

## A COMPARATIVE STUDY OF GRADES 4, 5, AND 6 STUDENTS' SELF-EFFICACY, LEARNING SITUATION ATTITUDE AND MOTIVATION IN CHINESE LANGUAGE CLASS AT A DEMONSTRATION SCHOOL IN BANGKOK, THAILAND

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### Abstract

The purpose of this study was twofold: (a) to determine the levels of self-efficacy, learning situation attitude, and motivation in Chinese language class held by Grades 4 to 6 students at a demonstration school in Thailand, and (b) to perform statistical comparisons of these variables, using the students' school grade as grouping factor. A population sample of 35 students from Grade 4, 14 students from Grade 5, and 22 students from Grade 6, enrolled in the target demonstration school during the academic year 2024-2025, participated in this study. For the data collection, three questionnaires were used to collect data on participants' self-efficacy, learning situation attitude, and motivation in Chinese language class.

From performing descriptive statistics on the collected data, it was found that the overall levels of self-efficacy and motivation in Chinese Language class held by Grades 4, 5, and 6 students at the target school were slightly high, while their learning situation attitude was slightly positive. From the quantitative comparative analysis, it was found that there were no significant differences in self-efficacy, learning situation attitude, or motivation in Chinese language class among Grade 4, 5, and 6 students. Based on the research findings, recommendations for students, Chinese language teachers, and future researchers are provided.

**Keywords:** Self-Efficacy, Learning Situation Attitude, Motivation, Chinese Language, Demonstration School

## Introduction

In the 21<sup>st</sup> century, China has been steadily strengthening its economic and trade interactions with other nations, leading to a widespread acknowledgement of the significance of the Chinese language for international business and trade (Sun et al., 2020). Therefore, it comes as no surprise that Chinese language education has become a key part of global language teaching, serving not only as a language skill, but also as a bridge for cross-cultural communication and deeper international cooperation.

In Thailand, Mr. Suchart Thada-Thamrongvech, during his tenure as Minister of Education, from January to October 2012, promoted an educational reform to ensure early Chinese language learning for Thai students, asking the Confucius Institute and other Chinese educational institutions to send 10,000 Chinese language instructors for Thai learners. Now, all educational institutions officially registered under the Thai Ministry of Education are required to offer Chinese courses, and Chinese language has surpassed Japanese to become the second-largest foreign language after English in Thailand (Hu et al., 2023).

Self-efficacy is a strong predictor of language proficiency and performance (Huang, 2021), affecting learners' interest, effort and use of self-regulated strategies to learn and master the language (Pintrich and De Groot, 1990). Also, learning situation attitude is a key component in second or foreign language acquisition and maintenance, and is influenced by the course and the teacher (Gardner, 2010). Moreover, motivation plays an essential role in second and foreign language learning, driving learners to set goals, develop positive attitudes, and actively engage in the language learning process (Gardner, 2010; Ma, 2023).

The first author has taught Chinese to Grades 2 to 6 students for three years at Ramkhamhaeng University Demonstration School (Bangna Campus), located in Bangkok. Based on her teaching experience, the first author has observed some problems among Grades 4 to 6 students in Chinese language class. Some students appear not confident when questioned, which is an indicator of low self-efficacy in Chinese language class (Bandura, 1994). Others seem to like to spend more time in other classes rather than in Chinese class, which is an indicator of a negative learning situation attitude (E. C. Huang & Lynch, 2019). Moreover, many of these students do not spend much of their study time learning Chinese, as compared to other subjects, which is an indicator of a low motivation in Chinese language class (Gardner, 2010). These issues highlight the need to explore in depth the levels of self-efficacy, learning situation attitude, and motivation in Chinese language class held by Grades 4 to 6 students at this demonstration school in Thailand, in order to enhance their Chinese learning experience.

Previous studies (e.g., E. C. Huang and Lynch, 2019; L. Y. Huang and Lynch, 2019; Zhang and Chinokul, 2023) have reported conflicting results on the effect of the grade in which students were enrolled in on their self-efficacy, learning situation attitude, and motivation. For

example, L. Y. Huang and Lynch (2019) found an overall high self-efficacy for learning Chinese among Grades 6 to 10 students at a trilingual international school in Samut-Prakarn, Thailand, with no significant differences. However, Zhang and Chinokul (2023) found a significant difference in the overall level of self-efficacy in learning Chinese among Grades 10 to 12 students in a local school in Trang Province, Thailand. E. C. Huang and Lynch (2019) found that the overall levels of students' attitude toward, and motivation for, learning Chinese at an international school in Thailand were both stable during Grades 3 and 4, but decreased by Grade 5. However, Zhang and Chinokul (2023) found a significant difference in the overall level of motivation for learning Chinese among Grades 10 to 12 students from Trang Province, Thailand. These conflicting results highlight the complexity and need of measuring self-efficacy, learning situation attitude, and motivation in Chinese language class for Thai students.

