

The Relationship of Grade 6 Students' Motivation and Self-Efficacy for Learning Chinese as a Foreign Language With Chinese Academic Achievement at a Private School in Bangkok

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Abstract

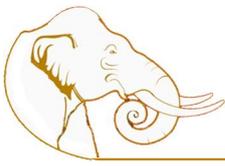
This quantitative study was aimed to determine whether there was a significant relationship between Grade 6 students' motivation and self-efficacy for learning Chinese as a foreign language (CFL) with their Chinese academic achievement at a private school in Bangkok. All 88 Grade 6 students, enrolled in the target school during the academic year 2022-2023, participated in the study. The Questionnaire of Chinese Learning Motivation, the Questionnaire of Chinese Self-Efficacy and the Chinese Midterm Exam for November 2022 were used for data collection. Data analysis was conducted through descriptive statistics (i.e., frequencies, percentages, means and standard deviations) and multiple correlational analyses of the collected data. From the data analysis, it was found that:

1. the participants held a partially high level of motivation for learning CFL;
2. the level of self-efficacy for learning CFL held by Grade 6 students at the target school was interpreted as neither high nor low;
3. the participants' level of Chinese academic achievement was very good; and
4. there was a significant ($\alpha = .05$) and moderately multiple strong correlation between the participants' motivation and self-efficacy for learning CFL with their Chinese academic achievement, and this combination of variables accounted for 33% of the variance of participants' Chinese academic achievement.

Keywords: Chinese as a Foreign Language; Motivation for Learning Chinese; Self-Efficacy for Learning Chinese; Chinese Academic Achievement

Introduction

Motivation has a beneficial influence on any learning process, particularly in learning a second or foreign language (FirdosFida & Ravindra, 2016; Gardner, 2010; Pintrich et al., 1991). Motivated students usually work hard, focus on the tasks at hand, and may even stimulate others in the classroom, enabling collaborative learning, which is commonly



associated with better performance in learning a foreign language (Pourhosein et al., 2012).

Self-efficacy is people's judgments of their capacity to perform a specific action (Bandura, 1997). Many prior studies have consistently found that higher levels of self-efficacy are more likely to result in higher academic achievement (e.g., Honicke & Broadbent, 2016; Richardson et al., 2012; Schunk & Pajares, 2002).

Chinese language, which is one of the foreign languages most learned worldwide (Zou, 2021), is currently being offered in Thai public and private schools as a subject at elementary, middle, and high school levels (Lei, 2007). However, there has been some concern with students' Chinese language learning in many Thai schools (e.g., Cai & Lynch, 2017; Huang & Lynch, 2019). For example, from the researchers' observation, Grade 6 students at a private school in Bangkok seemed to prefer learning English to Chinese. They seemed to think of the Chinese language as complex and tedious. This negative attitude toward learning Chinese might be interpreted as a sign of low motivation (Gardner, 2010). Moreover, although some of these Grade 6 students have studied Chinese for several years, they seemed unsure of their ability to communicate in Chinese, which might be interpreted as a sign of low self-efficacy (Bandura, 1997).

For these reasons, the researchers decided to conduct a study to determine whether there was a significant relationship between Grade 6 students' motivation and self-efficacy for learning Chinese as a foreign language (CFL) with their Chinese academic achievement at a private school in Bangkok, Thailand.

Research Objectives

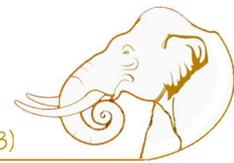
The following were the specific research objectives addressed in this study.

1. To determine the Grade 6 students' motivation level for learning CFL at a private school in Bangkok, Thailand.
2. To determine the Grade 6 students' self-efficacy level for learning CFL at a private school in Bangkok, Thailand.
3. To determine the Grade 6 students' Chinese academic achievement level at a private school in Bangkok, Thailand.
4. To determine whether there is a significant relationship between Grade 6 students' motivation and self-efficacy for learning CFL with Chinese academic achievement at a private school in Bangkok, Thailand.

Theories and Literature Review

Theoretical Framework

This study was conducted based on Bandura's (1997) self-efficacy theory, and Gardner's (2010) socio-educational model of second language acquisition.



