

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

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Abstract: The purpose of this study was to examine the level of motivational goal orientation, and the relationship between the motivational goal orientation and Chinese achievement of grade 9 students studying Chinese as a foreign language at Ekamai International School in Bangkok, Thailand. The study respondents were 74 students studying Chinese as a foreign language in grade 9 at Ekamai International School during the second semester of the academic year 2014-2015. This study followed a quantitative research methodology employing both a questionnaire and an unofficial version of the HSK III Chinese Proficiency test to address the level of motivational goal orientation and Chinese achievement. There were three main elements included in the study: the level of motivational goal orientation, the level of Chinese language achievement and the relationship between motivational goal orientation and Chinese achievement. In this study, the motivational goal orientation focused on intrinsic and extrinsic goal orientation, and self-efficacy for learning and performance. Chinese language achievement focused on listening, reading and writing achievement. There were three main findings: 1) the overall level of motivation for learning Chinese as a foreign language of grade 9 students was high; 2) Chinese language achievement of grade 9 students was high; 3) there was a significant relationship between motivation for learning and Chinese language achievement. The article concludes with recommendations for practice and for future research.

Keywords: Motivational Goal Orientation, Self-Efficacy for Learning and Performance, Chinese Achievement, Learning Chinese as Foreign Language.

Introduction

Language is a tool for communication, and it is important in people's lives. People use language to express feelings, ideas and attitudes, and interact with others in their learning and work. There are about 7,000 different languages around the world. The

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non-English native speakers are about 75% of the world's population. Due to globalization, language learning has become more and more popular. People not only learn their native languages, but also learn other languages. According to figures from UNESCO, the world's most widely spoken languages by number of native speakers and as a second language are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French (British Broadcasting Corporation, 2007).

Motivation is the main factor for foreign language learning (Dornyei, 1994). Motivation encourages learners to achieve their own learning goals and drives them to engage with their learning. The levels of motivation for learning affect why learners learn and how they learn. Much research has shown that the different levels of motivation influence what learners learn and how much they learn (McCombs & Miller, 2007). Another piece of the learning puzzle is how learners' belief structures affect their approach to academic work. Self-efficacy, first developed by Bandura (1977), refers to students' beliefs about their ability to complete learning tasks effectively. The concept of self-efficacy includes the students' confidence and self-regulation in their learning. It affects student motivation, learning behaviors and academic achievement (Pajares & Schunk, 2001).

Generally, students have low motivation in Chinese learning and the Chinese test scores are low at Ekamai International School. This researcher believes that motivation generally and self-efficacy for learning and performance specifically play a significant role in Chinese language learning. As well, there is a limited amount of research about self-efficacy for learning and performance in Chinese as a foreign language learning (CFL).

Literature Review

Motivation

Motivation is a complex phenomenon. It has many dimensions, including cognition and behavior. According to Kleinginna & Kleinginna (1981, as cited in Huitt, 2001), motivation is an internal need, desire, or want that influences the human behaviors

From achievement goal theory (Pintrich, 2000), there are two kinds of goals that affect learners' motivation and achievement. They are performance and mastery achievement goals. Learners with performance goals consider competence as fixed and efforts are perceived negatively. They regard mistakes as indicative of a lack of competence. On the other hand, learners with mastery goals put efforts to develop ability in their learning. They would like to take challenges and accept errors as part of any learning process. Learners with mastery goals are more likely to be motivated intrinsically in their learning, whereas, learners with performance goals are more likely to be motivated extrinsically (Ormrod, 2000 as cited in Yuet, 2008). Dornyei (1998) stated that the individual's learning needs for achievement play a primary role in the motivational factors of foreign language learning.

Social cognitive learning theory

Social cognitive learning theory was developed by Bandura. This theory holds that learning behavior is reciprocally influenced by behavioral, environmental and

personal factors. Motivation is a personal cognitive factor for learners that influences and is influenced by both environmental and behavioral factors. Figure 1 below shows the reciprocal determinism among behavior, person and environment.