For these aforementioned reasons, the researchers decided to conduct a study to measure Grades 4, 5, and 6 students' self-efficacy, learning situation attitude and motivation in Chinese language class at Ramkhamhaeng University Demonstration School (Bangna Campus), Bangkok, Thailand, and compare them according to their grade.

### **Objectives of this Research**

1. To determine the levels of Grades 4, 5 and 6 students' self-efficacy in Chinese language class at a demonstration school in Bangkok, Thailand.
2. To determine the levels of Grades 4, 5 and 6 students' learning situation attitude in Chinese language class at a demonstration school in Bangkok, Thailand.
3. To determine the levels of Grades 4, 5 and 6 students' motivation in Chinese language class at a demonstration school in Bangkok, Thailand.
4. To determine whether there is a significant difference in self-efficacy in Chinese language class among Grades 4, 5, and 6 students at a demonstration school in Bangkok, Thailand.
5. To determine whether there is a significant difference in learning situation attitude in Chinese language class among Grades 4, 5, and 6 students at a demonstration school in Bangkok, Thailand.
6. To determine whether there is a significant difference in motivation in Chinese language class among Grades 4, 5, and 6 students at a demonstration school in Bangkok, Thailand.

### **Research Methodology**

Here, details on the research design, population and sample, research tools, data collection, data analysis, ethical considerations and the research validity are provided.

### 1. Research Design

The researchers used a quantitative comparative survey research design, in order to compare the self-efficacy, learning situation attitude and motivation in Chinese language class (serving as dependent variables) among participants' school grade (i.e., Grades 4 to 6, serving as the independent variable).

### 2. Population and Sample

A population sample, comprised of all the 71 Grades 4, 5, and 6 students enrolled in Chinese language class at the target demonstration school during the academic year 2024-2025, participated in this study. The sample of participants was distributed as follows: 35 from Grade 4, 14 from Grade 5, and 22 from Grade 6.

### 3. Research Tools

This study was conducted using three research instruments, which are described in detail in the following sub-sections.

3.1 Self-Efficacy in Chinese Language Classroom Questionnaire (SECLCQ). In order to measure the participants' level of self-efficacy in Chinese language class, the researchers administered the SECLCQ (see Table 2), adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich and De Groot (1990). The instrument consisted of 8 items rated on a 6-point Likert scale (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree). The mean scores obtained from averaging the Likert scale ratings of all items were interpreted using a continuum from 1.00 (very low self-efficacy) to 6.00 (very high self-efficacy).

3.2 Learning Situation Attitude in Chinese Language Classroom Questionnaire (LSACLQ). In order to measure the participants' level of learning situation attitude in Chinese language class, the researchers administered the LSACLQ (see Table 3), adapted from the Attitude/Motivation Test Battery (AMTB) by Gardner (2010). The instrument had 10 positively-worded items and two subscales: Chinese teacher evaluation (Items 1-5), and Chinese course evaluation (Items 6-10). Items were rated on a 6-point Likert scale (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree). The mean scores obtained from averaging the Likert scale ratings were interpreted using a continuum from 1.00 (very negative attitude) to 6.00 (very positive attitude).

3.3 Motivation in Chinese Language Classroom Questionnaire (MCLCQ). In order to measure the participants' level of motivation in Chinese language class, the researchers used the MCLCQ (see Table 4), adapted from Gardner's (2010) AMTB. The MCLCQ had 15 positively-worded items and three subscales: motivational intensity (Items 1-5), desire to learn Chinese (Items 6-10), and attitudes toward learning Chinese (Items 11-15). Items were rated on a 6-point Likert scale (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree,

4 = slightly agree, 5 = moderately agree, 6 = strongly agree). The mean scores obtained from averaging the Likert scale ratings were interpreted using a continuum from 1.00 (very low motivation/very negative attitude) to 6.00 (very high motivation/very positive attitude).