Bandura's (1997) Self-Efficacy Theory. This theory introduces the idea of self-efficacy as a social cognitive construct. According to this theory, self-efficacy beliefs develop from four sources: mastery experience (i.e., prior success), vicarious experience (i.e., modeling from others), verbal persuasion (i.e., encouragement from others), and somatic and emotional state (i.e., the body responses and sensations; Bandura, 1997).

Gardner's (2010) Socio-Educational Model of Second Language Acquisition. This model is a framework that integrates the main factors determining language achievement in language learning. According to this model, motivation for learning is defined in terms of three subscales: motivational intensity (i.e., the level of effort and persistence that learners consistently apply during their language learning process), desire to learn the language (i.e., the level of willingness to achieve proficiency in the language), and attitudes toward language learning (i.e., the learner's psychological and personal tendency toward the language learning process; Gardner, 2010).

Review of Relevant Studies

In this section, some relevant previous studies are reviewed and summarized.

Cai and Lynch (2017) conducted a study to examine the relationship between the motivation for learning Chinese and Chinese academic achievement of 74 Grade 9 students at Ekamai International School, Bangkok, during the academic year 2014-2015. The participants' overall motivation levels for learning CFL and Chinese academic achievement were high. There was a significant, positive and very strong relationship between participants' motivation for learning and Chinese academic achievement ($r = .95, p < .001$), and between their self-efficacy for learning Chinese and Chinese listening ($r = .93, p < .001$), reading ($r = .93, p < .001$) and writing ($r = .90, p < .001$) achievement.

Huang and Lynch (2019) conducted a study to examine the relationship between self-efficacy for learning CFL and Chinese academic achievement in Grades 6-10 students at a trilingual international school in Samut-Prakarn, Thailand. The sample was 169 students from Grades 6-10 studying in Chinese proficiency language levels Phase 3, Phase 4 and Phase 5 in the academic year 2017-2018. The overall levels of Chinese academic achievement and self-efficacy for learning Chinese exhibited by Phase 3, 4 and 5 students were found to be high. Moreover, a significant, positive and weak correlation was found between the Chinese academic achievement and the self-efficacy for learning Chinese of Phase 3 ($r = .28, p = .02$), Phase 4 ($r = .25, p = .03$), and Phase 5 ($r = .30, p = .01$) students.

Conceptual Framework

Figure 1 depicts the hypothesized relation between the independent variables (i.e., motivation and self-efficacy for learning CFL) and the dependent variable (i.e., Chinese academic achievement) addressed in this quantitative study.

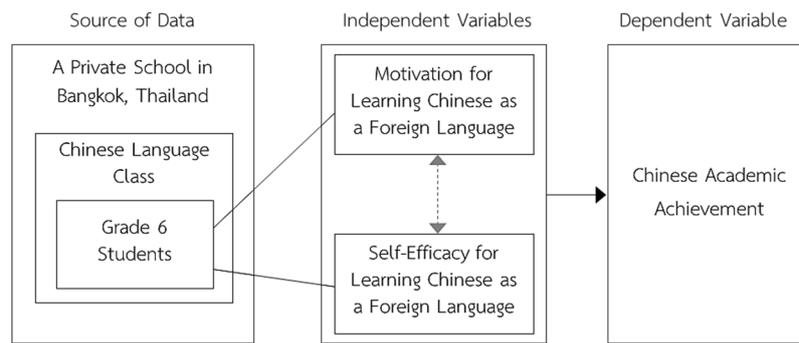
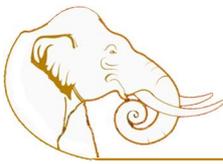


Figure 1 Conceptual Framework for the Current Study

Research Methodology

In this section, the research design, population and sample, research tools, data collection, data analysis, and the research validity are described in detail.

1. Research Design

The study's purpose was to examine the relationship between the motivation and self-efficacy for learning CFL (serving as independent variables) with the Chinese academic achievement (serving as dependent variable) held by Grade 6 students at a private school in Bangkok. For that purpose, a quantitative correlational survey research design was used.

2. Population and Sample

For the study, all 88 students in the four Grade 6 classes at a private school in Bangkok during the academic year 2022-2023 were chosen. There were 23 students in Class 1, 21 in Class 2, 22 in Class 3, and 22 in Class 4.

3. Research Instruments

The study was based on the administration of the Questionnaire of Chinese Learning Motivation, Questionnaire of Chinese Self-Efficacy, and Chinese Midterm Exam.

