THE RELATIONSHIP BETWEEN THE USE OF INDIRECT LANGUAGE LEARNING STRATEGIES AND CHINESE LANGUAGE ACHIEVEMENT IN READING AND WRITING AMONG STUDENTS IN YEARS 7 TO 10 AT ASCOT INTERNATIONAL SCHOOL IN BANGKOK, THAILAND

HAN XIAO

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 2016
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Graduate School of Education

ASSUMPTION UNIVERSITY OF THAILAND

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ABSTRACT

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Key Words: INDIRECT LANGUAGE STRATEGIES, METACOGNITIVE STRATEGIES, AFFECTIVE STRATEGIES, SOCIAL STRATEGIES, CHINESE ACHIEVEMENT, LEARNING CHINESE AS A FOREIGN LANGUAGE, YEAR 7 TO YEAR 10 STUDENTS

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Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

This study aimed to examine the use of indirect language learning strategies (metacognitive, affective and social strategies), and the relationship between the use of indirect language learning strategies and Chinese academic achievement of year 7 to year 10 students who are learning Chinese as a foreign language at Ascot International School in Bangkok, Thailand. This study followed a quantitative research methodology, and there were two research instruments: the questionnaire of indirect learning strategies for Chinese learning and the unit quizzes of the IGCSE (International General Certificate of Secondary Education) Chinese course. The study
was carried out during the second term of academic year 2015-2016. The data of Chinese achievement was collected from the unit tests in January 2016. There were two main sections involved in this study: the use of indirect learning strategies and Chinese achievement. The use of indirect learning strategies focused on the use of metacognitive, affective and social language strategies. The Chinese achievement focused on reading and writing achievement. The study resulted in the following main findings. Year 7 to year 10 students used at a high level both metacognitive and social strategies for their Chinese learning. They used affective strategies at a medium level. Also, the use of overall indirect learning strategies was medium. There was a positive significant relationship between the use of metacognitive strategies and Chinese achievement. There was no significant relationship between affective strategies and Chinese achievement. There was a positive significant relationship between the use of social strategies and Chinese achievement. And there was a positive significant relationship found between the use of overall indirect learning strategies and Chinese achievement as well. Recommendations for Chinese teachers, students and future researchers are also provided in this study.

Field of Study: Curriculum and Instruction
Graduate School of Education
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CHAPTER I

INTRODUCTION

This chapter presents the following sections: background of the study, statement of the problem, research questions, research objectives and research hypotheses. Additionally, this chapter also includes a theoretical framework, conceptual framework, scope of the study, definitions of terms and the significance of the study.

Background of the Study

People start to learn when they are born. Learning is a life-long process to acquire knowledge and wisdom. It is common that different learners cannot get the same learning outcomes. Even they are provided with the same learning conditions, such as same learning time or learning environments. What are the major factors affecting learning achievements? A number of educators and psychologists keep trying to seek the reason. Many studies drawn out that learning outcomes are impacted to great extent by learning strategies (Dörnyei, 1998). Oxford (1990) defined learning strategies as a specific learning actions that can improve learning efficiency, make learning easier and more enjoyable. Oxford (2003) also pointed out that learning strategies was a neutral concept, the positive or negative result depended on whether the strategies could help learners to improve their learning achievements.

Foreign language learning is a traditional subject to learners. As Thompson and Rubin (1996) indicated, appropriate language strategies played an essential role in learners’ achievements and improved their language skills.
Contemporary research of language learning strategies (LLS) started since the 1970s. At the beginning stage, the research focused on successful LLS, particular English language learning strategies. In the 1980s, the main research field was more associated with psychological areas, such as learners’ cognition, motivation, attitude or affective factors. Chamot and O’Malley (1990) divided language learning strategies into three categories, metacognitive, cognitive and social affective (Lee, 2010; Oxford, 2003; Ruba, Habiba, Amir, Aslam & Kiran, 2014).

Oxford (1990) classified strategies of foreign language learning into two main categories: direct learning strategies and indirect learning strategies. Each category was sub-divided into three subfields. Direct learning strategies include three aspects: memory strategies, cognitive strategies and compensation strategies; Indirect learning strategies consist of three aspects: metacognitive strategies, affective strategies and social strategies. Oxford’s taxonomy is one of the most widely used taxonomies in foreign language learning and teaching research fields (Vlčková, Berger & Völkle, 2013). Based on this theory, Oxford (1990) produced a 5-point Likert scale questionnaire-Strategy Inventory for Language Learning (SILL). SILL aims to investigate the use of foreign language learning strategies by learners. Oxford (1999) mentioned that SILL was the most broadly used assessment instrument among language learning strategies domain in the world. By the end of 1990s, SILL questionnaire was translated into at least 17 languages, used between more than 9,000 students worldwide, and provided research data for over 40 dissertations, theses, and other research.

Nowadays, learning Chinese as a second or foreign language (CFL) is becoming more and more popular. The data from Xinhua News Agency (the official press agency of China) showed that by the end of 2014, there were more than 100
million foreign speakers and learners of Mandarin (Chinese) worldwide, and 350,000 non-Chinese learners were learning Chinese language in 746 Chinese universities in 2013 (Xinhua, 2014). Facts and figures come from Hanban (Hanban / Confucius Institute Headquarters, as a public institution affiliated with the Chinese Ministry of Education) (2014) showed, by the end of 2014, there are 475 Confucius Institutes and 851 Confucius Classrooms had been established in 126 countries and regions, providing Chinese courses for 1,110,000 registered students worldwide (Confucius Institute is a non-profit public institution affiliated with the Ministry of Education of the People's Republic of China).

More specifically, the tide of learning Chinese came to Thailand as well. Hanban (2014) reported that there were 13 Confucius Institutes and 18 Confucius classrooms in Thailand. With the total number of 31 teaching institutions, Thailand owns the largest Chinese learning students number in Asian countries. The local Chinese language teaching is also developing rapidly. According to the data from OBEC (Office of the Basic Education Commission), in 2013, more than 300,000 students were learning Chinese in schools with different levels, including primary schools, secondary schools and high schools; The schools which offer Chinese courses have been more than 700 (Masuntisuk, 2013).

Ascot International School is located in Bangkok, Thailand. The school offers courses from nursery to year 13. The secondary school at Ascot International School includes year 7 to year 13, with the age range is from 12 to 18. School adopts curriculum from the National Curriculum of England and Wales, and then takes modifications for Thailand learning contexts. Currently, students from reception to year 10 are required to learn Chinese as a foreign language. Reception stage offers 3 periods (each period 40 minutes) per week; year 1 to year 9 students take 2.5 hours
per week; year 10 students take 3 periods (each period 1 hour) per week. Students begin to take preparatory courses for their IGCSE (International General Certificate of Secondary Education) examination in year 10. Starting from Ascot International School academic year 2015-2016, Chinese has become the required IGCSE examination subject for all the year 10 students (Ascot International School, 2015a).

Statement of the Problem

As a Chinese teacher who has been working in Ascot International School for over two years, the researcher discovered that the lack of effective language learning strategies is most likely the main reason leading to low Chinese language achievement. In general, less than one third of the students in one class can achieve high scores in Chinese reading and writing tests. The reason might be when comparing with listening and speaking skills, Chinese reading and writing skills are more related to the application skills of Chinese characters. Chinese characters are pictographic. It is proved that even when students spend the same amount of time on learning Chinese and other subjects, the Chinese learning outcomes are usually lower than other subjects.

In addition, even the students with high Chinese language achievement in speaking and listening appear as afraid of using Chinese characters for reading and writing. Because learning Chinese character is a huge impediment for CFL students. The negative emotions, such as fear or anxiety to Chinese characters influence students’ Chinese language achievement. As mentioned before, SILL questionnaire is used for investigating foreign language learning strategies, especially the part of indirect learning strategies which involve some emotional factors affecting learning
outcomes, such as metacognitive, affective and social strategies. Therefore, the researcher conducted this research on year 7 to year 10 students.

**Research Questions**

The main purpose of this research was to determine if there is a relationship between the use of indirect language learning strategies and students’ Chinese language learning achievement in reading and writing skills. To that end, the following research questions have been developed by the researcher.

1. **What is the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School?**
   1.1 What is the use of metacognitive learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School?
   1.2 What is the use of affective learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School?
   1.3 What is the use of social learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School?

2. **Is there a relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School?**
   2.1 Is there a relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School?
2.2 Is there a relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School?

2.3 Is there a relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School?

Research Objectives

1. To identify the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
   1.1 To identify the use of metacognitive learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
   1.2 To identify the use of affective learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
   1.3 To identify the use of social learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

2. To determine if there is a relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.
   2.1 To determine if there is a relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic
achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

2.2 To determine if there is a relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

2.3 To determine if there is a relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

**Research Hypotheses**

1. There is a significant relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.

2. There is a significant relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.

3. There is a significant relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.
There is a significant relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.

**Theoretical Framework**

The focus of this study was to identify if there is a relationship between the use of indirect learning strategies and students’ Chinese language achievement in reading and writing among CFL students. Therefore, the essential theoretical foundation was the three major categories from Oxford’s six main categories of second or foreign language learning strategies (Oxford, 1990).

**Three Major Categories from Six Main Categories of Foreign Language Learning Strategies Theory**

Oxford (1990) classified foreign language learning strategies into two groups: direct learning strategies and indirect learning strategies. Each group consisted of three categories. Direct group included memory, cognitive and compensation strategies. Indirect group included metacognitive, affective and social strategies. The six-group classification is more broad and comprehensive than the previous research (Lee, 2010).

Direct learning strategies are defined the strategies that involve language learning directly, such as memory strategies, cognitive strategies and compensation strategies. Direct learning strategies are more related to mental factors of learners. Indirect learning strategies are related to self-regulated learning and solving emotional problems. For instance, how-and how well learners organize and plan their foreign language learning, or lower their anxieties in learning (Oxford, 2003; Rausch, 2000).
This study focused on investigating the use of indirect learning strategies and determined the relationship between indirect learning strategies and students’ Chinese achievement in reading and writing. Thus, the theoretical framework was three major categories of indirect learning strategies. Because the researcher found that most of the non-Chinese students were not used to communicate with others in Chinese, even they got high scores in Chinese tests; some of them were afraid of learning Chinese, and the great majority CFL students had low capabilities of autonomous learning when they came to learn Chinese. These entire phenomenon associated with learners’ affective or emotional problems, and indirect learning strategies were a potential solution for these problems. Zimmerman (1990) explained that self-regulated learning refers to an autonomous learning process in which learners use their metacognitive, motivational strategies to achieve their academic goals. A large number of studies have done on correlation of self-regulated learning strategies and students’ academic outcomes. The research showed that self-regulated learning strategies, including metacognitive, motivational and behavioral strategies, played an important role in learners’ academic achievement (Pintrich, 1990; Schunk, 2005; Simons & Beukhof, 1987; Zimmerman, 1990).

**Indirect Learning Strategies**

Oxford (1990) defined indirect learning strategies was the second major strategy. Indirect learning strategies support language learning, although they do not involve direct learning. Indirect learning strategies link with four language skills: listening, speaking, reading and writing. Indirect learning strategies were subdivided into three subfields: metacognitive strategies, affective strategies and social strategies. All the strategies in this group are related to self-related learning, cooperation learning and autonomous learning (Kozmonová, 2008; Oxford, 2003).
**Metacognitive Strategies**

Metacognitive strategies are one of the subdivisions in indirect learning strategies. Main contents of this category focus on coordinating, centering or arranging learning. In details, metacognitive strategies including three items:

- centering learning;
- arranging and planning learning;
- evaluating learning.

Additionally, the three subdivisions are divided into 11 sub-items, linked with all four language skills. Metacognitive strategies help language learners establish their learning goals and arrange their learning in a big picture (Oxford, 2003; Vlčková et al., 2014).

**Affective Strategies**

Affective strategies are used to reduce the degree of negative emotional factors which affect learning. For instance, under the item lowering learners’ anxiety, there are a few strategies in details, such as using progressive relaxation, deep breathing; using music, or using laughter. Main subdivisions of affective strategies are as follows:

- lowering anxiety;
- encouraging;
- talking emotional temperature.

The three items are equally subdivided into 9 sub-items. Effective learners can control their attitudes in a high level, and released their negative emotions quickly (Oxford, 2003; Vlčková et al., 2013; Kozmonová, 2008).
Social Strategies

Social strategies offer methods to language learners by using social skills. Such as asking questions; speaking conversation with partners; or cooperation in new language. This category is divided into three parts:

- asking questions;
- cooperating with others;
- empathising with others.