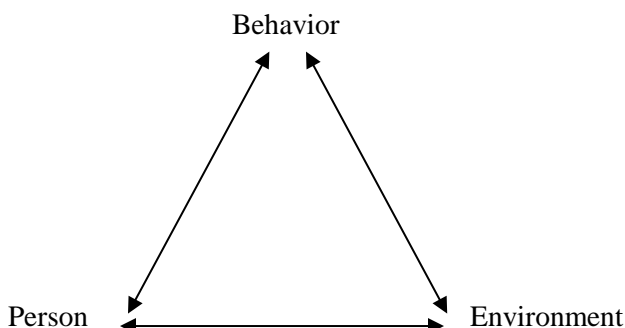


Figure 1: Reciprocal Determinism (Adapted from Bandura, 1989)

Social cognitive motivation theory

Motivation, from the social cognitive perspective, is an internal state that can direct and maintain behavior (Bandura, 1993). The two sources of motivation are intrinsic and extrinsic. Intrinsic motivation is from the learner himself and extrinsic motivation is from the learning environment. According to Bandura (1991), the important motivational processes for learning are goal setting, self-efficacy, and expectations. When a student sets a goal for foreign language learning, it will enhance his self-efficacy and expectation of success in learning. Therefore, the student will be highly motivated in order to attain the desired goal.

Intrinsic goal orientation

Intrinsic goal orientation refers to the degree in which students participate in a task because of internal reasons, such as challenge and curiosity (Pintrich, Smith, Garcia & McKeachie, 1991). Learners with high levels of intrinsic goal orientation are willing to put effort into their learning and typically enjoy the learning activities. They normally have high levels of self-efficacy also (Deci & Ryan, 1985). Lepper, Corpus, and Iyengar (2005) stated that students regularly show their intrinsic motivation through their personal learning goals in order to motivate themselves in the learning process with self-determination.

Extrinsic Goal Orientation

Extrinsic goal orientation

Extrinsic goal orientation refers to the level of a learner's participation in a task because of external reasons, such as grades and rewards, i.e., recognition, that students receive from others (Pintrich et al., 1991). The external factors of extrinsic motivation can be rewards or grades. The extrinsically motivated learners may not be interested in the task, but they still put effort to reach the goal. However, once the goal is attained, the motivation is gone.

Motivation is a key factor which will affect the result of language learning (Daskalovska, Gudeva & Ivanovska, 2012). At the beginning of study, older language

learners (middle school up) are typically motivated extrinsically. They learn for grades or rewards. However, when language learners are able to perform the language skills successfully at certain levels, their self-efficacy increases, and they are then likely to put more effort into their learning. At this time, learners desire to succeed in their language learning and are engaged in their learning more intrinsically.

Much research shows that motivational factors are related to second or foreign language learning (Gardner, 1985). Therefore, motivation should be considered as a principal factor in successful language learning. Foreign language learning achievement is highly dependent on the effort that students put into their studies.

Self-efficacy for learning and performance

Self-efficacy theory, first developed by Bandura (1977), refers to students' beliefs about their ability to complete learning tasks effectively. Self-efficacy for learning and performance includes expectancy for success and self-efficacy. Expectancy for success refers to performance expectations and relates to task performance specifically. Self-efficacy is a self-appraisal of individual's ability to handle a task (Pintrich et al., 1991). The concepts of self-efficacy include the students' confidence and self-regulation in their learning. It affects student motivation, learning behaviors and academic achievement (Pajares & Schunk, 2001). If students believe they can learn an academic subject, they are more likely to put appropriate efforts into achieving their goal.

Bandura (1994) stated that there were four main sources of self-efficacy. They are mastery experience, vicarious experience, social persuasions and physiological factors.

Mastery experience. Experiences of both successful and unsuccessful performance affect students' beliefs about their ability to complete specific tasks. If students do well in a certain task, they may feel that have a strong possibility to succeed in a similar task next time. On the other hand, if students fail in a certain task, they may believe that similar tasks will be too difficult to complete. However, if students overcome failure, their self-efficacy to do similar tasks will be increased (Bandura, 1994).

Vicarious experience. Observing other learners' success or failure influences students' beliefs about their own ability to complete certain tasks. Learners will compare their own capability to the models they observe. If students watch other people who are similar to themselves succeed, they will also believe that they can succeed at the same task. However, if they see others like they fail, their own self-efficacy will be reduced. At the same time, learners can increase their self-efficacy by studying others' strategies and skills (Bandura, 1994).