1) Questionnaire of Chinese Learning Motivation (QCLM). This 30-item instrument was adapted from three subscales of the Attitude/Motivation Test Battery (AMTB, Gardner, 2010; see Table 1). The items used a 6-point Likert scale, ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The mean scores from the scale ratings were interpreted using a continuum from 1.00 (very low motivation/very negative attitude) to 5.00 (very high motivation/very positive attitude).

Table 1 Items in the Questionnaire of Chinese Learning Motivation (QCLM)

Item No.	Item statement
	Motivational intensity
1	I always try to understand all the Chinese language I see and hear.
2	I keep up to date with Chinese language by working on it almost every day.
3	When I have a problem understanding something in Chinese language class, I always ask my teacher for help.
4	I really work hard to learn Chinese language.
5	When I am studying Chinese language, I ignore distractions and pay attention to my task.
6	I do not pay much attention to the feedback I receive in my Chinese language class.
7	I do not bother checking my assignments when I get them back from my Chinese language teacher.

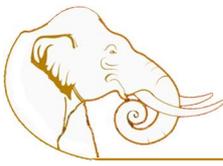


8	I postpone my Chinese language homework as much as possible.
9	I tend to give up and not pay attention when I do not understand my Chinese language teacher's explanation of something.
10	I cannot be bothered trying to understanding the more complex aspects of Chinese language.
Desire to learn Chinese language	
11	I have a strong desire to know all aspects of Chinese language.
12	If it were up to me, I would spend all of my time learning Chinese language.
13	I want to learn Chinese language so well that it will become natural to me.
14	I would like to learn as much Chinese language as possible.
15	I wish I were fluent in Chinese language.
16	Knowing Chinese language isn't really an important goal in my life.
17	I sometimes daydream about dropping Chinese language.
18	I'm losing any desire I ever had to know Chinese language.
19	To be honest, I really have no desire to learn Chinese language.
20	I haven't any great wish to learn more than the basics of Chinese language.
Attitudes toward learning Chinese language	
21	Learning Chinese language is really great.
22	I really enjoy learning Chinese language.
23	Chinese language is a very important part of the school program.
24	I plan to learn as much Chinese language as possible.
25	I love learning Chinese language.
26	I hate Chinese language.
27	I would rather spend my time on subjects other than Chinese language.
28	Learning Chinese language is a waste of time.
29	I think that learning Chinese language is dull.
30	When I leave school, I will give up the study of Chinese language because I am not interested in it.

2) Questionnaire of Chinese Self-Efficacy (QCSE). This 32-item instrument was adapted from the Questionnaire of English Self-Efficacy (Wang et al., 2013; see Table 2). The items used a 7-point Likert-type scale, ranging from 1 (*I cannot do it at all*) to 7 (*I can do it very well*). The mean scores from the scale ratings were interpreted using a continuum from 1.00 (very low self-efficacy) to 7.00 (very high self-efficacy).

Table 2 Items in the Questionnaire of Chinese Self-Efficacy (QCSE)

Item No.	Item statement
Self-efficacy for listening Chinese	
1	Can you understand stories told in Chinese?
2	Can you understand American TV programs in Chinese?
3	Can you understand radio programs in Chinese?
4	Can you understand Chinese language TV programs made in China?
5	Can you understand Chinese dialogues (audio recordings) about everyday school matters?
6	Can you understand Chinese films without subtitles?
7	Can you understand Chinese songs?
8	Can you understand telephone numbers spoken in Chinese?
Self-efficacy for speaking Chinese	
9	Can you describe your school to other people in Chinese?
10	Can you describe the way to the school from the place where you live in Chinese?
11	Can you tell a story in Chinese?
12	Can you ask your teacher questions in Chinese?
13	Can you introduce your teacher (to someone else) in Chinese?
14	Can you discuss subjects of general interest with your fellow students (in Chinese)?
15	Can you answer your teachers' questions in Chinese?
16	Can you introduce yourself in Chinese?
Self-efficacy for reading Chinese	
17	Can you do your homework/home assignments alone when they include reading Chinese texts?
18	Can you guess the meaning of unknown words when you are reading a Chinese text?
19	Can you understand messages or news items in Chinese on the internet?



