



## Impacts and Perceptions: Analyzing Chinese Language Attitudes Among Thai University Learners

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### Abstract

**Background and Aim:** With the enhancement of China's comprehensive national strength and the increasing practical value of the Chinese language, this study aims to investigate the language attitudes of Chinese learners in major universities in Thailand. The goal is to understand the Chinese language attitudes of Thai learners and the correlation between different background variables and their attitudes toward Chinese. This research not only provides solid data support for Chinese teaching in Thailand but also contributes to cooperation and exchanges between China and Thailand in various fields.

**Materials and Methods:** This study combined online and offline questionnaire surveys involving 292 Thai Chinese learners.

**Results:** The research findings reveal that Thai Chinese learners hold positive attitudes towards the Chinese language. There is a separation between the language attitudes of Thai Chinese learners and their subjective desires, with cognitive and behavioral dimensions being higher than the emotional dimension. The factor of "age" significantly influences attitudes towards the Chinese language, while factors such as "gender," "Chinese proficiency," "length of study," "family background," and "having visited China" do not have a significant impact on language attitudes.

**Conclusion:** In general, Thai learners exhibit positive attitudes towards Chinese, and the practical value of the language attracts an increasing number of learners. Additionally, research on learner language attitudes can provide educational decision-makers, language teachers, and social institutions with valuable data to help formulate more effective teaching strategies and cultural exchange plans for learners of different age groups, thereby enhancing learners' emotional connection to the Chinese language.

**Keywords:** Thailand; Chinese Learners; Language Attitudes; Background Factors

### Introduction

Language is a tool for people to communicate thoughts and convey information, closely related to their behavior and social activities. Therefore, when people use or encounter a language or speech, they form judgments and perceptions about the value of language use, which is known as language attitude. According to Ni, et al (2004), "language attitude is a category of attitudes, referring to the perception and evaluation of the social value of a language formed by individuals under the influence of factors such as social identity and emotions." In general, language attitude is the emotional color and value assessment of a language by individuals or society, involving preferences, aversions, identification, and





the connection between language and society, culture, etc. This concept is useful for understanding the language attitudes of the younger generation in Thailand, devising more effective teaching strategies, promoting cultural exchange between China and Thailand, and enhancing learners' emotional connection to Chinese.

As China's comprehensive national strength and international status continue to rise, the practical value of Chinese has also significantly increased, leading to a growing demand for Chinese talent in Thailand. Consequently, the language attitudes of Chinese learners towards Chinese have changed, and the development of Chinese teaching has accelerated. By studying the language attitudes of Thai Chinese learners, teaching strategies can be formulated for Chinese learners as well as Chinese teachers. Meanwhile, the research found that "age" has a significant impact on Chinese attitudes, which differs from Sun Jing's findings (2020) suggesting that age does not have a significant impact on language attitudes. However, it aligns with the findings of Ni, et al (2004), which may be related to the surveyed subjects. Additionally, the emotional dimension is lower than the cognitive and behavioral dimensions. Furthermore, factors such as "gender," "Chinese proficiency," "length of study," "family background," and "having visited China" do not have a significant impact on Chinese language attitudes.

Therefore, to explore the true language attitudes of Thai Chinese learners, this study adopts a questionnaire survey method to investigate and analyze the dimensions of cognition, emotion, and behavior, while simultaneously analyzing the background factors that influence learners' attitudes toward Chinese. The analysis results can provide data support for the formulation of Chinese education strategies in Thailand, Chinese teaching, and Sino-Thai cultural exchanges.

## Objectives

### 1. Providing references for international Chinese education and optimizing Chinese teaching

Research on the Chinese language attitudes of Thai Chinese learners can not only promote international Chinese education but also optimize Chinese teaching in Thailand. By investigating and analyzing the factors influencing the language attitudes of Thai Chinese learners, we could provide references for Chinese education in Thailand and international Chinese teaching.

### 2. Inspiring researching the language attitudes of Thai Chinese learners

There is limited case study research on the language attitudes of Thai Chinese learners, and there is a lack of first-hand materials and relevant data support. We propose to quantitatively analyze the language attitudes of Thai Chinese learners to inspire in-depth research on the language attitudes of Chinese learners. Additionally, studying the language attitudes of university students can provide profound insights into the entire Thai Chinese learner population and serve as a reference mechanism for formulating more effective teaching strategies and language policies. Strengthening Sino-Thai cultural exchanges and promoting Sino-Thai international cooperation.

### 3. Research on language attitudes contributes to promoting Sino-Thai cultural exchanges.

By understanding the attitudes of Thai Chinese learners towards Chinese culture and language, deeper cultural exchanges can be facilitated, fostering greater understanding and friendship between the two countries. Moreover, research on the language attitudes of Thai Chinese learners is conducive to reflecting potential opportunities for international cooperation, and learners' positive attitudes towards Chinese can promote cooperation between the two countries in economic, educational, and other fields.





## Literature Review

### 1. Conceptual Definition of Language Attitude

Attitude is a core issue in social psychology and falls within the scope of social psychology research. Attitude refers to an individual's stable behavioral tendency towards people and things. Similarly, language attitude belongs to the realm of psychological research (Garret, 2010). Language attitude refers to people's value responses to different languages and language users; Dai (1993) believes that language attitude is a concept of language; Gao, et al. (2003) see language attitude as a reflection of social psychology; Wang (1999) suggests that in bilingual or multilingual societies, individuals are influenced by emotions, ethnic identity, behavioral motives, and behavioral tendencies, leading to preliminary understanding and expression of opinions and evaluations of one or more languages' social values. The language attitude as a manifestation of social attitudes, closely related to cultural background, social development, gender, age, and various social group backgrounds. (Spolsky, 2004) Language attitude is a vital component of language policy and planning and a key factor in assessing language learning effectiveness (Masgoret & Gardner, 2003).

The definition of language attitude involves psychology, sociolinguistics, language education, identity recognition, language acquisition, language policy, and planning, etc., which are of great significance to language education and language policy. Based on current research on language attitude, experts and scholars have gradually reached a consensus on the constitutive factors of language attitude, divided into cognitive, affective, and behavioral tendency components. This article will also analyze these three constitutive factors in language attitude surveys.

### 2. Overview of Domestic Research

Research on language attitudes in China started late, and scholars in China began research from different perspectives at the end of the 20th century. The consistent language attitude of Chinese as a second language has been the focus of attention for domestic scholars in China. With the enhancement of cooperation between China and Thailand, research on the language attitudes of Thai Chinese learners has increased day by day. These research findings focus on language attitudes, language identities, and the promoting role of language attitudes on language use among Thai Chinese learners. The research results show that: 1) Thai Chinese learners have positive language attitudes; 2) Chinese language identity is continuously increasing; 3) There is a strong correlation between Chinese language attitudes and language use. The number of papers related to Thai language attitudes has been increasing year by year, and the results can be divided into three aspects.

