and forming connections across borders. While there's a shared appreciation for multilingualism's cultural depth and richness among the participants, nuances in perspectives emerge when delving deeper. Thai respondents often anchor their views in tangible personal tales, adding a palpable, experiential layer to their multilingual aspirations. For instance, T14 draws from personal experiences, like "my cousin speaks four languages," to substantiate their views. In contrast, Chinese respondents, such as C5, gravitate towards a more abstract and holistic outlook, metaphorically describing multilingualism as "travelling without leaving home."

In terms of "pragmatism," both Chinese and Thai participants acknowledge the global importance of mastering widely accepted languages, particularly English. For instance, both C9 and T5 allude to English's instrumental role in accessing global opportunities. However, the depth of engagement varies. Thai students, as seen from sentiments of T5 and T13, emphasize the importance of depth in language learning, valuing thoroughness and comprehensive understanding. In contrast, the Chinese approach seems to be more utilitarian, focusing on languages, especially English, that yield tangible global benefits.

Participants showed a clear tendency toward multilingualism when analyzing the findings, driven by both a desire for cultural immersion and practical considerations. The majority saw languages as not just tools for communication but as bridges to diverse cultural landscapes and global connections. While there's a universal appreciation for the cultural and global advantages of multilingualism, the depth and approach to language learning are influenced by individual and cultural nuances. Thai respondents typically anchor their perspectives in tangible experiences, highlighting the importance of deep understanding, whereas Chinese respondents often adopt a more holistic and abstract viewpoint, emphasizing the broader benefits of multilingualism. At its core, the pursuit of multilingualism reflects a convergence

of personal aspiration, cultural exploration, and global pragmatism, with cultural backgrounds playing a pivotal role in shaping these motivations and perspectives.

Motivation of Thai and Chinese undergraduates toward English language learning

(1) motivational intensity of language learning

The quantitative data revealed a surprising tendency. As many as 49.9% of the participants demonstrated strong agreement with the sentiment, "I really work hard to learn English." This underscores their dedication to the language. The general tilt towards "neutral" or "disagree" on revising English assignments post-evaluation indicates that, despite their strong motivational intensity, there might be areas where students do not see revisiting work as valuable or productive.

a. active engagement

Beyond the expected classroom studies, both Thai and Chinese students lean into more hands-on, practical methods. This active engagement reflected a shared value placed on real-world application. However, a surprising insight is the nuanced difference in their choices. While Chinese students gravitated towards performance-oriented platforms, emphasizing precision, Thai students opted for experiences rooted in rhythm and emotion, such as music.

b. immersive use of technical media

Both groups are harnessing the power of technology, but their selections reveal intriguing nuances. Chinese students often opt for structured platforms with set learning pathways. In contrast, the unusual find is that Thai students are blending English learning with personal hobbies, like cooking, creating a unique blend of leisure and education.

c. collaborative learning

The value-added insight here is the depth of collaborative experiences. While the shared theme is collaboration, Chinese students' approach is academically tinted, preparing for exams in group studies. Thai students, however, dive into cultural

exchange, seeking more than just language proficiency; they aim for a holistic understanding and immersion.

The discrepancy between the high motivational intensity to learn English and the lack of inclination to revise assignments post-evaluation (from the quantitative results) can be understood with the qualitative findings. Students might be channeling their efforts more into active engagements, immersive technology, and collaborative learning than traditional academic practices. This indicates a paradigm shift in learning preferences, suggesting that modern learners might perceive value in real-time application and immersion over conventional methods like revision.

Thai and Chinese undergraduates demonstrated a strong motivation to learn English through their proactive engagement and effort. However, their strategies to achieve this goal differ in nuanced ways, influenced by cultural and individual preferences. An unexpected revelation emerges from the juxtaposition of quantitative and qualitative data: despite the clear intent and effort to learn English, there's a marked deviation from traditional academic practices, such as revising assignments. Instead, learners are gravitating towards hands-on, immersive, and collaborative methods. The adoption of technology and media, too, reflects distinct preferences. Thai students infuse personal interests into their learning journey, while Chinese students tend to seek structured and performance-driven platforms. This evolving landscape suggests a paradigm shift in language learning among modern students, with a growing emphasis on real-world application, cultural immersion, and adaptability over conventional academic rigors.

(2) Persistence of motivation for language learning

From the quantitative data, the researcher observed a prominent tendency towards persistence, with 34.1% of participants committing to regular English homework. This denotes a certain dedication and routine in the language learning process. On the other hand, responses regarding the balance of leisure and study time, as well as the maintenance of effort throughout a course, showed a neutral inclination. This neutrality might either suggest a balanced perspective on leisure and academics or hint at diverse priorities among learners. The breadth of behaviors in the quantitative results already indicates varied motivational factors at play.

Delving into the qualitative findings adds depth and texture to these behaviors. The individualized strategies adopted by both Thai and Chinese students showcase an understanding that language learning transcends traditional classroom methods. They emphasize the need for strategies that resonate with their personal lives, blending their own interests into their learning processes.

