

# RELATIONSHIP BETWEEN SUCCESS AND FAILURE ATTRIBUTIONS AND SELF-EFFICACY OF CHINESE EFL JUNIOR HIGH SCHOOL STUDENTS WITH DIFFERENT ENGLISH PROFICIENCY LEVELS

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#### Thesis entitled

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#### **Abstract**

This study aimed at 1) exploring the level of students' success and failure attribution and self-efficacy and 2) investigating the relationship between success and failure attribution, self-efficacy among Chinese junior high school students. The success and failure attributions were categorized into two aspects: the internal and the external attributions. A school in Shizong, China, was purposively selected, and 110 junior high school students from this school were recruited as research participants. The study was a correlational study and supported by qualitative study based on semistructured interview. The results showed that students in the high proficiency group showed high level of internal attributions ( $\bar{x} = 4.35$ ) and self-efficacy ( $\bar{x} = 3.90$ ), students in the medium proficiency group showed high level of internal attributions ( $\bar{x}$ = 3.69) and self-efficacy ( $\bar{x}$  = 3.56), whereas students in the low proficiency group showed moderate ( $\bar{x} = 2.82$ ) level of internal attributions and low self-efficacy ( $\bar{x} = 2.82$ ) 2.44). The external attributions of the students at all three levels of English proficiency were at a moderate level. The correlation between success and failure attributions and self-efficacy varied among students with different levels of English proficiency. The data from the semi-interviews provided some evidence to support the results of the questionnaire. The results of the semi-structured interviews confirmed that the relationship between success and failure attributions and self-efficacy varied among junior high school students with different levels of English proficiency. In addition, there are many problems in Chinese students' English learning methods.

(Total 128 pages)

Key Words: Chinese junior high school, English learning, Success and failure attribution, Self-efficacy, Different English proficiency level

Student's Signature ......Thesis Advisor's Signature .....

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#### CHAPTER 1

#### INTRODUCTION

This chapter elucidates the background of the study, the research objectives, the research questions, the scope of the study, the limitations and the significance of the study. It also provides conceptual framework and operational definitions.

#### 1.1 BACKGROUND OF THE STUDY

A world language, a global language, the most important language for human communication and exchange, these iconic titles have established the global status of English. English is used as an official or semi-official language in more than 60 countries around the world, and is the dominant language in more than 20 of them (Lu, 2019).

Language is a tool used to communicate with each other, and as such, there is an understanding between the parties involved. Language itself makes it possible to convey thoughts, ideas, feelings and many other things more easily. In this world, there are many languages spoken. (Putra, 2020)

According to Fu (1986), the 21st century is a world of interdependence among all nations in the world, and mastering the international lingua franca is a necessary condition for the world's scientific and technological progress, national economic development and cultural exchange. As a trade language, auxiliary language and international language, English has been widely and deeply used in various fields of science and technology, business, medicine, literature and sports, etc. Foreign trade interactions, international etiquette, correspondence and letters, import and export documents, contract signing, etc., all use English as the standard common language. So, English has become the undisputed language of choice.

As an international communication tool, English occupies in every country. For individuals and families, proficiency in English and use of English can directly affect one's future development; For the country and the government, the ability and quality of English will directly affect and even determine the country's interests in international business and political affairs. (Li, 1988).

As a multilingual country, China represents a complex language society. English education in China began with the British missionaries at the beginning of the 19th century, while English education for the Chinese themselves generally began formally with the establishment of the Tongwen Hall in Beijing in 1862. By 1903, foreign language classes began to be widely taught in Chinese universities and high schools. (Hu, 2001) In every city in China, English is a required subject in almost all schools and universities, hundreds of universities have English majors or English-related majors, and college students spend even more time on English subjects than on professional courses. Hu (2005) had some findings that English has been instituted as a compulsory subject for third graders in all urban elementary schools since September 2001, and that well-equipped urban elementary schools have begun to make English a compulsory subject for first graders. In elementary schools, there are on average two to three 40minute English classes per week; in secondary schools, there are on average five to six 45-minute English classes per week, and even some developed areas have begun to adopt a bilingual teaching model. The age at which children are exposed to English is decreasing year by year, and the amount of time spent learning English is increasing year by year, and major types of English tuition classes are springing up.