Social persuasion. The encouragement or discouragement from other people is the third factor for increasing or decreasing students' self-efficacy. Students increase self-efficacy if they get encouragement/coaching from others. This leads them to put more effort into developing the skills to succeed. On the other hand, if students are always discouraged by the comments of others, they may also disbelieve their own ability to succeed and give up (Bandura, 1994).

Physiological factors

How people feel physically and emotionally also influences their self-efficacy. When

students perform a task under stress or anxiety, it may reduce their self-efficacy and affect their performance. In turn, when people feel relaxed with a good mood, it may increase their self-efficacy to handle the task (Bandura, 1994).

The above four major sources produce students' self-efficacy beliefs. People's self-efficacy determines their thinking, motivation and behavior. The individual's self-efficacy will affect four crucial psychological processes: cognitive, motivational, affective, and selection.

Cognitive process

People organize and plan many things in their minds first. Self-efficacy shapes these plans. Students with high self-efficacy picture the success script in their minds which will provide positive guides and supports for real action. Students with low self-efficacy imagine failure all the time and worry about many problems in the real performance (Bandura, 1994).

Motivational process

People's beliefs of self-efficacy play a central role in the self-regulation of motivation. Motivation happens in the minds. By the exercise of forethought, students motivate themselves and shape their beliefs about their future behaviors. Students predict the possible results of prospective behaviors. They set goals and design their performance for future success (Bandura, 1994).

Affective process

People's beliefs in their ability to succeed at a task influence how much anxiety and stress they experience in difficult or challenging situations. Self-efficacy to exercise control over threats plays a key role in anxiety management. For example, if students believe they can exercise control over threats, they rarely have feelings of high anxiety. If they do not believe they can handle threats, they experience high anxiety. They worry about the possible threats or things that may never happen. Self-efficacy regulates avoidance behavior and anxiety arousal. Students with a high level of self-efficacy are more willing to participate in potentially threatening learning activities (Bandura, 1994).

Selection process

People's self-efficacy beliefs can shape their choices in life. Whenever possible, students normally choose learning environments in which they think they have the greatest ability to be successful, and they avoid situations that they feel they cannot control. Thus, the choices students make influence the direction of their life and learning paths. Based on their choices, they develop dissimilar interests, values, and competencies that determine the different life paths (Bandura, 1994).

Method

Sample

The study sample was 74 grade 9 students learning Chinese as a foreign language at Ekamai International School during the second semester of academic year 2014-2015.

Instrument

There were two research instruments for this study. They were a motivation for learning Chinese questionnaire and an unofficial version of the HSK level III Chinese language test.

Questionnaire

The questionnaire contained 3 parts.

- The cover letter is with the purpose of the research.
- A demographic section is with the respondents' data.
- Three sub-scales: intrinsic goal orientation, extrinsic goal orientation and self-efficacy for learning and performance - from the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991).

Validity and reliability

The original developers of the instrument, Pintrich et al. (1991) obtained MSLQ reliability data in three waves of data collection: 1986 (326 students), 1987 (687 students) and 1988 (758 students). They computed alpha coefficients for each motivation subscale. Those alpha values of the intrinsic goal orientation, extrinsic goal orientation and self-efficacy for learning and performance utilized in the current study are shown in the following table.

Table 1: Reliability Statistics of Motivation for Learning Chinese Questionnaire

| Value Component | Number of items for each component | Item numbers | Pintrich et al. Alpha of MSLQ (1991) | Alpha value of this study |
|--|------------------------------------|-------------------------|--------------------------------------|---------------------------|
| Intrinsic Goal Orientation | 4 | 1, 5, 9, 13 | .74 | .77 |
| Extrinsic Goal Orientation | 4 | 3, 7, 11, 15 | .62 | .68 |
| Self-efficacy for learning & Performance | 8 | 2, 4, 6, 8, 10,12,14,16 | .93 | .95 |
| Total | 16 | 16 | | |

This study used the unofficial version of HSK level III test to measure the academic achievement of learning Chinese as a foreign language. The HSK (Chinese Proficiency Test) is an international standardized test that tests and rates non-native Chinese speakers' Chinese language proficiency for academic and professional purposes. The HSK test is sponsored solely by Hanban which is a non-governmental public institution affiliated with the Ministry of Education of China (Chinese test, 2015). The unofficial version of HSK level III test was taken from the Hanban website (Hanban, 2015). The validity and reliability of the HSK level III test are approved by Ministry of Education of China. Zhang (2011) contrasted and compared the Chinese Proficiency Test (HSK), Test of English as Foreign Language (TOEFL) and the Japanese Language Proficiency Test (JLPT) in his research and concluded that all three tests had high reliability and validity.

