THE RELATIONSHIP BETWEEN MOTIVATION FOR LEARNING CHINESE AS A FOREIGN LANGUAGE AND CHINESE ACHIEVEMENT OF GRADE 9 STUDENTS AT EKAMAI INTERNATIONAL SCHOOL IN BANGKOK, THAILAND

Lin Cai

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2015
THE RELATIONSHIP BETWEEN MOTIVATION FOR LEARNING CHINESE AS A FOREIGN LANGUAGE AND CHINESE ACHIEVEMENT OF GRADE 9 STUDENTS AT EKAMAI INTERNATIONAL SCHOOL IN BANGKOK, THAILAND

Lin Cai
I.D. No. 5629493

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2015
Thesis Title: THE RELATIONSHIP BETWEEN MOTIVATION FOR LEARNING CHINESE AS A FOREIGN LANGUAGE AND CHINESE ACHIEVEMENT OF GRADE 9 STUDENTS AT EKAMAI INTERNATIONAL SCHOOL IN BANGKOK, THAILAND

By: LIN CAI

Field of Study: CURRICULUM AND INSTRUCTION

Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

Accepted by the Graduate School of Education, Assumption University in

Partial Fulfillment of the Requirements for the Master Degree in Education

..........................................................
(Dr. Sangob Laksana)

Dean of the Graduate School of Education

Thesis Examination Committee

.......................................................... Chair
(Assoc. Prof. Dr. Suwattana Eamoraphan)

.......................................................... Advisor
(Asst. Prof. Dr. Richard Lynch)

.......................................................... Faculty Member
(Dr. Yan Ye)

.......................................................... External Expert
(Asst. Prof. Dr. Sirarat Petsangsri)
ABSTRACT

I.D. No.: 5629493

Key Words: MOTIVATIONAL GOAL ORIENTATION, SRLF-EFFICACY FOR LEARNING AND PERFORMANCE, CHINESE ACHIEVEMENT, LEARNING CHINESE AS FOREIGN LANGUAGE, GRADE 9 STUDENTS

Name: LIN CAI

Thesis Title: THE RELATIONSHIP BETWEEN MOTIVATION FOR LEARNING CHINESE AS A FOREIGN LANGUAGE AND CHINESE ACHIEVEMENT OF GRADE 9 STUDENTS AT EKAMAI INTERNATIONAL SCHOOL IN BANGKOK, THAILAND

Thesis Advisor: ASST. PROFESSOR DR. RICHARD LYNCH

The purpose of this study was to examine the level of motivational goal orientation, and the relationship between the motivational goal orientation and Chinese achievement of grade 9 students studying Chinese as a foreign language at Ekamai International School in Bangkok, Thailand. The study respondents were 74 students studying Chinese as a foreign language in grade 9 at Ekamai International School during the second semester of the academic year 2014-2015. This study followed a quantitative research methodology employing both a questionnaire and an unofficial version of the HSK III test to address the level of motivational goal orientation and Chinese achievement. The HSK (Chinese Proficiency Test) is an international standardized test that tests and rates non-native Chinese speakers’ Chinese language proficiency for academic and professional purposes. There were three main parts included in the study, the level of motivational goal orientation, the level of Chinese
achievement and the relationship between motivational goal orientation and Chinese achievement. In this study, the motivational goal orientation focused on intrinsic and extrinsic goal orientation, and self-efficacy for learning and performance. The Chinese achievement focused on listening, reading and writing achievement. Based on the level of motivational goal orientation and Chinese achievement, there were three main findings: 1) the overall level of motivation for learning Chinese as a foreign language of grade 9 students was high; 2) the Chinese achievement of grade 9 students was high; 3) there was a significant relationship between motivation for learning and Chinese achievement; 3.1) there was a significant relationship between self-efficacy for learning and performance and listening achievement; 3.2) there was a significant relationship between self-efficacy for learning and performance and reading achievement; 3.3) there was a significant relationship between self-efficacy for learning and performance and writing achievement. The study concludes with recommendations for practice and for future research.

Field of Study: Curriculum and Instruction
Graduate School of Education
Academic Year 2015

Student’s signature
Advisor’s signature
ACKNOWLEDGEMENTS

First and foremost I offer my sincerest gratitude to my advisor, Asst. Prof. Dr. Richard Lynch, who has supported me throughout my thesis with his encouragement, guidance, and patience whilst allowing me the room to work in my own way. His professional advice and guidance helped me throughout the process of researching and writing this thesis. I am also grateful for his persistent invaluable support and comments during this process.

Besides my advisor, I would like to thank all the members of my thesis committee, Assoc. Prof. Dr. Suwattana Eamoraphan, Dr. Yan Ye, and Asst. Prof. Dr. Sirirat Petsangsri for their encouragement, insightful comments, and professional questions. I would like to thank all the professors, office staff and my fellow students of the Graduate School of Education for being supportive of me throughout my coursework.

My warmest thanks go to my school teachers, teaching assistants and lovely students in Ekamai International School. They supported me in my research, especially the Academic Principal, Mr. Harold Dawat, who allowed me to do this research and collect the data at the school. They were always willing to help me and provided all the data. My research would not have been possible without their help.

Last, but certainly not least, I would like to acknowledge my family for their understanding, support and love during the entire period of the study.
CONTENTS

COPYRIGHT ................................................................. ii
APPROVAL .................................................................. iii
ABSTRACT .................................................................. iv
ACKNOWLEDGEMENTS .............................................. vi
CONTENTS ................................................................. vii
LIST OF TABLE .......................................................... ix
LIST OF FIGURES ....................................................... xi

CHAPTER I    INTRODUCTION

Background of the Study .................................................. 1
Statement of the Problem ................................................ 3
Research Questions ....................................................... 3
Research Objectives ..................................................... 5
Research Hypothesis ..................................................... 6
Theoretical Framework ................................................... 7
Conceptual Framework ................................................... 9
Scope of the Study ........................................................ 10
Definitions of Terms ..................................................... 11
Significance of the Study ................................................ 13

CHAPTER II    REVIEW OF LITERATURE

Motivation for Learning .................................................. 14
Achievement of Learning Chinese as a Foreign Language: HSK ...... 25
Previous Research ......................................................... 26
CFL Education in Thailand and Ekamai International School ........ 28
Summary ................................................................. 32

CHAPTER III    RESEARCH METHODOLOGY

Research Design .......................................................... 33
Population and Sample .................................................. 34
Research Instrument ...................................................... 35
Collection of Data............................................................ 41
Data Analysis .................................................................. 42
Summary of the Research Process ................................. 43

CHAPTER IV  RESEARCH FINDINGS

Main Findings................................................................ 47
Additional Findings ...................................................... 55

CHAPTER V  CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Conclusion .................................................................... 63
Discussion ...................................................................... 69
Recommendations .......................................................... 72

REFERENCES .................................................................. 77

APPENDICES ................................................................. 86

Appendix A: Questionnaire ............................................ 87
Appendix B: The unofficial version of the HSK III test .......... 92
Appendix C: Permission letter from EIS ............................ 93
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Grade Levels and Chinese Proficiency at EIS</td>
</tr>
<tr>
<td>2</td>
<td>Interpretation Scale of Questionnaire Results</td>
</tr>
<tr>
<td>3</td>
<td>Reliability Statistics of Motivation for Learning Chinese Questionnaire</td>
</tr>
<tr>
<td>4</td>
<td>The Description of Unofficial Version of HSK Level III Test</td>
</tr>
<tr>
<td>5</td>
<td>Items and Scores of Unofficial Version of HSK Level III Test</td>
</tr>
<tr>
<td>6</td>
<td>Interpretation Scale of HSK Level III Listening, Reading And Writing Test Results</td>
</tr>
<tr>
<td>7</td>
<td>Interpretation Scale of HSK Level III Total Test Results</td>
</tr>
<tr>
<td>8</td>
<td>The Details of Data Collection</td>
</tr>
<tr>
<td>9</td>
<td>Summary of the Research Process</td>
</tr>
<tr>
<td>10</td>
<td>Mean and Standard Deviation for Each Subscale of Questionnaire Of Grade 9 (n=74)</td>
</tr>
<tr>
<td>11</td>
<td>Mean and Standard Deviation for Each Subscale of HSK III Results Of Grade 9 (n=74)</td>
</tr>
<tr>
<td>12</td>
<td>Pearson Correlation between Motivation for Learning and Chinese Achievement of Grade 9 Students Learning Chinese As A Foreign Language at Ekamai International School (n=74)</td>
</tr>
<tr>
<td>13</td>
<td>Pearson Correlation between Self-efficacy for learning and performance for Learning and Listening Achievement of Grade 9 Students Learning Chinese as A Foreign Language at Ekamai International School (n=74)</td>
</tr>
<tr>
<td>14</td>
<td>Pearson Correlation between Self-efficacy for learning and performance for Learning and Reading Achievement of Grade 9 Students Learning</td>
</tr>
</tbody>
</table>
Chinese as A Foreign Language at Ekamai International School (n=74)..54

15 Pearson Correlation between Self-efficacy for learning and performance for Learning and Writing Achievement of Grade 9 Students Learning Chinese as A Foreign Language at Ekamai International School (n=74)..55

16 The Mean of Motivation Scale and Subscales between Genders of Grade 9 Students at Ekamai International School (n=74)....................... 56

17 The Mean of Chinese Achievement and Subscales between Genders of Grade 9 Students at Ekamai International School (n=74).............. 57

18 Result of t-test Comparing the Mean of Intrinsic Goal Orientation by Gender (n=74)..................................................................... 59

19 Result of t-test comparing the Mean of Extrinsic Goal Orientation by Gender (n=74)..................................................................... 59

20 Result of t-test comparing the Mean of Self-efficacy for Learning And Performance by Gender (n=74)............................................. 60

21 Result of t-test comparing the Mean of Overall Motivation by Gender (n=74)............................................................................ 60

22 Summary of the Main Findings (n=74)............................................. 61

23 Summary of the Additional Findings (n=74)................................. 62
<table>
<thead>
<tr>
<th>FIGURES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Reciprocal Determinism</td>
<td>7</td>
</tr>
<tr>
<td>2  Conceptual Framework</td>
<td>9</td>
</tr>
<tr>
<td>3  Motivation Equation of Expectancy Theory</td>
<td>15</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter presents a brief introduction of this study. It includes the sections of the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope and limitation of the study, definitions of the terms, and significance of the study.

Background of the Study

Language is a tool for communication, and it is important in people’s lives. People use language to express feeling, ideas and attitudes, and interact with others in their learning and work. There are about 7,000 different languages around the world. The non-English native speakers are about 75% of the world’s population (BBC, 2007). Due to globalization, language learning became more and more popular. People not only learn their native languages, but also learn other languages. According to figures from UNESCO (The United Nations’ Educational, Scientific and Cultural Organization), the world’s most widely spoken languages by number of native speakers and as a second language are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French (BBC, 2007).

Motivation is the main factor for foreign language learning (Dornyei, 1994). Motivation encourages learners to achieve their own learning goals and drives them to engage with their learning. The levels of motivation for learning affect why learners learn and how they learn. Much research have showed that the different levels of motivation influence what learners learn and how much they learn (McCombs &
Another piece of the learning puzzle is how learners’ belief structures affect students approach to the certain academic work. Self-efficacy, first developed by Albert Bandura (1977), refers to students’ beliefs about their ability to complete learning tasks effectively. The concepts of self-efficacy include the students’ confidence and self-regulation in their learning. It affects student motivation, learning behaviors and academic achievement (Pajares & Schunk, 2001).

The foreign language is not a person’s first or native language (Gass, Behney & Plonsky, 2013). There are several reasons that more and more non-Chinese people study Chinese language. Firstly, China became the world’s second largest economy. Secondly, Mandarin Chinese is the official language of China, which has 1.28 billion people. Mandarin is spoken by 20% of the population on the earth. Thirdly, China has more than 5,000 years’ of continuous culture, and Chinese speaking communities influence many countries, such as Thailand (Boston University, 2014). According to China Central Television (CCTV), the total number of learners studying Chinese as a foreign language is 8 million in Thailand, including students from public and private schools and universities, companies and so on (CCTV, 2013). Data from the Office of the Basic Education Commission (OBEC) showed that more than 700 schools under its administration in Thailand offer CFL courses to over 300,000 elementary, middle school and high school learners in Thailand (Masuntisuk, 2013). Chinese language had become the most popular language among Thai learners.

The Chinese teacher training agreement between Thai and Chinese government was signed in January 2006. Thai government would like more and more Thai learners learn Chinese language. According to the agreement, Chinese government sent 1000 qualified Chinese language teachers to Thailand each year. In addition, Chinese government also provided 100 scholarships for Thai students and 500 young
volunteers teaching in Thailand each year (The Nation, 2012). The Office of Chinese Language Council International (Hanban, 2015) reported that more than 18,000 young volunteers were sent to 101 countries in Asia, Europe, America, Africa and Oceania by the end of 2012. In Thailand, there were only 23 young volunteers in 2003. By 2010, the number of the Chinese young volunteers reached 650 (InChina, 2010).

**Statement of the Problem**

Generally, students have low motivation in Chinese learning and the Chinese test scores are low at Ekamai International School. The researcher believed that motivation generally and self-efficacy for learning and performance specifically play a significant role in Chinese learning. As well, it seemed to be small amount of research about self-efficacy for learning and performance in Chinese as a foreign language learning (CFL). The researcher would like to conduct this research on grade 9 students, and understand more about CFL students’ learning.

**Research Questions**

The main focus of this research was to determine if there is any relationship between motivation for learning Chinese as a foreign language and Chinese achievement in all three language macro skills, listening, reading and writing. The following were the research questions developed for this study.

1. What is the overall level of motivation for learning Chinese as a foreign language of grade 9 students at Ekamai International School?
   1.1 What is the level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School?
   1.2 What is the level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School?
1.3 What is the level of self-efficacy for learning and performance of grades 9 students learning Chinese as a foreign language at Ekamai International School?