Social strategies help to develop learners’ cooperative skills and skills of communication. Acquiring these skills are essential goals of language learning. Therefore, this sets of strategies provide methods which language learners can apply in these daily lives (Oxford, 2003; Vlčková et al., 2013).

Conceptual Framework

The main purpose of this research was identify if there is a relationship between the use of indirect learning strategies (metacognitive strategies, affective strategies and social strategies) for learning Chinese as a foreign language and CFL students’ achievements in Chinese language reading and writing. The researcher employed this study in secondary (year 7 to year 10) CFL students at Ascot International School. The researcher selected students of year 7 to year 10 because secondary students have more awareness of their learning strategies than the younger students. In addition, Chinese has become a required subject in IGCSE examinations at Ascot International School, and secondary students need to identify what strategies are effective in Chinese learning.

The questionnaire was used to determine the use of indirect learning strategies. Due to all the secondary students are required to take Mandarin IGCSE
examination in year 11, the unit quizzes for IGCSE examinations course were used to
determine students’ achievements in reading and writing. The main theory which used
for this study was three major categories strategies from Oxford’s six major groups of
second language learning strategies theory.

Figure 1. Conceptual framework.

Scope of the Study

This study only focused on investigating the use of indirect language
learning strategies. The independent variables were limited in the use of three main
items (metacognitive strategies, affective strategies and social strategies), and students’
Chinese achievement in reading and writing. The researcher only studied in reading
and writing skills, because comparative with listening and speaking skills, Chinese
reading and writing are more closely related to application of Chinese characters. This
is a huge impediment for CFL students. Additionally, it is difficult for CFL students
to achieve high achievements in Chinese reading and writing, even they use learning
time as same as learning English reading and writing. Because if a CFL student needs
to understand a Chinese character for reading and writing, he or she must learn three
elements: pronunciation, form of the Chinese character and meaning. It is a major
challenge for learners whose first language is an alphabetic system (Hoosain, 1991;
Wheatley, 2011; Ye, 2011).

This study conducted in year 7 to year 10 at Ascot International School. The researcher selected year 7 to year 10 students, since they were all belong to secondary students, secondary students have more awareness of learning strategies than the younger students. Additionally, due to Chinese became a required subject in IGCSE examinations in Ascot International School, secondary students indeed to identify what strategies are effective in Chinese learning as well.

**Definitions of Terms**

**Chinese Language Achievement in Reading and Writing**: The achievement was acquired by evaluating the non-Chinese student’s proficiency on their Chinese reading and writing skills. The unit quizzes for IGCSE examinations course (January- April 2016, Term 2 of Ascot International School academic year) were used to determine the results.

The unit-quizzes are paper tests, consist of two parts: reading paper and writing paper. Full mark of each test paper is 100 (including reading and writing). These unit quizzes were from a set of textbook named Easy Steps to Chinese (ESC). Because the book is recommended as the material of Chinese language subject of IGCSE examination, therefore, the unit quizzes that were selected from ESC could be considered reliable as well.

**Ascot International School**: Ascot International School offers courses from nursery to year 13. The secondary school at Ascot International School includes year 7 to year 13, with the range of age is 11-18. School curriculum based on the National Curriculum for England and Wales; and takes modifications for Thailand. Ascot

**Indirect Learning Strategies:** In this study, indirect learning strategies refer to those language learning strategies which do not involve language learning directly. However, they support direct learning strategies among organization or autonomous learning fields. Indirect learning strategies involve three groups: metacognitive, affective and social strategies. The three groups are components of Oxford’s six major groups of foreign language learning strategies theory.

**Metacognitive Strategies:** A main domain of indirect language learning strategies. This concept includes learners planning, organization and arrangement their language learning. In this study, metacognitive strategies are used to measure CFL students’ levels of centering learning, arranging and planning learning and evaluation learning. Item 1 to 9 in the questionnaire were used to identify the use of metacognitive strategies for learning Chinese as a foreign language.

**Affective Strategies:** A main domain of indirect language learning strategies. Affective strategies are very helpful to release learners’ negative emotional elements, such as learning anxiety, emotional temperature. The measurements of this category include abilities of lowering anxiety, encouraging strategies and strategies of talking emotional temperature. Item 10 to 15 in the questionnaire were used to identify the use of affective strategies for learning Chinese as a foreign language.

**Social Strategies:** A main domain of indirect language strategies. Social strategies concern on learners’ social skills used in language learning. In this study, social strategies were mainly used to measure three aspects: asking questions skills, cooperating with others skills and empathising with others skills. Item 16 to 21 in the questionnaire were used to identify the use of social strategies for learning Chinese as
a foreign language.

**Learning Chinese as A Foreign Language (CFL):** Refers to language learners whose first languages are not Chinese, choose learning Chinese as their second or foreign language.

**Six Major Groups of Second Language Learning Strategies:** A set of taxonomy of language learning strategies which developed by Oxford (Oxford, 1990). There were six main categories involved in this system: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The first three domains induced in direct learning strategies. The last three domains belonged to indirect learning strategies. This research only focused on indirect learning strategies.

**Strategy Inventory for Language Learning (SILL):** A research instrument, in which involved questionnaire and conclusive rating scales. This study used SILL version 7.0 which created by Oxford (1990). This version was the most widely used assessment tool for measuring language learning strategies worldwide. By the end of 1990s, SILL questionnaire was translated into at least 17 languages, used between more than 9,000 students worldwide, and provided research data for over 40 dissertations, theses, and other research.

**Students:** Refer to year 7 to year 10 students who are learning Chinese as a foreign language at Ascot International School. They are all secondary students, and ages between 12-15 years old.

**Years 7 to 10:** Refer to the secondary stage of Ascot International School.
Significance of the Study

This research investigated in accordance with CFL students’ use of indirect language strategies and their academic achievements among Chinese reading and writing skills. The information acquired will be possible to help CFL students to identify what language strategies are most effective for them, and enhancing the positive strategies in their autonomous Chinese learning.

Chinese language teachers will be possible benefit from this research. Teachers will get more understanding on indirect language strategies field. They will fix their traditional teaching methods, or developing a series of effective strategies for foreign language teaching.

This study will benefit future researchers as well. Since most of the previous research was about English as second or foreign language learning (EFL) by using SILL, there was a little research through SILL investigating Chinese language learners. Therefore, the results of this research will be useful to extensive the study field of SILL.
CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the relevant literature and main theories which relate to this study. This chapter consists of six sections. Section one provides experiential development and theoretical background of language learning strategies (LLS) domain. Section two introduces Oxford's six categories theory for LLS. Section three revises related previous research, including LLS used in EFL field and in other foreign language fields. Section four discusses on the importance and difficulties of Chinese characters reading and writing for CFL learners. Section five introduces the development of CFL education in Thailand and current situation of CFL at Ascot International School. Section six is a summary of this chapter.

Language Learning Strategies

Initial studies on language learning strategies emerged since mid-1970s, which developed with the research of cognitive science in psychology and education. Along with further studies, the research of language learning strategies (LLS) shifted from behaviorism in psychology, and developed an independent field of study. LLS researchers put more focus on explaining the cognitive and metacognitive process in language learning (Zare, 2012). In other words, LLS researchers paid more efforts on aspects of determining how-and how well language learners could learn and to what extent they could reach foreign language proficiency (Oxford, 2003).

The definition of learning strategies experienced a process from the general to the specific (Brown, 2005). Early researchers indicated a wide definition of
According to Bialystok (1978), the learning strategy was available information which applied by learners in order to improve their learning competence. Wenden and Rubin (1987) described learning strategies as a variety of operations, plans and methods, which used by learners for solving problems in their learning. O'Malley and Chamot (1990) provided a more specific definition of learning strategies. They pointed out that learning strategies would be not only thoughts but also behaviours which could help learners to learn and retain new information.

Oxford interpreted that learning strategies would be specific actions used by learners in order to make learning easier, more enjoyable and more self-directed (Oxford, 1990). This definition was cited widely by a great number of studies. Because Oxford led the concepts of enjoyment and self-directed into LLS field (Brown, 2005). Along with the development of experimental research, Oxford described learning strategies in detail. Oxford (2003) classified learning strategies into six categories: cognitive, metacognitive, memory-related, compensatory, affective and social. This classification provided a general operability of learning strategies that can be widely used in all situations.

In the next decades, research of learning strategies was more deeply concerned with effective learning and autonomous learning. Carter and Nunan (2001) depicted learning strategies as skills used by learners to acquire more effective learning. They also indicated that learners could construct their proper learning strategies independently. Autonomous learning is identified as self-regulated learning. Researchers described self-regulated learning as referring to an autonomous learning process in which learners use their metacognitive and motivational strategies to achieve their academic goals. More research explained self-regulated learning strategies further as including self-evaluation, organization and transformation. The
concept also involved some metacognitive elements, such as setting goals, planning tasks and creating a suitable learning environment, self-monitoring and revising learned knowledge (Schunk, 2005; Simons & Beukhof, 1987; Zimmerman, 1990; Zimmerman & Schunk, 2001).

The discussion above drew out a simple definition: learning strategy is learning technique. The purpose of using the skills is to make learning easier. Learners can use learning strategies to retain, retrieve and apply information more effectively (Lee, 2010).

Some general definitions of learning strategies also can extend the use range to language learning. A great deal of research has been done in the domain of language learning strategies. Early researchers of LLS proposed a concept of good language learners. Rubin (1975) addressed, good language learning based on three elements: aptitude, motivation and opportunity. The first - aptitude - was supposed to be the least important factor of the three during the whole learning process.

According to a large number of findings of experimental studies, seven common strategies that a good language learner must use were developed. The good language learner 1) is a good guesser and enjoys using whatever clue to get the answer; 2) has a strong motivation to communicate or learn from participation; 3) is not often inhibited, not afraid to make mistakes in order to communicate; 4) constantly practices looking for patterns or common features of a language; 5) is willing to practice the language by using any opportunity; 6) can supervise their own performance, and can learn from mistakes; 7) attends not only to grammar but also to meaning (Rubin, 1975).

By the end of the 1970s, the study of good (successful) language learners’ strategies showed more attention to learning English as a foreign or second language
(EFL/ESL). Studies focused on listing effective language learning strategies through findings of various studies. These strategies were most likely to be common principles for successful language learning, such as: being an active participant in language learning; regarding a foreign language as a social communication; being concerned with affective aspects in language learning; revising and self-assessing the language being learned (Fröhlich, Naiman, Stern & Todesco, 1978).

The early research provided a strong foundation for the classification in further research. In the 1980s, LLS was simply classified as three categories: cognitive strategies, metacognitive strategies and social-affective strategies (Brown & Palinscar, 1982; O'Malley, Chamot, Kupper & Sabol, 1987). Oxford (1990) further divided LLS into two main categories: direct learning strategies and indirect learning strategies. According to Oxford, direct learning strategies were subdivided into three subfields: memory strategies, cognitive strategies and compensation strategies; indirect learning strategies were subdivided into three subfields: metacognitive strategies, affective strategies and social strategies. The details of Oxford's taxonomy will be discussed in the next section.

The systematic classification shifted from the surface research of good language learning strategies. Each classification can be used to measure general foreign language learning (successful or unsuccessful), not only for successful language learners. As Oxford (2003) mentioned, a strategy is a neutral concept, it is neither good nor bad. Therefore, an essential task for LLS researchers will be not to identify successful or unsuccessful strategies, but instead to find appropriate language learning strategies for different language learners (Richards, 1996).
Oxford's Foreign Language Learning Strategies Taxonomy

Based on the early three categories classification (cognitive, metacognitive and social-affective strategies) of LLS, Oxford developed six categories language learning strategies taxonomy in the 1990s. The six categories as follows: 1) memory strategies; 2) cognitive strategies; 3) compensation strategies; 4) metacognitive strategies; 5) affective strategies; 6) social strategies. Entire strategies are generalized in two main groups: direct LLS and indirect LLS (Oxford, 1990). As compared with early classifications, Oxford’s taxonomy is deemed to the most comprehensive and systematical system of LLS (Griffiths, 2004; Lee, 2003).

As Oxford (1990) indicated, direct learning strategies are a set of mental processes for learning, such as memory, cognitive and compensation strategies, which influenced and were involved in foreign language learning directly. Indirect learning strategies include metacognitive, affective and social strategies. Although indirect learning strategies are not involved directly in language learning, they can support direct learning strategies and manipulate language learning.

