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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-Regualtion 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

huge impact and influence on second or foreign language learning. Learning strategies imply particular actions and procedures of thinking that learners adopt in the learning process. Oxford (2003) stated that learning strategies include six major groups. The first group includes cognitive strategies, where learners attain the success with a straightforward approach, for instance, to analyze a particular problem. Metacognitive strategies suggest that students regulate their learning behaviors to achieve improvement and progress through self-monitoring and reflection. Apart from this, there are memory-related strategies, compensatory strategies, affective strategies, and social strategies. For the meaning of academic achievement, Genesee et al. (2006) pointed out that the definition of academic achievement was initially particularly wide to include all aspects and areas of academic success

1.1. Research Objectives

The study aims to identify the relationship between self-regulation levels and the performance of students in grades 9 and 10 in a private school in Thailand, as well as to compare the differences in self-regulation skills among students in Grade 9 and 10. The research objectives developed for the study are as follows:

5. To determine the level of Grade 9 and Grade 10 students' self- regulation in learning Chinese as a foreign language at a private school in Thailand
6. To determine the level of Grade 9 and Grade 10 students' Chinese academic achievement at a private school in Thailand.
7. To determine if there is a significant relationship between the Grade 9 students' self-regulation in learning Chinese as a foreign language and Chinese academic achievement at a private school in Thailand.
8. To determine if there is a significant relationship between the Grade 10 students' self-regulation in learning Chinese as a foreign language and Chinese academic achievement at a private school in Thailand.
9. To determine if there is a significant difference of self-regulation in learning Chinese as foreign language between the Grade 9 and Grade 10 students at a private school in Thailand.

1.2. Theoretical Framework

In this study the main theory the researcher used was the Oxford's (1987) theory of language learning styles and strategies.

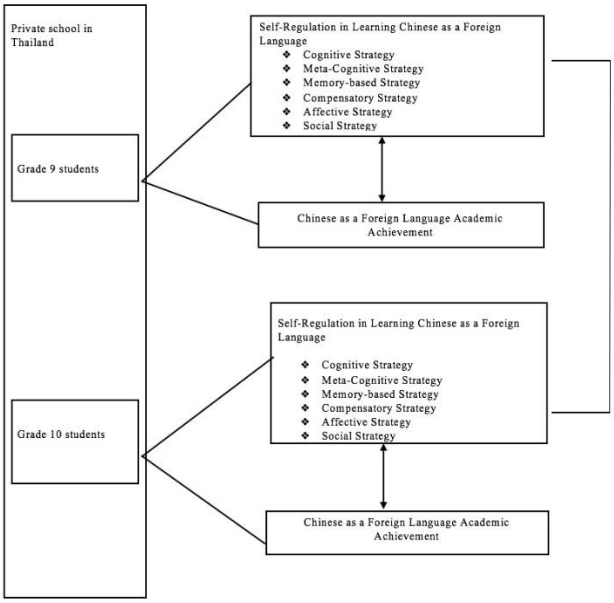
1.2.1. Oxford's (1989) Language Learning Style and Strategies Theory

Oxford (1989) argued that learning styles and strategies have a crucial impact on the effectiveness of language learning when learners are learning a second/foreign language. She argued that learning styles are general approaches that learners adopt in the course of their studies. Learning styles are general preferences for learning that can be used to guide learning. Learning strategies, on the other hand, are more specific and generally refer to specific methods or behaviors. Thus, according to this concept, a learner is a self-regulated learner if he or she is able to adopt learning behaviors that are consistent with his or her learning style. Furthermore, such learners are more likely to do well in their foreign or second language learning.

1.3. Conceptual Framework

This research aims to identify the relationship between self-regulation in learning Chinese as a foreign language and the Chinese as a foreign language academic performance among Grade 9, and Grade 10 students respectively. Furthermore, the researcher will also compare the Grade9 and Grade 10 students' difference of self-regulation in learning Chinese as foreign language in the private school in Samut Prakan, Thailand. The conceptual framework of this study demonstrated in Figure 1 below.

Figure 1
Conceptual Framework of the Study



2. Literature Review

In this section, some previous studies that focused on the self-regulation in learning a foreign language and relationship between the self-regulation in learning a foreign language and academic achievement will be presented.