#### 2.1 Research on language use, language ability, language attitudes, or the relationship between them among Chinese and Chinese descendants.

Xiao (2011) pointed out that Thai-Chinese people use Thai in their daily lives and maintain a positive and optimistic attitude towards the development prospects of Chinese. Liu (2013) found that there was a minor difference in language attitudes towards Chinese between Chinese and non-Chinese students in two middle schools in Chiang Rai, northern Thailand. Chinese students have stronger bilingual abilities and balance, and they have higher expectations for Chinese. Deng Liyun and Lin (2017) found that Chinese students in northern Thailand have the strongest identity with Thai, followed by Chinese, and finally English. Xie (2021) pointed out from the perspective of practical attitudes that many participants in Chinese villages in northern Thailand believe that Mandarin Chinese and Thai are





more important than dialects for themselves. Chen (2018) conducted a survey on language planning in Chinese families in Chiang Mai, Thailand, pointing out that most Chinese families value bilingual planning in Thai and Mandarin, and the awareness of dialect inheritance may gradually weaken. The research results focus on the language attitudes of Chinese ethnic groups, exploring the daily language use of Thai-Chinese people, attitudes towards Chinese, Chinese dialects, and English, as well as Chinese language planning in Chinese families. The research objects include Chinese villages, Chinese middle school students, and elementary school students' attitudes towards Chinese and the use of Chinese, but there is a lack of survey samples of university Chinese learners.

## **2.2 Research on the relationship between learning motivation and language attitudes.**

Yang (2013) pointed out that language attitudes affect students' Chinese scores, investigated the influence of background factors on learning motivation using SPSS, and proposed targeted teaching strategies. Zhang (2016) researched language attitudes, motivation, and their correlation among Thai high school students using SPSS, and found that overall language attitudes were positive, and learning motivation was strong. Zhou (2020) researched the language attitudes, learning motivation, and their correlation among Thai high school and middle school students using SPSS, indicating that the attitudes of Thai high school and middle school students towards Chinese were relatively positive, and the overall motivation for learning Chinese was strong. Overall, few studies are focusing on Thai students as research subjects, combined with studies on students' language attitudes and learning motivation and their correlation, thus leaving much room for improvement in the study of Thai students' language attitudes and motivation.

## **2.3 Specialized research on Thai language attitudes to explore related factors affecting language attitudes.**

Wu (2018) surveyed the learning attitudes of Chinese learners at Suan Sunandha Rajabhat University in Thailand, believing that learning attitudes are closely related to the results of Chinese teaching and proposing suggestions from the perspectives of teaching, textbooks, and teachers. Zhao (2019) investigated the language attitudes of students majoring in Chinese at Thai universities. The overall language attitude was positive, and we suggest appropriate increase opportunities to come to China and increase opportunities for Sino-Thai youth exchanges. Sun Jing (2020) surveyed the language attitudes of vocational school students in Thailand and analyzed the related factors using SPSS23, proposing suggestions for improving the attitudes of vocational school students in Thailand towards learning Chinese from the perspectives of schools, teachers, and students, and rationalizing the cultivation and improvement of Chinese learning abilities. Li (2022) explored the Chinese learning attitudes of students in the Amphon Chon Nasang School in Thailand based on ethnic characteristics, believing that students' cognition of the difficulty of learning Chinese and their curiosity about learning Chinese in daily life are most affected by ethnic characteristics. Wu & Zhang (2024) explored the attitudes of Thai and Indonesian students studying in China, believing that the Chinese language policy in their respective countries and ethnic identities affect the language attitudes of students studying in China. This part of the research results involves individual learning attitudes, ethnic identities, ethnic characteristics, Chinese language policies, etc., but the research focuses on the field of education and learning attitudes, with little involvement in other areas.





### 3. Overview of Foreign Research

Research on language attitudes began in the 1950s in foreign countries. Gardner and Lambert (1959, 1972) focused on the relationships between different language communities and the impact of language on individuals' cognition and emotions. They proposed the concept of Social Cognitive Theory, emphasizing the importance of social environment on language attitudes. Carranza and Ryan (1975) examined the attitudes towards Spanish in different cultural backgrounds, including Spain, Latin America, and the United States. Edwards (1982) focused on the attitudes towards English in different countries, regions, social classes, and racial groups, aiming to explore people's cognition and emotions towards English and how these attitudes are influenced by social background. Bourhis (1984) conducted investigations on language attitudes in Canada and French-speaking areas to understand people's attitudes toward French and its variants. McKenzie and Carrie (2018) used Implicit Association Tests (IAT) and self-report attitude scales to measure the relationship between implicit and explicit evaluations of Northern and Southern English among 90 British people. Kircher and Fox (2019) empirically investigated the attitudes towards Multicultural London English (MLE) used in major metropolitan areas in London. They found that the traditional status and solidarity as binary oppositions of different evaluation dimensions did not manifest in the attitudes towards MLE, which contributes to a deeper understanding of the influences of numerous factors on language attitudes, providing references for the study of diverse language attitudes. Vennela and Kandharaja (2021) pointed out that the spread of English has had a significant impact on students' identity and native language maintenance. Subsequently, many researchers continued to study the language attitudes of certain languages (including dialects) towards different objects, including dialects, conducting closed-ended questionnaire surveys on people of different age groups to understand how their language attitudes affect language learning. In addition to research results from Europe and America, in the 1970s and 1980s, some scholars and research institutions in Japan conducted systematic studies on language attitudes. The research focused on the differences in attitudes towards ethnic languages, national languages, and foreign languages in multilingual countries or regions, as well as the influences of multiple factors on language attitudes in speech communication processes. The study of language attitudes in multilingual countries and regions remains a focus of research.

In summary, domestic research on the language attitudes of Thai Chinese learners often adopts research methods such as questionnaire surveys, interviews, and case analyses, focusing on the attitudes of Thai learners towards Chinese from the perspective of second language acquisition. From the literature, in recent years, some scholars have attempted to investigate and analyze the language life situations of learners from new perspectives with language attitudes as the starting point, such as the influences of ethnic characteristics, ethnic identities, family language planning, and educational policies on Chinese language use and attitudes. Research methods have also shifted from simple descriptive analysis to a combination of quantitative and qualitative analysis. However, there is a lack of research on the language attitudes of Thai university students studying Chinese. In-depth exploration of the language attitudes of Thai university Chinese learners would be beneficial for the development of more targeted Chinese language teaching strategies.