Thai and Chinese undergraduates displayed a mix of intrinsic and extrinsic motivations towards English language learning. The intrinsic motivations were evident in their personalized strategies, embedding their passions and daily routines into their learning journey, while the extrinsic motivations manifested in goal-oriented aspirations and the desire for social collaboration. Furthermore, while common threads such as media immersion exist, unique cultural leanings influence individual motives. Thai students preferred visual reinforcement, but Chinese students connected their study to larger life goals. The overall picture painted is one of diversity, innovation, and adaptability in their approach to English language learning.

4.5.2 Responding to RQ2 by Synthesizing the Results

Based on the data from Table 16, the Chinese undergraduates displayed a notably stronger belief in language learning with a mean score of 4.15, in contrast to the Thai group's average of 2.85. Additionally, the Chinese students' mean score of 4.18 compared to the Thai students' 2.69 indicated that they had more positive attitudes toward language learning. Furthermore, the motivation to learn languages was also higher among the Chinese group, with a mean of 4.09, exceeding the Thai group's average of 2.74.

There is a considerable degree of similarity between Thai and Chinese undergraduate students in terms of their ideas, attitudes, and tactics pertaining to the learning of the English language. This similarity is particularly evident in their mutual recognition of the benefits of immersion, exploitation of technology, and ambitions for global competence. Nevertheless, the differences in choices for structured learning, reliance on translation, and employment of motivational strategies underscore the diverse ways in which individual cultural and educational backgrounds influence the language learning methods employed by different groups. It is imperative to take into

account these research findings while acknowledging that people within each group will manifest their own distinct experiences and preferences.

4.5.3 Summary of Integrated Results

In accordance with Creswell and Creswell (2023), while merging data, it is imperative for the researcher to have a method for assessing the impact of integrating the two databases. The present study utilized a joint display (*c.f.* Tables 17 and 18) to present a side-by-side combination of the two databases, a concise breakdown of the quantitative results, the qualitative explanations obtained from the follow-up interviews, and the overarching meta-inferences derived from the combined data. Observing that, when read from left to right, the columns follow the sequence of an explanatory sequential design, with quantitative data appearing first and qualitative data following. Finally, the interpretation as to how the qualitative results help to comprehend or explain the quantitative results appears in the final, third column.

Table 17

Joint Display for an Explanatory Sequential Design

Quantitative Results (*n*=332)	Qualitative Follow-up Interviews Explaining Quantitative Results (*n*=31)	Meta-inferences
75.9% believe studying in English-speaking countries offer benefits.	- Benefits of immersion for consistent language exposure noted. - Students feel overwhelmed, "out of depth", and facing a "swim or sink" scenario. - Financial barriers and the search for alternatives are evident. - Divergence in teaching preference style between Thai and Chinese students.	While the perceived benefits of immersion in English-speaking environments are clear, emotional and financial challenges need to be addressed to optimize this learning strategy.
60.5% believe translation from their native language is key.	- Emotional security provided by translation, especially for Chinese students. - Cultural bridging, especially among Thai students, to understand English idioms and expressions. - Emphasis on translation in teaching, methodologies, notably in China. - Strategies to move beyond translation, like immersion in English media.	Translation's role in English learning is not static; it's a dynamic tool influenced by emotional, cultural, and pedagogical factors.
37% and 35.2% of students feel "neutral" about their English teacher's effectiveness in teaching.	- Unexpected divergences in traditional methods among Thai and Chinese students. - Thai students prefer narrative-based learning, while Chinese students lean - Students value both interactive and traditional methods but may experience an inconsistent mix of these methods in teaching.	Teacher-student rapport and teaching methods vary considerably based on cultural nuances. A blend of modern interactive and traditional teaching methods, tailored to students' cultural preference, is vital.
56.5% have a significant inclination towards multilingualism.	- Multilingualism as a "window to diverse cultural landscapes." - Languages offer introspective journeys like "travelling without leaving home" and give "many lenses to see the world."	Multilingualism is both a tool for cultural exploration and pragmatic global considerations. The approach and depth of language learning vary based on cultural nuances.
49.9% work hard to learn English Neutral/Disagree on revising assignments post-evaluation.	- Active engagement in practical methods. - Different choices in hands-on methods between Thai and Chinese students. - Use of technology reveals cultural nuances. - Thai blend personal hobbies with learning, while Chinese opt for structured platforms. - Collaborative learning differs: Chinese focus on academic group studies, Thai on cultural exchange.	Thai and Chinese undergraduates exhibit strong motivation but their approach to achieving proficiency varies. A paradigm shift towards hands-on, immersive, and collaborative methods is evident, with a deviation from traditional academic practices.