2. What is the overall level of Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School?
   2.1 What is the level of listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School?
   2.2 What is the level of reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School?
   2.3 What is the level of writing achievement of grades 9 students learning Chinese as a foreign language at Ekamai International School?

3. Is there any relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School?
   3.1 Is there any relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School?
   3.2 Is there any relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School?
   3.3 Is there any relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School?
Research Objectives

1. To determine the overall level of motivation for learning Chinese as a foreign language of grade 9 students at Ekamai International School.
   1.1 To determine the level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   1.2 To determine the level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   1.3 To determine the level of self-efficacy for learning and performance of grades 9 students learning Chinese as a foreign language at Ekamai International School.

2. To determine the overall level of Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   2.1 To determine the level of listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   2.2 To determine the level of reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   2.3 To determine the level of writing achievement of grades 9 students learning Chinese as a foreign language at Ekamai International School.

3. To determine if there is any relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   3.1 To determine if there is any relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
3.2 To determine if there is any relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.3 To determine if there is any relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

Research Hypotheses

1. There is a significant relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

2. There is a significant relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

3. There is a significant relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

4. There is a significant relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.
Theoretical Framework

The purpose of this study was to find if intrinsic goal orientation, extrinsic goal orientation and self-efficacy for learning affect learners' CFL achievements in learning, reading and writing. Thus, the main theories were social cognitive learning theory and social cognitive motivation theory inclusive of self-efficacy theory.

Social Cognitive Learning Theory

Social cognitive learning theory was developed by Bandura. The theory holds that learning behavior is reciprocally influenced by behavioral, environmental and personal factors. The three factors all affect each other, but personal factors are the most important because the individual can positively influence the other two factors. Motivation is a personal cognitive factor for learners that influences and is influenced by both environmental and behavioral factors. The figure below shows the reciprocal determinism among behavior, person and environment.

![Figure 1. Reciprocal determinism (adapted from Bandura, 1989).](image_url)

Social Cognitive Motivation Theory

Motivation, from the social cognitive perspective, is an internal state that can direct and maintain behavior (Bandura, 1993). The two sources of motivation are extrinsic or intrinsic. Extrinsic motivation is from the learning environment, and
intrinsic motivation is from the learner himself. According to Bandura (1991), the important motivational processes for learning were goal setting, self-efficacy, and expectations. When a student set a goal for foreign language learning, it will enhance his self-efficacy and expectation of success in learning. Therefore, the student will be highly motivated in order to research the desired goal.

**Intrinsic Goal Orientation**

Intrinsic motivation is driven by the internal desire that learners engage in their learning because of their own learning needs, not for external rewards (Pintrich & Schunk, 1996). The learners with high levels of intrinsic goal orientation were willing to put effort in their learning and enjoying the learning activities. They normally had high levels of self-efficacy too (Deci, 1985).

**Extrinsic Goal Orientation**

Pintrich & Schunk (1996) mentioned that the extrinsic motivation which from the external factors also engaged learners in the learning activities. The external factors of extrinsic motivation can be rewards, or grades. The learners with certain level of extrinsic goal orientation were motivated by the results (Ur, 1996). The extrinsically motivated learners may not be interested in the task, but they still put effort to reach the goal. If the goal is reached, the motivation is gone.

**Self-efficacy for Learning and Performance**

Self-efficacy, first developed by Albert Bandura (1977), refers to students’ beliefs about their ability to complete learning tasks effectively. Self-efficacy relates to a person’s belief that he is able to reach a certain goal successfully. It is the belief and expectation that one can control the situation and generate the desired goal. In Bandura’s self-efficacy theory, there are four sources of self-efficacy, master
experiences, vicarious experiences, social persuasions, and physiological and emotional states. The four main processes that self-efficacy influence people behaviors are cognitive processes, motivational processes, affective processes and selection processes (Bandura, 1994).

**Conceptual Framework**

This research aimed to identify the relationship between motivation and Chinese achievement in listening, reading and writing of learning Chinese as a foreign language. She used grade 9 students from Ekamai International School. The levels of self-efficacy were given questionnaires to determine. The Chinese achievement used unofficial version of the HSK III (Chinese Proficiency Test) to determine the levels of listening, reading and writing achievement at the end of academic year 2014-2015. The researcher believes there is a relationship between motivation for learning Chinese and Chinese achievement. The unofficial version of the HSK III test also could measure the Chinese achievement of the grade 9 students. The main theories used for this research were social cognitive motivation theory and self-efficacy theory.

**Figure 2. Conceptual framework.**
Scope of the Study

This study focused on the self-efficacy for CFL and Chinese achievement in listening, reading and writing. Thus, the range of this research limited to looking into the levels of self-efficacy and Chinese achievement, and the relationship between self-efficacy and Chinese achievement of grade 9 students at Ekamai International School of the second semester in academic year 2014-2015.

The population was limited to grade 9 from this school. The researcher chose grade 9 students because grade 9 was the first year for high school students choosing Chinese as an elective course, and it was interesting to know and develop their self-efficacy levels in learning Chinese as a foreign language. Comparing to elementary and middle school students, grade 9 students were mature enough to complete the questionnaires.

One of the limitations of this research was that used HSK III listening, reading and writing test scores to measure the Chinese achievement. The speaking achievement was not included in the Chinese achievement. However, it was important to note that Chinese achievement in this study was only based on one particular test, which was the final examination in Chinese at the second semester of the academic year 2014-2015. Other international schools use different standardized tests, such as International General Certificate of Secondary Education (IGCSE) Chinese, Advanced Placement (AP) Chinese, International Baccalaureate (IB) Chinese. Ekamai International School used HSK III (Chinese Proficiency Test) to measure the Chinese achievement of grade 9 students in listening, reading and writing.

Another limitation was the subject. This research was for self-efficacy and achievement in learning Chinese as a foreign language, so the finding cannot be used
for other subjects. The results of the research may be affected by the limited class
time and language learning environment. The learners had two Chinese classes per
week which is 45 minutes each. Almost of the students didn’t have the Chinese
language environment in Bangkok, Thailand.

**Definition of Terms**

**Chinese Achievement:** The Chinese achievement of grade 9 students who study
Chinese as a foreign language was evaluated by unofficial version of the HSK III test.
This study focused on listening, reading and writing of Chinese language
achievement. The three language skills were evaluated by unofficial version of HSK
III (Chinese Proficiency Test) test at the end of academic year 2014-2015. HSK III
test is sponsored solely by Hanban which is a non-governmental public institution
affiliated with the Ministry of Education of China.

**HSK (Chinese Proficiency Test):** The HSK is an international
standardized test that tests and rates non-native Chinese speakers’ Chinese language
proficiency for academic and professional purposes. For this study, researcher used
unofficial version of the HSK III from Hanban website.

**Listening Achievement:** The listening section from the unofficial version of
HSK III test has 4 parts and 40 items. This section needs about 35 minutes to finish.
Students have mastered about 600-900 commonly used Chinese lexical items.

**Reading Achievement:** The reading section from the unofficial version of
HSK III test has 30 items and 10 items per part. This section needs around 30 minutes to
finish. Students have mastered about 600 commonly used Chinese lexical items.

**Writing Achievement:** The writing section from the unofficial version of
HSK III test contains 2 parts and 10 items. This section takes around 10 minutes.
Students have mastered about 600 commonly used Chinese lexical items.
Chinese as A Foreign Language: Learners whose native language or first language is not mandarin Chinese learning Chinese in Thailand.

Ekamai International School (EIS): EIS is a K-12 private school. It was founded by Seventh-day Adventist Church in 1946. It follows the California State Curriculum and was first accredited by WASC (Western Association of School and Colleges, USA) in 1998.

Grade 9 Students: Learners whose ages are between 15-16 years old study Chinese as a foreign language at Ekamai International School.

Motivation for Learning: Motivation can lead the students to choose what to learn, when to learn and how to learn their Chinese subject. In this study, motivation for learning includes intrinsic goal orientation, extrinsic goal orientation and self-efficacy for learning and performance.

Intrinsic Goal Orientation: in this study refers to the students’ perceive in learning Chinese for reasons such as challenge, curiosity and mastery. Items 1, 5, 9, 13 are in the Questionnaire.

Extrinsic Goal Orientation: in this study refers to the students’ perceive in learning Chinese for reasons such as grades, rewards, performance, evaluation by others, and competition. Items 3, 7, 11, 15 are in the Questionnaire.

Self-efficacy for Learning and Performance: is self-belief of being able to complete tasks and to reach goals in Chinese learning. Self-efficacy includes judgments of self-confidence. Items 2, 4, 6, 8, 10, 12, 14, 16 are in the Questionnaire.

Motivated Strategies for Learning Questionnaire MSLQ: Motivated Strategies for Learning Questionnaire is a self-report instrument designed to assess the student’s motivational orientations and their use of different learning strategies for the course. This study was employed 3 sub-scales from the motivation section: intrinsic goal
orientation (4 items), extrinsic goal orientation (4 items) and self-efficacy for learning and performance (8 items).

**Significance of the Study**

This study provided useful information to understand the levels of self-efficacy for CFL in Listening, reading and writing, and the relationship between self-efficacy and achievement of grade 9 students at Ekamai International School. The researcher could examine the levels of self-efficacy and the levels of CFL achievement of grade 9 students and make clear relationship between them. For other teachers at EIS, could help them improve learning activities to increase students’ self-efficacy in learning. For administrators, they could understand the importance of self-efficacy in foreign language learning and develop future professional development programs for teachers. This research will offer suggestions for future researchers to conduct further research in other organizations or other departments to concern student’s self-efficacy in learning and teaching.
CHAPTER II

REVIEW OF LITERATURE

In the previous chapter, the researcher discussed the purpose and importance of the study. This chapter will review the important theories and literature that relate to this research. There are four parts in this chapter. The first part will focus on motivation for learning, social cognitive learning theory, social cognitive motivation theory, intrinsic goal orientation, extrinsic goal orientation and self-efficacy for learning and performance. The second part will discuss the achievement and HSK test. The third part will be about the previous research. The last part will show the CFL learning at Ekamai International School in Bangkok.

Motivation for Learning

Motivation system is complex. It has many domains, including cognition and behavior. According to Kleinginna & Kleinginna (1981, as cited in Huit, 2001), motivation is an internal need, desire, or want that influence the human behaviors.

Motivation is an important factor for learning (Schmidt, Boraie & Kassabgy, 1996). Pintrich and Schunk (1996) pointed out that motivation could influence new learning and previous learnt behaviors, strategies and skills. Motivation encourages learners to achieve their own learning goals and drives them to engage with their learning. The levels of motivation for learning affect why learners learn and how they learn. Much research has shown that the different levels of motivation influence what learners learn and how much they learn (McCombs & Miller, 2007).

Frith (1997) discussed six components of the motivation to learn:
• curiosity: seeking new things;
• self-efficacy: believing in one’s ability to learn;
• attitude: thinking that affects behavior;
• need: ready to learn (higher level needs) if the lower level needs are met;
• competence: satisfaction from learning;
• external motivators: external conditions that support learning.

Dornyei (1994) claimed that motivation in second or foreign language learning was related to social factors and learners’ attitudes. According to White (1959), motivation made learning efficient by helping a learner select what to study and then helping to maintain the learning behavior. During this process, the learner derived satisfaction from an intrinsic need to adapt to the learning environment.

**Expectancy Theory**

Expectancy theory, also known as expectancy, instrumentality and valence theory, was developed by Victor Broom in 1964.

Motivation = Expectancy * Instrumentality * Valence

*Figure 3. Motivation equation of expectancy theory (adapted from Huit, 2011).*

Expectancy is the belief that a person’s effort will lead to behavior and will result a specific goal. The individual’s belief is mainly based on the person’s self-efficacy and perceived difficulty of behavior or the goal. Bandura (1997) stated that people think it is worthwhile to take action when they have efficacy beliefs and
specific goal expectations. They believe that they can perform the action and produce the desired outcomes.

Instrumentality refers an individual’s belief that if he meets behavior expectations, he will get a greater reward. It is important to know that the instrumentality is low if the valued rewards follow all levels of performance. For example, if a language teacher always gives “A” to every student in one class regardless of students’ performance, the instrumentality of the whole class is low; thus, the motivation of the whole class is low too.

Valance refers to how much an individual values attaining a specific goal. It is a function of people’s goals, needs, values and sources of motivation. In order to have high level of motivation and expected behaviors, all three factors—expectancy of success, instrumentality, and valance—should be high.

From achievement goal theory (Pintrich, 2000), there are two kinds of goals that affect learners’ motivation and achievement. They are performance and mastery achievement goals. Learners with performance goals consider competence as fixed and efforts are perceived negatively. They regard mistakes as indicative of a lack of competence. On the other hand, learners with mastery goals put efforts to develop ability in their learning. They would like to take challenges and accept errors as an ordinary step. Learners with mastery goals were more possibly to be motivated intrinsically in their learning, and learners with performance goals were more possibly to be motivated extrinsically (Ormrod, 2000 as cited in Yuet, 2008). Dornyei (1998) stated that the individual’s learning needs for achievement play a primary role in the motivational factors of foreign language learning. Foreign language learning can be considered as academic achievement because it normally happens at schools or
academic institutions. Thus, the learning will be particularly influenced by the individual's achievement needs.

Social Cognitive Learning Theory

Social cognitive learning theory was developed by Bandura. This theory holds that learning behavior is reciprocally influenced by behavioral, environmental and personal factors. The three factors all affect each other, but personal factors are the most important because the individual can positively influence the other two factors. Motivation is a personal cognitive factor for learners that influences and is influenced by both environmental and behavioral factors. The figure 1 below shows the reciprocal determinism among behavior, person and environment.