## Conceptual Framework

### 1. Applying the Language Attitude Theory

Lamber (1967) emphasizes that language attitude is a significant influencing factor in the language learning of Thai Chinese learners. Language attitude refers to evaluations of language and language users in terms of emotion, cognition, and behavioral intention (Ryan et al., 1982). Analyzing the language attitudes of Thai Chinese learners from the dimensions of cognitive, affective, and behavioral attitudes is consistent with the view of language attitude theory, which considers language attitudes as evaluations of the status, function, and future development of language. In language competition and language selection, language users' attitudes play a crucial role.

### 2. The Theory of Motivation Types

Gardner & Lambert (1960) interpret the formation and development of language attitudes, providing theoretical support for empirical research. By analyzing influencing factors relevant to Thailand, it emphasizes the impact of language attitudes on language learning, highlighting the importance of research on language attitudes.

### 3. Studies on the factors influencing language attitudes

Gardner & Lambert, (1960) (Gallois et al., 1984) suggest that attitude types are closely related to background factors of speakers and listeners. Using SPSS 26.0 statistical software for analysis, based on the modification of background variables of Thai Chinese learners by Ni, et al (2004), in the "Survey of Chinese Language Attitudes of Foreign Students", factors such as gender, age, learning time, Chinese proficiency, and family background are analyzed for their correlation with language attitudes. The impact of each factor on language attitude is evaluated, and strategies for enhancing positive language attitudes are proposed, emphasizing the importance of studying factors influencing language attitudes.

## Methodology

### 1. Questionnaire Overview and Participants

This study focuses on the language attitudes of Thai university students learning Chinese as a second language, exploring their attitudes from cognitive, affective, and behavioral dimensions, and analyzing the influence of background variables on the language attitudes of Thai Chinese learners. University students represent an important and representative group among Thai Chinese learners, with their learning experiences and language needs having a certain typicality in Chinese language teaching in Thailand. They represent the language needs of the new generation in Thailand, and studying their language attitudes is crucial for a deeper understanding of the language attitudes and learning contexts of Thai Chinese learners.

### 2. Questionnaire Distribution and Collection

To ensure the authenticity of the data, a combination of online and offline face-to-face questionnaire surveys was conducted, focusing on the participants' genuine language attitudes. In the process of face-to-face questionnaire distribution, interviews and explanations were included to ensure the authenticity of the questionnaire while understanding issues that cannot be discovered through the questionnaire alone, providing a comprehensive understanding of Thai Chinese learners' attitudes towards Chinese. Due to the complexity of the survey, a total of 326 questionnaires were distributed,





326 were collected, and 34 questionnaires with abnormal data were removed, leaving 292 valid responses.

### 3. Data Statistical Analysis

The collected data were analyzed quantitatively using SPSS 26.0 statistical software. Descriptive analysis was performed on demographic variables to provide percentages, means, and standard deviations. Meanwhile, the attitudes of Thai Chinese learners were analyzed based on the Likert Scale to identify factors influencing their language attitudes. Observational data were also incorporated into the analysis process to provide a comprehensive perspective on the relationship between background factors and language attitudes.

### 4. Data Validity Analysis

The content validity of the questionnaire was examined and analyzed by relevant experts during the data collection process. Descriptive analysis was conducted to ensure the validity of the questionnaire through percentage and quantitative analysis. According to the data, the Cronbach's Alpha coefficient of this questionnaire was 0.833, indicating high internal consistency. According to Devellis (1991), an Alpha coefficient between 0.80 and 0.90 suggests high questionnaire reliability suitable for further analysis. Regarding validity, this study employed KMO and Bartlett tests for validation, with the questionnaire's KMO value being 0.841, indicating that the research data are highly suitable for information extraction.

## Results

### 1. Basic Information of Thai Chinese Learners

The age range of the main respondents surveyed in the questionnaire falls between 18 and 23, comprising Chinese language learners. Respondents under 18 are primarily freshmen, while those aged between 23-24 and over 30 are mostly seniors or graduates who have used Chinese. To comprehensively investigate the language attitudes of Thai Chinese learners, the questionnaire was modified based on the background factors in the study by Ni, et al (2004), "Survey on the Language Attitudes of Foreign Students Learning Chinese", setting up seven aspects including "gender", "age", "Chinese descent", "Chinese proficiency", "learning mode", "learning time", and "experience in China". According to the relationship between standard deviation and normal distribution, a standard deviation of 1 is taken as a reference point. When the standard deviation is less than 1, it indicates relatively consistent survey results with minimal variation. A standard deviation greater than 1 suggests significant differences in the survey results, potentially encompassing a wide range of viewpoints.

Table 1 The sample size and proportion of demographic variables among Thai Chinese language learners

Personal Info.	Category	Freq.	Percent	Average	S.D.
Gender	Male	47	16.1	1.839	0.368
	Female	245	83.9		
Age	Under 18	9	3.1	3.771	1.270
	18—23	252	86.3		
	24—30	28	9.6		





Personal Info.	Category	Freq.	Percent	Average	S.D.
Learning method	Over 30	3	1.0	3.634	0.803
	Short term	7	2.4		
	Long term	39	13.4		
	preparatory	8	2.7		
	Degree	238	81.5		
Duration	Under 6 months	19	6.5	1.270	1.614
	6 months-1 year	36	12.3		
	1 Year-2 years	54	18.5		
	2 Years-3 Years	67	22.9		
	Over 3 Years	116	39.7		
Chinese Background	Yes	73	25	1.750	0.434
	No	219	75		
Ever been to China	Yes	103	35.3	1.645	0.479
	No	189	64.7		
Chinese Proficiency	Level 0	26	8.9	2.808	0.880
	Level 1-2	68	23.3		
	Level 3-4	134	45.9		
	Level 5	64	21.9		

This study distributed questionnaires using Google Forms, with a total of 326 questionnaires distributed, of which 292 were deemed valid. Among the 292 valid questionnaires, in terms of gender, females accounted for 83.9%, while males accounted for 16.1%, indicating a higher proportion of females. The age group of 18-23 was the largest, with those under 18 accounting for 9%, those aged 18-23 accounting for 86.3%, those aged 24-30 accounting for 9.6%, and those over 30 accounting for 1%. Regarding the learning format, 2.4% were engaged in short-term Chinese language studies, 13.4% in long-term studies, 2.7% in preparatory studies, and 81.5% were pursuing degrees. In terms of study duration, 6.5% had studied for less than 6 months, 12.3% for 6 months to 1 year, 18.5% for 1 to 2 years, 22.9% for 2 to 3 years, and 39.7% for more than 3 years. 25% came from Chinese ethnic backgrounds, while 75% did not. 35.3% had visited China, while 64.7% had not. Regarding Chinese proficiency, 8.9% were at level 0, 23.3% were at levels 1 to 2, 45.9% were at levels 3 to 4, and 21.9% were at level 5. Standard deviations for age and study duration were both greater than 1, indicating a relatively dispersed distribution of data in the questionnaire, which facilitates further in-depth research.

