A CORRELATIONAL-COMPARATIVE STUDY OF SELF-EFFICACY FOR LEARNING CHINESE AS A FOREIGN LANGUAGE AND CHINESE ACADEMIC ACHIEVEMENT OF GRADES 6-10 STUDENTS ACCORDING TO THEIR CHINESE LANGUAGE PROFICIENCY LEVELS AT A TRILINGUAL INTERNATIONAL SCHOOL IN SAMUT-PRAKARN, THAILAND

Li-Yun Huang[1]

Richard Lynch[2]

Abstract: The purpose of this study was to determine the relationships between self-efficacy for learning Chinese as a foreign language and Chinese academic achievement in four different criteria of Chinese class Phase 3, Phase 4 and Phase 5 (Grade 6-10 student groups) that were divided according to their Chinese language proficiency level, The four criteria were comprehending spoken and visual text, comprehending written and visual text, communicating in response to spoken, written and visual text, and using language in spoken and written form. An adapted version of Motivated Strategies for Learning Questionnaire by Pintrich, Smith, Garcia and McKeachie (1991) was used to collect data from a total of 167 students. The researcher compared the self-efficacy for learning Chinese as a foreign language in Phase 3, Phase 4 and Phase 5 students during the first semester of academic year 2017-2018. Descriptive statistics (means and standard deviations) and inferential statistical procedures (Pearson product-moment correlations and one-way ANOVA tests) were used to analyze the data for this research study. The research found that Chinese proficiency Phase 3, Phase 4 and Phase 5 level students had high levels of self-efficacy for learning Chinese; furthermore, it was found that the level of students' self-efficacy for learning Chinese correlated significantly with students' Chinese academic achievement. Recommendations for practice and future research are provided.

Key Words: Self-Efficacy for Learning and Performance, Chinese Academic Achievement, Social Cognitive Motivation for Learning Theory, International Baccalaureate (IB), Chinese Proficiency Levels (Phase 3, Phase 4 and Phase 5)

---

[1]M.Ed. Candidate, Master of Education in Curriculum & Instruction, Assumption University, Thailand.
huangliyun.leyla@gmail.com

[2]Ph. D., Assistant Professor, Graduate School of Human Sciences, Assumption University, Thailand.
richardlynch2002@yahoo.com

Introduction

Mandarin *fever* started with China's economic rise half a century ago. In a world where globalization is dominant, learning Chinese has gradually and steadily become a *must learn* foreign language around the world. The Confucius Institute (a public institution that endorses Chinese language and culture affiliated with the Chinese Ministry of Education), reported that among140 countries, 513 Confucius Institute branches and 1,073 Confucius classrooms were established, as of December 2016 (Hanban, 2014). This data represents how quickly the world is reaching out for Chinese language. Although the need to learn Chinese is tied with the rise of China's economic power, motivation plays an important role for learning a foreign language.

In Thailand, according to the Office of the Private Education Commission (2018), among approximately 175 international schools in Bangkok, it is quite rare to have immersion programs that promote three languages (English, Chinese, and Thai) from early years all the way up to diploma program. Multilingualism is becoming increasingly prominent both globally and within Thailand. The ability to speak more than one language is an advantage in today's world (Kanoksilapatham, 2011). This study focused on Grades 6-10 students' (Chinese language class Phase 3, Phase 4 and Phase 5) Chinese academic achievement according to their level of Chinese language proficiency that includes scores from four different criteria based on the curriculum in a trilingual international school in Samut-Prakarn, Thailand. These criteria consisted of comprehending spoken and visual text, comprehending written and visual text, communicating in response to spoken, written and visual text, and using language in spoken and written form.

Research Objectives

The following are the specific research objectives addressed by this study:

1. To determine the level of Chinese language class Phase 3, Phase 4 and Phase 5 students' self-efficacy for learning Chinese as a foreign language at a trilingual international school in Samut-Prakarn, Thailand.
2. To determine the level of Chinese language class Phase 3, Phase 4 and Phase 5 students' Chinese academic achievement at a trilingual international school in Samut-Prakarn, Thailand.
3. To determine if there is a significant relationship between Chinese language class Phase 3 students' self-efficacy for learning Chinese as a foreign language and their Chinese academic achievement at a trilingual international school in Samut-Prakarn, Thailand.
4. To determine if there is a significant relationship between Chinese language class Phase 4 students' self-efficacy for learning

Chinese as a foreign language and their Chinese academic achievement at a trilingual international school in Samut-Prakarn, Thailand.

5. To determine if there is a significant relationship between Chinese language class Phase 5 students' self-efficacy for learning Chinese as a foreign language and their Chinese academic achievement at a trilingual international school in Samut-Prakarn, Thailand.
6. To determine if there is a significant difference of self-efficacy for learning Chinese as a foreign language among Chinese language class Phase 3, Phase 4 and Phase 5 students at a trilingual international school in Samut-Prakarn, Thailand.