Table 18

Joint Display for an Explanatory Sequential Design (continued)

Quantitative Results (*n*=332)	Qualitative Follow-up Interviews Explaining Quantitative Results (*n*=31)	Meta-inferences
34.1% commit to regular English homework. Neutral response on balance of leisure and study time and maintenance of effort.	- Emphasis on strategies that resonate with personal lives. - Language learning transcends traditional classroom methods. - Thai students prefer visual reinforcement; Chinese connect study to life goals. - Mutual recognition of benefits of immersion, exploitation of technology, and ambitions for global competence. - Differences in choices for structured learning, reliance on translation, and use of motivational strategies highlight cultural influences. - Diverse methods of language learning stem from cultural and educational backgrounds.	Both intrinsic and extrinsic motivations drive students. They blend personal interests with structured learning. There's a balance of personal passion and structured, goal-oriented methods in their approach. There's a significant similarity between Thai and Chinese undergraduates in their beliefs, attitudes, and motivations towards English learning. Yet, cultural and educational backgrounds influence their distinct language learning methods. Individuals within each group have unique experiences and preferences.

CHAPTER 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of the Study

The present study embarked on a journey to investigate beliefs, attitudes, and motivations that Thai and Chinese undergraduate students had towards the English language learning process. Delving into the core of their learning experiences, the researcher aimed to understand how undergraduates from both nations perceive their engagement with English. While the primary drive was to explore the depth and breadth of their beliefs and attitudes, it was equally imperative to gauge the motivational undercurrents that fuel their learning, especially their learning of English language. Recognizing the rich cultural backgrounds of Thailand and China, a pivotal aspect of this inquiry was to identify potential similarities and differences. The aim was to discern whether there were stark contrasts or notable convergences in these domains between the student groups from these countries. In essence, beyond merely cataloguing individual beliefs, attitudes, and motivations, this research aimed to create a comparative landscape. It sought to paint a holistic picture of the English language learning experiences across these two diverse student cohorts.

The present study undertook a mixed-method approach, leveraging both quantitative and qualitative data to dive deeply into the beliefs, attitudes, and motivations of Thai and Chinese undergraduate students regarding English language learning. Recognizing the vast landscape of mixed methods, this research was framed within Creswell and Plano Clark's (2018) typologies, and specifically, the study employed the explanatory sequential design. This design was structured in two phases: initially, quantitative data were collected and analyzed, and subsequently, qualitative data were gathered to elucidate the quantitative findings. The core aspect of this design was predicated on the notion that qualitative data had the potential to illuminate unforeseen quantitative outcomes or significant findings, so providing valuable contextual understanding.

For the quantitative phase, a comprehensive questionnaire was crafted, composed of sections dedicated to personal background, beliefs about language learning, attitudes toward language learning, and motivation about language learning.

Drawing from well-established psychological scales like Horwitz's (1987) *BALLI* and Gardner's (1985) *AMTB*, this questionnaire ensured that key areas of beliefs, attitudes, and motivations were thoroughly explored. To cater the diverse participant base and ensure clarity, translations of the items into Thai and Chinese were provided. Prior to implementation in the main study, all instruments underwent a process of validation, revision, and piloting.

Following the quantitative phase, the study transitioned into the qualitative stage. Thirty-one participants were selected for deeper exploration from the initial pool, comprising 15 Chinese and 16 Thais, ensuring a diverse spectrum of perspectives. Using a semi-structured interview approach, each participant had a 15-minute session, focusing on open-ended questions listed in Appendix C. Specific probes complemented these questions, ensuring clarity and depth in responses. Once interviews concluded, the responses underwent content analysis as described by Selvi (2019), highlighting key themes and patterns. The data were coded based on nationality, using labels like "C/T" followed by a numeral. This efficient coding streamlined analysis and ensured clarity, helping to derive insights that aligned with the research objectives.

5.2 Summary of the Research Findings

RQ1: What are the beliefs, attitudes, and motivation in English language learning among Thai and Chinese undergraduate students?

The quantitative results based on the analysis of the data collected from the beliefs about language learning section of the questionnaire indicated that the Chinese group's mean score of beliefs about language learning was much higher than the Thai group's, showing a strong belief orientation among the Chinese group. This complemented the broader qualitative study which found that while many students understood the unmatched advantages of studying English in an English-speaking country, nuanced qualitative insights revealed complex challenges. Immersion, hailed for fostering real-time language engagement, could paradoxically be a source of overwhelming experiences for some. Financial limitations often posed a contrasting reality to the envisioned benefits of such immersion. Moreover, the teaching

preferences observed between Thai and Chinese students underlined the crucial need for culturally sensitive pedagogies. In summation, while the value of immersing oneself in an English-speaking environment stood undisputed, its efficacy was shaped by an intricate web of individual, financial, and cultural determinants.

The quantitative results based on the analysis of data collected from the questionnaire's attitudes toward language learning section revealed that the Chinese group had significantly higher mean score of attitudes toward language learning than that of the Thai group, implying a more positive attitude orientation within the Chinese group. However, when delving into teaching effectiveness, significant neutrality emerged, suggesting varied learning experiences. Thai students favored narrative teaching methods rooted in tangible experiences, while Chinese students preferred structured, analytical approaches and highlighted holistic multilingual benefits. Despite these differences, both groups recognized languages as gateways to cultural immersion and global connections. This suggests that while real-world teaching methods are universally appreciated, educators must account for cultural nuances in pedagogical preferences for optimal results.