#### 4. Data Collection

The data were collected in February 2025, during the second semester of the academic year 2024-2025. The first author administered the SECLCQ, LSACLQ and MCLCQ, in English and in printed form, to all the participants at the target demonstration school. A total of 70 students returned the completed questionnaires, yielding a response rate of 98.59%.

#### 5. Data Analysis

Before hypothesis testing, a reliability analysis was conducted, by computing the Cronbach's alpha coefficient on all the questionnaires. Values ranging from .68 to .97. were obtained (see Table 1), indicating that the SECLCQ, LSACLQ, and MCLCQ were reliably measuring participants' levels of self-efficacy, learning situation attitude, and motivation in Chinese language class, respectively.

**Table 1** Reliability Coefficients of the Research Instruments Used in This Study

Research instrument	Grade		
	4	5	6
Self-Efficacy in Chinese Language Classroom (SECLCQ)	.93	.94	.96
Learning Situation Attitude in Chinese Language Classroom (LSACLQ)	.93	.93	.97
Chinese teacher evaluation	.91	.86	.92
Chinese course evaluation	.85	.89	.95
Motivation in Chinese Language Classroom (MCLCQ)	.95	.94	.94
Motivational intensity	.87	.68	.85
Desire to learn Chinese	.88	.88	.87
Attitudes toward learning Chinese	.92	.89	.86

After the instruments' reliability was established, the collected data were analyzed by using descriptive statistics (means and standard deviations) and quantitative comparative analysis (one-way analysis of variance [ANOVA]), with the support of a statistical software.

#### 6. Ethical Considerations

Formal permission to conduct the study was obtained from Principal of the target school. Before the questionnaires were administered, all the target students were informed that their participation was voluntary and they could withdraw from the study at any time, without any adverse consequences. Also, the research objectives were explained to them. Participants were also informed that their answers were going to be used only for research purposes, and all their identities were going to be kept anonymous and confidential.

#### 7. Research Validity

##### 7.1 Self-Efficacy in Chinese Language Classroom Questionnaire (SECLCQ). Peng

(2022) validated this instrument for the context of elementary education in Thailand, from administering it to 100 Thai Grade 6 students learning Chinese at an international school.

7.2 Learning Situation Attitude in Chinese Language Classroom Questionnaire (LSACLQ). Huang (2021) validated the instrument for the Chinese learning context in elementary education in Thailand, showing that the LSACLQ was a 2-factor instrument to measure learning situation attitude for Thai elementary students at an international school.

7.3 Motivation in Chinese Language Classroom Questionnaire (MCLCQ). E. C. Huang and Lynch (2019) established the MCLCQ validity as a 3-factor instrument for Thai elementary students learning Chinese, from administering it to 55, 52, and 48 Thai Grade 3, 4 and 5 students, respectively, at an international school in Thailand.

## Research Results

In this section, the study findings are presented by research objective.

### 1. Findings from Research Objective 1

The mean scores, standard deviations, and interpretations of the participants' answers to all eight items comprising the SECLCQ are shown in Table 2.

**Table 2** Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the SECLCQ, According to Their Grade

Item N <sup>o</sup>	Item statement	Grade 4			Grade 5			Grade 6		
		M	SD	Interpretatio n	M	SD	Interpretatio n	M	SD	Interpretatio n
1	I believe I will receive an excellent grade in Chinese language class.	4.44	1.60	Slightly high	4.57	1.22	Moderately high	3.50	1.74	Slightly high
2	I am certain I can understand the most difficult material presented in the readings for Chinese language class.	3.68	1.55	Slightly high	4.29	1.38	Slightly high	3.50	1.77	Slightly high
3	I'm confident I can understand the basic concepts taught in Chinese language class.	4.62	1.35	Moderately high	4.64	1.55	Moderately high	3.95	1.43	Slightly high
4	I'm confident I can understand the most complex material presented by the teacher in Chinese language class.	3.85	1.52	Slightly high	3.93	1.49	Slightly high	3.64	1.43	Slightly high
5	I'm confident I can do an excellent job on the assignments and tests in Chinese language class.	4.53	1.33	Moderately high	4.21	1.48	Slightly high	3.82	1.37	Slightly high
6	I expect to do well in Chinese language class.	4.71	1.51	Moderately high	4.64	1.74	Moderately high	3.73	1.58	Slightly high
7	I'm certain I can master the skills being taught in Chinese language	4.29	1.45	Slightly high	4.64	1.55	Moderately high	3.95	1.62	Slightly high

	class.									
8	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in Chinese language class.	4.21	1.77	Slightly high	4.50	1.83	Moderately high	3.73	1.39	Slightly high
1-8	Overall (Self-efficacy in Chinese language class)	4.29	1.52	Slightly high	4.43	1.54	Slightly high	3.73	1.55	Slightly high

## 2. Findings from Research Objective 2

The mean scores, standard deviations, and interpretations of the participants' answers to all 10 items comprising the LSACLCQ are shown in Table 3.