![Figure 1. Reciprocal determinism (adapted from Bandura, 1989).](image)

The Person and Behavior Segments of Reciprocal Determinism

What people think, believe, and feel affects people's behaviors (Bandura, 1989). In turn, the people's actions also partly determine their emotional reactions and thought patterns. Physical structure, sensory and neural systems influence behavior and impose constraints on capabilities. Conversely, behavioral experience modifies brain structures and sensory systems (Greenough, Black, & Wallace, 1987).
The person and behavior of reciprocal determinism reflects the interaction between thought, affect and behavior.

**The Person and Environment Segments of Reciprocal Determinism**

People's beliefs, and cognitive competencies are developed and modified by environmental influences that convey information and activate emotional reactions through modeling, instruction and social persuasion (Bandura, 1989). People with different physical characteristics get dissimilar responses from their social environment. It also affects their emotional reactions (Lerner, 1982). People's roles and status in their society also influence their social reactions. Therefore, people's social roles and physical characteristics can affect their social environment before they say or do anything. Social reactions also influence people (Snyder, 1981). The person and environment of reciprocal determinism reflect the interactive relation between personal characteristics and social influences.

**The Behavior and Environment Segments of Reciprocal Determinism**

In people's daily lives, behavior changes environmental conditions. Conversely, behavior may be changed by the very conditions it creates. The environment does not make any influence until it is activated by particular behavior. For example, teachers as the environment of the students do not influence leaners unless they join teachers' classes. The behavior and environment segments of reciprocal determinism reflects that behavior may determine environment and environment also influences behavior (Bandura, 1989).
Social Cognitive Motivation Theory

Motivation, from the social cognitive perspective, is an internal state that can direct and maintain behavior (Bandura, 1993). The two sources of motivation are extrinsic or intrinsic. Extrinsic motivation is from the learning environment, and intrinsic motivation is from the learner himself. According to Bandura (1991), the important motivational processes for learning are goal setting, self-efficacy, and expectations. When a student sets a goal for foreign language learning, it will enhance his self-efficacy and expectation of success in learning. Therefore, the student will be highly motivated in order to attain the desired goal.

Intrinsic Goal Orientation

Intrinsic goal orientation refers to the degree in which students participate in a task because of internal reasons, such as challenge and curiosity (Pintrich, Smith, Garcia & McKeachie, 1991). Learners with high levels of intrinsic goal orientation are willing to put effort into their learning and typically enjoy the learning activities. They normally have high levels of self-efficacy also (Deci & Ryan, 1985). Lepper, Corpus, and Iyengar (2005) stated that students regularly show their intrinsic motivation through their personal learning goals in order to motivate themselves in the learning process with self-determination.

Extrinsic Goal Orientation

Extrinsic goal orientation, therefore, refers to the level of a learner’s participation in a task because of external reasons, such as grades and rewards, i.e., recognition, that students receive from others (Pintrich et al., 1991). The external factors of extrinsic motivation can be rewards, or grades. The extrinsically motivated
learners may not be interested in the task, but they still put effort to reach the goal. However, once the goal is attained, the motivation is gone.

The process of learning is complex and usually requires both intrinsic and extrinsic motivation as instigators of effort. According to Prinrich & Schunk (1996), the student's learning motivation sometimes is high when motivated intrinsically, and sometimes, his motivation is low when motivated extrinsically, but usually, his motivation is moderate when both intrinsic and extrinsic motivation together play a role in learning. Intrinsic and extrinsic motivation, therefore, cannot always be separated. They are the dual dimensions of the motivation scale. Intrinsic motivation is at the high level of the motivation scale, and extrinsic motivation is at the lower level of the motivation scale.

Motivation is a key factor which will affect the result of language learning (Daskalovska, Gudeva & Ivanovska, 2012). At the beginning of study, language learners are typically motivated extrinsically. They learn for grades or rewards. However, when language learners are able to perform the language skills successfully at certain levels, their self-efficacy increases, and they are then likely to put more effort into their learning. At this time, learners desire to succeed in their language learning and are engaged in their learning more intrinsically.

Much research shows that motivational factors are surely connected to second or foreign language learning (Gardner, 1985). Therefore, motivation should be considered as a principal factor in successful language learning. Foreign language learning achievement is highly dependent on the effort that students put into their studies.

**Self-efficacy for Learning and Performance**
Self-efficacy theory, first developed by Bandura (1977), refers to students’ beliefs about their ability to complete learning tasks effectively. Self-efficacy for learning and performance includes expectancy for success and self-efficacy. Expectancy for success refers to performance expectations and relates to task performance specifically. Self-efficacy is a self-appraisal of individual’s ability to handle a task (Pintrich et al., 1991). The concepts of self-efficacy include the students’ confidence and self-regulation in their learning. It affects student motivation, learning behaviors and academic achievement (Pajares & Schunk, 2001). If students believe they can learn an academic subject, they are more likely to put appropriate efforts into achieving their goal.

In language learning, high self-efficacy in learning one language may not happen in learning another language. For example, high self-efficacy in learning English does not mean high self-efficacy in learning Chinese. Self-efficacy is specific to the subject, in this case, the language that an individual is learning. Students with high self-efficacy in one domain may have low self-efficacy in a different, even related domain. High self-efficacy students believe they are capable enough to succeed overall in their studies, but they also know that other factors will influence the results (Siegle, 2000).

Bandura (1994) stated that there were four main sources of self-efficacy. They are mastery experience, vicarious experience, social persuasions and physiological factors.

**Mastery Experience**

Experiences of successful performance and fail performance affect people’s beliefs about their ability to complete specific tasks. If students do well in a certain
task, they may feel that have a big possibility to succeed in a similar task next time.

On the other hand, if students fail in a certain task, they may believe that similar tasks will be too difficult to complete. However, if students overcome failure, their self-efficacy to do similar task will be increased (Bandura, 1994).

Vicarious Experience

Observing other learners’ success or failure influences people’s beliefs about their own ability to complete certain tasks. Learners will compare their own capability to the models they observe. If students watch other people who are similar to themselves succeed, they will also believe that they can succeed at the same task. However, if they see others like themselves fail, their own self-efficacy will be reduced. At the same time, learners can increase their self-efficacy by studying others’ strategies and skills (Bandura, 1994).

Social Persuasion

The encouragement or discouragement from other people is the third factors for increasing or decreasing people’s self-efficacy. Students increase self-efficacy if they get encouragement/coaching from others. This leads them to put more effort into developing the skills to succeed. On the other hand, if students are always discouraged by the comments of others, they may also disbelieve their own ability to succeed and give up (Bandura, 1994).

Physiological Factors

How people feel physically and emotionally also influences their self-efficacy. When students perform a task under stress or anxiety, it may reduce
their self-efficacy and affect their performance. In turn, when people feel relaxed with
good mood, it may increase their self-efficacy to handle the task (Bandura, 1994).

The above four major sources produce people’s self-efficacy beliefs.
People’s self-efficacy determines their thinking, motivation and behavior. The
individual’s self-efficacy will affect four crucial psychological processes: cognitive,
motivational, affective, and selection.

Cognitive Process

People organize and plan many things in their minds first. Self-efficacy
shapes these plans. People with high self-efficacy picture the success script in their
minds which will provide positive guides and supports for real action. People with
low self-efficacy imagine failure all the time and worry about many problems in the
real performance (Bandura, 1994).

Motivational Process

People’s beliefs of self-efficacy play a central role in the self-regulation of
motivation. Individual’s motivation happens in their minds. By the exercise of
forethought, people motivate themselves and shape their beliefs about their future
behaviors. People predict the possible results of prospective behaviors. They set goals
and design their performance for the future success (Bandura, 1994).

Affective Process

People’s beliefs in their ability to succeed at a task play influence how much
anxiety and stress they experience in difficult or challenging situations. Self-efficacy
to exercise control over threats plays a key role in anxiety management. For example,
if people believe they can exercise control over threats, they rarely have feelings of high anxiety. If they do not believe they can handle the threats, they experience high anxiety. They worry about the possible threats or the things that may never happen. Self-efficacy regulates avoidance behavior and anxiety arousal. People with a high level of self-efficacy are more willing to participate in potentially threatening activities (Bandura, 1994).

Selection Process

People’s self-efficacy beliefs can shape their choices in life. People normally choose the environment in which they think they have the greatest ability to handle successfully, and they avoid situations that they feel they cannot control. Thus, the choices people make influence the direction of their life paths. Based on their choices, they develop dissimilar interests, values, and competencies that determine the different life paths (Bandura, 1994).

Achievement of Learning Chinese as a Foreign Language: HSK

There are some Chinese language assessment tests that International schools use in Thailand, such as International General Certificate of Secondary Education (IGCSE) Chinese, Advanced Placement (AP) Chinese, International Baccalaureate (IB) Chinese and HSK (Chinese Proficiency Test).

The HSK (Chinese Proficiency Test) is an international standardized test that tests and rates non-native Chinese speakers’ Chinese language proficiency for academic and professional purposes. The HSK test is sponsored solely by Hanban which is a non-governmental public institution affiliated with the Ministry of
Education of China (Chinesetest, 2015). The HSK is also called the Chinese language TOEFL. It is the only official Chinese language proficiency test for university entrance in China for foreign students. There are six levels of the HSK test. Students have to score 60% or above in order to pass each HSK level. HSK level one has listening and reading parts. Students who pass HSK level one show that they have mastered about 150 commonly used Chinese lexical items. HSK level two has listening and reading parts. Students who pass HSK level two indicate that they have mastered about 300 commonly used Chinese lexical items. HSK level three has listening, reading and writing sections. The HSK level three certificate holders master 600 commonly used Chinese lexical items. The HSK level four has listening, speaking, reading and writing. The HSK level four students master about 1200 commonly used Chinese lexical items. HSK level five has listening, speaking, reading and writing sections. HSK level five students master at least 2500 commonly used Chinese lexical items. HSK level five is the Chinese language proficiency requirement for foreign students studying at bachelor degree level in Chinese universities. HSK level six is the highest level which contains listening, speaking, reading and writing. HSK level six students master at least 5000 commonly used Chinese lexical items. HSK level five is the Chinese language proficiency requirement for foreign students studying at Master Degree level or higher in Chinese universities. The advantage of HSK test is that it takes into consideration recent trends in Chinese language training by conducting surveys and making use of the latest findings in international language testing (Hanban, 2015). The HSK test is an international standardized test, so the reliability and validity is high. The disadvantage of HSK test is that it was designed to evaluate the Chinese language achievement of
people, not especially for students. The gaps among HSK III, HSK IV, HSK V and HSK VI are quite big.

**Previous Research**

Many research studies have been done focusing on motivation for learning generally and self-efficacy for learning and performance specifically.

**Motivation for Learning**

Motivation is a key factor which will affect the result of language learning (Daskalovska, Gudeva & Ivanovska, 2012). Much research shows that motivational factors are surely connected to second or foreign language learning (Gardner, 1985). Therefore, motivation should be considered as a principal factor in successful language learning. Foreign language learning achievement is highly dependent on the effort that students put into their studies. Wen (2008) conducted research about motivation and Chinese language learning among 77 university level students in the United States. The research found that the students who were intrinsically interested in Chinese culture achieved better learning outcomes.

**Intrinsic Goal Orientation**

Previous research has indicated that students with intrinsic goal orientation better understand a task more than students with extrinsic goal orientation. Lepper, Corpus, and Iyengar (2005) conducted research about children’s intrinsic interest and extrinsic rewards. They selected a drawing activity as a base-line to observe the initial intrinsic interest of the preschool children in their classroom. In this drawing activity, students could obtain an extrinsic reward, a certificate with a gold seal and ribbon. The research discovered that children who initially liked to draw because of intrinsic interest, after receiving an extrinsic reward, their intrinsic interest decreased and
extrinsic interest increased. Other researchers have suggested that compared with extrinsic goal orientation, intrinsic goal orientation generates more effective long-term learning (Deci & Ryan, 1985).

Extrinsic Goal Orientation

Another study by Lepper, Corpus & Iyengar (2005) pointed out the age difference and academic correlates of intrinsic and extrinsic motivational goal orientation in the classroom. The researchers found that students' intrinsic motivation decreased with age while extrinsic motivation increased. This is especially true for learning areas where students do not have deeply felt interests. To achieve a reward or to avoid a punishment, students may complete the activities with an extrinsically motivated attitude. The external motivator, the reinforcement, such as getting the good grades in a learning process can bring the learner towards internal motivation (Deci & Ryan, 1985).

Self-Efficacy for Learning and Performance

Many researchers have argued that self-efficacy is closely related to academic achievement (Bandura, 1994). Learners with high self-efficacy normally show better academic performance than those with low self-efficacy. Pajares & Schunk (2001) reported that when learners are engaged in learning, they are influenced by their own learning goals and learning activities, and environmental factors, such as rewards and feedback. These let learners know how well they have performed. Self-efficacy was strengthened when learners knew they performed well. According to Ferez's study (2014), there was a significant relationship between mathematic self-efficacy and mathematic achievement. Learners with high mathematics self-efficacy had high motivation in mathematics learning and persevered when faced with difficulties and failures. Mahyuddin, Elias, Cheong,
Muhamad, Noordin & Abdullah’s (2006), showed that high self-efficacy in English language learning directly correlated with English language achievement. Students’ motivation, self-efficacy and expectancy were the key factors for successful Chinese language learning.

**Chinese Achievement: HSK Test**

Zhang (2011) contrasted and compared the Chinese Proficiency Test (HSK), Test of English as Foreign Language (TOEFL) and the Japanese Language Proficiency Test (JLPT) in his research and concluded that all three tests had high reliability and validity. The TOEFL and the JLPT have been in use since 1980s. HSK debuted in 2001 and became popular in the past 10 years. Zhang also suggested the HSK benefited from the experience of the development of the TOEFL and the JLPT.

**CFL Education in Thailand**

Mandarin is the official language of the People’s Republic of China. Chinese language includes seven major dialects. They are Mandarin, Xiang, Min, Hakka, Wu, Gan and Cantonese. Mandarin was first spoken in Beijing area, and then became popular in the central, northern and southern areas of China (Mair, 1991).