## 2. Analysis of Chinese Language Attitudes Among Thai Chinese Learners

### Overall Attitude Towards Chinese Language Among Thai Chinese Learners

The study of language attitudes among Chinese learners is primarily divided into cognitive, affective, and behavioral dimensions, with relevant questions set around these three dimensions. The language attitude survey questionnaire was mainly reorganized based on the ten language attitudes proposed by







Chen (1999), and the options for the questions were set using the Likert Scale, with five levels: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

## 2.1 Cognitive Dimension of Language Attitudes

Table 2 Statistics of the cognitive dimension of language attitudes among Thai Chinese language learners

Subjects	Mean	St. Dev.	Question	Average	St. Dev.
292	4.629	0.391	Learning Chinese is extremely useful.		
			Being able to speak Chinese is very important.	4.860	0.395
			Learning Chinese is helpful for both work and study.	4.705	0.582
			Studying Chinese meets the requirements of global economic development.	4.870	0.402
			Chinese is an authoritative language and a symbol of identity.	4.548	0.685
				4.164	0.746

From the survey data, the results tend towards similarity, with a mean of 4.629 and a standard deviation of 0.391 in the cognitive dimension. This indicates that Thai Chinese language learners overall lean towards "completely agree" in the cognitive dimension, and the standard deviation of the cognitive dimension is less than 1, indicating low variability in the survey results and good representativeness of the mean. Therefore, based on the survey data, Thai Chinese language learners demonstrate positive language attitudes at the cognitive level, with high levels of identification with the Chinese language.

The usefulness of learning Chinese," "speaking Chinese is very important," "learning Chinese is helpful for work and study," and "learning Chinese meets the requirements of world economic development" have mean values of 4.860, 4.705, 4.87, and 4.548, all leaning towards "agree" or "completely agree." This indicates that Thai Chinese language learners generally recognize the value of using Chinese and believe that Chinese has strong functionality, positively impacting their development. The mean value for "Chinese is an authoritative language and a symbol of identity" is 4.164, the lowest among cognitive dimension mean values. This may be because many Thai Chinese language learners do not have a clear understanding, as Chinese is not an official or widely used language in Thailand. The authority of the Chinese language is not well demonstrated in the upbringing environment of many Thai students, which is also related to the identity of the survey respondents.

## 2.2 Emotional Dimension of Language Attitude

Table 3 Statistics of Emotional Dimension of Language Attitude among Thai Chinese Language Learners

Subjects	mean	St. Dev.	Question	mean	St. Dev.
292	4.229	0.671	Chinese sounds pleasant and friendly.	4.408	0.766
			Using Chinese is very convenient.	4.062	0.867





Subjects	mean	St. Dev.	Question	mean	St. Dev.
			I envy Thai students who speak Chinese well.	4.219	1.128
			I appreciate the language and culture of China.	4.640	0.607

From the data, the overall mean value of the emotional dimension is 4.229, with a standard deviation of 0.671, indicating that Thai Chinese language learners' attitudes in the emotional dimension are between "agree" and "strongly agree." The option "I envy Thai students who speak Chinese well" has a standard deviation greater than 1, indicating significant subjective differences among participants in this statement, possibly influenced by individual attitudes and perspectives towards learning Chinese.

The mean values for "Chinese sounds pleasant and friendly," "Using Chinese is convenient," "I envy Thai students who speak Chinese well," and "I appreciate Chinese language and culture" are 4.408, 4.062, 4.219, and 4.640, respectively. This suggests that Thai Chinese language learners perceive Chinese as having good auditory effects and affinity. Most participants hold a positive attitude toward the auditory impression of Chinese, while there are some subjective differences regarding convenience and envy towards Thai students' Chinese proficiency. These differences reflect variations in language and cultural viewpoints among individuals, providing valuable clues for further research.

### 2.3 Behavioral Dimension of Language Attitudes

Table 4 Statistics of Behavioral Dimension of Thai Chinese Language Learners

Subjects	mean	St. Dev.	Question	mean	St. Dev.
			I hope to speak fluent Chinese.		
			I am willing to introduce my	4.914	0.315
292	4.715	0.4096	family/friends to learn Chinese.	4.469	0.797
			I will continue to learn Chinese in the	4.836	0.484
			future.		

From the data, the overall mean value of the behavioral dimension is 4.715, with a standard deviation of 0.410. Thai Chinese language learners tend to "completely agree" in the behavioral dimension overall, and the standard deviation is less than 1. Looking at a set of data, the variability of the survey results is small, and the representativeness of the mean is good, indicating that Thai Chinese language learners have a clear understanding of language learning and using Chinese. Their language attitudes at the behavioral level are positive.

The mean values for "I hope to speak fluent Chinese," "I am willing to introduce my family/friends to learn Chinese," and "I will continue to learn Chinese in the future" are 4.914, 4.469, and 4.836, respectively. This indicates that respondents have a positive attitude towards learning Chinese in the behavioral dimension, especially in terms of "I hope to speak fluent Chinese" and "I will continue to learn Chinese in the future," with relatively high mean values and little variation. This survey result reflects learners' positive attitudes towards learning Chinese. The mean value for "I am willing to introduce my family/friends to learn Chinese" is high, with a large standard deviation, indicating some





variability. The specific reasons may vary due to individual differences, family situations, and cultural factors, but overall, they are willing to learn Chinese.

### 3. Factors influencing attitudes toward the Chinese language

This section analyzes the basic situation affecting the language attitudes of Thai Chinese learners using independent samples t-tests and one-way analysis of variance (ANOVA). The independent samples t-test is primarily used to analyze the relationship between categorical and quantitative data. It is a statistical method for comparing whether there is a significant difference in means between two independent samples, suitable for comparing differences between separate groups, among other issues. One-way ANOVA is a statistical method used to compare mean differences among three or more groups. It is applicable when there is one independent variable (also known as a factor) with one or more levels (or groups), aiming to investigate whether the factor significantly influences the dependent variable. In the analyses, M represents the mean, SD represents the standard deviation, T or F represents the test statistic, and the P-value indicates the observed level of significance. A significance level of  $P \leq 0.01$  indicates extremely significant differences; a significance level between 0.01 and 0.05 indicates significant differences; and a significance level greater than or equal to 0.05 indicates no significant differences.

