

DEMAND ESTIMATE FOR CHINESE LANGUAGE:

A CASE STUDY OF BKK MARKET



DEMAND ESTIMATE FOR CHINESE LANGUAGE:

A CASE STUDY OF BKK MARKET

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by

Jia Hongqian

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Bangkok University

Title : Demand Estimate for Chinese Language: A Case Study of BKK Market

Author : Jia Hongqian

Thesis Committee :


Thesis Advisor


(Dr. Sumas Wongsunopparat)


Thesis Co-advisor



(Dr. Lokweepun Suprawan)

Graduate School Representative


(Asst. Prof. Dr. Kasemson Pipatsirisak)

External Representative


(Dr. Jiraphan Skuna)


(Dr. Sansanee Thebpanya)

Dean of the Graduate School

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Jia, H. M.B.A, October 2016, Graduate School, Bangkok University

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Advisor of Thesis: Sumas Wongsunopparat, Ph.D.

ABSTRACT

The aim of this study was to analyze the factors which affected the demand of Chinese language learning in BKK including personal preference, expected benefits, economic and social atmosphere, substitute, affordability. The research instrument was questionnaire. In order to determine the impact of Chinese language demand in BKK, the data was analyzed by correlation method and logistic regression method. Besides, A descriptive analysis stated the current Chinese language learning status and demand in Bangkok. In light of the results, it was found that Chinese language demand is indeed influenced by the factors mentioned before. It can be used as a recommendation for standards, guidelines and development for Chinese language education business in Bangkok.

Keywords: Demand analysis, Chinese language, Bangkok market

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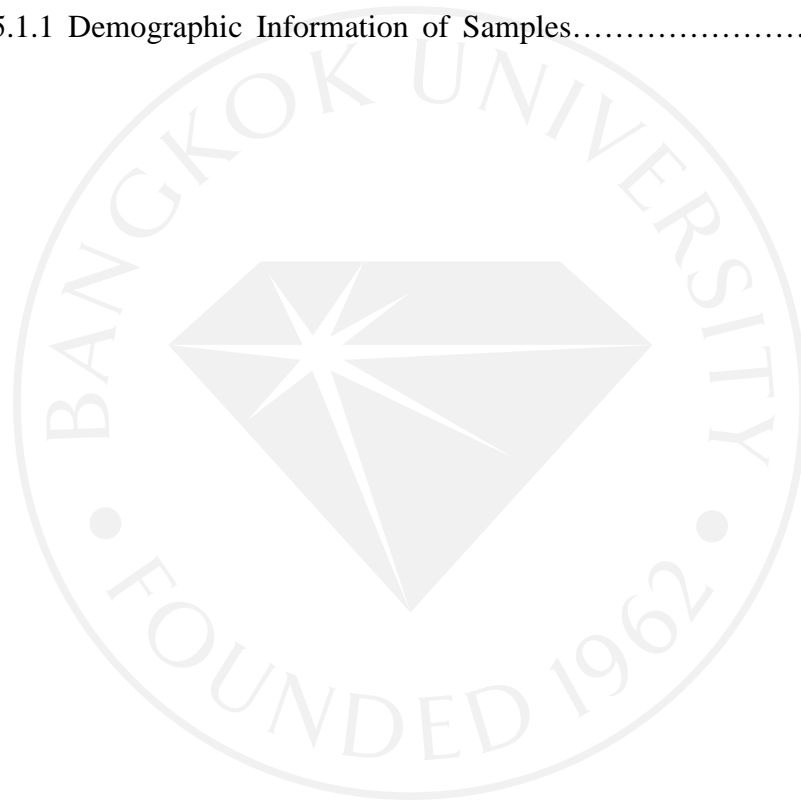
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CHAPTER 1

INTRODUCTION

This chapter describes the purpose of the research and provides information about the research. The introduction includes: rationales and problem statement, objective and scope of the study, research question, and significance of the research

1.1 Rationales and Problem Statement

1.1.1 Needs Analysis Rationales

When talked about the need analysis, the famous Maslow's Hierarchy of Need should be thought initially. Maslow theorizes that people have five classifications of needs which act as motivators. These classifications are physiological need; safety and security need; social and belongingness needs; go status and self-esteem needs and self-actualization needs (Maslow, 1943). Demand is rooted in human nature and marketing also depend on the peoples' nature demands. Thus, demands are the building blocks from that market are created. At a further abstract level, we can consider the markets for hunger, thirst, health, sex, affection, shelter, education, information, entertainment, professional competence, adventure and excitement, leisure, or a combination of these factors (Savvakis & Savvides, 1990). Obviously, we can see, the marketing comes from the needs of human. Demand theory is one of the core theories of microeconomics. It aims to answer basic questions about how badly people want things, and how demand is impacted by income levels and satisfaction (utility). Based on the perceived utility of goods and services by consumers,

companies adjust the supply available and the prices charged. Needs of human are also complex and there will be a lot of factors that can influence demands. Thus, we need to do demand analysis or called need analysis. “Needs analysis (NA) is a powerful tool that helps clarify and validate true needs. It enables educators and practitioners to shape the curriculum development that bases the content of language courses on the communication needs, wants and interests of the learners” (Lepetit & Cichocki, 2005). The use of NA is applied in variety of fields. For example, we need to apply NA to estimate a market status. We use a NA to improve the teachers’ performance. Moreover, we use need analysis to estimate the demand of Chinese language in this paper.

In short, need is a part of human nature and it is a complex part, there will be a lot of factors that can influence demands, while business market is related to customer demands. Therefore, need analysis appeared and applied in diverse fields. In next section, the author stated some information about language need analysis.

1.1.2 Language Needs Analysis Rationales

The language is a form of expression that has been in existence for voluminous of years. Unfortunately, there’s no scientific record of what the primary language actually was, nor the population who created it. However, even humans so far don’t know the origin of the spoken words, we do know the unknown language has helped create thousands of languages nowadays. Currently, there are 6,909 known living languages in the world today (Paul, 2009). Language is a basic demand of human,

even mute persons need sign language. Different countries have different languages, it is well-known that English is the most widely used language in the world. So with the development of globalization, more and more people will choose a language as the second language, English is the first choice. Therefore, such a lot of people make a study on second language. According to the database from Ethnologue 18th edition (Paul, 2015), Top ten most spoken languages in the world in 2015 are as follows:

Table 1.1: Top ten most spoken languages in the world in 2015

Ranking	Language	No. of Speakers (Million)
1	Mandarin	1,090
2	English	942
3	Spanish	518
4	Arabic	490
5	Modern Standard Hindi	380
6	Russian	262
7	French	229
8	Malay-Indonesian	210
9	Portuguese	209
10	Bengali	208

Different languages are evolving in long historical river in order to meet the need

of diversity people. Thereby each kind of language emerges its own uniqueness. For example when talk about French any French person will be quick to tell you that their language is one of the most romantic languages in the world but is also spoken in many other countries such as Belgium, Canada, Rwanda, Cameroon, and Haiti. And English is the language of the United Kingdom and is also the official language of more countries than any other language. It is spoken in numerous countries all around the world such as New Zealand, the U.S., Australia, Zimbabwe, the Caribbean, Hong Kong, South Africa, and Canada. Mandarin is the most popular language in the world mainly because it is spoken in the most populated country in the world. It has double the amount of speakers as English but it is also one of the hardest languages to learn.

Language need existed constantly and each language has its own features. The language demand is constantly in flux and also will be impacted by many factors, that is the reason why the language demand analysis is necessity. As the information mentioned Chinese is the most popular language in the world the next part of this paper wrote about Chinese language demand analysis.

1.1.3 Chinese Language Needs Analysis Rationales

China's socialist market economy is the world's second largest economy by nominal GDP, and the world's largest economy by purchasing power parity according to the IMF, although China's National Bureau of Statistics rejects this claim. Until 2015 China was the world's fastest-growing major economy, with growth rates averaging 10% over 30 years. Due to historical and political facts of China's

developing economy, China's public sector accounts for more share in the national economy with the burgeoning private sector. China is a global hub for manufacturing, and is the largest manufacturing economy in the world as well as the largest exporter of goods in the world.

Chinese language is developing with the rapid development of the China's economic. There are about 2,882,497 people speak a Chinese dialect such as Mandarin or Cantonese in US, an increase of 290 percent! (Dan, 2015) You're most likely to find Chinese dialect-speakers in New York, Los Angeles or San Francisco. Another data which is also from US indicates that Chinese are becoming more and more popular all over world. In Britain, compared to the previous year, the total number of students taking the Chinese language exam grew by 5% in 2010. Meanwhile in the US, an 18.2% growth from 2006 to 2009 was observed in higher education enrollments for Chinese language curriculums according to the Modern Language Association, compared to 1999 there is a 4.7 fold increase in the number of US students studying abroad in China in 2009. And some US colleges are going so far as to build Mandarin mandatory, for instance, a school district in Georgia which has executed a bold plan to have all its students fully bilingual using English and Mandarin by the time they graduate from high school.

Obviously, Mandarin is a language frontrunner because it has the most speakers from around the world, with evaluates ranging from 12% to 14% of the global population. In 2010 alone, more than 750,000 people took the Official Chinese

Proficiency Test (HSK) all over the world. All these people come from different backgrounds and industries are learning place hope on understanding the often-misunderstood country better and getting benefits from knowing the most widely spoken language in the world whatever it is for personal reasons or business opportunities. There is a huge and rapid growth in numbers of non-Chinese people learning Mandarin. China's economic development, as the world's largest exporting country from 2010 and now the world's second largest economy after the United States, has increased demand for the Chinese language. As one of the official languages of the United Nations, students, teachers, parents, and business leaders around the globe represent some of the many groups are aware of the importance of Mandarin as the emerging global business language in the future. What's more, the 2010 year was labeled "Year of Chinese Language," reported by Russian President Dmitry Medvedev. The headquarters of the Confucius Institutes, advises that almost 150 million people in different countries want to study Chinese, but there aren't enough teachers to meet this huge need (source from Hanban). Hanban (pinyin: Hànbàn) is the colloquial abbreviation for the Chinese National Office for Teaching Chinese as a Foreign Language (NOTCFL). It is governed by the Office of Chinese Language Council International.

With the development of China, Chinese language influence is increasing. The enthusiasm to study Mandarin is rapidly spreading to all corners of the globe. There is no exception to of Thailand.

1.1.4 Chinese Language Needs Analysis in Thailand Rationales

On the basis of historical evidence, Thailand established diplomatic relations with China since the Sukhothai dynasty. After that, a lot of Chinese immigrated to Thailand and had become the biggest minority group in Thailand. Along with the immigration of the Chinese to Thailand came the learning of the Chinese language. The study of the Chinese language in Thailand was impacted by political developments in both Thailand and China, positively as well as negatively. Especially since the founding of new china, learning Chinese language was considered illegal in Thailand and anyone working on Chinese language study was considered to be a communist or communist sympathizer. Thailand and China re-established diplomatic relationship in 1975. The Chinese language became popular once again bit by bit. And in 1992, learning Chinese language became accessible to the public as China emerged as a major role in the world economy. Nowadays, Chinese language has become as important as the English language. Owing to China is rapid becoming an economic powerhouse challenging the US and Europe. Today, there are hundreds of millions of Chinese-speaking people. This reveals clearly why the study of the Chinese language is become increasingly important today. Thailand government also encourage people to study Chinese, the Office of the Basic Education Commission (OBEC) arrange almost 300,000 students at 700 schools study Chinese. "The number of Thai students pursuing higher education in China has grown six or seven-fold within the past few years," said Tekhua Pung, director of the international relations

centre at the Oriental Culture Academy (OCA), an official Chinese university agency in Thailand.

Political factors hampered the Chinese transmission in Thailand. But China emerged as a major role in the world economy and the relationship between China and Thailand become closer and closer. Thailand government also encourages people to study Chinese language today.

1.1.5 Problem statement

Problem with Chinese language in BKK can be identified in 3 ways. First of all Chinese language demand is developing with the economic development of China. Chinese language is a new and developing star in Bangkok Thailand. For example, this is an advertisement which the author saw in website: Chinese is the world's oldest written language – and the language of the future as well. As China continues to grow in influence and economic power, more and more students and businesspeople around the world are learning to speak, read and write this beautiful (and important) language in Bangkok. Secondly, the official language of Thailand is Thai language, it is the principal language of education and government and is spoken throughout the country. Lastly, while the Thai language is the official language of Thailand, one could say English is its unofficial second language, especially in Bangkok and the major tourist attraction. Tourism industry is pillar industry in Thailand, thus the culture in Thailand is diversity which includes many countries' culture and also their languages. This

kind of language environment let me curiosity that the demand of Chinese language in Bangkok. This paper is a demand estimate for Chinese language in Bangkok market. It investigates the factors affect the demand for Chinese language in Bangkok and states the Chinese demand status in Bangkok.

1.2 Objectives of Study and Scope of the research

1.2.1 Research Questions

Take these information, which mentioned in last part, as a background. This research will study on the Chinese language demand in Bangkok. The research result will show the Chinese language demand in Bangkok which include these aspects:

1. What is the demand status of Chinese language in Bangkok.
2. Understand the reason why Bangkok residences need Chinese language.
3. Whether there is a relationship between Chinese language demand and personal preference?
4. Whether there is a between Chinese language demand and expected benefit from learning Chinese language.
5. Do economic and social atmosphere influence Chinese language demand in Bangkok?
6. Do other languages and activities influence the demand of Chinese language demand in Bangkok?
7. Does the Affordability have significant relationship with Chinese language

demand?

These 7 questions are the main questions in the research. This study will solve these questions and show the relationship between the independent variables and Chinese language demand in Bangkok.

1.2.2 Dependent and Independent Variables

The dependent variable is Chinese language Demand(Y). The demands of Chinese language are defined as the people who are interested in Chinese language and the people who will pay for learning Chinese language. The people who are interested in Chinese language can be taken as the potential customer group and the people who will pay for learning Chinese language can be taken as the directly customer group. Why the author need to separate Y into two groups, because demand is the rate at which consumers want to buy a product. Economic theory holds that demand consists of two factors: taste and ability to buy. Taste, which is the desire for a good, determines the willingness to buy the good at a specific price. Ability to buy means that to buy a good at specific price, an individual must possess sufficient wealth or income. (Whelan, 1996). I need to specify which kind of people will pay for learning Chinese language in BKK

Moreover, the research focuses on five fields which may influence the Chinese language demand. In other words, they are independent variables, respectively are X1: Personal preference, X2: Expected benefits. X3: Economic and social atmosphere, X4: Substitute, X5: Affordability (Income).

The brief definition of my variables as follows:

a) Personal preference of learning Chinese language.

Personal preference of learning Chinese language section is to study the reason why the residents in Bangkok choose to study Chinese language which includes language skills demand, learning method demand and personal preference curriculums.

The personal preference is an important factor related to the people's decision, so it may effects the demand of people. This opinion also be explained by other professors in different university, such as we consider the important issue of including personal value preferences in decision support systems (DSS). Various personal differences have been shown to affect the acceptance, use, and effectiveness of DSS. We posit that personal values and value types are important in decision-making and therefore should be considered relevant to the study of Decision Support Systems (DSS). (Donald, Janine, Richard & Amine, 2015). Therefore, the author chooses personal preference as a fact to estimate the relationship between Chinese language demand and personal preference.

b) Expected benefits from learning Chinese language.

Expected benefits is a kind of abstract concept, in this paper, it will talk about how much does the Chinese language effects Bangkok residents' daily work or life. In this paper, it classifies the demand of learning Chinese language.

When make a rational decision or choice, people usually do a cost-benefit

analysis (CBA) to estimate the strengths and weaknesses of alternatives. CBA helps predict whether the benefits of a policy outweigh its costs, and by how much relative to other alternatives. (David, Ngulube, Patrick, Dube & Adock, 2013). To study Chinese language is a choice, so people's expected benefit of learning Chinese language will affect their choice to learn Chinese language or not. So the author takes expected benefit as a factor which can affect the demand of Chinese language in Bangkok.

c) Economic and social atmosphere.

In this part, it lists the economic factors and social factors which may influence the Chinese language demand, after the research data analysis, the research makes a conclusion about the relationship between economic atmosphere and Chinese language demand.

The development of globalization and china's development are obvious to all. As the world's second largest economy by nominal GDP, and the world's largest economy by purchasing power parity according to the IMF whether china's economic background and social background arouse more Bangkok residences to study Chinese language. This study will give us a result that whether there is the relationship between the demand of Chinese language and Economic and social atmosphere in Bangkok.

d) Substitute

Substitute means the other languages and other activities which may influence

the demand of learning Chinese language. To study the independent variable substitute is in order to know the other languages' demand and the other activities' demand will influence the demand of Chinese language or not.

Substitute goods are those goods which can be used in place of one another for satisfaction of a particular want, like tea and coffee. Demand for a given commodity varies directly with the price of a substitute good. That means substitute good are related to the demand of commodity, so the author chooses substitute as a factor to estimate whether it will affect the demand of learning Chinese language in Bangkok.

e) Affordability

Affordability means the income of the language learner in this study. Or in the other words, it means the tuition fee of learning language. Supply-demand relation and price are interaction effect. So maybe the learning Chinese fee is a factor that can influence Chinese language demand. The affordability section is so as to clear the relationship between affordability and Chinese language demand.

If take learning Chinese language as a commodity. The customers' affordability will affect the demand of commodities. While some people may not take learning Chinese language as a commodity, so whether there is a relationship between affordability and Chinese language demand in Bangkok, the author will do survey to analysis it.

1.3 Significance of Research

With the economic development between China and Thailand, the relationship between China and Thailand become closer and closer. The five areas of Thai-Chinese cooperation are investment in infrastructure, economic development, agricultural purchases, tourism promotion, and establishment and development of special economic zones. Nowadays there are a lot of international cooperative project between China and Thailand such as the “silk rail route” project. BEIJING is still interested in the Kingdom's "silk rail route" project linking China's southern areas with ASEAN after top-ranking officials of both countries met recently. A source at Government House said: “there were agreements between China and Thailand on five areas of cooperation after Deputy Prime Minister General Prawit Wongsuwan along with Thai delegations met with Chinese Vice Premier Zhang Gaoli in Beijing.” Moreover, China affirmed its purchase of 2 million tones of rice and 200,000 tones of para rubber from Thailand as agreed earlier. Meanwhile, Thailand has appreciated China for having promoted Chinese tourists travelling to Thailand worth four million persons last year. As this economic background, language as a medium of communication, it will be the points of focus. There is a data from Economist Intelligence Unit showed: Even when to apply for jobs in their home market, almost 50% of all companies say that they expect candidates can communicate and to be fluent in a foreign language. Additionally, a European Commission study showed that

more than one-half of Europeans (53%) use languages at work and 45% think they got a better job in their country owing to their foreign language skills. In another words, the ability to speak a foreign language can often boost earnings, sometimes adding as much as 15% to a person's salary in the US, 34% in India, and 55% in Thailand. These data showed that for candidates the importance of foreign language ability in different countries, particularly in Thailand. And with closely relationship development between Thailand and China the theme of this paper, Chinese language demand in Bangkok, is very necessary and corresponding with the demands of the times.

For the Thai government, it will help government understand the Chinese language demand status in Bangkok, thus can support government make a good policy to meet the needs of Chinese language in Bangkok. Actually Thai government already had some policies to support learning Chinese language in Thailand. The Thai government promotes more Thai people to learn Chinese and in support of this it has signed an agreement with the Chinese government to train 1000 Mandarin language teachers every year to teach in Thailand's schools. China has also agreed to provide 100 scholarships for Thai students and is sending 500 young volunteers each year to teach Chinese in Thailand. (Uthaisangchai, 2012) These data of this paper can be an instructor for government to make a policy which can support to learn Chinese language in Bangkok.

For Chinese teacher in Bangkok, it will help them adjust the teaching method.

Because this survey has some question about learning method and the reason for learning Chinese language. After get the data, it will help teachers understand the students' requirement of Chinese language, therefore, can improve their teaching skill.

For the institutions which teach Chinese language. As we known, the market decisions depend on the requirement of target customer. "A project evaluation starts with an idea, which gets refined with every attempt to elaborate and evaluate it. It is an iterative process that continues until project completion. At the key idea of this concept lies the market need that the products of the project will aim to satisfy. The formulation of the project and its market should stem from the definition of this underlying market need". (Savvakis, 1990) This paper can help the language institutions get better understand of their target customers and make a reliable market decision.

For Chinese language itself, it let more people have chance to know Chinese language, understand the demand of Chinese language. It is also can help more people to know China and understand the relationship between China and Thailand.

For academic contribution, economist types and marketing types don't always see eye-to-eye on what drives consumers' choices, and the factors affect market demand are also uncontrolled and uncertain. Therefore, the author makes a survey to collate and clear-up the factors which may influence the Chinese language demand in Bangkok. In this study, it will state that whether there is a relationship between

Chinese language demand and personal preference, expected benefits, economic and social atmosphere, substitute and affordability of customers. Besides, it will classify the demand of Chinese language in Bangkok to let scholars get better understand of the demand of Chinese language in Bangkok market.

All in all, this study can help the government, Chinese learner and teacher, some language center and scholars to know the Chinese language demand in Bangkok better.

1.4 Definition of Terms

Need Analysis is the process of identifying and evaluating needs (see sample definitions below) in a community or other defined population of people. The identification of needs is a process of describing “problems” of a target population and possible solutions to these problems. (Alliso, 2000)

HSK(Hanyu Shuiping Kaoshi) or the Chinese Proficiency Test is China's national standardized test designed and developed by the HSK Center of Beijing Language and Culture University to assess the Chinese language proficiency of non-native speakers (including foreigners, overseas Chinese and students from Chinese national minorities) (Contribution Source: www.chinesestest.cn).

Personal preference is the factor which is something that is liked or wanted more than another thing when make a decision. It is a power or opportunity of choosing.

Expected benefits are the effects of something and the motivates to start

something. A project exists because a customer has a need to achieve a change, achieve expected benefits for the business of the company. Expected benefits are effects of a project's result, and what motivates to start a project (Josefsson, 2011).

Economic and social atmosphere in another word is economic and social background or environment. A general characterization of the overall mood of the economy or of social, which captures the status of the market, the perception of the economy by consumers, and the availability of jobs and credit, business decisions such as hiring, borrowing, lending.

Substitute or substitute good in economics and consumer theory is a product or service that a consumer sees as the same or similar to another product. In the formal language of economics, X and Y are substitutes if the demand for X increases when the price of Y increases, or a positive cross elasticity of demand. (Nicholson & Walter, 1998)

Affordability is a consumer's capacity to afford goods. Usually expressed in terms of the maximum price the consumer could pay for goods (Guttentag, 2004)

Chinese language Demand(Y) is defined as the people who are interested in Chinese language and the people who will pay for learning Chinese language. The people who are interested in Chinese language can be taken as the potential customer group and the people who will pay for learning Chinese language can be taken as the directly customer group.

CHAPTER 2

LITERATURE REVIEW

The literature review for this research focuses on the understanding of need analysis and the purpose of language need analysis. Moreover, the review of this research summary the previous studies about the independent variables I mentioned in this research.

2.1 Related Literature and Previous Studies about Need Analysis

Needs analysis is an information gathering process. West states that the term ‘analysis of needs’ first appeared in India in 1920(West, 1994). This definition tells us the needs or demand analysis concept start from 1920 and it is based on the information collection, so when we do the demand analysis in this paper, we also must depend on the data. Need Analysis is the process of identifying and evaluating needs in a community or other defined population of people. The identification of needs is a process of describing “problems” of a target population and possible solutions to these problems. (Allison, 2000)

At a rather abstract level, we can think of the markets for thirst, hunger, health, shelter, sex, affection, entertainment, education, information, professional competence, adventure and excitement, leisure, or a combination of these and a multitude of

sub-needs that stem from these fundamental needs. Needs of human are also complex and there will be a lot of factors that can influence demands. Thus we need to do demand analysis or called need analysis (Lepetit & Cichocki , 2002). This is the definition about human demand or need, and reveals the importance and necessity of need analysis.

Needs-based curriculum planning in modern times probably owes its genesis to the legacy of public aid to education programmer in the USA in the 1960s when identification of needs was a legislative requirement for receiving finances for activities carried out by publicly funded educational and service-providing agencies (Berwick, 1989). This information can show that USA attached great importance to Needs-based curriculum planning since 1960s. As a good government leader, he need to know the different demand in all walks of life in order to make a suitable public policy.

Needs Analysis can play a vital part at all stages of the execution of a programme as it provides a tool for assessing the needs, and measures can be adopted to meet them and thus keep motivation sustained by bringing in relevance and giving the learning experience more precision (Pushpanathan, 2013). This opinion states the relationship between motivation and the need. Meeting the need felicitously can motivate people to do the things continually.

Needs analysis (NA) is a powerful tool that helps clarify and validate true needs. It enables educators and practitioners to shape the curriculum development that bases

the content of language courses on the communication needs, wants and interests of the learners (Lepetit & Cichocki, 2005). The opinion mentioned above showed that NA is a powerful tool and have applied in educational field.

Needs Analysis can be instrumental in providing data which can be used for reviewing and evaluating an existing programme (Richards, 1990). NA is not only a tool when want to make a decision. It is a kind of sustainable work which will throughout the plan and test the performance of plan.

In brief, these related literature and previous study about need analysis reveals that demand is rooted in human nature and marketing also depend on the peoples' nature demands. To do a NA is very important and necessary for getting better understands of the real need and it is a helpful tool to find a suitable way to meet the real need.

2.2 Related Literature and Previous Studies about the significance of language demand analysis

Language demand analysis can serve as a device for gathering an extensive range of input into the content, design, and implementation of language programme through involving all the stakeholders (Richards, 1990). language demand analysis can help in setting goals, objectives and content for a language programme by determining general and specific language needs (Richards, 1990). As we talked about significance of this research, clearing the demand of Chinese language can help language institutions get better understand of their target customers' demand and

make a reliable market decision.

Language needs analysis can help teachers in understanding the local needs of the students and making decisions in pedagogy and assessment for further improvement (Tarone & Yule, 1999). Needs analysis should be a central component of performance assessments, whose purposes are to test students' ability to perform tasks in real-world situations (Norris, Brown, Hudson, & Yoshioka, 1998). In proficiency-oriented instruction/curricula, needs analysis helps teachers understand the potential differences in learning expectations between themselves and their students (Birckbichler & Coral, 1993). As we mentioned about the significance of this thesis for Chinese teacher in Bangkok, it will help them to adjust the teaching method to better meet the need of Chinese learner.

2.3 Related Literature and Previous Studies about personal preference of foreign language.

Constructivism Theory explains that learning personal preference are "constructing" their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs. Constructivism is an educational philosophy which holds that learners ultimately construct their own knowledge that then resides within them, so that each person's knowledge is as unique as they are. (The Asynchronous Learning Networks Magazine, 2002)

The important factor of learning personal preference is the learning style.

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals' learning. These theories propose that all people can be classified according to their 'style' of learning, although the various theories present differing views on how the styles should be defined and categorized. A common concept is that individuals differ in how they learn.

The idea of individualized learning styles originated in the 1970s, and has greatly influenced education despite the criticism that the idea has received from some researchers. Proponents recommend that teachers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. Although there is ample evidence that individuals express preferences for how they prefer to receive information, few studies have found any validity in using learning styles in education. Critics say there is no evidence that identifying an individual student's learning style produces better outcomes. There is evidence of empirical and pedagogical problems related to forcing learning tasks to "correspond to differences in a one-to-one fashion". Well-designed studies contradict the widespread "meshing hypothesis" that a student will learn best if taught in a method deemed appropriate for the student's learning style.

Therefore, collecting pre-existing intellectual knowledge data about learning style, learning methods, proficiency level etc is a good way to analyze the students' learning personal preferences. This study will do a survey about the data mentioned above for Chinese language in Bangkok, in order to analysis the people's learning

Chinese personal preference and the relationship between Chinese language demand in Bangkok.

Besides the theories there are a lot of literatures which study on the personal preference of foreign language including language skills demand, learning method demand and learning reason of foreign language.

Akyela and Yesim Ozeka study on the need analysis research at an English medium university in Turkey. They showed that the English language skills are related the foreign language demand of student. The findings of the questionnaires and interviews indicated that university instructors primarily pointed out “English reading and listening” as the most important skills for students’ academic achievement; students emphasized the importance of “speaking and listening” as

Figure 2.3.1 shows: (Akyela & Yesim Ozeka, 2010)

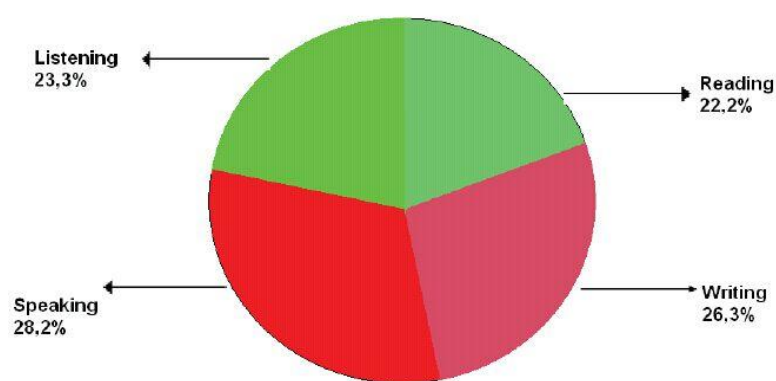


Figure 2.3.1: Importance of Required Language Skills for Student Academic Achievement from University Instructors’ Point of View

According to the results of students' questionnaires, the program in The School of Foreign Languages neglected the importance of speaking skills (Figure 2.3.1).

The next example is to analyze the reason why need to learn a foreign language.

Z. Canan KARABABA said: the preferences of learners of Turkish as a foreign language (TFL) related to the themes by which they want to learn a topic in the classroom environment were determined from the items in the “themes” dimension of the needs analysis questionnaire. The frequencies and percentages of the learner opinions of these are presented in Figure 2.3.2, which can be assessed to determine the needs of TFL learners. (Z. Canan KARABABA & Sedat KARAGÜL, 2013)

Distribution of Learner Opinions in Terms of Themes

In my Turkish class, I would like to study topics about ...:	Agree		Somewhat Agree		Disagree	
	f	%	f	%	f	%
my feelings	206	67.5	62	20.3	37	12.1
my attitude	217	71.1	55	18.0	33	10.8
my beliefs	177	58.0	77	25.2	51	16.7
my family	170	55.7	63	20.7	72	23.6
my work/job	226	74.1	46	15.1	33	10.8
my hobbies	210	68.9	57	18.7	38	12.5
my country	228	74.8	43	14.1	34	11.1
Turkish culture	249	81.6	35	11.5	21	6.9
academic subjects: psychology, literature, etc.	193	63.3	60	19.7	52	17.0
popular culture: music, film, etc.	189	62.0	73	23.9	43	14.1
current affairs and issues	185	60.7	75	24.6	45	14.8
controversial issues: underage drinking, etc.	147	48.2	72	23.6	86	28.2

Figure 2.3.2: Distribution of Learner Opinions in Terms of Themes

2.4 Related Literature and Previous Studies about expected benefits which learning foreign language can bring.

Expected benefit also can be explained to expected value, there is a theory about expected value called Cost–benefit analysis. Cost–benefit analysis states that the decision maker chooses between risky or uncertain prospects by comparing their expected values, This elementary and seemingly commonsensical decision rule raises at once the most important questions in contemporary decision theory.(Davis, Hands, and Maki, 1997) Cost–benefit analysis (CBA), sometimes called benefit–cost analysis (BCA), is a systematic approach to estimating the strengths and weaknesses of alternatives that satisfy transactions, activities or functional requirements for a business. It is a technique that is used to determine options that provide the best approach for the adoption and practice in terms of benefits in labor, time and cost savings etc. (David, Rodreck, Ngulube, Patrick, Dube & Adock, 2013). Cost–benefit analysis is often used by governments and other organizations, such as private sector businesses, to appraise the desirability of a given policy. It is an analysis of the expected balance of benefits and costs, including an account of foregone alternatives and the status quo. CBA helps predict whether the benefits of a policy outweigh its costs, and by how much relative to other alternatives. (Stephanie & James, 2010)

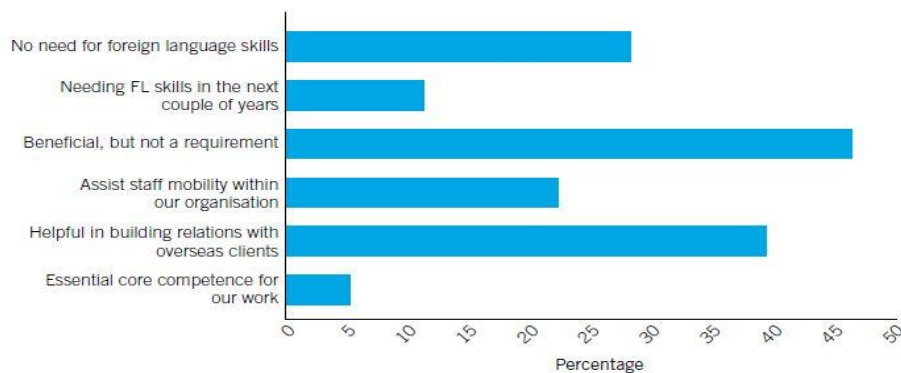
Different people have different expected benefits of learning Chinese language. When they make a choice to pay for learning Chinese language, they may have their

own cost-benefit analysis. This study will estimate the relationship between expected benefit for learning Chinese language and the demand of studying Chinese language. Moreover, the author will state the different expected benefit of learning Chinese language for different kinds of staffs by collecting and estimating the data from survey.

