

ABSTRACT

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Key Words: ACADEMIC ACHIEVEMENT, CHINESE AS A FOREIGN LANGUAGE, SELF- EFFICACY, LEARNING CHINESE AS A FOREIGN LANGUAGE, EXTRA CURRICULAR CHINESE ACTIVITIES AND CULTIVATION CLASS, INTERNATIONAL SCHOOL IN THAILAND

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Thesis Title: A COMPARATIVE STUDY OF GRADE 6 STUDENTS' SELF-EFFICACY AND ACADEMIC ACHIEVEMENT FOR LEARNING CHINESE AS A FOREIGN LANGUAGE ACCORDING TO THEIR ENROLLMENT STATUS IN EXTRA CURRICULAR CHINESE ACTIVITIES AND CULTIVATION CLASS AT AN INTERNATIONAL SCHOOL IN THAILAND

Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

The purpose of this quantitative comparative study was to determine whether there was a significant difference in Grade 6 students' self-efficacy and academic achievement according to their enrollment status in extra-curricular Chinese activities and cultivation class at an international school, in Thailand. A total of 100 Grade 6 students participated in this study. Related data with self-efficacy, academic achievement according to their enrollment status in extra-curricular Chinese activities and cultivation class at an international school, in Thailand, were gathered through administering a survey instrument, the Self-efficacy for Learning Chinese as a Foreign Language Questionnaire which was adapted from The Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich et al., (1991), The data collected from the questionnaire were analyzed descriptively as frequency

tables, means and deviations and inferentially by independent samples t-test. The findings of the research indicated that there was a significant difference between the Grade 6 students enrolled and not enrolled in extra -curricular Chinese activities cultivation class at an international school in Thailand. Based on the findings, the researcher provides recommendations for teachers, students, school administrators, and future researchers.



Field of Study: Curriculum and Instruction

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