#### 3.1 Analysis of Differences in Chinese Language Attitudes Among Learners of Different Genders

When investigating the correlation between language attitudes and gender, it is common to use SPSS-independent samples t-tests to analyze whether there are significant differences in language attitudes between learners of different genders. Through independent samples t-tests, it is found that there are no significant differences between these two groups of data.

Table 5 Statistics of the correlation between language attitudes of Thai Chinese language learners and gender factors

Dependent Variables	Male		Female		Sig. test	
	M	SD	M	SD	T-test	P value
Cognitive	4.638	0.340	4.628	0.400	0.169	0.866
Emotional	4.305	0.659	4.215	0.674	0.842	0.400
Behavioral	4.771	0.345	4.704	0.421	1.030	0.304
Total	4.599	0.374	4.550	0.394	0.793	0.429

The results of the independent sample t-tests show that there are no significant differences between males and females in the "cognitive dimension" ( $T = 0.169$ ,  $P = 0.866 > 0.05$ ), "affective dimension" ( $T = 0.842$ ,  $P = 0.400 > 0.05$ ), "behavioral dimension" ( $T = 1.030$ ,  $P = 0.304 > 0.05$ ), and "overall questionnaire" ( $T = 0.793$ ,  $P = 0.429 > 0.05$ ). Overall, there is no significant difference, indicating similar attitudes towards the Chinese language between males and females.

#### 3.2 Analysis of Differences in Chinese Language Attitudes Among Learners of Different Ages





In the survey questionnaire, the age options were categorized into four groups: under 18 years old, 18-23 years old, 24-30 years old, and over 30 years old. Utilizing SPSS one-way ANOVA with these four options, it was found that there are significant differences in language attitudes among learners in different age groups.

Table 6 Statistics of the correlation between language attitudes of Thai Chinese language learners and age factors

Independent variable	Under 18		18—23		24-30		Over 30		Sig. Test	
	M	SD	M	SD	M	SD	M	SD	F	P value
Cognitive	4.222	0.797	4.623	0.379	4.786	0.180	4.933	0.116	5.636	0.001
Emotional	4.148	0.801	4.179	0.666	4.631	0.532	5.000	0.000	5.427	0.001
Behavioral	4.778	0.341	4.687	0.427	4.920	0.119	5.000	0.000	3.371	0.019
Total	4.389	0.545	4.533	0.391	4.792	0.201	4.972	0.048	5.634	0.001

The results of one-way ANOVA show that for different age groups, the "cognitive dimension" of respondents has  $F = 5.636$ ,  $P = 0.001 < 0.05$ ; the "affective dimension" has  $F = 5.427$ ,  $P = 0.001 < 0.05$ ; the "behavioral dimension" has  $F = 3.371$ ,  $P = 0.019 < 0.05$ ; and the "overall questionnaire" has  $F = 5.637$ ,  $P = 0.001 < 0.05$ . Overall, the analysis indicates significant differences in all three dimensions of language attitudes concerning age, with cognitive and affective dimensions being particularly significant. This suggests a high correlation between age and language attitude in these four age groups.

### 3.3 Analysis of Differences in Chinese Language Attitudes Among Learners with Different Study Durations

There is a close relationship between study duration and language attitude, with the length of study time potentially influencing individual language attitudes. An analysis was conducted using SPSS one-way ANOVA to examine the attitudes of learners across five study duration groups. The results indicate that there is no significant difference in language attitudes among learners with different study durations.

Table 7 Statistics of the Correlation Between Language Attitudes and Study Duration among Thai Chinese Language Learners

Independent variable	Under 6		6 months-1 year		1 year-2 years		2 years-3 years		Over 3 years		Sig. Test	
	M	SD	M	SD	M	SD	M	SD	M	SD	F	P value
Cognitive	4.653	0.607	4.67	0.262	4.581	0.363	4.585	0.394	4.662	0.393	0.717	0.581
Emotional	4.158	0.642	4.407	0.459	4.136	0.649	4.204	0.679	4.244	0.732	0.989	0.414
Behavioral	4.684	0.440	4.833	0.246	4.759	0.382	4.649	0.433	4.700	0.439	1.412	0.230
Total	4.539	0.472	4.657	0.258	4.529	0.385	4.511	0.419	4.570	0.396	0.937	0.443

The results of one-way ANOVA show that for the "Cognitive Dimension,"  $F = 0.717$ ,  $P = 0.581 > 0.05$ ; for the "Affective Dimension,"  $F = 0.989$ ,  $P = 0.414 > 0.05$ ; for the "Behavioral Dimension,"  $F =$





1.412,  $P = 0.230 > 0.05$ ; and for the "Overall Questionnaire,"  $F = 0.937$ ,  $P = 0.443 > 0.05$ . From the overall test results, it can be observed that the  $P$  values for different groups based on study duration are all greater than 0.05, indicating that there are no significant differences in the language attitudes among learners across the three dimensions of language attitude based on different study duration groups.

### 3.4 Analysis of Differences in Chinese Language Attitudes among Learners with Different Proficiency Levels

The questionnaire is divided based on HSK levels, ranked from advanced to elementary levels. As the academic level increases, the proficiency of Thai Chinese learners in Chinese also improves. Through one-way ANOVA analysis using SPSS on the conditions of learners grouped into four different Chinese proficiency levels, it was found that there are no significant differences in language attitudes among Thai learners with different levels of Chinese proficiency.

Table 8 Statistics of the Correlation between Language Attitudes and Different Proficiency Levels of Thai Chinese Learners

Independent variable	Level 0		Level 1-2		Level 3-4		Level 5		Sig. test	
	M	SD	M	SD	M	SD	M	SD	F	P value
Cognitive	4.600	0.585	4.623	0.370	4.710	0.345	4.600	0.566	0.486	0.692
Emotional	4.218	0.748	4.233	0.664	4.195	0.682	4.500	0.707	0.136	0.938
Behavioral	4.567	0.472	4.745	0.397	4.603	0.431	4.750	0.354	2.290	0.079
Total	4.494	0.527	4.566	0.374	4.546	0.392	4.625	0.530	0.295	0.829

Single-factor variance analysis results show that for the "cognitive dimension,"  $F=0.486$ ,  $P = 0.692 > 0.05$ ; for the "affective dimension,"  $F = 0.136$ ,  $P = 0.938 > 0.05$ ; for the "behavioral dimension,"  $F = 2.290$ ,  $P = 0.079 > 0.05$ ; and for the "total questionnaire,"  $F = 0.295$ ,  $P = 0.829 > 0.05$ . Overall test results indicate that there is no significant difference in the evaluation of Chinese language attitudes among Thai Chinese learners at different proficiency levels.