Better business performance and the ability are the expected benefits staffs. Evidence linking language skills to better business performance and the ability to access new markets is strong. Employers have made clear that they want to see more people come into the workforce with at least a basic knowledge of foreign languages, along with a more globally-attuned mindset. The British Chambers of Commerce, for example, has called for languages to be made compulsory for all up to AS level. (British Chambers of Commerce, 2012) Yet these requirements have not been translated into incentives for either learners or for course providers to make this a reality.

A review of the literature by Marsh and others found clusters of evidence for cognitive advantages associated with being able to speak more than one language including: enhanced mental flexibility and problem-solving, expanded met-linguistic ability (The understanding of language dynamics and how language is used to achieve specific goals in communication), superior memory function, especially short-term memory, enhanced interpersonal ability in perceiving the communicative needs of others, and reduced age-related diminishment of mental capacity. (Marsh, 2009)

A strong indication of the extent of the need for competence in foreign languages comes from the CBI's annual employer surveys. The 2012 survey, based on responses from 542 companies, found that nearly three quarters of UK private sector employers see a need or at least a benefit in having foreign language skills in their business and that only 28% said they had no need at all for language skills. This confirmed the previous years' findings, based on a similar number of responses, when 27% said they had no need for language skills. However, as can be seen from the chart reproduced below, only 5% of the respondents said that the ability of at least some members of staff to speak one or more foreign languages was an 'essential core competence'. For others, language competence was seen as a positive attribute for the individual as well as for the company but not necessarily essential (As Figure 2.4.1 showed)

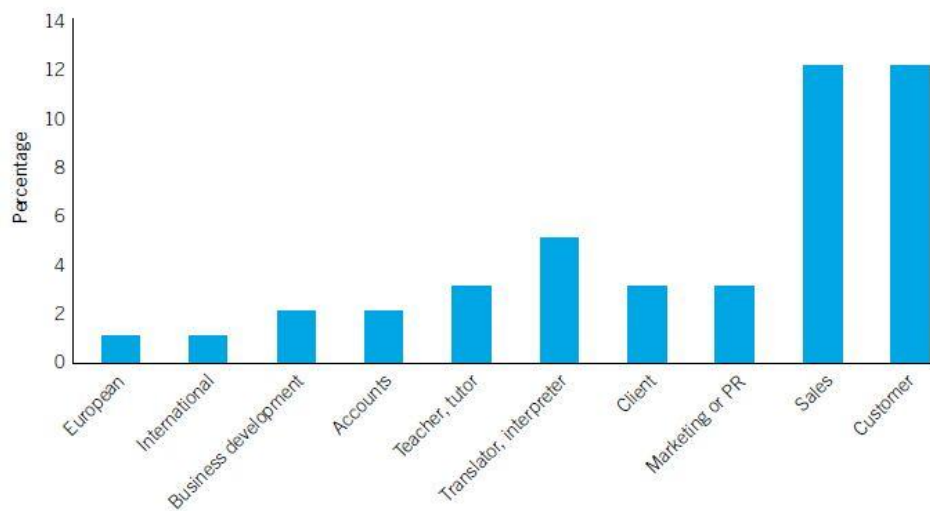


Source: CBI/Pearson Education and Skills Survey 2012.

Figure 2.4.1: Need for Employees Who Can Speak Foreign Languages

About the types of jobs involving languages, Mulkerne and Graham's 2011 study found that between 1% and 4% of all positions advertised during the period of their research specifically required language skills. The authors felt that this proportion of

vacancies was on a par with the percentage of higher education students studying a language. However, it was noted that there were many positions advertised for which languages, whilst not essential, were desirable or seen as adding value to candidates' applications. (As figure 2.4.2 showed)



Source: Graham, 2012.

Figure: 2.4.2 Terms Commonly Used in Advertisements for Jobs with Languages

As can be seen in Figure 2.4.3, the vast majority of roles requiring language skills were for positions which required language skills alongside or as part of another job function, particularly sales and customer service roles. This reflects findings from universities' research on graduate destinations which shows that language graduates enter a wide variety of job fields. (University of Kent, 2012)

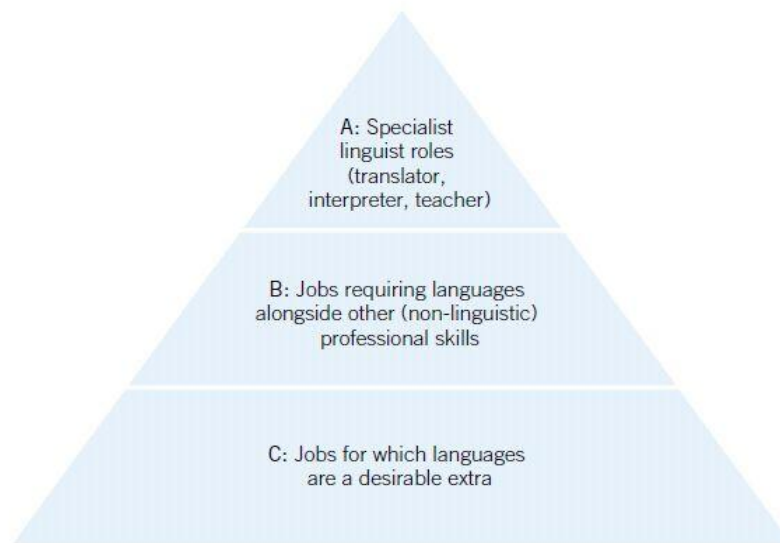


Figure 2.4.3: The Structure of the Jobs Market for Languages (interim Version)

Using the same industrial classification index as the National Employer Skills Surveys, Graham showed that as well as Finance and IT, the Education, Marketing /PR and Media (Including journalism, radio, TV, digital media and business to business roles. 42% of the jobs advertised in this sector were digital media roles) sectors were those recruiting most strongly for staff with language skills. (As Figure 2.4.4 and 2.4.5 showed)

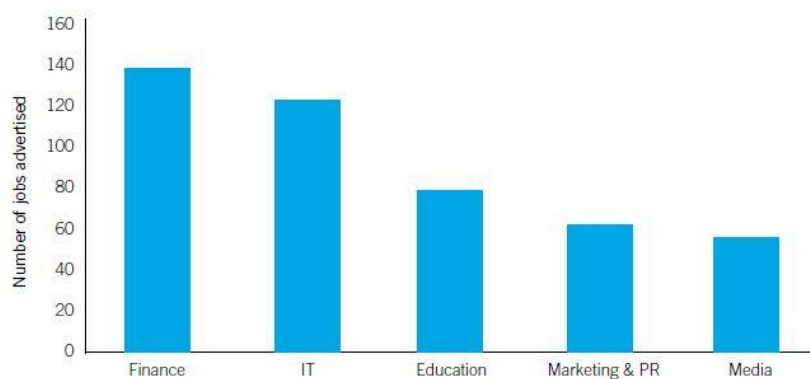


Figure 2.4.4: Top 5 Employment Sectors Advertising for Languages

Graham also showed the other sectors recruiting for language skills:

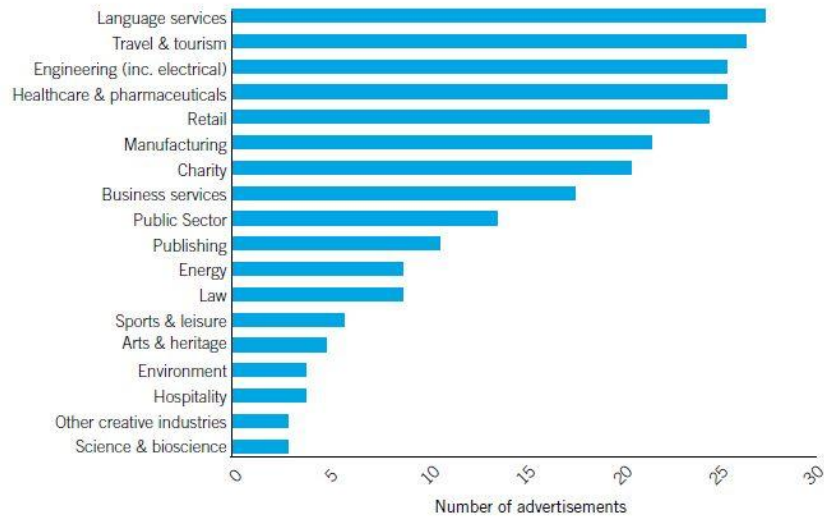


Figure 2.4.5: Other Sectors Recruiting for Language Skills(Graham,2013)

2.5 Related Literature and Previous Studies about the relationship between economic atmosphere or social atmosphere and foreign language demand.

The purpose of this study is to clear the relationship between Chinese language demand and economic atmosphere or social atmosphere. There are some studies have previously discussed about the relation between foreign language demand and economic atmosphere.

A report prepared by Teresa Tinsley, Alcantara Communications stated the demand and supply of language skills in the UK. The report takes a broad view of the concept of ‘demand’, and considers not just the requirements currently reported by employers, but also takes into account societal trends in the global economy, in the make-up of UK society, in working practices that may affect future requirements for foreign languages. It recognizes also that the value of learning a new language goes

far beyond its practical utility for working life. Evidence linking language skills to better business performance and the ability to access new markets is strong. Because policy interventions on languages have tended to address the learner dimension in isolation from the demand side, they have not, as yet, been powerful enough to make the market for language skills work effectively.

After knowing the relationship between the high foreign language demand and poor social atmosphere to learn foreign language, UK realized that there must be a strategic approach to stimulating both demand and supply.

Key priorities for action

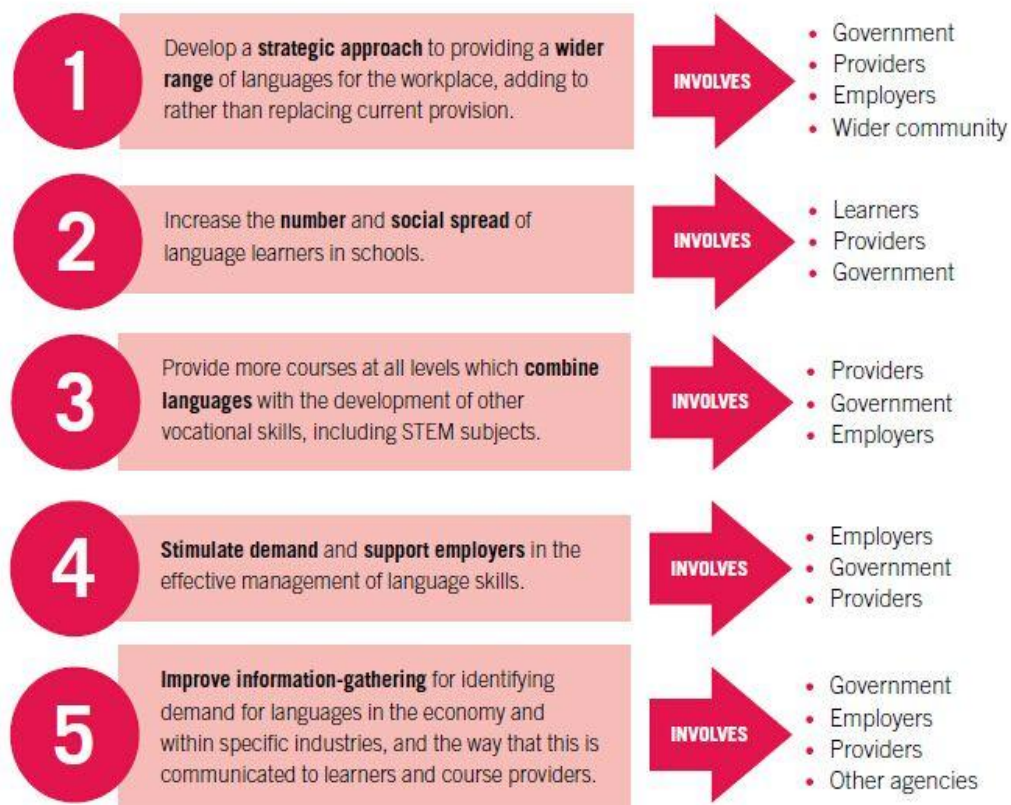


Figure 2.5.2: UK's Key Priorities for Action (Teresa Tinsley, 2013)

These studies mentioned in this part stated about the relationship between foreign language and social atmosphere or economic environment and also listed some government policy which can stimulate the demand and supply of foreign language. In this paper, it also analysis the relationship between Chinese language demand and economic atmosphere or social atmosphere. In the survey, it set ASEAN-China as an economic background to test whether the ASEAN-China economic atmosphere can affect the demand of Chinese language in Bangkok.

In 1991, ASEAN and China launched the dialogue process. In 1996, China became full dialogue partner of ASEAN. In 1997, the 1st ASEAN-China Informal Summit was held in Kuala Lumpur, Malaysia, and the Leaders announced the establishment of a 21st century-oriented partnership of good neighborliness and mutual trust. In 2003, ASEAN-China relations were upgraded to be strategic partnership. In 2013, ASEAN and China celebrated the 10th anniversary of the ASEAN-China strategic partnership. ASEAN-China relations of a Gold Decade have yielded abundant and tangible achievements, benefiting the peoples of both sides.

There are some Cooperation Mechanism between ASEAN and China as follows:

Senior Officials' Meetings (SOM). Usually senior officials' meetings are convened before the ministerial meetings, so as to make preparation for the latter. SOMs are attended by senior officials of different authorities concerned from ASEAN and China. For example, by April 2015, ASEAN-China Senior Officials Consultations (ACSOC) have been held for 20 times, attended by senior officials

from the Foreign Ministries of ASEAN Member States and China, as well as representatives from the ASEAN Secretariat. ASEAN-China SOC focuses on reviewing and future direction of ASEAN-China relations, and makes preparation for ASEAN-China Foreign Ministers' Meeting.

The ASEAN-China Joint Cooperation Committee (ACJCC). ACJCC is held annually in Jakarta, Indonesia, with attendance of the ASEAN Committee of Permanent Representatives (CPR) and Chinese Ambassador to ASEAN. ACJCC aims to promote ASEAN-China functional cooperation in various fields. By April 2015, ACJCC has been held for 15 times.

ASEAN and China signed the Framework Agreement on Comprehensive Economic Cooperation in November 2002, kicking off the process of building ASEAN-China Free Trade Area (CAFTA). In January 2010, CAFTA was fully established. In 2014, both sides launched negotiations on an upgrading of CAFTA, focusing on key areas of trade in goods, service trade, dispute settlement and investment.

According to statistics from the General Administration of Customs of China, ASEAN-China two-way trade grew by 8.3% to 480.4 billion USD in 2014. China's export to ASEAN reached 272.1 billion USD, while ASEAN's export to China reached 208.3 billion USD. China is ASEAN's largest trade partner, and ASEAN is China's 3rd largest trade partner.

ASEAN and China are determined to push their trade volume to 500 billion USD

by 2015 and 1 trillion USD by 2020.

ASEAN and China have been cooperating in over 20 areas, both of side got a lot of achievements. There are some indicators showed that.

Table 2.5.1: Key Indicators on ASEAN-China Relations (2014): Trade

Key Indicators on ASEAN-China Relations (2014): Trade			
Category	Contents	Ranking	Remarks
ASEAN-China Trade	480.39 billion USD-ASEAN Importing 272.07 billion USD /Exporting 208.32 billion USD)	China is ASEAN's largest trade partner, and ASEAN is China's 3rd largest trade partner.	Increased by 8.3% from 2013
China's Trade with Malaysia	102.02 billion USD (Malaysia Importing 46.36 billion USD /Exporting 55.66 billion USD)	1st among ASEAN Member States	Increased by 3.8% from 2013
China's Trade with Vietnam	83.64 billion USD (Vietnam Importing 63.74 billion USD /Exporting 19.9 billion USD)	2nd	Increased by 27.7% from 2013
China's Trade with Singapore	79.74 billion USD (Singapore Importing 48.91 billion USD /Exporting 30.83 billion USD)	3rd	Increased by 5% from 2013
China's Trade	72.67 billion USD	4th	Increased by 2%

(Continued)

Table 2.5.1(Continued): Key Indicators on ASEAN-China Relations (2014): Trade

with Thailand	(Thailand Importing 34.29 billion USD /Exporting 38.38 billion USD)		from 2013
China's Trade with Indonesia	63.58 billion USD (Indonesia Importing 39.06 billion USD /Exporting 24.52 billion USD)	5th	Increased by 7% from 2013
China's Trade with the Philippines	44.45 billion USD (the Philippines Importing 23.47 billion USD /Exporting 20.98 billion USD)	6th	Increased by 16.8% from 2013

(Source: General Administration of Customs of China)

This data is about the trade indicators between ASEAN and China. The general tendency became better, increased 8.3% from 2013. Among them China's trade with Thailand ranked 4th, increased 2% from 2013.

Table 2.5.2: Key Indicators on ASEAN-China Relations (2014): People-to-People

Exchanges

Key Indicators on ASEAN-China Relations (2014): People-to-People Exchanges			
ASEAN-China Visitors Total: 17.6 million visitors			
China to ASEAN (First Stop) Total 11.4 million visitations		ASEAN to China Total: 6.2 million visitations	
Rank	Country	Rank	Country
1st among ASEAN Member States	Thailand (approx. 4.4 million)	1st among ASEAN Member States	Vietnam (approx. 1.3 million)
2nd	Vietnam (approx. 1.7 million)	2nd	Malaysia (approx. 1.13 million)
3rd	Singapore (approx. 1.4 million)	3rd	Singapore (approx. 1 million)

(Source: General Administration of Customs of China)

Table 2.5.2 is about people-to-people exchange between ASEAN and China. In China to ASEAN part, Thailand ranked first, almost 4.4 million people exchanged from China in Thailand.

Table 2.5.3: Key Indicators on ASEAN-China Relations (2014): Student Exchanges

(Source: Ministry of Education of China)

Key Indicators on ASEAN-China Relations (2014): Student Exchanges				
Chinese Overseas Students Around the World		Foreign Students to China		
Total	Approximately 459,800 students	Total:377,054 students		
		Rank	Country	Students (Persons)
		1st among Foreign Countries	ROK	62923
		2nd	United States	24203
		3rd	Thailand	21296
		4th	Russia	17202
		5th	Japan	15057
		6th	Indonesia	13689
		ASEAN Students to China		
Rank	Country	Students (Persons)		
1st among ASEAN Member	Thailand	21296		
2nd	Indonesia	13689		
3rd	Vietnam	10658		
4th	Malaysia	6645		

Table 2.5.3 is about Student exchanges data between ASEAN and China.

Thailand students to China ranked 3rd in the world and ranked 1st in ASEAN.

2.6 Related Literature and Previous Studies about other foreign language demand

This paper wants to clear the demand of Chinese language in Bangkok which

also includes the competitors of Chinese language as well as other languages demand will influence the demand of Chinese or not. Analyzing which language is the most important foreign language in some country is very familiar in the previous studies. This paper learns some methods and data from these studies:

Annual CBI Education and Skills surveys from 2009 onwards have tracked employer demand for different languages. (CBI Education and skills surveys 2009 – 12.) Figure 2.6.1 shows the languages that employers report they most want responses showed a similar pattern over each of the last 4 years and the results have been consolidated to provide a bigger sample (Figure 2.6.1):

Here French, German and Spanish (the languages most frequently taught in UK schools and universities) account for 48% of total demand. Chinese languages feature very strongly, and also Polish, reflecting labour market and other economic links with Poland. Analyses of Labour Market Intelligence on languages, which have drawn on the CBI surveys as well as other sources, have confirmed this pattern of demand for different languages (Graham, 2012).

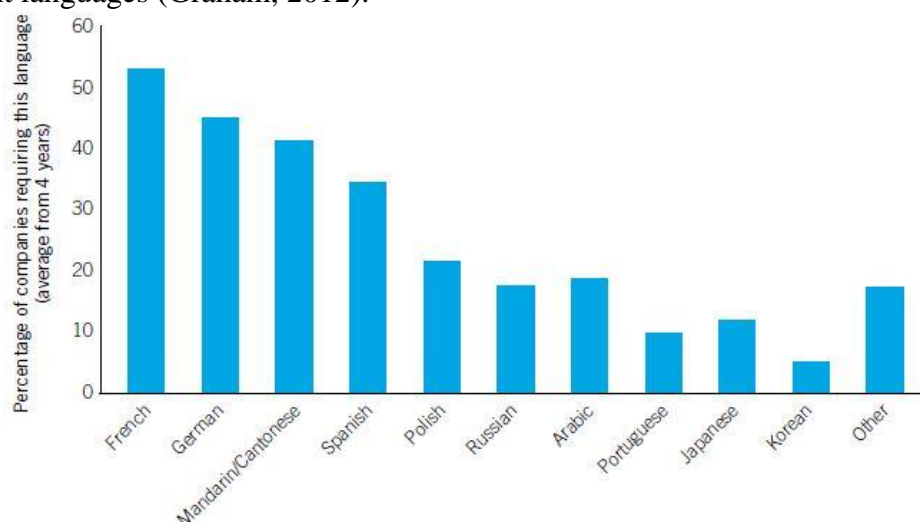


Figure 2.6.1: Demand for different languages

David Graddol has drawn attention to the impact of demography and other factors on restructuring the global ‘languages system’ and the growing importance of languages such as Mandarin, Arabic and Spanish alongside English. (David, 2006)

The most recent statistics on internet use globally confirm that English accounts for a declining share as internet use spreads beyond the most developed economies and that the use of Mandarin, Arabic and Russian on the web has increased massively over the last decade – by more than 2500% in the case of Arabic. Users of Portuguese have also increased proportionately, and Spanish retains a stable share, due to the spread of internet access in Latin America. As the Figure 2.6.2 and 2.6.3 below show, English is still the most widely used language on the internet, but is likely to be overtaken by Chinese in the next few years. The languages of the most advanced economies – early adopters of the internet – Japanese, German, French and Korean, represent less of a share in 2011 than in 2006, and the place of Italian among the top ten over the same period has been taken by Arabic.

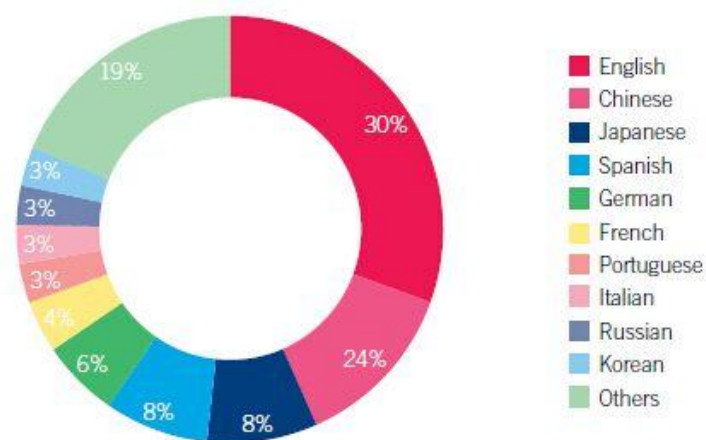


Figure 2.6.2: Distribution of Languages on the Internet, 2006

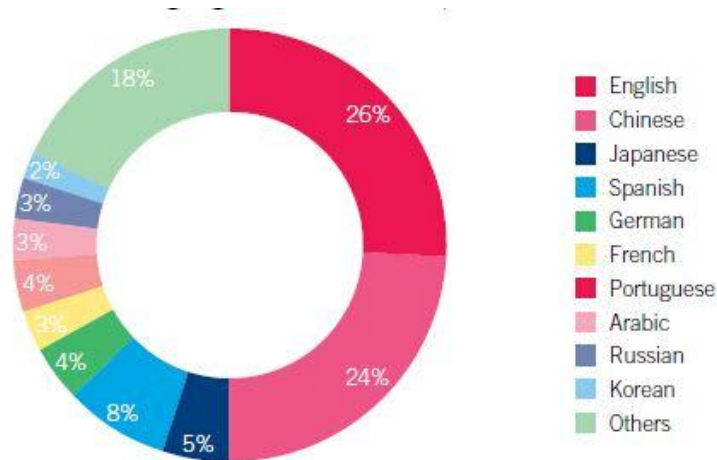


Figure 2.6.3: Distribution of Languages on the Internet, 2011

According to these data of previous studies, we can obviously know that Chinese language is a kind of competitive language among the languages in the world, which arouses author's interest that whether Chinese language, as a foreign language, is also a competitive language in Bangkok.

2.7 Related Literature and Previous Studies about the relationship between affordability and foreign language demand.

Demand theory relate to the relationship between consumer demand for goods and services and their prices. It forms the basis for the demand curve, which relates consumer desire to the amount of goods available. As more of a good or service is available, demand drops and therefore so does the equilibrium price.(Steven M. Sheffrin, 2003)

There is another theory about the relationship between price and quantity of demand named Law of Demand. Albert starts out by showing the tautology at the

heart of the pure form of the Law of Demand. He writes: The law appears *prima facie* to predicate a relatively simple and easily testable relationship and thus to have a fair amount of content. However, upon closer examination, this impression fades. As is well known, the law is usually tagged with a clause that entails numerous interpretation problems: the *ceteris paribus* clause. In the strict sense this must thus at least be formulated as follows to be acceptable to the majority of theoreticians: *ceteris paribus* – that is, all things being equal – the demanded quantity of a consumer good is a monotone decreasing function of its price. The *ceteris paribus* clause is not a relatively insignificant addition, which might be ignored. Rather, it can be viewed as an integral element of the law of demand itself. However, that would entail that theoreticians who interpret the clause differently *de facto* have different laws of demand in mind, maybe even laws that are incompatible with each other. Here, through an explicit interpretation of the *ceteris paribus* clause, the law of demand is made into a tautology. (Robinson, 2014)

From these two theories we can obviously see that there is a relationship between quantity of demand and price. But on other sides the quantity of demand is not only depends on price, it is also related to the affordability of customers. Affordability can be reflected in many aspects. Thereinto, staff level can reflect the affordability of people. The survey of employers undertaken for this report mirrored the finding that staff at all levels use language skills: the need for foreign language skills is far from being restricted to the elite in senior management. It found that the pattern of usage of

language skills is very similar for all levels of staff and that operational staff use languages to make telephone calls, communicate by email and meet visitors just as much as senior management do (Figure 2.7.1). It highlighted particularly that staff at all three levels use both oral and written skills.

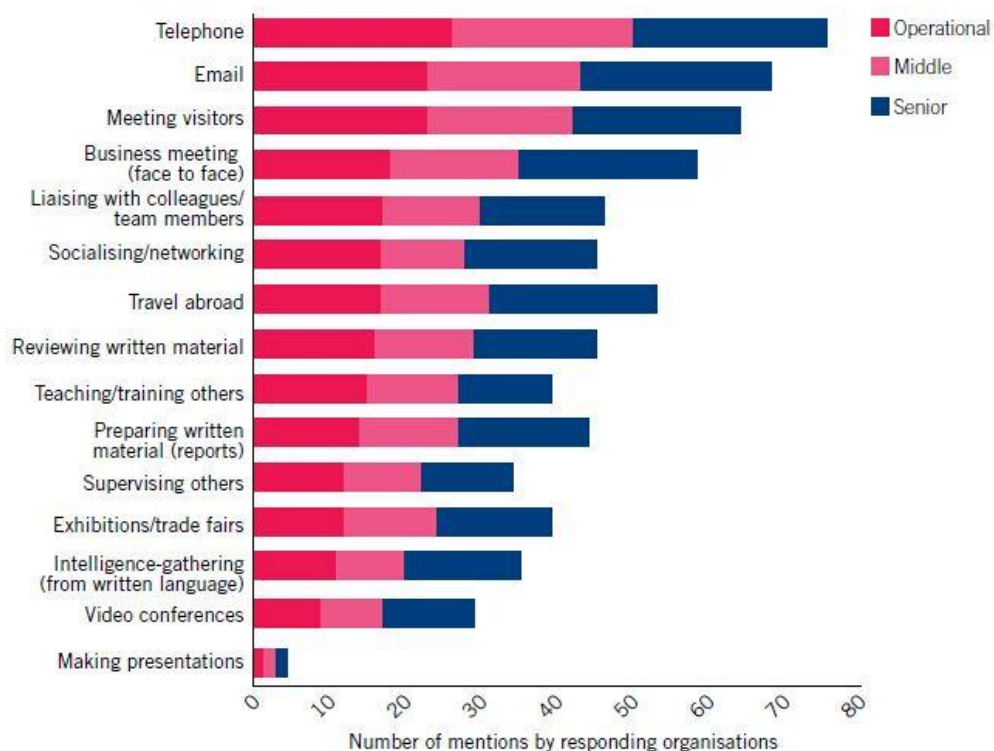


Figure 2.7.1: Use of Languages in Different Situations by Different Levels of Staff

(Source: Tinsley 2013.)

Although senior managers appeared slightly more likely to travel abroad, to use languages for intelligence-gathering and to prepare written material in the foreign language, the differences in overall usage of foreign languages between the different levels of staff were small:

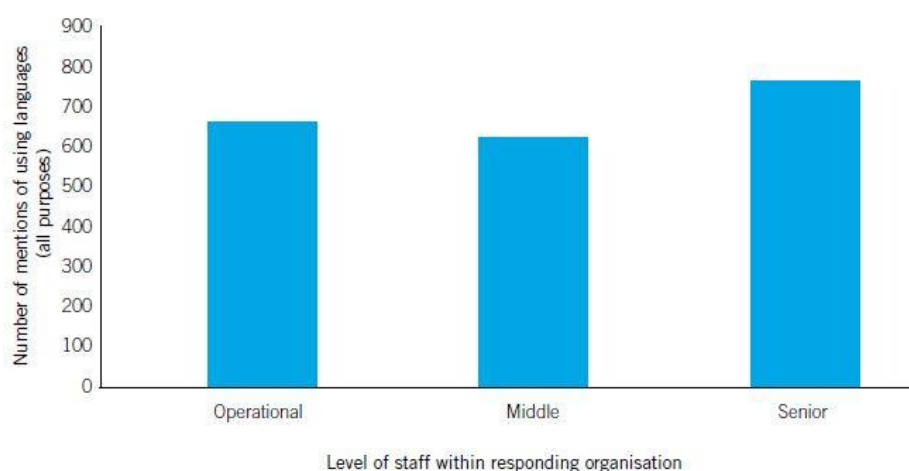


Figure 2.7.2: Use of Languages by Different Levels of Staff (Source: Tinsley 2013.)

This paper also wants to understand the relationship between Chinese language demand and affordability. But collecting the exactly salary information of every respondent is very hard. Thus in the survey of this research also use the same way as the previous studies to evaluate the affordability follow the staff levels.