Oxford (1990) claimed that learners' learning styles and strategies are one of the main factors that determine how and whether they learn a second or foreign language well. Foreign language in this context means that the learner lives in an environment where there is no significant input of the language and where the language is not used as a tool for communication. Learning style refers to the general behavior of the learner, such as favoring auditory and visual approaches to learning. Learning strategies, on the other hand, are more specific and refer to specific behaviors. Cornett (1983) also pointed out that learning style is a general pattern of behavior, and learning styles guide specific learning behaviors. Therefore, educators cannot look at learning style in isolation because it affects many aspects of the learner. When discussing learning styles, there are three main areas to look at. One is the cognitive dimension, the second is the affective dimension, and the third is the psychological dimension.

As for the relationship between self-regulation in learning a foreign language and academic achievement.

Bandura (1991) pointed out that from the perspective of social cognitive theory, self-regulation involves the monitoring of one's self-behavior as well as judgments, and is also strongly related to self-efficacy because self-regulation allows one to form beliefs about what one can do and thus set goals for oneself. In this way, people can motivate themselves and use their personal agency to the fullest. Adigüzel and Orhan (2017) conducted a research at a Turkish university on the relationship between self-regulation and academic achievement. The 350 students who participated in the survey were enrolled in learning English as a foreign language classes offered at the college. The research of Adigüzel & Orhan (2017) concluded that there is a significant relationship between self-regulation skills and academic achievements. Self-regulated learners are more likely to get a better grade than those who do not have self-regulation skills.

Tsuda &Nakata's (2012) explored the characteristics of Japanese students self-regulated foreign language learning. The study had 1076 high school students who were from different senior high schools in Japan. Tsuda &Nakata's (2012) study also confirmed the relationship between learners' self-regulatory abilities and academic achievement. In addition to this, Tsuda & Nakata (2012) emphasized that learners' self-regulatory abilities are influenced by many internal factors, such as motivation, intrinsic value, use of learning strategies, and self-efficacy. Therefore, this has implications for language educators' that who is in the classroom, teachers should pay attention to developing and promoting students' motivation, intrinsic value, and other factors that contribute to students' self-regulation skills. Seker (2016) conducted a study that explored the significance of self-regulation skills on the academic achievements of foreign language learners. The study participants included 222 undergraduate foreign language learners and 51 teachers at a state university. The students were surveyed by questionnaire, while data collection from the teachers was in the form of interviews. From the results of the study, Seker (2016) not only mentioned the relationship between self-regulation skills and learning achievement, but also suggested the challenges that students

and teachers face in the current second or foreign language classroom

Zhang (2019) made a similar point that self-regulation ability is actually a process by which learners fully utilize their motivation and constructiveness. For example, they set their own goals and do not monitor and regulate their behavior. Therefore, self-regulation is the learner's ability to know how to learn.

3. Research Methods and Materials

3.1. Methodology/Procedure

In this section, the information about the research's population, sample and research instruments are provided.
Population and Sample

In this research the sample consisted of 295 students enrolled in the 2021-2022 academic year in the private school in Samut Prakarn, Thailand. The participants were Grade 10 and Grade 9 students from the private school.

The reason why the researcher chose these two grades w as that students in both grades had Chinese learning backgrounds. However, in this private school, Grade 10 students could choose whether to study Chinese or not, while Grade 9 students were learning Chinese by arrangement and they did not have a choice. Therefore, the r esearcher wanted to compare whether there was a difference in the self-regulation of students' learning Chinese as a foreign language between the two grades in such a learning context.

3.2. Research Instruments

This study was conducted using the following research instruments: gthe Questionnaire of Self-Regulation in Learning Chinese as a Foreign Language(SILL), and the the summative assessments of academic year 2020-2021 For this study, the Students' Motivation, Perception of Teacher Effectiveness, and Self-Efficacy for Learning English as a Foreign Language Questionnaire was used to collect the research data.