### 3.5 Analysis of Differences in Chinese Language Attitudes Among Learners with Different Family Backgrounds

Family factors play a crucial role in language learners' language attitudes and second language acquisition. The questionnaire includes options for both ethnic Chinese and non-ethnic Chinese backgrounds to explore their influence on the language attitudes of Chinese learners. Typically, independent samples T-test analysis using SPSS is employed to analyze whether there are significant differences in language attitudes among learners with different family backgrounds. Through independent samples T-test analysis, it can be determined that there are no significant differences between these two groups of data.







Table 9 Statistics of the Relationship between Language Attitudes of Thai Chinese Learners and Family Factors

Independent variable	Ethnic Chinese		Non-ethnic Chinese		Sig test	
	M	SD	M	SD	T	P value
Cognitive	4.629	0.389	4.630	0.400	-0.017	0.986
Emotional	4.234	0.652	4.215	0.729	0.218	0.828
Behavioral	4.682	0.417	4.815	0.370	-2.582	0.011
Total	4.548	0.399	4.588	0.365	-0.757	0.450

The results of the independent sample t-tests show that for the "Cognitive Dimension,"  $T = -0.017$ ,  $P = 0.986 > 0.05$ ; for the "Affective Dimension,"  $T = 0.218$ ,  $P = 0.828 > 0.05$ ; for the "Behavioral Dimension" ( $T = -2.582$ ,  $P = 0.011 < 0.05$ ), and for the "Overall Questionnaire" ( $T = -0.757$ ,  $P = 0.450 > 0.05$ ). From the overall test results, for the "Cognitive Dimension" and "Affective Dimension," the P values are greater than 0.05, indicating no significant differences. The P value for the "Behavioral Dimension" is less than 0.05, indicating a significant difference in the behavioral dimension based on ethnicity. In the data, the behavioral dimension has the highest mean value, reflecting the most positive language attitude, followed by the cognitive dimension, and finally the affective dimension.

### 3.6 Analysis of Differences in Chinese Learners' Attitudes Based on Whether They Have Been to China

Having visited the destination for language learning often provides a more comprehensive and immersive language learning experience, which may have a positive impact. Typically, independent samples T-test analysis using SPSS is conducted to analyze whether there are significant differences in language attitudes among learners who have visited China. Through independent samples T-test analysis, it can be determined that there are no significant differences between these two groups of data.

Table 10 Statistical correlation between language attitudes of Thai Chinese learners and whether they have been to China

Independent variable	Ever been to China		Never been to China		Sig. test	
	M	SD	M	SD	T	P value
Cognitive	4.633	0.388	4.624	0.397	0.189	0.850
Emotional	4.212	0.651	4.261	0.709	-0.596	0.551
Behavioral	4.692	0.398	4.757	0.430	-1.299	0.195
Total	4.547	0.387	4.578	0.397	-0.631	0.529

The results of independent sample t-tests show that there is no significant difference between those who have been to China and those who haven't in terms of the "cognitive dimension" ( $T = 1.189$ ,  $P = 0.850 > 0.05$ ), indicating that the attitudes of the two groups are almost similar in the cognitive dimension. However, in the "affective dimension" ( $T = -0.596$ ,  $P = 0.551 > 0.05$ ), "behavioral dimension" ( $T = -1.299$ ,  $P = 0.195 > 0.05$ ), and "total questionnaire" ( $T = -0.631$ ,  $P = 0.529 > 0.05$ ), there is no significant difference either. From the survey data, whether someone has been to China





influences the language attitudes of Thai Chinese learners, but in all three dimensions of language attitude analysis, the variables have a significance greater than 0.05, indicating no significant differences. In the behavioral dimension, the mean value is the highest, reflecting the best language attitude performance; followed by the cognitive behavioral dimension, and finally the affective dimension.

## Discussion

The study explored the influencing factors of Chinese language attitudes among Thai learners with different background variables. The results revealed the following: Firstly, Thai learners hold positive attitudes towards the Chinese language. Secondly, overall, variables such as "gender," "length of study," "Chinese proficiency," "family background," and "whether visited China" do not have a significant impact on Chinese language attitudes. Thirdly, however, there are some significant differences observed in terms of age.

### 1. Overall Analysis of Chinese Language Attitudes among Thai Learners

From the survey data, Thai learners hold positive attitudes toward the Chinese language. The mean scores for the cognitive dimension, emotional dimension, and behavioral dimension are 4.626, 4.227, and 4.715, respectively. In the cognitive dimension, learners demonstrate a positive cognitive attitude towards Chinese, reflecting their positive perception and understanding of the language's importance. In the emotional dimension, although the scores are high, they may be slightly lower compared to other dimensions, reflecting factors related to preferences and emotional investment in Chinese. In the behavioral dimension, learners exhibit the highest scores, indicating their positive attitude towards using Chinese in daily life activities, including communication, learning, and practice. Additionally, Thai learners have clear objectives for learning Chinese, which may contribute to their highest scores in the cognitive and behavioral dimensions.

### 2. Analysis of the Influence of Background Factors on Chinese Language Attitudes among Thai Learners

#### 2.1 Gender

The results indicate that the P-values for the cognitive, emotional, and behavioral dimensions between different genders are all greater than 0.05, indicating no significant differences. There is no significant difference in scores between males and females in the cognitive, emotional, and behavioral dimensions, as well as the overall questionnaire. This suggests that gender has a minor influence on Chinese language attitudes among Thai learners in this sample. Despite the lack of significance, males tend to have higher mean scores in each dimension and the overall questionnaire compared to females. This implies that even though the differences are not significant, males exhibit more positive attitudes and are more receptive to Chinese. These results are inconsistent with Sun Jing (2020), and Ni, et al (2004), who suggested that females have better attitudes than males. However, in this study, based on survey results, males tend to have higher language attitudes than females. The gender ratio of the questionnaire may be one influencing factor, with males accounting for 16.1% and females for 83.9% of the 292 valid questionnaires. Cultural, and social backgrounds, individual experiences, and family backgrounds may also contribute to these results.