2.8 Theoretical Framework

In general terms, needs analysis (also called needs assessment) refers to the activities concerned in gathering data that may affect the idea for organizing a course of study that may meet the demand of a specific cluster of students. Within the case of language programs, those needs are language connected. Once cleared, demands can be declared in terms of goals and objectives that, in turn, will be the basis of the idea for developing tests, materials, teaching activities, and analysis ways, also as for reevaluating the exactitude and accuracy of the original needs assessment. Therefore needs assessment is an integral a part of systematic course of study building. For

instance, once a course of study is being developed from scratch for a totally new language program, the simplest place to begin is with needs assessment. However, even for well-established foreign language programs, there's a requirement to often re-evaluate its goals and objectives because the business pool essentially changes over time.

In more formal terms, needs assessment is defined by Richards, Platt, and Weber: "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs assessment makes use of both subjective and objective information (e.g., data from questionnaires, tests, interviews, observation) (Richards, Platt, and Weber , 1985)." The definition focuses on data collection, if we want to do a reliable need analysis of foreign language demand, we should obtain data both subjective and objective.

The definition mentioned above which described that the learners required a foreigner language basis of both subjective and objective information. In another definition of needs assessment, Stufflebeam, McCormick, Brinkerhoff, and Nelson point out that it is "the process of determining the things that are necessary or useful for the fulfillment of a defensible purpose" (Stufflebeam, McCormick, Brinkerhoff, and Nelson ,1985). The key phrase in this definition is "defensible purpose." This definition is fascinating because it implies that the needs analysis depends on the purpose of needs analysis which involves a value judgment that some group has an information problem that can be solved. Thus when we do the survey about the

demand of foreign language, we need to arrange some questions which about the purpose for learning foreign language.

Foreign language demand analysis has been applied in many fields, such as English Study Programme (ESP). Needs Analysis is considered as a basic principle of ESP (Robinson, 1991) and most of the information on Needs Analysis initially came from ESP (West, 1994). This is probably due to the fact that a Needs Analysis approach is more useful when learners' needs are linked to a 'discrete set of communicative situations' (Tudor, 1996).

Needs analysis describes and discovers language demand by analyzing a linguistic practice which describes the characteristics of the target situation within a discourse community. Needs analysis is the first step to view language learning through a broader concept of the learning process. If the course content, teaching approaches and materials match learners' perceived and actual demand, that means language learners' motivation and success are enhanced.

All these uses of Needs Analysis (NA) refer to the fact that Needs Analysis can be used for a diverse range of purposes. It can help to determine whether a teaching programme should be carried out by finding out whether it matches the objectives and goals of the learners for learning a language and in the meantime used as part of a teaching programme can help to improve various components of the teaching programme and making the plan become more oriented to the needs of the language learners. On another level, Needs Analysis can also support in evaluating an existing

teaching programme and if found defect can help in establishing the need for adjustment and what kind of adjustment may appropriately match the demand of the learners and simultaneously be acceptable to teachers. What calls for special attention is that when we do a survey about language demand analysis we must clear that whether we want to evaluate the existing teaching programme or to make a need analysis about language demand for a new programme. Because needs analysis usually addresses a future-oriented question while evaluations usually addresses a present or past-oriented question. That requires us to collection the different information for different purpose. Without doubt, comprehensive information and proper measurement can support an accurate Needs Analysis.

2.9 Hypothesis Development

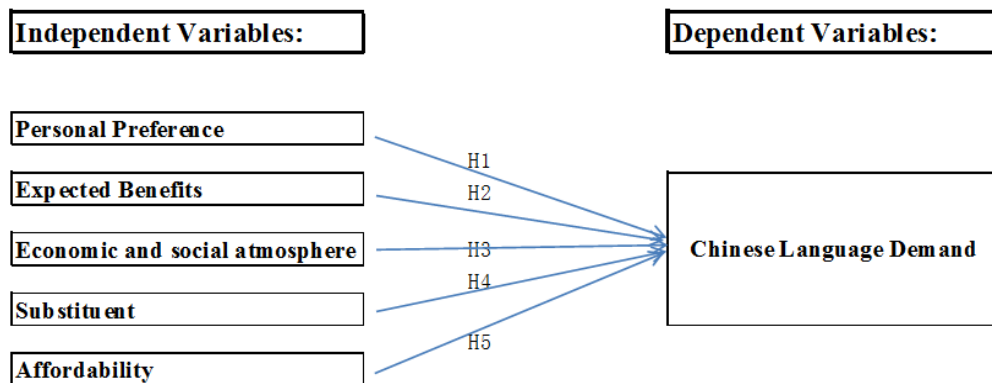


Figure 2.91: Independent Variables and Dependent Variables

Hypothesis:

1. H_{1_0} : There is no relationship between personal preference and Chinese language demand in Bangkok.

H_{1_a} : There is a relationship between personal preference and Chinese language

demand in Bangkok.

2. H_{2₀}: There is no relationship between expected benefits and Chinese language demand in Bangkok.

H_{2_a}: There is a relationship between expected benefits and Chinese language demand in Bangkok.

3. H_{3₀}: There is no relationship between economic and social atmosphere and Chinese language demand in Bangkok.

H_{3_a}: There is a relationship between economic and social atmosphere and Chinese language demand in Bangkok.

4. H_{4₀}: There is no relationship between substitute and Chinese language demand in Bangkok.

H_{4_a}: There is a relationship between substitute and Chinese language demand in Bangkok.

5. H_{5₀}: There is no relationship between affordability and Chinese language demand in Bangkok.

H_{5_a}: There is a relationship between affordability and Chinese language demand in Bangkok.

CHAPTER 3

METHODOLOGY

In this chapter, the author explained research strategy and approaches used in this research. Methodology is proposed and reasoned as well as strategies utilized in this research. The author also provides detail about data collection.

3.1 Research Strategy

This study is a quantitative research which uses questionnaire as a tool for data collecting process. The main objective of the study is to examine and identify what aspects within personal preference, expected benefits, economic and social atmosphere substituent and affordability that have relationship with Chinese language demand. According to Churchill (Churchill, 1996) quantitative research seeks to provide an accurate description of phenomena and typically concerns with determining the relationship between two variables which usually guided by an initial hypothesis. Therefore, the author chooses to conduct this research by reviewing previous works. Based on the review of literatures, questionnaire instrument has been developed and modified so as to fit in with the context of Chinese language institution business settings.

3.2 Population and Samples

Population

Population from this study identified as the residence in Bangkok.

Samples and Samples Size

A sample from this study is residence in Bangkok; however the population in this study is infinite population. Therefore, the author will determine sample size by applying an equation proposed by Yamane (Yamane, 1973) at confidences level of 95% and precision levels = 0.05

$$n = \frac{1}{\left[\frac{4e^2}{Z^2} \right]}$$

Where n = sample size

e = the level of precision (in this study the author specified the level of precision = 0.05 at the confidence level of 95 %)

Z = the abscissa of the normal curve that cuts off an area α at the tails.

The value for Z is found in statistical tables which contain the area under the normal curve. $Z = 1.96$ (at the confidence level of 95 %)

Applied the formula:

$$n = \frac{1}{\left[\frac{4(0.05)^2}{(1.96)^2} \right]}$$

$$n = 385 \text{ persons}$$

Therefore, the sample size in this study at least is 385 residences in Bangkok.

Consequently the author extended the margin of error by adding up sample size sample to 400 customers.

3.3 Variables

The author mentioned the mainly variable in chapter 1 and 2. The dependent

variable is Chinese language Demand(Y). Moreover, the research focuses on five fields which may influence the Chinese language demand. In other words, they are independent variables, respectively are X1: Personal preference, X2: Expected benefits. X3: Economic and social atmosphere, X4: Substitute, X5: Affordability (Income). (As Figure 3.1 showed)

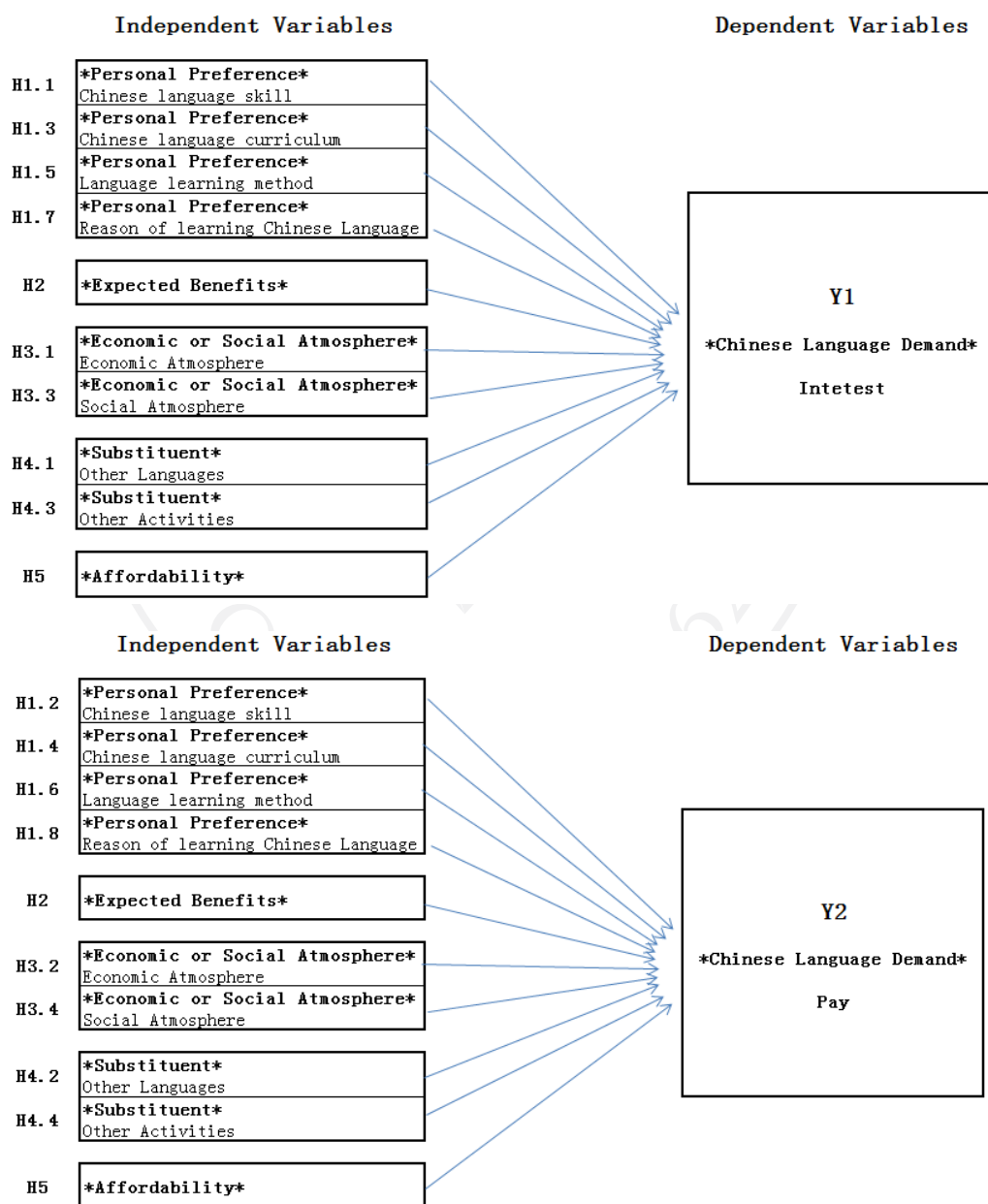


Figure 3.1: Variable Match

What's more, the detail variables are presented accordingly to the proposed hypothesis as follow:

Ho1: There is no relationship between personal preference and Chinese Language Demand.

Ha1: There is a relationship between personal preference and Chinese Language Demand.

Ha1.1: There is a relationship between the interest in Chinese language skill and the interest in studying Chinese language.

Ha1.2: There is a relationship between the interest in Chinese language skill and people paying for learning Chinese language.

Ha1.3: There is a relationship between the interest in Chinese language curriculum and the interest in studying Chinese language.

Ha1.4: There is a relationship between the interest in Chinese language curriculum and people paying for learning Chinese language.

Ha1.5: There is a relationship between the interest in Chinese language learning method and the interest in studying Chinese language.

Ha1.6: There is a relationship between the interest in Chinese language learning method and people paying for learning Chinese language.

Ha1.7: There is a relationship between the reason of learning Chinese Language and the interest in studying Chinese language.

Ha1.8: There is a relationship between the reason of learning Chinese

Language and people paying for learning Chinese language.

Independent variables are four dimensions of Personal Preference about Chinese language which are:

1. Chinese language skill
2. Chinese language curriculum
3. Chinese language learning method
4. Reasons that influence learning Chinese language

Dependent variables are two dimensions of Chinese language demand which are:

1. Interests in studying Chinese language.
2. People paying for learning Chinese language.

Ho2: There is no relationship between expected benefits and Chinese language demand in Bangkok.

Ha2: There is a relationship between expected benefits and Chinese language demand in Bangkok.

Ha2.1: There is a relationship between expected benefits and the interest in studying Chinese language.

Ha2.2: There is a relationship between expected benefits and people paying for learning Chinese language.

Independent variables are one dimension of expected benefits about Chinese language which is:

1. Expected Benefits

Dependent variables are two dimensions of Chinese language demand which are:

1. Interests in studying Chinese language.
2. People paying for learning Chinese language.

Ho3: There is no relationship between economic or social atmosphere and Chinese language demand in Bangkok.

Ha3: There is a relationship between economic or social atmosphere and Chinese language demand in Bangkok.

Ha 3.1: There is a relationship between economic atmosphere and the interest in studying Chinese language.

Ha 3.2: There is a relationship between economic atmosphere and people paying for learning Chinese language.

Ha 3.3: There is a relationship between social atmosphere and the interest in studying Chinese language.

Ha 3.4: There is a relationship between social atmosphere and people paying for learning Chinese language.

Independent variables are two dimensions of economic or social atmosphere which are:

1. Economic atmosphere
2. Social atmosphere

Dependent variables are two dimensions of Chinese language demand which are:

1. Interests in studying Chinese language.
2. People paying for learning Chinese language.

Ho4: There is no relationship between substituent and Chinese language demand in Bangkok.

Ha4: There is a relationship between substituent and Chinese language demand in Bangkok.

Ha 4.1: There is a relationship between other languages and the interest in studying Chinese language.

Ha 4.2: There is a relationship between other languages and people paying for learning Chinese language.

Ha 4.3: There is a relationship between other activities and the interest in studying Chinese language.

Ha 4.4: There is a relationship between other activities and people paying for learning Chinese language.

Independent variables are two dimensions of substituent which are:

1. Other languages
2. Other activities

Dependent variables are two dimensions of Chinese language demand which are:

1. Interests in studying Chinese language.

2. People paying for learning Chinese language.

Ho5: There is no relationship between affordability and Chinese language demand in Bangkok.

Ha5: There is a relationship between affordability and Chinese language demand in Bangkok.

Ha 5.1: There is a relationship between Monthly income and Monthly budget for learning Chinese language.

Independent variable is one dimension of affordability about Chinese language which is:

1. Monthly income

Dependent variable is one dimension of Chinese language demand which is

1. Monthly budget for studying Chinese language.

3.4 Survey Instruments

The author used questionnaire as an instrument to collect data in order to classify and estimate the different kind of factors which may influence the Chinese language demand in Bangkok. The questionnaires included 7 parts which are demographic and general information part, Chinese language demand part (Y), personal preference (X1) part, expected benefits (X2), economic and social atmosphere (X3) part, substitute (X4) part, affordability (income)(X5) part.

Part1. Comprise of demographic and general information such as gender, age, monthly income, education level, major, occupation, hobbies. The questions are close-ended questionnaire and the answer of each question is check list type with a total number of 9 questions. (Table 3.41)

Table 3.41: Level of Demographic Information Measurement and Criteria.

Variable	Level of Measurement	Criteria Classification
1. Age	Ordinal	1. 16 or less than 16 years 2. 17-25 Years 3. 26-35 Years 4. 36-45 Years 4. Over than 45 Years
2. Nationality	Nominal	1. Thai 2. Laos 3. Vietnamese 4. Cambodia 5. Chinese 6. Japanese 7. Korea 8. Others
3. Gender	Nominal	1. Male 2. Female
4. Status	Nominal	1. Single 2. In A Relationship 3. Married 4. Divorced 5. Other
5. Occupation	Nominal	1. Student 2. Company Staff 3. Company Manager 4. Company Senior Manager 5. Entrepreneur 6. Theater 7. Civil servant 8. Freelance: _____ 9. Translator 10. Househusband/Housewife 11. Tour guide 12. Others: _____

(Continued)

Table 3.41(Continued): Level of Demographic Information Measurement and Criteria

6. Monthly Income	Ordinal	<ol style="list-style-type: none"> 1. Less than 15,000 THB 2. 15,000 - 25,000 THB 3. 25,001 - 35,000 THB 4. 35,001 - 45,000 THB 5. 45,001 - 55,000 THB 6. More than 55,000 THB
7. Education Level	Ordinal	<ol style="list-style-type: none"> 1. Primary School or None 2. High School 3. Bachelor's Degree 4. Master's degree 5. Doctoral Degree 6. Above 7. Vocational school
8. Major	Nominal	<ol style="list-style-type: none"> 1. Agriculture 2. Biology 3. Business/Management 4. Communication/Journalism 5. Computer and information science 6. Education
		<ol style="list-style-type: none"> 7. Engineering Technologies 8. Foreign Languages 9. Law 10. Human Services 11. Thai language 12. Medical Science 13. Others: _____
9. Hobbies	Nominal	<ol style="list-style-type: none"> 1. Reading 2. Sports 3. Listening Music 4. Writing 5. Collection 6. Play computer or telephone games 7. Drawing 8. Travel 9. Foodie 10. Watching TV/Movie 11. Music 12. Cooking 13. Others: _____

Part 2 includes general information about Chinese language demand in Bangkok.

The questions are close-ended questionnaire and the answer of each question is check list type with a total number of 6 questions. (Table 3.42)

Table 3.42: Level of Chinese Language Demand (Y) Information Measurement and

Criteria

Variable	Level of Measurement	Criteria Classification
1. Have you learnt Chinese Language	Nominal	1. Yes 2. No
2. Chinese Language curriculum	Nominal	1. Basic Day-to-Day Chinese 2. Parent-child Chinese course 3. Academic Chinese 4. Diplomatic Chinese 5. Comprehensive Chinese 6. Homework-Help Chinese course
		7. Travel Chinese 8. Business Chinese 9. Others: _____ 10. None
3. How long have you learnt Chinese language	Ordinal	1. I Never learnt Chinese 2. less than one year 3. 1 year - 4 years 4. More than 4 years
4. Proficiency in Chinese language	Ordinal	1. Can't use Chinese 2. Can interact in basic Chinese 3. Can interact in good Chinese 4. Very proficient in Chinese
5. Are you interested in studying Chinese language?	Nominal	1. No 2. Not sure 2. Yes
6. Will you spend money on studying Chinese language	Nominal	1. Yes 2. No

Part 3 is about Personal Preference of Chinese language. All the questions are in five-point Likert scale questionnaire. The questions consist of four dimensions presented in personal preference which are Chinese language skills, Chinese language curriculum, Chinese language learning method and the reasons for studying Chinese language. The details as follows:

Chinese language skills includes: Listening skill, speaking skill, reading skill and writing skill.

Chinese language curriculums includes: Basic Day-to-Day Chinese, Comprehensive Chinese, Parents-child Chinese course, Home work-help Chinese course, Academic Chinese, Travel Chinese, Diplomatic Chinese, Business Chinese.

Chinese language learning method includes: Chinese language institution, Online Study, One-on-One tutoring, Listening to Chinese music, Watching Chinese movie or teleplay, Go traveling in China, Make Chinese Friend, Go for business in china, Attend a Chinese summer camp, Go to study in China.

The reasons for studying Chinese language includes: Like Chinese culture, Job relates to Chinese, Would like to travel in China, Listening to Chinese music, Family has Chinese background, Have Chinese Friends, Have Chinese Girlfriends or Boyfriends, Learning Chinese language is a kindly of fashioning trend, Would like to do better in Chinese class, Would like to pass the HSK Chinese examination, Would like to go to study in China in the future

All items were rated by respondents on a five-point Likert scale. Each questions scaled from Number -2 with the statement “Strongly Disagree” / “Not interest” to number 2 with the statement “Strongly Agree” / “Strongly Interest”. The weight (score) are set in each level as followed:

Strongly Agree / Strongly Interest = 2 points

Slightly Agree / Very Interest = 1 points

Neutral / Moderate = 0 points

Slightly Disagree / Slightly Interest = -1 points

Strongly Disagree / Not Interest = -2 point

For the measurement analysis the author use mean and interval class formula to calculate the range of information in each level as followed

$$\begin{aligned} \text{Interval class} &= \frac{\text{Range (max value - min value)}}{\text{Number of Interval}} \\ &= \frac{[2-(-2)]}{5} \\ &= 0.8 \end{aligned}$$

Average score of 1.21 – 2.00 refers to a highest personal preference level.

Average score of 0.41 – 1.20 refers to a high personal preference level.

Average score of -0.41 – 0.40 refers to a medium personal preference level.

Average score of -1.21 – -0.40 refers to a low personal preference level.

Average score of -2 – 1.20 refers to a lowest personal preference level.

Part 4 is about Expected Benefits of Chinese language. All the questions are in five-point Likert scale questionnaire. The job that can receive expected benefits from learning Chinese language listed in my survey are: Teacher, Tour Guide, Company Staff, Company Manager, Company Senior Manager, Entrepreneur, Civil Servant, Translator, Engineer, Househusband /Housewife.

All items were rated by respondents on a five-point Likert scale. Each questions scaled from Number 1 with the statement “Strongly Disagree” to number 5 with the statement “Strongly Agree”. The weight (score) are set in each level as followed:

Strongly Agree	= 2 points
Slightly Agree	= 1 points
Neutral	= 0 points
Slightly Disagree	= 1 points
Strongly Disagree	= -2 point

For the measurement analysis the author use mean and interval class formula to calculate the range of information in each level as followed

$$\begin{aligned} \text{Interval class} &= \frac{\text{Range (max value – min value)}}{\text{Number of Interval}} \\ &= \frac{[2-(-2)]}{5} \\ &=0.8 \end{aligned}$$

Average score of 1.21 – 2.00 refers to a highest Expected Benefits level.

Average score of 0.41 – 1.20 refers to a high Expected Benefits level.

Average score of -0.41 – 0.40 refers to a medium Expected Benefits level.

Average score of -1.21 – -0.40 refers to a low Expected Benefits level.

Average score of -2 – -1.20 refers to a lowest Expected Benefits level.

Part 5 is about Economic and social atmosphere. All the questions are in five-point Likert scale questionnaire. The questions consist of two dimensions presented in economic and social atmosphere, the details as follows:

Economic Factors includes: Increasing China FDI in Thailand, Increasing Thailand FDI in China, ASEAN-China FTA(CAFTA), ASEAN-China Joint Cooperation Committee (ACJCC), Increasing number of China-Thailand joint venture company, Increasing number of joint investment project between TH-CHN, Increasing the number of Chinese tourists visiting in Thailand, Increasing the number of Thai tourists visiting in China, Increasing the number of Chinese students studying in Thailand, Increasing the number of Thai students studying in China, Increasing internationalship between Thailand and China, Increasing the number of Chinese migrating to Thailand, Increasing the number of Thai migrating to China.

Social Factors includes: Increasing the number of Chinese language classes in school, Increasing the number of Chinese language institution, Increasing the number of popular Chinese movie or teleplay, Increasing the number of popular Chinese

songs, Increasing the number of popular Chinese stars, Increasing the number of people using WeChat.

All items were rated by respondents on a five-point Likert scale. Each questions scaled from Number 1 with the statement “Strongly Disagree” to number 5 with the statement “Strongly Agree”. The weight (score) are set in each level as followed

Strongly Agree	= 2 points
Slightly Agree	= 1 points
Neutral	= 0 points
Slightly Disagree	= -1 points
Strongly Disagree	= -2 point

For the measurement analysis the author use mean and interval class formula to calculate the range of information in each level as followed

$$\begin{aligned} \text{Interval class} &= \frac{\text{Range (max value - min value)}}{\text{Number of Interval}} \\ &= \frac{[2 - (-2)]}{5} \\ &= 0.8 \end{aligned}$$

Average score of 1.21 – 2.00 refers to a highest economic and social atmosphere level.

Average score of 0.41 – 1.20 refers to a high economic and social atmosphere

level.

Average score of -0.41 – 0.40 refers to a medium economic and social atmosphere level.

Average score of -1.21 – -0.40 refers to a low economic and social atmosphere level.

Average score of -2 – 1.20 refers to a lowest economic and social atmosphere level.

Part 6 is about Substituent of studying Chinese language. The questions are in five-point Likert scale questionnaire. The questions consist of two dimensions presented in substituent which includes other languages and other activities. The details as follows:

The foreign languages listed in the survey are Chinese, Korean, Russian, French, Italian, English, Japanese, Spanish, German, Vietnamese, Laotian, Cambodian.

The other activities listed in the survey are Learning Guitar, Learning Dancing, Learning Piano, Learning Singing, Learning Art, Exercise, Playing computer games.

All items were rated by respondents on a five-point Likert scale. Each questions scaled from Number 1/0 with the statement “Strongly Disagree” / “Not interest” to number 5/4 with the statement “Strongly Agree” / “Strongly Interest”. The weight (score) are set in each level as followed

Strongly Agree / Strongly Interest	= 2 points
Slightly Agree / Very Interest	= 1 points
Neutral / Moderate	= 0 points
Slightly Disagree / Slightly Interest	= -1 points
Strongly Disagree / Not Interest	= -2 point

For the measurement analysis the author use mean and interval class formula to calculate the range of information in each level as followed

$$\begin{aligned}
 \text{Interval class} &= \frac{\text{Range (max value - min value)}}{\text{Number of Interval}} \\
 &= \frac{[2 - (-2)]}{5} \\
 &= 0.8
 \end{aligned}$$

Average score of 1.21 – 2.00 refers to a highest substituent level.

Average score of 0.41 – 1.20 refers to a high substituent level.

Average score of -0.41 – 0.40 refers to a medium substituent level.

Average score of -1.21 – -0.40 refers to a low substituent level.

Average score of -2 – 1.20 refers to a lowest substituent level.

Part 7 is about the Affordability variable. In order to make clear whether there is relationship between affordability and Chinese demand in Bangkok. This part included the income information and budget for studying Chinese language information. The details as follows:

Table 3.43: Level of Affordability variable

Variable	Level of Measurement	Criteria Classification
Monthly Income	Ordinal	1. Less than 15,000 THB 2. 15,000 - 25,000 THB 3. 25,001 - 35,000 THB 4. 35,001 - 45,000 THB 5. 45,001 - 55,000 THB 6. More than 55,000 THB
Variable	Level of Measurement	Criteria Classification
Budget for learning Chinese	Ordinal	1. less than 2000 baht 2. 2000 - 3000 baht 3. 3001 - 4000 baht 4. 4001 - 5000 baht 5. 5001 - 6000 baht 6. 6001 - 7000 baht 7. 7001 - 8000 baht 8. 8001 - 9000 baht 9. 9001 - 10,000 baht 10. More than 10,000 baht 11. No budget for learning Chinese

Part 8 is deeply estimate the Chinese language demand in Bangkok market, in this part the author classified the demand of Chinese language.

Table 3.44: Classify the Chinese Demand in BBK (Chinese Language Curriculum)

Classify the Chinese Demand in BBK (Chinese language curriculum)			
Independent Variable Y	Factors of Y	Dependent Variable X	Factors of X
Chinese language curriculum	Basic Day-to-Day Chinese Comprehensive Chinese Parent-child Chinese course Homework-Help Chinese course Academic Chinese Travel Chinese Diplomatic Chinese Business Chinese Others: _____	Age	1. 16 or less than 16 years 2. 17-25 Years 3. 26-35 Years 4. Over than 35 Years
		Gender	1. Male 2. Female
		Status	1. Single 2. In A Relations 3. Married 4. Divorced 5. Other
		Occupation	1. Student 2. Company Manager 3. Entrepreneur 4. Civil servant 5. Translator 6. Househusband/Housewife 7. Company Staff 8. Company Senior Manager 9. Theater 10. Tour guide 11. Engineer 12. Others: _____
		Education Level	1. Primary School or None 2. High School 3. Bachelor's Degree 4. Master's degree 5. Doctoral Degree 6. Above

(Continued)

Table 3.44: (Continued): Classify the Chinese Demand in BBK (Chinese Language Curriculum)

		Major	<ol style="list-style-type: none"> 1. Agriculture 2. Biology 3. Business/Management 4. Communication/Journalism 5. Computer and information science 6. Education 7. Engineering Technologies 8. Foreign Languages 9. Law 10. Human Services 11. Thai language 12. Medical Science 13. Others: _____
		Hobbies	<ol style="list-style-type: none"> 1. Reading 2. Writing 3. Drawing 4. Watching TV/Movie 5. Cooking 6. Sports 7. Collection 8. Travel 9. Music 10. Others: _____
		Monthly Income	<ol style="list-style-type: none"> 1. Less than 15,000 THB 2. 15,000 - 25,000 THB 3. 25,001 - 35,000 THB 4. 35,001 - 45,000 THB 5. 45,001 - 55,000 THB 6. More than 55,000 THB

Table 3.45: Classify the Chinese Demand in BBK (Chinese Language Learning

Method)

Classify the Chinese Demand in BBK(Chinese language learning method)			
Independent Variable Y	Factors of Y	Dependent Variable X	Factors of X
Chinese language learning method	Chinese language institution On-Line Study One-on-One tutoring Listening to Chinese music Watching Chinese movie or teleplay Go traveling in china Travel Chinese Go for business in china Attend a Chinese summer camp Go to study in China Others:_____	Age	1. 16 or less than 16 years 2. 17-25 Years 3. 26-35 Years 4. Over than 35 Years
		Gender	1. Male 2. Female
		Status	1. Single 2. In A Relationship 3. Married 4. Divorced 5. Other
		Occupation	1. Student 2. Company Manager 3. Entrepreneur 4. Civil servant 5. Translator 6. Househusband/Housewife 7. Company Staff
			8. Company Senior Manager 9. Theater 10. Tour guide 11. Engineer 12. Others:_____
		Education Level	1. Primary School or None 2. High School 3. Bachelor's Degree 4. Master's degree 5. Doctoral Degree 6. Above
		Major	1. Agriculture 2. Biology 3. Business/Management

(Continued)

Table 3.45: (Continued): Classify the Chinese Demand in BBK (Chinese Language Learning Method)

			4. Communication/Journalism 5. Computer and information science 6. Education 7. Engineering Technologies 8. Foreign Languages 9. Law 10. Human Services 11. Thai language 12. Medical Science 13. Others: _____
		Hobbies	1. Reading 2. Writing 3. Drawing 4. Watching TV/Movie 5. Cooking 6. Sports 7. Collection 8. Travel 9. Music 10. Others: _____

Table 3.46: Classify the Chinese Demand in BBK (Chinese Language Learning Skill)

Classify the Chinese Demand in BBK(Chinese language learning Skill)			
Independent Variable Y	Factors of Y	Dependent Variable X	Factors of X
Chinese language Skill	Listening Speaking Reading Writing	Age	1. 16 or less than 16 years 2. 17-25 Years 3. 26-35 Years 4. Over than 35 Years
		Gender	1. Male 2. Female
		Occupation	1. Student 2. Company Manager 3. Entrepreneur 4. Civil servant 5. Translator

(Continued)

Table 3.46: (Continued): Classify the Chinese Demand in BBK (Chinese Language Learning Skill)

			<ul style="list-style-type: none"> 6. Househusband/Housewife 7. Company Staff 8. Company Senior Manager 9. Theater 10. Tour guide 11. Engineer 12. Others: _____
		Education Level	<ul style="list-style-type: none"> 1. Primary School or None 2. High School 3. Bachelor's Degree 4. Master's degree 5. Doctoral Degree 6. Above
		Major	<ul style="list-style-type: none"> 1. Agriculture 2. Biology 3. Business/Management 4. Communication/Journalism 5. Computer and information science 6. Education 7. Engineering Technologies 8. Foreign Languages 9. Law 10. Human Services 11. Thai language 12. Medical Science 13. Others: _____
		Hobbies	<ul style="list-style-type: none"> 1. Reading 2. Writing 3. Drawing 4. Watching TV/Movie 5. Cooking 6. Sports 7. Collection 8. Travel 9. Music 10. Others: _____

Table 3.47: Classify Chinese Demand in BBK (Learning Chinese Language Reason)

Classify the Chinese Demand in BBK(Chinese language learning Skill)			
Independent Variable Y	Factors of Y	Dependent Variable X	Factors of X
Learning Chinese language reason	Like Chinese culture Job relates to Chinese Would like to travel in China Listening to Chinese music Family has Chinese background Have Chinese Friends Have Chinese Girlfriends or Boyfriends Learning Chinese language is a kindly of fashion trend Would like to do better in Chinese class Would like to pass the HSK Chinese examination Would like to go to study in China in the future	Age	1. 16 or less than 16 years 2. 17-25 Years 3. 26-35 Years 4. Over than 35 Years
		Gender	1. Male 2. Female
		Occupation	1. Student 2. Company Manager 3. Entrepreneur 4. Civil servant 5. Translator 6. Househusband/Housewife 7. Company Staff 8. Company Senior Manager 9. Theater 10. Tour guide 11. Engineer 12. Others: _____
		Education Level	1. Primary School or None 2. High School 3. Bachelor's Degree 4. Master's degree 5. Doctoral Degree 6. Above
		Major	1. Agriculture 2. Biology 3. Business/Management 4. Communication/Journalism 5. Computer and information science 6. Education 7. Engineering Technologies

(Continued)

Table 3.47: (Continued): Classify the Chinese Demand in BBK (Learning Chinese Language Reason)

			8. Foreign Languages 9. Law 10. Human Services 11. Thai language 12. Medical Science 13. Others: _____
		Hobbies	1. Reading 2. Writing 3. Drawing 4. Watching TV/Movie 5. Cooking 6. Sports 7. Collection 8. Travel 9. Music 10. Others: _____

3.5 Reliability and Validity Assessment

The questionnaire has been examined within two importance aspects which are content validity and reliability to ensure that respondents have a common understanding of questionnaire and they can answer based on fact as well as statistical reliability of the questionnaire.