The Questionnaire of Self-Regulation in Learning Chinese as a Foreign Language(SILL) was adapted from Oxford's (1989) Strategy Inventory for Language Learning(SILL), which consists of two parts. Part one of the questionnaire includes the general information of the participants' Grade level.4Part two of this questionnaire will measure the level of self- regulation in learning Chinese as a foreign language. Six subscales will be measured in the questionnaire: cognitive strategies, metacognitive strategies, affective strategies, memory-related strategies, affective strategies and compensatory strategies. The questionnaire contains 50 items, 26 of which are positively worded,24 of which are negatively worded. on a 5-point scale (1=never or almost never, 2=generally untrue to me, 3=somewhat true to me, 4=generally true to me, 5=always true to me).

4. Results and Discussion

4.1. Research Findings

The findings in the research are presented by research objectives and all findings are shown as following.

4.1.1. Findings from Research Objective 1

The first research objective was to determine the level o f self-regulation in learning Chinese as a foreign language o f Grade 9 and Grade 10 students at a private school in Thail and. The interpretation of the mean scores of Grade 9 and G rade 10 were low and moderate respectively. The mean score and standard deviation present in the table below.

Table 1
Means and Standard Deviations of the Level of Self-Regula tion in Learning Chinese as a Foreign Language of Grade 9 and Grade 10 Students at a Private School in Thailand.

Grade level	n	*M*	*SD*	Interpretation
Grade 9	125	2.27	.65	Low
Grade 10	134	2.63	.55	Moderate

4.1.2. Findings from Research Objective 2

The second objective was to determine the level of Gr ade 9, Grade 10 students' Chinese academic achievement at the private school in Thailand. the mean scores and standard deviations of Grade 9 and Grade 10 students were 62.36 and 61.60 respectively. The interpretation of the mean scores of Grade 9 and Grade 10 students were high

Table 2
Mean Scores, Standard Deviations and Interpretations of the Grades 9 and 10 Students' Chinese as a Foreign Language Academic Achievement

Grade levels	n	*M*	*SD*	Interpretation
Grade 9	125	54.08	22.11	Moderate
Grade 10	134	60.34	25.21	Moderate

4.1.3. Findings from Research Objective 3

The third research objective was to determine if there was a significant relationship between the Grade 9 students' self-regulation in learning Chinese as a foreign language an d Chinese academic achievement at a private school in Thai land. Grade 9 students' bivariate correlation between the self-regulation in learning Chinese as a foreign language and Chinese as a foreign language academic achievement presented in the table below. It indicates that the two variables were moderately and positively correlated with each other (r= .55, p < .001).

Table 3
Bivariate Correlations Between the Grade 9 Students' Self-regulation in Learning Chinese as a Foreign Language and Chinese Academic Achievement at a Private School in Thailand.

Variables	1	2
1. Self-Regulation in Learning Chinese As a Foreign Language		
2. Chinese as Foreign Language Academic Achievement	.55** (< .001)	

4.1.4. Findings from Research Objective 4

The fourth research objective was to determine if there was a significant relationship between Grade 10 students' self-regulation in learning Chinese as a foreign language and Chinese as a foreign language academic achievement at a private school in Thailand.

Table 4 presents the Grade 10 students' bivariate correlation between the self-regulation in learning Chinese as a foreign language and Chinese as a foreign language academic achievement. It indicates that the two variables were moderately and positively correlated with each other (r= .43, p < .001).

Table 4
Bivariate Correlations Between the Grade 10 Students' Self-regulation in Learning Chinese as a Foreign Language and Chinese Academic Achievement at a Private School in Thailand.

Variables	1	2
1. Self-Regulation in Learning Chinese As a Foreign Language		
2. Chinese as Foreign Language Academic Achievement	.43** (< .001)	

4.1.5. Findings from Research Objective 5

The last research objective was to determine if there was a significant difference of self- regulation in learning Chinese as foreign language between the Grade 9 and Grade 10 students at a private school in Thailand. Table 5 presents the statistical analysis from a two-tailed independent samples t-test of the difference of self-regulation in learning Chinese as a foreign language between Grade 9 and Grade 10 students at a private school in Thailand. The findings suggest that there was a significant difference between Grade 9 students' self- regulation level in learning Chinese as a foreign language

Table 5
Findings of Independent Sample t-Test of Self-Regulation in Learning Chinese as a Foreign Language between Grade 9 and Grade 10 students at a Private School in Thailand. (n=259).