**Table 3** Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the LSACLCQ, According to Their Grade

Item N <sup>o</sup>	Item statement	Grade 4			Grade 5			Grade 6		
		M	SD	Interpretation	M	SD	Interpretation	M	SD	Interpretation
I. Chinese teacher evaluation (CTE)										
1	I look forward to having Chinese class because my Chinese teacher is good.	4.88	1.25	Moderately positive	4.14	1.56	Slightly positive	4.36	1.26	Slightly positive
2	My Chinese teacher is better than any of my other teachers.	4.09	1.40	Slightly positive	4.14	1.17	Slightly positive	4.00	1.38	Slightly positive
3	My Chinese teacher has a dynamic and interesting teaching style.	4.68	1.32	Moderately positive	4.36	1.45	Slightly positive	4.55	1.06	Moderately positive
4	My Chinese teacher is a great source of inspiration to me.	4.65	1.37	Moderately positive	4.21	1.31	Slightly positive	4.14	1.21	Slightly positive
5	I really like my Chinese teacher.	4.68	1.68	Moderately positive	4.50	1.45	Moderately positive	4.55	1.44	Moderately positive
1-5	Overall (CTE)	4.59	1.41	Moderately positive	4.27	1.39	Slightly positive	4.32	1.27	Slightly positive
II. Chinese class evaluation (CCE)										
6	I would rather spend more time in my Chinese class and less in other classes.	3.53	1.52	Slightly positive	3.43	1.65	Slightly negative	3.86	1.46	Slightly positive
7	I enjoy the activities of our Chinese teacher much more than those of other classes.	4.09	1.56	Slightly positive	4.14	1.56	Slightly positive	4.09	1.41	Slightly positive
8	I like my Chinese class so much; I look forward to studying more Chinese in the future.	3.91	1.44	Slightly positive	3.86	1.56	Slightly positive	4.05	1.40	Slightly positive
9	I look forward to the time I spend in Chinese class.	4.12	1.45	Slightly positive	3.71	1.54	Slightly positive	3.73	1.45	Slightly positive
10	Chinese is one of my favorite courses.	4.21	1.59	Slightly positive	3.57	1.83	Slightly positive	3.73	1.78	Slightly positive
6-10	Overall (CCE)	3.97	1.52	Slightly positive	3.74	1.63	Slightly positive	3.89	1.51	Slightly positive

1-10	Overall (Learning situation attitude in Chinese language class)	4.28	1.46	Slightly positive	4.01	1.52	Slightly positive	4.11	1.39	Slightly positive
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### 3. Findings from Research Objective 3

The mean scores, standard deviations, and interpretations of the participants' answers to all 10 items comprising the MCLCQ are shown in Table 4.