3.5.1 Content Validity

All questions are proposed by the review from previous works and literature but in order to ensure content validity of the questionnaire the author submitted the questionnaire to thesis advisors and three qualified experts in related field which are

- a. Mr. Sun Wanhe – A Chinese Teacher in Nanmee language center.
- b. Ms. Kanyara Khwandee – A sales executive in Chinese communication and culture school.

c. Ms. Kunthaphat – A student who is learning Chinese language.

To prove the consistency of questions, the author use Index of Item - Objective Congruence (IOC) method to calculate the consistency between the objective and content or questions and objective.

$$IOC = \Sigma R/N$$

Where:

IOC = Consistency between the objective and content or questions and objectives.

ΣR = Total assessment points given from all qualified experts.

N = Number of qualified experts.

The consistency index value must have the value of 0.5 or above to be accepted.

After receiving assessment result, the questions have been chosen and adapt to make sure that each question has the consistency index value more than 0.5. The assessment result of this questionnaire has the total consistency index value equal to 0.9875 without any question with the value less than 0.5.

3.5.2 Reliability

The author launched the questionnaire to 30 samples as a pilot test to examine the reliability of the questionnaire. The reliability test for this research is processed on computer program by using Cronbach's alpha coefficient.

Table 3.5.21: Criteria of Reliability

Cronbach' s Alpha Coefficient	Reliability Level	Reliability Level
0.80 - 1.00	Very High	Excellent
0.70 - 0.79	High	Good
0.50 - 0.69	Medium	Fair
0.30 - 0.49	Low	Poor
Less than 0.30	Very Low	Unacceptable

Source: Vanitbuncha, K. (2003). Statistical analysis: Statistics for management and research. Thailand: Department of Statistic Faculty of Chulalongkon University.

If Cronbach's alpha coefficient is more than 0.70, the questionnaire reliability is acceptable (Cronbach, 1951; Olorunniwo et al., 2006). The criteria of reliability are illustrated in table 3.5.21.

The value of Cronbach's alpha coefficient of the 30 pre-test questionnaires is 0.940 with N of items = 30. As the result shown in table 3.5.22, the value of Cronbach's alpha for Personal Preference, Expected Benefits, Economic and Social Atmosphere and Substituent are 0.936, 0.827, 0.919 and 0.884 respectively. As a result, all items of variables are in the excellent level reliability level. That means all the variables are acceptable in this study based on the result of alpha value.(As Table 3.5.22 showed)

Table 3.5.22: The Result of Cronbach's Alpha Test with 30 Try-out Questionnaires.

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	0.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3.5.22: The Result of Cronbach's Alpha Test with 30 Try-out Questionnaires.

Variables	Cronbach' s Alpha	Number of Items
All Parts	.940	86
Personal Preference	.936	33
Expected Benefits	.827	10
Economic and Social Atmosphere	.919	19
Substituent	.884	23

3.6 Data Collection

In this study, data used within this research comprise of two types of data which are primary data and secondary data.

1. Primary Data are data received from questionnaire instruments that which collected in Bangkok. The questionnaire is 400 copies consist of Bangkok residences.

2. Secondary Data are information that has been collected, analyzed and organized throughout this thesis from the review of literature in related topics such as international journal, local journal, articles, books, research and the Internet.

3.7 Statistic for Data Analysis

Data analysis process for this research is processed on a computer program and presented on a format of table of content along with description on each table. As for the statistic for data analysis, the author use:

1. Descriptive Statistics Analysis by using frequency and percentage to explain demographic data and classify the demand of Chinese language which consist of the choices of curriculum from different groups people, the choices of Chinese language

learning method from different groups people and the choices of learning skills from different groups of people.

2. Using Binary logistic regression and correlation method to analyze the relationship between Personal Preference, Expected Benefits, Economic or Social Atmosphere, Substituent, Affordability and the Chinese language demand in BBK.

Binary logistic regression is most useful when you want to model the event probability for a categorical response variable with two outcomes. We can estimate models using block entry of variables or any of the following stepwise methods: forward conditional, forward LR, forward Wald, backward conditional, backward LR, or backward Wald.

Table 3.7.1:Statistic Method of Data Analysis used for Hypothesis Analyzing Process.

Statistic for Data Analysis used for Hypothesis Analyzing Process		
Hypothesis	Question in Survey	Statistic Method
H1a: There is a relationship between Personal Preference and Chinese Language Demand in Bangkok.	2.5 Are you interested in studying Chinese language?	Logistic Regression Correlations
	2.6 Will you spend money on studying Chinese language	
	3.1 What is your level of interest in Chinese language skill?	
	3.2 What is your level of interest in Chinese language curriculum?	
	3.3 What is your level of interest in Chinese language learning method?	
	3.4 Base on your opinion, score the reasons that influence learning Chinese language?	
Ha 1.1: There is a relationship between the interest in Chinese language skill and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language?	Correlations
	3.1 What is your level of interest in Chinese language skill?	

(Continued)

Table 3.7.1: (Continued): Statistic method of Data Analysis used for Hypothesis Analyzing Process

Ha 1.2: There is a relationship between the interest in Chinese language skill and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 3.1 What is your level of interest in Chinese language skill?	Binary Logistic Regression
Ha 1.3: There is a relationship between the interest in Chinese language curriculum and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language? 3.2 What is your level of interest in Chinese language curriculum?	Correlations
Ha 1.4: There is a relationship between the interest in Chinese language curriculum and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 3.2 What is your level of interest in Chinese language curriculum?	Binary Logistic Regression
Ha 1.5: There is a relationship between the interest in Chinese language learning method and the interest in studying Chinese language	2.5 Are you interested in studying Chinese language? 3.3 What is your level of interest in Chinese language learning method?	Correlations
Ha 1.6: There is a relationship between the interest in Chinese language learning method and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 3.3 What is your level of interest in Chinese language learning method?	Binary Logistic Regression
Ha 1.7: There is a relationship between the reason of learning Chinese Language and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language? 3.4 Base on your opinion, score the reasons that influence learning Chinese language?	Correlations
Ha 1.8: There is a relationship between the reason of learning Chinese Language and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 3.4 Base on your opinion, score the reasons that influence learning Chinese language?	Binary Logistic Regression
Ha 2: There is a relationship between Expected Benefits and Chinese language demand in Bangkok.	2.5 Are you interested in studying Chinese language? 2.6 Will you spend money on studying Chinese language 4.1 Base on your opinion, score the job that can receive expected benefits from learning Chinese language.	Logistic Regression Correlations
Ha 2.1: There is a relationship between Expected Benefits and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language? 14.1 Base on your opinion, score the job that can receive expected benefits from learning Chinese language.	Correlations

(Continued)

Table 3.7.1: (Continued): Statistic Method of Data Analysis Used for Hypothesis

Ha 2.2: There is a relationship between Expected Benefits and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 14.1 Base on your opinion, score the job that can receive expected benefits from learning Chinese language.	Binary Logistic Regression
Ha 3: There is a relationship between Economic or social atmosphere and Chinese language demand in Bangkok.	2.5 Are you interested in studying Chinese language? 2.6 Will you spend money on studying Chinese language 5.1 What economic factors can influence the level of Chinese language demand? 5.2 What social factors can influence the level of Chinese language demand?	Logistic Regression Correlations
Ha 3.1: There is a relationship between Economic atmosphere and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language? 5.1 What economic factors can influence the level of Chinese language demand?	Correlations
Ha 3.2: There is a relationship between economic atmosphere and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 5.1 What economic factors can influence the level of Chinese language demand?	Binary Logistic Regression
Ha 3.3: There is a relationship between Social atmosphere and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language? 5.2 What social factors can influence the level of Chinese language demand?	Correlations
Ha 3.4: There is a relationship between Social atmosphere and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 5.2 What social factors can influence the level of Chinese language demand?	Binary Logistic Regression
Ha 4: There is a relationship between Substituent and Chinese language demand in Bangkok.	2.5 Are you interested in studying Chinese language? 2.6 Will you spend money on studying Chinese language 6.1 If you have the opportunity to learn a new language, mark your level of interest. 6.3 Will you agree to choose the following activities over than learning Chinese language?	Logistic Regression Correlations

(Continued)

Table 3.7.1: (Continued): Statistic Method of Data Analysis Used for Hypothesis Analyzing Process

Ha 4.1: There is a relationship between Other languages and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language? 6.1 If you have the opportunity to learn a new language, mark your level of interest.	Correlations
Ha 4.2: There is a relationship between Other languages and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 6.1 If you have the opportunity to learn a new language, mark your level of interest.	Binary Logistic Regression
Ha 4.3: There is a relationship between Other activities and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language? 6.3 Will you agree to choose the following activities over than learning Chinese language?	Correlations
Ha 4.4: There is a relationship between Other activities and people paying for learning Chinese language.	2.6 Will you spend money on studying Chinese language 6.3 Will you agree to choose the following activities over than learning Chinese language?	Binary Logistic Regression
Ha 5: There is a relationship between Affordability and Chinese language demand in Bangkok.	2.5 Are you interested in studying Chinese language? 2.6 Will you spend money on studying Chinese language 1.6 What's your monthly income? 7.1. What is your monthly budget for learning Chinese?	Correlations
Ha 5.1: There is a relationship between Monthly income and Monthly budget for learning Chinese language.	1.6 What's your monthly income? 7.1. What is your monthly budget for learning Chinese?	Correlations
Ha 5.2: There is a relationship between Monthly income and the interest in studying Chinese language.	2.5 Are you interested in studying Chinese language? 1.6 What's your monthly income?	Correlations
Ha 5.3: There is a relationship between Monthly income and the interest in studying Chinese language.	2.6 Will you spend money on studying Chinese language. 1.6 What's your monthly income?	Correlations

CHAPTER 4

RESEARCH FINDINGS AND DATA ANALYSIS

In this chapter, the author presents the empirical study of the research along with an analysis of the empirical study. The analysis part will be conducted by using the framework of references from the second chapter and method given in the previous chapter.

The results of this research will be presented within 4 parts:

Part 1: The analysis of demographic information of samples by using frequency and percentage.

Part 2: The analysis of demographic information and Chinese language basic demand in Bangkok by using Cross tabulation.

Part 3: The analysis of s personal preference, expected benefits and economic and social atmosphere by using mean (\bar{X}) and standard deviation (S.D).

Part 4: The analytical results for hypothesis testing.

Symbol used for Data Analysis

\bar{X} is mean value from samples.

S.D. is standard deviation from samples.

n is number of samples.

* is indicator of a statistically significant at 0.05 significance level.

** is indicator of a statistically significant at 0.01 significance lev

t is a ratio of the departure of an estimated parameter from its notional value and its standard error.

Beta is the estimates resulting from an analysis carried out on independent variables that have been standardized so that their variances are 1.

4.1 The Analysis of Demographic Information of Samples

Table 4.1: Frequency and Percentage of General Information; Age.

Age		
	Frequency	Percent
16 or less than 16 years	68	17.0
17-25 Years	160	40.0
26-35 Years	107	26.8
36-45 Years	43	10.8
Over than 45 Years	22	5.5
Total	400	100.0

Most respondents age are in the range between 17-25 years old which equal to 160 respondents (40%) followed by 26-35 years old 107 respondents (26.8%), 16 or less than 16 years old 68 respondents (17.0%), 36-45 years old 43 respondents (10.8%) and Over than 45 years old 22 respondents (5.5%) respectively.

Table 4.2: Frequency and Percentage of General Information; Nationality

Nationality		
	Frequency	Percent
Thai	395	98.8
Vietnamese	2	.5
Japanese	3	.8
Total	400	100.0

The majority of respondents are Thai with total number equal to 395 respondents (98.8%) and Vietnamese 2 respondents (0.5%), Japanese 3 respondents (0.8%).

Table 4.3: Frequency and Percentage of General Information; Gender

Gender		
	Frequency	Percent
Male	188	47.0
Female	212	53.0
Total	400	100.0

The majority of respondents are female with total number equal to 212 respondents (53%) and male 188 respondents (47%).

Table 4.4: Frequency and Percentage of General Information; Status

Status		
	Frequency	Percent
Single	300	75.0
In A Relationship	41	10.3
Married	52	13.0
Devoiced	5	1.3
Others	2	.5
Total	400	100.0

The majorities of respondents' status are single with total number equal to 300 respondents (75%), married 52 respondents (13%), in a relationship 41 respondents (10.3%), divorced 5 respondents (1.3%) and others 2 respondents (0.5%) respectively.

Table 4.5: Frequency and Percentage of General Information; Occupation

Occupation		
	Frequency	Percent
Student	173	43.3
Company Staff	118	29.5
Company Manager	3	.8
Company Senior Manager	8	2.0
Entrepreneur	31	7.8
Theater	14	3.5
Civil servant	12	3.0

(Continued)

Table 4.5(Continued): Frequency and Percentage of General Information;
Occupation

Freelance:_____	14	3.5
Translator	2	.5
Househusband/Housewife	18	4.5
Others:_____	7	1.8
Total	400	100.0

The majority of respondents are Students which equal to 173 respondents (43.3%), Company Staff 118 (29.5%), Entrepreneur 31 respondents (7.8%), Househusband/Housewife 18 (4.5%) and Freelance Theater and 14 respondents (3.5%), Civil servant 12 respondents (3%), Company Senior Manager 8 respondents (2%), Others 7 respondents (1.8%), Company Manager 3 respondents (0.8%) and Translator 2 respondents (0.5%) respectively.

Table 4.6: Frequency and Percentage of General Information; Monthly Income

Monthly Income		
	Frequency	Percent
Less than 15,000 THB	181	45.3
15,000 - 25,000 THB	103	25.8
25,001 - 35,000 THB	43	10.8
35,001 - 45,000 THB	23	5.8
45,001 - 55,000 THB	26	6.5
More than 55,000 THB	24	6.0
Total	400	100.0

The majority of respondents' incomes are less than 15,000 baht which equal to 181 respondents (45.3%), 15,000-25,000 baht 103 respondents (25.8%), 25,001-35,000 baht 43 respondents (10.8%), 45,001-55,000 baht 26 respondents (6.5%), more than 55,000 baht 24 respondents (6%) and 35,001-45,000 baht 23 respondents (5.8%) respectively.

Table 4.7: Frequency and Percentage of General Information; Education

Education		
	Frequency	Percent
Primary School or None	39	9.8
High School	84	21.0
Vocational school	36	9.0
Bachelor's Degree	195	48.8
Master's degree	42	10.5
Doctoral Degree	2	.5
Above	2	.5
Total	400	100.0

Most respondents have education level in bachelor's degree equal to 195 respondents (48.8%), high school 84 respondents (21%), Master's degree 42 respondents (10.5%), Primary School or None 39 respondents (9.8%), Vocational school 36 respondents (9%), Doctoral Degree and Above 2 respondents (0.5%) respectively.

Table 4.8: Frequency and Percentage of General Information; Major

Major		
	Frequency	Percent
Agriculture	6	1.5
Engineering Technologies	36	9.0
Biology	14	3.5
Foreign Languages	30	7.5
Business/Management	49	12.3
Law	8	2.0
Communication/Journalism	1	.3
Human Services	4	1.0
Computer and information science	15	3.8
Thai language	14	3.5
Education	6	1.5
Medical Science	5	1.3
Others:_____	212	53.0
Total	400	100.0

Table 4.9: Frequency and Percentage of General Information; Hobby

Table 4.9.1:Reading

	Frequency	Percent
Dislike	181	45.3
Like	219	54.8
Total	400	100.0

The majority of respondents like reading with total number equal to 219 respondents (54.9%) and 181 respondents (45.3%) don't like reading.

Table 4.9.2:Sports

	Frequency	Percent
Dislike	262	65.5
Like	138	34.5
Total	400	100.0

The majority of respondents are dislike sports with total number equal to 262 respondents (65.5%) and 138 respondents (34.5%) like sports.

Table 4.9.3:Listening Music

	Frequency	Percent
Dislike	179	44.8
Like	221	55.3
Total	400	100.0

The majority of respondents like reading with total number equal to 221 respondents (55.3%) and 179 respondents (44.8%) don't like reading.

Table 4.9.4:Writing

	Frequency	Percent
Dislike	370	92.5
Like	30	7.5
Total	400	100.0

The majority of respondents are dislike writing with total number equal to 370 respondents (92.5%) and 30 respondents (7.5%) like writing.

Table 4.9.5:Collection

	Frequency	Percent
Dislike	388	97.0
Like	12	3.0
Total	400	100.0

The majority of respondents are dislike collection with total number equal to 388 respondents (97%) and 12 respondents (3%) like collection.

Table 4.9.6:Play computer or telephone games

	Frequency	Percent
Dislike	295	73.8
Like	105	26.3
Total	400	100.0

The majority of respondents are dislike playing computer or telephone games with total number equal to 295 respondents (73.8%) and 105 respondents (26.3%) like playing computer or telephone games.

Table 4.9.7:Drawing

	Frequency	Percent
Dislike	343	85.8
Like	57	14.3
Total	400	100.0

The majority of respondents are dislike drawing with total number equal to 343 respondents (85.8%) and 57 respondents (14.3%) like drawing.

Table 4.9.8:Travel

	Frequency	Percent
Dislike	200	50.0
Like	200	50.0
Total	400	100.0

The respondents who like travel and don't like travel are the same with total number equal to 200(50%).

Table 4.9.9: Foodie

	Frequency	Percent
Dislike	284	71.0
Like	116	29.0
Total	400	100.0

The majority of respondents are not foodie with total number equal to 284 respondents (71%) and 116 respondents (29%) are foodie.

Table 4.9.10: Watching TV/Movie

	Frequency	Percent
Dislike	150	37.5
Like	250	62.5
Total	400	100.0

The majority of respondents like watching TV or movie with total number equal to 250 respondents (62.5%) and 150 respondents (37.5%) don't like watching TV or movie.

Table 4.9.11: Play Music

	Frequency	Percent
Dislike	337	84.3
Like	63	15.8
Total	400	100.0

The majority of respondents are dislike playing music with total number equal to 337 respondents (84.3%) and 63 respondents (15.8%) like playing music.

Table 4.9.12: Cooking

	Frequency	Percent
Dislike	305	76.3
Like	95	23.8
Total	400	100.0

The majority of respondents are dislike cooking with total number equal to 305 respondents (76.3%) and 95 respondents (23.8%) like cooking.

Table 4.9.13: Others

	Frequency	Percent
Dislike	383	95.8
Like	17	4.3
Total	400	100.0

The majority of respondents don't choose others with total number equal to 383 respondents (95.8%) and 17 respondents (4.3%) choose others.

4.2 The analysis of demographic information and Chinese language basic demand in Bangkok.

Table 4.10: Cross-tabulation of Age and the Information about Have You Learnt Chinese language.

Age * Have you learnt Chinese Language? Cross tabulation

		Have you learnt Chinese Language?		Total
		Yes	No	
Age	16 or less than 16 years	48	20	68
	17-25 Years	103	57	160
	26-35 Years	25	82	107
	36-45 Years	12	31	43
	Over than 45 Years	5	17	22
Total		193	207	400

The majority of respondents didn't learn Chinese language with total number equal to 207 respondents which includes 16 or less than 16 years old 20 respondents, 17-25 years old 57 respondents, 26-35 years old 82 respondents, 36-45 years old 31 respondents, over than 45 years old 17 respondents. The most people who learnt Chinese language in the range 17 to 25 years old 103 respondents, followed by 16 or less than 16 years old 48 respondents, 26-35 years old 26 respondents, 36-45 years old 12 respondents over than 45 years old 5 respondents.

Table 4.11: Cross-tabulation of Nationality and the Information about Have You Learnt Chinese language.

Nationality * Have you learnt Chinese Language? Cross tabulation

		Have you learnt Chinese Language?		Total
		Yes	No	
Nationality	Thai	190	205	395
	Vietnamese	0	2	2
	Japanese	3	0	3
Total		193	207	400

The majority of respondents didn't learn Chinese language with total number equal to 207 respondents which includes Thai 205 respondents, Vietnamese 2 respondents. In this survey all Japanese learnt Chinese language before 3 respondents.

Table 4.12: Cross-tabulation of Gender and the Information about Have You Learnt Chinese Language.

Gender * Have you learnt Chinese Language? Cross tabulation

		Have you learnt Chinese Language?		Total
		Yes	No	
Gender	Male	84	104	188
	Female	109	103	212
Total		193	207	400

The majority of respondents didn't learn Chinese language with total number equal to 207 respondents which includes male 104 respondents, female 103 respondents. In this survey most of female learnt Chinese language before 109 respondents.

Table 4.13: Cross-tabulation of Status and the information about have you learnt Chinese language.

Status * Have you learnt Chinese Language? Crosstabulation

		Have you learnt Chinese Language?		Total
		Yes	No	
Status	Single	156	144	300
	In A Relationship	27	14	41
	Married	10	42	52
	Devoiced	0	5	5
	Others	0	2	2
Total		193	207	400

The majority of respondents didn't learn Chinese language with total number equal to 207 respondents which includes single 144 respondents, in a relationship 14 respondents, married 42 respondents, devoiced 5 respondents, others 2 respondents.

The most people who learnt Chinese language is in the range single 156 respondents, followed by 1 in a relationship 27 respondents, married 10 respondents.

Table 4.14: Cross-tabulation of Occupation and the Information about Have You

Learnt Chinese Language.

Occupation * Have you learnt Chinese Language? Crosstabulation

		Have you learnt Chinese Language?		Total
		Yes	No	
Occupation	Student	121	52	173
	Company Staff	40	78	118
	Company Manager	0	3	3
	Company Senior Manager	3	5	8
	Entrepreneur	7	24	31
	Theater	5	9	14
	Civil servant	5	7	12
	Freelance	2	12	14
	Translator	1	1	2
	Househusband/Housewife	3	15	18
	Others	6	1	7
Total		193	207	400

The majority of respondents didn't learn Chinese language with total number equal to 207 respondents which includes student 52 respondents, company staff 78 respondents, company manager 3 respondents, company senior manager 5 respondents, entrepreneur 24 respondents, teacher 9 respondents, civil servant 7 respondents, freelance 12 respondents, translator 1 respondents, househusband/housewife 15 respondents and others 1 respondents. The most people who learnt Chinese language is in the range students 121 respondents.

Table 4.15: Cross-tabulation of Salary and the Information about Have you Learnt Chinese Language.

Salary * Have you learnt Chinese Language? Cross tabulation

		Have you learnt Chinese Language?		Total
		Yes	No	
Salary	Less than 15,000 THB	124	57	181
	15,000 - 25,000 THB	33	70	103
	25,001 - 35,000 THB	13	30	43
	35,001 - 45,000 THB	7	16	23
	45,001 - 55,000 THB	5	21	26
	More than 55,000 THB	11	13	24
Total		193	207	400

The majority of respondents didn't learn Chinese language with total number equal to 207 respondents which includes less than 15,000 THB 57 respondents, 15,000 - 25,000 THB 70 respondents, 25,001 - 35,000 THB 30 respondents, 35,001 - 45,000 THB 16 respondents, 45,001 - 55,000 THB 21 respondents and more than 55,000 THB 13 respondents. The most people who learnt Chinese language is in the range less than 15,000 THB 124 respondents followed by 15,000 - 25,000 THB 33

respondents, 25,001 - 35,000 THB 13 respondents, more than 55,000 THB 11 respondents, 35,001 - 45,000 7 respondents and 45,001 - 55,000 THB 5 respondents .

Table 4.16: Cross-tabulation of Education Level and the Information about Have You Learnt Chinese Language.

Education * Have you learnt Chinese Language? Crosstabulation

		Have you learnt Chinese Language?		Total
		Yes	No	
Education	Primary School or None	22	17	39
	High School	53	31	84
	Vocational school	14	22	36
	Bachelor's Degree	87	108	195
	Master's degree	15	27	42
	Doctoral Degree	2	0	2
	Above	0	2	2
Total		193	207	400

The majority of respondents didn't learn Chinese language with total number equal to 207 respondents which includes primary school or none 17 respondents, high school 31 respondents, vocational school 22 respondents, Bachelor's Degree 108 respondents, Master's degree 27 respondents and above Doctoral Degree 2 respondents. The most people who learnt Chinese language is in the range Bachelor's Degree 87 respondents followed by high school 53 respondents, primary school or none 22 respondents, Master's degree 15 respondents, vocational school 14 respondents and Doctoral Degree 2 respondents .

Table 4.17: Cross-tabulation of Proficiency in Chinese Language and the Information About Have you Learnt Chinese Language.

What is your level of proficiency in Chinese language? * Have you learnt Chinese Language?

Cross tabulation

		Have you learnt Chinese Language?		Total
		Yes	No	
What is your level of proficiency in Chinese language?	Can't use Chinese	116	196	312
	Listening is ok but can't speak	31	9	40
	Listening and Speaking is ok but not very good	34	0	34
	Daily talk no problem, Listening and speaking is very good	12	2	14
Total		193	207	400

In this survey it shows the majority of respondents can't use Chinese with total number equal to 312 respondents which includes the people who didn't learn Chinese language 196 respondents and the people who learnt Chinese language 116 respondents. The respondents' proficiency in Chinese language in the range Listening is ok but can't speak are 40 which includes 31 respondents have learnt Chinese language and 9 respondents didn't learnt Chinese language. The respondents' proficiency of Chinese language in the range listening and speaking is ok but not very good are 34 and all of the respondents have learnt Chinese language. What's more, only 14 respondents' proficiency of Chinese language is daily talk no problem, listening and speaking is very good which includes 12 respondents have learnt Chinese language and 2 respondents didn't learnt Chinese language.

Table 4.18: Cross-tabulation of Age and the Information about Will You Spend Money on Studying Chinese Language.

Age * Will you spend money on studying Chinese language? Cross tabulation

		Will you spend money on studying Chinese language?		Total
		Yes	NO	
Age	16 or less than 16 years	50	18	68
	17-25 Years	101	59	160
	26-35 Years	88	19	107
	36-45 Years	30	13	43
	Over than 45 Years	17	5	22
Total		286	114	400

The majority of respondents will pay for learning Chinese language with total number equal to 286 respondents which includes 17-25 years old 101 respondents, 26-35 years old 88 respondents, 16 or less than 16 years old 50 respondents, 36-45 Years 30 respondents and over than 45 years old 17 respondents. The people who will not pay for learning Chinese language includes 7-25 years old 59 respondents, 26-35 years old 19 respondents, 16 or less than 16 years old 18 respondents, 36-45 Years 13 respondents and over than 45 years old 5 respondents.

Table 4.19: Cross-tabulation of Nationality and the Information about Will you Spend Money on Studying Chinese Language.

Nationality * Will you spend money on studying Chinese language? Cross tabulation

		Will you spend money on studying Chinese language?		Total
		Yes	NO	
Nationality	Thai	281	114	395
	Vietnamese	2	0	2
	Japanese	3	0	3
Total		286	114	400

The majority of respondents will pay for learning Chinese language with total number equal to 286 respondents which includes Thai 281 respondents, Vietnamese 2 respondents and Japanese 3 respondents. The people who will not pay for learning

Chinese language are Thai 114 respondents.

Table 4.20: Cross-tabulation of Gender and the Information about Will You Spend Money on Studying Chinese Language.

Gender * Will you spend money on studying Chinese language? Cross tabulation

		Will you spend money on studying Chinese language?		Total
		Yes	NO	
Gender	Male	142	46	188
	Female	144	68	212
Total		286	114	400

The majority of respondents will pay for learning Chinese language with total number equal to 286 respondents which includes female 144 respondents and male 142 respondents. The people who will not pay for learning Chinese language are female 68 respondents and male 46 respondents.

Table 4.21: Cross-tabulation of Status and the Information about Will You Spend Money on Studying Chinese Language.

Status * Will you spend money on studying Chinese language? Cross tabulation

		Will you spend money on studying Chinese language?		Total
		Yes	NO	
Status	Single	214	86	300
	In A Relationship	29	12	41
	Married	36	16	52
	Devoiced	5	0	5
	Others	2	0	2
Total		286	114	400

The majority of respondents will pay for learning Chinese language with total number equal to 286 respondents which includes single 214 respondents, married 36 respondents, in a relationship 29 respondents, devoiced 5 respondents and others 2

respondents. The people who will not pay for learning Chinese language includes single 86 respondents, married 16 respondents and in a relationship 12 respondents.

Table 4.22: Cross-tabulation of Occupation and the Information about Will You Spend Money on Studying Chinese Language.

Occupation * Will you spend money on studying Chinese language? Cross tabulation

		Will you spend money on studying Chinese language?		Total
		Yes	NO	
Occupation	Student	115	58	173
	Company Staff	98	20	118
	Company Manager	3	0	3
	Company Senior Manager	8	0	8
	Entrepreneur	19	12	31
	Theater	12	2	14
	Civil servant	6	6	12
	Freelance	7	7	14
	Translator	2	0	2
	Househusband/Housewife	10	8	18
	Others	6	1	7
Total		286	114	400

The majority of respondents will pay for learning Chinese language with total number equal to 286 respondents which includes student 115 respondents, company staff 98 respondents, company manager 3 respondents, company senior manager 8 respondents, entrepreneur 19 respondents, teacher 12 respondents, civil servant 6 respondents, freelance 7 respondents, translator 2 respondents, househusband/housewife 10 respondents and others 6 respondents. The people who will not pay for learning Chinese language are 114 respondents which include student 58 respondents, company staff 20 respondents, entrepreneur 12 respondents, teacher 2 respondents, civil servant 6 respondents, freelance 7 respondents,

househusband/housewife 8 respondents and others 1 respondent. In this survey it shows all company managers, company senior managers and translators will pay for learning Chinese language.

Table 4.23: Cross-tabulation of Salary and the Information about Will You Spend Money on Studying Chinese Language.

Salary * Will you spend money on studying Chinese language? Cross tabulation

		Will you spend money on studying Chinese language?		Total
		Yes	NO	
Salary	Less than 15,000 THB	123	58	181
	15,000 - 25,000 THB	71	32	103
	25,001 - 35,000 THB	31	12	43
	35,001 - 45,000 THB	19	4	23
	45,001 - 55,000 THB	21	5	26
	More than 55,000 THB	21	3	24
Total		286	114	400

The majority of respondents will pay for learning Chinese language with total number equal to 286 respondents which includes less than 15,000 THB 123 respondents, 15,000 - 25,000 THB 71 respondents, 25,001 - 35,000 THB 31 respondents, 35,001 - 45,000 19 respondents, 45,001 - 55,000 THB 21 respondents and more than 55,000 THB 21 respondents. The most people who will pay for learning Chinese language is in the range less than 15,000 THB 58 respondents followed by 15,000 - 25,000 THB 32 respondents, 25,001 - 35,000 THB 12 respondents, 45,001 - 55,000 THB 5 respondents, 35,001 - 45,000 4 respondents and more than 55,000 THB 3 respondents .

