



# **A Correlational Study of Motivation and Language Anxiety For Learning Chinese as A Foreign Language with Chinese Academic Achievement of Thai Grade 6 Students**

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## **Abstract**

**Abstract:** The purpose of this quantitative correlational study was to determine whether there was a significant relationship among Motivation and Language Anxiety with academic achievement for Learning Chinese as a Foreign Language of 164 Grade 6 students from a Thai government school in Trang, Thailand. The Motivation and Language Anxiety for Learning Chinese as a Foreign Language Questionnaire was used to collect data. The survey questionnaire was adapted from Gardner's Attitude/Motivation Test Battery. Descriptive statistics (means, standard deviations) and multiple correlational analysis were used to analyze the data. The study findings indicated a significant relationship among the target variables - motivation and language anxiety for learning Chinese as a foreign language with Chinese academic achievement. Specifically, the research findings indicated that Grade 6 students displayed a slightly low level of motivation and a slightly low level of language anxiety for learning Chinese as a foreign language. The research found that there was very weak relationship between Grade 6 students' motivation and their language anxiety for learning Chinese as a foreign language with Chinese academic achievement.

**Keywords:** Academic achievement, Chinese as a foreign language, motivation, language anxiety, Thai government school, Trang, Thailand.

**JEL Classification Code:** C12, I20

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## **1. Introduction**

Chinese, especially Mandarin, is the most widely spoken language in the world (Myers, 2018). The increase in China's trade has also led to a continuous increase in the amount of Chinese as a foreign language (CFL) learners around the world (Baverstock, 2019). Students' motivation in language learning involves their motivational intensity in the classroom or the lesson, the students' desire to learning the language, and their attitude toward learning the language (Gardner, 2005). Studies about foreign language learning anxiety have become trendy in Asian countries like Japan, Thailand, China, and Korea (Partridge & Eamoraphan, 2015). Moreover, a high level of anxiety in learning a language will negatively affect students' success in foreign language acquisition (Partridge & Eamoraphan, 2015).

This study focused on Grade 10 students at a Thai government school in Trang, Thailand and it investigated whether there is a significant relationship between the students' motivation and language anxiety for learning Chinese as a foreign language with their Chinese academic achievement.

The target school has five native Chinese as a foreign language teacher and teaches Chinese as a foreign language from nursery to grade 12 students once a week. Most of the students are Thai and they need to take the Chinese proficiency test (HSK- Hanyu Shuiping Kaoshi) examination from Grade 3. The Thai students have different levels of motivation and most of them feel nervous to speak Chinese as a foreign language in front of the people in daily life.

In the class 80% of the students, they do not have the confidence to speak Chinese as a foreign language either inside the classroom or when they meet native Chinese people outside of the class. If the content learned in class can be used in the actual situation outside of class, this will stimulate students' enthusiasm for Chinese as a foreign language learning. Otherwise, it may weaken the positive attitude towards Chinese as a foreign language learning.

For the reasons above, this researcher has decided to investigate the relationship between Grade 6 students' motivation and their language anxiety for learning Chinese as a foreign language with Chinese academic achievement at a Thai government school in Trang, Thailand.