Literature Review

Self-Efficacy and Language Learning

Motivation is an essential aspect in language learning (Schmidt, Boraie & Kassabgy, 1996). The learning process is multifaceted and includes a number of different variables such as knowledge, cognitive abilities, and skill. Self-efficacy is considered one of the motivational variables in learning. It influences the learner's learning process and the outcome. Generally, self-efficacy is based on an individual's overall belief in their ability that she can succeed in achieving a desired goal, such as learning a language. Kleinginna and Kleinginna (1981) mentioned that motivation is an internal need that triggers behavior. It is the desire that stimulates and directs goal-oriented behavior, and the need that influences human behavior. Self-efficacy is one of the most influential factors for language learning

Social Cognitive Motivation for Learning Theory

According to social cognitive learning theory (Bandura, 1989), learning behavior is reciprocally influenced by behavioral, environmental, and personal factors. The three factors all influence each other, but personal factors are the most important, because individuals can positively influence the other two factors. In the model of reciprocal determinism, behavioral, environmental and personal factors all perform as interacting determinants which influence each other bilaterally (Bandura, 1978). Each factor of reciprocal determinism does not represent that the different sources of influence are of equal strength and not all reciprocal influences operate at the same time.

Personal factors and environmental factors reflect the interaction between thought, affect, and behavior. The outcome of a person's action partly determines their emotional reactions and how they think. The way people think, believe and feel affects people's behavior (Bandura, 1989). As one of the personal factors, self-

efficacy may be influenced by environmental factors such as teachers, parents, learning materials, or the classroom set-up. The environmental factors and personal factors have interactive relationships between personal characteristics and environmental influences. Social influences that consist of human expectations, beliefs, feelings, and cognitive competencies will transmit data and trigger emotional reactions through modeling, instruction and social persuasion. The personal, behavioral and environmental factors reciprocally influence each other in setting and achieving learning goals. (Bandura, 1989).

Self-Efficacy for Learning and Performance

Self-efficacy relates to a person's belief that their feelings and actions have influence over the outcome of a given situation. Bandura (1994) stated that there were four main sources of influence. To have a strong motivation for efficacy, one must go through mastery experiences, as they provide the most realistic evidence of one's ability. Learners will firstly engage in a task and use the outcome of their actions on that task to expand their capabilities to perform and achieve from the task. Success will lead to a persuasive belief in their personal efficacy.

The second way of enhancing self-beliefs of efficacy is through vicarious experiences. Observing other people succeed or fail will influence people's beliefs about their own ability to complete certain tasks; this is also known as social comparison. The comparison may include age, gender, race, educational level, and socio-economic status; it shapes an individual's conception of his or her capabilities to accomplish a desired goal.

The third way is social persuasion. This refers to the verbal judgments, feedback, and comments given from teachers, parents, or knowledgeable others. Students who are encouraged and persuaded verbally that they can acquire the capabilities to accomplish a given task are likely to expend greater effort and sustain it over time in the face of difficulties than those who experience self-doubt or negativity when problems arise. The fourth factor that can enhance self-efficacy is physiological factors. The way people feel physically and emotionally about themselves will influence their self-efficacy. If learners perform a task under a high level of stress or anxiety, it may reduce their self-efficacy and affect their performance (Bandura, 1994).

Conceptual Framework

This study was a correlational-comparative research study that aimed to measure the relationship between Grades 6-10 students', Chinese language class Phase 3, Phase 4 and Phase 5 students' self-efficacy for learning Chinese as a foreign language and Chinese academic achievement in four different criteria: comprehending spoken and visual text, comprehending written and visual text, communicating in response to

spoken, written and visual text, and using language in spoken and written form. Furthermore the researcher compared the students' self-efficacy for learning Chinese in the three language learning phases. .