The HSK- Chinese Proficiency Test

The HSK (Chinese Proficiency Test) is an international standardized test that assesses and rates non-native Chinese speakers' Chinese language proficiency for academic and professional purposes. The HSK test is sponsored solely by Hanban which is a non-governmental public institution affiliated with the Ministry of Education of China (Chinese test, 2015). The unofficial version of the HSK level III test consists of 3 parts: listening, reading and writing. This study used the unofficial version of HSK level III test to measure the academic achievement of learning Chinese as a foreign language of the sample students.

Procedure

The researcher received permission for this research from the school administrators of Ekamai International School during March, 2015. The researcher distributed the questionnaire to the grade 9 students learning Chinese as a foreign language on May 14th and 15th, 2015. There were 82 questionnaires distributed and 74 completed, invalid questionnaires were returned, giving a research sample of 74. This gave a return rate of 90%. The sample students completed the unofficial version of HSK level III test together on May 20th, 2015. This gave a return rate of 90%. Grade 9 Chinese teacher distributed and scored the unofficial version of the HSKIII test.

Descriptive statistics involving means and standard deviations were used for research objectives 1-2 in order to identify the levels of intrinsic and extrinsic goal orientation, self-efficacy for learning and performance, and listening, reading and writing achievement of learning Chinese as a foreign language.

Inferential statistics (Pearson Product Moment Correlation Coefficient) used to investigate the relationship between motivation for learning generally and self-efficacy for learning and performance specifically, and listening, reading and writing achievement of learning Chinese as a foreign language.

Findings

There were three main findings based on the research objectives.

Research objective 1

1. To determine the overall level of motivation for learning Chinese as a foreign language of grade 9 students at Ekamai International School.

- 1.1 To determine the level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.
- 1.2 To determine the level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School.
- 1.3 To determine the level of self-efficacy for learning and performance of grade 9 students learning Chinese as a foreign language at Ekamai International School.

Research finding 1

1. The overall level of motivation for learning Chinese as a foreign language of grade 9 students at Ekamai International School was high.

- 1.1 The level of intrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School was moderate.
- 1.2 The level of extrinsic goal orientation of grade 9 students learning Chinese as a foreign language at Ekamai International School was high.
- 1.3 The level of self-efficacy for learning and performance of grade 9 students learning Chinese as a foreign language at Ekamai International School was moderate.

Research objective 2

2. To determine the Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
 - 2.1 To determine the level of listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
 - 2.2 To determine the level of reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
 - 2.3 To determine the level of writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

Research finding 2

2. The Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School was high.
 - 2.1 The level of listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School was very high.
 - 2.2 The level of reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School was high.
 - 2.3 The level of writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School was high.

Research objective 3

3. To determine if there is any relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
 - 3.1 To determine if there is any relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
 - 3.2 To determine if there is any relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
 - 3.3 To determine if there is any relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

Research finding 3

3. There was a significant relationship between motivation for learning and Chinese achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

- 3.1 There was a significant relationship between self-efficacy for learning and performance and listening achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
- 3.2 There was a significant relationship between self-efficacy for learning and performance and reading achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.
- 3.3 There was a significant relationship between self-efficacy for learning and performance and writing achievement of grade 9 students learning Chinese as a foreign language at Ekamai International School.

Additional Findings

The additional objectives were as follows:

1. To determine the level of overall motivation and subscales by gender.
2. To determine the level of Chinese achievement by gender.
3. To determine if there is a significant difference between overall motivation and subscales by gender.