Table 4.24: Cross-tabulation of Salary and the Information about Will You Spend

Money on Studying Chinese Language.

Education * Will you spend money on studying Chinese language? Cross tabulation

		Will you spend money on studying Chinese language?		Total
		Yes	NO	
Education	Primary School or None	28	11	39
	High School	58	26	84
	Vocational school	21	15	36
	Bachelor's Degree	147	48	195
	Master's degree	28	14	42
	Doctoral Degree	2	0	2
	Above	2	0	2
Total		286	114	400

The majority of respondents will pay for learning Chinese language with total number equal to 286 respondents which includes primary school or none 28 respondents, high school 58 respondents, vocational school 21 respondents, Bachelor's Degree 147 respondents, Master's degree 28 respondents, Doctoral Degree 2 respondents and above Doctoral Degree 2 respondents. The most people who will pay for learning Chinese language is in the range Bachelor's Degree 48 respondents followed by high school 26 respondents, vocational school 15 respondents, Master's degree 14 respondents and primary school or none 11 respondents. The survey shows that all respondents who is Doctoral Degree or above Doctoral Degree will pay for learning Chinese language.

4.3 The analysis of Personal Preference, Expected Benefits, Economic and Social Atmosphere and Substitute of Chinese language in Bangkok.

The analysis and interpretation of Personal Preference, Expected Benefits, Economic/Social Atmosphere and Substitute will use the average score interpretation

that was presented in chapter 3 as follow:

Average score of 1.21 – 2.00 refers to a highest level.

Average score of 0.41 – 1.20 refers to a high level.

Average score of -0.41 – 0.40 refers to a medium level.

Average score of -1.21 – -0.40 refers to a low level.

Average score of -2 – 1.20 refers to a lowest level.

All items were rated by respondents on a five-point Likert scale. Each questions scaled from Number -2 with the statement “Strongly Disagree” / “Not interest” to number 2 with the statement “Strongly Agree” / “Strongly Interest”. The weight (score) are set in each level as followed:

Strongly Agree / Strongly Interest = 2 points

Slightly Agree / Very Interest = 1 points

Neutral / Moderate = 0 points

Slightly Disagree / Slightly Interest = -1 points

Strongly Disagree / Not Interest = -2 point

Table 4.25: The Mean (\bar{X}) and Standard Deviation (S.D.) of Chinese language skill.

Chinese language skill				
	N	Mean	S.D	Interpretation
Listening	400	.9475	.91479	High Level
Speaking	400	.9975	.96167	High Level
Reading	400	.4750	.91732	High Level
Writing	400	.4100	.95613	High Level
Valid N (listwise)	400	.7075	.93747	High Level

From the data presented in table 4.25 the results of Chinese language skill which

is one part of personal preference revealed that the overall attitudes of respondents are in high level ($\bar{X} = 0.7075$, S.D. = 0.93747). Which can be explained in detail as follow: The topic related to Speaking is ranked in high level with a highest level of mean ($\bar{X} = 0.9975$, S.D. = 0.96167). Listening ranked in the high level as well ($\bar{X} = 0.9475$, S.D. = 0.91479). Reading ranked in high level ($\bar{X} = 0.4750$, S.D. = 0.91732). The last writing topic is also ranked in high level ($\bar{X} = 0.4100$, S.D. = 0.93747).

Table 4.26: The Mean (\bar{X}) and Standard Deviation (S.D.) of Chinese Language Curriculum.

Chinese language curriculum				
	N	Mean	Std. Deviation	Interpretation
Basic Day-to-Day Chinese	400	.9875	.99237	High Level
Comprehensive Chinese	400	.8675	.89271	High Level
Parent-child Chinese course	400	.2600	.84212	Medium level
Homework-Help Chinese course	400	.1900	.95979	Medium level
Academic Chinese	400	.1650	.93807	Medium level
Travel Chinese	400	.8150	.87904	High Level
Diplomatic Chinese	400	.6400	.95272	High Level
Business Chinese	400	.6525	.94815	High Level
Valid N (listwise)	400	.5721	.92562	High Level

From the data presented in table 4.26 the results of Chinese language curriculum which is one part of personal preference revealed that the overall attitudes of respondents are in high level ($\bar{X} = 0.5721$, S.D. = 0.92562). Which can be explained in detail as follow: The topic related to Basic Day-to-Day Chinese is ranked in high level with a highest level of mean ($\bar{X} = 0.9875$, S.D. = 0.99237). Comprehensive Chinese ranked in the high level as well ($\bar{X} = 0.8675$, S.D. = 0.89271). Travel Chinese ranked in high level ($\bar{X} = 0.8150$, S.D. = 0.87904). Business Chinese ranked

in high level ($\bar{X} = 0.6525$, S.D. = 0.94815). Diplomatic Chinese ranked in high level ($\bar{X} = 0.6400$, S.D. = 0.95272). The topics in medium level which are Parent-child Chinese course ($\bar{X} = 0.2600$, S.D. = 0.84212), Homework-Help Chinese course ($\bar{X} = 0.1900$, S.D. = 0.95979) and Academic Chinese ($\bar{X} = 0.1650$, S.D. = 0.93807) respectively.

Table 4.27: The Mean (\bar{X}) and Standard Deviation (S.D.) of Chinese Language Learning Method.

Chinese language learning method				
	N	Mean	S.D	Interpretation
Chinese language institution	400	.5375	.89195	High Level
On-Line Study	400	.5100	.89829	High Level
One-on-One tutoring	398	.7814	.96276	High Level
Listening to Chinese music	400	.2550	.89833	Medium level
Watching Chinese movie or teleplay	400	.0350	1.00064	Medium level
Go traveling in china	400	.7600	.97199	High Level
Make Chinese Friend	400	.7725	.89876	High Level
Go for business in china	398	.4246	.97737	High Level
Attend a Chinese summer camp	400	.4975	.96557	High Level
Go to study in China	400	.5225	.98586	High Level
Valid N (listwise)	396	.5096	.94515	High Level

From the data presented in table 4.27 the results of Chinese language learning method which is one part of personal preference revealed that the overall attitudes of respondents are in high level ($\bar{X} = 0.5096$, S.D. = 0.94515). Which can be explained in detail as follow: The topic related to Basic One-on-One tutoring is ranked in high level with a highest level of mean ($\bar{X} = 0.7814$, S.D. = 0.96276). Make Chinese Friend in the high level as well ($\bar{X} = 0.7725$, S.D. = 0.89876). Go traveling in china in high level ($\bar{X} = 0.7600$, S.D. = 0.97199). Chinese language institution ranked in

high level ($\bar{X} = 0.5375$, S.D. = 0.89195). Go to study in China ranked in high level ($\bar{X} = 0.5225$, S.D. = 0.98586). On-Line Study ranked in high level ($\bar{X} = 0.5100$, S.D. = 0.89829). Attend a Chinese summer camp ranked in high level ($\bar{X} = 0.4975$, S.D. = 0.96557). Go for business in china ranked in high level ($\bar{X} = 0.4246$, S.D. = 0.97737). The topics in medium level which are Listening to Chinese music ($\bar{X} = 0.2550$, S.D. = 0.89833) and Watching Chinese movie or teleplay ($\bar{X} = 0.0350$, S.D. = 1.00064) respectively.

Table 4.28: The Mean (\bar{X}) and Standard Deviation (S.D.) of the Reasons that Influence Learning Chinese Language.

The reasons that influence learning Chinese language				
	N	Mean	S.D	Interpretation
Like Chinese culture	400	.4775	.87545	High Level
My job relates to Chinese	400	.4400	.84746	High Level
Would like to travel in China	400	.7525	.89063	High Level
Listening to Chinese music	400	.3575	1.10804	Medium level
Family has Chinese background	400	.1900	1.04000	Medium level
Have Chinese Friends	400	.2675	.93173	Medium level
Have Chinese Girlfriends or Boyfriends	400	-.1175	1.00310	Medium level
Learning Chinese language is a kindly of fashion trend	398	-.1080	.98138	Medium level
Would like to do better in Chinese class	400	-.0025	.98484	Medium level
Would like to pass the HSK Chinese examination	400	.0675	.92199	Medium level
Would like to go to study in China in the future	400	.2475	.97910	Medium level
Valid N (listwise)	398	.2338	.96033	Medium level

From the data presented in table 4.28 the results of the reasons that influence learning Chinese language which is one part of personal preference revealed that the overall attitudes of respondents are in medium level ($\bar{X} = 0.2338$, S.D. = 0.96033). Which can be explained in detail as follow: The topic related to would like to travel in

China is ranked in high level with a highest level of mean ($\bar{X} = 0.7525$, S.D. = 0.89063). Like Chinese culture in the high level as well ($\bar{X} = 0.4775$, S.D. = 0.87545). My job relates to Chinese in high level ($\bar{X} = 0.4400$, S.D. = 0.84746). The topics in medium level which are Listening to Chinese music ranked in medium level ($\bar{X} = 0.3575$, S.D. = 1.10804). Have Chinese Friends ranked in medium level ($\bar{X} = 0.2675$, S.D. = 0.93173). Would like to go to study in China in the future ranked in medium level ($\bar{X} = 0.2475$, S.D. = 0.97910). Family has Chinese background ranked in medium level ($\bar{X} = 0.1900$, S.D. = 1.04000). Would like to pass the HSK Chinese examination in medium level ($\bar{X} = 0.0675$, S.D. = 0.92199). Would like to do better in Chinese class in medium level ($\bar{X} = -0.0025$, S.D. = 0.98484). Learning Chinese language is a kind of fashion trend in medium level ($\bar{X} = -0.1080$, S.D. = 0.98138) and Have Chinese Girlfriends or Boyfriends is in medium level ($\bar{X} = -0.1175$, S.D. = 1.00310) respectively.

Table 4.29: The Mean (\bar{X}) and Standard Deviation (S.D.) of the Expected Benefit \ About Learning Chinese Language.

	Expected Benefits			Interpretation
	N	Mean	Std. Deviation	
Teacher	400	.7700	.83597	High Level
Tour Guide	400	1.1675	.86967	High Level
Company Staff	400	.6400	.78546	High Level
Company Manager	400	.7425	.82334	High Level
Company Senior Manager	400	.7525	.91834	High Level
Entrepreneur	400	.8075	.88453	High Level
Civil Servant	400	.3275	.89288	Medium level
Translator	400	1.1975	.90029	High Level
Engineer	400	.5200	.85816	High Level

(Continued)

Table 4.29(Continued): The Mean (\bar{X}) and Standard Deviation (S.D.) of the
Expected Benefit about Learning Chinese Language

Househusband /Housewife	400	.0425	.96593	Medium level
Valid N (listwise)	400	.69675	.873457	High Level

From the data presented in table 4.29 the results of the expected benefit about learning Chinese language revealed that the overall attitudes of respondents are in high level ($\bar{X} = 0.69675$, S.D. = 0.873457). Which can be explained in detail as follow: The topic related to Translator is ranked in high level with a highest level of mean ($\bar{X} = 1.1975$, S.D. = 0.90029). Tour Guide in the high level as well ($\bar{X} = 1.1675$, S.D. = 0.86967). Entrepreneur in high level ($\bar{X} = 0.8075$, S.D. = 0.88453). Teacher in the high level as well ($\bar{X} = 0.7700$, S.D. = 0.83597). Company Senior Manager in the high level as well ($\bar{X} = 0.7525$, S.D. = 0.91834). Company Manager in high level ($\bar{X} = 0.7425$, S.D. = 0.82334). Company Staff in high level ($\bar{X} = 0.6400$, S.D. = 0.78546). Engineer in high level ($\bar{X} = 0.5200$, S.D. = 0.85816). The topics in medium level which are Civil Servant ranked in medium level ($\bar{X} = 0.3275$, S.D. = 0.89288) and Househusband /Housewife ranked in medium level ($\bar{X} = 0.0425$, S.D. = 0.96593) respectively.

Table 4.30: The Mean (\bar{X}) and Standard Deviation (S.D.) of the Economic Factors can

Influence the Level of Chinese Language Demand.

Economic Factors can influence the level of Chinese language demand

	N	Mean	S.D.	Interpretation
Increasing China FDI in Thailand	400	.9075	.81585	High Level
Increasing Thailand FDI in China	400	.9150	.81513	High Level
ASEAN-China FTA(CAFTA)	400	.8775	.84218	High Level
ASEAN-China Joint Cooperation Committee (ACJCC)	400	.9950	.84958	High Level
Increasing number of China-Thailand joint venture company	400	1.1025	1.13808	High Level

(Continued)

Table 4.30(Continued): The Mean (\bar{X}) and Standard Deviation (S.D.) of the

Economic Factors can Influence the Level of Chinese Language

Increasing number of joint investment project between TH-CHN	400	1.0375	.81409	High Level
Increasing the number of Chinese tourists visiting in Thailand	400	1.1000	.84959	High Level
Increasing the number of Thai tourists visiting in China	400	.9075	.88651	High Level
Increasing the number of Chinese students studying in Thailand	400	.9275	.84796	High Level
Increasing the number of Thai students studying in China	400	.9800	1.19716	High Level
Increasing international ship between Thailand and China	400	1.0950	1.09726	High Level
Increasing the number of Chinese migrating to Thailand	400	.7800	.90479	High Level
Increasing the number of Thai migrating to China	400	.6425	.96021	High Level
Valid N (listwise)	400	.94365	.92449	High Level

From the data presented in table 4.30 the results of the economic factors can influence the level of Chinese language demand revealed that the overall attitudes of respondents are in high level ($\bar{X} = 0.94365$, S.D. = 0.92449). Which can be explained in detail as follow: The topic related to Increasing number of China-Thailand joint venture company is ranked in high level with a highest level of mean ($\bar{X} = 1.1025$, S.D. = 1.13808). Increasing the number of Chinese tourists visiting in Thailand in the high level as well ($\bar{X} = 1.1000$, S.D. = 0.84959). Increasing international ship between Thailand and China in high level ($\bar{X} = 1.0950$, S.D. = 1.09726). Increasing number of joint investment project between TH-CHN in the high level as well ($\bar{X} = 1.0375$, S.D. = .81409). ASEAN-China Joint Cooperation Committee (ACJCC) in the high level as well ($\bar{X} = 0.9950$, S.D. = 0.84958). Increasing the number of Thai students studying in China in high level ($\bar{X} = 0.9800$, S.D. = 1.19716). Increasing the number of Chinese students studying in Thailand in high level ($\bar{X} = 0.9275$, S.D. = 0.84796). Increasing

Thailand FDI in China in high level ($\bar{X} = 0.9150$, S.D. = 0.81513). Increasing China FDI in Thailand ($\bar{X} = 0.9075$, S.D. = 0.81585) and Increasing the number of Thai tourists visiting in China ($\bar{X} = 0.9075$, S.D. = 0.88651) are in high level. Increasing the number of Chinese migrating to Thailand in the high level ($\bar{X} = 0.7800$, S.D. = 0.90479) and Increasing the number of Thai migrating to China in the high level as well ($\bar{X} = 0.6425$, S.D. = 0.96021) respectively.

Table 4.31: The Mean (\bar{X}) and Standard Deviation (S.D.) of the Social Factors can Influence the Level of Chinese Language Demand.

Social Factors can influence the level of Chinese language demand				
	N	Mean	S.D	Interpretation
Increasing the number of Chinese language classes in school	400	.9800	.76227	High Level
Increasing the number of Chinese language institution	400	.8325	.74890	High Level
Increasing the number of popular Chinese movie or teleplay	399	.4236	.78845	High Level
Increasing the number of popular Chinese songs	400	.2500	.83019	Medium level
Increasing the number of popular Chinese stars	400	.3700	.90007	Medium level
Increasing the number of people using WeChat	400	.4375	1.79140	High Level
Valid N (listwise)	399	.54893	.97021	High Level

From the data presented in table 4.31 the results of the social factors can influence the level of Chinese language demand revealed that the overall attitudes of respondents are in high level ($\bar{X} = 0.54893$, S.D. = 0.97021). Which can be explained in detail as follow: The topic related to Increasing the number of Chinese language classes in school is ranked in high level with a highest level of mean ($\bar{X} = 0.9800$, S.D. = 0.76227). Increasing the number of Chinese language institution in the high level as well ($\bar{X} = 0.8325$, S.D. = 0.74890). Increasing the number of people using WeChat in

high level ($\bar{X} = 0.4375$, S.D. = 1.79140). Increasing the number of popular Chinese movie or teleplay in the high level as well ($\bar{X} = 0.4236$, S.D. = 0.78845). The topics in medium level which are Increasing the number of popular Chinese stars ranked in medium level ($\bar{X} = 0.3700$, S.D. = 0.90007 and Increasing the number of popular Chinese songs ranked in medium level ($\bar{X} = 0.2500$, S.D. = 0.83019) respectively.

Table 4.32: The Mean (\bar{X}) and Standard Deviation (S.D.) of Competed Language.

Competed language				
	N	Mean	Std. Deviation	Interpretation
Chinese	400	.9975	.79314	High Level
Korean	400	.4800	.97054	High Level
Russian	400	.1475	.91259	Medium level
French	400	.6450	.87228	High Level
Italian	400	.2850	.90322	Medium level
English	400	1.5300	.77821	Highest level.
Japanese	400	1.0650	.88188	High Level
Spanish	400	.3800	.88462	Medium level
German	400	.4600	.92224	High Level
Vietnamese	400	.0425	.92620	Medium level
Laotian	400	.1875	.99490	Medium level
Cambodian	400	-.0275	.95605	Medium level
Valid N (listwise)	400	.51604	.89965	High Level

From the data presented in table 4.32 the results of Competed language revealed that the overall attitudes of respondents are in high level ($\bar{X} = 0.51604$, S.D. = 0.89965). Which can be explained in detail as follow: The topic related to English is ranked in highest level with a highest level of mean ($\bar{X} = 1.5300$, S.D. = 0.77821). The topic related to Japanese is ranked in high level with a level of mean ($\bar{X} = 1.0650$, S.D. = 0.88188). Chinese in the high level as well ($\bar{X} = 0.9975$, S.D. = 0.79314). French in high level ($\bar{X} = 0.6450$, S.D. = 0.87228). Korean in the high level as well ($\bar{X} = 0.4800$, S.D. = 0.97054).

= 0.4800, S.D. = 0.97054). German in the high level as well (\bar{X} = 0.4600, S.D. = 0.92224). The topics in medium level which are Spanish in medium level (\bar{X} = 0.3800, S.D. = 0.88462). Italian in medium level (\bar{X} = 0.2850, S.D. = 0.90322). Laotian ranked in medium level (\bar{X} = 0.1875, S.D. = 0.99490). Russian ranked in medium level (\bar{X} = 0.1475, S.D. = 0.97054). Vietnamese in medium level (\bar{X} = 0.0425, S.D. = 0.92620) and Cambodian in medium level (\bar{X} = -0.0275, S.D. = 0.95605) respectively.

Table 4.33: The Mean (\bar{X}) and Standard Deviation (S.D.) of Competed Activities.

Competed Activities				
	N	Mean	Std. Deviation	Interpretation
Learning Guitar	400	.4900	1.06665	High Level
Learning Dancing	400	.1650	.94870	Medium level
Learning Piano	400	.4475	.99736	High Level
Learning Singing	400	.4625	.99553	High Level
Learning Art	400	.5275	1.02071	High Level
Exercise	400	1.1350	.90489	High Level
Playing computer games	400	.5500	1.07722	High Level
Valid N (listwise)	400	.53964	1.00158	High Level

From the data presented in table 4.33 the results of Competed activities revealed that the overall attitudes of respondents are in high level (\bar{X} = 0.53964, S.D. = 0.100158). Which can be explained in detail as follow: The topic related to Exercise is ranked in high level with a level of mean (\bar{X} = 1.1350 S.D. = 0.90489). Playing computer games in the high level as well (\bar{X} = 0.5500, S.D. = 1.07722). Learning Art in high level (\bar{X} = 0.5275, S.D. = 1.02071). Learning Guitar in the high level as well (\bar{X} = 0.4900, S.D. = 1.06665). Learning Singing in the high level as well (\bar{X} = 0.4625, S.D. = 0.99736). Learning Piano in the high level as well (\bar{X} = 0.4475, S.D. = 0.99736).

99736). The topics in medium level which is Learning Dancing in medium level ($\bar{X} = 0.1650$, S.D. = 0.94870).

4.4 The Analytical Results for Hypothesis Testing

Table 4.34: The Correlations Analysis between Personal Preference and the Interest in Studying Chinese Language in Bangkok.

	Are you interested in studying Chinese language?	
Are you interested in studying Chinese language?	Pearson Correlation	1
	Sig. (2-tailed)	
	N	400
Listening	Pearson Correlation	.495**
	Sig. (2-tailed)	.000
	N	400
Speaking	Pearson Correlation	.527**
	Sig. (2-tailed)	.000
	N	400
Reading	Pearson Correlation	.415**
	Sig. (2-tailed)	.000
	N	400
Writing	Pearson Correlation	.389**
	Sig. (2-tailed)	.000
	N	400
Basic Day-to-Day Chinese	Pearson Correlation	.448**
	Sig. (2-tailed)	.000
	N	400
Comprehensive Chinese	Pearson Correlation	.361**
	Sig. (2-tailed)	.000
	N	400
Parent-child Chinese course	Pearson Correlation	.210**
	Sig. (2-tailed)	.000
	N	400
Homework-Help Chinese course	Pearson Correlation	.196**
	Sig. (2-tailed)	.000
	N	400

(Continued)

Table 4.34(Continued): The Correlations Analysis between Personal Preference
and the Interest in Studying Chinese Language in Bangkok.

Academic Chinese	Pearson Correlation	.250**
	Sig. (2-tailed)	.000
	N	400
Travel Chinese	Pearson Correlation	.354**
	Sig. (2-tailed)	.000
	N	400
Diplomatic Chinese	Pearson Correlation	.287**
	Sig. (2-tailed)	.000
	N	400
Business Chinese	Pearson Correlation	.356**
	Sig. (2-tailed)	.000
	N	400
Chinese language institution	Pearson Correlation	.418**
	Sig. (2-tailed)	.000
	N	400
On-Line Study	Pearson Correlation	.239**
	Sig. (2-tailed)	.000
	N	400
One-on-One tutoring	Pearson Correlation	.365**
	Sig. (2-tailed)	.000
	N	398
Listening to Chinese music	Pearson Correlation	.125*
	Sig. (2-tailed)	.012
	N	400
Watching Chinese movie or teleplay	Pearson Correlation	.186**
	Sig. (2-tailed)	.000
	N	400
Go traveling in china	Pearson Correlation	.347**
	Sig. (2-tailed)	.000
	N	400
Make Chinese Friend	Pearson Correlation	.287**
	Sig. (2-tailed)	.000
	N	400
Go for business in china	Pearson Correlation	.121*
	Sig. (2-tailed)	.015
	N	398
Attend a Chinese summer camp	Pearson Correlation	.142**
	Sig. (2-tailed)	.004
	N	400
Go to study in China	Pearson Correlation	.191**

(Continued)

Table 4.34(Continued): The Correlations Analysis between Personal preference and the interest in studying Chinese language in Bangkok.

	Sig. (2-tailed)	.000
	N	400
Like Chinese culture	Pearson Correlation	.179**
	Sig. (2-tailed)	.000
	N	400
My job relates to Chinese	Pearson Correlation	.189**
	Sig. (2-tailed)	.000
	N	400
Would like to travel in China	Pearson Correlation	.183**
	Sig. (2-tailed)	.000
	N	400
Listening to Chinese music	Pearson Correlation	.245**
	Sig. (2-tailed)	.000
	N	400
Family has Chinese background	Pearson Correlation	.114*
	Sig. (2-tailed)	.023
	N	400
Have Chinese Friends	Pearson Correlation	.126*
	Sig. (2-tailed)	.012
	N	400
Have Chinese Girlfriends or Boyfriends	Pearson Correlation	.148**
	Sig. (2-tailed)	.003
	N	400
Learning Chinese language is a kindly of fashion trend	Pearson Correlation	.108*
	Sig. (2-tailed)	.032
	N	398
Would like to do better in Chinese class	Pearson Correlation	.132**
	Sig. (2-tailed)	.008
	N	400
Would like to pass the HSK Chinese examination	Pearson Correlation	.193**
	Sig. (2-tailed)	.000
	N	400
Would like to go to study in China in the future	Pearson Correlation	.104*
	Sig. (2-tailed)	.037
	N	400

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

As Table 4.34 showed that all these factors which include language skills, Chinese language curriculum, Chinese language learning method and the reason of learning Chinese Language had stars that means there is a relationship between personal preference and the interest in studying Chinese language in Bangkok.

Table 4.35: The Correlations Analysis between Expected Benefits and the Interest in Studying Chinese Language in Bangkok.

		Are you interested in studying Chinese language?
Are you interested in studying Chinese language?	Pearson Correlation	1
	Sig. (2-tailed)	
	N	400
Teacher	Pearson Correlation	.035
	Sig. (2-tailed)	.487
	N	400
Tour Guide	Pearson Correlation	.040
	Sig. (2-tailed)	.429
	N	400
Company Staff	Pearson Correlation	.153**
	Sig. (2-tailed)	.002
	N	400
Company Manager	Pearson Correlation	.131**
	Sig. (2-tailed)	.009
	N	400
Company Senior Manager	Pearson Correlation	.151**
	Sig. (2-tailed)	.003
	N	400
Entrepreneur	Pearson Correlation	.112 [†]
	Sig. (2-tailed)	.025
	N	400
Civil Servant	Pearson Correlation	.085
	Sig. (2-tailed)	.090
	N	400
Translator	Pearson Correlation	-.008
	Sig. (2-tailed)	.873
	N	400

(Continued)

Table 4.35(Continued): The Correlations Analysis between Expected Benefits

and the Interest in Studying Chinese Language in Bangkok.

Engineer	Pearson Correlation	.054
	Sig. (2-tailed)	.279
	N	400
Househusband /Housewife	Pearson Correlation	.070
	Sig. (2-tailed)	.163
	N	400

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

As Table 4.35 showed Company Staff ($P=0.002<0.01$), Company Manager ($P=0.009<0.01$), Company Senior Manager ($P=0.003<0.01$) and Entrepreneur ($P=0.025<0.05$) had stars that means it related to the interest in studying Chinese language in Bangkok. Therefore we can reject null hypothesis and conclude that there is a relationship between expected benefits and the interest in studying Chinese language in Bangkok.

Table 4.36: The Correlations analysis between Economic/Social Atmosphere and the Interest in Studying Chinese Language in Bangkok.

	Are you interested in studying Chinese language?	
Are you interested in studying Chinese language?	Pearson Correlation	1
	Sig. (2-tailed)	
	N	400
Increasing China FDI in Thailand	Pearson Correlation	.227**
	Sig. (2-tailed)	.000
	N	400
Increasing Thailand FDI in China	Pearson Correlation	.198**
	Sig. (2-tailed)	.000
	N	400
ASEAN-China FTA(CAFTA)	Pearson Correlation	.063
	Sig. (2-tailed)	.210
	N	400
ASEAN-China Joint Cooperation Committee	Pearson Correlation	.159**

(Continued)

Table 4.36 (Continued): The Correlations analysis between Economic/Social

Atmosphere and the Interest in Studying Chinese Language in Bangkok.

(ACJCC)	Sig. (2-tailed)	.001
	N	400
Increasing number of China-Thailand joint venture company	Pearson Correlation	.060
	Sig. (2-tailed)	.234
	N	400
Increasing number of joint investment project between TH-CHN	Pearson Correlation	.189**
	Sig. (2-tailed)	.000
	N	400
Increasing the number of Chinese tourists visiting in Thailand	Pearson Correlation	.094
	Sig. (2-tailed)	.062
	N	400
Increasing the number of Thai tourists visiting in China	Pearson Correlation	.032
	Sig. (2-tailed)	.520
	N	400
Increasing the number of Chinese students studying in Thailand	Pearson Correlation	.093
	Sig. (2-tailed)	.064
	N	400
Increasing the number of Thai students studying in China	Pearson Correlation	.095
	Sig. (2-tailed)	.058
	N	400
Increasing internationalship between Thailand and China	Pearson Correlation	.094
	Sig. (2-tailed)	.062
	N	400
Increasing the number of Chinese migrating to Thailand	Pearson Correlation	.027
	Sig. (2-tailed)	.589
	N	400
Increasing the number of Thai migrating to China	Pearson Correlation	.062
	Sig. (2-tailed)	.213
	N	400
Increasing the number of Chinese language classes in school	Pearson Correlation	.282**
	Sig. (2-tailed)	.000
	N	400
Increasing the number of Chinese language institution	Pearson Correlation	.238**
	Sig. (2-tailed)	.000
	N	400
Increasing the number of popular Chinese movie or teleplay	Pearson Correlation	.146**
	Sig. (2-tailed)	.003
	N	399
Increasing the number of popular Chinese songs	Pearson Correlation	.029
	Sig. (2-tailed)	.558

(Continued)

Table 4.36 (Continued): The Correlations Analysis between Economic/Social Atmosphere and the Interest in Studying Chinese Language in Bangkok.

	N	400
Increasing the number of popular Chinese stars	Pearson Correlation	.086
	Sig. (2-tailed)	.087
	N	400
Increasing the number of people using WeChat	Pearson Correlation	-.064
	Sig. (2-tailed)	.204
	N	400

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

As Table 4.36 showed that there were some Economic/Social atmosphere factors are related to the interest in studying Chinese language in Bangkok which include Increasing China FDI in Thailand($P=0.00<0.01$), Increasing Thailand FDI in China($P=0.00<0.01$), ASEAN-China Joint Cooperation Committee (ACJCC) ($P=0.001<0.01$), Increasing number of joint investment project between TH-CHN ($P=0.00<0.01$), Increasing the number of Chinese language classes in school ($P=0.00<0.01$), Increasing the number of Chinese language institution($P=0.00<0.01$), Increasing the number of popular Chinese movie or teleplay ($P=0.003<0.01$). Therefore we can reject null hypothesis and conclude that there is a significant relationship between Economic/Social atmosphere and the interest in studying Chinese language in Bangkok.

Table 4.37: The Correlations Analysis between Substituent and the Interest in Studying Chinese Language in Bangkok.

	Are you interested in studying Chinese language?	
Are you interested in studying Chinese language?	Pearson Correlation	1
	Sig. (2-tailed)	
	N	400

(Continued)

Table 4.37(Continued): The Correlations Analysis between Substituent and
the Interest in Studying Chinese Language in Bangkok.

Chinese	Pearson Correlation	.392**
	Sig. (2-tailed)	.000
	N	400
Korean	Pearson Correlation	.164**
	Sig. (2-tailed)	.001
	N	400
Russian	Pearson Correlation	.067
	Sig. (2-tailed)	.182
	N	400
French	Pearson Correlation	.059
	Sig. (2-tailed)	.236
	N	400
Italian	Pearson Correlation	.040
	Sig. (2-tailed)	.424
	N	400
English	Pearson Correlation	.005
	Sig. (2-tailed)	.926
	N	400
Japanese	Pearson Correlation	.128 ⁺
	Sig. (2-tailed)	.010
	N	400
Spanish	Pearson Correlation	.011
	Sig. (2-tailed)	.824
	N	400
German	Pearson Correlation	-.006
	Sig. (2-tailed)	.897
	N	400
Vietnamese	Pearson Correlation	.084
	Sig. (2-tailed)	.093
	N	400
Laotian	Pearson Correlation	.057
	Sig. (2-tailed)	.256
	N	400
Cambodian	Pearson Correlation	.053
	Sig. (2-tailed)	.287
	N	400
Learning Guitar	Pearson Correlation	-.159**
	Sig. (2-tailed)	.001
	N	400
Learning Dancing	Pearson Correlation	.045

(Continued)

Table 4.37(Continued): The Correlations Analysis between Substituent and
the Interest in Studying Chinese Language in Bangkok.