#### 2.2 Age





The results reveal significant differences in the cognitive, emotional, and behavioral dimensions of language attitudes among different age groups, with P-values all less than 0.05. This indicates significant differences in Chinese attitudes among different age groups across cognitive, emotional, and behavioral dimensions, and overall questionnaire scores. Overall mean scores are highest for the age group over 30, followed by the 24-30 age group, then the 18-23 age group, and lowest for those under 18. In the cognitive and emotional dimensions, the mean scores are highest for those over 30 and lowest for those under 18. In the behavioral dimension, the mean score is highest for those over 30 and lowest for the 18-23 age group. This is because the 18-23 age group is still establishing confidence and habits in language learning. As learning progresses and subject difficulty increases, cognitive challenges may arise. Students under 18 are mostly beginners in Chinese, showing more positive behavior than the 18-23 age group. Young adults aged 24-30 and over 30 have stronger learning purposes, deeper acceptance of Chinese, and more significant cognitive, emotional, and behavioral tendencies towards learning Chinese. Overall, with age, individuals tend to accumulate more language experience, which may contribute to more mature and profound language attitudes. These results differ from Sun Jing (2020), who found that attitudes across different age groups were similar. They are consistent with Ni, et al (2004), indicating different attitudes among age groups of Chinese language learners. This may be related to the study subjects, with Huang Jingjun focusing on Vietnamese Chinese learners from divergent backgrounds, Ni Chuanbin focusing on international students studying in China, and Sun Jing studying students from the Thai-Nichi Institute of Technology, aged 15 to 22. Differential adjustments can be made for attitudes in different age groups, such as providing more learning assistance for those aged 18-23.

### 2.3 Duration of Study

The results indicate no significant differences in the cognitive, emotional, and behavioral dimensions of Chinese language attitudes among learners with different study durations. However, the length of study may still influence learners' attitudes, especially in the behavioral dimension. In the cognitive dimension, learners studying for 1 to 2 years have the lowest mean score, while those studying for 6 months to 1 year have the highest mean score, exhibiting the best language attitudes. In the emotional dimension, learners studying for 6 months to 1 year have slightly higher mean scores than other groups. In the behavioral dimension, learners studying for 6 months to 1 year have the highest mean score, while those studying for 2 to 3 years have the lowest mean score. According to the overall questionnaire data, learners studying for 6 months to 1 year have the highest mean score, while those studying for 2 to 3 years have the lowest mean score. The period of 6 months to 1 year is crucial for language learners, during which they can engage in basic daily communication and express simple needs and greetings, demonstrating the highest motivation. However, after 2 to 3 years of study, learners may encounter increased difficulty in Chinese learning, transitioning from oral to written language, which could decrease their enthusiasm for learning Chinese and subsequently affect their attitudes. These results differ from Sun Jing (2020), who found significant differences in cognitive aspects of language attitudes between those studying Chinese for over two years and those studying for 6 months to a year. They are consistent with Li (2018), which may be due to the survey subjects being university students in both cases.

### 2.4 Chinese Proficiency





The results indicate no significant differences in the cognitive, emotional, and behavioral dimensions of language attitudes among learners with different levels of Chinese proficiency. However, proficiency in language learning and Chinese language usage and participation in Chinese activities do not necessarily correlate with better language attitudes; there are fluctuations. Differences in language proficiency among learners are minimal in the emotional and cognitive dimensions, suggesting that as language proficiency increases, learners may demonstrate more positive attitudes in emotional and cognitive dimensions. However, differences in the behavioral dimension are greater, reflecting different attitudes toward language among learners at different proficiency levels. These results differ from Sun Jing (2020), Zhao (2019) but are consistent with Ni, et al (2004), possibly because the research subjects are university students of Chinese, who already have a certain level of cognition of Chinese, thus proficiency in Chinese has no significant impact on their attitudes.

### 2.5 Family Background

The results indicate that family factors have a direct impact on the language attitudes of Thai Chinese learners. In the analysis of language attitudes across three dimensions, the P-value for the behavioral dimension is less than 0.05, indicating a significant difference in the behavioral dimension based on whether one is of Chinese descent. The P-values for the cognitive and emotional dimensions are greater than 0.05, indicating no significant differences. Looking at the survey data, the highest mean score is observed in the behavioral dimension, reflecting the most positive language attitudes, followed by the cognitive dimension, and finally the emotional dimension. Regarding family backgrounds, among the 292 questionnaires, 75% come from non-Chinese families and 25% come from Chinese families. The distribution suggests that whether learners are of Chinese or non-Chinese descent, their language attitudes are positive. These results differ from those of Zhou (2020), who found significant differences in language attitudes between Chinese and non-Chinese respondents. They align with Zhang (2016), Zhao (2019), and Sun Jing (2020), indicating no significant difference in language attitudes between Chinese and non-Chinese respondents. This is mainly because Chinese holds strong functional value in Thailand, with increasing economic and cultural exchanges between China and Thailand enhancing its significance. Moreover, interest in China among non-Chinese families has gradually increased. Chinese-background students do not prioritize Chinese language learning more than non-Chinese-background students in their daily lives, and their family language environment primarily consists of Thai. Hence, there are no differences in language attitudes between Chinese and non-Chinese students.

### 2.6 Analysis of the Factor of Whether Having Been to China

The results indicate that there are no significant differences across the three dimensions of language attitudes. In the behavioral dimension, the mean score is the highest, reflecting the most positive language attitudes; followed by the cognitive dimension, and finally the emotional dimension. According to the survey data, visiting a destination for language learning allows learners to immerse themselves more deeply in the cultural environment of the target language, which can stimulate their interest in language learning and enhance their sense of cultural identity with the target language. Additionally, in language learning destinations, learners have more opportunities to engage in actual communication with locals, thereby improving their practical language skills. Experiencing the target language environment firsthand may inspire learners to have a stronger motivation to learn and master





the language, as they can directly perceive the importance of language in daily life. Therefore, the mean scores for the behavioral and cognitive dimensions tend to be higher. The research findings are inconsistent with those of Zhou (2020). This may be attributed to similar educational or learning environments leading to similarities in language attitudes.

### **3. Analysis of Issues in Thai Chinese Learners' Language Attitudes**

#### **3.1 Inconsistent Influence of Background Factors on Language Attitudes Development among Thai Chinese Learners**

Analysis based on survey results reveals that there are no significant differences in the cognitive, emotional, and behavioral dimensions of language attitudes among Thai Chinese learners concerning factors such as gender, learning time, Chinese proficiency, family background, and whether they have been to China. However, micro-level differences exist, particularly in age groups, where significant disparities in cognition are observed. Learners under 18 years old are beginners with low cognitive and emotional dimensions but high behavioral dimension scores. Those aged 18-23 exhibit low emotional dimensions but high cognitive and behavioral dimensions. Emotional dimensions improve in the 24-30 age group, matching cognitive and behavioral dimensions, while respondents aged 30 and above have the highest emotional and behavioral dimension scores, surpassing cognitive dimensions, with the highest level of identification across all age groups. Language attitude is a gradual process of improvement; hence, future research should focus on how to conduct stage-based teaching for students of different ages to enhance their positivity toward Chinese and stimulate their interest in the language. Factors such as gender and learning time do not significantly affect language attitudes, which may be related to research subjects, the status of Chinese, social language environments, learning environments, and teaching methods. With globalization and the enhanced practicality of Chinese, the attitude towards learning Chinese is positive, leading to no significant differences in language attitudes among learners of different genders, learning times, Chinese proficiency levels, or different family backgrounds. The language attitudes of those who have been to China are positive, influenced by contemporary media and trends of globalization, allowing them easier access to Chinese information and culture.