The quantitative results based on the analysis of data collected from the questionnaire's motivation about language learning section demonstrated that the mean score of motivation about language learning for the Chinese group significantly exceeded those of the Thai group, indicating a stronger motivational drive within the Chinese demographic. Despite this strong drive, there was a clear lack of desire to revise tasks after evaluation. According to qualitative findings, this represents a broader shift in learning preferences. Students of both nationalities were increasingly valuing immersive technologies, active engagements, and collaborative learning above traditional techniques. Thai students frequently incorporated personal interests into their education, whereas Chinese students chose goal-oriented platforms that emphasized structure. This tendency suggests a shift toward hands-on application, cultural immersion, and real-world learning, emphasizing the changing landscape of language learning.

RQ2: What are the similarities and/or differences in beliefs, attitudes, and motivation in English language learning among Thai and Chinese undergraduate students?

Based on the findings presented in Table 16 and the use of an independent samples t-test, it was evident that Chinese undergraduate students demonstrated a significantly higher level of belief in language learning, as indicated by a mean score of 4.15, in comparison to the average score of 2.85 observed among Thai students. In a similar vein, it can be observed that the participants' dispositions towards the learning of language exhibited a greater degree of positivity, as evidenced by a mean score of 4.18. Conversely, the Thai students, on average, displayed a lower level of favorability towards language learning, with a mean score of 2.69. Furthermore, it can be observed that the Chinese group had a greater level of motivation towards language learning, as shown by a mean score of 4.09, which surpassed the average score of 2.74 observed in the Thai group.

Delving deeper, the researcher unearthed significant overlaps in the learning trajectories of both Thai and Chinese undergraduates in their English learning endeavours. Both groups manifested a shared reverence for the efficacy of immersion in language learning, emphasizing its invaluable role in bolstering linguistic dexterity and cultural insights. This mutual appreciation for immersion underpinned their contemporary educational strategies, where technological tools and platforms had become integral. The adoption of technology-enhanced learning modalities, ranging from mobile applications to online platforms, reflected a joint, forward-thinking approach, bridging traditional pedagogies with modern needs. Another congruent thread weaving through their learning narratives was the aspiration for global competence. English, in their perception, transcended its linguistic confines to emerge as a conduit for global interactions, cross-cultural exchanges, and broader worldviews.

However, minor differences developed within these underlying similarities. Variations in preference for structured learning modes, reliance on translation aids, and variations in motivational techniques reflected the complex dance of cultural and educational backgrounds with personal preferences. As the researcher interpreted

these findings, it was critical to recognize the blend of shared learning paths and the tapestry of experiences that each student brought to the fore.

5.3 Discussion

This study, underpinned by both quantitative and qualitative analyses, has illuminated the multifaceted nature of English language learning among Thai and Chinese undergraduates, highlighting the complexities and nuances of their beliefs, attitudes, and motivations. In light of the existing literature, the findings underscored the pivotal role of cultural and individual contexts in shaping these experiences.

Background differences were frequently mentioned as factors that could influence student achievement. Consistent with Choi and Nieminen's (2013) observation that East Asia, particularly China, placed a significant cultural emphasis on educational excellence, the findings of this study supported this notion. The cultural value system in question had the potential to enhance the allure of immersive learning environments by perceiving obstacles as advantageous to the educational journey rather than as hindrances. These viewpoints, in conjunction with the widespread implementation of contemporary educational technologies, demonstrated a worldwide tendency to prioritize immersive and technologically advanced learning experiences. By contrasting particular cultural incentives with worldwide educational patterns, this analysis offered an impartial and comprehensive perspective on the various elements that impact student performance in varied academic environments.

The findings of this study, highlighting the integration of technology into education, reflected a global trend and are in harmony with Kessler's (2018) assertions about the pervasive influence of technology in education. Both emphasized the alignment of educational practices with current technological advancements. This agreement with Kessler's (2018) work, while acknowledging the broader academic conversation about technology in education, illustrated a convergence without overlooking the diversity of approaches and pedagogical challenges documented in other studies, thus maintaining an unbiased narrative.

Undeniably, experiential learning, in particular, offered invaluable benefits, particularly in terms of facilitating authentic and sustained language exposure.

Immersing students in an environment where the target language was ubiquitously used fostered a deeper and more nuanced understanding of the language beyond the confines of a classroom (Blyth, 2018). However, this immersion presented daunting challenges, especially evident among Chinese students studying in Thailand. Navigating a novel cultural and academic landscape necessitated that these students employed English not just as a medium for academic discourse but as an essential tool for day-to-day interactions. While this scenario presented continuous and authentic opportunities for language application and reinforcement, it also imposed significant cognitive and emotional demands on the students. Such demands ranged from understanding academic content to interpreting nuances in everyday conversations, discerning cultural undertones, or even managing potential misunderstandings.