Table 2: Summary of the Additional Findings (n=74)

| Scale | Gender | N | Interpretation | Difference |
|--|--------|----|----------------|---------------------------|
| Intrinsic Goal Orientation | Male | 35 | Moderate | No significant difference |
| | Female | 39 | Moderate | |
| Extrinsic Goal Orientation | Male | 35 | High | No significant difference |
| | Female | 39 | High | |
| Self-efficacy for Learning & Performance | Male | 35 | Moderate | No significant difference |
| | Female | 39 | Moderate | |
| Motivation | Male | 35 | High | No significant difference |
| | Female | 39 | High | |
| Listening Achievement | Male | 35 | Very High | |
| | Female | 39 | Very High | |
| Reading Achievement | Male | 35 | High | |
| | Female | 39 | High | |
| Writing Achievement | Male | 35 | High | |
| | Female | 39 | High | |
| Chinese Achievement | Male | 35 | High | |
| | Female | 39 | High | |

Discussion

Motivation, from the social cognitive perspective, is an internal state that can direct and maintain behavior (Bandura, 1993). The two sources of motivation are intrinsic and extrinsic. Intrinsic motivation is from the learner himself/herself and extrinsic motivation is from the learning environment. According to Bandura (1991), the important motivational processes for learning are goal setting, self-efficacy, and expectations of learning success or failure. When students set a goal for foreign language learning, it will enhance their self-efficacy and expectation of success in learning. Therefore, the students will be highly motivated in order to reach their desired goal.

For the overall level of motivation, the findings of this study showed that both male and female students had a high level of motivation. Grade 9 is the first year for students choosing Chinese as a foreign language as an elective course at Ekamai International School. There are three choices of foreign language study, Spanish, Japanese and Chinese. Students probably were interested in Chinese language when they chose Chinese as an elective course. The findings of this study support the notion that motivation made learning efficient by helping learners select what to study and then helping them maintain the learning behavior (White, 1959).

For both intrinsic goal orientation and self-efficacy for learning and performance, the findings of this research showed that students had a moderate level regardless of gender. Learners with high levels of intrinsic goal orientation are willing to put effort into their learning and typically enjoy the learning activities. They normally have high levels of self-efficacy also (Deci & Ryan, 1985). The concept of self-efficacy includes the students' confidence and self-regulation in their learning. It affects student motivation, learning behaviors and academic achievement (Pajares & Schunk, 2001). Therefore, it was not surprising to see intrinsic motivation and self-efficacy for learning and performance at the same level. The grade 9 students at Ekamai International School live in Bangkok. They rarely had opportunity to use Chinese language in their lives, but they were told that Chinese language was important for their future. Most of the students were not motivated intrinsically. At the same time, the students from Ekamai International School started to learn Chinese since grade 1. The previous learning experience helped them build confidence and influenced their self-efficacy for learning and performance in Chinese learning.

For extrinsic goal orientation, the findings of this research showed that the students had a high level. The findings support that the extrinsically motivated learners might not have been interested in the task, but they still put effort to reach the goal. The process of learning is complex and usually requires both intrinsic and extrinsic motivation as instigators of effort (Printrich & Schunk, 1996). A learner's motivation is sometimes high when motivated intrinsically, and sometimes low when motivated extrinsically. However, motivation is usually moderate when both intrinsic and extrinsic motivations together play a role in learning (Printrich & Schunk, 1996). Their high level of extrinsic motivation also supported and complemented their moderate level of intrinsic motivation. It was not surprising to see that grade 9 students had high level of extrinsic goal orientation. According to the school policy, if grade 9 students cannot get equal or more than 60% on the unofficial version of the HSK III test at the end of second semester, they have to choose another foreign language as an elective course for their grade 10. The expected test results influenced the students' extrinsic motivation. This was in accord with the findings of this study.

For Chinese language achievement, the students had a very high level in listening achievement and a high level in reading and writing. However, it is important to note that Chinese language achievement in this study was only based on one particular test, which was the final examination in Chinese using an unofficial version of the HSK III test in the second semester of the academic year 2014-2015. It was not surprising to see that listening achievement was at a very high level. During their primary stage, Chinese learning mainly focused on listening and speaking. Chinese reading and writing were introduced and requested during elementary and middle school.

For the additional findings, it was interesting to see that the male students had a slightly higher level of extrinsic goal orientation than the female students. After concluding the research findings, the researcher considered that the number of female students was larger and the Chinese achievement of the female students was higher in listening, reading and writing. The male students were likely motivated extrinsically in order to get better grades and attention from the teacher.

The findings showed that there was a significant relationship between motivation for learning and Chinese language achievement. The findings of this study supported the contention that motivation is a key factor which affects the outcome of language study (Daskalovska et al., 2012). As Gardner (1985) noted motivational factors are surely connected to second or foreign language learning outcomes.

