ABSTRACT

This study was aimed to determine whether there was a significant relationship of self-efficacy for and use of metacognitive strategies in learning Chinese as a foreign language (CFL) with Chinese academic achievement of the Year 5 students at a target international school in Thailand. A conveniently chosen sample of 70 students, enrolled in the target school during the academic year 2021-2022, participated in this study. For the data collection, Wang et al.'s (2013) Questionnaire of Chinese Self-Efficacy (QCSE), Oxford's (1990) Strategy Inventory of Language Learning (SILL): Use of Metacognitive Strategies, and the participants' Chinese subject's placement test, were used. From performing descriptive statistics on the collected data, it was found that the participants' overall level of self-efficacy for learning CFL was slightly high. The level of the use of metacognitive strategies in learning CFL held by the participants at the target school was moderately high. The overall level of the participants' academic achievement in Chinese language class was interpreted as good. From a correlational analysis, it was found that the combination of the participants'

self-efficacy for learning CFL and use of metacognitive strategies in learning CFL had a

significant and moderately strong correlation with their Chinese academic achievement,

which accounted for 18% of its variance. Based on the research findings, recommendations

for administrators, teachers, students, and future researchers are provided.

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