Figure 2 explains how the two classes are divided into six categories, and how the six categories cover 19 strategies sets.
Direct learning strategies

- Creating mental linkages
- Applying images and sounds
- Reviewing well
- Employing action

Indirect learning strategies

- Centering learning
- Arranging and planning learning
- Evaluating learning

Memory strategies

Cognitive strategies

Metacognitive strategies

- Practicing
- Receiving and sending messages
- Analyzing and reasoning
- Creating structure for input and output

Affective strategies

- Lower anxiety
- Encouraging
- Talking emotional temperature

Compensation strategies

- Guessing intelligently
- Overcoming limitations in speaking and writing

Social strategies

- Asking questions
- Cooperating with others
- Empathizing with others

**Figure 2.** Oxford’s learning strategy system (adapted from Oxford, 1990).

In terms of the above discussion, direct learning strategies involve in the variables and affect language learning performance directly. Indirect learning strategies do not involve direct language learning performance, but they are responsible for planning and management learning process overall. Direct learning strategies and indirect learning strategies do not work in isolation in the language learning process. The six groups support each other. For instance, if a language learner uses memory and cognitive strategies (belong to direct learning strategies) for remembering and understanding new language knowledge, but he cannot acquire a good outcome since learning anxiety or other negative emotional factors. In order to reach a better outcome, he should consider using some affective strategies (indirect learning strategies) for lowering anxiety, relaxing himself. Once the learner’s affective problems are solved, he will acquire an effective learning by using direct

Figure 3 shows the interactive relationship between six groups.

![Diagram of learning strategies](image)

**Figure 3.** Interrelationships between six groups of learning strategies (adapted from Oxford, 1990).

This system was used very widely to investigate language learning strategies. Oxford (1990) also pointed out that researchers of learning strategies did not pay enough attention to some indirect learning strategies, such as affective and social strategies. Therefore, the current study will focus on indirect learning strategies: metacognitive, affective and social strategies. The three groups will be introduced in detail in this chapter.

**Metacognitive Strategies**

Oxford (2009) noted that metacognitive strategies are used for manipulating one’s own learning. For instance, language learners identify their learning styles, creating their learning procedures, monitoring their performance, and evaluating their learning outcomes through metacognitive strategies. As mentioned
above, metacognitive strategies are related to self-regulated learning as well. Researchers believed self-regulated learning activities would affect learners’ learning achievement (Pintrich, 1990; Schunk, 2005).

The term metacognition was first used by Flavell (1976, as cited in Teaching Excellence in Adult Literacy TEAL, 2012). In brief, it refers to thinking about thinking (Livingston, 1997). Flavell (1979) indicated that strategy variables including cognitive and metacognitive strategies. The difference between cognitive and metacognitive strategies depends on how the strategy is used. Livingston (1997) further pointed out that if a strategy is used to help learners achieving a specific learning goal, such as memory or completion, it can be identified as a cognitive strategy; if a strategy is used to conform that the goal has been reached, such as self-evaluating, the strategy is a metacognitive strategies.

Based on metacognitive theory, Oxford (1990) divided metacognitive strategies into three sets of strategies: centering learning; arranging and planning learning; evaluating learning.

**Centering learning:** Includes three strategies: a) overviewing and linking with already known knowledge; b) paying attention; c) delaying speech production to focus on listening. Learners who employ these strategies can put more concentration on language learning goals, activities and skills (Oxford, 1990).

**Arranging and planning learning:** This set consists of six strategies: a) using different methods, such as reading or talking, to improve one’s language learning; b) utilizing new language resources to organizing learners’ own learning plan; c) setting language learning tasks or objectives; d) deciding proper strategies which can match with specific language skills (listening, speaking, reading and
writing); e) constructing particular learning plans for language tasks; f) looking for or creating opportunities to practice new language (Oxford, 1990).

**Evaluating learning:** This group contains two strategies: a) self-monitoring one’s mistakes in the learning process, and trying to correct errors; b) self-evaluating the learning process, adjusting learning plans or assessing learning outcomes (Oxford, 1990).

**Affective Strategies**

Learning is a mental action. Therefore, many LLS researchers agree that emotional elements play an important role in the learning process overall. Cohen (2003) indicated, affective language learning strategies could help learners regulate their moods, motivations and learning attitudes. However, affective factors are not easily described within definable limits (Brown, 1987). This is because affective strategies cover a broad range of personal experience, including motivation, attitude, learning anxiety, culture conflict, inhibition, even tolerance (Oxford, 1990).

According to Oxford’s system, affective strategies covered three groups. These groups can be divided into ten strategies. She argued that good language learners are able to control their emotions and attitudes through utilizing these strategies. The three sets of strategies are lowering learners’ anxiety, encouraging, and taking emotional temperature.

**Lowering learners’ anxiety:** There are three strategies: a) using relaxing treatments, such as deep breathing or meditation; b) listening to light music; c) using laughter as an effective stress reducer. Reducing anxiety helps language learners to relax and improving their learning efficiency (Oxford, 1990).

**Encouraging:** It does not mean the encouragement which is given by others. It comes from inside the learners. In other words, self-encouragement entails
self-prodding, self-support by saying something, and rewarding oneself. There are
three strategies that can be used: a) giving oneself positive statements; b) encouraging
oneself to take risks in language learning, regardless of success or failure, with good
judgment; c) rewarding oneself for good performance in a new language (Oxford,
1990).

Talking emotional temperature: Oxford pointed out that learners
cannot control their attitudes and affective problems unless they know how and why
they feel related to language learning. Thus, the sets of four strategies are very helpful
to learners constructing and adjusting their language learning attitudes during
language learning. The group consists of four strategies: a) listening to reflective
feelings, including positive (i.e., happiness, calmness) and negative (i.e., worry, fear)
emotions; b) using a checklist with language tasks; c) writing a diary for daily
language learning; d) sharing language learning feelings with someone else (Oxford,
1990).

Social Strategies

The essential purpose of learning a language is social communication.
Therefore, language learners cannot learn a language without communicating with
other people. Social strategies involve six basic skills for improving learners’
language communication level. The six strategies are given in three sets.

Asking questions: This group of strategies is the most basic technique
for language learners. These strategies can help learners to create a conversation
pattern, aim to facilitate their understanding of a new language. There are two
strategies: a) asking a speaker to explain, paraphrase or repeat; b) asking for
Cooperating with others: Cooperation skills are often used for peer-learning. These strategies are also a part of social communication skills. A learner with good cooperating skills can be improved not only in language learning, but also in social acceptance. There are two strategies in this set: a) cooperating with peers or partners; learners should pay more attention to control impulses to competitiveness; b) cooperating with other proficient language users. The conversation can enhance the attention of all participants (Oxford, 1990).

Empathizing with others: This set aims to help learners develop their understanding of the new language culture. Each language is rooted in a specific cultural background. Thus, empathizing with others is a necessary and important ability for successful language learners. How to develop empathy in language learning? Two strategies can be considered: a) trying to understand another culture through learning; b) being aware of other people’s thoughts and feelings when using another language (Oxford, 1990).

Strategy Inventory for Language Learning (SILL)

On the basis of the six categories classification just presented, Oxford designed a 5-point Likert scale questionnaire - Strategy Inventory for Language Learning (SILL). The initial purpose of SILL aimed to identify successful language learning strategies. Used in a multitude of research studies, SILL has become an effective instrument to investigate the typical strategy use of foreign language learners. The SILL questionnaire was broadly used to identify the relationship between LLS use and English or other foreign language proficiency. By the end of the 1990s, the SILL questionnaire was translated into at least 17 languages, used by more than 9,000 students worldwide, and provided research data for over 40 dissertations, theses, and other research (Oxford, 1999; Oxford, 2003; Ruba et al., 2014).
Previous Research

Much research has been done on investigating the relationship between language learning strategies use and other variables, such as foreign language proficiency, learning attitude or learners’ gender.

Language Learning Strategies Use in ESL/EFL Learners

A large number of LLS studies have been done of ESL/EFL learners. Researchers have found a relationship between language learning strategies and the level of students’ English proficiency. Generally, students with higher-proficiency levels more often use LLSs than students with lower-proficiency levels. The levels have been based on scores on criterion-referenced tests. Strategy variables have included direct and indirect (Chamot & Küpper, 1989; Jhaish, 2010; Lai, 2005; Lan & Oxford, 2003; Purpura, 1997; Yang, 2007).

However, other studies indicated that not all six strategy categories had a significant correlation with language proficiency. A significant relationship was found in one or two categories. A study investigated the relationship between LLS preferences and English proficiency among Chinese university students. Researchers examined six groups of strategies, but only one category - metacognitive strategies - had a significant relationship with English proficiency (Fazeli, 2012; Nisbet, Tindall & Arroyo, 2005; Peacock & Ho, 2003). However, even though the internal consistency coefficients of affective strategies and compensation strategies were reported below an acceptable level of .60, the internal consistency coefficients of other strategies were in a satisfactory level of internal consistency. The findings showed all the correlations among the six constructs of the SILL were significant (Cronbach’s α more than 0.83) (Park, 2011; Petrogiannis & Gavriilidou, 2015).
LLS research among children had shown a different result. Lan and Oxford (2003) conducted a study among children in an elementary school in Taiwan. The results provided evidence of a positive relationship among students’ language strategies use and their gender, proficiency and attitude toward EFL.

Some research aimed to identify the relationship between specific strategies and EFL learners’ proficiency. For instance, Purpura (1997) conducted a study which focused on investigating a correlation between metacognitive strategies use and cognitive strategies use. The results showed that metacognitive strategies use did affect cognitive strategies use directly and positively. The researcher drew the conclusion that metacognitive strategies use has an operationalizing function over cognitive strategies use.

Other researchers have been interested in identifying differences toward students’ demographic variables. In a study from Thailand conducted among Thai and Vietnamese EFL students, the researcher did not find a significant difference in six strategies groups use according to gender when limited to one nationality. But when comparing across nationality, the Vietnamese female students reported higher use of memory strategies and social strategies than Thai female students (Khamkhien, 2010).

**Language Learning Strategies Use in Other Foreign Language Learners**

Oxford (1999, 2003) noted that the SILL can be used generally to investigate foreign language learning strategies, not only ESL or EFL learners. However, in comparison with the research towards ESL or EFL learners, studies of other foreign language learning are less so far.

Yang (2013) conducted a study of LLS use by Thai students learning Korean as a foreign language in Thailand. This research used the SILL questionnaire to investigate the relationship between LLS use and students’ Korean achievement.
The findings showed that there was a significant relationship between the use of LLS use and students’ achievement among Thai students learning Korean as a foreign language.

A study reported by Liu (2012) investigated LLS use in learning Chinese as a foreign language. This research investigated students’ perceptions toward the use of LLS among CFL students with Chinese background and non-Chinese background. The research led to a main result: CFL students with Chinese background used more strategies (memory, cognitive and metacognitive) than students with non-Chinese background.

Chinese Reading and Writing in CFL Education

In this section, the researcher discusses the difficulties in CFL education, especially in the reading and writing domains.

Nature of Chinese

For CFL learners, Chinese language learning actually means learning Mandarin. Mandarin can be called the modern standard Chinese language, which uses Beijing standard for pronunciation and Chinese characters for writing. It is the official language of the People’s Republic of China. There are eight major dialect regions in China: Putonghua (Mandarin), Yue (Cantonese), Wu (Shanghainese), Minbei (Fuzhou), Minnan (Taiwanese), Xiang, Gan and Hakka. Mandarin is used by over 70% of the population of China, the use area across northern and southern China (Wheatley, 2011).

The written form of Chinese language is called as Chinese characters (Hanzi). No matter which dialect is used by Chinese speakers, the Chinese characters system is the sole written form for writing Chinese. The Chinese characters system is
non-phonetic, and was developed from pictographs to ideographs. There are two formations of Chinese characters (Hanzi): simplified Chinese (Jianti Hanzi) and traditional Chinese (Fanti Hanzi). Simplified Chinese is used by the vast majority of Chinese people, in mainland China, Singapore, Malaysia and other Asian regions. Thus, Simplified Chinese is also the main form taught to CFL learners (Norman, 1988; Ye, 2011).

**Difficulties of Chinese Reading and Writing in CFL Education**

Chinese reading and writing are based on Chinese characters. Therefore, CFL learners’ levels of reading and writing of Chinese characters influence their Chinese achievement directly; moreover, reading skills and writing skills facilitate each other during the learning process. Meanwhile, difficulties of learning and writing Chinese focus on learning Chinese characters. For instance, if a learner needs to understand a Chinese character, he or she must learn three elements: pronunciation, form and meaning. It is a major challenge for learners whose first language is an alphabetic system (Hoosain, 1991; Wheatley, 2011; Ye, 2011).

