

ABSTRACT

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

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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

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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

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