The observed differences, particularly in the heightened attitudes among Chinese and Thai students, challenge the prevailing notion of homogeneity in language learning processes across diverse cultures. Nomnian's (2018) research, which highlighted the dynamic and engaging nature of English learning in Thai universities due to interactive teaching styles and reduced emphasis on high-stakes testing, contrasts with the more exam-focused Chinese context. Thai universities offered a more flexible and active learning environment. This divergence in educational practices across cultures underscores the importance of considering cultural and educational contexts when analyzing language learning processes. While Nomnian's (2018) study provided a foundation, this study elaborated on these cultural differences by directly comparing Thai and Chinese students' attitudes towards language learning. This comparison revealed a more nuanced understanding of how cultural contexts uniquely shape learning preferences and strategies, contributing a new perspective to the field and ensuring a balanced view in the discourse on language education across different cultures.

5.4 Conclusion

This study has provided a comprehensive analysis of English language learning among Thai and Chinese undergraduates, revealing the profound influence of cultural and individual contexts on learners' beliefs, attitudes, and motivations. The juxtaposition of the Chinese emphasis on educational excellence with the more

interactive and flexible learning environment in Thailand highlights the significant role cultural backgrounds play in shaping language learning experiences. This finding challenges the assumption of a homogeneous approach to language education across different cultures and underscores the need for educational strategies that are sensitive to these diverse cultural contexts. Moreover, the incorporation of technology in education, aligned with global trends and supporting Kessler's (2018) observations, indicates a shift towards more immersive and technologically advanced learning environments. This shift not only offers new opportunities for enhancing language learning experiences but also calls for a careful balance between embracing technological advancements and addressing the pedagogical challenges they present. Importantly, the study sheds light on the benefits and challenges of experiential learning through language immersion. While immersion provides students with authentic language exposure, it also imposes significant cognitive and emotional demands, particularly for those navigating unfamiliar cultural and academic environments. This aspect is crucial for educators and policymakers to consider when supporting effective and inclusive language learning strategies.

In summary, this study has contributed valuable insights into the complex dynamics of English language learning among Thai and Chinese undergraduates. It encourages a re-evaluation of conventional language education practices and advocates for more culturally and technologically adaptive approaches. The findings have served not only as a significant addition to academic discourse but also as a guide for future research and practical applications in the field of language education.

5.5 Limitations

This study, while providing in-depth insights, had several limitations. Factors like individual past experiences and socio-economic backgrounds, which could significantly influence beliefs and motivations in language learning, were not extensively explored. Future research should aim for a more comprehensive cross-cultural analysis that includes a wider array of Asian perspectives and accounts for individual differences.

Another notable limitation is the limited generalizability of the findings. Since participants were selected from specific demographic and contextual backgrounds, it

is important to acknowledge that the results may not be universally applicable. Ensuring generalizability is vital for robust research. Future studies should therefore strive to include a more diverse participant pool or explore similar themes across different demographics to enhance the external validity of the findings.

Furthermore, the reliance on self-reported data through questionnaires and interviews could introduce biases, as these methods depended on participants' ability to accurately recall and articulate their experiences. Despite efforts to mitigate such biases, future research could benefit from triangulating these data with other evidence sources, such as observational data, to strengthen the validity of the findings.

Lastly, while the instruments used for measurement in this study, like the questionnaires, had demonstrated good internal consistency, they may not have fully captured the complexities of the psychological constructs they aimed to measure. Future research should consider refining these instruments or integrating additional tools to gain a more comprehensive understanding of these complex constructs.

5.6 Recommendations

5.6.1 Pedagogical Recommendations

Given the findings of this study, it is imperative to foster positive beliefs, attitudes, and motivation among students from diverse backgrounds. The need for pedagogical customization becomes paramount in this context. Educators should tailor their teaching methodologies to cater specifically to the cultural and individual nuances of both Thai and Chinese students. This approach is not about standardizing education; rather, it's about personalizing and customizing learning experiences to be more impactful and relevant to each student group. This can be achieved through a curriculum that integrates immersion and technology in a way that resonates with the specific needs and preferences of each group. Such a balanced approach to language teaching and learning, which melds global learning trends with specific cultural and individual contexts, will ensure that students are not just learning but thriving, becoming equipped to engage in a variety of global environments.