**Table 4** Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the MCLCQ, According to Their Grade

Item N <sup>o</sup>	Item statement	Grade 4			Grade 5			Grade 6		
		M	SD	Interpretation	M	SD	Interpretation	M	SD	Interpretation
I. Motivational intensity (MI)										
1	I make a point of trying to understand all the Chinese I see and hear.	4.29	1.51	Slightly high	5.07	1.27	Moderately high	4.50	1.14	Moderately high
2	I keep up to date with Chinese by working on it almost every day.	3.51	1.46	Slightly high	3.71	1.68	Slightly high	3.68	1.46	Slightly high
3	When I have a problem understanding something in my Chinese class, I always ask my teacher for help.	4.17	1.49	Slightly high	4.71	1.14	Moderately high	4.14	1.28	Slightly high
4	I really work hard to learn Chinese.	4.17	1.38	Slightly high	3.86	1.66	Slightly high	3.55	1.60	Slightly high
5	When I am studying Chinese, I ignore distractions and pay attention to my task.	4.11	1.47	Slightly high	3.93	1.44	Slightly high	3.77	1.38	Slightly high
1-5	Overall (MI)	4.05	1.46	Slightly high	4.26	1.45	Slightly high	3.93	1.38	Slightly high
II. Desire to learn Chinese (DLC)										
6	I have a strong desire to know all aspects of Chinese.	4.17	1.47	Slightly high	4.07	1.59	Slightly high	3.59	1.50	Slightly high
7	If it were up to me, I would spend all of my time learning Chinese.	3.06	1.51	Slightly low	2.64	1.91	Slightly low	3.05	1.73	Slightly low
8	I want to learn Chinese so well that it will become natural to me.	4.06	1.71	Slightly high	3.57	1.87	Slightly high	4.09	1.41	Slightly high
9	I would like to learn as much Chinese as possible.	3.51	1.58	Slightly high	3.07	1.82	Slightly low	3.59	1.47	Slightly high
10	I wish I were fluent in Chinese.	4.43	1.69	Slightly high	4.57	1.70	Moderately high	4.64	1.59	Moderately high
6-10	Overall (DLC)	3.85	1.59	Slightly high	3.59	1.78	Slightly high	3.79	1.54	Slightly high
III. Attitudes toward learning Chinese (ALC)										
11	Learning Chinese is really great.	4.17	1.54	Slightly positive	3.71	1.86	Slightly positive	4.00	1.41	Slightly positive
12	I really enjoy learning Chinese.	4.20	1.43	Slightly positive	3.79	1.37	Slightly positive	3.82	1.44	Slightly positive

13	Chinese is a very important part of the school program I am in.	4.26	1.34	Slightly positive	4.00	1.75	Slightly positive	3.59	1.62	Slightly positive
14	I plan to learn as much Chinese as possible.	3.66	1.53	Slightly positive	3.57	1.83	Slightly positive	3.50	1.79	Slightly positive
15	I love learning Chinese.	4.46	1.44	Slightly positive	4.14	1.79	Slightly positive	3.95	1.76	Slightly positive
11-15	Overall (ALC)	4.15	1.46	Slightly positive	3.84	1.73	Slightly positive	3.77	1.61	Slightly positive
1-15	Overall (Motivation in Chinese language class)	4.02	1.51	Slightly high	3.90	1.66	Slightly high	3.83	1.52	Slightly high

#### 4. Findings from Research Objective 4

Table 5 shows the results obtained from performing a one-way ANOVA on the collected data, testing whether there was a significant difference in self-efficacy in Chinese language class among Grades 4 to 6 students at a demonstration school in Thailand.

**Table 5** One-Way ANOVA Results from Comparing Grades 4 to 6 Students' Self-Efficacy in Chinese Language Class at a Demonstration School in Thailand

Grade	n	M	SD	ANOVA	
				F (3, 115)	p
Grade 4	34	4.29	1.52	1.68	.195
Grade 5	14	4.43	1.54		
Grade 6	22	3.73	1.55		

Note. Significance level set at  $p = .05$ , two-tailed.

#### 5. Findings from Research Objective 5

Table 6 shows the results obtained from performing a one-way ANOVA on the collected data, testing whether there was a significant difference in learning situation attitude in Chinese language class among Grades 4 to 6 students at a demonstration school in Thailand.

**Table 6** One-Way ANOVA Results from Comparing Grades 4 to 6 Students' Learning Situation Attitude in Chinese Language Class at a Demonstration School in Thailand

Grade	n	M	SD	ANOVA	
				F (3, 115)	p
Grade 4	34	4.28	1.46	.32	.724
Grade 5	14	4.01	1.52		
Grade 6	22	4.11	1.39		

Note. Significance level set at  $p = .05$ , two-tailed.

#### 6. Findings from Research Objective 6

Table 7 below shows the results obtained from performing a one-way ANOVA on the collected data, testing whether there was a significant difference in motivation in Chinese language class among Grades 4 to 6 students at a demonstration school in Thailand.

**Table 7** One-Way ANOVA Results from Comparing Grades 4 to 6 Students' Motivation in Chinese Language Class at a Demonstration School in Thailand

Grade	n	M	SD	ANOVA	
				F(3, 115)	p
Grade 4	34	4.02	1.51	.18	.837
Grade 5	14	3.90	1.66		
Grade 6	22	3.83	1.52		

Note. Significance level set at  $p = .05$ , two-tailed.

## Research Discussion

In this section, a discussion of the research findings from this study is provided.