#### **3.2 General Chinese Usage Environment, High Functionality, but Low Propagation Rate**

From the survey data analysis, the standard deviation of "Chinese usage is very convenient" is close to 1. Some Chinese learners in Thailand believe that Chinese usage is inconvenient and are not envious of Thai students who speak Chinese well, showing low levels of agreement. This is due to three reasons. Firstly, the Chinese usage environment is average, making it not very convenient. Secondly, the respondents' emotions towards Chinese are average; although Chinese is used in many fields in Thailand, opportunities for using Chinese in daily life are limited, resulting in average emotional attitudes towards Chinese. Lastly, factors such as gender, Chinese proficiency, and family background have an impact on learners' language attitudes, although not significantly. Learners' ages significantly influence language attitudes, with attitudes and language usage frequencies differing across age groups.

#### **3.3 Need to Improve the Enthusiasm of Thai Chinese Learners for Learning Chinese**

Thai Chinese learners' attitudes towards Chinese in the cognitive, emotional, and behavioral dimensions are complex. Statistical data show that Thai Chinese learners' emotional dimensions are lower than their cognitive and behavioral dimensions, indicating that Thai Chinese learners' emotional







attitudes towards Chinese are less positive than their objective behavior and social identity towards Chinese. The standard deviation of the emotional dimension "I envy Thai students who speak Chinese well" exceeds 1, and the standard deviation of "Chinese sounds good and friendly" and "Chinese usage is very convenient" is also close to 1, showing significant differences. This suggests that respondents are actively learning Chinese in terms of cognition and behavior but may hesitate emotionally, although certain individuals show positive attitudes in the emotional dimension towards Chinese. This discrepancy may stem from differences in individuals' emotional involvement in Chinese or be influenced by individual experiences and environments. Wu & Zhang (2024) believe that the language attitudes of Indonesian and Thai students of different ethnic groups studying in China are influenced by national language policies and ethnic identities. The main purpose of Thai Chinese learners' Chinese learning is to become bilingual, so tailored teaching approaches based on learners' learning goals can improve their language attitudes.

## Conclusion

As China's comprehensive national strength grows, the practicality of the Chinese language strengthens, and the number of people in Thailand learning Chinese is expected to increase in the future. Surveys on the language attitudes of Chinese learners in Thailand will inevitably become the basis for policy formulation, school teaching, and references for language learning in a multilingual context. According to the survey results, the overall language attitude of Chinese learners in Thailand is positive. Apart from age, which shows significant differences, other factors have not significantly influenced the language attitudes of Chinese learners in Thailand. These research findings suggest that educational institutions should pay attention to Chinese learning among learners of different age groups. Learners in different age groups differ in cognitive levels, learning styles, and cognitive developmental stages. By focusing on learners of different age groups, educational institutions can provide personalized teaching more effectively, enhancing learners' learning experiences and outcomes. Additionally, schools should consider strengthening Chinese teaching to expand the group of Chinese learners in Thailand, thereby enhancing the status of Chinese in Thailand. In summary, the positive attitude of Chinese learners in Thailand towards learning Chinese, their willingness to learn Chinese, and their belief that learning Chinese can provide them with more opportunities, motivate them to better their Chinese language proficiency.

## Recommendations

### 1. Enhancing the Quality of Chinese Teaching in Thailand and Strengthening Chinese Teacher Training

Following an analysis of factors related to language attitudes such as gender, age, Chinese proficiency, and family background, it is believed that the quality of Chinese teaching in Thailand should be improved to increase the Thai Chinese learning community's identification with the Chinese language. The study found that as Chinese proficiency increases, so evaluates attitudes toward the language. Therefore, enhancing the quality of Chinese teaching in Thailand is an effective way to improve the language attitudes of Thai Chinese learners. Improving Chinese teaching quality can be facilitated by providing targeted policy assistance to support schools and institutions in offering more





Chinese courses. The government can provide financial support, scholarships, and other incentives to encourage students to learn Chinese and enhance their interest in Chinese language learning. Additionally, more opportunities for Chinese teacher training should be provided, along with the establishment of platforms for Chinese teacher exchange to facilitate the sharing of teaching methods and experiences, thereby enhancing the quality of Chinese teaching. Meanwhile, since age is one of the principal factors influencing learners' interests and motivation, it is necessary to understand the interests and motivation levels of learners of different age groups, design attractive teaching materials and courses, and stimulate the enthusiasm of learners of different age groups.

## **2. Promoting Sino-Thai Cultural Exchange and Enhancing International Exchange Programs**

Improving the language attitudes of Thai Chinese learners cannot be solely achieved by enhancing Chinese teaching quality. It is also necessary to create a positive learning environment, stimulate students' interest and emotional resonance, and encourage students to actively engage in Chinese language learning. Enhancing learners' emotional attachment to the language can support Sino-Thai cultural exchange projects, organize Chinese teaching exchange activities, cultural festivals, etc. Alternatively, increasing the display of Chinese culture can attract students' strong interest in Chinese. Furthermore, promoting international exchange programs between Chinese and Thai students, providing Thai students with opportunities to study in China, and experiencing Chinese culture firsthand can foster students' interest in learning Chinese.

## **3. Establishing Language Learning Resource Centers to Improve Chinese Language Proficiency**

Language attitudes are influenced by learning resources and motivation. Survey data shows that learners with higher Chinese proficiency have significantly higher cognitive, behavioral, and emotional dimensions compared to those with lower proficiency, especially learners with proficiency levels above level 5, whose language attitudes are the best. The mean value of "I hope to speak fluent Chinese" reaches 4.914. While most learners have an ardent desire to learn Chinese, limited resources and a lack of a Chinese environment hinder them from improving their Chinese proficiency. To enhance students' language proficiency and provide them with a more convenient language-learning environment, language-learning resource centers, and Chinese corners can be established in schools. These centers can provide abundant Chinese learning materials, multimedia resources, and interactive learning tools. Encouraging students to participate in the Chinese Proficiency Test (HSK) and providing recognition and rewards in school admissions and scholarship evaluations can help stimulate students' enthusiasm for learning Chinese and improve their Chinese language proficiency.

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