	Sig. (2-tailed)	.371
	N	400
Learning Piano	Pearson Correlation	.073
	Sig. (2-tailed)	.144
	N	400
Learning Singing	Pearson Correlation	-.063
	Sig. (2-tailed)	.207
	N	400
Learning Art	Pearson Correlation	.138**
	Sig. (2-tailed)	.006
	N	400
Exercise	Pearson Correlation	.105*
	Sig. (2-tailed)	.036
	N	400

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

As Table 4.37 showed that the substituent which had stars included Korean ($P=0.001<0.01$), Japanese ($P=0.01<0.05$), Learning Guitar ($P=0.001<0.01$), Learning Art ($P=0.006<0.01$), Exercise ($P=0.36<0.05$). Therefore we can reject null hypothesis and conclude that there is a relationship between Substituent and the interest in studying Chinese language in Bangkok.

Table 4.38: The Logistic Regression Analysis between Personal Preference and
People Paying for Learning Chinese Language in Bangkok.

	B	S.E.	Wald	df	Sig.	Exp(B)
Q3.1.1 Listening	-.633	.334	3.585	1	.058	.531
Q3.1.2 Speaking	.356	.334	1.138	1	.286	1.428
Q3.1.3 Reading	-.239	.282	.717	1	.397	.788
Q3.1.4 Writing	-.845	.269	9.843	1	.002	.429
Q3.2.1 Basic Day-to-Day Chinese	.325	.292	1.240	1	.266	1.384
Q3.2.2 Comprehensive Chinese	-.197	.316	.389	1	.533	.821
Q3.2.3 Parent-child Chinese course	-.134	.302	.196	1	.658	.875
Q3.2.4 Homework-Help Chinese course	.812	.292	7.721	1	.005	2.251

(Continued)

Table 4.38(Continued): The Logistic Regression Analysis between Person Preference and People Paying for Learning Chinese Language in Bangkok.

Q3.2.5 Academic Chinese	-.061	.301	.041	1	.840	.941
Q3.2.6 Travel Chinese	-.679	.327	4.302	1	.038	.507
Q3.2.7 Diplomatic Chinese	-.192	.306	.391	1	.532	.826
Q3.2.8 Business Chinese	.352	.289	1.476	1	.224	1.421
Q3.3.1 Chinese language institution	-.336	.243	1.919	1	.166	.714
Q3.3.2 On-Line Study	-.004	.184	.000	1	.983	.996
Q3.3.3 One-on-One tutoring	-.031	.214	.022	1	.883	.969
Q3.3.4 Listening to Chinese music	.372	.244	2.323	1	.127	1.451
Q3.3.5 Watching Chinese movie or teleplay	-.076	.198	.149	1	.700	.927
Q3.3.6 Go traveling in china	-.050	.263	.036	1	.850	.951
Q3.3.7 Make Chinese Friend	-.713	.287	6.187	1	.013	.490
Q3.3.8 Go for business in china	.205	.235	.758	1	.384	1.227
Q3.3.9 Attend a Chinese summer camp	.586	.283	4.291	1	.038	1.797
Q3.3.10 Go to study in China	.334	.334	.998	1	.318	1.397
Q3.4.1 Like Chinese culture	.287	.211	1.840	1	.175	1.332
Q3.4.2 My job relates to Chinese	-.776	.258	9.071	1	.003	.460
Q3.4.3 Would like to travel in China	-.062	.249	.061	1	.805	.940
Q3.4.4 Listening to Chinese music	.280	.269	1.087	1	.297	1.324
Q3.4.5 Family has Chinese background	-.180	.192	.878	1	.349	.835
Q3.4.6 Have Chinese Friends	.639	.218	8.624	1	.003	1.895
Q3.4.7 Have Chinese Girlfriends or Boyfriends	-.144	.204	.496	1	.481	.866
Q3.4.8 Learning Chinese language is a kindly of fashion trend	.274	.287	.914	1	.339	1.315
Q3.4.9 Would like to do better in Chinese class	-.169	.301	.314	1	.575	.845
Q3.4.10 Would like to pass the HSK Chinese examination	-.163	.306	.284	1	.594	.850
Q3.4.11 Would like to go to study in China in the future	-.340	.281	1.464	1	.226	.712

Since there are seven significant preferences including language skill—

Writing($P=0.002<0.05$), language curriculum—Homework-Help Chinese course

($P=0.005<0.05$), language curriculum—Travel Chinese($P=0.038<0.05$), language

learning method—Make Chinese Friend($P=0.013<0.05$), language learning method—

Attend a Chinese summer camp ($P=0.038<0.05$), the reasons that influence learning

Chinese language—My job relates to Chinese($P=0.003<0.05$), the reasons that

influence learning Chinese language—Have Chinese Friends($P=0.003<0.05$).

Therefore we can reject null hypothesis and conclude that there is a significant relationship between personal preference and people paying for learning Chinese language in Bangkok.

Table 4.39: The Logistic Regression Analysis between Expected Benefits and People Paying for Learning Chinese Language in Bangkok.

	B	S.E.	Wald	df	Sig.	Exp(B)
Q4.1.1 Teacher	-.375	.201	3.467	1	.063	.687
Q4.1.2 Tour Guide	-.162	.214	.574	1	.449	.851
Q4.1.3 Company Staff	-.327	.222	2.180	1	.140	.721
Q4.1.4 Company Manager	-.225	.271	.690	1	.406	.799
Q4.1.5 Company Senior Manager	.046	.265	.031	1	.861	1.048
Q4.1.6 Entrepreneur	-.508	.227	5.033	1	.025	.601
Q4.1.7 Civil Servant	.342	.227	2.268	1	.132	1.408
Q4.1.8 Translator	.592	.215	7.578	1	.006	1.808
Q4.1.9 Engineer	-.699	.194	12.952	1	.000	.497
Q4.1.10 Househusband /Housewife	.533	.195	7.479	1	.006	1.704

Since there are four significant preferences including Entrepreneur ($P=0.025<0.05$), Translator ($P=0.006<0.05$), Engineer ($P=0.000<0.05$), Househusband /Housewife ($P=0.006<0.05$). Therefore we can reject null hypothesis and conclude that there is a relationship between expected benefits and people paying for learning Chinese language in Bangkok.

Table 4.40: The Logistic Regression Analysis between Economic/Social Atmosphere and People Paying for Learning Chinese Language in Bangkok.

	B	S.E.	Wald	df	Sig.	Exp(B)
Q5.1.1 Increasing China FDI in Thailand	-.927	.360	6.624	1	.010	.396
Q5.1.2 Increasing Thailand FDI in China	-.574	.360	2.541	1	.111	.563
Q5.1.3 ASEAN-China FTA(CAFTA)	.933	.299	9.720	1	.002	2.543
Q5.1.4 ASEAN-China Joint Cooperation Committee (ACJCC)	-.438	.351	1.557	1	.212	.645
Q5.1.5 Increasing number of China-Thailand joint venture company	.452	.294	2.369	1	.124	1.572
Q5.1.6 Increasing number of joint investment project between TH-CHN	.299	.363	.677	1	.411	1.348
Q5.1.7 Increasing the number of Chinese tourists visiting in Thailand	-.040	.286	.020	1	.888	.961
Q5.1.8 Increasing the number of Thai tourists visiting in China	-.040	.249	.026	1	.872	.961
Q5.1.9 Increasing the number of Chinese students studying in Thailand	-.348	.267	1.698	1	.193	.706
Q5.1.10 Increasing the number of Thai students studying in China	.219	.122	3.192	1	.074	1.244
Q5.1.11 Increasing international ship between Thailand and China	-.467	.265	3.115	1	.078	.627
Q5.1.12 Increasing the number of Chinese migrating to Thailand	.899	.288	9.721	1	.002	2.456
Q5.1.13 Increasing the number of Thai migrating to China	-.348	.242	2.057	1	.151	.706
Q5.2.1 Increasing the number of Chinese language classes in school	-.844	.272	9.603	1	.002	.430
Q5.2.2 Increasing the number of Chinese language institution	.426	.341	1.567	1	.211	1.532
Q5.2.3 Increasing the number of popular Chinese movie or teleplay	-.745	.310	5.762	1	.016	.475
Q5.2.4 Increasing the number of popular Chinese songs	.675	.313	4.645	1	.031	1.965
Q5.2.5 Increasing the number of popular Chinese stars	-.583	.262	4.968	1	.026	.558
Q5.2.6 Increasing the number of people using WeChat	.235	.106	4.899	1	.027	1.265

Since there are eight significant preferences including Economic atmosphere—Increasing China FDI in Thailand($P=0.010<0.05$), Economic atmosphere—ASEAN-China FTA(CAFTA)($P=0.002<0.05$), Economic atmosphere—Increasing the number of Chinese migrating to Thailand($P=0.002<0.05$), Social atmosphere—Increasing the number of Chinese language classes in school($P=0.002<0.05$), Social atmosphere—Increasing the number of popular Chinese movie or teleplay($P=0.016<0.05$), Social atmosphere—Increasing the number of popular Chinese songs($P=0.031<0.05$), Social atmosphere—Increasing the number of popular Chinese stars($P=0.026<0.05$), Social atmosphere—Increasing the number of people using WeChat($P=0.026<0.05$). Therefore we can reject null hypothesis and conclude that there is a relationship between Economic/Social atmosphere and people paying for learning Chinese language in Bangkok.

Table 4.41: The Logistic Regression Analysis between Substituent and People Paying for Learning Chinese Language in Bangkok.

	B	S.E.	Wald	df	Sig.	Exp(B)
Q6.1.1 Chinese	-1.689	.247	46.861	1	.000	.185
Q6.1.2 Korean	.620	.228	7.356	1	.007	1.858
Q6.1.3 Russian	-.167	.286	.342	1	.559	.846
Q6.1.4 French	.274	.251	1.193	1	.275	1.316
Q6.1.5 Italian	-.657	.302	4.723	1	.030	.518
Q6.1.6 English	-.189	.203	.865	1	.352	.828
Q6.1.7 Japanese	.360	.252	2.052	1	.152	1.434
Q6.1.8 Spanish	.375	.219	2.947	1	.086	1.455
Q6.1.9 German	.470	.225	4.379	1	.036	1.600
Q6.1.10 Vietnamese	1.042	.412	6.399	1	.011	2.835
Q6.1.11 Laotian	-1.255	.328	14.657	1	.000	.285
Q6.1.12 Cambodian	.217	.400	.293	1	.588	1.242

(Continued)

Table 4.41(Continued): The Logistic Regression Analysis between Substituent and
People Paying for Learning Chinese Language in Bangkok.

Q6.3.1 Learning Guitar	.424	.172	6.079	1	.014	1.528
Q6.3.2 Learning Dancing	-.587	.198	8.776	1	.003	.556
Q6.3.3 Learning Piano	-.145	.211	.477	1	.490	.865
Q6.3.4 Learning Singing	.155	.208	.551	1	.458	1.167
Q6.3.5 Learning Art	-.122	.173	.493	1	.483	.885
Q6.3.6 Exercise	-.402	.200	4.044	1	.044	.669
Q6.3.7 Playing computer games	.351	.168	4.358	1	.037	1.421

Since there are nine significant substituent including Competed language—Korean($P=0.007<0.05$), Competed language—Italian($P=0.030<0.05$), Competed language—German($P=0.036<0.05$), Competed language—Vietnamese ($P=0.011<0.05$), Competed language—Laotian($P=0.000<0.05$), Competed activities—Learning Guitar ($P=0.014<0.05$), Competed activities—Learning Dancing ($P=0.003<0.05$), Competed activities—Exercise($P=0.044<0.05$), Competed activities—Learning Dancing ($P=0.003<0.05$), Competed activities—Playing computer games ($P=0.037<0.05$) Therefore we can reject null hypothesis and conclude that there is a relationship between Substituent and people paying for learning Chinese language in Bangkok.

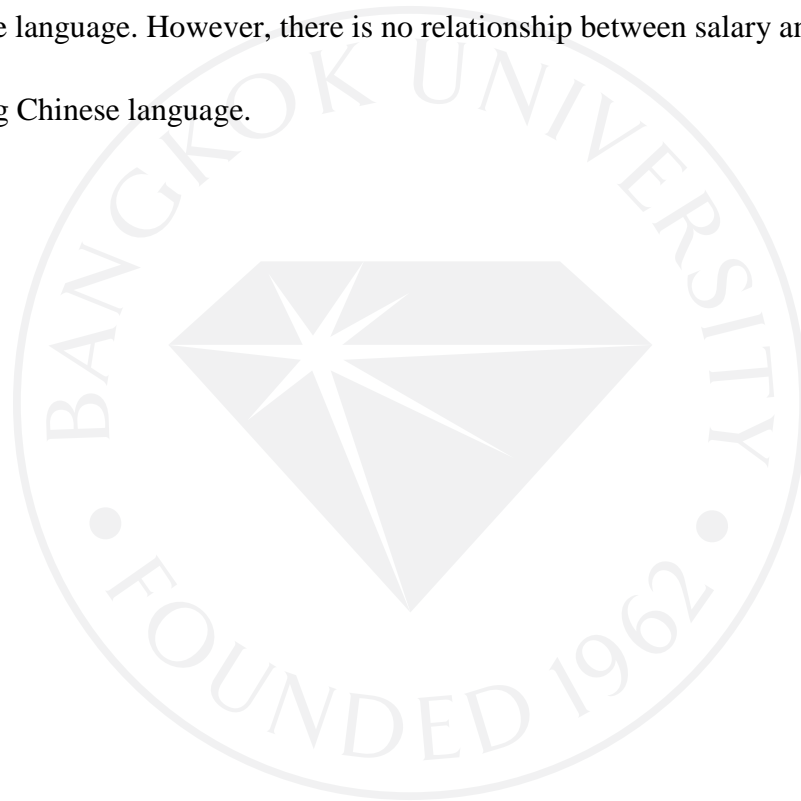
Table 4.42: The Correlations Analysis of Affordability.

		monthly budget for learning Chinese	Salary	Will you spend money on studying Chinese language?
monthly budget for learning Chinese	Pearson Correlation	1	-.043	.724**
	Sig. (2-tailed)		.393	.000
	N	400	400	400
Salary	Pearson Correlation	-.043	1	-.126*
	Sig. (2-tailed)	.393		.012
	N	400	400	400
Will you spend money on studying Chinese language?	Pearson Correlation	.724**	-.126*	1
	Sig. (2-tailed)	.000	.012	
	N	400	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As the table 4.42 showed that there is a relationship between personal salary and whether they will spend money on studying Chinese language and there is a relationship between monthly budget and whether they will spend money on studying Chinese language. However, there is no relationship between salary and the budget of learning Chinese language.



CHAPTER 5

DISCUSSION AND CONCLUSION

In this chapter, the author summarized the overall important aspect of this thesis along with discussion related to the results from the research and opinions for future related research.

The study about demand of Chinese language can make the reader better understand about Chinese language demand in Bangkok. It is a survey research conducted for beneficial purposes to business owners, investors, manager and staffs related to Chinese language institution business. The result of this study can support government make a suitable policy to meet the needs of Chinese language in Bangkok. It will help Chinese language teacher adjust the teaching method. This paper also can help the language institutions get better understand of their target customers and make a reliable market decision.

In order to comply with a shifting demands of Chinese language demand there are six purposes of this study:

1. Understand the demand status of Chinese language in Bangkok.
2. Whether there is a relationship between Chinese language demand and personal preference?
3. Whether there is a between Chinese language demand and expected benefit from learning Chinese language.
4. Do economic and social atmosphere influence Chinese language demand in

Bangkok?

5. Do other languages and activities influence the demand of Chinese language demand in Bangkok?

6. Does the Affordability have significant relationship with Chinese language demand?

In this research, the author created theoretical foundation of the conceptual framework based on similar business settings. Concept and measurement related to personal preference, expected benefit, economic and social atmosphere, substitute and affordability have been summarized and analyzed so as to create a conceptual framework for this study. The interrelationship among personal preference, expected benefit, economic and social atmosphere, substitute, affordability and the demand of Chinese language in Bangkok have been analyzed and explored which led to the following hypothesis.

Ha1: There is a relationship between personal preference and Chinese Language Demand.

Ha1.1: There is a relationship between the interest in Chinese language skill and the interest in studying Chinese language.

Ha1.2: There is a relationship between the interest in Chinese language skill and people paying for learning Chinese language.

Ha1.3: There is a relationship between the interest in Chinese language curriculum and the interest in studying Chinese language.

Ha1.4: There is a relationship between the interest in Chinese language curriculum and people paying for learning Chinese language.

Ha1.5: There is a relationship between the interest in Chinese language learning method and the interest in studying Chinese language.

Ha1.6: There is a relationship between the interest in Chinese language learning method and people paying for learning Chinese language.

Ha1.7: There is a relationship between the reason of learning Chinese Language and the interest in studying Chinese language.

Ha1.8: There is a relationship between the reason of learning Chinese Language and people paying for learning Chinese language.

Ha2: There is a relationship between expected benefits and Chinese language demand in Bangkok.

Ha2.1: There is a relationship between expected benefits and the interest in studying Chinese language.

Ha2.2: There is a relationship between expected benefits and people paying for learning Chinese language.

Ha3: There is a relationship between economic or social atmosphere and Chinese language demand in Bangkok.

Ha 3.1: There is a relationship between economic atmosphere and the interest in studying Chinese language.

Ha 3.2: There is a relationship between economic atmosphere and people

paying for learning Chinese language.

Ha 3.3: There is a relationship between social atmosphere and the interest in studying Chinese language.

Ha 3.4: There is a relationship between social atmosphere and people paying for learning Chinese language.

Ha4: There is a relationship between substituent and Chinese language demand in Bangkok.

Ha 4.1: There is a relationship between other languages and the interest in studying Chinese language.

Ha 4.2: There is a relationship between other languages and people paying for learning Chinese language.

Ha 4.3: There is a relationship between other activities and the interest in studying Chinese language.

Ha 4.4: There is a relationship between other activities and people paying for learning Chinese language.

Ha5: There is a relationship between affordability and Chinese language demand in Bangkok.

Ha 5.1: There is a relationship between Monthly income and Monthly budget for learning Chinese language.

A sample from this study is residence in Bangkok; however the population in this study is infinite population. Therefore, the author will determine sample size by

applying an equation proposed by Yamane (Yamane, 1973) at confidence level of 95% and precision levels = 0.05. The sample size in this study at least is 385 residences in Bangkok. Consequently the author extended the margin of error by adding up sample size sample to 400 residences.

Questionnaire created by the author has been used as an instrument to collect data. The questionnaire has been examined within two importance aspects which are content validity and reliability. To ensure content validity of the questionnaire has been submitted to thesis advisors and three qualified experts in related field by using Index of Item - Objective Congruence (IOC) method. Reliability test was processed on computer program by using Cronbach's alpha coefficient.

Data analyzing process is processed on a computer program and presented on a format of table of content along with description on each table. The author used Descriptive Statistics Analysis by using frequency and percentage to explain demographic data and the data of Chinese language demand in Bangkok. Mean and standard deviation value are used to explain the level of personal preference, expected benefit, economic and social atmosphere and substitute from samples group. Correlations and Regression method has been used for hypothesis testing process and generating results in accordance with purposes of this study.

5.1 Conclusion

Data collected from 400 samples can be summarized as follow:

Part 1 The analysis of demographic information of samples.

Table 5.1.1: Demographic Information of Samples

Demographic	Item	Frequency	Percent %
Age	16 or less than 16 years	68	17
	17-25 Years	160	40
	26-35 Years	107	26.8
	36-45 Years	43	10.8
	Over than 45 Years	22	5.5
Nationality	Thai	395	98.8
	Vietnamese	2	0.5
	Japanese	3	0.8
Gender	Male	188	47
Gender	Female	212	53
Status	Single	300	75
	In A Relationship	41	10.3
	Married	52	13
	Devoiced	5	1.3
	Others	2	0.5
Occupation	Student	173	43.3
	Company Staff	118	29.5
	Company Manager	3	0.8
	Company Senior Manager	8	2
	Entrepreneur	31	7.8
	Theater	14	3.5
	Civil servant	12	3
	Freelance:_____	14	3.5
	Translator	2	0.5
	Househusband/Housewife	18	4.5
	Others:_____	7	1.8
Monthly Income	Less than 15,000 THB	181	45.3
	15,000 - 25,000 THB	103	25.8
	25,001 - 35,000 THB	43	10.8
	35,001 - 45,000 THB	23	5.8
	45,001 - 55,000 THB	26	6.5
	More than 55,000 THB	24	6
Education	Primary School or None	39	9.8
	High School	84	21
	Vocational school	36	9
	Bachelor's Degree	195	48.8
	Master's degree	42	10.5

(Continued)

Table 5.1.1: Demographic Information of Samples (Continued)

	Doctoral Degree	2	0.5
	Above	2	0.5

The analysis of demographic information indicated that the most of samples are Thai people and majority of them are single female age range between 17-25 years, educational level in bachelor's degree, occupation is student with incomes less than 15,000 baht.

Part 2 The analysis of demographic information and demand of Chinese language in BKK of samples.

The analysis of demographic information and demand of Chinese language in BKK consist of two dimensions which are the demand status of Chinese language in BKK now and the potential demand of Chinese language in BKK in the future.

In the demand status of Chinese language in BKK part, the author classified the people who have learnt Chinese language by age, nationality, gender, status, occupation, monthly income and education level. Beyond that, the author also stated Chinese language curriculum demand status in BKK and the proficiency level status of Chinese language in BKK.

In the sample of this paper there are 193 persons have learnt Chinese language and 207 people haven't learnt Chinese language. Figure 5.2.1a showed that majority of people who have learnt Chinese language is in the range 17-25 years old and Figure 5.2.1b gave readers more details. It showed that in the range 17-25 years old and less than 16 years old the majority of people have learnt Chinese but in the other age range minority of people learnt Chinese language. Therefore, the demand status is

that Chinese language popularity rate is higher in young age group in BKK.

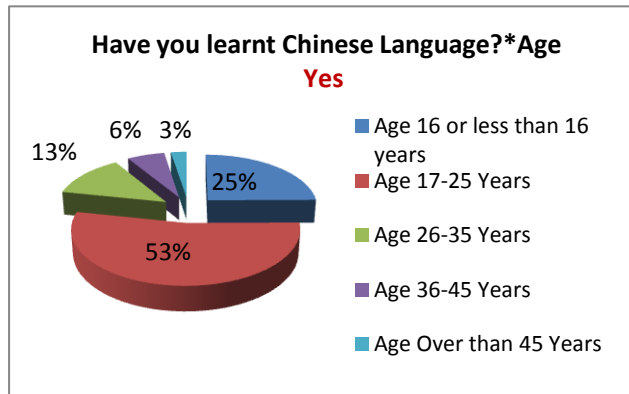


Figure 5.2.1a: Cross-analysis between People Learnt Chinese Language_Yes-Age.

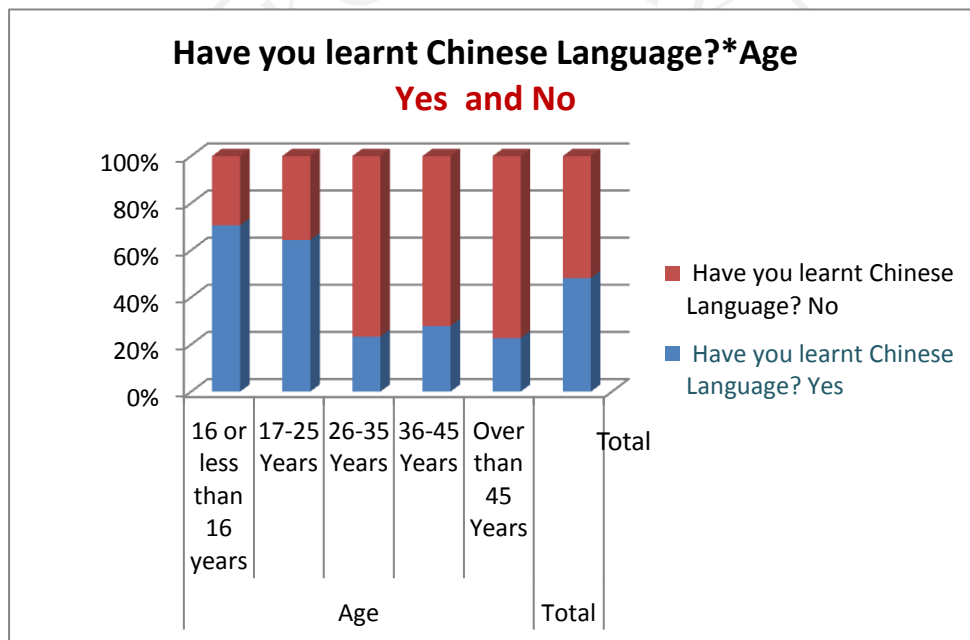


Figure 5.2.1b: Cross-analysis betweenLearnt Chinese Language Status and Age.

Figure 5.2.2a showed that most of people who have learnt Chinese language is Thai people and Figure 5.2.2b gave readers more details. It stated that 48% of Thai people have learnt Chinese language. And it is interest that 100% Japanese have learnt Chinese language while 100% Vietnamese haven't learnt Chinese language. Therefore, the demand status is that Chinese language popularity rate is in a middle level in Thai group and in BKK.

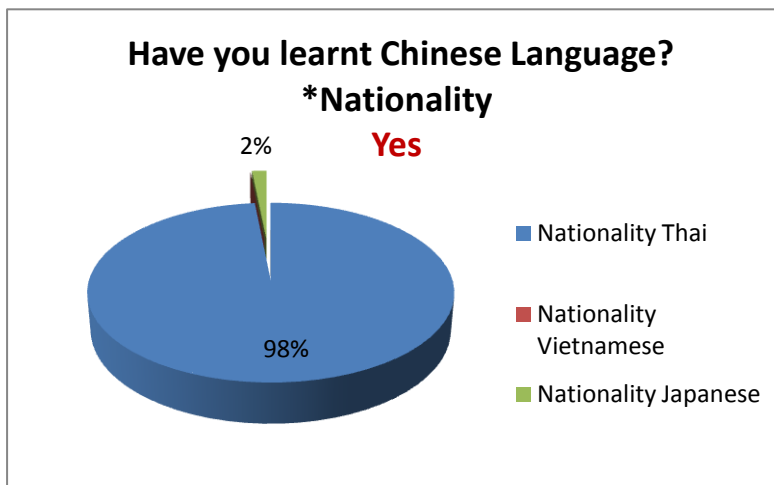


Figure 5.2.2a: Cross-analysis between People Learnt Chinese Language_Yes and Nationality.

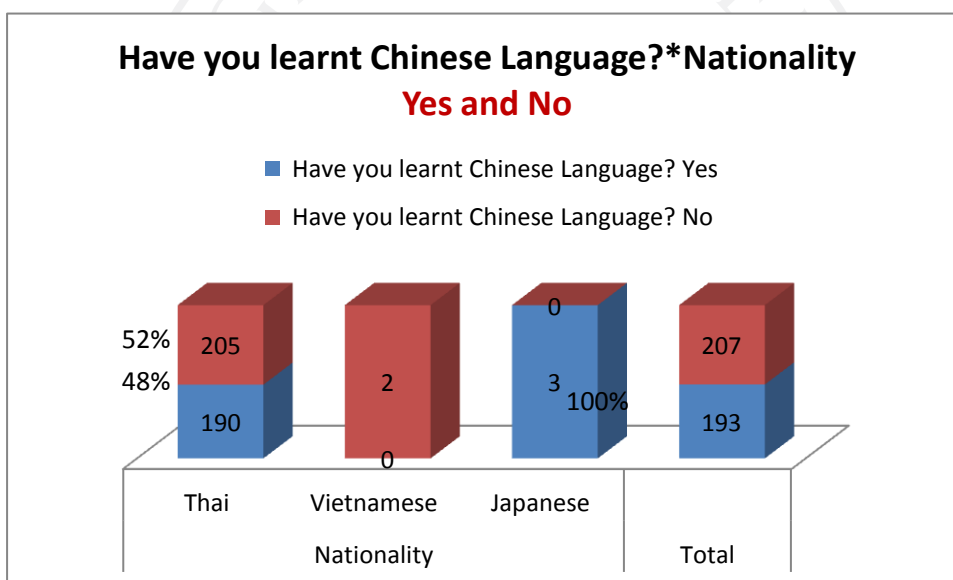


Figure 5.2.2b: Cross-analysis between People Learnt Chinese Language and Nationality.

Figure 5.2.3a showed that majority of people who have learnt Chinese language is female and Figure 5.2.3b gave readers more details. It stated that 52% of female and 45% male have learnt Chinese language. Therefore, the demand status is that Chinese language popularity rate in female group is higher than male group in BKK.

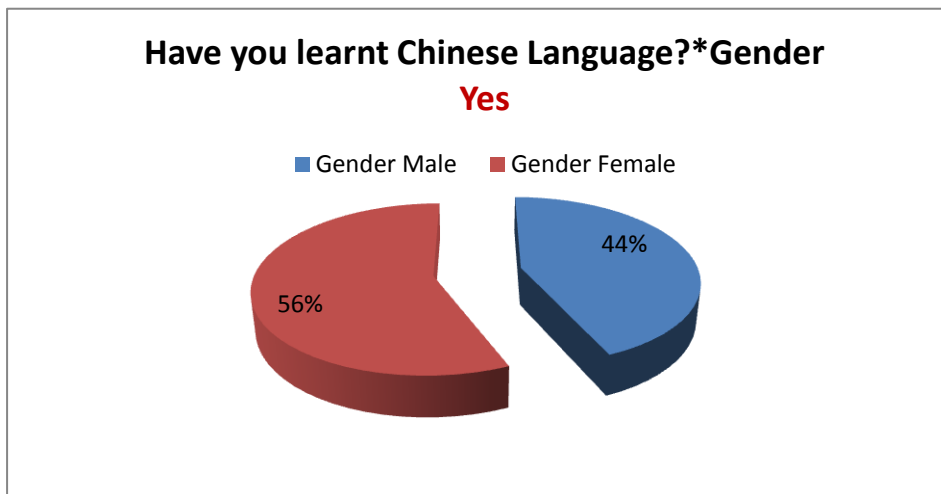


Figure 5.2.3a: Cross-analysis between People learnt Chinese Language_Yes and Gender.

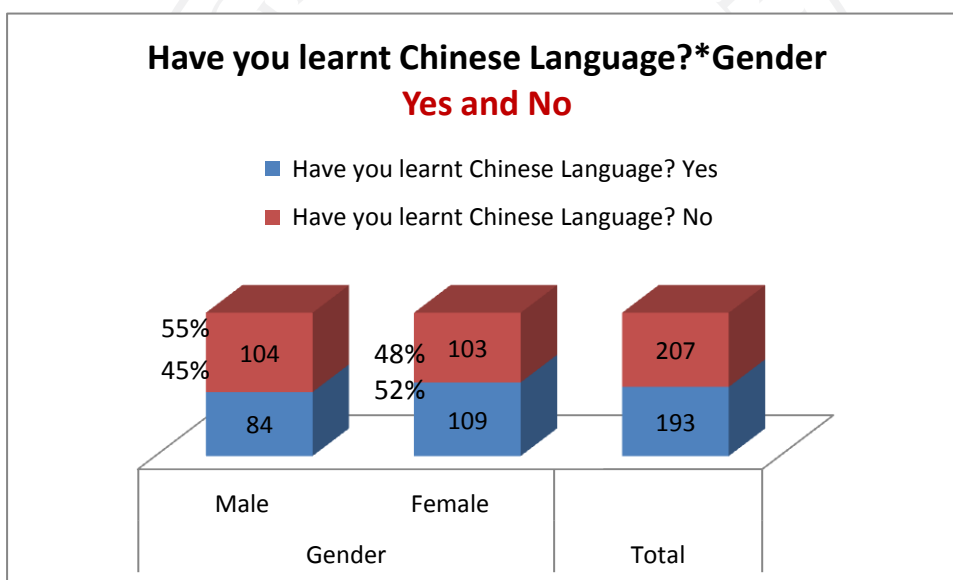


Figure 5.2.3b: Cross-analysis between People Learnt Chinese Language and Gender.