The nature of Chinese language leads to difficulties of reading and writing in CFL education. Researchers have suggested that CFL learners and teachers should focus on the following areas: a) there is no direct relationship between forms and pronunciations of Chinese Characters; b) Chinese characters should form the basis of reading text, namely, knowing the meaning of certain character (Hanzi) is helpful to memorize more words involving this character (Hanzi) and ultimately improve Chinese reading and writing skills (Norman, 1988; Ye, 2011).
CFL Education in Thailand and Its Situation at Ascot International School

In recent decades, learning Chinese as a foreign language has shown increasing growth worldwide. By the end of 2014, there were more than 100 million foreign speakers and learners of Mandarin (Chinese) all over the world, and 350,000 non-Chinese learners were learning Chinese in 746 Chinese universities (Xinhua, 2014). This section will introduce the development of CFL education in Thailand and the CFL program at Ascot International School.

CFL Education in Thailand

Statistics from Hanban (2014) showed the growth of CFL education in Thailand. At that time, worldwide there were 475 Confucius institutes and 851 Confucius classrooms established in 126 countries and regions, providing Chinese courses for 1,110,000 registered students. Thailand had the most Confucius institutions and classrooms in Asian countries: 13 Confucius institutes and 18 Confucius classrooms. According to the data from the Office of the Basic Education Commission of Thailand (OBEC), in 2013, there were more than 300,000 Thai students learning Chinese at schools, including primary schools, secondary schools and high schools. The quantity of schools offering Chinese courses was over 700 (Masuntisuk, 2013).

The number of Chinese language teachers has increased as well. Hanban (2015) reported that by the end of 2014, more than 18,000 teaching volunteers were sent to 101 countries and regions in Asia, Europe, America, Africa and Oceania. In Thailand, the number of teaching volunteers increased rapidly. There were only 23 volunteers in 2003, but by 2014, the number of Chinese teaching volunteers reached 650 in Thailand.
The CFL Program at Ascot International School

Ascot International School is located in Bangkok, Thailand. The school offers courses from nursery to year 13. The secondary school at Ascot includes year 7 to year 13, with student ages ranging from 12-18. The school curriculum is based on the National Curriculum for England and Wales with modifications for Thailand (Ascot International School, 2015a).

The CFL program is under the MFL (Modern Foreign Language) program at Ascot International School. The Mandarin course as the main language course in the MFL is provided to students (early years, primary and secondary). The early years stage offers 3 periods (each of 40 minutes) per week; year 1 to year 9 students take 2.5 hours per week; year 10 and year 11 students take 3 periods (each period 1 hour) per week. Year 12 and year 13 are equivalent to college preparatory level, thus, students are not required to take Mandarin course any more (Ascot International School, 2015b).

In early years and primary key stage 1 (years 1 and 2), the purpose of this program is to foster an interest in Chinese learning. Chinese reading and writing skills are not required. After this stage, students develop an understanding about basic knowledge of Chinese language, such as Pinyin (Chinese phonetic alphabet), Chinese strokes and Chinese characters’ structures. In years 3 to 6, Chinese teaching objectives cover four skills: listening, speaking, reading and writing. After the primary stage, students should have acquired 180-200 commonly used Chinese words. In key stage 3 (years 7 to 9), students should master 500-700 Chinese words, covering 27 topics, all the topics are involved in the IGCSE (International General Certificate of Secondary Education) examinations’ syllabus. Key stage 4 (year 10 and 11) students are required to prepare systematically for the IGCSE examinations. They learn

The topics that students need to learn by years are shown as follows:

- **year 7** Date, Ages, Telephone Numbers; Family Members; Self-introduction; Occupations; Time;
- **year 8** Daily Routines; Transportations. Colours; Clothing; Parts of the Body; Countries/Languages; Subjects of Study;
- **year 9** Making Phone Call; Weathers; Seasons; Sickness; Hobbies (1): Music; Hobbies (2) Sports; Hobbies (3) Others;
- **year 10** Vegetables and Fruits; Three meals a Day; Eating Out; House; Furniture; Neighborhood and Region.

Starting from Ascot academic year of 2015-2016, Chinese had become the required IGCSE examination subject for all the students in year 11.

**Table 1**

*The Grade Levels and Chinese Proficiency at Ascot International School*

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Remarks</th>
<th>Chinese Proficiency (required Chinese words)</th>
<th>Chinese Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years- year 2</td>
<td>Key stage 1</td>
<td>Basic Chinese</td>
<td>Basic Chinese knowledge</td>
</tr>
<tr>
<td>year 3-year 6</td>
<td>Key stage 2</td>
<td>180-200</td>
<td>Preview for IGCSE</td>
</tr>
<tr>
<td>year 7-year 9</td>
<td>Key stage 3</td>
<td>500-700</td>
<td>Foundation of IGCSE</td>
</tr>
<tr>
<td>year 10-year 11</td>
<td>Key stage 4</td>
<td>900-1000</td>
<td>Preparation of IGCSE</td>
</tr>
</tbody>
</table>

The basic structure of each unit quizzes paper is as below: 10% PinYin, 5% tones, 5% basic strokes, 15% radicals, 15% reading comprehension, 10% basic vocabulary, 10% basic sentences, 10% sentences arrangement, and 20% essay writing parts. The full mark of both reading paper and writing paper are 100 scores, reading
paper is 50% and writing paper is 50% as well. Table 4 is the interpretation score of Chinese achievement of reading and writing. The interpretation scale of IGCSE unit quizzes paper was showed in table 2 (International General Certificate of Secondary Education, 2015).

Table 2

Interpretation Scale of IGCSE Unit Quizzes of Reading and Writing Paper’s Results

<table>
<thead>
<tr>
<th>Scores</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very High</td>
</tr>
<tr>
<td>80-89</td>
<td>High</td>
</tr>
<tr>
<td>60-79</td>
<td>Medium</td>
</tr>
<tr>
<td>30-59</td>
<td>Low</td>
</tr>
<tr>
<td>0-29</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

This chapter reviewed the related literature relevant for this study as well as CFL education in Thailand and its current situation at Ascot International School. Language learning strategies are a series of mentally specific actions which are used by learners in order to make learning easier, more enjoyable and more self-directed (Oxford, 1990). As Oxford (2003) mentioned, LLS is a neutral concept, it is neither good nor bad. However, appropriate strategies can help learners achieve successful leaning outcomes. Therefore, an essential task for LLS researchers should be not to identify successful or unsuccessful strategies, but rather find appropriate language learning strategies for different language learners (Richards, 1996).

Oxford (1990) developed a LLS system consisting of two main classes (direct and indirect learning strategies) and involving six categories: memory,
cognitive, compensation, metacognitive, affective and social strategies. Based on this classification, Oxford designed a scale questionnaire - Strategy Inventory for Language Learning (SILL). The SILL can be used to investigate the use of LLS by general foreign language learners. Many LLS studies have been done in EFL or ESL learning.

Reading and writing of Chinese are related to Chinese characters learning. The main difficulties in CFL learning and teaching result from features of Chinese characters. Therefore, this study focused on investigating the use of LLS and students’ Chinese achievement of reading and writing.

Chapter 3 presents the research design, the research instrumentation and the research procedures of this study.
CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented a related literature review that argued language learning strategies development generally and Oxford’s learning strategies’ classification used for foreign language learning. The previous chapter also discussed the feature of Chinese characters and the difficulties of Chinese reading and writing. Finally, the previous chapter discussed current CFL education in Thailand, especially the development of Chinese language program at Ascot International School in Bangkok. In this chapter, the researcher presents the research design, the research instrumentation and the research procedures of this study.

Research Design

This research was a correlational quantitative study that employed both descriptive and inferential statistics. This was a quantitative study because the questionnaire and the unit quizzes of IGCSE Chinese examination course were used to investigate if there is a relationship between the use of indirect language learning strategies and students’ Chinese language learning achievement in reading and writing skills. The Pearson Product Moment Correlation Coefficient was adopted to determine the relationship. The following research objectives were addressed in this study.

1. To identify the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
1.1 To identify the use of metacognitive learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

1.2 To identify the use of affective learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

1.3 To identify the use of social learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

2 To determine if there is a relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

2.1 To determine if there is a relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

2.2 To determine if there is a relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

2.3 To determine if there is a relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.
Population

The population of this study was the students from year 7 to year 10 who are learning Chinese as a foreign language at Ascot International School in Bangkok, Thailand.

Sample

The sample group of this research was 91 students who are learning Chinese as a foreign language in year 7 to year 10 at Ascot International School in Bangkok, Thailand. The study conducted in the second term of academic year of 2015-2016. 93 questionnaires were given to students and 91 was responded and completed. Therefore, the sample of this study was 91.

The researcher selected students from year 7 to year 10 because they are secondary students, and secondary students have more awareness of their learning strategies than the younger students. Additionally, Chinese has become a required subject in IGCSE examinations at Ascot International School, and secondary students need to identify what strategies are effective in their Chinese learning.

Table 3

The Number of CFL Students in the Years 7 to 10 at Ascot International School in Academic Year of 2015-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>The Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>year 7</td>
<td>20</td>
</tr>
<tr>
<td>year 8</td>
<td>21</td>
</tr>
<tr>
<td>year 9</td>
<td>30</td>
</tr>
<tr>
<td>year 10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
</tr>
</tbody>
</table>
Research Instrument

The instrumentation of this study includes two sections: a) the questionnaire of Indirect Learning Strategies for Chinese Learning (see Appendix A); b) the unit quizzes of IGCSE Chinese examination course (see Appendix B).

The questionnaire consists of three parts: Part 1, the cover letter states the purpose of this research; Part 2, the demographic part collects the respondents’ data, such as gender, grade levels and nationality; Part 3, the three sub-scales - metacognitive strategies, affective strategies and social strategies - from the Strategy Inventory for Language Learning (SILL) (Oxford, 1990).

As the researcher mentioned in previous chapter, the SILL questionnaire is widely used to identify the relationship between language learning strategies (LLS) use and foreign language proficiency. There are six parts, totaling 50 items in SILL. Direct learning strategies part contains three sections, 29 items; indirect learning strategies part contains three sections, 21 items. This study employed three sub-scales of indirect learning strategies’ sections (Oxford, 1990).

A 5-point likert scale was used to investigate the use of students’ indirect learning strategies. Each item with points from 1 to 5, of which represent five different levels of the item, from never or almost never used to always or almost always used.

The 5-point likert scale of SILL showed as below.

- Never or almost never used 1
- Generally not used 2
- Sometimes used 3
- Usually used 4
- Always or almost always used 5
The researcher utilized a 5-point scale to measure students’ scores of using indirect language learning strategies. There were total 21 items that consisted of three parts: Part A the use of metacognitive learning strategies (9 items); Part B the use of affective strategies (6 items); Part C the use of social strategies (6 items).

According to the SILL Profile of Results (Oxford, 1990), the interpretation scale was showed in below. There are five levels from very low usage to very high usage involved in this interpretation scale.

Table 4

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low Usage</td>
<td>1.0 -1.4</td>
</tr>
<tr>
<td>Low Usage</td>
<td>1.5 -2.4</td>
</tr>
<tr>
<td>Medium Usage</td>
<td>2.5 -3.4</td>
</tr>
<tr>
<td>High Usage</td>
<td>3.5 -4.4</td>
</tr>
<tr>
<td>Very High Usage</td>
<td>4.5 -5.0</td>
</tr>
</tbody>
</table>

Validity and Reliability

Strategy Inventory for Language Learning Questionnaire

The initial purpose of SILL questionnaire was to identify successful language learning strategies for foreign language learners. Subsequently, SILL was used broadly in the studies of foreign language learning, especially in EFL. According to Lai (2005), the SILL had good predictive validity and was a high reliability instrument to use for studies in foreign language learning strategies. Varity of research reported that Cronbach alpha coefficient for the Chinese translation version
of SILL was identified to be .89 to .94 (Lan & Oxford, 2003; Oxford, 1999). Oxford (1999) also reported the range of Cronbach alpha internal consistency index of SILL questionnaire was .89 to .90 in English and the other language versions, such as Korean and Japanese. Nevertheless, the Cronbach alpha values of some indirect LLS item indicated lower values than the total values, such as affective strategies (Fazeli, 2012; Jhaish, 2010). However, even though the internal consistency coefficients of affective strategies was usually reported below an acceptable level of .60, the internal consistency coefficients of other strategies and total indirect learning strategies were in a satisfactory level of internal consistency (Cronbach α = 0.83) (Park, 2011). The alpha values of metacognitive strategies, affective strategies and social strategies performance utilized in the current study are shown in table 5.