5.6.2 Research Recommendations

Future research should delve deeper into understanding how different educational strategies impact students from varied cultural backgrounds. Researchers should explore the efficacy of customized and personalized pedagogical approaches in fostering positive beliefs, attitudes, and motivation towards language learning. There is a significant opportunity to expand the scope of this research to include a broader range of cultural perspectives, thereby providing a more comprehensive understanding of global competence in language education. Such research endeavors will be invaluable in informing educational practices and policies, ensuring they are aligned with the evolving needs of an interconnected world. Investigating the intersection of cultural nuances, technological advancements, and language learning will contribute significantly to the field, aiding in the creation of an educational milieu where diverse student populations can not only learn effectively but also flourish.
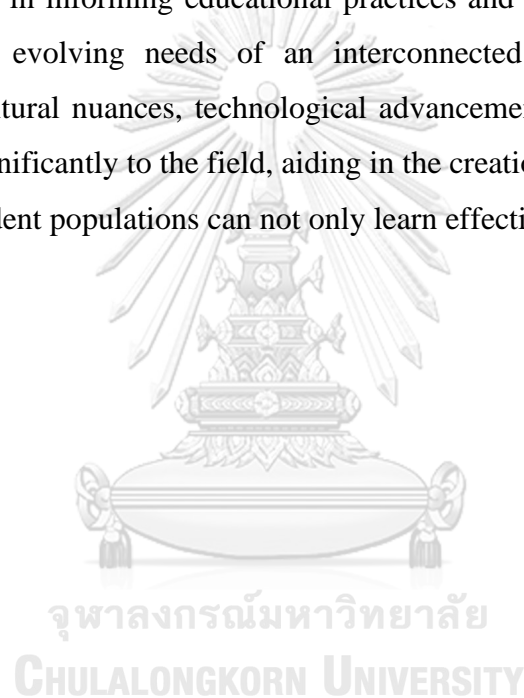
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จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

APPENDICES

APPENDIX A
Quantitative Data Questionnaire

(This area contains the IRB-vetted form "AF 04-07 Information Sheet for the Research Participants.")

Part 1. Personal Background

Instruction: Please provide the following personal background information. Your responses will help us understand the diverse backgrounds of our participants and analyze the data in a comprehensive manner. Your information will be treated with strict confidentiality, and your identity will remain anonymous.

Gender	☐ Male	☐ Female	☐ Perfer not to say

Nationality	☐ Thailand	☐ Chinese	☐ Others

Academic year	☐ 2020 (2563)	☐ 2021 (2564)	☐ 2022 (2565)	☐ 2023 (2566)

How many years have you been learning English?

☐ Less than 5 years (5-year is also included)   ☐ 6-year to 10-year
☐ 11-year to 15-year   ☐ More than 15 years

Have you even taken any English language proficiency tests? If so, what is the name of the test?
☐ IELTS   ☐ TOEFL   ☐ Chinese Gaokao   ☐ TEM-4 or TEM-8
☐ DPU-GET   ☐ None   ☐ Others, namely

How many languages can you speak?
(There is no need to be native speaker; you can speak to communicate or understand)
☐ English   ☐ Thai   ☐ Chinese   ☐ Japanese
☐ Korean   ☐ Others, namely

Part 2. Beliefs about Language Learning

	Strongly disagree ←			→ Strongly agree	
a. Beliefs about foreign language aptitude	**1**	**2**	**3**	**4**	**5**
1. It is easier for children than adults to learn a foreign language.	☐	☐	☐	☐	☐
2. Some people have a special ability for learning foreign languages.	☐	☐	☐	☐	☐
3. People who are good at mathematics or science are not good at learning foreign languages.	☐	☐	☐	☐	☐
4. I have a special ability for learning foreign languages.	☐	☐	☐	☐	☐
5. Women are better than men at learning foreign languages.	☐	☐	☐	☐	☐
6. Everyone can learn to speak a foreign language.	☐	☐	☐	☐	☐

	Strongly disagree ←			→ Strongly agree	
b. Beliefs about the difficulty of language learning	**1**	**2**	**3**	**4**	**5**
7. Some languages are easier to learn than others.	☐	☐	☐	☐	☐
8. English is a very easy language.	☐	☐	☐	☐	☐
9. I believe that I will learn to speak English very well.	☐	☐	☐	☐	☐
10. It is easier to read and write English than to speak and understand it.	☐	☐	☐	☐	☐

	Strongly disagree ←			→ Strongly agree	
c. Beliefs about the nature of language learning	**1**	**2**	**3**	**4**	**5**
11. It is necessary to know about English-speaking cultures in order to speak English.	☐	☐	☐	☐	☐
12. It is best to learn English in an English-speaking country.	☐	☐	☐	☐	☐
13. The most important part of learning a foreign language is learning vocabulary words.	☐	☐	☐	☐	☐
14. The most important part of learning a foreign language is learning grammar.	☐	☐	☐	☐	☐
15. The most important part of learning English is learning how to translate from my native language.	☐	☐	☐	☐	☐

Note: Adopted from Horwitz's (1987) Beliefs about Language Learning Inventory (BALLI).