Participants	N	M	SD	df	t	Sig.(2-tailed)
Grade 9	125	2.27	.65			
				257	4.71	.000
Grade 10	134	2.63	.55			

Regarding to this research objective, the following findings were obtained., The findings showed that there was a significant relationship of self-regulation in learning Chinese a foreign language and Chinese as a foreign language academic achievement of Grade 9 and Grade 10 students. The research also indicated that there was a significant difference of self-regulation in learning Chinese as foreign language between Grade 9 and Grade 10 students. In next chapter, the research will discuss the findings and provide recommendations to relevant groups.

4.2 Discussion

In the following section, the researcher would like to present the discussion of this study and the connection to previous studies.

4.2.1 Relationship Between Self-Regulation in Learning Chinese as a Foreign Language and Chinese as a Foreign Language Academic Achievement

This study is important in determining the relationship of self-regulation in learning Chinese as a foreign language and Chinese as a foreign language academic achievement between Grade 9 and Grade 10 students at a private school in Samut Prakan, Thailand.

This study revealed a significant moderately strong correlation between self-regulation in learning Chinese as a foreign language and Chinese as a foreign language academic achievement. This study was consistent with the results of Adigüzel and Orhan (2017) study, in which 350 students who participated in the survey were enrolled in learning English as a foreign language classes offered at the college. The research of Adigüzel & Orhan (2017) concluded that there was a significant relationship between self-regulation skills and academic achievements. Self-regulated learners were more likely to get a better grade than those who did not have self-regulation skills.

Pahuriray (2021) also studied the relationship between self-regulation in learning a foreign language and academic achievement. The study was conducted in an elementary school in the Philippines with 280 participants who were fifth grade students enrolled in the 2019-2020 school year. The result of the research showed that the strong relationship between self-regulation ability and academic performance was also confirmed by Pahuriray's (2021) study, which revealed a positive relationship between students' self-regulation ability and academic performance, for instance, the higher the self-regulation ability, the better the performance.

Seker (2016) conducted a study that explored the relationship between self-regulation skill and academic achievements of foreign language learners. The study participants included 222 undergraduate foreign language learners and 51 teachers at a state university. The students were surveyed by a questionnaire, while data collection from the teachers was in the form of interviews. From the result of the study, Seker (2016) not only mentioned the significant relationship between self-regulation skills and learning achievement, but also suggested the challenges that students and teachers face in the current second or foreign language classrooms.

As for the difference of self-regulation in learning Chinese as a foreign language between Grade 9 and Grade 10 students. This study showed that there is a significant difference between different grades, which was consistent with Erdogan's (2018) research who explored the correlations between the self-regulation and the changes of grade level. The 860 participants were from a Turkish state university who studied in various departments in the university. The result of the research showed that there was also a relationship between the level of self-regulation skills and the grade levels of the students and the use of learning strategies. The higher the grade level of the students, the higher the self-regulation ability. However, the result was inconsistent with the research from Ongowo and Hungi (2014) who examined the effects of different grade levels on self-regulation skills. The research was conducted in Kenya with 317 students from two co-educational schools. According to the result of the study, there was a subtle but insignificant difference in students' self-regulation abilities depending on grade level.

4.3 Recommendations

Based on the findings of this study, the following are the researcher's recommendations for teachers, students, administrators, and future scholars.

4.3.1 Recommendations for Teachers

This research showed a significant relationship between the self-regulation in learning Chinese as a foreign language and Chinese as foreign language academic achievement. Therefore, teachers are supposed to be aware of this importance of the self-regulation skill of students. In

teaching, teachers should make a conscious effort to develop students' self-regulation skills. For example, the teacher can design more cooperative classroom activities and divide students into different groups to complete the tasks. Also allow students to give feedback during the participation process. Through this form of collaboration, students can give feedback to their peers as well as an opportunity to reflect on their own learning behaviors. For students, this is a process of learning from each other and reflecting on their own learning strategies, and through this exercise, it is helpful for them to improve their own self-regulation skills in language learning.

4.3.2 Recommendations for Students

In this study, the researcher found a difference in self-regulation between 9th and 10th grade due to the different levels of motivation between 9th and 10th grade. Therefore, the researcher believes that for students, boosting motivation can also help them improve their self-regulation skills. For example, students studying Chinese can take the initiative to find some Chinese-related movies, songs or variety shows to increase their motivation by enhancing their interest in understanding the culture. This will provide the basis for improving self-regulation skills in learning a foreign language.