Additionally, SILL questionnaire was designed on the basis of Oxford’s six categories classification of LLS in the 1990s. By the end of the 1990s, the SILL questionnaire was translated into at least 17 languages, used by more than 9,000 students worldwide, and provided research data for more than 40 dissertations, theses, and other studies. Therefore, The SILL has well documented reliability and validity (Oxford, 1999; Oxford, 2003).
Table 5

Reliability Statistics of Strategy Inventory for Language Learning Questionnaire

<table>
<thead>
<tr>
<th>Value component</th>
<th>Number of items for each component</th>
<th>Item numbers</th>
<th>Park’s Alpha value of SILL (2011)</th>
<th>Alpha value of current study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognitive strategies</td>
<td>9</td>
<td>1-9</td>
<td>.78</td>
<td>.69</td>
</tr>
<tr>
<td>Affective strategies</td>
<td>6</td>
<td>10-15</td>
<td>.45</td>
<td>.60</td>
</tr>
<tr>
<td>Social strategies</td>
<td>6</td>
<td>16-21</td>
<td>.70</td>
<td>.48</td>
</tr>
<tr>
<td>Total (Indirect learning strategies)</td>
<td>21</td>
<td>1-21</td>
<td>.83</td>
<td>.72</td>
</tr>
</tbody>
</table>

Unit Quizzes of IGCSE Chinese Examination Course

Unit quizzes of IGCSE Chinese examination course were used as an instrument to measure CFL students’ Chinese achievement of reading and writing. All the quizzes were from Easy Steps to Chinese Book 1 and Book 2 (Ma & Li, 2007). This series of book is recommended by IGCSE examination center to CFL students who need to prepare for IGCSE Chinese examination. According to the Syllabus of IGCSE Chinese examination, Easy Steps to Chinese Book 1 and Book 2 involve 27 topics that required by IGCSE Chinese examination. Additionally, these Unit quizzes are in Easy Steps to Chinese Teachers’ Book. Hence, students could not see these quizzes paper until examination. Therefore, the validity and reliability of the unit quizzes have indicated (International General Certificate of Secondary Education, 2015).

There are total 10 unit tests in Easy steps to Chinese Book 1 and Book 2. Each set of unit test consists of 4 parts: reading paper, writing paper, listening paper...
and speaking paper. But as the researcher discussed above, this study only used reading paper and writing paper to determine CFL students' Chinese achievement of reading and writing. The researcher used 4 different unit quizzes for Years 7 to 10 students, in terms of their different learning levels. Basically, the structure of each unit test includes 10% PinYin, 5% tones, 5% basic strokes, 15% radicals, 15% reading comprehension, 10% basic vocabulary, 10% basic sentences, 10% sentences arrangement, and 20% essay writing parts. The reading paper and writing paper worth 100 scores totally, reading paper is 50% and writing paper is 50% as well.

Collection of Data

The researcher delivered the permission letter of this study to headmaster of Ascot International School on 2nd December 2015, and got the permission at the same day. A total of 93 questionnaires were distributed to Year 7 to Year 10 students who are learning Chinese as a foreign language at Ascot International School on 14th January and 15th January 2016. 91 questionnaires of them were completed and usable. This gave a 98.7% return rate. The unit tests of Chinese reading and writing were held on 19th January and 20th January 2016. There were 93 students of Year 7 to Year 10 took the tests and 93 test paper returned. It gave a return rate of 100%. Since there were 91 questionnaires completed and usable, the researcher took out 2 Year 10 students' scores. Because their questionnaires did not complete. Therefore, there were 91 scores of unit tests were used in this study.

Data Analysis

The collected data were analyzed by using a statistical software program. Descriptive statistics involving means and standard deviations were used to identify
the use of indirect language learning strategies and levels of CFL students’ Chinese achievement of reading and writing.

The Pearson Product Moment Correlation Coefficient was used to determine the relationship between the use language learning strategies and academic achievement in Chinese reading and writing.
### Summary of the Research Process

Table 6

**Summary of the Research Process**

<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 identify the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.</td>
<td>A sample of 91 students learning Chinese from years 7-10 at ASCOT</td>
<td>Strategy Inventory for Chinese language learning (SILL) Questionnaire</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td>1.1) To identify the use of metacognitive learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.</td>
<td>A sample of 91 students learning Chinese from years 7-10 at ASCOT</td>
<td>Strategy Inventory for Chinese language learning (SILL) Questionnaire</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td>1.2) To identify the use of affective learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.</td>
<td>A sample of 91 students learning Chinese from years 7-10 at ASCOT</td>
<td>Strategy Inventory for Chinese language learning (SILL) Questionnaire</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td>1.3) To identify the use of social learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.</td>
<td>A sample of 91 students learning Chinese from years 7-10 at ASCOT</td>
<td>Strategy Inventory for Chinese language learning (SILL) Questionnaire</td>
<td>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 if there is a relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.</td>
<td>A sample of 91 students learning Chinese from years 7-10 at ASCOT</td>
<td>Strategy Inventory for Chinese language learning (SILL) Questionnaire</td>
<td>Test of Correlation Coefficient</td>
</tr>
<tr>
<td>2.1) To determine if there is a relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.</td>
<td>A sample of 91 students learning Chinese from years 7-10 at ASCOT</td>
<td>Strategy Inventory for Chinese language learning (SILL) Questionnaire</td>
<td>Test of Correlation Coefficient</td>
</tr>
<tr>
<td>2.2) To determine if there is a relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.</td>
<td>A sample of 91 students learning Chinese from years 7-10 at ASCOT</td>
<td>Strategy Inventory for Chinese language learning (SILL) Questionnaire</td>
<td>Test of Correlation Coefficient</td>
</tr>
<tr>
<td>2.3) To determine if there is a relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.</td>
<td>A sample of 91 students learning Chinese from years 7-10 at ASCOT</td>
<td>Strategy Inventory for Chinese language learning (SILL) Questionnaire</td>
<td>Test of Correlation Coefficient</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the analysis of data and the research findings. There are two parts in this chapter: main findings and summary.

Main Findings

This section addresses the research objectives and reports the main findings.

Research Objective One

The data collected from the Strategy Inventory for Chinese Language Learning (see Appendix A) were employed to answer research objective one:

1 To identify the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

1.1 To identify the use of metacognitive learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

1.2 To identify the use of affective learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

1.3 To identify the use of social learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
The data collected from the whole questionnaire of Strategy Inventory for Chinese Language Learning (see Appendix A) were employed to answer research objective 1: To identify the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School. It was a 5-point likert scale questionnaire and comprised of 21 items.

Table 7 shows the mean, standard deviation and interpretation (see chapter 3, page 41) of the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

Table 7
Mean and Standard Deviation for the Use of Overall Indirect Learning Strategies of Year 7 to Year 10 Students (n=91)

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Indirect Learning Strategies</td>
<td>3.28</td>
<td>.47</td>
<td>Medium Usage</td>
</tr>
</tbody>
</table>

Table 7 indicated that the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School was medium.

The data collected from Part A of the Strategy Inventory for Chinese Language Learning questionnaire were used to identify the use of metacognitive learning strategies for learning Chinese as a foreign language. It comprised of 9 items (item 1 to item 9). Table 8 shows the mean, standard deviation and interpretation of the use of metacognitive learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
Table 8

*Mean and Standard Deviation for the Use of Metacognitive Strategies of Year 7 to Year 10 Students (n=91)*

<table>
<thead>
<tr>
<th>Items of Strategies</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I try to find as many ways as I can to use my Chinese.</td>
<td>3.16</td>
<td>.93</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>2. I notice my Chinese mistakes and use that information to help me do better.</td>
<td>3.78</td>
<td>.85</td>
<td>High Usage</td>
</tr>
<tr>
<td>3. I pay attention when someone is speaking Chinese.</td>
<td>3.89</td>
<td>.86</td>
<td>High Usage</td>
</tr>
<tr>
<td>4. I try to find out how to be a better learner of Chinese reading and writing.</td>
<td>3.68</td>
<td>.96</td>
<td>High Usage</td>
</tr>
<tr>
<td>5. I plan my schedule so I will have enough time to study Chinese.</td>
<td>3.09</td>
<td>1.06</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>6. I look for people I can talk to in Chinese.</td>
<td>2.64</td>
<td>1.21</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>7. I look for opportunities to read as much as possible in Chinese.</td>
<td>3.29</td>
<td>1.09</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>8. I have clear goals for improving my Chinese reading and writing skills.</td>
<td>3.69</td>
<td>.85</td>
<td>High Usage</td>
</tr>
<tr>
<td>9. I think about my progress in learning Chinese reading and writing.</td>
<td>4.02</td>
<td>.82</td>
<td>High Usage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metacognitive Strategies</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.50</td>
<td>.52</td>
<td>High Usage</td>
</tr>
</tbody>
</table>

According to the interpretation scales presented in chapter 3, Table 8 indicates that the use of metacognitive strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School was high overall.
The lowest mean score in 9 items was *I look for people I can talk to in Chinese*. There were 4 of 9 items had medium usage, and 5 of 9 items had high usage. Therefore, it can be seen that the overall usage of metacognitive strategies was high.

The data collected from Part B of the Strategy Inventory for Chinese Language Learning questionnaire were used to identify the use of affective learning strategies for learning Chinese as a foreign language. It consisted of 6 items (item 10 to item 15). Table 9 shows the mean, standard deviation and interpretation of the use of affective learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

Table 9

<table>
<thead>
<tr>
<th>Item of Strategies</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 I try to relax whenever I feel afraid of using Chinese.</td>
<td>3.23</td>
<td>1.31</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>11 I encourage myself to use Chinese even when I am afraid of making a mistake.</td>
<td>3.05</td>
<td>1.17</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>12 I give myself a reward or treat when I do well in Chinese learning.</td>
<td>2.76</td>
<td>1.45</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>13 I notice if I am tense or nervous when I am learning or using Chinese.</td>
<td>3.41</td>
<td>1.20</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>14 I write down my feelings of learning Chinese in language learning diary.</td>
<td>1.30</td>
<td>.66</td>
<td>Very Low Usage</td>
</tr>
<tr>
<td>15 I talk to someone else about how I feel when I am learning Chinese.</td>
<td>2.54</td>
<td>1.49</td>
<td>Medium Usage</td>
</tr>
</tbody>
</table>

Affective Strategies

<table>
<thead>
<tr>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.71</td>
<td>.72</td>
<td>Medium Usage</td>
</tr>
</tbody>
</table>

Table 9 indicates that the use of affective strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School was
medium overall. One item that had a very low usage was *I write down my feelings of learning Chinese in language learning diary*. There were 5 of 6 items had medium usage. Therefore, it can be seen that the overall usage of affective strategies was medium.

The data collected from Part C of the Strategy Inventory for Chinese Language Learning were used to identify the use of social learning strategies for learning Chinese as a foreign language. It was consisted of 6 items (item 16 to item 21). Table 10 shows the mean, standard deviation and interpretation of the use of social learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

**Table 10**

<table>
<thead>
<tr>
<th>Items of Strategies</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 If I do not understand something in Chinese learning, I ask the others to slow down or explain it again.</td>
<td>4.04</td>
<td>.80</td>
<td>High Usage</td>
</tr>
<tr>
<td>17 I ask Chinese speakers to correct me when I read or write.</td>
<td>3.38</td>
<td>.99</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>18 I practice Chinese with other students</td>
<td>3.69</td>
<td>.85</td>
<td>High Usage</td>
</tr>
<tr>
<td>19 I ask for help from Chinese speakers.</td>
<td>4.02</td>
<td>.83</td>
<td>High Usage</td>
</tr>
<tr>
<td>20 I ask questions in Chinese.</td>
<td>3.05</td>
<td>.87</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>21 I try to learn about the culture of Chinese speakers.</td>
<td>3.18</td>
<td>.95</td>
<td>Medium Usage</td>
</tr>
<tr>
<td>Social Strategies</td>
<td>3.56</td>
<td>.47</td>
<td>High Usage</td>
</tr>
</tbody>
</table>

Table 10 indicates that the use of social strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School was
high overall. The highest usage item was *if I do not understand something in Chinese learning, I ask the others to slow down or explain it again.* There were 3 of 6 items that had medium usage, and 3 of 6 items had high usage. Therefore, it can be seen that the overall usage of social strategies was high.

**Research Objective Two**

The data collected from the questionnaire of Strategy Inventory for Chinese Language Learning (see Appendix A) and scores of Unit Quizzes of IGCSE Chinese examination course (see Appendix C) were used to answer research objective two:

2 To determine if there is a relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

2.1 To determine if there is a relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

2.2 To determine if there is a relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

2.3 To determine if there is a relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.
The Pearson Product Moment Correlation Coefficient \( (r) \) was used to determine the relationship between the use of overall indirect learning strategies and students' academic achievement in Chinese reading and writing. Table 11 shows the results of data analysis.

