



A Correlational-Comparative Study of Self-Regulation in Learning Chinese as a Foreign Language and Chinese as a Foreign Language Academic Achievement of Grade 9 and Grade 10 Students in a Private School in Thailand

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Abstract

The study aimed to investigate whether there was a significant relationship between the self-regulation in learning Chinese as a foreign language and Chinese as a foreign language academic achievement. Besides, the purpose of the study was to compare if there was a significant difference of self-regulation in learning Chinese as foreign language between grade 9 and Grade 10 students in a private school in Samut Prakan, Thailand. This study involved 259 students enrolled in private schools for the 2021-2022 academic year. This research was designed as a comparative-correlational study. Two research instruments were employed to collect the data. The first was the Questionnaire of Self-Regulation in Learning Chinese as a Foreign Language, which was adapted from the Strategy Inventory for Language Learning(SILL) (Oxford,1989). Secondly, the summative assessments were used as a research instruments to measure the Chinese as foreign language learning academic achievement for Grade 9 and Grade 10 students. Descriptive statistics, means and standard deviations were employed to analyze the students' self-regulation in learning Chinese as a foreign language and Chinses as a foreign language academic achievement. Pearson product moment correlation was used to find the relationship between the self-regulation in learning Chinese as a foreign language and Chinese as a foreign language academic achievement. A two-tailed independent sample t- test was employed to compare the difference between Grade 9 and Grade10 students' self- regulation in learning Chinese as a foreign language. The results of the research showed that there was a significant relationship between self-regulation in learning Chinese as a foreign language and Chinese as a foreign language academic achievement. In addition, there was a significant difference of self-regulation in learning Chinese as a foreign language between Grade 9 and Grade 10 students. On the basis of findings, the researcher offered recommendations to teachers, students, school administrators and scholars.

Keywords : Private School in Thailand, Chinese As a foreign Language, Chinese Academic Achievement, Grade 9, 10 Students, Self-Regulation in Learning Chinese As a Foreign language

1. Introduction

Learners with self-regulation skill have a clear understanding of what they are good at and what they lack, so self-regulated learning can appropriately use appropriate learning strategies to overcome obstacles and challenges in learning. Because of this ability, they can significantly improve their academic achievements (Zimmerman, 1990). This shows that self-regulation plays an enormous influence

on foreign language learning. Scarcella and Oxford (1992) claimed that if a learner purposefully adopts learning strategies that are appropriate to his or her situation and style, these strategies will promote conscious self-regulation of learning and behavior. Kosaka (2012) claimed that learners with self-regulation skills also face challenges impacted by inner elements, such as learners' motivation to learn

Having the self-regulation skill also means being able to use learning strategies correctly, and such an ability has a