4.3.3. Recommendations for Administrators

The study pointed out a significant relationship between self-regulation skills and performance in Chinese as a foreign language. Therefore, school administrators should provide adequate training opportunities for teachers. For example, regularly invite experts to give lectures to teachers and conduct assessment activities.

Have teachers conduct peer assessments and self-reflective summaries. Allow them to consciously develop students' self-regulation skills in their own teaching. At the same time, targeted classroom activities for students should also be conducted to make them aware of the importance of self-regulation.

4.3.4 Recommendations for Future Researchers

This study pointed out that there was a significant relationship between self-regulation ability and learning performance in Chinese as a foreign language. It also compared the differences between self-regulation skills between two different grades. However, the data in this study are small in scope, as the researcher suggests that future researchers can expand the sample of investigators and compare more differences in self-regulation skill between different grades in the context of students' backgrounds to achieve more accurate data.

5. Conclusions

From the research findings, the following conclusions were drawn.

5.1. Research Objective 1

The results from objective 1 presented that the mean score of self-regulation in learning Chinese a foreign language for Grade 9 students at a private school in Samut Prakan, Thailand was low. However, the mean score of Grade 10 student's self-regulation in learning Chinese a foreign language at private school in Samut prakan, Thailand was moderate.

From the results, the researcher can conclude that the Grade 9 students from the private school in Samut Prakan are having troubles applying self-regulation skill when they learn Chinese as a foreign language. However, when learning Chinese as a foreign language, Grade 10 students are relatively better at self-regulation in learning Chinese as a foreign language than Grade 9 students. Therefore, Grade 10 students are more inclined to achieve good results in the study of Chinese as a foreign language as they have a higher self-regulation level.

5.2. Research Objective 2

From the findings of objective 2, the mean score of Chinese academic achievement of Grade 9 students was slightly lower than the mean score of Chinese as a foreign language academic achievement for Grade 10 students. However, both Grade 9 and Grade 10 students' Chinese as a foreign language academic level was moderate.

It can be concluded that both Grade 9 and Grade 10 students from the private school in Samut Prakan Thailand have much room for improvement in their performance in Chinese as a foreign language. Besides, the level of self-

regulation skills affects students' academic performance. This is because in Objective 1, self-regulation level of Grade 10 students was higher than Grade 9. Objective 2 revealed that Grade 10 students' academic achievement was higher than Grade 9 students. Therefore, the researcher concluded that self-regulation skills did have an impact on academic achievement.

5.3. Research Objective 3

The results of research objective 3 indicated that there was a significant moderately strong correlation between self-regulation in learning Chinese as foreign language and Chinese as a foreign language academic achievement of Grade 9 students at a private school Samut Prakan, Thailand.

To conclude, at present, Grade 9 students' self-regulation level in learning Chinese as a foreign language is not high enough, which is an important reason for their low academic achievement level. Meanwhile, self-regulation skill played an important role in learning Chinese as a foreign language. The Grade 9 students with high a level of self-regulation in learning Chinese as a foreign language are more likely to gain a high score. Therefore, it is significantly important to foster the Grade 9 students' self-regulation skill, which could help them learn more effectively and gain a higher score.

5.4. Research Objective 4

The results of research objective 4 indicated that there was a significant moderately strong correlation between self-regulation in learning Chinese as foreign language and Chinese as a foreign language academic achievement of Grade 10 students at a private school Samut Prakan, Thailand.

Based on the findings, the researcher concluded that at present, there is still much room for improvement in the self-regulation skill of Grade 10 students in learning Chinese as a foreign language. Besides, Grade 10 students 'self-regulation skill was important in learning Chinese as a foreign language. The students with a high level of self-regulation in learning Chinese as a foreign language are more likely to gain a high score. For Grade 10 students, developing self-regulation skill would be necessary.

5.4. Research Objective 5

The findings for objective 5 indicated a significant difference between Grade 9 and Grade10 students' self-regulation in learning Chinese a foreign language at a private school in Samut Prakan, Thailand. The self-regulation level in learning Chinese as a foreign language of Grade 10 students was slightly higher than the self-regulation level in learning Chinese a foreign language of Grade 9 students.