Mandarin uses a tonal system. Different tones are for different Chinese characters. Mandarin has four tones. For reading and writing, there are two kinds of characters. They are simplified and traditional characters. The simplified Chinese is used in mainland China, as well as in other countries, such as Singapore. However, Taiwan, Hong Kong and Macao use traditional characters (Sanders, 1987).
CFL learning has become more and more popular both globally and in Thailand. There are several reasons that more and more non-Chinese people study Chinese. Firstly, China became the world's second largest economy. Secondly, Mandarin Chinese is the official language of China, which has 1.28 billion people. Mandarin is spoken by 20% of the population on the earth. Thirdly, China has more than 5,000 years' of continuous culture, and Chinese speaking communities influence many countries, such as Thailand (Boston University, 2014). According to China Central Television (CCTV), the total number of learners studying Chinese as a foreign language in Thailand is 8 million, including students from public and private schools and universities, companies and other entities (CCTV, 2013). Data from the Office of the Basic Education Commission (OBEC) showed that more than 700 schools under its administration in Thailand offer CFL courses to over 300,000 elementary, middle school and high school learners (Masuntisuk, 2013). Chinese had become the most popular foreign language among Thai learners. The Chinese teacher training agreement between the Thai and Chinese governments was signed in January, 2006. The Thai government would like more and more Thais to learn Chinese. According to the agreement, the Chinese government will send 1000 qualified Chinese language teachers to Thailand each year. In addition, the Chinese government also provided 100 scholarships for Thai students and 500 young volunteers teaching in Thailand each year (The Nation, 2012). The Office of Chinese Language Council International (Hanban, 2015) reported that more than 18,000 young volunteers were sent to 101 countries in Asia, Europe, America, Africa and Oceania by the end of 2012. In Thailand, there were only 23 young volunteers in 2003. By 2010, the number of the Chinese young volunteers reached 650 in Thailand (InChina, 2010).
CFL Education at Ekamai International School

Ekamai International School (EIS) is a K-12 private school in Bangkok. It was founded by the Seventh-day Adventist Church in 1946 and follows the California State Curriculum. The school was first accredited by WASC (Western Association of School and Colleges, USA) in 1998 (Ekamai International School website, 2015). The school offers kindergarten to grade 12 academic programs.

The Chinese program at Ekamai International School began in 2001. It aims to provide students with a motivating and meaningful learning experience of the Chinese language as well as Chinese culture. The school offers Chinese programs from grade 1 to grade 8 as a required course. The students learn once per week, 45 minutes for each class. Due to the limited class time, grade 2 students have mastered about 50-70 commonly used Chinese lexical items during their primary stage. After elementary stage, students have mastered about 150-170 commonly used Chinese lexical items. After middle school, students have mastered about 300-400 commonly used Chinese lexical items. Parents would like to have the evidence to show students' Chinese language achievement for both elementary and middle school, so Chinese department at Ekamai International School decided to use unofficial version of HSK I to assess elementary students and unofficial version of HSK II for middle school students' Chinese language proficiency.

From grade 9 to grade 12, the Chinese language and culture program is provided as an elective course. Students have Chinese classes twice per week, and 45 minutes for one class. If students do not choose Chinese as an elective class, they do not need to learn Chinese language during their high school. After the Chinese course of grade 9, students learning Chinese as an elective class are required to master
500-600 commonly used Chinese lexical items which fit the level of HSK III test, so Chinese department uses HSK III at the end of grade 9 to see if students can continue learning Chinese as an elective class in grade 10. If grade 9 students cannot get equal or more than 60% of HSK III, they have to choose another subject as an elective course for their grade 10. When students finish the Chinese course from grade 10 to grade 12, students are required to master at least 1200 commonly used Chinese lexical items and they take and pass HSK IV.

Table 1

The Grade Levels and Chinese Proficiency at Ekamai International School

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Remarks</th>
<th>Chinese Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-Grade 2</td>
<td>Primary</td>
<td>Basic Chinese</td>
</tr>
<tr>
<td>Grade 3-Grade 5</td>
<td>Elementary</td>
<td>HSK Level I</td>
</tr>
<tr>
<td>Grade 6-Grade 8</td>
<td>Middle School</td>
<td>HSK level II</td>
</tr>
<tr>
<td>Grade 9</td>
<td>High School</td>
<td>HSK level III</td>
</tr>
<tr>
<td>Grade 10-Grade 12</td>
<td>High School</td>
<td>HSK level IV</td>
</tr>
</tbody>
</table>
Summary

Motivation plays a key role in language learning. Self-efficacy for learning and performance not only affects but also is influenced by the level of the people's intrinsic goal orientation and extrinsic goal orientation (Prinrich & Schunk, 1996). Many studies have shown that self-efficacy for learning and performance, intrinsic motivation, extrinsic motivation, and expectancy beliefs are all important factors for success in language learning. This chapter discussed intrinsic goal orientation, extrinsic goal orientation, self-efficacy for learning and performance, Chinese language achievement, the unofficial version of the HSK test, CFL education in Thailand and the Chinese program at Ekamai International School. In chapter 3, the researcher will describe the research design and research instrument for this research.
CHAPTER III
RESEARCH METHODOLOGY

In the previous chapter, the researcher presented a literature review that discussed motivation for learning generally and self-efficacy for learning and performance specifically at Ekamai International School in Bangkok. The chapter also discussed Chinese language learning achievement and the HSK test, CFL education in Thailand and the Chinese program at Ekamai International School. In this chapter, the researcher will explain the research design, population and sample, research instrument, data collection, data analysis and summary of the research process.

**Research Design**

This was a quantitative correlational study that used both descriptive and inferential statistics. The questionnaire and unofficial version of HSK level III test were utilized to investigate the following objectives:

1. To determine the overall level of motivation for learning Chinese as a foreign language of grade 9 students at Ekamai International School.
   1.1 To determine the level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   1.2 To determine the level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   1.3 To determine the level of self-efficacy for learning and performance of grades 9 students learning Chinese as a foreign language at Ekamai International School.

2. To determine the overall level of Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
2.1 To determine the level of listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

2.2 To determine the level of reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

2.3 To determine the level of writing achievement of grades 9 students learning Chinese as a foreign language at Ekamai International School.

3. To determine if there is any relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.1 To determine if there is any relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.2 To determine if there is any relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.3 To determine there is any relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

**Population**

The population of this research was the students who study Chinese as a foreign language in grade 9 at Ekamai International School.
Sample

The sample was 74 grade 9 students learning Chinese as a foreign language at Ekamai International School during the second semester of academic year 2014-2015.

Research Instrument

There were two research instruments (see Appendices A and B) for this study. They were motivation for learning Chinese questionnaire and unofficial version of the HSK level III test.

Questionnaire

The questionnaire (see Appendix A) contains 3 parts.

1. The cover letter is with the purpose of the research.
2. The demographic part is with the respondents' data.
3. The three sub-scales - intrinsic goal orientation, extrinsic goal orientation and self-efficacy for learning and performance - from the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991).
The MSLQ is a self-report instrument designed by Pintrich et al. in 1991. It is used to assess high school and university students’ motivation and learning strategies. There are two parts in the MSLQ. The motivation part contains 31 items and the learning strategies part has 50 items. This study will employ 3 sub-scales from the motivation part.

The MSLQ employs a 7-point Likert scale as listed below:

- Not at all true of me 1
- Untrue of me 2
- Somewhat untrue of me 3
- Neutral 4
- Somewhat true of me 5
- True of me 6
- Very true of me 7

The researcher reported the level of the students’ motivational goal orientation, self-efficacy for learning and performance into a 5-point rating scale. The interpretation is listed in the Table 2.
Table 2

Interpretation of the Scores of Questionnaire Results

<table>
<thead>
<tr>
<th>Sub-scales</th>
<th>Very high</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Very low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic goal orientation (4 items)</td>
<td>28 – 25</td>
<td>24 – 21</td>
<td>20 – 13</td>
<td>12 – 9</td>
<td>8 – 4</td>
</tr>
<tr>
<td>Extrinsic goal orientation (4 items)</td>
<td>28 – 25</td>
<td>24 – 21</td>
<td>20 – 13</td>
<td>12 – 9</td>
<td>8 – 4</td>
</tr>
<tr>
<td>Motivation total (16 items)</td>
<td>112 – 97</td>
<td>96 – 81</td>
<td>80 – 49</td>
<td>48 – 33</td>
<td>32 – 16</td>
</tr>
</tbody>
</table>

Validity and Reliability of the Motivation for Learning Chinese Questionnaire

The original developers of the instrument, Pintrich et al. (1991) obtained MSLQ reliability data in three waves of data collection: 1986 (326 students), 1987 (687 students) and 1988 (758 students). They computed alpha coefficients for each motivation subscale. Those alpha values of the intrinsic goal orientation, extrinsic goal orientation and self-efficacy for learning and performance utilized in the current study are shown in the following table.
Table 3

Reliability Statistics of Motivation for Learning Chinese Questionnaire

<table>
<thead>
<tr>
<th>Value Component</th>
<th>Number of items for each component</th>
<th>Item numbers</th>
<th>Pintrich et al. Alpha of MSLQ (1991)</th>
<th>Alpha value of this study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Goal Orientation</td>
<td>4</td>
<td>1, 5, 9, 13</td>
<td>.74</td>
<td>.77</td>
</tr>
<tr>
<td>Extrinsic Goal Orientation</td>
<td>4</td>
<td>3, 7, 11, 15</td>
<td>.62</td>
<td>.68</td>
</tr>
<tr>
<td>Self-efficacy for learning &amp; Performance</td>
<td>8</td>
<td>2, 4, 6, 8, 10,12,14,16</td>
<td>.93</td>
<td>.95</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The original developers of the MSLQ tested the construct validity of the scales using confirmatory factor analysis and all subscales showed acceptable factor validity (Pintrich et al., 1991). According to Artino (2005), the MSLQ has good predictive validity and is a very complete instrument to use for research in motivation and learning strategies. Feiz, Hooman, and Kooshki (2013), in a validation study of the MSLQ, found the instrument to be a “useful” measuring instrument. Further studies indicating the validity of the MSLQ were conducted by Cook, Thompson and Thomas (2011) and Rotgans (2010).

The HSK- Chinese Proficiency Test

The HSK (Chinese Proficiency Test) is an international standardized test that tests and rates non-native Chinese speakers’ Chinese language proficiency for academic and professional purposes (see Appendix B). The HSK test is sponsored solely by Hanban which is a non-governmental public institution affiliated with the Ministry of Education of China (Chinesetest, 2015). The unofficial version of the HSK level III test consists 3 parts: listening, reading and writing. The speaking test was not included in this research because it was tested separately from listening.
listening, reading and writing. It was very hard to do the data collection. The sample
of unofficial version of the HSK III test was H31003 which downloaded from Hanban
website.

Table 4

<table>
<thead>
<tr>
<th>Test Contents</th>
<th>Parts</th>
<th>Test Items</th>
<th>Test Time</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4 parts</td>
<td>40 items</td>
<td>35 minutes</td>
<td>100</td>
</tr>
<tr>
<td>Reading</td>
<td>3 parts</td>
<td>30 items</td>
<td>30 minutes</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>2 parts</td>
<td>10 items</td>
<td>15 minutes</td>
<td>100</td>
</tr>
</tbody>
</table>

For the listening section, there are four parts. In the first part, there are 10
items and 2 points each. Students will listen to one conversation twice, and then
choose the correct picture according to the conversation. In the second part, there are
10 items and 2 points each. Students will listen to one conversation twice, and decide
if the given sentence is right or wrong. In the third part, there are 10 items and 3
points each. Students will listen to two sentence conversation twice, and choose the
correct answer from the given three choices. In the fourth part, there are 10 items and
3 points each. Students will listen to four to five sentence conversation, and choose
the correct answer from the given three choices.

For the Reading section, there are three parts. Part I has 10 items and 2
points each. Students are required to find the correct answers for the given sentences.
Part II contains 10 items and 4 points each, students are asked to choose the given
words for the sentences. Part III has 10 items and 4 points each, students are asked to
read the paragraph and choose the correct answer for the questions.

For the writing section, there are two parts. Part I has 5 items and 10 points
each; students are required to make correct sentences according to the words given.
Part II has 5 items and 10 points each; students are required to fill in the correct Chinese characters in each sentence.

Table 5

**Items and Scores of HSK Level III Test**

<table>
<thead>
<tr>
<th>Test Contents</th>
<th>Part I</th>
<th>Part II</th>
<th>Part III</th>
<th>Part IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Items</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Points</td>
<td>2 each</td>
<td>3 each</td>
<td>3 each</td>
<td>3 each</td>
<td>100</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Items</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Points</td>
<td>2 each</td>
<td>4 each</td>
<td>4 each</td>
<td>4 each</td>
<td>100</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Points</td>
<td>10 each</td>
<td>10 each</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Items</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Table 6

**Interpretation Scale of HSK Level III Listening, Reading and Writing Test Results**

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Very High</td>
</tr>
<tr>
<td>61-80</td>
<td>High</td>
</tr>
<tr>
<td>41-60</td>
<td>Moderate</td>
</tr>
<tr>
<td>21-40</td>
<td>Low</td>
</tr>
<tr>
<td>0-20</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

Table 7

**Interpretation Scale of HSK Level III Total Test Results**

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>241-300</td>
<td>Very High</td>
</tr>
<tr>
<td>181-240</td>
<td>High</td>
</tr>
<tr>
<td>121-180</td>
<td>Moderate</td>
</tr>
<tr>
<td>61-120</td>
<td>Low</td>
</tr>
<tr>
<td>0-60</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

Validity and Reliability of the HSK

This study used the unofficial version of HSK level III test to measure the academic achievement of learning Chinese as a foreign language. The HSK (Chinese Proficiency Test) is an international standardized test that tests and rates non-native
Chinese speakers’ Chinese language proficiency for academic and professional purposes. The HSK test is sponsored solely by Hanban which is a non-governmental public institution affiliated with the Ministry of Education of China (Chinesetest, 2015). The unofficial version of HSK level III test was taken from the Hanban website (Hanban, 2015). The validity and reliability of the HSK level III test are approved by Ministry of Education of China. Zhang (2011) contrasted and compared the Chinese Proficiency Test (HSK), Test of English as Foreign Language (TOEFL) and the Japanese Language Proficiency Test (JLPT) in his research and concluded that all three tests had high reliability and validity.