Table 11

<table>
<thead>
<tr>
<th>Overall Indirect Learning Strategies</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Achievement in Reading and Writing</td>
<td>0.455**</td>
<td>0.000</td>
<td>There was a significant relationship</td>
</tr>
</tbody>
</table>

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

The data from Table 11 shows that \( r \) is 0.455 and sig is 0.000, which is smaller than 0.05. It indicated that there was a positive significant relationship (the correlation in a moderate level) between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

Therefore, the researcher accepted research hypothesis 1: *There was a significant relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.*

The data collected from Part A of the questionnaire of Strategy Inventory for Chinese Language Learning and scores of Unit Quizzes of IGCSE Chinese
examination course were used to determine if there is a relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

The Pearson Product Moment Correlation Coefficient (r) was used to determine the relationship between the use of metacognitive learning strategies and students' academic achievement in Chinese reading and writing. Table 12 shows the results of data analysis.

Table 12

<table>
<thead>
<tr>
<th>Metacognitive Strategies</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Achievement in Reading and Writing</td>
<td>.600**</td>
<td>.000</td>
<td>There was a significant relationship</td>
</tr>
</tbody>
</table>

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

The data from Table 12 shows that r is .600 and sig is .000, which is smaller than 0.05. It indicated that there was a positive significant relationship (the correlation in a moderate level) between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School. Therefore, the researcher accepted research hypothesis 2: There was a significant relationship between the use of metacognitive learning strategies for learning Chinese
as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.

The data collected from Part B of the questionnaire of Strategy Inventory for Chinese Language Learning and scores of Unit Quizzes of IGCSE Chinese examination course were used to determine if there is a relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

The Pearson Product Moment Correlation Coefficient (r) was used to determine the relationship between the use of affective learning strategies and students' academic achievement in Chinese reading and writing. Table 13 shows the results of data analysis.

Table 13

<table>
<thead>
<tr>
<th>Affective Strategies</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.130</td>
<td>.218</td>
<td>There was no significant relationship</td>
</tr>
</tbody>
</table>

The data from Table 13 shows that r is .130 and sig is .218, which is bigger than 0.05. It indicated that there was no significant relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.
The data collected from Part C of the question of Strategy Inventory for Chinese Language Learning and scores of Unit Quizzes of IGCSE Chinese examination course were used to determine if there is a relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

The Pearson Product Moment Correlation Coefficient ($r$) was used to determine the relationship between the use of social learning strategies and students’ academic achievement in Chinese reading and writing. Table 14 shows the results of data analysis.

Table 14

**Pearson Correlation between the Use of Social Learning Strategies for Learning Chinese as A Foreign Language and Academic Achievement in Chinese Reading and Writing of Year 7 to Year 10 Students at Ascot International School (n=91)**

<table>
<thead>
<tr>
<th>Social Strategies</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Achievement in Reading and Writing</td>
<td>.351**</td>
<td>.001</td>
<td>There was a significant relationship</td>
</tr>
</tbody>
</table>

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

The data from Table 14 shows that $r$ is .351 and sig is .001, which is smaller than 0.05. It indicated that there was a positive significant relationship (the correlation in a low level) between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School. Therefore, the researcher accepted research hypothesis 4: *There was a significant relationship*
between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.

Summary

There were two main findings presented in this chapter. Table 15 shows the summary of the main findings.

Table 15

<table>
<thead>
<tr>
<th>Scale</th>
<th>Interpretation</th>
<th>Correlation with Chinese Achievement in Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Indirect Learning Strategies</td>
<td>Medium Usage</td>
<td>There was a significant relationship.</td>
</tr>
<tr>
<td>Metacognitive Strategies</td>
<td>High Usage</td>
<td>There was a significant relationship.</td>
</tr>
<tr>
<td>Affective Strategies</td>
<td>Medium Usage</td>
<td>There was no significant relationship.</td>
</tr>
<tr>
<td>Social Strategies</td>
<td>High Usage</td>
<td>There was a significant relationship.</td>
</tr>
</tbody>
</table>

In chapter 5, the researcher discusses the findings through relating to the previous research. The researcher also presents recommendations and suggestions for Chinese teachers, students and further researchers in the next chapter.
CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Chapter 4 addressed the findings of this research that concerning the perceptions of indirect language learning strategies and Chinese achievement of year 7 to year 10 students who are learning Chinese as a foreign language at Ascot International School in Bangkok. This chapter provides an overall summary of this study involving the research objectives, research hypotheses, the research methodology, and the findings. It also presents the conclusion, the discussion of this study, and the recommendations for Ascot International School and for future researchers.

Summary of the Study

This study focused on indirect language learning strategies (metacognitive, affective and social strategies) for learning Chinese as a foreign language. The purpose of this research was to investigate the use of indirect language learning strategies, and to determine if there was a relationship between the use of indirect language learning strategies and Chinese achievement in reading and writing.

A questionnaire was used to collect the data of the use of students’ indirect learning strategies for learning Chinese as a foreign language. The unit quizzes of IGCSE examination course were used to collect the data of academic achievement in Chinese reading and writing.

The data were collected from 91 participants from year 7 to year 10 students who are learning Chinese as a foreign language at Ascot International School
in academic year of 2015-2016. The collected data were analyzed by both descriptive and inferential statistics.

There were two research objectives as below in this study.

Research Objectives

1. To identify the use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
   1.1 To identify the use of metacognitive learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
   1.2 To identify the use of affective learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.
   1.3 To identify the use of social learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School.

2. To determine if there is a relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.
   2.1 To determine if there is a relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.
   2.2 To determine if there is a relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.
2.3 To determine if there is a relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

Research hypotheses

Based on research objective two, the researcher proposed four research hypotheses as below.

1. There is a significant relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.

2. There is a significant relationship between the use of metacognitive learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.

3. There is a significant relationship between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.

4. There is a significant relationship between the use of social learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School at the level of 0.05.
Summary of the Findings

In terms of the two research objectives, the main findings are listed below.

Research Objective One

The use of overall indirect learning strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School was medium.

The findings of three subfields were summarized as below.

The use of metacognitive strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School was high overall. There were totally 9 items. The lowest mean score in 9 items was I look for people I can talk to in Chinese. There were 3 items had medium usage and 5 items had high usage.

The use of affective strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School was medium overall. There were totally 6 items. One item that had a very low usage was I write down my feelings of learning Chinese in language learning diary.

The use of social strategies for learning Chinese as a foreign language of year 7 to year 10 students at Ascot International School was high overall. There were totally 6 items. The highest usage item was if I do not understand something in Chinese learning, I ask the others to slow down or explain it again. There were 3 items had medium usage and 3 items had high usage.

Research Objective Two

The Pearson Product Moment Correlation Coefficient was conducted to determine the relationship between the use of overall indirect language learning strategies and students’ Chinese academic achievement. The result of data analysis
indicated a moderate positive significant relationship between the use of overall indirect learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

Additionally, the result of data analysis indicated that the positive significant relationship was found between the use of metacognitive learning strategies and students’ Chinese achievement in reading and writing. The positive significant relationship was also found between social learning strategies and students’ Chinese achievement in reading and writing. However, there was no significant relationship found between the use of affective learning strategies for learning Chinese as a foreign language and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

Conclusion

Based on the data analysis and the interpretation scale that mentioned in chapter 3, this study can draw following conclusions.

Since the mean score of the use of overall indirect learning strategies was 3.28, in terms of the interpretation scale that presented in chapter 3, it meant that overall indirect LLSs for learning Chinese as a foreign language were medium used by year 7 to year 10 students at Ascot International School.

Since the mean score of the use of metacognitive strategies was 3.50, it meant that metacognitive LLSs for learning Chinese as a foreign language were highly used by year 7 to year 10 students at Ascot International School.

Since the mean score of the use of affective strategies was 2.71, it meant that affective LLSs for learning Chinese as a foreign language were medium used by year 7 to year 10 students at Ascot International School.
Since the mean score of the use of social strategies was 3.56, it meant that social LLSs for learning Chinese as a foreign language were highly used by year 7 to year 10 students at Ascot International School.

Meanwhile, there was a positive significant relationship found between the use of overall indirect learning strategies and students' academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School. A positive significant relationship was found between the use of metacognitive learning strategies and students' academic achievement in Chinese reading and writing. The positive significant relationship was also found between the use of social learning strategies and students' Chinese achievement in reading and writing. However, there was no significant relationship found between the use of affective learning strategies and academic achievement in Chinese reading and writing of year 7 to year 10 students at Ascot International School.

**Discussion**

This part is organized according to the main variables of this study.

**Indirect Language Learning Strategies**

Learning strategies are defined as a series of specific actions that used by learners in order to make learning easier, more enjoyable and more self-directed (Oxford, 1990). Language learning strategies are involved in this definition as well. Oxford (1990) further classified language learning strategies (LLS) into two main categories that consisted of six subfields: direct LLS (cognitive, memory-related and compensatory strategies) and indirect LLS (metacognitive, affective and social strategies). This classification provided a general operability of language learning strategies that can be widely used in all foreign language learning areas (Oxford,
In terms of the six main categories of foreign LLS theory, indirect learning strategies means those strategies that can support language learning process, but do not involve in direct learning (such as memory and cognition). There are three main groups under this category: metacognitive LLS, affective LLS and social LLS. In other words, indirect learning strategies are related to self-related learning, cooperation learning and autonomous learning (Kozmonová, 2008; Oxford, 2003).

For the overall indirect learning strategies, the finding showed a medium usage. It meant that year 7 to year 10 students of Ascot International School sometimes used indirect LLSs for learning Chinese as a foreign language. The possible explanations are discussed as below.

First of all, year 7 to year 10 students do not pay enough emphasis on their Chinese learning. Chinese is the third language for year 7 to year 10 students at Ascot International School. Comparing to English and Thai language, Chinese is the only language that students do not have opportunity to use in their daily lives. Besides 30 minutes Chinese class every day, students have no chance to use Chinese. Thus, many students lack of clear learning goals and high motivation for Chinese learning. Consequently, few students often use indirect LLSs initiatively, such as look for people to talk in Chinese or write language learning diaries in order to develop their Chinese achievements. Therefore, it was not surprise to see that even in the high usage group-metacognitive LLSs, the item I plan my schedule so I will have enough time to study Chinese was reported in a medium use as well.

Secondly, Chinese teachers do not offer students sufficient guide and training on using language learning strategies. As the researcher mentioned before, some indirect learning strategies need a specific training, such as affective strategies. However, since the research of LLS stemmed from western, it is still a new concept
for most of the Chinese teachers. As a Chinese teacher who has been taught Chinese 3 years at Ascot International School, the researcher was never got any specific professional training about indirect language learning strategies. Therefore, if teachers have no sufficient professional training in LLS domain, they certainly cannot provide enough and appropriate guideline to CFL students.

For the overall usage of metacognitive LLSs, the finding of this study showed that year 7 to year 10 students highly used metacognitive strategies for learning Chinese as a foreign language at Ascot International School. Many previous research provided the similar result of the use of metacognitive LLSs for learning English as a foreign language (Fazeli, 2012; Nisbet, Tindall, & Arroyo, 2005; Peacock & Ho, 2003). The possible reason of this result is that metacognition is thinking about thinking, it can be seen as a foundation of whole learning process (Livingston, 1997). Oxford (1990) also indicated that metacognitive LLSs were in charge of planning, organizing, monitoring and evaluating language learners' overall learning process. Therefore, it was not surprise to see that the usage of metacognitive LLSs for learning Chinese as a foreign language in a high level. The lowest mean score in 9 items was I look for people I can talk to in Chinese. Since Ascot International School is located in Bangkok, almost all the year 7 to year 10 students have no Chinese background. Because of lacking the Chinese language environment, students have barely opportunity to talk to Chinese speakers.

For the overall usage of affective LLSs, the finding of this study showed that year 7 to year 10 students had medium usage of affective strategies for learning Chinese as a foreign language at Ascot International School. The result is consistent with many previous studies. Khamkhien (2010) conducted a study for investigating factors that affecting the use of language learning strategy among Thai and
Vietnamese EFL learners. This study reported that affective LLSs were used in a medium level but the least in six categories strategies. Lai (2005) and Fazeli (2012) also reported the same result with Chinese and Persian version of SILL in the study of LLSs use and language proficiency for EFL learners.