Part 3. Attitudes in language learning

	Strongly disagree ←			→ Strongly agree	
a. Attitudes toward English-speaking people	**1**	**2**	**3**	**4**	**5**
1. Most native English speakers are so friendly and easy to get along with.	☐	☐	☐	☐	☐
2. I wish I could have many native English-speaking friends.	☐	☐	☐	☐	☐
3. The more I get to know native English speakers, the more I like them.	☐	☐	☐	☐	☐
4. You can always trust native English speakers.	☐	☐	☐	☐	☐

	Strongly disagree ←			→ Strongly agree	
b. Attitudes toward the English course	**1**	**2**	**3**	**4**	**5**
5. I enjoy the activities of our English class much more than those of my other classes.	☐	☐	☐	☐	☐
6. I look forward to the time I spend in English class.	☐	☐	☐	☐	☐
7. English is one of my favorite courses.	☐	☐	☐	☐	☐

	Strongly disagree ←			→ Strongly agree	
c. Attitudes toward the English teacher	**1**	**2**	**3**	**4**	**5**
8. I look forward to going to class because my English teacher is so good.	☐	☐	☐	☐	☐
9. My English teacher has a dynamic and interesting teaching style.	☐	☐	☐	☐	☐
10. My English teacher is a great source of inspiration for me.	☐	☐	☐	☐	☐

	Strongly disagree ←			→ Strongly agree	
d. Interest in foreign languages	**1**	**2**	**3**	**4**	**5**
11. I wish I could speak many foreign languages perfectly.	☐	☐	☐	☐	☐
12. I wish I could read newspapers and magazines in many foreign languages.	☐	☐	☐	☐	☐
13. I enjoy meeting people who speak foreign languages.	☐	☐	☐	☐	☐

	Strongly disagree ←			→ Strongly agree	
e. Integrative orientation	**1**	**2**	**3**	**4**	**5**
14. Studying English is important because it will allow me to be more at ease with people who speak English.	☐	☐	☐	☐	☐
15. Studying English is important because it will enable me to better understand and appreciate English art and literature.	☐	☐	☐	☐	☐
16. Studying English is important because I will be able to participate more freely in the activities of other cultural groups.	☐	☐	☐	☐	☐

	Strongly disagree ←			→ Strongly agree	
f. Instrumental orientation	**1**	**2**	**3**	**4**	**5**
17. Studying English is important because it will make me more educated.	☐	☐	☐	☐	☐
18. Studying English is important because it will be useful in getting a good job.	☐	☐	☐	☐	☐
19. Studying English is important because other people will respect me more if I have knowledge of a foreign language.	☐	☐	☐	☐	☐

Note: Adopted from Gardner's (1985) Attitudes/Motivation Test Battery (AMTB).

Part 4. Motivation about language learning

Strongly disagree ← → Strongly agree

a. Self-efficacy	1	2	3	4	5
English use anxiety					
1. Speaking English anywhere makes me feel worried.	☐	☐	☐	☐	☐
2. I feel anxious if someone asks me something in English.	☐	☐	☐	☐	☐
English class anxiety					
3. I never feel quite sure of myself when I am speaking in our English class.	☐	☐	☐	☐	☐
4. It embarrasses me to volunteer answers in our English class.	☐	☐	☐	☐	☐
5. It worries me that other students in my class seem to speak English better than I do.	☐	☐	☐	☐	☐
Performance expectancy (I'm likely to be able to…)					
6. have everyday conversations with others in English.	☐	☐	☐	☐	☐
7. describe my present job, studies, or other major life activities accurately and in detail.	☐	☐	☐	☐	☐
8. talk about the future plans.	☐	☐	☐	☐	☐
9. speak English well enough to be able to teach my friend.	☐	☐	☐	☐	☐
10. understand simple statements or questions in English.	☐	☐	☐	☐	☐
11. understand a native speaker who is speaking to me as quickly and as informally as he or she would another native speaker.	☐	☐	☐	☐	☐
12. read personal letters, emails, or notes written to me in which the writer has deliberately used simple words and constructions.	☐	☐	☐	☐	☐
13. read popular novels without using a dictionary.	☐	☐	☐	☐	☐
14. write a well-organized paragraph.	☐	☐	☐	☐	☐
15. write an essay in English.	☐	☐	☐	☐	☐
16. edit my friends' writing.	☐	☐	☐	☐	☐
17. work as a writer for an English newspaper.	☐	☐	☐	☐	☐

Strongly disagree ← → Strongly agree

b. Behavior	1	2	3	4	5
Motivational intensity					
18. When I have a problem understanding something in my English class, I always ask my teacher for help.	☐	☐	☐	☐	☐
19. I really work hard to learn English.	☐	☐	☐	☐	☐
20. After I get my English assignments back, I always rewrite them, correcting my mistakes.	☐	☐	☐	☐	☐
Attention					
21. Nothing distracts me when I am studying English.	☐	☐	☐	☐	☐
22. I usually remain focused in class right until the end of a lecture.	☐	☐	☐	☐	☐
23. I rarely miss any points presented in a lecture.	☐	☐	☐	☐	☐
Persistence					
24. I work on my English homework regularly.	☐	☐	☐	☐	☐
25. I usually finish my English homework before watching television or going out.	☐	☐	☐	☐	☐
26. I usually maintain a high level of effort throughout an entire course.	☐	☐	☐	☐	☐

Note: Adopted from Gardner's (1985) Attitudes/Motivation Test Battery (AMTB).