Collection of Data

The researcher had received informal permission for this research from the school administrators of Ekamai International School during March, 2015. The researcher distributed the questionnaire to the grade 9 students on May 14th and 15th, 2015. There were 82 questionnaires distributed and 74 completed, invalid questionnaires were returned, giving a research sample of 74. This gave a return rate of 90%. Grade 9 students learning Chinese as a foreign language did the unofficial version of HSK level III test together on May 20th, 2015. This gave a return rate of 90%. Grade 9 Chinese teacher distributed and scored the unofficial version of the HSKIII test.
Table 8

The Details of Data Collection

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>How</th>
<th>Who</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got the formal permission from</td>
<td>March 12</td>
<td>Verbal &amp;</td>
<td>School Principal</td>
<td>EIS</td>
</tr>
<tr>
<td>Ekamai International School (Thailand)</td>
<td>2015</td>
<td>Documented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis proposal</td>
<td>April 24th</td>
<td>Present to</td>
<td>Researcher</td>
<td>ABAC</td>
</tr>
<tr>
<td>defense presentation</td>
<td>2015</td>
<td>committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute &amp; Collect questionnaires</td>
<td>May 14th</td>
<td>Distribute hard copies</td>
<td>Researcher</td>
<td>EIS</td>
</tr>
<tr>
<td></td>
<td>and 15th</td>
<td>of questionnaire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unofficial version of HSK test</td>
<td>May 20th</td>
<td>unofficial version of HSK</td>
<td>Grade 9 Chinese teacher</td>
<td>EIS</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>Level III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Analysis

The researcher used a statistical software program to do the data analysis. Descriptive statistics involving means and standard deviations were used for research objectives 1-2 in order to identify the levels of intrinsic and extrinsic goal orientation, self-efficacy for learning and performance, and listening, reading and writing achievement of learning Chinese as a foreign language.

Inferential statistics used to investigate the relationship between motivation for learning generally and self-efficacy for learning and performance specifically, and listening, reading and writing achievement of learning Chinese as a foreign language.
Summary of the Research Process

Table 9

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Method of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To determine the overall level of motivation for learning Chinese as a foreign grade 9 students at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire</td>
<td>Descriptive statistics, Means and standard deviations</td>
</tr>
<tr>
<td>1.1) To determine the level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire</td>
<td>Descriptive statistics, Means and standard deviations</td>
</tr>
<tr>
<td>1.2) To determine the level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire</td>
<td>Descriptive statistics, Means and standard deviations</td>
</tr>
<tr>
<td>1.3) To determine the level of self-efficacy for learning and performance of grade 9 students learning Chinese as a foreign language at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire</td>
<td>Descriptive statistics, Means and standard deviations</td>
</tr>
<tr>
<td>Research Objective</td>
<td>Source of Data or Sample</td>
<td>Data Collection Method or Research Instrument</td>
<td>Method of Data Analysis</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>2) To determine the overall level of Chinese achievement of grade 9 students</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Unofficial version of the HSK level III test</td>
<td>Descriptive statistics, Means and standard deviations</td>
</tr>
<tr>
<td>learning Chinese as a foreign language at Ekamai International School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1) To determine the level of listening achievement of grade 9 students learning</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Unofficial version of the HSK level III test</td>
<td>Descriptive statistics, Means and standard deviations</td>
</tr>
<tr>
<td>Chinese as a foreign language at Ekamai International School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2) To determine the level of reading achievement of grade 9 students learning</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Unofficial version of the HSK level III test</td>
<td>Descriptive statistics, Means and standard deviations</td>
</tr>
<tr>
<td>Chinese as a foreign language at Ekamai International School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3) To determine the level of writing achievement of grade 9 students learning</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Unofficial version of the HSK level III test</td>
<td>Descriptive statistics, Means and standard deviations</td>
</tr>
<tr>
<td>Chinese as a foreign language at Ekamai International School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Objective</td>
<td>Source of Data or Sample</td>
<td>Data Collection Method or Research Instrument</td>
<td>Method of Data Analysis</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------</td>
<td>---------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>3) To determine if there is any relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire Unofficial version of the HSK level III test</td>
<td>Pearson Product Moment Correlation Coefficient</td>
</tr>
<tr>
<td>3.1) To determine if there is any relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire Unofficial version of the HSK level III test</td>
<td>Pearson Product Moment Correlation Coefficient</td>
</tr>
<tr>
<td>3.2) To determine if there is any relationship between self-efficacy for learning and performance and speaking achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire Unofficial version of the HSK level III test</td>
<td>Pearson Product Moment Correlation Coefficient</td>
</tr>
<tr>
<td>Research Objective</td>
<td>Source of Data or Sample</td>
<td>Data Collection Method or Research Instrument</td>
<td>Method of Data Analysis</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>3.3) To determine if there is any relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire</td>
<td>Pearson Product Moment Correlation Coefficient</td>
</tr>
<tr>
<td>3.4) To determine if there is any relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.</td>
<td>A sample of 74 students learning Chinese from grade 9 at EIS</td>
<td>Motivation for learning Chinese Questionnaire</td>
<td>Pearson Product Moment Correlation Coefficient</td>
</tr>
</tbody>
</table>

In this chapter, the researcher explained the research design and methodology as well as the instrumentation, procedures for data collection and data analysis. In Chapter 4 the findings of the research were presented.
CHAPTER IV
RESEARCH FINDINGS

In the previous chapters, the researcher described the purpose and the importance of the study, provided the literature review, and explained how this research will be carried out. In this chapter, the findings of the study will be presented in two sections. The first section will present the main findings of research objectives one, two and three. The second section will present additional findings.

This was a quantitative correlational study that used both descriptive and inferential statistics. There were two research instruments (see Appendices A and B) for this study. They were the motivation for learning Chinese questionnaire and the unofficial version of HSK level III test. The intended sample was 82 grade 9 students learning Chinese as a foreign language at Ekamai International School during the second semester of academic year 2014-2015. The questionnaires were carried out on May 14th and 15th, 2015. There were 82 questionnaires distributed and 74 completed, invalid questionnaires were returned, giving a research sample of 74. This gave a return rate of 90%. The unofficial version of HSK III test was carried out on May 20th, 2015. There were 82 test papers distributed and 74 completed. This gave a return rate of 90%.

Main Findings

In this part, the findings of the three research objectives are reported below.
Research Objective One

The data collected from the Motivation for Learning Chinese Questionnaire (see Appendix A) was used to answer research objective one:

1. To determine the overall level of motivation for learning Chinese as a foreign language of grade 9 students at Ekamai International School.

1.1 To determine the level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.

1.2 To determine the level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.

1.3 To determine the level of self-efficacy for learning and performance of grade 9 students learning Chinese as a foreign language at Ekamai International School.

The questionnaire assessed the students' general level of motivation for learning Chinese as a foreign language from three subscales: intrinsic goal orientation (4 items), extrinsic goal orientation (4 items), self-efficacy for learning and performance (8 items). The motivation for learning Chinese questionnaire consists of 16 items, and each item was rated on a 7-point Likert scale. The total scores of the motivational scale and sub-scales were interpreted by a 5-point rating scale (see Table 2, chapter 3).

Table 10 shows the mean score and standard deviation for subscale of the motivation for learning Chinese questionnaire among 74 students learning Chinese as a foreign language in grade 9.
Table 10

*Mean and Standard Deviation for Each Subscale of Questionnaire of Grade 9 (n=74)*

<table>
<thead>
<tr>
<th>Learning Motivation</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Goal Orientation</td>
<td>19.85</td>
<td>3.71</td>
<td>Moderate</td>
</tr>
<tr>
<td>Extrinsic Goal Orientation</td>
<td>21.74</td>
<td>3.97</td>
<td>High</td>
</tr>
<tr>
<td>Self-efficacy for learning &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance</td>
<td>40.13</td>
<td>7.46</td>
<td>Moderate</td>
</tr>
<tr>
<td>Motivation Total</td>
<td>81.72</td>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

From Table 10, it can be seen that grade 9 students had a high degree of extrinsic goal orientation learning Chinese as a foreign language. They had a moderate degree of intrinsic goal orientation and they had a moderate degree of self-efficacy for learning and performance for learning Chinese as a foreign language.

Grade 9 students had a high degree of overall motivation learning Chinese as a foreign language.

**Research Objective Two**

The data collected from the unofficial version of the HSK III test (see Appendix B) was used to answer research objective two:

2. *To determine the Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.*

2.1 *To determine the level of listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.*

2.2 *To determine the level of reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.*
2.3 To determine the level of writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

The unofficial version of the HSK III assessed grade 9 students’ Chinese achievement for learning Chinese as a foreign language from three subscales: listening achievement (100 points), reading achievement (100 points), and writing achievement (100 points). The total scores are 300 points. The sub-scales were interpreted by a 5-point rating scale (see Table 6, chapter 3). The total scores were interpreted by a 5-point rating scale (see Table 7, chapter 3).

Table 11 shows the mean score and standard deviation for subscales of listening, reading and writing achievement among 74 students learning Chinese as a foreign language in grade 9.

Table 11

<table>
<thead>
<tr>
<th>HSK III</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Achievement</td>
<td>82.05</td>
<td>9.27</td>
<td>Very High</td>
</tr>
<tr>
<td>Reading Achievement</td>
<td>78.59</td>
<td>9.00</td>
<td>High</td>
</tr>
<tr>
<td>Writing Achievement</td>
<td>75.26</td>
<td>8.59</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td>235.90</td>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

From Table 11, it can be seen that grade 9 students’ listening achievement for learning Chinese as a foreign language was very high. The reading achievement and writing achievement level for learning Chinese as a foreign language was high.

The grade 9 students’ Chinese achievement level for learning Chinese as a foreign language was high.
Research Objective Three

The data collected from the Motivation for Learning Chinese Questionnaire (see Appendix A) and the unofficial version of the HSK III test (see Appendix B) were used to answer research objective three:

3. To determine if there is any relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.1 To determine if there is any relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.2 To determine if there is any relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.3 To determine if there is any relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

The data was analyzed using the Pearson Product Moment Correlation Coefficient \(r\). The researcher proceeded with the analysis of the data and the result is shown in Table 12.
Table 12

Pearson Correlation between Motivation for Learning and Chinese Achievement of Grade 9 Students Learning Chinese As A Foreign Language at Ekamai International School (n=74)

<table>
<thead>
<tr>
<th>Motivation for learning</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.951**</td>
<td>.000</td>
<td>There is a significant relationship</td>
</tr>
</tbody>
</table>

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

Since Pearson correlation $r$ is .951 and Sig. is .000, it indicated that there is a high and positive significant relationship between motivation for learning and Chinese achievement of grades 9 students learning Chinese as a foreign language. Therefore, the researcher accepted research hypothesis 1: There is a significant relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

Table 13 presents the Pearson Correlation between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
Table 13

Pearson Correlation between Self-efficacy for Learning and Performance and Listening Achievement of Grade 9 Students Learning Chinese as a Foreign Language at Ekamai International School (n=74)

<table>
<thead>
<tr>
<th>Self-efficacy for Learning and Performance</th>
<th>Pearson Correlation</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.928**</td>
<td>There is a significant relationship</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

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

Since Pearson correlation $r$ is .928 and Sig. is .000. It indicated that there is a high and positive significant relationship between the self-efficacy for learning and performance and listening achievement of grades 9 students learning Chinese as a foreign language. Therefore, the researcher accepted research hypothesis 2: There is a significant relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

Table 14 presents the Pearson Correlation between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
Table 14

*Pearson Correlation between Self-efficacy for Learning and Performance and Reading Achievement of Grade 9 Students Learning Chinese as a Foreign Language at Ekamai International School (n=74)*

<table>
<thead>
<tr>
<th></th>
<th>Reading Achievement</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy for Learning and Performance</td>
<td>Pearson Correlation</td>
<td>.928**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a significant relationship</td>
</tr>
</tbody>
</table>

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

Since Pearson correlation $r$ is .928 and Sig. is .000. It indicated that there is a high and positive significant relationship between the self-efficacy for learning and performance and reading achievement of grades 9 students learning Chinese as a foreign language. Therefore, the researcher accepted research hypothesis 3: *There is a significant relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.*

Table 15 presents the Pearson Correlation between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
Table 15

Pearson Correlation between Self-efficacy for Learning and Performance and Writing Achievement of Grade 9 Students Learning Chinese as a Foreign Language at Ekamai International School (n=74)

<table>
<thead>
<tr>
<th></th>
<th>Writing Achievement</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy for Learning and Performance</td>
<td>Pearson Correlation</td>
<td>.901**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>

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

Since Pearson correlation $r$ is .901 and Sig. is .000. It indicated that there is a high and positive significant relationship between the self-efficacy for learning and performance and writing achievement of grades 9 students learning Chinese as a foreign language. Therefore, the researcher accepted research hypothesis 4: There is a significant relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

Additional Findings

In this section, the researcher presented selected additional findings of this study which were not included in the three research objectives and four research hypotheses. These three additional findings may give the importance of gender in learning Chinese as a foreign language.

The additional objectives are as follows:

1. To determine the level of overall motivation and subscales by gender.
2. To determine the level of Chinese achievement by gender.
3. To determine if there is a significant difference between overall motivation and subscales by gender.

**Additional Objective One:** To determine the level of overall motivation and subscales by gender.

Table 16 shows the mean of motivation scale and subscales between genders of grade 9 students learning Chinese as a foreign language.