20	Can you read short Chinese narratives?
21	Can you read Chinese-language newspapers?
22	Can you find out the meanings of new Chinese words using a monolingual dictionary?
23	Can you understand Chinese articles on Chinese culture?
24	Can you understand new reading materials (e.g., news from the magazine) selected by your teacher?

Self-efficacy for writing Chinese

25	Can you compose messages in Chinese on the internet (Facebook, WeChat, blogs, etc.)?
26	Can you write a text in Chinese?
27	Can you leave a note for another student in Chinese?
28	Can you form new sentences from words you have just learned in Chinese?
29	Can you write e-mails in Chinese?
30	Can you produce Chinese sentences with idiomatic phrases?
31	Can you write diary entries in Chinese?
32	Can you write an essay in about 100 Chinese words about your teacher in Chinese?

3) Chinese Midterm Exam. This instrument, used to measure the participants' Chinese academic achievement level, included a 5-question listening section, a 5-question speaking section, a 15-question reading section, and a 15-question writing section. The exam was prepared by the Chinese Language department of Grade 6 at the target school. The scores were interpreted as follows: excellent (91-100); very good (81-90); good (71-80); satisfactory (61-70); and need for improvement (≤ 60).

4. Data Collection

The data were collected from the target group as follows:

1) In September 2022, the researchers administered to the participants, in person, the Questionnaire of Chinese Learning Motivation and the Questionnaire of Chinese Self-Efficacy. All 88 students completed the questionnaires, yielding a response rate of 100%.

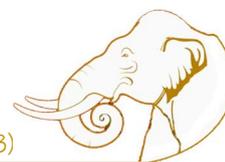
2) The scores from the Chinese Midterm Exam for Term 1 of the target students were collected in November 2022 by the first author, who was the participants' Chinese language teacher. All 88 students completed the exam, yielding a response rate of 100%.

5. Data Analysis

The quantitative data collected from the administration of three research instruments were analyzed using descriptive statistics (frequencies, percentages, means and standard deviations) and correlational analysis (using multiple correlation coefficient), with the support of a statistical software package.

6. Research Validity and Reliability

1) Questionnaire of Chinese Learning Motivation (QCLM). Based on the validity reported by Gardner (2010), who used a representative collection of items and sensible test construction methods to ensure content validity, the three motivation subscales from Gardner's (2010) AMTB were chosen and adapted to develop the QCLM. Reliability analysis for the administration of the QCLM resulted in a Cronbach's alpha of .90, interpreted as an excellent internal consistency reliability.



2) Questionnaire of Chinese Self-Efficacy (QCSE). Based on the validity reported by Wang et al. (2013), who ensured the construct and content validity of the Questionnaire of English Self-Efficacy (QESE) through qualitative methods and experts in second language acquisition and educational psychology, the QESE was chosen and adapted to develop the QCSE. Reliability analysis for the administration of the QCSE resulted in a Cronbach's alpha of .97, interpreted as an excellent internal consistency reliability.

3) Chinese Midterm Exam. Three Chinese language teachers from the target school, all with at least 10 years of teaching experience, 100% agreed on the content and construct validity of the exam and its suitability to measure participants' level of Chinese academic achievement. The exam's structure was the same that has been used in past midterm and final exams for Grade 6 at the target school. Then, understanding reliability as trustworthiness (Merriam, 2009), this exam format and structure is considered reliable.

Research Results

The main study results are presented in detail, organized by research objectives.

1. Results from Research Objective 1

Table 3 shows the overall mean scores, standard deviations and interpretations of the level of motivation for learning CFL, and its subscales, held by the participants.

Table 3 Mean Scores, Standard Deviations and Interpretations of the Chinese Learning Motivation and Its Subscales for the Study Participants

Variable	<i>M</i>	<i>SD</i>	Interpretation
Motivation for learning Chinese as a foreign language	4.58	1.17	Slightly high
Motivational intensity	4.16	1.51	Partially high
Desire to learning Chinese language	3.90	1.49	Partially high
Attitudes toward learning Chinese language	4.22	1.43	Slightly positive

2. Results from Research Objective 2

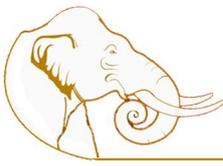
Table 4 shows the overall mean scores, standard deviations and interpretations of the level of Chinese self-efficacy, and its subscales, held by the study participants.