Figure 5.2.4a showed that majority of people who have learnt Chinese language is single person and Figure 5.2.4b gave readers more details. It stated that Chinese language popularity rate is 52% in single group in BKK and another high Chinese language popularity rate is in a relationship group is about 66%. Therefore, the largest current demand about Chinese language is in single group and Chinese language popularity is the highest in a relationship group.

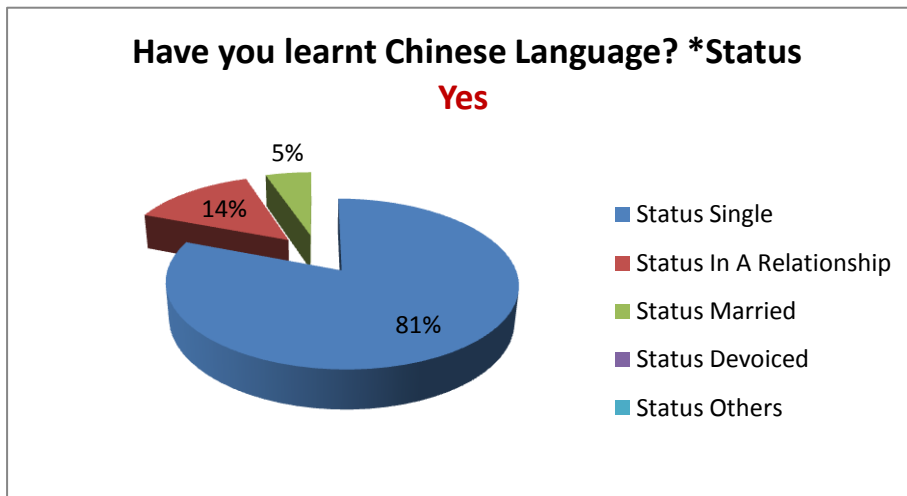


Figure 5.2.4a: Cross-analysis between People Learnt Chinese Language_Yes and Status.

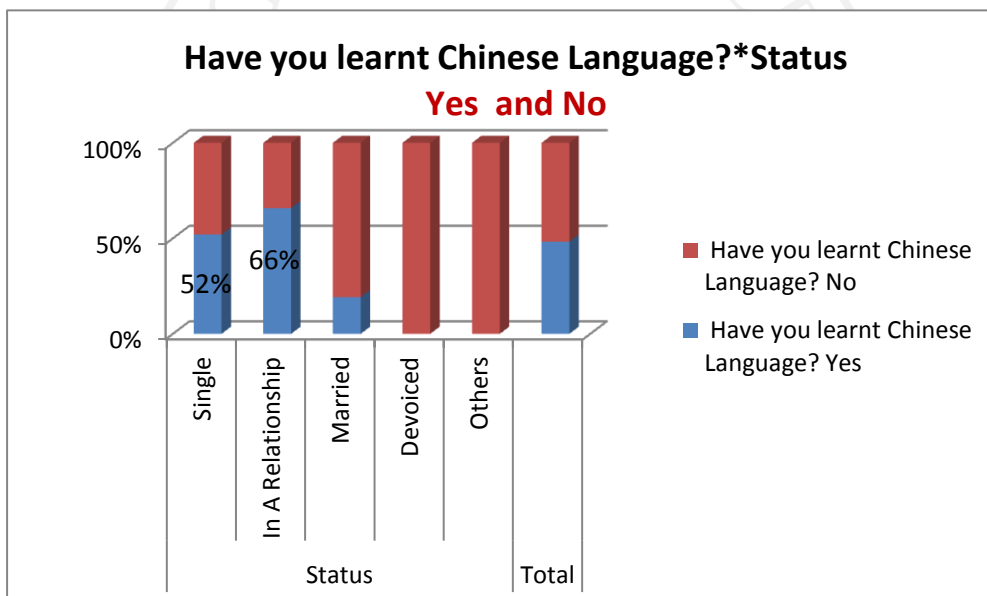


Figure 5.2.4b: Cross-analysis between People Learnt Chinese Language and Status.

Figure 5.2.5a showed that majority of people who have learnt Chinese language is student group followed by company staff group. And Figure 5.2.5b gave readers more details. It stated that the largest current demand about Chinese language is in student group and Chinese language popularity is also high in a translator group about 50%.

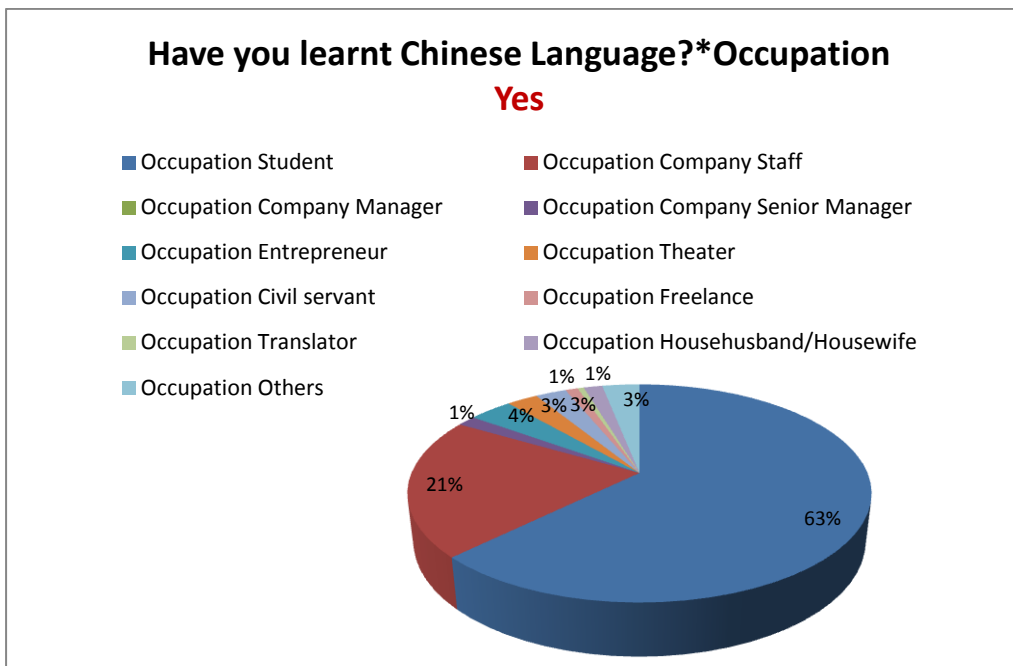


Figure 5.2.5a: Cross-analysis between People learnt Chinese language_Yes and Occupation.

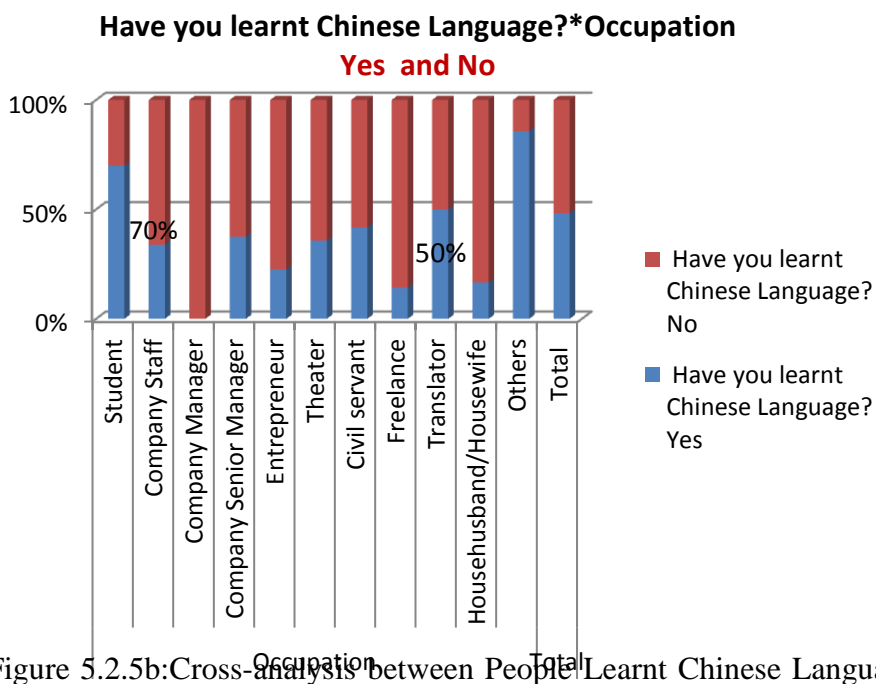


Figure 5.2.5b: Cross-analysis between People Learnt Chinese Language and Occupation.

Figure 5.2.6a showed that majority of people who have learnt Chinese language is

in salary less than 15000 THB group. Besides Figure 5.2.6b gave readers more details. It stated that the largest current demand about Chinese language is in salary less than 15000 THB group and language popularity is also high in a salary 45001-55000 THB group about 50%.

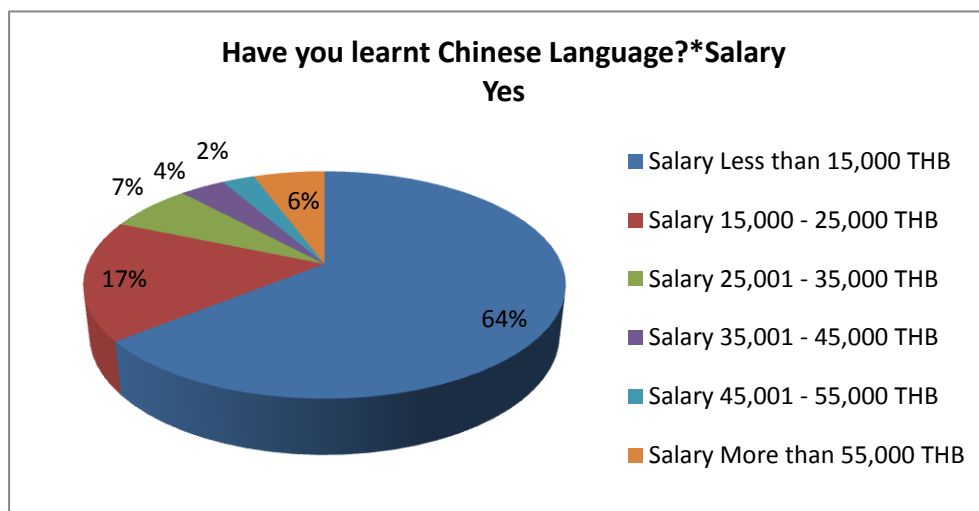


Figure 5.2.6a: Cross-analysis between People Learnt Chinese Language_Yes and Salary.



Figure 5.2.6b: Cross-analysis between People Learnt Chinese Language and Salary.

Figure 5.2.7a showed that majority of people who have learnt Chinese language is in bachelor degree group followed by high school group. Besides Figure 5.2.7b gave readers more details. It stated highest the Chinese language popularity is doctoral degree 100% followed by high school group and primary school group. Therefore, the largest current demand about Chinese language is bachelor group and the Chinese language popularity is higher in young students and high level degree people.

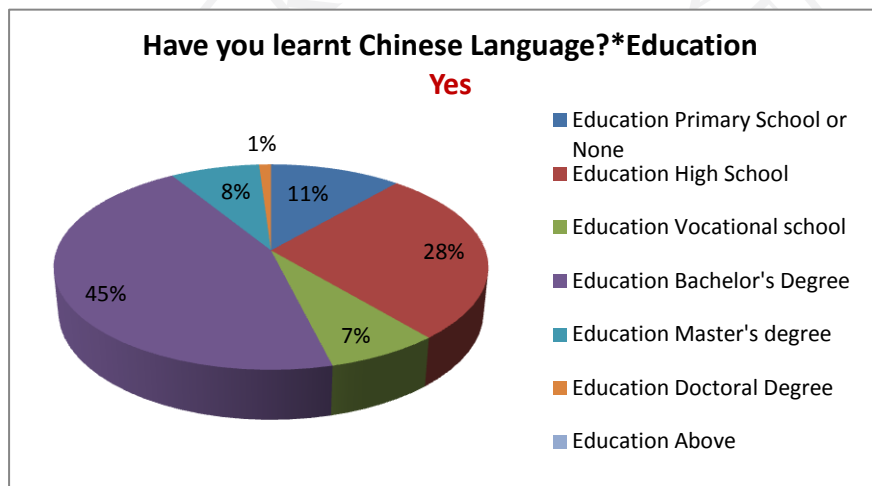


Figure 5.2.7a: Cross-analysis between People Learnt Chinese Language_Yes and Education Level.

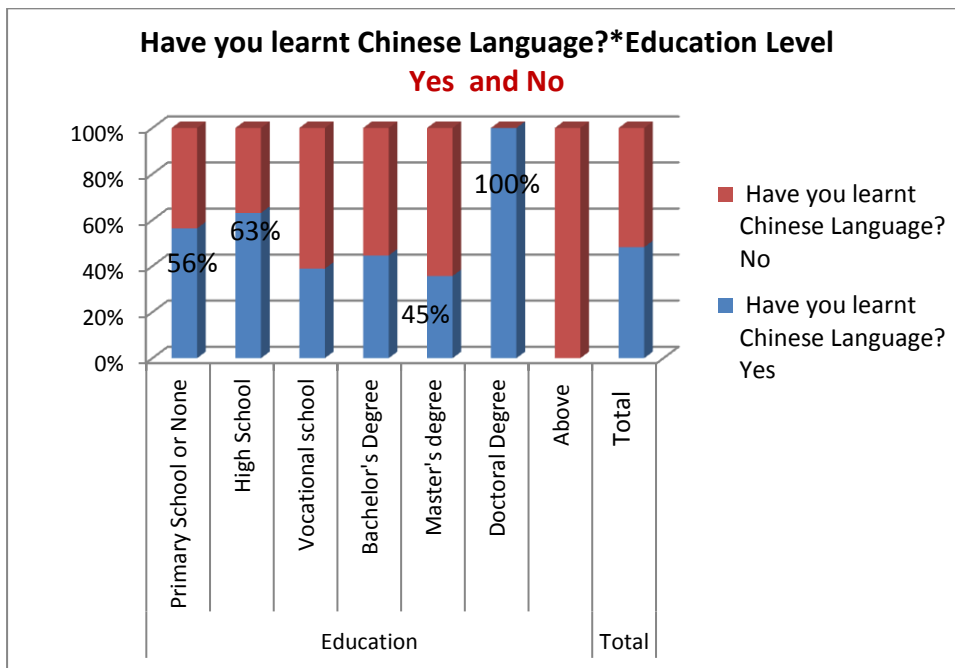


Figure 5.2.7b: Cross-analysis between People Learnt Chinese Language and Education.

Figure 5.2.8 showed the Chinese language curriculum demand of Bangkok residence. We can make a conclusion that Basic Day-to-Day Chinese is the most popular demand in Bangkok. Followed by Travel Chinese, Diplomatic Chinese and Business Chinese.

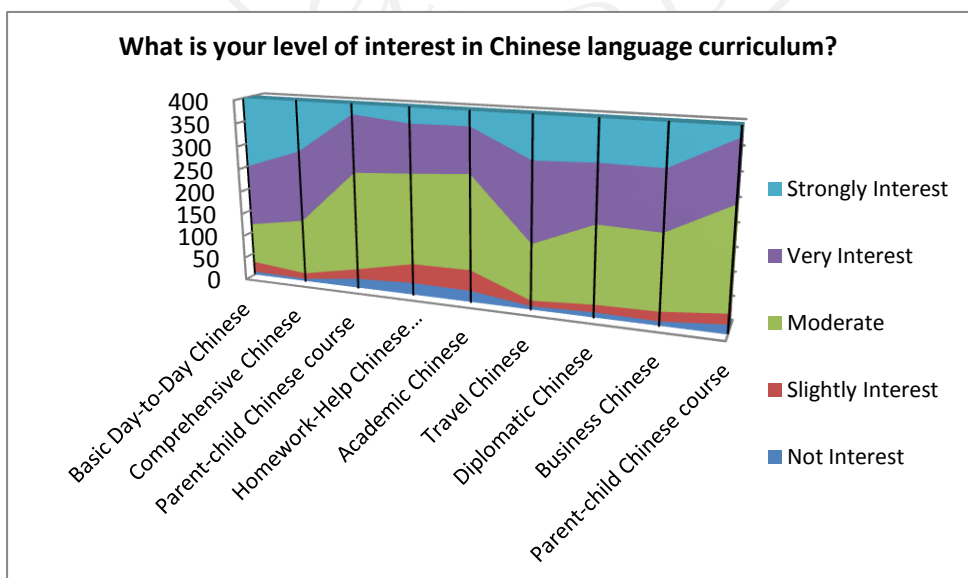


Figure 5.2.8: Level of Interest in Chinese Language Curriculum

Figure 5.2.9 showed the level of proficiency in Chinese language status in BKK.

Obviously stated that most of Bangkok residence can't use Chinese language whatever they have learnt Chinese language or not.

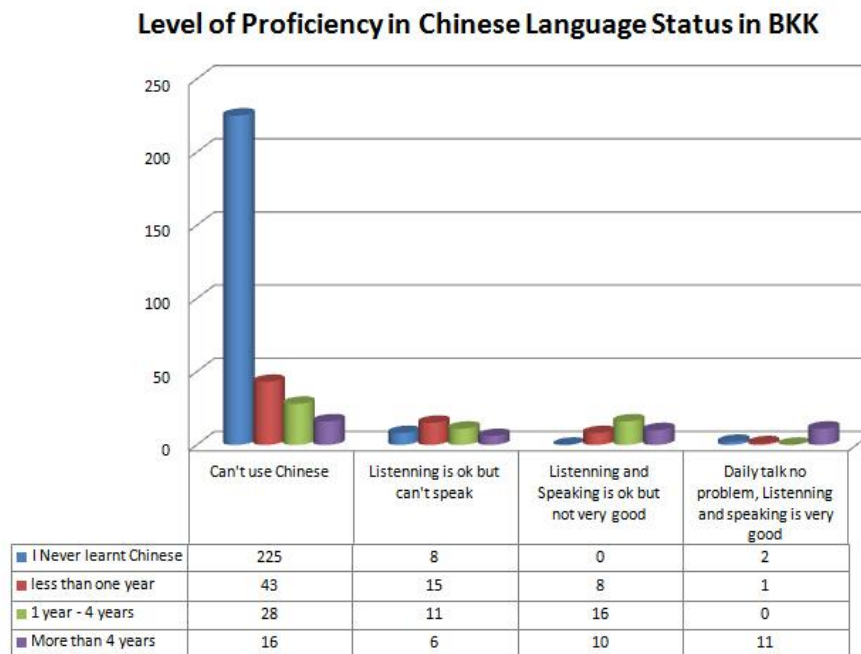


Figure 5.2.9: The level of Proficiency in Chinese Language Status in BKK

In the potential demand of Chinese language in BKK part, the author classified the people who will pay for learning Chinese language by age, nationality, gender, status, occupation, monthly income and education level. To classify the people who will pay for learning Chinese language is to make a better understand with the directly customer group learning Chinese language.

In the sample of this paper there are 286 persons will pay for learning Chinese language and 114 people won't pay for learning Chinese language. Figure 5.2.10a showed that majority of people who will pay for Chinese language is in the range

17-25 years old and 26-35 years old. Figure 5.2.10b gave readers more details. It showed that in the range 26-35 years old and over than 45 years old the people will pay for learning Chinese are in highest percentage. Therefore, the directly customer of learning Chinese language is in young age group who have affordability and also in the higher age people who have time in BKK.

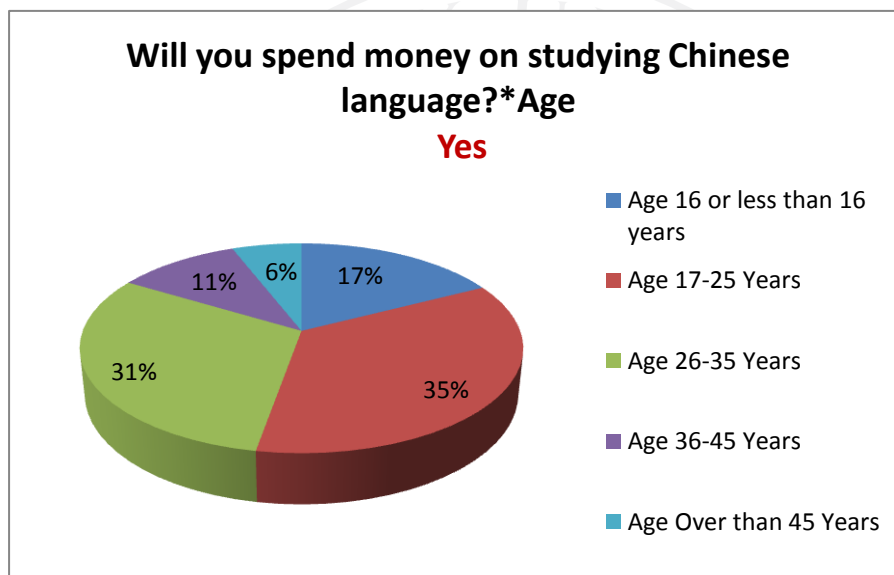


Figure 5.2.10a: Cross-analysis between People Will Pay for Learning Chinese Language_Yes and Age.

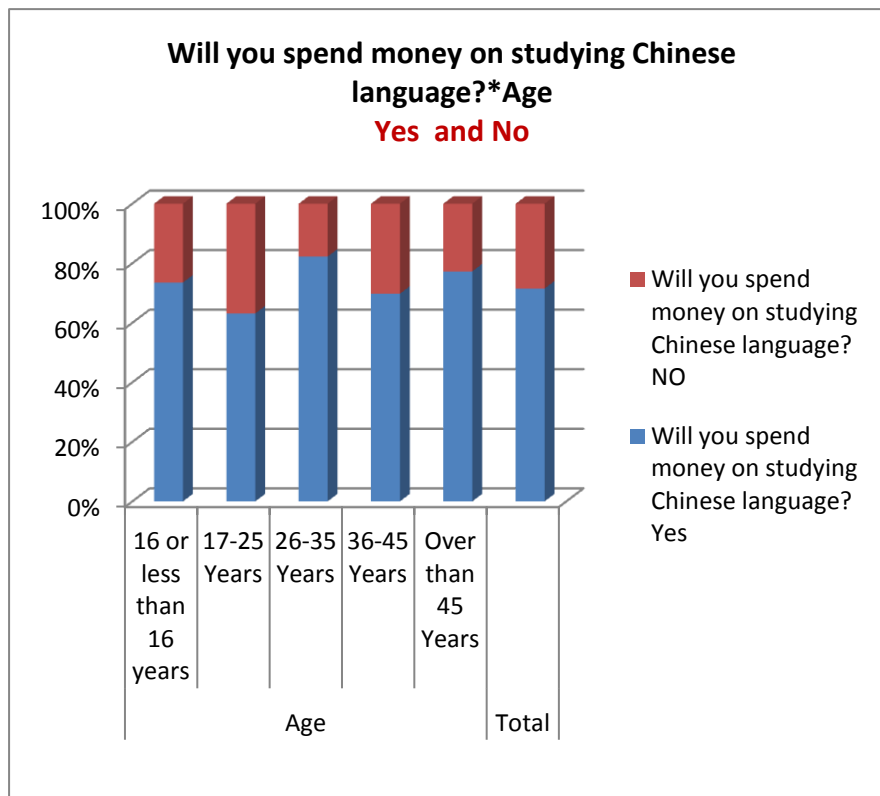


Figure 5.2.10b: Cross-analysis between People Will Pay for Learning Chinese Language and Age.

Figure 5.2.11a showed that most of people who will pay for learning Chinese language is Thai people and Figure 5.2.11b gave readers more details. It stated that 100% Japanese and Vietnamese will pay for learning Chinese language. Therefore, the most directly customer from that Thai people but we also can't ignore the foreign people in BKK.

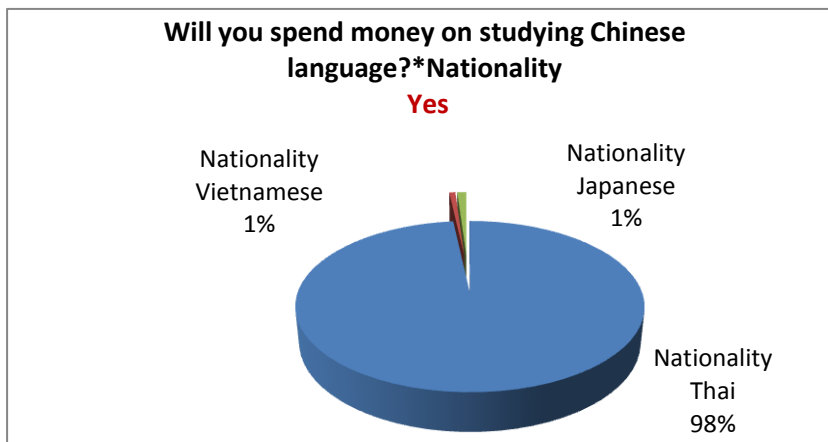


Figure 5.2.11a: Cross-analysis between People Will Pay for Learning Chinese Language_Yes and Nationality.

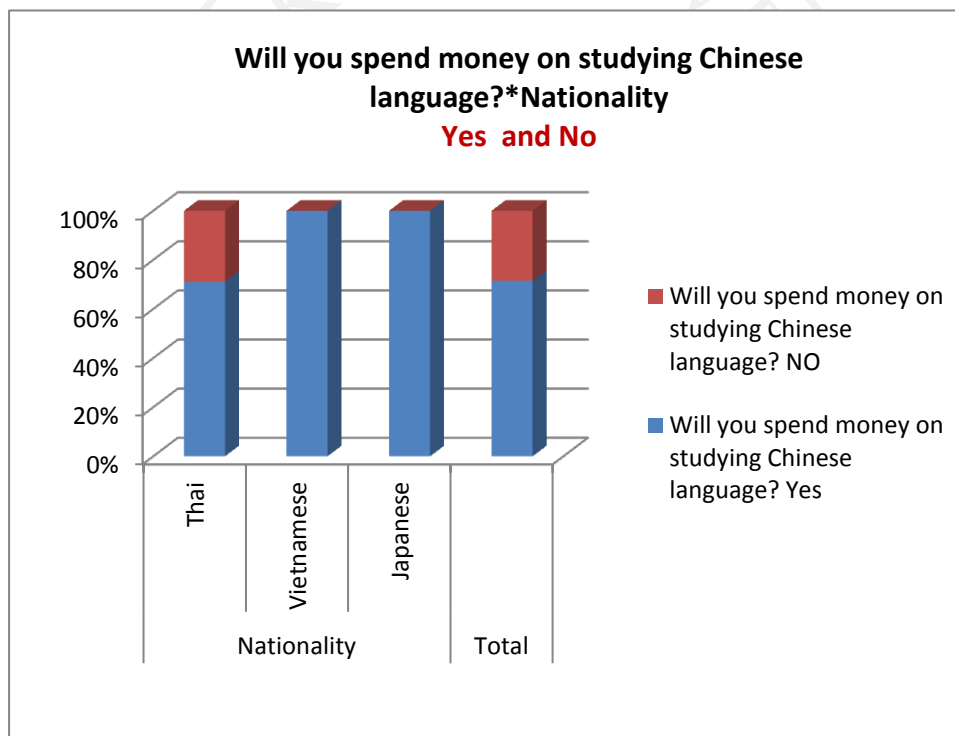


Figure 5.2.11b: Cross-analysis between People Will Pay for Learning Chinese Language and Nationality.

Figure 5.2.12a showed that majority of people who will pay for Chinese language is student group followed by company staff group. And Figure 5.2.12b gave readers more details. It stated that 100% company manger, company senior manager

and translator will pay for Chinese language. Therefore, about the direct customer group of learning Chinese language, we need focus on student, company staff, company manger, company senior manager and translator group.

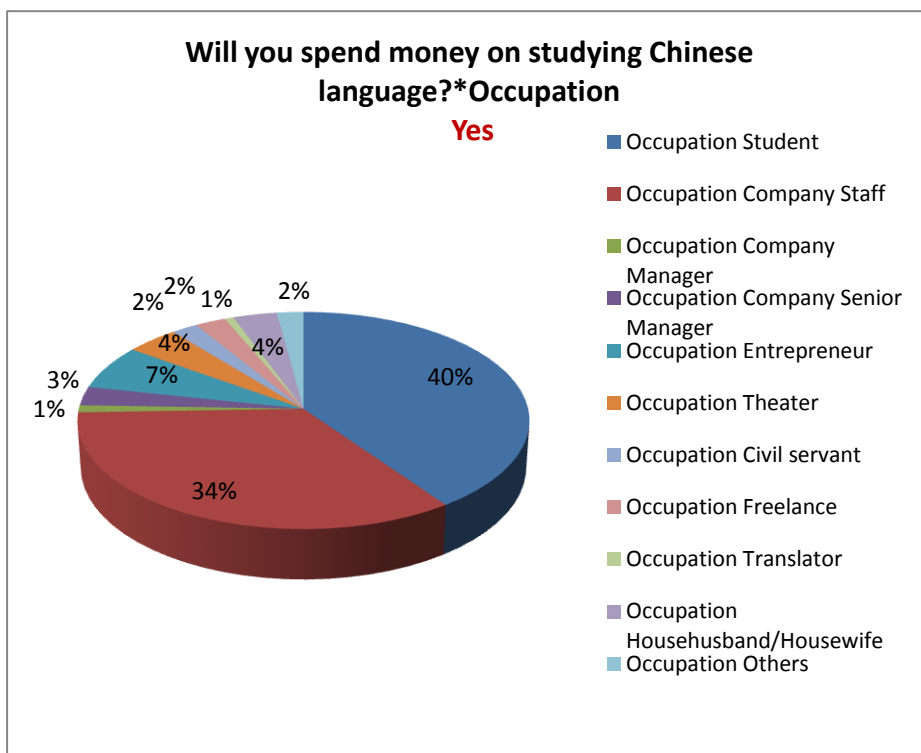


Figure 5.2.12a: Cross-analysis between People Will Pay for Learning Chinese Language_Yes and Occupation.

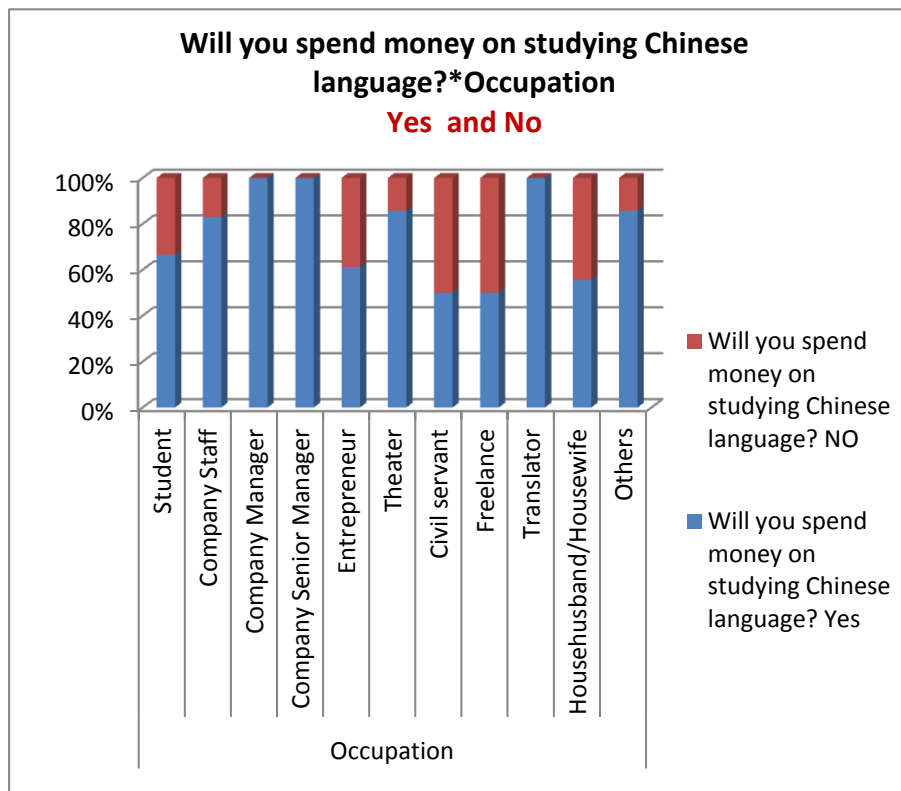


Figure 5.2.12b: Cross-analysis between People Will Pay for Learning Chinese Language and Occupation.