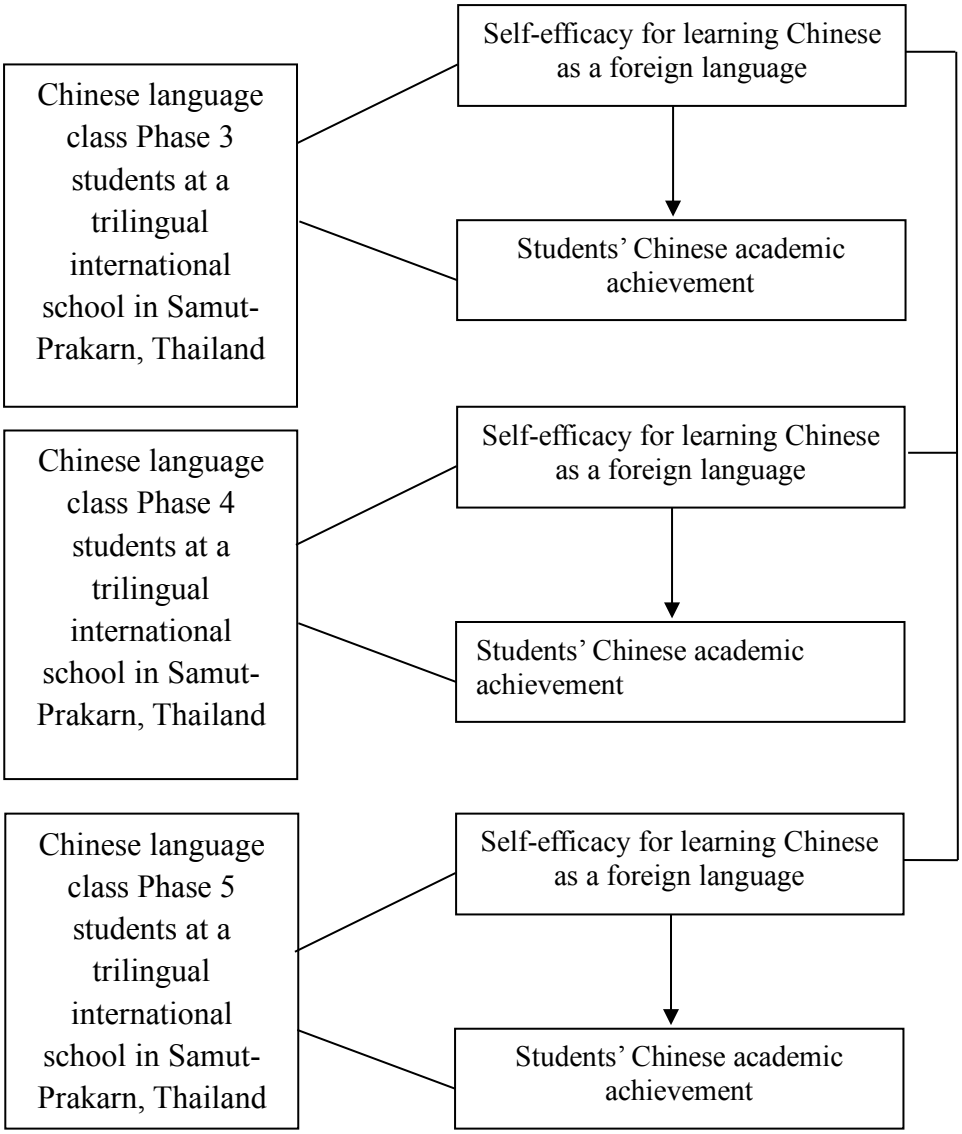

Figure 1. Conceptual framework of this study.

Method

This study was a quantitative correlational-comparative research study which aimed to measure the relationship between Phase 3, Phase 4 and Phase 5 students' self-efficacy for learning Chinese and Chinese academic achievement in four different

criteria.

Furthermore the researcher compared the self-efficacy for learning Chinese in the language learning levels of Phase 3, Phase 4 and Phase 5 students. The four criteria consisted of comprehending spoken and visual text; comprehending written and visual text; communicating in response to spoken, written and visual text; and using language in spoken and written form aspect. Two measurement instruments were use in this study, as detailed below. Descriptive statistics, means and standard deviations were used to analyze students' level of self-efficacy for learning Chinese as a foreign language and Chinese academic achievement. Pearson product-moment correlation was use to find the correlation between student's self-efficacy for learning Chinese as a foreign language and their Chinese academic achievement. One-way ANOVA test was use to compare Phase 3, Phase 4 and Phase 5 students' self-efficacy for learning Chinese as a foreign language.

Participants

The participants of this study were 169 students from Grades 6-10 studying in Chinese proficiency language levels Phase 3, Phase 4 and Phase 5 in the academic school year of 2017-2018 at the trilingual international school in Samut-Prakarn, Thailand. The population was divided according to their Chinese proficiency levels; therefore, each phase consisted of students from Grades 6-10.

Research Instruments

Two instruments were use in this study. First, the Self-Efficacy for Learning Chinese Questionnaire was used to assess students' level of self-efficacy for learning and performance in learning Chinese. It was an adapted version of the Motivated Strategies for Learning Questionnaire (MSLQ) designed by Pintrich et al., 1991. The study utilized only 1 of the 6 subscales of the motivation section on the MSLQ – self-efficacy for learning and performance. It contained 8 items that assessed students' levels of self-efficacy for learning Chinese as a foreign language. It utilized a 7-point Likert scale to indicate students' level of agreement with the statements provided. The researcher interpreted the level of students' self-efficacy for learning Chinese into a 6-point rating scale as given in Table 1 below for the item means and 7-point rating scale as given in Table 2 below for total mean. The interpretations of the scores are presented below. Secondly, the students' first semester grades focusing on Chinese language class Phase 3, Phase 4 and Phase 5 Chinese proficiency levels was used for the Chinese academic achievement variable for correlation analysis.