APPENDIX B
Output of sample size determination by G*Power
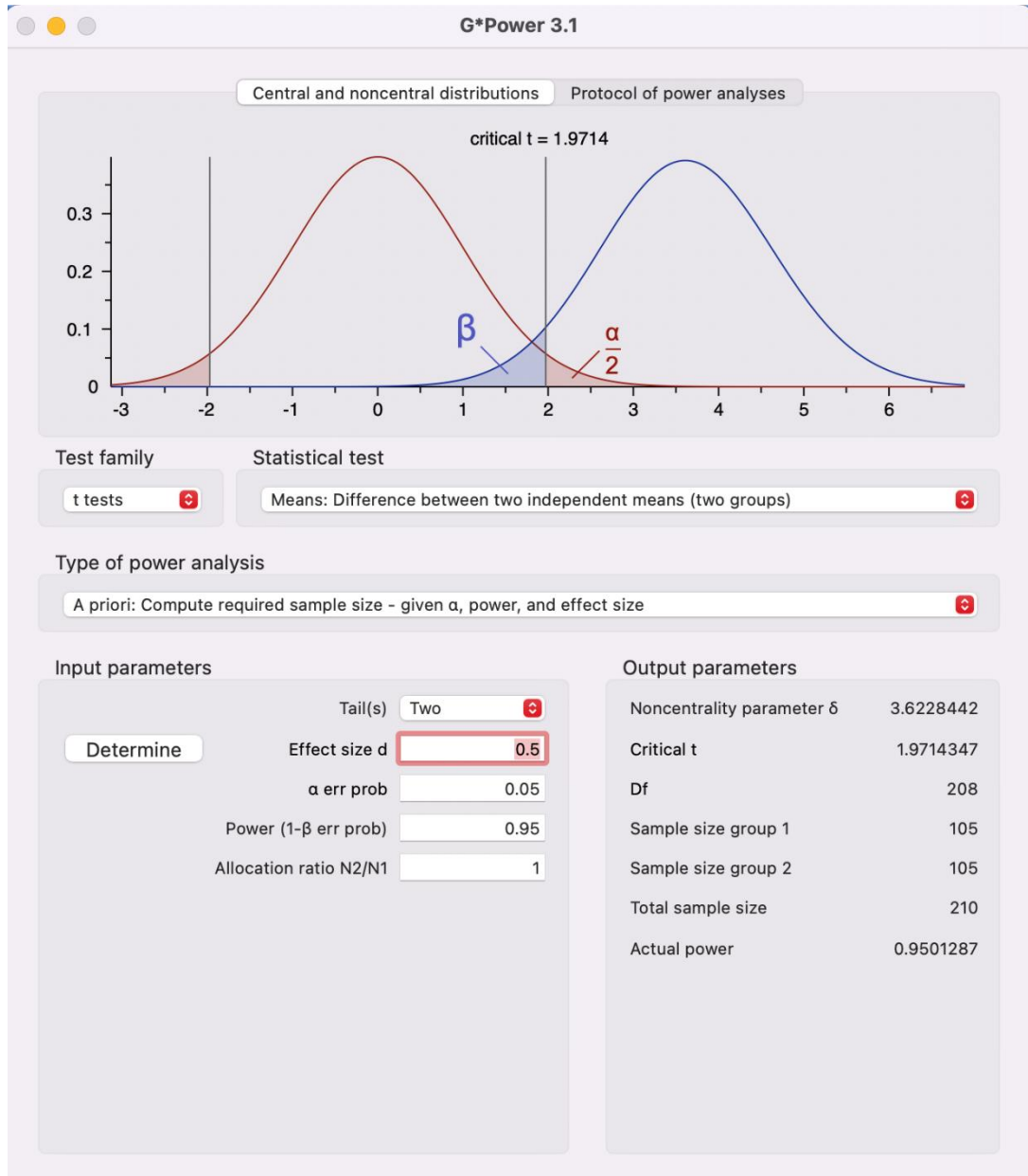
APPENDIX C
Interview Content Questions

Topic: Beliefs about language learning

Subtopic: Beliefs about the nature of language learning

1. Do you believe it's more beneficial to learn English in a country where it's the native language? Why or why not?

2. In your opinion, is learning how to translate from your native language to

   English a significant part of the learning process? Why or why not?

Topic: Attitudes toward language learning

Subtopic: Attitudes about English teachers

3. Can you describe the teaching style of an English teacher you admire, and explain what makes their approach dynamic and interesting?

Subtopic: Attitudes about interests in foreign language

4. Do you have a desire to become multilingual? How would you feel if you could speak many foreign languages perfectly?

Topic: Motivations about language learning
Subtopic: Motivational intensity
5. Can you talk about your experience or methods for working hard to learn English or any other language?

Subtopic: Persistence
6. Can you provide an example of a time when you maintained a high level of effort throughout an entire course? What strategies did you employ to stay committed?

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