

ABSTRACT

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Key Words: PRIVATE SCHOOL IN THAILAND, CHINSES ACADEMIC

ACHIEVEMENT, GRADE 9,10 STUDENTS, SELF-REGUALTION IN
LEARNING CHINESE AS A FOREIGN LANGUAGE

Name: DINGMEI TU

Thesis Title: 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

Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

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). This questionnaire consists of two parts. The first part was general information. The second part was 50 items for measuring the self-regulation level through 6 subscales in learning Chinese as a foreign language. 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.

Field of Study: Curriculum and Instruction

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