Table 16

*The Mean of Motivation Scale and Subscales between Genders of Grade 9 Students at Ekamai International School (n=74)*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Gender</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Goal</td>
<td>Male</td>
<td>35</td>
<td>19.66</td>
<td>3.89</td>
<td>Moderate</td>
</tr>
<tr>
<td>Orientation</td>
<td>Female</td>
<td>39</td>
<td>20.03</td>
<td>3.59</td>
<td>Moderate</td>
</tr>
<tr>
<td>Extrinsic Goal</td>
<td>Male</td>
<td>35</td>
<td>21.77</td>
<td>4.51</td>
<td>High</td>
</tr>
<tr>
<td>Orientation</td>
<td>Female</td>
<td>39</td>
<td>21.72</td>
<td>3.48</td>
<td>High</td>
</tr>
<tr>
<td>Self-efficacy for</td>
<td>Male</td>
<td>35</td>
<td>39.66</td>
<td>7.90</td>
<td>Moderate</td>
</tr>
<tr>
<td>Learning &amp; Performance</td>
<td>Female</td>
<td>39</td>
<td>40.56</td>
<td>7.12</td>
<td>Moderate</td>
</tr>
<tr>
<td>Motivation</td>
<td>Male</td>
<td>35</td>
<td>81.09</td>
<td>15.77</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>82.31</td>
<td>13.76</td>
<td>High</td>
</tr>
</tbody>
</table>

In terms of intrinsic goal orientation, the resulting data showed that the mean of the male respondents was 19.66, and the mean of the female respondents was 20.03. It indicated that both male and female students’ level of intrinsic goal orientation were moderate. In terms of extrinsic goal orientation, the resulting data showed the mean of male respondents was 21.77, and the mean of female respondents was 21.72. It indicated that both male and female students’ level of extrinsic goal orientation were
high. In terms of self-efficacy for learning and performance, the resulting data showed the mean of male respondents was 39.76, and the mean of female respondents was 40.56. It indicated that both male and female students' level of self-efficacy for learning and performance were moderate.

In the terms of overall motivation, the resulting data showed the mean of male respondents was 81.09, and the mean of female respondents was 82.31. It indicated that both male and female students' level of overall motivation were high.

**Additional Objective Two:** To determine the level of Chinese achievement by gender.

Table 17 shows the mean of Chinese achievement and subscales between genders of grade 9 students learning Chinese as a foreign language.

Table 17

*The Mean of Chinese Achievement and Subscales between Genders of Grade 9 Students at Ekamai International School (n=74)*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Gender</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Achievement</td>
<td>Male</td>
<td>35</td>
<td>81.00</td>
<td>10.15</td>
<td>Very High</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>83.00</td>
<td>8.43</td>
<td>Very High</td>
</tr>
<tr>
<td>Reading Achievement</td>
<td>Male</td>
<td>35</td>
<td>77.09</td>
<td>8.91</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>79.95</td>
<td>8.98</td>
<td>High</td>
</tr>
<tr>
<td>Writing Achievement</td>
<td>Male</td>
<td>35</td>
<td>74.31</td>
<td>9.15</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>76.10</td>
<td>8.07</td>
<td>High</td>
</tr>
<tr>
<td>Chinese Achievement</td>
<td>Male</td>
<td>35</td>
<td>232.40</td>
<td>26.82</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>239.05</td>
<td>24.16</td>
<td>High</td>
</tr>
</tbody>
</table>
In terms of listening achievement, the resulting data showed that the mean of the male respondents was 81.00, and the mean of the female respondents was 83.00. It indicated that both male and female students' level of listening achievement were very high. In terms of reading achievement, the resulting data showed the mean of male respondents was 77.09, and the mean of female respondents was 79.95. It indicated that both male and female students' level of reading achievement were high. In terms of writing achievement, the resulting data showed the mean of male respondents was 74.31, and the mean of female respondents was 76.10. It indicated that both male and female students' level of writing achievement were high.

In terms of Chinese achievement, the resulting data showed the mean of male respondents was 232.40, and the mean of female respondents was 239.05. It indicated that both male and female students' level of Chinese achievement were high.

Additional Objective Three: To determine if there is any difference between overall motivation and motivational subscales by gender.

For the finding of levels of overall motivation and motivational subscales by gender, the researcher investigated the difference between the mean of overall motivation and motivational subscales by genders. The variances of the two groups (male and female) were assumed to be equal in intrinsic, extrinsic goal orientation, self-efficacy for learning and performance and overall motivation. Table 18 shows the resulting data of the independent samples t-test between male and female students of intrinsic goal orientation. Table 19 shows the resulting data of the independent samples t-test between male and female students of extrinsic goal orientation. Table 20 shows the resulting data of the independent samples t-test between male and female
students of self-efficacy for learning and performance. Table 21 shows the resulting data of the independent samples t-test between male and female students of overall motivation.

Table 18

Result of t-test Comparing the Mean of Intrinsic Goal Orientation by Gender (n=74)

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35</td>
<td>19.66</td>
<td>3.89</td>
<td>-0.424</td>
<td>.673</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>20.03</td>
<td>3.59</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In perception of intrinsic goal orientation, t was -0.424 and Sig (2-tailed) was .673, which was greater than .05. Therefore, it indicated that there was no significant difference between intrinsic goal orientation by gender.

Table 19

Result of t-test Comparing the Mean of Extrinsic Goal Orientation by Gender (n=74)

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35</td>
<td>21.77</td>
<td>4.51</td>
<td>.057</td>
<td>.954</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>21.72</td>
<td>3.48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In perception of extrinsic goal orientation, t was .057, and Sig (2-tailed) was .954, which was greater than .05. Therefore, it indicated that there was no significant difference between extrinsic goal orientation by gender.
Table 20

Result of t-test Comparing the Mean of Self-efficacy for Learning and Performance by Gender (n=74)

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35</td>
<td>39.66</td>
<td>7.90</td>
<td>-0.519</td>
<td>0.605</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>40.56</td>
<td>7.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In perception of self-efficacy for learning and performance, t was .519, and Sig (2-tailed) was .605, which was greater than .05. Therefore, it indicated that there was no significant difference between self-efficacy for learning and performance by gender.

Table 21

Result of t-test Comparing the Mean of Overall Motivation by Gender (n=74)

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35</td>
<td>81.09</td>
<td>15.77</td>
<td>-0.356</td>
<td>0.723</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>82.31</td>
<td>13.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In perception of overall motivation, t was .356, and Sig (2-tailed) was .723, which was greater than .05. Therefore, it indicated that there was no significant difference between overall motivation by gender.
Summary

In this chapter, the researcher presented the three main findings and three additional findings.

Table 22 shows the summary of the main findings and Table 23 shows the summary of the additional findings.

Table 22

<table>
<thead>
<tr>
<th>Scale</th>
<th>Interpretation</th>
<th>Correlation with Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Listening Achievement</td>
</tr>
<tr>
<td>Intrinsic Goal Orientation</td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>Extrinsic Goal Orientation</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Self-efficacy for Learning</td>
<td>Moderate</td>
<td>Significant relationship</td>
</tr>
<tr>
<td>and Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Listening Achievement</td>
<td>Very High</td>
<td></td>
</tr>
<tr>
<td>Reading Achievement</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Writing Achievement</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Chinese Achievement</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>
Table 23

Summary of the Additional Findings (n=74)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Gender</th>
<th>n</th>
<th>Interpretation</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Goal Orientation</td>
<td>Male</td>
<td>35</td>
<td>Moderate</td>
<td>No significant difference</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>Extrinsic Goal Orientation</td>
<td>Male</td>
<td>35</td>
<td>High</td>
<td>No significant difference</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Self-efficacy for Learning &amp; Performance</td>
<td>Male</td>
<td>35</td>
<td>Moderate</td>
<td>No significant difference</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Male</td>
<td>35</td>
<td>High</td>
<td>No significant difference</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Listening Achievement</td>
<td>Male</td>
<td>35</td>
<td>Very High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>Very High</td>
<td></td>
</tr>
<tr>
<td>Reading Achievement</td>
<td>Male</td>
<td>35</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Writing Achievement</td>
<td>Male</td>
<td>35</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Chinese Achievement</td>
<td>Male</td>
<td>35</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>39</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

In the next chapter, the researcher will discuss the findings presented above by linking them to previous research. Chapter 5 will also note the recommendations for educators of student motivation generally and self-efficacy specifically learning Chinese as a foreign language and future researchers in this field.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Chapter 4 reported the findings of this study regarding the perceptions of motivation and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School in Bangkok. This chapter presents a summary of this research including the research objectives and hypotheses, the research methodology, and the findings of the study. It then presents the conclusion of the research, discusses the implications of the findings, and proposed recommendations for Ekamai International School in Bangkok and for future research.

Conclusion

This study focused on motivation generally and self-efficacy specifically for learning Chinese as a foreign language. The purpose of this study was to measure the level of motivation and Chinese achievement, and find out if there was any relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

This study utilized a quantitative research design employing a questionnaire in order to investigate the motivation for learning and unofficial version of HSK III test in order to investigate the Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

The data was collected from 74 participants from grade 9 learning Chinese as a foreign language at Ekamai International School in the second semester of
academic year 2014-2015. The responses to the questionnaire and unofficial version of HSK III test were analyzed by descriptive and inferential statistics.

Main Findings

There were three main findings based on the research objectives.

Research Objective 1

1. To determine the overall level of motivation for learning Chinese as a foreign language of grade 9 students at Ekamai International School.
   1.1 To determine the level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   1.2 To determine the level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.
   1.3 To determine the level of self-efficacy for learning and performance of grade 9 students learning Chinese as a foreign language at Ekamai International School.

Research Finding 1

1. The overall level of motivation for learning Chinese as a foreign language of grade 9 students at Ekamai International School was high.
   1.1 The level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School was moderate.
   1.2 The level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School was high.
   1.3 The level of self-efficacy for learning and performance of grade 9 students learning Chinese as a foreign language at Ekamai International School was moderate.
Research Objective 2

2. To determine the Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

   2.1 To determine the level of listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

   2.2 To determine the level of reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

   2.3 To determine the level of writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

Research Finding 2

2. The Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School was high.

   2.1 The level of listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School was very high.

   2.2 The level of reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School was high.

   2.3 The level of writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School was high.
Research Objective 3

3. To determine if there is any relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.1 To determine if there is any relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.2 To determine if there is any relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

3.3 To determine if there is any relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

Research Finding 3

3. There was a significant relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

3.1 There was a significant relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

3.2 There was a significant relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.
3.3 There was a significant relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School at the level of 0.05.

Additional Findings

There were three additional findings on the basis of the data collection which the researcher considered important as well.

Additional Objective 1

To determine the level of overall motivation and subscales by gender.

Additional Finding 1

In terms of intrinsic goal orientation, the resulting data showed that the mean of the male respondents was 19.66, and the mean of the female respondents was 20.03. It indicated that both male and female students' level of intrinsic goal orientation were moderate. In terms of extrinsic goal orientation, the resulting data showed the mean of male respondents was 21.77, and the mean of female respondents was 21.72. It indicated that both male and female students' level of extrinsic goal orientation were high. In terms of self-efficacy for learning and performance, the resulting data showed the mean of male respondents was 39.76, and the mean of female respondents was 40.56. It indicated that both male and female students' level of self-efficacy for learning and performance were moderate.
In the terms of overall motivation, the resulting data showed the mean of male respondents was 81.09, and the mean of female respondents was 82.31. It indicated that both male and female students’ level of overall motivation were high.

Additional Objective 2
To determine the level of Chinese achievement by gender.

Additional Finding 2
In terms of listening achievement, the resulting data showed that the mean of the male respondents was 81.00, and the mean of the female respondents was 83.00. It indicated that both male and female students’ level of listening achievement were very high. In terms of reading achievement, the resulting data showed the mean of male respondents was 77.09, and the mean of female respondents was 79.95. It indicated that both male and female students’ level of reading achievement were high.
In terms of writing achievement, the resulting data showed the mean of male respondents was 74.31, and the mean of female respondents was 76.10. It indicated that both male and female students’ level of writing achievement were high.

In terms of Chinese achievement, the resulting data showed the mean of male respondents was 232.40, and the mean of female respondents was 239.05. It indicated that both male and female students’ level of Chinese achievement were high.

Additional Objective 3
To determine if there is any difference between overall motivation and motivational subscales by gender.
Additional Finding 3

There was no significant difference between intrinsic motivation by gender.

There was no significant difference between extrinsic motivation by gender.

There was no significant difference between self-efficacy for learning and performance by gender.

There was no significant difference between overall motivation by gender.

DISCUSSION

Motivation for Learning

Motivation, from the social cognitive perspective, is an internal state that can direct and maintain behavior (Bandura, 1993). The two sources of motivation are extrinsic or intrinsic. Extrinsic motivation is from the learning environment, and intrinsic motivation is from the learner himself/herself. According to Bandura (1991), the important motivational processes for learning are goal setting, self-efficacy, and expectations of learning success or failure. When students set a goal for foreign language learning, it will enhance their self-efficacy and expectation of success in learning. Therefore, the students will be highly motivated in order to reach the desired goal.

For the overall level of motivation, the findings of this study showed that both male and female students had a high level of motivation. Grade 9 is the first year for students choosing Chinese as a foreign language as an elective course at Ekamai International School. There are three choices of foreign language study, Spanish, Japanese and Chinese. Students probably were interested in Chinese language when
they chose Chinese as an elective course. The findings of this study support the notion that motivation made learning efficient by helping a learner selects what to study and then helping to maintain the learning behavior (White, 1959).