However, due to the influence of China's traditional education model, schools generally pursue "promotion rate", some English teachers are accustomed to "one word" and "duck-fill" teaching, and classroom teaching is basically for examination education, so that students just rely on rote memorization, but ignore the practical application. (Zhang, 2002) In traditional Chinese homeschooling, students may develop a high sense of self-efficacy and confidence if their parents show high expectations and support for their English learning, encourage them to overcome difficulties and believe in their

abilities. They believe they can succeed in learning English and feel proud and satisfied with their abilities and progress. However, in traditional Chinese families, students' academic performance is usually focused on math, science, and language. Parents may view a foreign language subject such as English as a secondary subject and place less emphasis on the student's learning of English. Such attitudes may convey the impression to students that learning English is unimportant or difficult to succeed in, the parents often have high expectations and exert greater pressure on their children's academic performance, often even comparing their children to other students. This can lead to anxiety and self-doubt that students may feel, thus reducing their sense of self-efficacy. Shen & Li (2020) found that children judge their own competence (self-efficacy) based on how their parents treat them by studying the influence of parenting style on college students' social responsibility: the mediating role of self-efficacy. The emotional warmth of mothers allows children to feel adequate understanding and tolerance, and less frustration, which leads to higher self-efficacy. At the same time, individuals with high self-efficacy tend to believe that they are capable of solving more problems and can take on more global and responsibility for others. Conversely, children with rejecting parenting styles tend to experience strong frustration and develop negative self-evaluations, which in turn leads to low self-efficacy and negative cognitive patterns of low self-esteem and a perceived lack of ability to help others.

The 2011 edition of the English Curriculum Standards mentions that "The English curriculum is open to all students and pays attention to the different characteristics and individual differences of language learners." Students have individual differences, and different students have different personalities, personality traits, and growth environments. and therefore, have different learning styles (Song, 2022). From the above curriculum standards, it is clear that teacher should teach according to each student's unique cognitive style and emotional attitude.

With EFL becoming more and more popular and important in China, English has become an essential subject for universities, secondary schools, and even elementary school. Learning English better has become a goal for many students and a demand of

modern society. There are many factors that affect learning in the learning process, which can be divided into two main categories. One category is intellectual factors, i.e., the reflective activity of objective things. It includes perception, memory, thinking and imagination (Li & He, 2004, 265). The other category is non-intellectual factors, which are conversational activities about objects, including motivation, interest, emotion, will, traits, and so on. In most secondary schools or universities, the main method of teaching English is the grammar-translation method. It is centered on the teacher and the grammar rules, and teachers always focus on students' scores. However, few teachers' pay attention to non-intellectual factors. In fact, non-intellectual factors play an important role in the English learning process. Among the non-intellectual factors, motivation is the direct internal force that guides and drives learners' learning activities (Du, 2011). Success and failure attribution and self-efficacy are the two main factors of learning motivation.

Junior high school is the basic stage for students to learn English, compared to the content of English learning in elementary school, the difficulty will rise. However, as the grade level increases, English knowledge in secondary school becomes more systematic, the number of words increases, and the grammar becomes more difficult. When students enter junior high school, English teachers and parents pay more attention to learning methods than to academic performance, how to be more efficient in the learning process, and how to attribute the cause when facing learning failure has become a hot issue in education and psychology (Maimaiti, 2020).

Over the past two decades, researchers have become increasingly interested in studying student motivation in predicting and improving academic performance as it is thought to be related to students' initiation of a task, the amount of effort they expend on a task, and their persistence in the face of challenging situations (Brophy, 1988; Wigfield, 1994). Because of its importance in explaining achievement, the study of foreign language motivation has developed into a prolific area of research (D"ornyei, 2005).

Pinrich (2003) believes that motivation is a multifaceted structure, because it is related to beliefs, expectations and achievements. In cognitive learning theory, generally speaking, the existence of cognitive structured process is related to students' learning motivation. For a long time, the existence of cognitive structural process has been proved to be related to the psychological and behavioral consequences of students. In other studies, it is more obvious that students have established a belief network about their abilities and the reasons for success and failure at the same time. By seeking explanations for success and failure, and believing that one has the ability to achieve success, one can predict and control events that affect the results, and continue to work, hoping to achieve continuous success. Bandura (1977)'s self-efficacy theory (about the individual's belief in his ability to successfully complete a specific task) and Weiner (1976)'s attribution theory (about the individual's reasons for his success and failure) represent two theories. These two theories have made great contributions to understanding students' beliefs and explaining their achievements.

Some theorists believe that students' beliefs play an important part in their actions, motivations and achievements (Bandura, 1977; Schunk, 1991; Weiner, 1985). Therefore, in order to try to understand the factors that affect the performance of foreign language learners, this study adapts two famous theories of learning cognitive motivation (self-efficacy and attribution) to study how they are respectively and jointly associated with EFL scores of Chinese learners at the middle school level.