Table 4 Mean Scores, Standard Deviations and Interpretations of the Chinese Self-Efficacy Held by the Study Participants

Variable	<i>M</i>	<i>SD</i>	Interpretation
Self-efficacy for learning Chinese as a foreign language	3.59	1.79	Neither high nor low
Self-efficacy for listening Chinese	3.67	1.83	Neither high nor low
Self-efficacy for speaking Chinese	4.07	1.78	Neither high nor low
Self-efficacy for reading Chinese	3.45	1.72	Slightly low
Self-efficacy for writing Chinese	3.18	1.83	Slightly low

3. Results from Research Objective 3

The results regarding the level of Chinese academic achievement of Grade 6 students at a private school in Thailand is shown in Table 5.

**Table 5** Frequency Distribution, Overall Mean Score, Standard Deviation and Interpretation of the Participants' Chinese Academic Achievement From the Chinese Midterm Exam

Chinese academic achievement interpretation	Score range	<i>f</i>	%
Excellent	91-100	45	51.1
Very good	81-90	11	13.6
Good	71-80	8	9.6
Satisfactory	61-70	5	5.5
Need for improvement	≤ 60	18	20.2
Descriptive statistics			
Minimum score	15		
Maximum score	100		
<i>M</i>	81.38 (Very good)		
<i>SD</i>	22.18		

Note. Mean score interpretation is presented in parentheses.

4. Findings from Research Objective 4

Table 6 below displays the results of the correlational analysis performed on the data collected from the study participants.

Table 6 Results of the Correlational Analysis Between the Participants' Motivation for Learning CFL, Self-Efficacy for Learning CFL and Chinese Academic Achievement

Variables	1	2	3
1. Motivation for learning Chinese as a foreign language	—		
2. Self-efficacy for learning Chinese as a foreign language	.53* (<i><</i> .001)	—	
3. Chinese academic achievement	.47* (<i><</i> .001)	.52* (<i><</i> .001)	—
<i>R</i>	.57* (<i><</i> .001)		
<i>R</i> ² × 100%	33%		

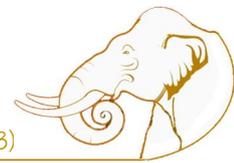
Note. *p*-values appear within parentheses below the correlation coefficients.

* denotes a significant relationship (significance level set at *p* = .05, two-tailed).

Discussion

In this section, a discussion of the research findings from the current study is provided, organized by research objective.

1. In relation to Research Objective 1, the results of the current study revealed that the overall level of motivation for learning CFL held by Grade 6 students at the target school was partially high. This finding was in line with Cai and Lynch (2017), who found that the overall level of motivation for learning CFL was high for 74 Grade 9 students at an international school in Bangkok. Due to the considerable boost that Chinese language learning is getting not just in Thailand but also globally (Zou, 2021), the participants of this study, as more and more people in Thailand, might start developing the motivation to learn Chinese language (Gardner, 2010). This could be a possible reason why the participants have a partially high level of motivation for learning Chinese.

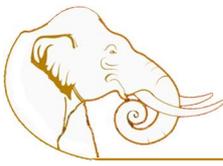


2. In relation to Research Objective 2, the current study's findings showed that the participant's overall level of self-efficacy for learning Chinese was moderate (neither high nor low). This finding was not in line with Huang and Lynch (2019), who found a high level of self-efficacy for learning Chinese held by 169 students at a trilingual international school in Samut Prakarn, Thailand, regardless of their grade (i.e., Grades 6-10) or Chinese proficiency level. A possible reason for the participants having neither a high nor low level of self-efficacy for learning Chinese could be that, in Grade 6 at the target school, the number of words and speaking speed increases in Chinese class, so students might feel not very confident in their ability to speak, write, listen and read Chinese, since they have not mastered these skills (Bandura, 1997; Schunk & Pajares, 2002).