Based on this result, the researcher concluded that learners' level of motivation influences their level of self-regulation skill, which in turn influences learners' ultimate academic achievement.

In this study, Grade 10 students at this private school chose to learn Chinese as a foreign language on their own, which means they were more likely to monitor, reflect on, and regulate their own behavior. On the contrary, For Grade 9 students, Chinese is a school-required course and they do not have the right to choose on their own initiative, many students are not motivated or interested in learning Chinese, so Grade 9 students who learn Chinese as a required course are relatively passive in the process. Therefore, initiative and motivation affect students' ability to self-regulate, which ultimately affects their academic performance

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Appendix

Research Instrument

Strategy Inventory for Learning Chinese as a foreign Language Learning

Questionnaire.

Part I: General Information

Direction: Please fill in the blanks and put ✓

1. Student ID: _____

2. Grade level: _____

Part II: Strategy Inventory for Learning Chinese s a foreign Language Learning Questionnaire.

Directions: Please read carefully and put a check (✓) under the level of your agreement or disagreement with the statements. There are no right or wrong answers.

Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
1	**2**	**3**	**4**	**5**

No.	Items	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
1	I use new Chinese words in a sentence so I can remember them.					
2	I try to talk like native Chinese speakers.					
3	I plan my schedule so I will have enough time to study Chinese					

No.	Items	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
4	I use rhymes to remember new Chinese words.					
5	If I can' t think of a Chinese word, I use a word or phrase that means the same thing.					
6	I notice my Chinese mistakes and use that information to help me do better.					
7	I use the Chinese words I know in different ways.					
8	I try to relax whenever I feel afraid of using Chinese.					
9	I talk to someone else about how I feel when I am learning Chinese.					
10	If I do not understand something in Chinese, I ask the other person to slow down or say it again.					
11	I start conversations in English.					
12	I try to learn about the culture of Chinese speakers.					
13	I connect the sound of a new Chinese word and an image or picture of the word to help remember the word.					

No.	Items	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
14	To understand unfamiliar Chinese words, I make guesses.					
15	I first skim a Chinese passage (read over the passage quickly) then go back and read carefully.					
16	I give myself a reward or treat when I do well in Chinese.					
17	I read for pleasure in Chinese.					
18	I review Chinese lessons often.					
19	I look for words in my own language that are similar to new words in Chinese.					
20	I make up new words if I do not know the right ones in Chinese.					
21	I pay attention when someone is speaking Chinese.					
22	I encourage myself to speak Chinese even when I am afraid of making a mistake.					
23	I ask Chinese speakers to correct me when I talk.					

No.	Items	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
24	I watch Chinese language TV shows spoken in Chinese or go to movies spoken in Chinese.					
25	I notice if I am tense or nervous when I am studying or using Chinese.					
26	I practice Chinese with other students.					
27	I look for people I can talk to in Chinese.					
28	I try to guess what the other person will say next in Chinese.					
29	I try to find patterns in Chinese.					
30	I review Chinese lessons often.					
31	I give myself a reward or treat when I do well in Chinese.					
32	I ask questions in Chinese.					
33	I write down my feelings in a language learning diary.					

No.	Items	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
34	I think about my progress in learning Chinese.					
35	I read Chinese without looking up every new word.					
36	I try not to translate word-for-word.					
37	I physically act out new Chinese words					
38	I make summaries of information that I hear or read in Chinese.					
39	When I can' t think of a word during a conversation in Chinese, I use gestures.					
40	I try to find as many ways as I can to use my Chinese.					
41	I find the meaning of an Chinese word by dividing it into parts that I understand.					
42	I think of relationships between what I already know and new things I learn in Chinese					
43	I look for opportunities to read as much as possible in Chinese.					

No.	Items	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
44	I try to find out how to be a better learner of Chinese.					
45	I use flashcards to remember new English words.					
46	I practice the sounds of Chinese.					
47	I have clear goals for improving my Chinese skills.					
48	I remember a new Chinese word by making a mental picture of a situation in which the word might be used.					
49	I write notes, messages, letters, or reports in Chinese.					
50	I look for opportunities to read as much as possible in Chinese.					