For both intrinsic goal orientation and self-efficacy for learning and performance, the findings of this research showed that students had a moderate level regardless of gender. Learners with high levels of intrinsic goal orientation are willing to put effort into their learning and typically enjoy the learning activities. They normally have high levels of self-efficacy also (Deci & Ryan, 1985). The concept of self-efficacy includes the students’ confidence and self-regulation in their learning. It affects student motivation, learning behaviors and academic achievement (Pajares & Schunk, 2001). Therefore, it was not surprising to see intrinsic motivation and self-efficacy for learning and performance at the same level. The grade 9 students at Ekamai International School live in Bangkok. They rarely had opportunity to use Chinese language in their lives, but they were told that Chinese language was important for their future. Almost of the students were not motivated intrinsically. At the same time, the students from Ekamai International School started to learn Chinese since grade 1. The previous learning experience helped them build confidence and influenced their self-efficacy for learning and performance in Chinese learning.

For extrinsic goal orientation, the findings of this research showed that the students had a high level. The findings support that the extrinsically motivated learners might not have been interested in the task, but they still put effort to reach the goal. The process of learning is complex and usually requires both intrinsic and extrinsic motivation as instigators of effort (Prinrich & Schunk, 1996). A learner’s motivation is sometimes high when motivated intrinsically, and sometimes low when motivated extrinsically. However, motivation is usually moderate when both intrinsic
and extrinsic motivations together play a role in learning (Prinrich & Schunk, 1996). Their high level of extrinsic motivation also supported and complemented their moderate level of intrinsic motivation. It was not surprising to see that grade 9 students had high level of extrinsic goal orientation. According to the school policy, if grade 9 students cannot get equal or more than 60% on the unofficial version of the HSK III test at the end of second semester, they have to choose another foreign language as an elective course for their grade 10. The expected test results influenced the students’ extrinsic motivation. This was in accord with the findings of this study.

For the Chinese language achievement, the students had a very high level in listening achievement and a high level in reading and writing. However, it is important to note that Chinese language achievement in this study was only based on one particular test, which was the final examination in Chinese by using an unofficial version of the HSK III test in the second semester of the academic year 2014-2015. It was not surprising to see that listening achievement was at a very high level. During their primary stage, the Chinese learning mainly focused on listening and speaking. Chinese reading and writing were introduced and requested during elementary and middle school. In language learning, listening is always the first and easiest skill for learners to master.

For the additional findings, it was interesting to see that the male students had a slightly higher level of extrinsic goal orientation than the female students. After concluding the research findings, the researcher considered that the number of female students was larger and the Chinese achievement of the female students was higher in listening, reading and writing. The male students were likely motivated extrinsically in order to get better grades and attention from the teacher.
The findings showed that there was a significant relationship between motivation for learning and Chinese language achievement. The findings of this study supported the contention that motivation is a key factor which affects the outcome of language study (Daskalovska et al., 2012). As Gardner (1985) has noted motivational factors are surely connected to second or foreign language learning outcomes.

The findings showed that there was a significant relationship between self-efficacy for learning and performance, and Chinese listening, reading and writing achievement. These findings agreed with previous studies. Learners with high self-efficacy normally show better academic performance than those with low self-efficacy. Pajares & Schunk (2001) reported that when learners are engaged in learning, they are influenced by their own learning goals and learning activities, and environmental factors, such as rewards and feedback. These let learners know how well they have performed. Self-efficacy was strengthened when learners knew they performed well. Mahyuddin et al. (2006) showed that high self-efficacy in English language learning directly correlated with English language achievement. The researcher also noticed that the students with high self-efficacy for learning and performance in their Chinese had high self-confidence and would like to do independent learning tasks. They put effort and desired to get good Chinese achievement in all listening, reading and writing.

Recommendations

Recommendations for Practice

Based on the findings of this study, the researcher would like to present the recommendations for teachers to promote and develop students' intrinsic and extrinsic
goal orientation and self-efficacy for learning and performance in order to enhance their Chinese achievement.

Based on the findings of the moderate level of intrinsic goal orientation, the researcher would like to propose the following specific recommendations for teachers at Ekamai International School:

- differentiate the instruction by using a variety of teaching strategies;
- develop different learning activities to make learning process more interesting;
- communicate with students about learning task and give them choices to choose according to their interests.

By doing the above, students will enjoy the learning itself and have some control of their studies. Their intrinsic motivation will be enhanced.

According to the findings of this study, the students had high levels of extrinsic goal orientation. The Chinese teachers should go on to do what they are doing, and additionally consider doing the following:

- use praise and encouragement with guidance to help students improve learning;
- give feedback constantly.

The above recommendations give students ideas of what they have done and how to improve to get better grades. Their high level of extrinsic motivation will be maintained and increased.
Based on the findings of the moderate level of self-efficacy for learning and performance, the researcher would like to propose the following specific recommendations for teachers at Ekamai International School:

• include different hand-on tasks and projects in the curriculum to challenge students, but not too hard;

• design the learning objectives and activities according to students’ ability levels;

• set attainable learning goals for students and give them opportunities to experience how they reach those goals;

• support students during their learning struggles;

• when students do group work, try to have one group member have a slightly higher level of Chinese language skill to serve as a role model to the other members in the group;

• encourage students to form study pairs to help each other to practice Chinese language and do the projects;

• invite students with good learning progress to share the strategies they used to improve their Chinese learning;

• provide students with positive and appropriate support and feedback;

• encourage students to think and talk positively about their learning;

• praise students’ efforts and persistence rather than focus on their ability;

• create a healthy learning atmosphere in the classroom whereby students are free to share ideas and speak in Chinese;
encourage students when they make mistakes and help them to correct their own mistakes.

The above recommendations will help students to be successful in their learning, and make them believe that they can complete similar tasks successfully. Students self-efficacy for learning Chinese will improve when they apply proven learning strategies and skills they learn from other successful learners by watching and learning together with their peers. The positive learning environment encourages every student to take risks by attempting harder learning tasks. It also leads students to put greater effort in to developing the skills to succeed.

Recommendations for Future Research

Recommendations for future research regarding motivation generally, self-efficacy specifically, and Chinese achievement in listening, reading and writing are as follows:

- future researchers should include all seven motivation subscales from MSLQ (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety). Learning strategies section of the MSLQ also be incorporated in to future study of CFL learning in Thailand. It will be interesting to see the overall motivation for learning Chinese as a foreign language by including those seven subscales and learning strategies section of the MSLQ. All seven motivation subscales and learning strategies section of the MSLQ are closely interrelated and affect students overall motivation and learning outcomes. By including them in the research, a more
accurate picture of student motivation for learning CFL will be developed;

- this study used an unofficial version of the HSK III to measure grade 9 students’ Chinese achievement in listening, reading and writing. Future researchers should combine traditional pencil- and-paper tests and performance tests to measure the Chinese achievement rather than one particular test. The performance tests should be used to obtain a deeper and richer understanding of students’ language achievement. Future researcher also could use the official HSK test with speaking test;

- future researchers should also combine qualitative and quantitative research design for relationship between motivation and Chinese language achievement. The mixed approaches give a greater depth to the findings and will improve understanding of motivation and Chinese language achievement;

- future researchers should survey Chinese learners in both private and public schools in different regions in Thailand. The differentiated and larger sample will help researcher obtain a more inclusive overall picture of motivation and CFL learning and achievement in Thailand.
REFERENCES


Feiz, P., Hooman, H.A., & Kooshki Sh. (2013). Assessing the motivated strategies for learning questionnaire (MSLQ) in Iranian students: Construct validity and reliability. Retrieved from http://ac.els-cdn.com/S1877042813019137/1-s2.0-S1877042813019137-main.pdf?_tid=6f8dda32-9d63-11e4-a40c-00000aabb0f26&acdnat=1421401292_ce70a447e0ca84dd95fe92b5b8c20ce0


APPENDIX A

THE QUESTIONNAIRE
Dear grade 9 students,

The questionnaire will ask you about your motivation for learning Chinese as a foreign language. Your answer will benefit the teaching and learning of Chinese at Ekamai International School.

The questionnaire has 2 sections. The first section is about your personal information and the second section is about your motivation in Chinese language learning.

The 2 sections will only take about 15 minutes to finish. Please read carefully and answer honestly. Your help is highly appreciated. Your information and answers will be only used for this research and kept most confidential.

If you have any question about the questionnaire, please let me know.

Sincerely,
Lin Cai
Section 1: Personal Information

i. Name

ii. Gender: (Please Circle)  
- Male  
- Female

iii. Class: (Please Circle)  
- Grade 9 A  
- Grade 9 B  
- Grade 9 C  
- Grade 9 D
Section 2: Motivation for Chinese Learning

Please read carefully and circle the number in the box you choose.

Motivation for Learning Chinese Questionnaire

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In Chinese class, I prefer activities that really challenge me so I can learn new things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. I believe I will receive an excellent grade from my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3. The happiest thing in learning Chinese is earning a good grade.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4. I’m sure that I can understand the reading from my Chinese class if it is hard.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5. In Chinese class, I want to learn something interesting, even though it may be difficult.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6. I can understand the basic words taught in my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7. The most important thing for me is to get a good grade in my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8. I can understand the difficult sentences taught in my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>9. I am glad that I can understand the content in my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10. I believe I always can do well in the Chinese tests and homework in my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1 Not at all true of me</td>
<td>2 False of me</td>
<td>3 A bit false of me</td>
<td>4 Not true but not false of me</td>
<td>5 A bit true of me</td>
<td>6 True of me</td>
<td>7 Very true of me</td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>-------------------------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>11.</td>
<td>I would like to get a better grade than other students in my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12.</td>
<td>I would like to do well in my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>13.</td>
<td>When I have the opportunity in Chinese class, I choose assignments that I can learn from even if they don't guarantee me a good grade.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>14.</td>
<td>I think I know how to use the words and sentences that my Chinese teacher teaches in the class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>15.</td>
<td>It is important to show my parents and friends that I can do well in my Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>16.</td>
<td>Considering the difficulty of Chinese class, my Chinese teacher, and my Chinese skills, I think I will do well in Chinese class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
APPENDIX B

The unofficial version of the HSK Level III Test
新汉语水平考试

HSK（三级）

H31003

注 意

一、HSK（三级）分三部分：
1. 听力（40 题，约 35 分钟）
2. 阅读（30 题，30 分钟）
3. 书写（10 题，15 分钟）

二、听力结束后，有 5 分钟填写答题卡。
三、全部考试约 90 分钟（含考生填写个人信息时间 5 分钟）。
一、听力

第一部分

第1-5题

例如：男：喂，请问张经理在吗？

女：他正在开会，您半个小时以后再打，好吗？

1. 

2. 

3. 

4. 

5. 

HJ1003 - 1
第6-10题

A

B

C

D

E

6. [ ]
7. [ ]
8. [ ]
9. [ ]
10. [ ]
第二部分

第11-20题

例如：为了让自己更健康，他每天都花一个小时去锻炼身体。

★ 他希望自己很健康。

今天我想早点回家。看了看手表，才5点。过了一会儿再看表，还是5点，我这才发现我的手表不走了。

★ 那块儿手表不是他的。

11. ★ 冬天水果很便宜。

12. ★ 他现在还不能打篮球。

13. ★ 儿子比爸爸矮。

14. ★ 八月十五的月亮大。

15. ★ 他现在住在公司附近。

16. ★ 女儿喜欢小狗。

17. ★ 老李第一次坐船。

18. ★ 他在黑板上画熊猫。

19. ★ 他的成绩不错。

20. ★ 高兴的时候不会哭。
第三部分

第 21-30 题

例如：男：小王，帮我开一下门，好吗？谢谢！
女：没问题。您去超市了？买了这么多东西。
问：男的想让小王做什么？
A 开门  √  B 拿东西  C 去超市买东西

21. A 包  B 糖  C 自行车

22. A 丈夫和妻子  B 校长和老师  C 客人和服务员

23. A 完成作业  B 打扫厨房  C 玩儿游戏

24. A 他不渴  B 咖啡太甜  C 哪里都可以

25. A 太胖了  B 太瘦了  C 太短了

26. A 商场  B 饭店  C 电影院

27. A 很生气  B 是经理  C 买了个照相机

28. A 姐姐  B 妹妹  C 邻居

29. A 很不错  B 有点儿旧  C 不太干净

30. A 喜欢音乐  B 没什么爱好  C 男朋友影响了她
第四部分

第31-40题

例如：女：晚饭做好了，准备吃饭了。
       男：等一会儿，比赛还有三分钟就结束了。
       女：快点儿吧，一起吃，菜冷了就不好吃了。
       男：你先吃，我马上就看完了。
       问：男的在做什么？

A 洗澡   B 吃饭   C 看电视

31.  A 超市   B 银行   C 办公室
32.  A 9:15   B 9:45   C 10:15
33.  A 看不懂   B 比较简单   C 很有意思
34.  A 游客   B 出租车司机   C 公共汽车司机
35.  A 非常聪明   B 借了几本书   C 想看历史书
36.  A 一米八   B 一米八一   C 一米八二
37.  A 刷牙   B 回答问题   C 教学生数学
38.  A 办公楼   B 校医院   C 图书馆
39.  A 跳舞   B 照片   C 练习题
40.  A 山高900米   B 9月9日爬山   C 山上有9个太阳
二、阅读