3. In relation to Research Objective 3, the results of the current study revealed that the participants' overall level of Chinese academic achievement was very good. The current findings were similar with Cai and Lynch (2017), who found a high level of Chinese academic achievement among 74 Grade 9 students at an international school in Bangkok. This finding was also in line with Huang and Lynch (2019), who found an overall high level of Chinese academic achievement held by 169 Chinese language learners at a trilingual international school in Samut Prakarn, Thailand, regardless of their grade (i.e., Grades 6-10) or Chinese proficiency level. A possible reason for this result could be the partially high overall level of motivational intensity for learning Chinese held by the participants, which implies they put a partially high effort, determination, and consistency of focus into learning Chinese, and such learning intensity is positively related to language academic achievement (FirdosFrida & Ravindra, 2016; Gardner, 2010). Moreover, the first author, who was the Chinese language teacher of the students participating in this study, used collaborative learning in her classes, which has been documented to enable learners to perform better on learning foreign language (Pourhosein et al., 2012).

4. In relation to Research Objective 4, the data analysis revealed that motivation for learning CFL had a significant, positive and moderately strong relationship and explanatory and predictive power for the Chinese academic achievement of the study participants. This result was in line with Cai and Lynch (2017), who found a significant, positive and very strong relationship between the motivation for learning and Chinese academic achievement held by 74 students from an international school in Bangkok. This result was in line with the theoretical and empirical implications described by Gardner (2010), in which the effect of motivation for learning on language achievement is conceived as significant and positively directed toward increased achievement.

Self-efficacy for learning Chinese was found to have a significant, positive and moderately strong relationship and explanatory and predictive power for the Chinese academic achievement of study participants. This result was in line with Cai and Lynch



(2017), who found a significant, positive and very strong relationship between self-efficacy for learning and performance, and the Chinese listening, reading and writing achievement held by 74 students from an international school in Bangkok. A possible reason for obtaining this result could be that, at the target school of this study, Chinese language curriculum was well aligned with students' Chinese literacy skills level, which might make students feel driven and confident in learning the Chinese, resulting in the improvement of their Chinese academic achievement (Lei, 2007; Raofi et al., 2012; Schunk & Pajares, 2002).

Body of Knowledge

The body of knowledge obtained from conducting this study is summarized in Figure 2, which displays the different factors that were found to be either significantly related or influencing participants' Chinese academic achievement.

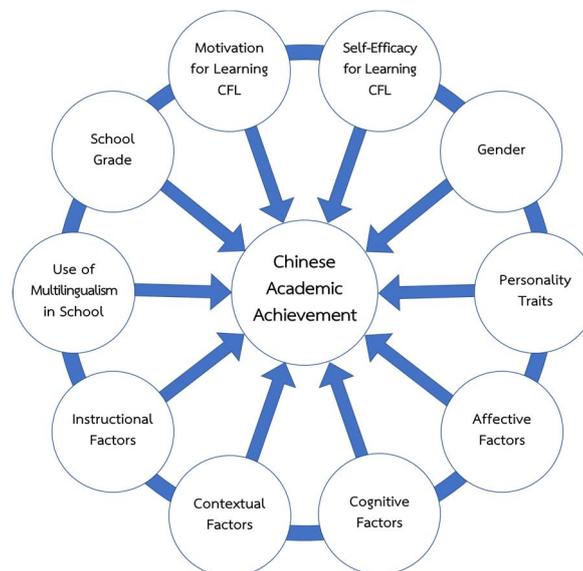
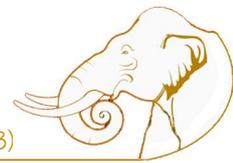


Figure 2 Body of Knowledge in Relation to Chinese Academic Achievement

Both motivation and self-efficacy for learning has been shown to have a significant relation and impact on L2 academic achievement, not only by the current study, but also by previous ones (e.g., Cai & Lynch, 2017; Gardner, 2010; Honicke & Broadbent, 2016; Huang & Lynch, 2019; Pintrich et al., 1991; Raofi et al., 2012; Wang et al., 2013).

From the discussion and the literature review conducted for this study, additional factors that could significantly influence L2 academic achievement were identified: gender (Cai & Lynch, 2017); personality traits (Richardson et al., 2012); affective factors (e.g., language anxiety, attitudes toward the teacher and the class; Gardner, 2010; Pintrich et al., 1991); cognitive factors (e.g., beliefs, language instrumentality; Gardner, 2010; Pintrich et al., 1991); contextual factors (e.g., peers, teachers, parents, school administration; Gardner, 2010; Lei, 2007); instructional factors (e.g., students' approaches to learning, instructional activities and materials; Gardner, 2010; Lei, 2007); use of multilingualism in school (Huang & Lynch, 2019); and school grade (Gardner, 2010; Huang & Lynch, 2019).