Table 1

Interpretation of the Scores of Questionnaire Results (Item Means)

Interpretation	Very high	High	Slightly high	Slightly low	Low	Very low
Self-efficacy for learning Chinese (item mean)	7.00 – 6.01	6.00 – 5.01	5.00 – 4.00	3.99 – 3.00	2.99-2.00	1.99-1.00

Table 2

Interpretation of the Scores of Questionnaire Results (Total Mean)

Interpretation	Very high	High	Slightly high	Neutral	Slightly low	Low	Very low
Self-efficacy for learning Chinese (total mean)	56.00 – 50.00	49.99 – 43.00	42.99 – 36.00	35.99 – 29.00	28.99 – 22.00	21.99-15.00	14.99-8.00

Validity and Reliability

The original developers of the MSLQ tested the construct validity of the scales using confirmatory factor analysis and all subscales showed acceptable factor validity (Pintrich et al., 1991).They also found acceptable alpha values for all subscales in several studies conducted in the U.S. The internal consistency reliability of the MSLQ – Self-efficacy for learning and performance subscale was .93, which was interpreted as excellent. Other previous researchers in the field have also utilized the MSLQ in their studies (Kivinen, 2003; Kadioğlu & Uzuntiryaki, 2008; Lin & Lynch, 2016). The Cronbach's Alpha for current study was.90, interpreted as good.

Chinese Academic Achievement

The students' final grades of the first semester focusing on Chinese language class Phase 3, Phase 4 and Phase 5 Chinese proficiency levels of the academic year 2017-2018 were used for the Chinese academic achievement variable in this study. The school in this research study followed strict guidelines and criteria from the International Baccalaureate system. The grading scale was based on the International Baccalaureate Organization (IBO) grading system. Firstly, the teachers assessed students according to the four different criteria previously mentioned; comprehending spoken and visual text, comprehending written and visual text; communicating in response to spoken, written and visual text; and using language in spoken and written form. Secondly, the teachers added up the students' final achievement scores in all criteria of the subject group. Maximum score for each criterion was a total of 8; after adding scores of all criteria the maximum score was 32. The teacher graded students

according to middle years program general grade descriptors of 1-7 scale by converting the scores from the four criteria to match the scale. This scale determined the final grades on the students' report cards for each semester. The researcher interpreted the level of students' Chinese academic achievement into a 6-point rating scale as given in Table 3.

Table 3: Interpretation of the Scores of Chinese Academic Achievement (Item Mean)

Interpretation	Very high	High	Slightly high	Slightly low	Low	Very low
Chinese academic achievement (item mean)	7.00 – 6.01	6.00 – 5.01	5.00 – 4.00	3.99 – 3.00	2.99-2.00	1.99-1.00

Collection of Data

The questionnaires were distributed and completed by the sample during the last week of February 2018. Also, the first semester report card result was collected. The return rate of the questionnaires for each Chinese proficiency phase levels was as follows: 98% for Chinese proficiency Phase 3 level, 98% for Chinese proficiency Phase 4 level, and 100% for Chinese proficiency Phase 5 level.

Data Analysis

The collected data was analyzed according to the research objectives by using a statistical software package. For Research Objective 1 and Research Objective 2, descriptive statistics, means and standard deviations were utilized to determine the means and standard deviations for Chinese language class Phase 3, Phase 4, and Phase 5 students' self-efficacy for learning Chinese as a foreign language and Chinese academic achievement. For Research Objectives 3, 4 and 5, Pearson product-moment correlation was utilized to determine the relationship between Chinese language class Phase 3, Phase 4 and Phase 5 students' self-efficacy for learning Chinese as a foreign language and their Chinese academic achievement. For Research Objective 6 a one-way ANOVA test was utilized to determine if there was a significant difference between Chinese language class Phase 3, Phase 4, and Phase 5 students' self-efficacy for learning Chinese as a foreign language.

Findings

The main findings of the study are presented according to the research objectives.

Research Objective 1

Tables 4, 5, and 6 present the Chinese proficiency Phase 3 level, Phase 4 level and

Phase 5 level students' mean scores and standard deviations for the self-efficacy for learning Chinese items.