Figure 5.2.13a showed that majority of people who will pay for learning Chinese language is in salary less than 15000 THB group. Besides Figure 5.2.13b gave readers more details. It stated that the higher salary group will more like to pay for learning Chinese language.

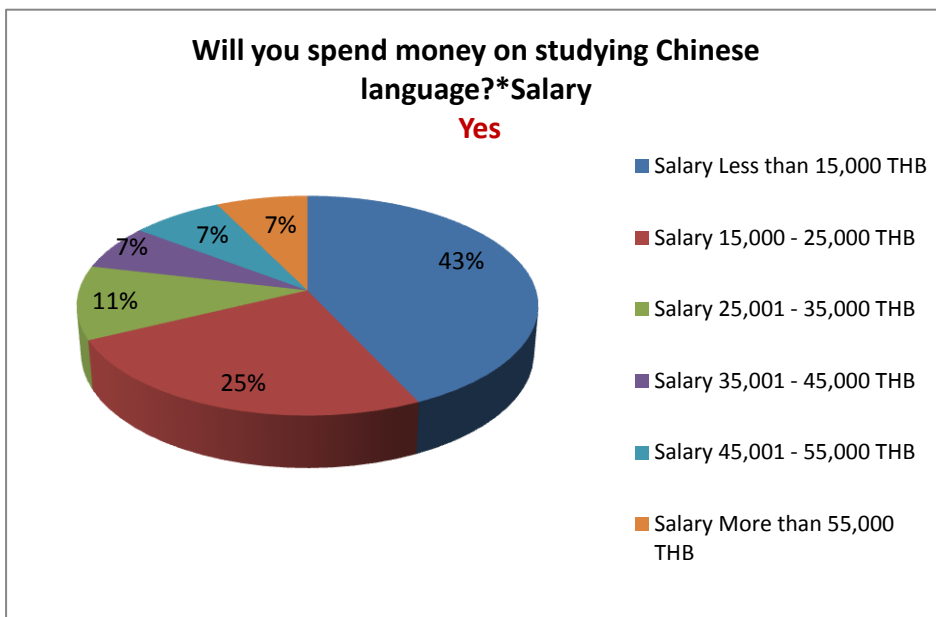


Figure 5.2.13a: Cross-analysis between People Will Pay for Learning Chinese Language_Yes and Salary.

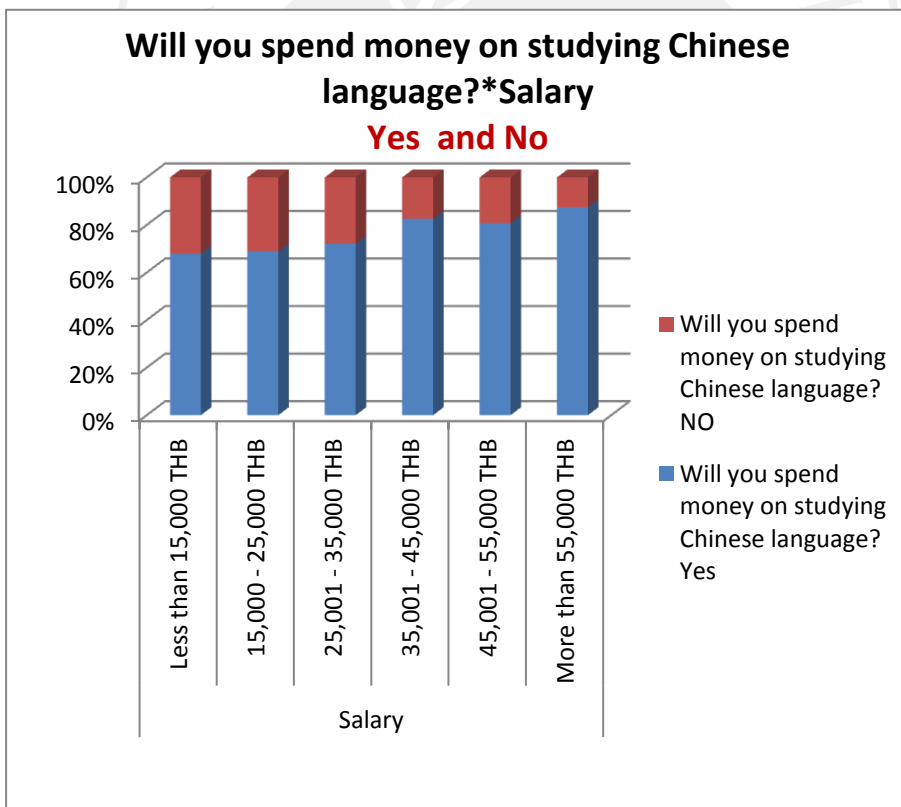


Figure 5.2.13b: Cross-analysis between People Will Pay for Learning Chinese Language and Salary.

Figure 5.2.14a showed that majority of people who pay for learning Chinese language is in bachelor degree group followed by high school group. Besides Figure 5.2.14b gave readers more details. It stated 100% doctoral degree and above group will pay for learning Chinese language. Therefore, the largest direct customer of learning Chinese language is bachelor group and high level degree people will easily change to Chinese learning customer.

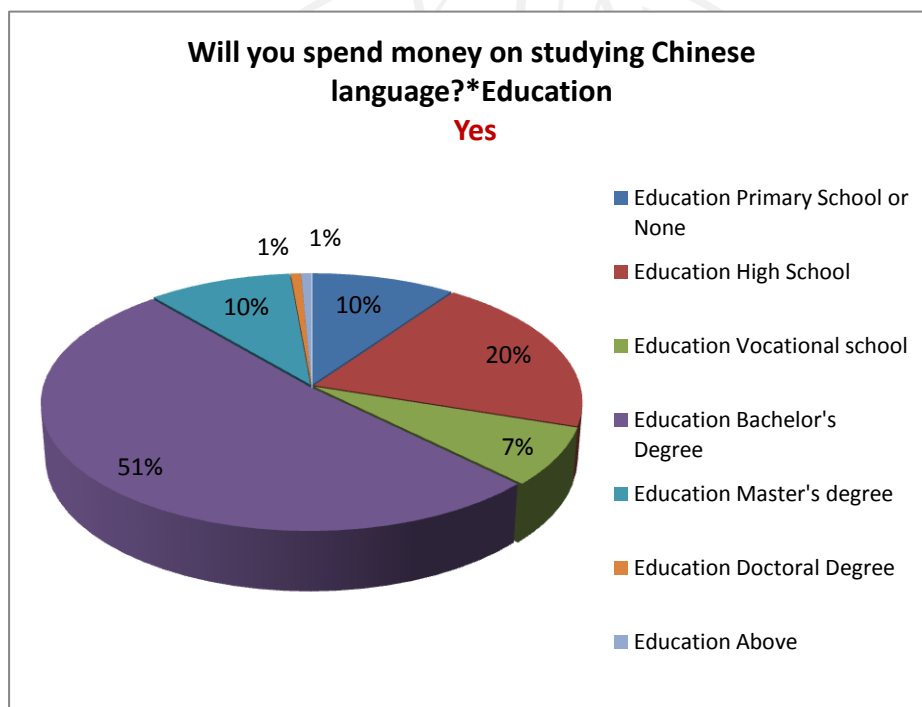


Figure 5.2.14a: Cross-analysis between People Will Pay for Learning Chinese Language_Yes and Education.

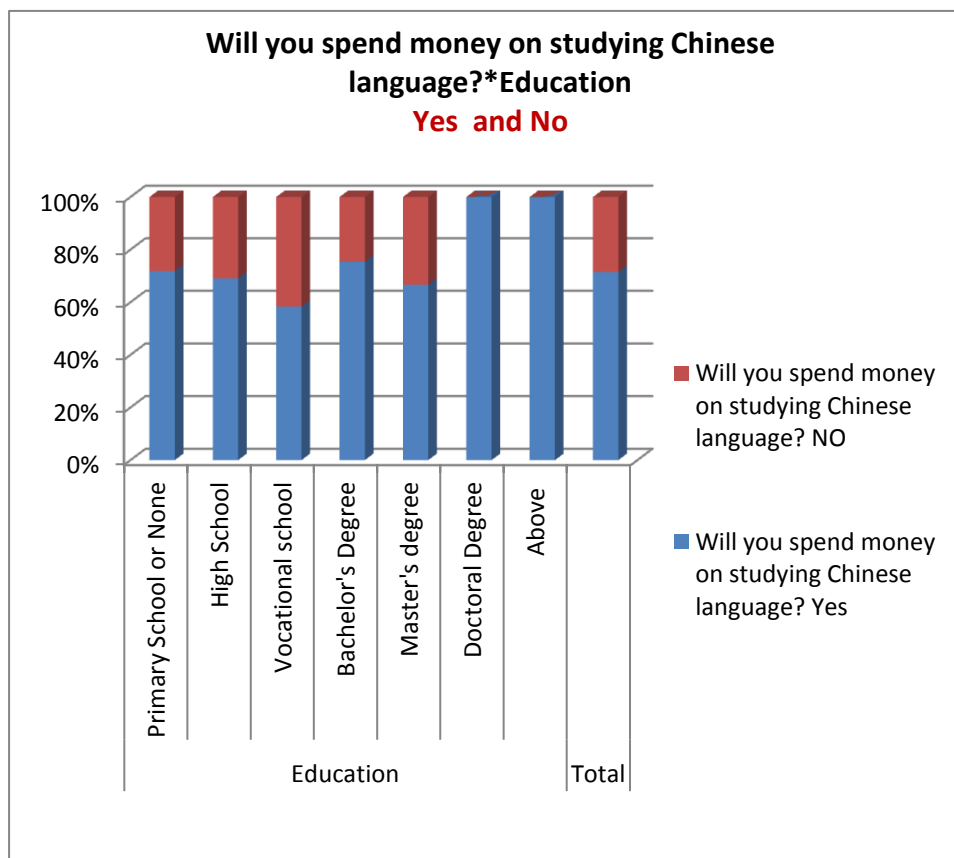


Figure 5.2.14b: Cross-analysis between People Will Pay for Learning Chinese Language and Education.

Part 3: The analytical results for hypothesis testing.

According to the results, there is a significant relationship found between personal preference, Expected benefits, Economic/Social atmosphere, Substituent, Affordability with the people are interest in learning Chinese language and will pay for learning Chinese language. Read the paper carefully, it not difficult to find that there are some subtle differences between these two kinds of relations. In detail parts of each independent variable, they are:

1. There is a significant relationship between some detail parts of independent

variable and the people are interest in learning Chinese language. But there is not a significant relationship between some detail parts of independent variable and the people will pay for learning Chinese language.

2. There is a significant relationship between some detail parts of independent variable and the people will pay for learning Chinese language. But there is not a significant relationship between some detail parts of independent variable and the people are interest in learning Chinese language.

For example, in personal preferences part, all the factors in this part are related to the people who are interested in Chinese language. But only writing skills, Homework-Help Chinese course, Travel Chinese, language learning method—Make Chinese Friend, Attend a Chinese summer camp, My job relates to Chinese, Have Chinese Friends and the people who will pay for learning Chinese language have significant relationship. Thus, it can be concluded, the factors mentioned above are the main motive factors to push customer pay for learning Chinese language.

In expected benefit part, there are some factors have significant relationship with the people will pay for learning Chinese language. But do not have significant relationship with the people are interest in learning Chinese language. They are: Translator, Engineer and Househusband /Housewife. These three kinds of factors have the highest expected benefit from learning Chinese language even the people are not interested in Chinese language. They are the necessary factors to push the people to pay for learning Chinese language.

5.2 Discussion

The paper gave reader conclusions that there are significant relationships between personal preference, expected benefits, economic and social atmosphere, substitute, affordability and Chinese language demand in Bangkok, which also mentioned in previous studies. Such as: the need analysis research at an English medium university in Turkey. They showed that the English language preferences are related the foreign language demand of student. (Ayse & Yesim, 2010) Some studies also pointed out there is a relationship between job benefit and foreign language. A review of the literature by Marsh and others found clusters of evidence for cognitive advantages associated with being able to speak more than one language. (Marsh et al., 2009)

What's more, the social environment also will influence the language demand. A report prepared by Teresa Tinsley, Alcantara Communications stated bad environment affected the foreign language skills in the UK. (Teresa, 2013) There is also a significant relationship between affordability and language demand just as the demand theory showed there is a relationship between quantity of demand and price. Besides the previous studies and theory the author think learning other language and activities will also occupy the spare time for learning Chinese language in Bangkok. Thus the author added the substitute as a factor to make a research prove whether there is a relationship between substitute and Chinese language demand in Bangkok. The answer is affirmative.

Additionally, this paper has two dependent variables, which are the people are interested in Chinese language and the people will pay for Chinese language. After the collecting data and doing analysis, the author made customer segmentation. The customer cluster as follows:

1. The people are interest in Chinese language and also want to pay for learning it.
2. The people are not interest in Chinese language but want to pay for learning it.
3. The people are interest in Chinese language but don't want to pay for learning it.
4. The people are not interest in Chinese language and also don't want to pay for learning it.

5.3 Managerial Implication

The data of this research indicates that Chinese language is the second important foreign language in BKK, the first one is English. In other side, as Figure 5.2.9 the level of proficiency in Chinese language status in BKK shows the proficiency of Chinese language in BKK is not very good. Most of Bangkok residence can't use Chinese language. There is another data indicates that 71.5% of the sample in the research will pay for learning Chinese language. Therefore, it can be make a conclusion that there is a huge potential market about learning Chinese language.

After the analysis of this research it is not difficult to understand some features

of learning Chinese language market in Bangkok. For instance, about the market consumption capacity, data of the sample indicates 32.5% people have monthly budget 2000 - 3000 baht, 21.5% less than 2000 baht. And there is an interesting tendency more rich people will more like to pay for learning Chinese language. In short, student market is the biggest customer market of learning Chinese language, and high-end market is easier to make market guidance; about market education level part, bachelor degree group is our biggest customer market and high level intellectual group is easier to make market guidance.

This research also makes customer segmentation: The people are interest in Chinese language and also want to pay for learning it; the people are not interest in Chinese language but want to pay for learning it; the people are interest in Chinese language but don't want to pay for learning it; The people are not interest in Chinese language and also don't want to pay for learning it. Aiming at different target customer business owners, investors, managers and staffs should use different methods to manage customers. For the customers are not interested in learning Chinese language, business owners, investors, managers and staffs should try to catch the interest point of different kinds of customer, in order to ensure the customer group, the people are not interest in Chinese but will pay for learning it, to be more stable and stimulate more people to be interested in Chinese language, thereby taking a good foundation for transforming potential market to direct market. For the customers won't pay for learning Chinese business owners, investors, managers and staffs

should try to find more detail factor that influence customer to pay for learning Chinese language. This research states the significant relationship between Personal preference, Expected benefits, Economic/Social atmosphere , Substituent, Affordability with the people are interest in learning Chinese language and will pay for learning Chinese language. While more detail factors and method will stimulate customer transform interests to paying for learning Chinese can be analyzed in further research.

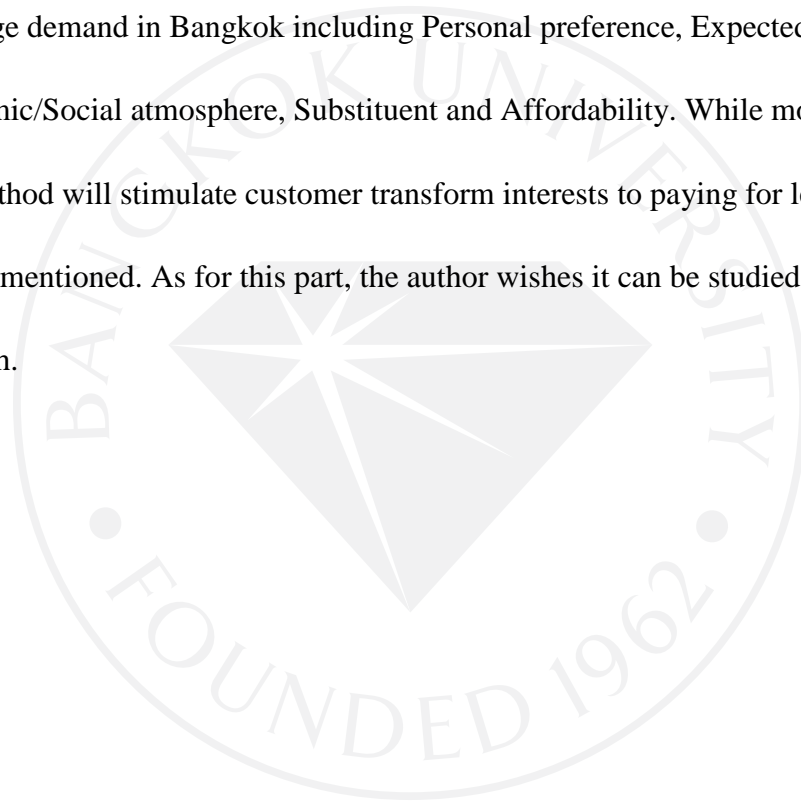
5.4 Recommendation for Future Research

This research already cleared the relationship between personal preference, Expected benefits, Economic/Social atmosphere , Substituent, Affordability with the people are interest in learning Chinese language and will pay for learning Chinese language. And the result of this research also indicated some features of Chinese language market and customer segmentation. It can be used as a recommendation for standards, guidelines and development for Chinese language business in Bangkok. After the doing the research the author summary some limitation of this research and wish it can be a good recommendation for further research:

1. The selection of sample in this study has been limited with in Bangkok. So it just can be the guidelines for business owners, investors, managers and staffs in Bangkok. Wish the further research can extent the areas in the future.
2. The sample in this study is Thai residences including the foreign people but most of the survey is Thai version. It leaded some foreign people in Bangkok lost the

chance to do this survey. While after analyzing the data, it is interest to find all foreign people in this sample chose to pay for learning Chinese language. Thus the author suggests “Foreign people in Thailand learning Chinese language” is also an interesting topic to study in further research.

3. This research gave a general orientation which will affect the Chinese language demand in Bangkok including Personal preference, Expected benefits, Economic/Social atmosphere, Substituent and Affordability. While more detail factors and method will stimulate customer transform interests to paying for learning Chinese are not mentioned. As for this part, the author wishes it can be studied in further research.



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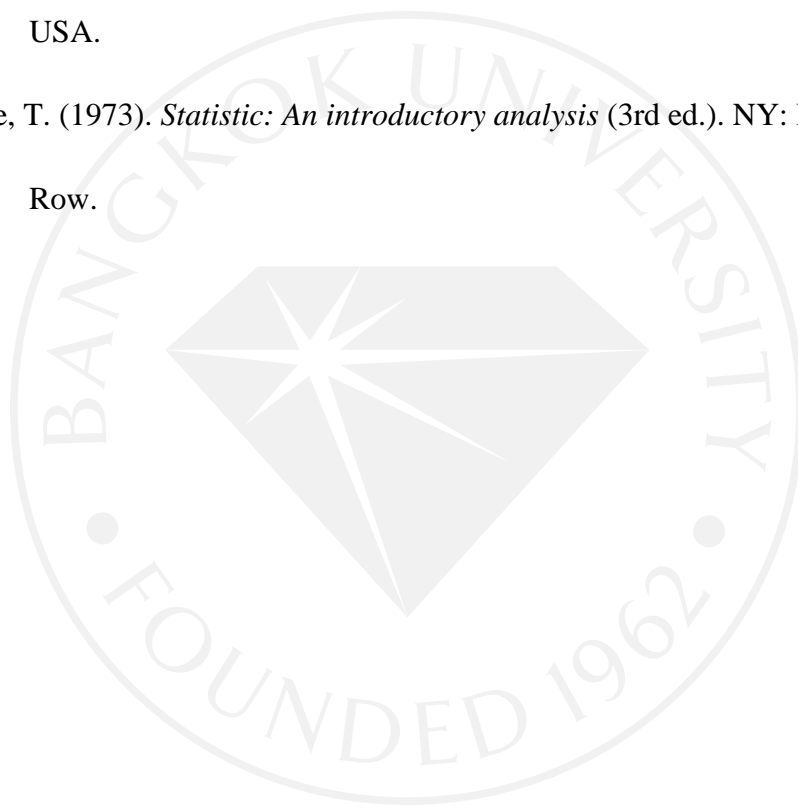
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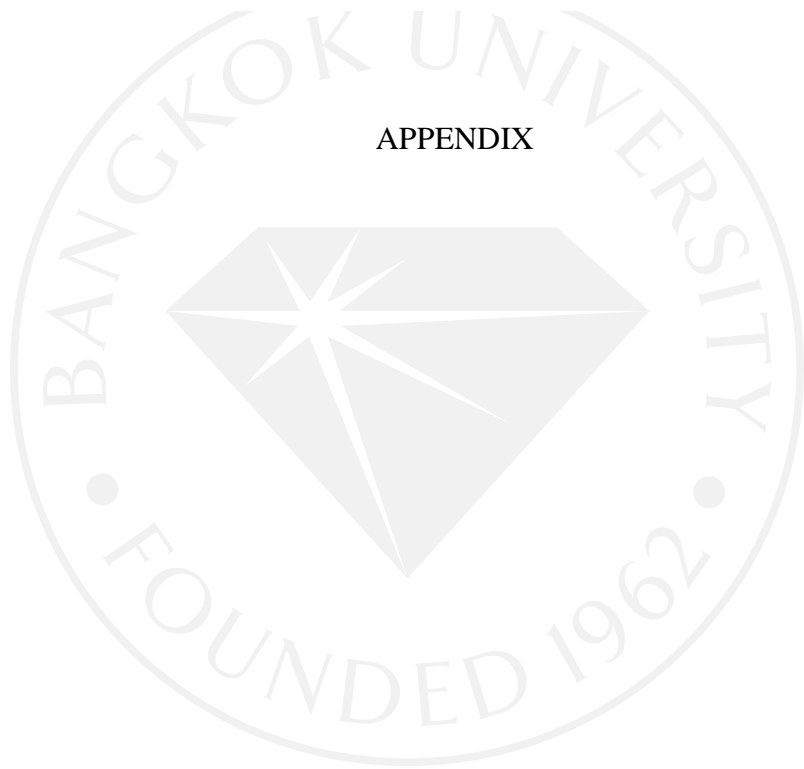
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APPENDIX



Questionnaire:

Chinese Demand in BKK Market

Section 1: Demographic Information

1.1 Age:

- 16 or less than 16 years 17-25 Years
 26-35 Years 36-45 Years
 Over than 45 Years

1.2 Nationality:

- Thai Chinese
 Laos Japanese
 Vietnamese Korea
 Cambodia Others

1.3 Gender:

- Male Female

1.4 Status:

- Single Married
 In A Relationship Devoiced
 Others

1.5 Occupation:

- Student Company Staff
 Company Manager Company Senior Manager
 Entrepreneur Theater
 Civil servant Freelance: _____
 Translator Househusband/Housewife
 Tour guide Others: _____

1.6 What's your monthly income?

- Less than 15,000 THB
 15,000 - 25,000 THB
 25,001 - 35,000 THB
 35,001 - 45,000 THB
 45,001 - 55,000 THB
 More than 55,000 THB

1.7 Education Level

- Primary School or None
 High School
 Vocational school
 Bachelor's Degree
 Master's degree
 Doctoral Degree
 Above All

1.8 What is your major?

- | | |
|-----------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Engineering Technologies |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Foreign Languages |
| <input type="checkbox"/> Business/Management | <input type="checkbox"/> Law |
| <input type="checkbox"/> Communication/Journalism | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Computer and information science | <input type="checkbox"/> Thai language |
| <input type="checkbox"/> Education | <input type="checkbox"/> Medical Science |
| <input type="checkbox"/> Others:_____ | |

1.9 What's your Hobbies?(Multiple Choice)

- | | |
|--------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Travel |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Play Music |
| <input type="checkbox"/> Drawing | <input type="checkbox"/> Listening Music |
| <input type="checkbox"/> Watching TV/Movie | <input type="checkbox"/> Play computer or telephone games |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Foodie |
| <input type="checkbox"/> Sports | <input type="checkbox"/> Others:_____ |
| <input type="checkbox"/> Collection | |

Section 2: Perception of Source of Information(Y: Chinese Language Demand)

2.1 Have you learnt Chinese Language?

- Yes No

2.2 What kind of Chinese Language curriculum have you learnt?(Multiple choice)

- | | |
|------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Basic Day-to-Day Chinese | <input type="checkbox"/> Comprehensive Chinese |
| <input type="checkbox"/> Parent-child Chinese course | <input type="checkbox"/> Homework-Help Chinese course |
| <input type="checkbox"/> Academic Chinese | <input type="checkbox"/> Travel Chinese |
| <input type="checkbox"/> Diplomatic Chinese | <input type="checkbox"/> Business Chinese |
| <input type="checkbox"/> Others:_____ | <input type="checkbox"/> None |

2.3 How long have you learnt Chinese language?

- | | |
|-------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> I Never learnt Chinese | <input type="checkbox"/> less than one year |
| <input type="checkbox"/> 1 year - 4 years | <input type="checkbox"/> More than 4 years |

2.4 What is your level of proficiency in Chinese language?

- Can't use Chinese
- Listening is ok but can't speak
- Listening and Speaking is ok but not very good
- Daily talk no problem, Listening and speaking is very good
- Very professional

2.5 Are you interested in studying Chinese language?

- No Not Sure Yes

2.6 Will you spend money on studying Chinese language?

- Yes No

Section 3: Perception of Source of Information(X1: Personal Preference)

3.1 What is your level of interest in Chinese language skill?

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
3.1.1 Listening					
3.1.2 Speaking					
3.1.3 Reading					
3.1.4 Writing					

3.2 What is your level of interest in Chinese language curriculum?

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
3.2.1 Basic Day-to-Day Chinese					
3.2.2 Comprehensive Chinese					
3.2.3 Parent-child Chinese course					
3.2.4 Homework-Help Chinese course					
3.2.5 Academic Chinese					
3.2.6 Travel Chinese					
3.2.7 Diplomatic Chinese					
3.2.8 Business Chinese					
3.2.9 Others:_____					

3.3 What is your level of interest in Chinese language learning method?

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
3.3.1 Chinese language institution					
3.3.2 On-Line Study					
3.3.3 One-on-One tutoring					
3.3.4 Listening to Chinese music					
3.3.5 Watching Chinese movie or teleplay					
3.3.6 Go traveling in china					
3.3.7 Make Chinese Friend					
3.3.8 Go for business in china					
3.3.9 Attend a Chinese summer camp					
3.3.10 Go to study in China					
3.3.11 Others:_____					

3.4 Base on your opinion, score the reasons that influence learning Chinese language?

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
3.4.1 Like Chinese culture					
3.4.2 My job relates to Chinese					
3.4.3 Would like to travel in China					
3.4.4 Listening to Chinese music					
3.4.5 Family has Chinese background					
3.4.6 Have Chinese Friends					
3.4.7 Have Chinese Girlfriends or Boyfriends					
3.4.8 Learning Chinese language is a kindly of fashion trend					
3.4.9 Would like to do better in Chinese class					
3.4.10 Would like to pass the HSK Chinese examination					
3.4.11 Would like to go to study in China in the future					
3.4.12 Others: _____					

Section 4: Perception of Source of Information(X2:Expected Benefits)

4.1 Base on your opinion, score the job that can receive expected benefits from learning Chinese language.

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
4.1.1 Teacher					
4.1.2 Tour Guide					
4.1.3 Company Staff					
4.1.4 Company Manager					
4.1.5 Company Senior Manager					
4.1.6 Entrepreneur					
4.1.7 Civil Servant					
4.1.8 Translator					
4.1.9 Engineer					
4.1.10 Househusband /Housewife					
4.1.11 Others: _____					

Section 5: Perception of Source of Information(X3:Economic and social atmosphere)

5.1 What economic factors can influence the level of Chinese language demand?

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
5.1.1 Increasing China FDI in Thailand					
5.1.2 Increasing Thailand FDI in China					
5.1.3 ASEAN-China FTA(CAFTA)					
5.1.4 ASEAN-China Joint Cooperation Committee (ACJCC)					
5.1.5 Increasing number of China-Thailand joint venture company					
5.1.6 Increasing number of joint investment project between TH-CHN					
5.1.7 Increasing the number of Chinese tourists visiting in Thailand					
5.1.8 Increasing the number of Thai tourists visiting in China					
5.1.9 Increasing the number of Chinese students studying in Thailand					
5.1.10 Increasing the number of Thai students studying in China					
5.1.11 Increasing internationalship between Thailand and China					
5.1.12 Increasing the number of Chinese migrating to Thailand					
5.1.13 Increasing the number of Thai migrating to China					
5.1.14 Others: _____					

5.2 What social factors can influence the level of Chinese language demand?

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
5.2.1 Increasing the number of Chinese language classes in school					
5.2.2 Increasing the number of Chinese language institution					
5.2.3 Increasing the number of popular Chinese movie or teleplay					
5.2.4 Increasing the number of popular Chinese songs					

5.2.5 Increasing the number of popular Chinese stars					
5.2.6 Increasing the number of people using WeChat					
5.2.7 Others: _____					

Section 6: Perception of Source of Information(X4:Substituent)

6.1 If you have the opportunity to learn a new language, mark your level of interest.

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
6.1.1 Chinese					
6.1.2 Korean					
6.1.3 Russian					
6.1.4 French					
6.1.5 Italian					
6.1.6 English					
6.1.7 Japanese					
6.1.8 Spanish					
6.1.9 German					
6.1.10 Vietnamese					
6.1.11 Laotian					
6.1.12 Cambodian					
6.1.13 Others: _____					

6.2 Rank these foreign languages that you think is important to BKK Thailand from 1 to 4. Number 1 is the most important and number 4 is the least important to you at this time. Use one ranking per box.

- Chinese English
 Japanese Korean

6.3 Will you agree to choose the following activities over than learning Chinese language?

	Not Interest	Slightly Interest	Moderate	Very Interest	Strongly Interest
	-2	-1	0	1	2
6.3.1 Learning Guitar					
6.3.2 Learning Dancing					
6.3.3 Learning Piano					
6.3.4 Learning Singing					
6.3.5 Learning Art					
6.3.6 Exercise					
6.3.7 Playing computer games					
6.3.8 Others: _____					

Section 7: Perception of Source of Information(X5:Affordability)

7.1. What is your monthly budget for learning Chinese?

- | | |
|--------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> less than 2000 baht | <input type="checkbox"/> 2000 - 3000 baht |
| <input type="checkbox"/> 3001 - 4000 baht | <input type="checkbox"/> 4001 - 5000 baht |
| <input type="checkbox"/> 5001 - 6000 baht | <input type="checkbox"/> 6001 - 7000 baht |
| <input type="checkbox"/> 7001 - 8000 baht | <input type="checkbox"/> 8001 - 9000 baht |
| <input type="checkbox"/> 9001 - 10,000 baht | <input type="checkbox"/> More than 10,000 baht |
| <input type="checkbox"/> No buget for learning Chinese | |



BIODATA

Name-Lastname: Hongqian Jia

Address: Room No. 147/345, Condo URBANO ABSOLUTE, 345 เจริญนคร,
Khwaeng Khlong Ton Sai, Khet Khlong San, Krung Thep Maha Nakhon 10600

Email: 465185942@qq.com

Contact number: +66846975564

Emergency contact person Tel No.: +66967547479 (Silva-English)

+66924259768 (David-English)

+66917287121 (Lin-Thai)

Educational Background: Bachelor of Guangxi University

Major: English

Bangkok University

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Day 6 Month January Year 2017

Mr./ Mrs./ Ms Hongqia Jia now living at Condo URBANO ABSOLUTE
Soi 2/14 Street Charoen Nakhon
Sub-district Khwaeng Khlong Ton Sai District Khlong San
Province Bangkok Postal Code 10600 being a Bangkok
University student, student ID 7560202645
Degree level Bachelor Master Doctorate
Program M.B.A. Department - School Graduate School
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