The findings showed that there was a significant relationship between self-efficacy for learning and performance, and Chinese listening, reading and writing achievement. These findings agreed with previous studies. Learners with high self-efficacy normally show better academic performance than those with low self-efficacy. Pajares & Schunk (2001) reported that when learners are engaged in learning, they are influenced by their own learning goals and learning activities, and environmental factors, such as rewards and feedback. These let learners know how well they have performed. Self-efficacy was strengthened when learners knew they performed well. Mahyuddin et al. (2006) showed that high self-efficacy in English language learning directly correlated with English language achievement. The researcher also noticed that the students with high self-efficacy for learning and performance in their Chinese had high self-confidence and would like to do independent learning tasks. They put effort and desired to get good Chinese achievement in all listening, reading and writing.

Recommendations

Recommendations for practice

Based on the findings of this study, this researcher would like to propose the recommendations for teachers to promote and develop students' intrinsic and extrinsic goal orientation and self-efficacy for learning and performance in order to enhance their Chinese achievement.

Based on the findings of the moderate level of intrinsic goal orientation, the researcher would like to propose the following specific recommendations for teachers at Ekamai International School:

- differentiate the instruction by using a variety of teaching strategies;
- develop different learning activities to make learning process more interesting;
- communicate with students about learning task and give them choices to choose according to their interests.

According to the findings of this study, the students had high levels of extrinsic goal orientation. The Chinese teachers should go on to do what they are doing, and additionally consider doing the following:

- use praise and encouragement with guidance to help students improve learning;

- give feedback constantly.

The above recommendations give students ideas of what they have done and how to improve to get better grades. Their high level of extrinsic motivation will be maintained and increased.

Based on the findings of the moderate level of self-efficacy for learning and performance, the researcher would like to propose the following specific recommendations for teachers at Ekamai International School:

- design the learning objectives and activities according to students' ability levels;
- set attainable learning goals for students and give them opportunities to experience how they reach those goals;
- support students during their learning struggles;
- when students do group work, try to have one group member have a slightly higher level of Chinese language skill to serve as a role model to the other members in the group;
- invite students with good learning progress to share the strategies they used to improve their Chinese learning;
- provide students with positive and appropriate support and feedback;
- encourage students to think and talk positively about their learning;
- praise students' efforts and persistence rather than focus on their ability;
- create a healthy learning atmosphere in the classroom whereby students are free to share ideas and speak in Chinese;
- encourage students when they make mistakes and help them to correct their own mistakes.

The above recommendations will help students to be successful in their learning, and make them believe that they can complete similar tasks successfully. Students' self-efficacy for learning Chinese will improve when they apply proven learning strategies and skills they learn from other successful learners by watching and learning together with their peers. The positive learning environment encourages every student to take risks by attempting harder learning tasks. It also leads students to put greater effort in to developing the skills to succeed.

Recommendations for future research

Recommendations for future research regarding motivation generally, self-efficacy specifically, and Chinese achievement in listening, reading and writing are as follows:

- future researchers should include all seven motivation subscales from MSLQ (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety). Learning strategies section of the MSLQ also be incorporated in to future study of CFL learning in Thailand. It will be interesting to see the overall motivation for learning Chinese as a foreign language by including those seven subscales and learning strategies section of the MSLQ. All seven motivation subscales and learning strategies section of the MSLQ are closely interrelated and affect students overall motivation and learning outcomes. By including them in the research, a more accurate picture of student motivation for learning CFL will be developed;
- this study used an unofficial version of the HSK III to measure grade 9

students' Chinese achievement in listening, reading and writing. Future researchers should combine traditional pencil- and-paper tests and performance tests to measure the Chinese achievement rather than one particular test. The performance tests should be used to obtain a deeper and richer understanding of students' language achievement. Future researcher also could use the official HSK test with speaking test;

- future researchers should also combine qualitative and quantitative research design for relationship between motivation and Chinese language achievement. The mixed approaches give a greater depth to the findings and will improve understanding of motivation and Chinese language achievement;
- future researchers should survey Chinese learners in both private and public schools in different regions in Thailand. The differentiated and larger sample will help researcher obtain a more inclusive overall picture of motivation and CFL learning and achievement in Thailand.

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