第一部分

第41-45题

A 有不清楚的地方，大家可以问我。

B 遇到问题时不要太着急。我觉得李阿姨一定可以帮我们的忙。

C 晚上开车，来杯茶或者苹果汁吧。

D 图书馆里比较安静，我喜欢在那儿学习。

E 当然。我们先坐公共汽车，然后换地铁。

F 别看了，把电视关了吧，明天还要上班呢。

例如：你知道怎么去那儿吗？

（E）

41. 她的习惯和我们不一样，她更愿意去教室。

（  ）

42. 菜点完了，你想喝点儿什么？啤酒？

（  ）

43. 你有什么好办法吗？你快想想！

（  ）

44. 马上，这个节目还有10分钟就结束了。

（  ）

45. 昨天课上讲的那些题，你会做了吗？

（  ）
第 46-50 题

A 已经都解决了，校长，您放心吧。

B 一起去踢足球，好不好？

C 冰箱里还有香蕉和葡萄呢。

D 小王没来？打他电话怎么一直没人接？

E 我们是经过同事介绍认识的，已经认识两年了。

46. 他女朋友比他大一岁，很可爱，而且很聪明。

47. 奶奶，家里是不是没水果了？

48. 上次会上说到的那些问题怎么样了？

49. 你等我一下，我去换一双鞋就来。

50. 他去火车站了，我刚才在电梯门口看见他了。
第二部分

第 51-55 题

A 简单    B 举行    C 像    D 复习    E 声音    F 附近

例如：她说话的（E）多好听啊！

51. 有些事情看上去很（ ），但要做好，其实不容易。

52. 听张先生说，机场（ ）那个宾馆的环境不错。

53. 那个会议要在我们学校（ ），所以老师们最近特别忙。

54. 她和她妈妈长得真（ ）啊！

55. 明天上午考数学，你（ ）得怎么样了？
第 56-60 题

A 终于   B 普通话   C 满意   D 爱好   E 骑   F 一会儿

例如：A：你有什么（   D ）？

B：我喜欢体育。

56．A：怎么样，这房子您还（  ）吧？

B：很不错，但我还想看看其他的。

57．A：照片上（      ）马的这个人是你爸爸？

B：是的，那时他刚参加工作，很年轻。

58．A：儿子，快起床，外面天气非常好，我们出去跑跑步。

B：今天是周末，您让我再睡（  ）吧。

59．A：他的（      ）说得真好。

B：当然了，你不知道？他是北京人。

60．A：8 年了，她（      ）同意跟我结婚了。

B：真的吗？太好了！我真为你高兴！
第三部分

第 61-70 题

例如：您是来参加今天会议的吗？您来早了一点儿，现在才八点半。您先进来坐吧。

★ 会议最可能几点开始？
A 8 点  B 8 点半  C 9 点  ✓

61. 到了机场，他发现护照不见了，在行李箱里找了半天，也没找到，很着急。
★ 他为什么着急？
A 迟到了  B 忘记拿机票了  C 找不到护照了

62. 人们经常说：“面包有的，牛奶也会有的。”是的，如果努力，什么都会有的。
★ 这句话主要想告诉我们：
A 要相信别人  B 兴趣最重要  C 努力才有希望

63. 上个星期和朋友们去游泳，把我累坏了，到现在我的腿还在疼。看来我是应该多锻炼锻炼了。
★ 他打算：
A 去医院  B 锻炼身体  C 下午去游泳

64. 越高的地方越冷，山路也越难走。但是不用担心，有我呢，我去年秋天爬过这个山，这儿我还是比较了解的。我饿了，我们先坐下来吃点儿饭，喝点儿水，然后再爬。一会儿我们可以从小间这条路去。
★ 根据这段话，可以知道什么？
A 今天是阴天  B 现在是秋季  C 他来过这儿
65. “6 月的天，孩子的脸，说变就变。” 刚才还是大晴天，现在就要用伞了。雨越下越大，天也变得越来越黑，街上一辆出租车也打不到了。
★ 6 月的天气：
A 热极了  B 变化快  C 一般不下雨

66. 看书时会遇到一些历史上的人或者国家的名字，这些字现在很多都不用了，想要知道它们的读音和意思，还需要词典的帮助，所以有本词典很方便。
★ 看书时会遇到：
A 老朋友  B 不认识的字  C 爱好相同的人

67. 过去人们喜欢看报纸，现在越来越多的人喜欢在电脑上看新闻。除了看新闻，人们还可以在网上听歌、看电影、买东西。
★ 上网后，人们可以：
A 做饭菜  B 坐地铁  C 买东西

68. 超市里一箱牛奶如果卖 32.56 元，也就是 32 块 5 角 6 分，那可能会带来许多不方便，因为现在人们的钱包里很少有“分”这么小的零钱。
★ 人们的钱包里很少有：
A 6 分  B 5 角  C 2 元

69. 每天睡觉前，女儿总会要求妈妈给她讲一个故事，开始的时候她听得很认真，慢慢地就睡着了。
★ 根据这段话，女儿：
A 爱听故事  B 变化很大  C 害怕一个人睡觉

70. 那个地方很有名，蓝天，白云，绿草，很多人喜欢去那里旅游。我哥哥家就住在那儿，他们家旁边有一条小河，河边有高高的树，河里游着一种黄色的小鱼。
★ 那个地方怎么样？
A 经常刮风  B 环境很好  C 人们很热情
三、书写

第一部分

第71-75题

例如：小船 上 一 河 条 有

河上有一条小船。

71. 送给 她决定 把手机 弟弟

72. 见面 没 我和这个学生 很久 了

73. 经常 的 春天 刮风 这个城市

74. 他的汉字 写 很漂亮 得

75. 花了 叔叔的 900块钱 太阳镜
第二部分

第 76-80 题

例如：没（   关    ）系，别难过，高兴点儿。

76. 4（   ）7号是我的生日，中午你们来我家吃饭吧。

77. 看地图？很容易，上北、下南、左西、右东，明（   bai    ）了？

78. 一（   qiǎn    ）万年前，动物们出现了吗？

79. 外面下雪了，你让孩子路上小（   xīn    ）点儿。

80. 生病了要注意休息，（   yīn    ）为健康最重要。
H31003 卷听力材料

（音乐，30 秒，渐弱）

大家好！欢迎参加 HSK（三级）考试。
大家好！欢迎参加 HSK（三级）考试。
大家好！欢迎参加 HSK（三级）考试。

HSK（三级）听力考试分四部分，共 40 题。
请大家注意，听力考试现在开始。

第一部分

一共 10 个题，每题听两次。

例如：男：喂，请问张经理在吗？
女：他正在开会，您半个小时以后再打，好吗？

现在开始第 1 到 5 题：

1. 女：下了飞机，就给我来电话。
   男：好的。你到中国以后，自己照顾好自己。

2. 男：请问，二零四房间在哪儿？
   女：请这边走，前面左边第二个就是。

3. 女：眼药水用了吗？有效果吗？
   男：有效果，眼睛现在已经不红了。

4. 男：这些书我可以借多长时间？
   女：一个月。如果看不完，可以再借一个月。

5. 女：这张画是你画的吗？
   男：是我爷爷画的，这是他的一张花鸟画。

现在开始第 6 到 10 题：

6. 男：你不舒服吗？要不要我带你去医院检查检查？
   女：没关系，我应该是感冒了，有点儿发烧。
7. 女：今天的鸡蛋面怎么样？
   男：很好吃，我吃饱了。我认为你做饭的水平越来越高了。

8. 男：欢迎你来公司工作。
   女：谢谢您！谢谢您给我这个机会，我会努力的。

9. 女：我马上就到，已经到楼下了。你好，一共多少钱？
   男：三十五块。

10. 男：小姐，这么长您看可以吗？
    女：再短一些吧。夏天到了，头发还是短一点儿好。

第二部分

一共10个题，每题听两次。

例如：为了让自己更健康，他每天都花一个小时去锻炼身体。
   ★ 他希望自己更健康。

今天我想早点儿回家。看了看手表，才五点。过了一会儿再看表，还是五点，我这才发现我的手表不走了。
   ★ 那块儿手表不是他的。

现在开始第11题：

11. 在这里，冬天的水果虽然比夏天的贵，但是很新鲜。
   ★ 冬天水果很便宜。

12. 太好了！他几乎不敢相信这是真的。医生说他很快就能像以前一样打篮球了。
   ★ 他现在还不能打篮球。

13. 儿子十七岁了，长得很快。去年买的裤子，现在已经不能穿了，现在他和他爸爸一样高了。
   ★ 儿子比爸爸矮。

14. 八月十五的晚上，月亮就像一个白色的大盘子，非常漂亮。中国人喜欢在这一天和家里人一起吃饭，一起看月亮。
   ★ 八月十五的月亮大。

15. 我搬家了。新的房子虽然小了点儿，但是离公司很近。
    ★ 他现在住在公司附近。
16. 我家有一只小猫，胖胖的，很可爱，女儿经常给它洗澡，特别喜欢和它在一起玩儿。
   ★ 女儿喜欢小狗。

17. 我看老李的脸色不太好，一问才知道他昨天晚上没睡好觉。他说，他第一次坐船，以为和坐车没什么不同，他现在明白了，差远了。
   ★ 老李第一次坐船。

18. 把椅子上的铅笔给我，谢谢。耳朵、鼻子都画完了，现在该画这只熊猫的脚了。
   ★ 他在黑板上画熊猫。

19. 早上，我在电子信箱里看到了我的成绩单。我的成绩比过去有了很大提高。今天一天我都很快乐。
   ★ 他的成绩不错。

20. 哭，不一定表示难过，有的人着急的时候会哭，有的人高兴的时候也会哭。
   ★ 高兴的时候不会哭。

第三部分

一共 10 个题，每题听两次。

例如：男：小王，帮我开一下门，好吗？谢谢！
   女：没问题。您去超市了？买了这么多东西。
   问：男的想让小王做什么？

现在开始第 21 题：

21. 女：谢谢你送我的生日礼物！这个包我非常喜欢。
    男：不客气，祝你生日快乐！
    问：男的送什么礼物了？

22. 男：你好，我住六零七，房间里的空调坏了，你能来看看吗？
    女：好的，先生，对不起，我们马上找人来。
    问：他们最可能是什么关系？

23. 女：你回来就一直玩儿游戏，作业写完了吗？
    男：我在学校就写完了。
    问：男的正在做什么？
24. 男：奇怪，我记得这条街上有一个咖啡馆儿的。
    女：没关系，我们找个地方坐坐就行。
    问：女的什么意思？

25. 女：这条裙子去年才买的，今年就不能穿了。
    男：你吃得太多，也不运动，可能又长十斤肉了吧？
    问：女的为什么不能穿那条裙子？

26. 男：帽子在几层呢？
    女：我看看，一层是家电，二层是衣帽，我们去二层。
    问：他们现在在哪儿？

27. 女：再见，一会儿你离开的时候记得关门。
    男：好的，经理，明天见。
    问：关于女的，可以知道什么？

28. 男：姐，您做的蛋糕真好吃！
    女：洗手了吗？先去把手洗了，然后帮我拿碗筷，准备吃饭。
    问：蛋糕是谁做的？

29. 女：这件衬衫是很好，就是太贵了。
    男：那我再给您便宜五十块，怎么样？
    问：这件衬衫怎么样？

30. 男：你怎么突然开始关心体育了？
    女：我的男朋友喜欢看足球比赛，是他影响了我。
    问：女的主要是什么意思？

第四部分

一共10个题，每题听两次。

例如：女：晚饭做好了，准备吃饭了。
    男：等一会儿，比赛还有三分钟就结束了。
    女：快点儿吧，一起吃，菜冷了就不好吃了。
    男：你先吃，我马上就看完了。
    问：男的在做什么？

现在开始第31题：

H31003-17
31. 男：喂，请问小李在家吗？
女：他出去了，请问您是哪位？
男：我姓王，是他的同学。他什么时候回来？
女：他去超市买点儿东西，可能十分钟就回来了。
问：小李现在最可能在哪儿？

32. 女：我们这儿有个西瓜文化节，您有兴趣去看看吗？
男：当然有兴趣了。
女：我们可以一边吃西瓜一边看表演。
男：好，现在差一刻十点，我们现在去？
问：现在几点了？

33. 男：你把我的那本书放哪儿了？
女：在桌子上吧。
男：我要去还书，今天是最后一天，今天必须还。
女：还了吧，那本书我也没看懂。
问：女的觉得那本书怎么样？

34. 女：你好，我去世界公园。
男：好的，没问题。
女：从这儿到世界公园远吗？需要多长时间？
男：不是很远，半个小时吧。
问：男的是做什么的？

35. 男：你知道的怎么这么多，真聪明！
女：那是因为我看的书多，读书使人聪明。
男：那你对历史书也了解不少吧，给我介绍几本？
女：明天吧，我给你写一个单子。
问：关于女的，可以知道什么？

36. 女：小王，你现在有多高？
男：一米八二。您儿子呢？他比我高？
女：他可能比你低一点儿。
男：那也有一米八，很高了。
问：男的有多高？

37. 男：你叫什么名字？
女：我叫李静。
男：请坐，不用站着。你会回答刚才的那个问题吗？
女：我觉得应该是新年。
问：女的在做什么？
38. 女：图书馆在哪儿？
    男：我看看这张校园地图。
    女：图书馆，在这儿，在办公楼的下面。
    男：知道了，我们从办公楼向南走就是图书馆。
    问：他们要去哪儿？

39. 男：上次你们参加表演的照片，我选了几张洗出来了。
    女：太好了，我看看。
    男：照得不错，你们都是一个年级的？
    女：不是，这两个大笑的是二年级的，这个是我们班的。
    问：他们在说什么？

40. 女：这个山我来过很多次了，但还不知道它叫什么山。
    男：它叫“九日山”。
    女：为什么叫这个名字呢？
    男：以前，九月九日人们都要来这儿爬山。
    问：它为什么被叫做“九日山”？

听力考试现在结束。
H31003 卷答案

一、听 力

第一部分


第二部分


第三部分


第四部分


二、阅 读

第一部分


第二部分


第三部分

三、书写

第一部分

71. 她决定把手机送给弟弟。
72. 我和这个学生很久没见面了。
73. 这个城市春天经常刮风。
74. 他的汉字写得很漂亮。
75. 叔叔的太阳镜花了 900 块钱。

第二部分

76. 月
77. 白
78. 千
79. 心
80. 因
APPENDIX C

Permission Letter from EIS
Ms Lin Cai,

Please take note of the admin action taken on March 11, 2015.

2015-5935

Ms Lin Cai's Master's Questionnaire

Voted To approve the request of Ms Lin Cai to do the survey on motivation to EIS Chinese students for her Master's Thesis in Assumption University.

Beatrice Kootanasan
Principal for Student Administration
Administrative Committee Recording Secretary

Ekamai International School
www.eis.ac.th