### Self-Efficacy in Chinese Language Class

The study results revealed an overall slightly high level of self-efficacy in Chinese language class held by Grade 4, Grade 5 and Grade 6 students at the target demonstration school in Thailand. Therefore, it can be concluded that the participants' level of belief and self-confidence to master the tasks and work in Chinese language class was slightly high, regardless of their grade. This result is in line with L. Y. Huang and Lynch (2019), who found an overall high level of self-efficacy in learning Chinese among Grades 6 to 10 students at an international school in Samut-Prakarn, Thailand. A possible explanation can be the students' mastery experiences in learning Chinese, which are the most effective resource for developing a strong sense of self-efficacy, and also affect their intrinsic cognitive load (Sweller, 2011).

### Learning Situation Attitude in Chinese Language Class

The study results revealed an overall slightly positive level of learning situation attitude in Chinese language class held by Grade 4, Grade 5 and Grade 6 students at the target school. Therefore, it can be concluded that the participants held an overall slightly positive predisposition to evaluate favorable or unfavorable tendencies toward objects or ideas, in relation to the Chinese Language class teacher and the Chinese Language class. This finding was aligned with Huang (2021), who found an overall very positive level of attitude toward learning Chinese in Primary 6 students at an international school in Thailand. This could be due to classroom activities, teacher influence, and the classroom learning environment, which contribute to a positive attitude toward the teacher and course (Gardner, 2010).

### Motivation in Chinese Language Class

The results of the current study revealed an overall slightly high level of motivation in Chinese language class held by Grade 4, Grade 5 and Grade 6 students at the target demonstration school in Thailand. Therefore, it can be concluded that the participants' overall level of effort, persistence and drive shown in Chinese language class was slightly high. This result is in line with Wei and González (2023), who found a partially high level of motivation for learning Chinese in Grade 6 students at a private school in Bangkok. This could be due to

the fact that Chinese language teachers at the target school design learning driven by students' interests, which has been proven to improve students' motivation (Gardner, 2010).

#### The Grade-Based Difference in Self-Efficacy

The data analysis revealed that there were no significant differences in self-efficacy in Chinese Language class among Grades 4, 5 and 6 students at the target school in Bangkok, Thailand. Therefore, it can be concluded that the grade has no significant effect on students' self-efficacy. This aligns with L. Y. Huang and Lynch (2019), who found no significant difference in self-efficacy for learning Chinese among Grades 6-10 students at a trilingual international school in Samut-Prakarn. This might be due to the teacher's efficacy remaining stable across grades, influencing student achievement and self-efficacy beliefs (Zhang & Chinokul, 2023).

#### The Grade-Based Difference in Learning Situation Attitude

The data analysis found no significant difference in learning situation attitude among Grade 4, Grade 5 and Grade 6 students in Chinese language class at the target school. Thus, it can be concluded that the school grade in which participants were enrolled in appears to have no significant effect on their self-efficacy in Chinese class. This could be due to teacher's efficacy and linguistic challenges remaining stable across grades, which may influence student beliefs and learning attitude (E. C. Huang & Lynch, 2019; Wei & González, 2023).

#### The Grade-Based Difference in Motivation

The data analysis found no significant difference in motivation among Grade 4, Grade 5 and Grade 6 students in Chinese language class at the target school. Thus, it can be concluded that the school grade in which participants were enrolled in appears to have no significant effect on their motivation in Chinese language class. This could be due to teaching quality, instructional time, and students' academic self-efficacy remaining stable across grades, which may influence student motivation (Gardner, 2010; Zhang & Chinokul, 2023).

### **Research Body of Knowledge**

From the study results, the school grade in which participants were enrolled in did not have a significant effect on their self-efficacy, learning situation attitude, and motivation in Chinese language class. This result was in line with previous studies conducted in Thailand (e.g., E. C. Huang & Lynch, 2019; L. Y. Huang & Lynch, 2019). However, factors that may significantly influence students' self-efficacy, learning situation attitude, and motivation were identified from the literature review and discussion conducted for this study (see Figure 1).

In relation to self-efficacy, it can be influenced by factors such as participation in extra-curricular Chinese activities (Peng, 2022), prior performance, mastery experiences, use of cognitive and metacognitive strategies, and positive feedback from teachers or peers (Pintrich & De Groot, 1990). In relation to learning situation attitude, it can be affected by teaching

effectiveness (Huang, 2021) and gender (Gardner, 2010). In relation to motivation, it can be influenced by cultural interest (Ma, 2023), and establishing and maintaining connections with foreigners (Zhang & Chinokul, 2023). Also, learning anxiety (Gardner, 2010) is identified as having an impact on both attitude and motivation in learning a second or foreign language, while age (Zhang & Chinokul, 2023) is identified as having an impact on both self-efficacy and motivation in learning a second or foreign language, and cultural context and Chinese proficiency level have been reported to affect all three variables (Gardner, 2010; Zhang & Chinokul, 2023).