Researchers indicated, affective language learning strategies could help learners regulate their moods, motivations and learning attitudes for achieving an effective learning (Cohen, 2003; Oxford, 1990). However, some researchers also noticed that affective factors were not easily depicted within definable limits, and few students had considered and measured the use of affective LLSs in their language learning (Brown, 1987; Oxford, 1990). Thus, Oxford (1990) pointed out that if there was no specific training from teachers about how to use affective LLSs efficiency, it was difficult for students to use affective LLSs initiatively. Therefore, it was not surprise to see that the item I write down my feelings of learning Chinese in language learning diary had a very low usage.

For the overall usage of social LLSs, Oxford (1990) pointed out that appropriate social strategies were very important for language learning process, since the essential purpose of language is communication. Social strategies comprise asking questions, cooperating with others and empathizing with others. In addition, social strategies help language learners developing learners’ culture understanding for further language learning (Oxford, 1990). The finding of this study showed that year 7 to year 10 students highly used social strategies for learning Chinese as a foreign language at Ascot International School. The possible explanations are presented as below.

Ascot International School provides an intercultural environment to all students, including year 7 to year 10 students. Collaboration and communication are
proposed clearly as school educational objectives. Thus, year 7 to year 10 students are educated to use cooperation and communication strategies in all subjects' learning when they entered the school. Therefore, it was not surprise to see that the use of social LLSs in an overall high level.

For the relationship between indirect learning strategies and Chinese achievement in reading and writing, this study found some interesting findings that were worth to discussion. The positive significant relationship was found between the use of metacognitive LLSs and students' Chinese achievement in reading and writing. The positive significant relationship was also found between social LLSs and students' Chinese achievement. The findings also reported a medium positive significant relationship between the use of overall indirect LLSs and students' Chinese achievement in reading and writing. These findings were consistent with the majority of previous research (Khamkhien, 2010; Lan & Oxford, 2003; Peacock & Ho, 2003; Yang, 2013). In addition, according to Appendix C, the mean scores of year 7 to year 10 students' Chinese achievement were found in a medium level. All these findings supported that language learning strategies, especially metacognitive strategies are essential for successful language learning. In other words, high academic achievements correlate with high usage of appropriate LLSs, and medium achievements do relate to medium usage of LLSs (Oxford, 1990; Pintrich, 1990; Schunk, 2005; Stern & Todesco, 1978). Specifically, year 7 to year 10 students of Ascot International School medium used overall indirect LLSs for learning Chinese reading and writing, it would lead to the medium level of their Chinese achievements.

For the relationship between affective LLSs and Chinese achievement in reading and writing, it was interesting to see that there was no significant relationship between affective strategies and Chinese achievement in reading and writing of year 7
to year 10 students at Ascot International School. This finding supported some previous studies. Peacock & Ho (2003) conducted a study in order to identify what strategies were associated with higher levels of English proficiency. The result showed that there was no strategy from affective strategies group. Lai (2005) and Nisbet (2002) also reported that there was no significant relationship found between affective LLSs and learners’ English achievement. Oxford (1999) even reported a negative correlation emerged between the use of affective strategies and learners’ entrance exam scores. She proposed a possibility that did anxiety or others negative emotions lead to greater use of affective strategies and lower language proficiency. Therefore, the finding of this study was further consistent with the unique feature of affective strategies. It was not surprised to see that the lowest mean score of the use of indirect LLSs appeared in affective LLSs’ group, and there was no significant relationship found between affective LLSs and year 7 to year 10 students’ Chinese achievement in reading and writing at Ascot International School.

Recommendations

Based on the findings of this study, the researcher would like to propose some recommendations to Chinese teachers, CFL students and future researchers.

For Chinese Teachers

Based on the finding of medium use of overall indirect learning strategies, the researcher presents the following recommendations for Chinese teachers at Ascot International School:

- develop different learning activities to guide students using appropriate learning strategies in order to improve their achievement.
in order to develop students' self-regulated learning, differentiated teaching methods should be used to promote students' interesting and motivation.

According to the finding of the use of affective LLSs had a medium usage, the researcher proposed the following recommendations to Chinese teachers:

- join in language learning strategies professional trainings;
- guide students to use more affective LLSs reducing their negative emotional factors in their Chinese learning.

According to the moderate positive relationship was found between the use of overall indirect LLSs and students' Chinese achievement in reading and writing, the researcher proposed the following recommendations to Chinese teachers:

- teachers should modify their traditional teaching methods and develop a series of effective strategies for Chinese language teaching.
- teachers should understand more about indirect language strategies, in order to guide students improving their Chinese achievement effectively by using indirect LLSs;

For CFL Students

Based on the overall indirect learning strategies was medium used, the researcher presents the following recommendations to students of years 7 to 10 who are learning Chinese at Ascot International School:

- in order to prepare for IGCSE Chinese examination, students should find out appropriate strategies for individual learning by using SILL;
- practice to use more metacognitive strategies for organizing and planning Chinese learning for themselves;
• reduce negative mood factors in learning Chinese by using affective strategies. Using affective strategies to reinforce their positive attitude in Chinese learning, such as writing down their feelings of learning Chinese in language diary.
• use Chinese as more as possible, such as communicate with classmates and Chinese speakers in order to increase the use of social strategies.

By doing above, CFL students are expected to find out appropriate strategies that can promote their Chinese achievements.

For Future Researchers

Based on the overall indirect learning strategies had a medium usage, the recommendations for future researchers as below:

• future researchers should include all six categories of SILL (cognitive, memory-related, compensatory, metacognitive, affective and social) strategies;
• future researchers should investigate the Chinese achievement involving four language skills: listening, speaking, reading and writing;
• future researchers should conduct more studies for investigating various foreign language learners by using SILL.

Since there was no significant relationship found between the use of affective LLSs and students’ Chinese achievement in reading and writing, the researcher proposed the following recommendations to further researchers:

• future researchers should pay more attention on affective strategies factors;
• further researchers can use the modified version of SILL from previous research in CFL field;
further researchers should expand the range of participants’ ages in order to cover more age groups language learners for obtaining comprehensive data.
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APPENDICES
APPENDIX A

The Questionnaire

Indirect Language Learning Strategies for Chinese Learning Questionnaire
Dear students,

This questionnaire was designed to ask you a few questions about your learning strategies for learning Chinese as a foreign language. Your answer will be helpful to facilitate the teaching and learning of Chinese at Ascot International School.

This is an anonymous questionnaire. There are two parts in the questionnaire. Part I is about your general information and Part II is about your learning strategies in Chinese language learning.

Both two parts will only take about 15 minutes to complete. Please read carefully and answer honestly. Your information and answers will be used only for this study and will be kept strictly confidential.

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

Many thanks for your kindly support.

Sincerely,
Han Xiao
Section I: General Information about You

1. Gender (Please circle)

   Male  Female

2. Class: (Please circle)

   Year 7    Year 8    Year 9    Year 10

3. Nationality: (Please circle or write your nationality)

   Thai  Other___________
Section II: Indirect Learning Strategies for Chinese Learning

Please read carefully and tick your answers by √. If the statement is always true of you, please tick 5; if the statement is more or less true of you, find the number between 1 and 5 that best describes you. There is no right or wrong answer to the statements.

Strategy Inventory for Chinese Language Learning

<table>
<thead>
<tr>
<th></th>
<th>Never or almost never used</th>
<th>Generally not used</th>
<th>Sometimes used</th>
<th>Usually used</th>
<th>Always or almost always used</th>
</tr>
</thead>
</table>

Part A

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I try to find as many ways as I can to use my Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I notice my Chinese mistakes and use that information to help me do better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I pay attention when someone is speaking Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I try to find out how to be a better learner of Chinese reading and writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I plan my schedule so I will have enough time to study Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I look for people I can talk to in Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I look for opportunities to read as much as possible in Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I have clear goals for improving my Chinese reading and writing skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I think about my progress in learning Chinese reading and writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Items</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>-----</td>
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<td>---</td>
</tr>
<tr>
<td>10</td>
<td>I try to relax whenever I feel afraid of using Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I encourage myself to use Chinese even when I am afraid of making a mistake.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I give myself a reward or treat when I do well in Chinese learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I notice if I am tense or nervous when I am learning or using Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I write down my feelings of learning Chinese in language diary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I talk to someone else about how I feel when I am learning Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part C

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>If I do not understand something in Chinese learning, I ask the others to slow down or explain it again.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I ask Chinese speakers to correct me when I read or write.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I practice Chinese with other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I ask for help from Chinese speakers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I ask questions in Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I try to learn about the culture of Chinese speakers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

The Unit Quizzes
Unit 3: Reading Paper

1. Count the strokes of each character.
   1. 那
   2. 弟
   3. 港
   4. 律
   5. 商

2. Write the meaning of each radical.
   1. 日：______ 2. 木：______ 3. 山：______ 4. 人：______
   5. 土：______ 6. 方：______ 7. 广：______ 8. 干：______

3. Find the missing word in the box to form a phrase.
   半书学师级商老国家作
   1. __ 生 2. 年 __ 3. 一 __ 4. 中 __ 5. 工 __
   6. 律 __ 7. __ 人 8. 秘 __ 9. __ 师 10. __ 人

4. Rearrange the words/phrases to form a sentence.
   1. 王星/一个哥哥/有/一个姐姐/和/。→

   2. 谁/是/那个人/? → ____________________
   3. 没有/王小明/兄弟姐妹/。→ ____________________
   4. 中学生/小星/不是/。→ ____________________
   5. 我爸爸/律师/是/也/。→ ____________________
5 Find the opposite words in the box.

<table>
<thead>
<tr>
<th>大</th>
<th>不是</th>
</tr>
</thead>
<tbody>
<tr>
<td>这</td>
<td>没有</td>
</tr>
</tbody>
</table>

1. 小→______  2. 有→______
3. 那→______  4. 是→______

6 Fill in the blanks with the words in the box.

| 什么 | 哪 | 谁 | 呢 | 吗 | 哪儿 | 儿 |

1. 你叫______名字？
2. 你是独生女______？
3. 你家住在______？
4. 你是______国人？
5. 你今年上______年级？
6. 我妈妈工作。你妈妈______？
7. 你家有______？
8. 你爸爸是律师______？
9. 你有______个兄弟姐妹？
10. 你家有______口人？
7 Reading comprehension.

我叫小文。我一半是中国人，一半是美国人。我爸爸是中国人，我妈妈是美国人。我出生在美国，但是我们一家人现在住在北京。

我今年十二岁，上八年级。我有一个姐姐和一个弟弟。我姐姐是中学生，我弟弟是小学生。

Tick if true, cross if false.

1. 小文是中国人。
2. 小文一家现在住在北京。
3. 小文一家有四口人。
4. 小文没有哥哥。
5. 小文今年上十二年级。
6. 小文的弟弟是小学生。
Unit 3: Writing Paper

1. Write the radicals.

1. seedling
2. father
3. movement
4. water
5. two people
6. heat
7. rain
8. food
9. eye

2. Translation.

1. 小明一家有四口人。 5. 我们一家住在上海。
2. There are five members in Dasheng's family. 6. Our family lives in Beijing now.
3. 我妈妈也工作。 7. 我没有弟弟。
4. My elder sister is also a university student. 8. I do not have younger sisters.


Write about yourself. Your essay should include:

a) your name, age, grade, nationality
b) whom you have got in your family
c) your parents' occupation
d) where you live
e) your home telephone number

<table>
<thead>
<tr>
<th>Words for Reference</th>
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</thead>
<tbody>
<tr>
<td>子/女 兄弟姐妹</td>
</tr>
<tr>
<td>工作 律师 老师</td>
</tr>
<tr>
<td>商人 秘书 岁</td>
</tr>
<tr>
<td>电话号码</td>
</tr>
</tbody>
</table>
Unit 5: Reading Paper

1 Count the strokes of each character.
   1. 棕 2. 鼻 3. 裙 4. 得 5. 脚

2 Write the meaning of each radical.
   1. 火: ______ 2. 鬼: ______ 3. 门: ______ 4. 贝: ______

3 Find the missing word in the box to form a phrase.
   晴 蓝 毛 衬 衣 外 巴 服 裤
   1. __色 2. __衫 3. __套 4. 校 __ 5. 短 __
   6. 眼 __ 7. __ __ 8. __ __ 9. __ __ 10. 天 __色

4 Rearrange the words/phrases to form a sentence.
   1. 长得/矮短的/她/。→ ______________
   2. 不长/她的头发/也/不短/。→ ______________
   3. 短裤/喜欢/汗衫/和/穿/他/。→ ______________
   4. 喜欢/你/衣服/穿/什么/? → ______________
   5. 黄色/喜欢/爸爸/不/。→ ______________
5 Find the opposite words in the box.

| 长 小 白 | 1. 短→____ 2. 大→____ 3. 黑→____ |
| 矮 下 少 | 4. 多→____ 5. 上→____ 6. 高→____ |

6 Fill in the blanks with the question words in the box.

| 哪 什么 怎么 吗 呢 哪儿 |

1. 你弟弟长____样？
2. 我也喜欢粉红色。你____？
3. 你喜欢穿校服____？
4. 你是____国人？
5. 你住在____？
6. 你的生日是____月____号？
7. 你每天____上学？
8. 你家有____？

7 Match the nouns with the verbs.

| 穿 开 做 坐 吃 喜欢 | 1. ____汽车 4. ____早饭 |
| 穿 开 做 坐 吃 喜欢 | 2. ____粉红色 5. ____工作 |
| 穿 开 做 坐 吃 喜欢 | 3. ____长裤 6. ____出租车 |
8 Reading comprehension.