Table 4: Chinese Proficiency Phase 3 Level Students' Means and Standard Deviations for the Self-Efficacy for Learning Chinese Subscale Items

Self-efficacy for learning Chinese	No.	*M*	*SD*	Interpretation
I believe I will receive an excellent grade from my Chinese class.	1	5.02	1.56	High
I am certain I can understand the most difficult material presented in the readings in my Chinese class.	2	4.28	1.32	Slightly high
I can understand the basic concepts taught in my Chinese class.	3	5.58	1.02	High
I am confident I know how to use complex material taught by my Chinese teacher in the class.	4	4.36	1.06	Slightly high
I am confident I can do an excellent job on the assignments and tests in my Chinese class.	5	4.68	1.20	Slightly high
I expect to do well in Chinese class.	6	5.42	1.25	High
I am certain I can master the skills being taught in my Chinese class.	7	4.83	1.22	Slightly high
Considering the difficulty of Chinese class, my Chinese teacher, and my Chinese skills, I think I will do well in Chinese class.	8	5.09	1.28	High
Total mean score		39.26	7.61	Slightly high

Note. $n = 52$

As seen in Table 4, the mean score of self-efficacy for learning Chinese of Phase 3 level was 39.26 and was interpreted as slightly high.

Table 5: Chinese Proficiency Phase 4 Level Students' Means and Standard Deviations for the Self-Efficacy for Learning Chinese Subscale Items

Self-efficacy for learning Chinese	No.	*M*	*SD*	Interpretation
I believe I will receive an excellent grade from my Chinese class.	1	5.07	1.23	High
I am certain I can understand the most difficult material presented in the readings in my Chinese class.	2	4.55	1.34	Slightly high
I can understand the basic concepts taught in my Chinese class.	3	5.88	.90	High
I am confident I know how to use complex material taught by my Chinese teacher in the class.	4	5.02	1.08	High
I am confident I can do an excellent job on the assignments and tests in my Chinese class.	5	5.05	1.10	High
I expect to do well in Chinese class.	6	5.72	1.16	High
I am certain I can master the skills being taught in my Chinese class.	7	5.13	1.11	High
Considering the difficulty of Chinese class, my Chinese teacher, and my Chinese skills, I think I will do well in Chinese class.	8	5.32	1.07	High
Total mean score		41.73	6.95	High

Note. $n = 59$

In Table 5, the mean score of self-efficacy for learning Chinese of Phase 4 level was 41.73 and was interpreted as high.

Table 6: Chinese Proficiency Phase 5 Level Students' Means and Standard Deviations for the Self-Efficacy for Learning Chinese Subscale Items

Self-efficacy for learning Chinese	No.	*M*	*SD*	Interpretation
I believe I will receive an excellent grade from my Chinese class.	1	5.16	1.09	High
I am certain I can understand the most difficult material presented in the readings in my Chinese class.	2	4.20	1.54	Slightly high
I can understand the basic concepts taught in my Chinese class.	3	5.95	.77	High
I am confident I know how to use complex material taught by my Chinese teacher in the class.	4	4.84	1.06	Slightly high
I am confident I can do an excellent job on the assignments and tests in my Chinese class.	5	5.05	1.15	High
I expect to do well in Chinese class.	6	5.80	.98	High
I am certain I can master the skills being taught in my Chinese class.	7	4.95	1.13	Slightly high
Considering the difficulty of Chinese class, my Chinese teacher, and my Chinese skills, I think I will do well in Chinese class.	8	5.43	.89	High
Total mean score		41.38	6.71	High

Note. $n = 56$

The mean score of self-efficacy for learning Chinese of Phase 5 level in Table 6 was 41.38 and was interpreted as high.

Research Objective 2

Table 7 shows the mean scores of Chinese proficiency Phase 3 level, Chinese proficiency Phase 4 level and Chinese proficiency Phase 5 level students' Chinese academic achievement final grade.

Table 7: Means and Standard Deviations for Phase 3, Phase 4 and Phase 5 students' Chinese Academic Achievement Final Grade

Phase level	*n*	*M*	*SD*	Interpretation
Phase 3 level	52	5.87	.82	High
Phase 4 level	59	5.81	.77	High
Phase 5 level	56	5.73	.80	High

As seen in Table 7, the mean scores of Chinese proficiency Phase 3 level, Phase 4 level and Phase 5 level students' Chinese academic achievement final grade was 5.87, 5.81, and 5.73 respectively.

Research Objective 3

Table 8 presents the bivariate correlations of students' self-efficacy for learning Chinese and their Chinese academic achievement for Chinese proficiency Phase 3 level.

Table 8: Bivariate Correlation of Students' Self-Efficacy for Learning Chinese and Their Chinese Academic Achievement of Phase 3 Level

Variables	1	2
1. Phase 3 level Chinese academic achievement	-	
2. Self-efficacy for learning Chinese	.28*	-

Note. An * means correlation is significant at .05 level (1-tailed). $n = 52$.

As seen in Table 8, the Phase 3 students' level of self-efficacy for learning Chinese correlated significantly with their Chinese achievement ($r = .28$, $p = .02$) at a significance level of.05. The coefficient of determination (r^2) of .08 indicated that 8% of the variance in Phase 3 students' Chinese academic achievement could be accounted for by the self-efficacy for learning Chinese variable.