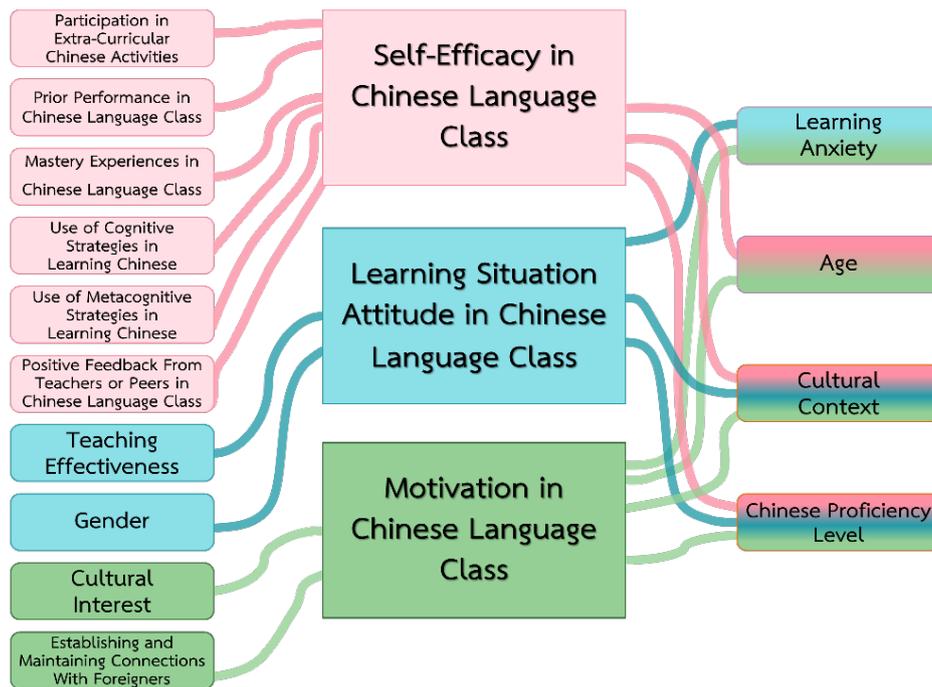


Figure 1 Research Body of Knowledge

## Research Suggestions

### 1. Suggestions for Practice

1.1 The study findings showed that SECLCQ Items 2 and 4 (see Table 2) were consistently rated with the lowest mean scores among participants from all grades. Therefore, the researchers suggest teachers should provide students with sufficient time, opportunities and materials to practice and understand difficult and complex material in the Chinese language classroom (Peng, 2022; Pintrich & De Groot, 1990).

1.2 The study findings showed that LSACLQ Item 6 (see Table 3) was consistently rated with the lowest mean score among participants from all grades. Therefore, the researchers suggest that teachers can design Chinese classes emphasizing students' interests (Gardner, 2010), or use some humorous language in their lessons, in order to attract students' attention and willingness to spend more time in Chinese class, and hence foster in

them a positive attitude towards learning Chinese (Ma, 2023).

1.3 The study findings showed that MCLCQ Item 7 (see Table 4) was consistently rated with the lowest mean score among participants from all grades. Thus, the researchers suggest that teachers should integrate students' interests into course design, which can make the learning process more motivating, and can help students increase their learning time and intensity in relation to learning Chinese (Gardner, 2010; Wei & González, 2023).

## 2. Suggestions for Research

2.1 Data for this study were collected from 34 Grade 4 students, 14 Grade 5 students, and 22 Grade 6 students from a Thai demonstration school, enrolled in Chinese language class. Future researchers may conduct studies on larger student samples and more diverse schools and subjects, to obtain more generalizable results.

2.2 The independent variable in this study (i.e., students' school grade) was found to have no significant effect on students' self-efficacy, learning situation attitude and motivation in Chinese language class. Therefore, it is suggested that future researchers include other variables that have been reported to have a significant impact on these variables, such as age, gender, cultural interest, learning anxiety, or Chinese proficiency level.

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