我有一个姐姐。她今年十五岁，上十年级。她在中国出生。她的生日是五月八日。她长得高高的、瘦瘦的。她头发长长的，眼睛大大的，鼻子高高的，嘴巴小小的。她长得很好看。

我还有个弟弟。他今年只有五岁，上小学一年级。他长得不高，有小眼睛、小鼻子和小嘴巴。他长得很可爱。

Tick if true, cross if false.

1. 她有兄弟姐妹。
2. 她没有哥哥。
3. 她姐姐是中学生。
4. 她姐姐的眼睛大，嘴巴小。
5. 她弟弟是小学生。
6. 她弟弟长得高。
Unit 5: Writing Paper

1 Write the radicals.

1. disease
2. bow
3. ritual
4. animal
5. rice
6. feeling
7. cliff
8. vehicle
9. insect

2 Write the parts of the body in Chinese.

3 Essay writing.

Write a paragraph about your best friend. Your essay should include:

a) his/her name, age, birthday, nationality
b) what colour(s) he/she likes
c) what clothes he/she like to wear
d) how he/she looks
e) where he/she lives
f) his/her home telephone number

Words for Reference

叫 名 生 日
出 喜 穿 高
矮 長 短
Unit Quizzes - Year 9 (Page 1)

Easy Steps to Chinese Book 2

Unit 2: Reading Paper

1. Find the radical and write it down with its meaning.
   1. 雉 ________  2. 烤 ________  3. 刮 ________
   4. 秋 ________  5. 冻 ________  6. 病 ________

2. Find the missing word in the box to form a phrase.
   阴 冷 少 右 下 白 低 晚
   1. 上 → ____  2. 左 → ____  3. 热 → ____  4. 早 → ____
   5. 晴 → ____  6. 多 → ____  7. 高 → ____  8. 黑 → ____

3. Rearrange the words/phrases to form a sentence.
   1. 最低/三度/今天/气温/。
   2. 有时候/夏天/香港/刮台风/。
   3. 要/在家/爸爸/两天/休息/。
   4. 妹妹/没有/今天/上学/。
   5. 他/上学/明天/不想/。
   6. 早上/我/每天/起床/六点半/。

4. Write down the meaning of the simple characters.
   1. 瓜 ________  2. 吕 ________  3. 东 ________  4. 弓 ________
   5. 南 ________  6. 北 ________  7. 田 ________  8. 西 ________
5 Match the question with the answer.

1. 今天天气怎么样？
   a) 零下五到二度。

2. 明天气温多少度？
   b) 我想在家休息。

3. 你哪儿不舒服？
   c) 上午有小雪。

4. 你今天想上学吗？
   d) 妈妈带我去看医生了。

5. 你常常生病吗？
   e) 不常生病。

6. 你昨天去哪儿了？
   f) 我咳嗽，嗓子也疼。

6 Find the missing word in the box to form a phrase.

<table>
<thead>
<tr>
<th>天</th>
<th>冒</th>
<th>风</th>
<th>云</th>
<th>常</th>
<th>学</th>
<th>息</th>
<th>痛</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 休</td>
<td>2. 阴</td>
<td>3. 感</td>
<td>4. 头</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. 刮</td>
<td>6. 多</td>
<td>7. 经</td>
<td>8. 上</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 Find the phrase and write it down with its meaning.

1. _______  经 医 病 感
   常 生 冒

2. _______  多 不 舒服

3. _______  云 休 息气

4. _______  刮 台 风 温
8 Reading comprehension.

西安一年有四个季节：春天、夏天、秋天和冬天。

西安的春天是三月到五月，西安人在春天穿毛衣、衬衫和长裤。

西安的夏天是六月到八月，西安夏天很热，有时候下雨，最高气温在三十五度左右。夏天人们穿汗衫，短裤和裙子。西安的秋天是九月到十一月，西安秋天的天气最好，不冷也不热，常常是晴天。

西安的冬天是十二月到二月，西安冬天很冷，有时候下雪，最低气温在零下十度左右。冬天人们要穿毛衣和大衣。

Answer the following questions in Chinese.

1. 西安一年有几个季节？

2. 西安的春天是几月到几月？

3. 西安人春天穿什么衣服？

4. 西安夏天常下雨吗？

5. 西安夏天最高气温多少度？

6. 西安人夏天穿什么衣服？

7. 西安的秋天是几月到几月？

8. 西安秋天的天气怎么样？

9. 西安冬天下雪吗？

10. 西安冬天最低气温多少度？
Unit 2: Writing Paper

1 Translation.
1. 香港夏天最高气温35度。__________________________
2. 今天很冷，你要穿毛衣。__________________________
3. 北京秋天的天气最好，不冷也不热。__________________________

4. I was sick yesterday. I didn't go to school.__________________________

5. I want to rest at home today.__________________________

6. It is very hot today. The temperature is above 38 degrees.__________________________

2 Choose one of the written tasks.
1. Write an account of a day when you were sick. You need to include:
   + when you felt sick
   + what symptoms you had (list 2)
   + whether you went to the doctor, and who took you to
   + whether you went to school
   + how many days you rested at home
2. Write about the weather of the place where you live in summer and winter. You
   should include:
   + the weather conditions in summer, and the temperature range
   + whether it rains a lot or often has typhoon, etc.
   + the weather conditions in winter, and the temperature range
   + whether it snows, and whether it is windy
   + what clothes people wear in these two seasons

Words for Reference

<table>
<thead>
<tr>
<th>晴天</th>
<th>下雨</th>
<th>生病</th>
<th>感冒</th>
<th>阴天</th>
<th>怎么样</th>
<th>带</th>
<th>冷</th>
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<tr>
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<td>刮风</td>
<td>气温</td>
<td>休息</td>
<td>发烧</td>
<td>不舒服</td>
<td>热</td>
<td>高</td>
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<tr>
<td>天气</td>
<td>以上</td>
<td>咳嗽</td>
<td>头痛</td>
<td>春天</td>
<td>看医生</td>
<td>要</td>
<td>低</td>
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<td>秋天</td>
<td>以下</td>
<td>冬天</td>
<td>夏天</td>
<td>左右</td>
<td>眼睛疼</td>
<td>想</td>
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</tr>
</tbody>
</table>
Unit Quizzes - Year

Easy Steps to Chinese Book 2

Unit 4: Reading Paper

1. Find the missing word in the box to form a phrase.

共 饭 吃

1. — 2. 特 3. 非 4. 可
5. 或 6. 炒 7. 晚 8. 好

2. Group the words under each category.

<table>
<thead>
<tr>
<th>西瓜</th>
<th>黄瓜</th>
<th>梨</th>
<th>面条</th>
<th>比萨饼</th>
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</thead>
<tbody>
<tr>
<td>可乐</td>
<td>包子</td>
<td>汽水</td>
<td>汉堡包</td>
<td>土豆</td>
</tr>
<tr>
<td>A: 蔬菜</td>
<td>B: 水果</td>
<td>C: 中餐</td>
<td>D: 快餐</td>
<td>E: 饮料</td>
</tr>
</tbody>
</table>

3. Match the question with its answer.

你喜欢吃什么蔬菜?  a) 中餐。
你喜欢吃什么水果?  b) 菜花和西红柿。
你喜欢吃中餐还是西餐? c) 不常去。
你常常吃快餐吗? d) 会去看电影。
你们家家常去饭店吃饭吗? e) 苹果和香蕉。
你下个周末会做什么? f) 每个星期吃两次。
4 Write down the meanings of the simple characters.
   1. 食 ______  2. 火 ______  3. 虫 ______  4. 贝 ______
   5. 户 ______  6. 革 ______  7. 丁 ______  8. 户 ______

5 Rearrange the words / phrases to form a sentence.
   1. 都/我们/吃/每天/水果/应该/。→ __________________________
   2. 这些/不/蔬菜/我/吃/喜欢/。→ __________________________
   3. 想/中餐/你/西餐/还是/吃/? → ____________________________
   4. 奶奶/粥/早饭/吃/一般/。→ ____________________________
   5. 去/上个周末/我们/吃饭/饭店/了/。→ __________________________
   6. 一斤/这种/多少钱/橘子/? → ____________________________

6 Match the two parts of a sentence.
   ______ 我们下午去打球
   a) 三次。
   ______ 妈妈的菜
   b) 会去北京。
   ______ 我去过中国
   c) 做得很好吃。
   ______ 爸爸下个星期
   d) 多吃蔬菜和水果。
   ______ 你每个月
   e) 还是看电影?
   ______ 妈妈说我应该
   f) 花多少钱买书?
7 Reading comprehension.

Answer the following questions.

1. 田雷是哪国人？

2. 他在哪儿长大？

3. 他早饭吃什么？喝什么？

4. 他午饭在哪里吃？

5. 他午饭吃什么？（列出两种）

6. 他晚饭经常吃中餐还是西餐？

7. 他喜欢喝什么饮料？

8. 他们家谁做饭？

9. 他和家人常去哪个饭店吃饭？

10. 饭店的菜做得怎么样？
Unit Quizzes - Year 10 (Page 4)

Easy Steps to Chinese Book 2

Unit 4: Writing Paper

1 Translation.

1. 我们家晚饭常吃什么。________________________________________

2. 爷爷早饭吃粥或者面条。_______________________________________

3. 香蕉怎么卖? ________________________________________________

4. I often eat fast food in school. ___________________________________

5. Do you like drinking Coke or soda water? __________________________

6. We should eat vegetables every day. ________________________________

2 Choose one of the following written tasks.

1. Write a letter to your penpal telling him/her about your diet. You should include:
   • your nationality, where you grow up
   • when and what you eat/drink for breakfast, lunch and supper
   • whether you like eating Chinese or Western food
   • your favourite food and drinks
   • whether your family often eats out or not

2. Write a diary about your experience of eating out last weekend. You should include:
   • which restaurant your family went to (whether it was Beijing, Shanghai or Cantonese style, etc)
   • whether there were a lot of people at the restaurant
   • what you ate and drank
   • how much you spent altogether
   • whether you liked the food

Words for Reference

<table>
<thead>
<tr>
<th>经常</th>
<th>快餐</th>
<th>学校</th>
<th>还是</th>
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<tr>
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APPENDIX C

Scores of Unit Quizzes of Chinese Reading and Writing Paper
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| Mean score | 74.5 | 76.1 | 79.4 | 79.9 |
| Mean Score |      |      |      |      |
| (Total)    |      |      |      |      |

77.5
APPENDIX D

Permission Letter from Ascot International School
Asking the permission for investigating at Secondary

Gary Booth <booth@ascot.ac.th>  2 December 2015 at 12:20
To: Xiao Han <xiao@ascot.ac.th>

Dear Ms Xiao,

I am sorry, I was not in school yesterday. That is fine, feel free to give this to the students.

Regards

Gary

[Quoted text hidden]

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Regards

Gary Booth
Headmaster
Ascot International School

http://www.ascot.ac.th

Ramkhamhaeng 118
Saparnsung
Bangkok 10240
Tel: 02 373 4400
Fax: 02 373 7800
Asking the permission for investigating at Secondary

Xiao Han <xiao@ascot.ac.th> 1 December 2015 at 10:44
To: Gary Booth <booth@ascot.ac.th>
Cc: Ricky Guan Nan <guan@ascot.ac.th>

Dear Mr. Booth,

I am doing my thesis of Master degree of education at Assumption University. As a part of requirement for the thesis, I need to give out my questionnaire to year 7 to year 10 students at Ascot who are learning Chinese as a foreign language. This questionnaire will investigate the use of students Indirect Chinese learning strategies.

Attached is the Questionnaire.

Hopefully I can get your permission.

Best regards

Xiao Han

Questionnaire of SILL.docx 19K