Research Objective 4

Table 9 present the bivariate correlations of students' self-efficacy for learning

Chinese and their Chinese academic achievement for Chinese proficiency Phase 4 level.

Table 9: Bivariate Correlation of Students' Self-Efficacy for Learning Chinese and Their Chinese Academic Achievement of Phase 4 Level

Variables	1	2
1. Phase 4 levels Chinese academic achievement	-	
2. Self-efficacy for learning Chinese	.25*	-

Note. An * means correlation is significant at .05 level (1-tailed). $n = 59$.

In Table 9, the Phase 4 students' level of self-efficacy for learning Chinese correlated significantly with their Chinese achievement ($r = .25$, $p = .03$) at a significance level of.05. The coefficient of determination (r^2) of .06 indicated that 6% of the variance in Phase 4 students' Chinese academic achievement could be accounted for by the self-efficacy for learning Chinese variable.

Research Objective 5

Table 10 present the bivariate correlations of students' self-efficacy for learning Chinese and their Chinese academic achievement for Chinese proficiency Phase 5 level.

Table 100: Bivariate Correlation of Students' Self-Efficacy for Learning Chinese and Their Chinese Academic Achievement of Phase 5 Level

Variables	1	2
1. Phase 5 levels Chinese academic achievement	-	
2. Self-efficacy for learning Chinese	.30*	-

Note. An * means correlation is significant at .05 level (1-tailed). $n = 56$.

Table 10 presents the Phase 5 students' level of self-efficacy for learning Chinese correlated significantly with their Chinese achievement ($r = .30$, $p = .01$) at a significance level of.05.

The coefficient of determination (r^2) of .09 indicated that 9% of the variance in Phase 5 students' Chinese academic achievement could be accounted for by the self-efficacy for learning Chinese variable.

Research Objective 6

Table 11 presents a one-way analysis of variance of self-efficacy for learning Chinese according to the findings.

Table 11: Results of the One-Way ANOVA Test of Self-Efficacy for Learning Chinese among Chinese Proficiency Language Level of Phase 3, Phase 4 and Phase 5

					dfs			
Variable	Variable categories	*n*	*M*	*SD*	Between groups	Within groups	*F*	*p*
Self-efficacy for learning Chinese	Phase 3	52	39.26	7.61	2	166	1.95	.15
	Phase 4	59	41.73	6.95				
	Phase 5	56	41.38	6.71				

Note. There was no statistically significant difference between groups (statistical significance level set at $p = .05$).

A one-way analysis of variance indicated that there was no significant difference of self-efficacy for learning Chinese as a foreign language among Chinese language class Phase 3 ($M = 39.26$, $SD = 7.61$), Phase 4 ($M = 41.73$, $SD = 6.95$), and Phase 5 ($M = 41.38$, $SD = 6.71$) students, $F(2, 166) = 1.95$, $p = .15$.

Discussion

Self-Efficacy for Learning Chinese as a Foreign Language

Self-efficacy is one of the most influential factors for language learning. It is a part of social cognitive motivation for learning theory by Bandura (1989). Learning behavior is influenced by behavioral, environmental, and personal factors. But personal factors are the most important among them.

Research indicates that self-efficacy plays a crucial role in foreign language learners learning and motivation and is a strong predictor for performance (Mahyuddin et al., 2006). It affects learner's persistence, interest, the amount of effort learners put into learning, the goals they set and even their use of strategies in performing a learning task. It is a core element of human agency that mediates between a learner's aptitude, past achievements and future performances (Raoofi et al., 2012).

The findings of this study indicated that the Chinese proficiency levels of

Phase 3, Phase 4 and Phase 5 students' self-efficacy for learning Chinese was overall high. Chinese proficiency levels of Phases 3-5 were consist of students from Grades 6-10. Students were grouped into three different phases according to their level of Chinese proficiency. This trilingual international school in Samut-Prakarn, Thailand is well known for its Chinese immersion program from early years to diploma program. Chinese language is one of the main mediums of instruction from early years to primary years. Furthermore, Chinese language is a compulsory subject from middle years onwards. With this strong language foundation since a young age, the students were strongly involved in this program for at least five years and above. The learning environment of this school helps students build up their confidence in using Chinese language. The passion in Chinese language learning has been developed since early age and still remains at least until high-school. The school also employs quality Chinese teachers to help promote on-going teaching and learning. Teachers' effectiveness contributes to a positive influence towards the students. Teachers can boost self-efficacy with credible communication and continuous efficacy feedback to guide and support the students through difficult Chinese language learning tasks which allows students to make their best effort. Therefore, the outcome of students' self-efficacy for learning Chinese in this study was generally high.