Conclusions

Here, the researchers summarize the main conclusions drawn from the data analysis.

1. The overall level of motivation for learning CFL (i.e., the inner desire that empowers learners and provides them with the drive and support behind their attempts to perform at a high level while learning CFL) held by the participants was partially high.

2. The overall level of self-efficacy for learning Chinese (i.e., the confidence and belief in one's ability to achieve academic goals in Chinese language class) held by the participants was interpreted as neither high nor low.

3. The overall level of Chinese academic achievement (i.e., the comprehension of the knowledge attained or skills developed in Chinese language class, including speaking, listening, reading and writing skills) exhibited by the participants was very good.

4. The motivation for learning Chinese and self-efficacy for learning Chinese held by the participants had a significant and moderately strong multiple explanatory and predictive power for their Chinese academic achievement, at a significance level of .05.

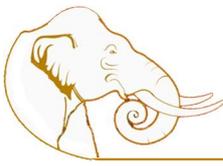
Suggestions

From the study findings and data analysis, some suggestions are provided for practice and future research.

1. Suggestions for Practice

1) The items that were rated the lowest by the respondents on the QCLM were Item 2 ($M = 3.41$, $SD = 1.43$), Item 12 ($M = 2.70$, $SD = 1.49$), and Item 27 ($M = 3.28$, $SD = 1.41$). These partially low scores can be interpreted as the participants having a partially low willingness to put in effort in studying Chinese consistently (Item 2) or acquire knowledge about Chinese language (Item 12), or as the participants having a slightly negative attitude toward Chinese language class in comparison to other school subjects (Item 27). Then, the researchers suggest students to work collaboratively after class to encourage each other to learn Chinese together or do their homework (Pourhosein et al., 2012). Students can also combine their hobbies with learning Chinese (e.g., watch movies or sing songs in Chinese) in order to motivate themselves (Gardner, 2010).

2) The items that were rated the lowest by the respondents on the QCSE were Item 4 ($M = 2.91$, $SD = 1.78$), Item 12 ($M = 2.90$, $SD = 1.84$), Item 19 ($M = 2.98$, $SD = 1.71$), and Item 31 ($M = 2.51$, $SD = 1.61$). These slightly low scores can be interpreted as the participants having a slightly low confidence in their ability to listen (Item 4), speak (Item 12), read (Item 19) and write (Item 31) in Chinese. Therefore, the researchers suggest that students can develop their self-efficacy for learning Chinese further through engaging in some easy tasks to increase their successful experiences (Lei, 2007; Raoofi et al., 2012). Students might practice more (i.e., mastery experience), learn from peers (i.e., vicarious experience), and



control themselves to have a positive emotional reaction toward tasks and learning activities (i.e., somatic and emotional states) to improve their self-efficacy (Bandura, 1997; Honicke & Broadbent, 2016; Schunk & Pajares, 2002; Wang et al., 2013).

3) A total of 18 out of 88 students (i.e., 20.5% of the participants) had a need for improvement in their Chinese language achievement. Then, in order for students to attain a higher level of achievement, the researchers suggest them to motivate themselves to learn Chinese by spending more time in learning the language using methods that they find interesting and relevant (Bandura, 1997; FirdosFrida & Ravindra, 2016; Gardner, 2010).

4) In order to improve students' Chinese academic achievement and motivate students to learn Chinese, teachers should try different teaching methods for the students, including songs, games, group work and project-based learning, as well as provide students with multiple learning materials and strategies to support their learning outside of the classroom (Bandura, 1997; Lei, 2007; Pourhosein et al., 2012).

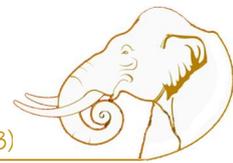
2. Suggestions for Future Research

1) We would like to suggest future researchers to conduct similar studies on larger groups and wider range of grade levels, in order to have more generalizable outcomes.

2) In terms of the research variables considered in the present study, it was found that the combination of the participants' motivation and self-efficacy for learning CFL accounted only for 33% of the variance of their Chinese academic achievement (i.e., $R^2 = .33$), and hence a 67% of that variance was explained by other variables that were not considered. It is suggested that future researchers consider to include in their studies other variables that can have a significant impact on Chinese academic achievement and explore their relationship with Chinese academic achievement in depth.

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