Furthermore, the researcher also investigated if there was a significant difference among Chinese language class Phase 3, Phase 4 and Phase 5 students' self-efficacy for learning Chinese as a foreign language at a trilingual international school in Samut-Prakarn, Thailand. The finding of indicated that there was no significance difference between the self-efficacy for learning Chinese as a foreign language among the three phases. The researcher believes that the immersion experience provided the students with opportunities to get exposed to the Chinese language and culture, which cultivated their openness and interest in the language, and thus their high level of self-efficacy for learning Chinese.

The relationship between Students' Self-Efficacy for Learning Chinese and Chinese Academic Achievement

The relationship between self-efficacy and language learning has been studied by many researchers. Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) conducted a correlational study to examine the relationship between students' self-efficacy and their English academic achievement across eight secondary schools in Malaysia. A total of 1,146 students were surveyed and the results indicated positive correlations between several dimensions of self-efficacy and academic performance in English. Ayoobiyan and Soleimani (2015) studied the relationship between self-efficacy and language proficiency of 120 Iranian medical students at Mazandaran University of Medical Sciences in Iran. The result indicated that students with higher self-efficacy tend to have higher language proficiency. Lin and Lynch (2016)

reviewed the relationship between motivational goal orientation for learning Chinese as a foreign language and Chinese achievement of Grade 9 students at Ekamai International School in Thailand. The study revealed that there was a significant relationship between self-efficacy for learning and studying Chinese.

Students' academic achievement is mainly influenced by their cognitive abilities. However, academic achievement is also related to many other factors. Students may face obstacles during learning for which Chinese proficiency skills may not be sufficient enough for them to handle the situation. The findings of this study indicated that the Chinese proficiency level of Phase 3, Phase 4 and Phase 5 correlated significantly with their self-efficacy for learning and performance towards learning Chinese. This result was in line with many previous researchers' studies that have shown the importance of self-efficacy in learning language (Ayuubiyan & Soleimani, 2015; Gahungu, 2009; Lin & Lynch, 2016; Mahyuddin et al., 2006; Tilfarliogly & Ciftci, 2011; Wang et al., 2009). The beliefs that individuals feel about their ability and the outcomes of their efforts influence how they behave. The positive correlation between Chinese proficiency level of Phase 3, Phase 4 and Phase 5 students' self-efficacy and Chinese language achievement strengthens the belief that high self-efficacy will positively influence their academic achievement. The findings indicated that 8% of the variance in Phase 3, 6% of the variance in Phase 4, and 9% of the variance in Phase 5 students was accounted by the effect of self-efficacy.

The findings also indicated that self-efficacy for learning Chinese was an important factor for their success in Chinese learning. As mentioned above, high self-efficacy leads to higher outcomes; therefore, once the students have met the required standards, they will be eligible to move up a phase. Students have been learning in an immersion program since a young age; therefore, their self-efficacy for learning Chinese language has been positively high compared to students in more traditional language learning situations outside this trilingual international school.

Recommendations

Recommendations for School Administrators

The researcher suggests that school administrators provide their full understanding and support to the teachers in creating an engaging classroom environment and to always consider positive environmental factors when planning and formulating curriculum and school policies, as it will trigger students learning behavior; in turn, it will cause an impact on students' self-efficacy for learning Chinese.

Recommendations for Chinese Language Teachers

It is essential for teachers to incorporate strategies that can boost students' self-efficacy into their lessons to stimulate students' initiative, creativity and enthusiasm in learning Chinese language. Applying different teaching methods and creating

interactive learning environments can enhance students' motivation for learning. Teachers should provide students with challenging tasks and purposeful activities to boost motivation and their efforts should be supported and encouraged to help raise students' self-confidence and self-efficacy for learning Chinese language. Teachers must also always provide efficacy feedback to students regarding their learning successes and especially failures. This entails not giving students answers and providing corrections but coaching and facilitating the students to find their own answers and make their own corrections. These teacher behaviors will guide the student behaviors that will strengthen students' self-efficacy for learning Chinese.

Recommendations for Future Researchers

Future researchers could consider applying larger sample sizes, conducting longitudinal studies for in-depth research, developing mixed quantitative and qualitative research designs, and including different subscales from the MSLQ (Motivated Strategies for Learning Questionnaire) such as intrinsic goal orientation; extrinsic goal orientation; task value; and control of learning beliefs, are recommended for more insightful analysis of the factors that influence students' motivation for learning Chinese.

References

Ayoobiyan, H., & Soleimani, T. (2015). The relationship between self-efficacy and language proficiency: A case of Iranian medical students. *Journal of Applied Linguistics and Language Research, 2*(4), 158-167.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review, 84*(2), 191-215.

Bandura, A. (1978). The self system in reciprocal determinism. *American Psychologist, 33*(4), 344-358.

Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of Child Development, Six theories of child development,* (Vol. 6, pp. 1-60). Greenwich, CT: JAI Press.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28* (2), 117- 148.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior*, (Vol.4, pp. 71-81). New York: Academic Press.

Eccles J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., & Midgley, C. (1983). Expectancies, values, and academic behaviors. In J. T. Spence (Ed.), *Achievement and Achievement Motivation* (pp. 75–146). San Francisco, CA: W. H. Freeman.

Gahungu, O. (2009). Are self-efficacy, language learning strategies, and foreign language ability interrelated? *The Buckingham Journal of Language and*

Linguistics, 2, 47-60.

Gardner, R. C. (2010). *Motivation and second language acquisition*. New York: Peter Lang.

Hanban. (2014). About Confucius Institutes. Retrieved from http://english.hanban.org/node_10971.htm

Huitt, W. (2011). *Motivation to learn*: An overview. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from http://www.edpsycinteractive.org/topics/motivation/motivate.html

International Baccalaureate Organization. (2014). *Middle years programme: From principles into practice.* Retrieved from http://www.ibo.org

International Baccalaureate Organization. (2014). *Middle years programme: Language acquisition guide.* Retrieved from http://www.ibo.org

Kadıoğlu, C. & Uzuntiryaki, E. (2008). Motivational factors contributing to Turkish high school students' achievement in gases and chemical reactions. *Proc. American Educational Research Association (AERA) Annual Meeting*, 1. New York

Kanoksilapatham, B. (2011). National survey of teaching Chinese as a foreign language in Thailand. *Southeast Asian Ministers of Education Organization*. Retrieved from https://www.researchgate.net/publication/283712679_National_survey_of_teaching_Chinese_as_a_foreign_language_in_Thailand

Kivinen, K. (2003). Assessing motivation and the use of learning strategies by secondary school students in three international schools. (Unpublished doctoral dissertation). Tampere, Finland: University of Tampere. Retrieved from https://tampub.uta.fi/bitstream/handle/10024/67260/951-44-5556-8.pdf?sequence=1

Kleinginna, R. P., & Kleinginna, M. A. (1981). A categorized list of emotion definition, with suggestions for a consensual definition. *Motivation and Emotion, 5(4),* 345-379.

Lin, C., & Lynch, R. (2016). The relationship between motivation for learning Chinese as a foreign language and Chinese achievement of grade 9 students at Ekamai International School in Bangkok, Thailand. *Scholar, 8*(2), 63-77.

Mahyuddin, R., Elias, H., Cheong, L., Muhamad, M., Noordin, N., & Abdullah, M. (2006). The relationship between students' self-efficacy and their achievement. *Journal Pendidik dan Pendidikan, Jil, 21*, 61–71.

Nuffield Foundation. (2000). Languages: The next generation. *The final report and recommendations of the Nuffield Languages Inquiry*. London: Nuffield Foundation. Retrieved from https://www.nuffieldfoundation.org/sites/default/files/languages_finalreport.pdf

Office of the Private Education Commission. (2018). Number of private school schools and students. Retrieved from http://203.159.251.8/eng_opec/2018/02/14/number-of-private-school-schools-and-students/

Pintrich, P., Smith, D., Garcia, T., & McKeachie, W. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ)*. National Center for Research to Improve Post-Secondary Teaching and Learning. (Ann Arbor, Michigan). The University of Michigan, Ann Arbor, Michigan 48109-1259 (313)936-274. Retrieved from http://files.eric.ed.gov/fulltext/ED338122.pdf

Raoofi, S., Tan, B. H., & Chan, S. H. (2012). Self-efficacy in second/foreign language learning. *English Language Teaching, 5*(11), 60-73. Schmidt, R., Boraie D., & Kassabgy, O. (1996). *Foreign language motivation.* Retrieved from http://nflrc.hawaii.edu/PDFs/SCHMIDT%20Foreign%20language%20motivation.pdf

Smith, L. J. (2009). *Motivation and long -term language achievement: Understanding motivation to persist in foreign language learning* (Order No. 3391418).
Retrieved from https://search.proquest.com/docview/304924394?accountid=8401

Tangyuenyong, P., & Choonharuangdej, S. (2009). Research on the teaching and learning of the Chinese language in higher education institutions in Thailand: A summary. Retrieved from http://www.thaiworld.org/enn/thailand_monitor/answera2.php?question_id=830

Tilfarlioglu, F. Y., & Ciftci, F. S. (2011). Supporting self-efficacy and learner autonomy in relation to academic success in EFL classrooms (a case study). *Theory and Practice in Language Studies, 1*(10), 1284-1294.

Vansteenkiste, M., Lens, L., & Deci, E. L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational Psychologist, 41*(1), 19-31. Wang, J., Spenser, K., & Xing M. (2009). Metacognitive beliefs and strategies in learning Chinese as a foreign language. *System, 37*(1), 46-56. Wigfield, A. & Eccles, J. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25*, 68-81.