#### 1.2 STATEMENT OF PROBLEM

This study aims to fill a gap in the current research field by exploring in depth the correlations between success and failure attributions and self-efficacy among middle school students with different levels of English proficiency, as well as to gain insight into the relationship between these psychological factors and academic performance. Given that most of the current research focuses on high school and college students, relatively little research has been conducted on this important stage of middle school students. In addition, existing studies have mainly focused on the relationship between

self-efficacy and motivation or learning strategies, and relatively little research has been conducted on the association between success and failure attributions and self-efficacy.

The middle school stage is of key significance for students' learning development, especially in English learning. However, middle school students' success and failure attribution styles and their relationship with self-efficacy have not been fully explored in research. Success and failure attribution refers to the way individuals explain and attribute success or failure in academic achievement, while self-efficacy is an assessment of an individual's confidence and ability to accomplish a specific task.

Therefore, the questions of this study were whether there is a correlation between success and failure attributions and self-efficacy among middle school students with different levels of English proficiency, and whether there is an association between these psychological factors and academic performance? At the same time, this study also aims to fill the gap in the current research field by focusing specifically on junior high school students as the subject of the study and by exploring in depth the role of success and failure attributions and self-efficacy in English language learning.

In order to answer this question, the following steps will be taken in this study: first, data samples of junior high school students with different English proficiency levels will be collected to ensure the diversity and representativeness of the samples. Then, through scales and questionnaires, junior high school students' attributional styles of success and failure and levels of self-efficacy will be measured in order to obtain exhaustive data. Finally, the correlation between success and failure attributions and self-efficacy was investigated through statistical analysis methods, and the association between these psychological factors and academic performance, such as changes in English test scores, motivation and learning strategies, was further explored.

By delving into the correlations between success and failure attributions and self-efficacy among junior high school students with different English proficiency levels, this study aims to provide new perspectives and guidelines for educational practice, help educators and students better understand the psychological factors involved in English learning and promote positive outcomes for junior high school students in terms of their academic development. Filling the gaps in this research area will help to fully understand the learning process of middle school students and provide a scientific basis for educational decision-making.

#### 1.3 RESEARCH OBJECTIVES

- 1.3.1 To explore the level of English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English proficiency levels.
- 1.3.2 To examine the relationship between English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English proficiency levels.

The specific purpose is to provide experiential evidence for students and teachers, and to examine the effects of attribution and self-efficacy on English language learning. This study seeks to draw students' attention to their learning attributions and language self-efficacy in order to arouse their awareness of these two personal non-intellectual factors in English language learning. In China, English learning at the junior high school level is very important. Therefore, it is necessary to recognize the there is a need to recognize the influential factors in English learning.

#### 1.4 RESEARCH QUESTIONS

1.4.1 What is the level of English learning success and failure attribution and self -efficacy of Chinese junior high school students with different English proficiency levels?

1.4.2 What is the relationship between English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English proficiency levels?

The hypotheses of the research are: There are differences in attribution and self-efficacy among groups with different English proficiency. Students' attribution and self-efficacy is correlated with English proficiency. Students' attributions and self-efficacy are related to English language proficiency. Students' self-efficacy had a positive correlation with positive attributions and a negative correlation with negative attributions.

#### 1.5 CONCEPTUAL FRAMEWORK

The data in this study will be the 110 students' sample and there are two data collection techniques. A combination of qualitative and quantitative research methods will be used to collect students' perceptions about success and failure attributions and self-efficacy in English learning through questionnaires and interviews respectively, and to analyze the correlation between the two based on the findings.

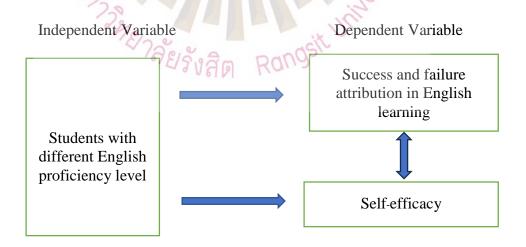


Figure 1.1 Conceptual Framework of This Study

#### 1.6 SCOPE OF THE STUDY

#### 1.6.1 Contexts of the study

The study will be conducted at a school in Shizong County, Qujing City, Yunnan Province, China. There are five schools in Shizong County, and English is offered in all five schools. In these schools, English is a required subject. The school began enrolling students in 2003 and currently has 1,125 students and 230 teachers, all of whom are local teachers.

#### 1.6.2 Population e of the study

The study population will be the 150 students in five classes of eighth grade from No. 3 Middle School (Junior Students) in Shizong in Qujing City, Yunnan Province, China.

#### 1.7 LIMITATIONS OF THE STUDY

- 1.7.1 The population in this study are only 150 senior high school students from No.3 Middle School in Shizong. In this way, the small participant size is limited the application of the findings of this current study to represent the general situation of nationwide Chinese junior high school students.
- 1.7.2 In this study, although students are reminded to ensure the truthfulness of their answers, some students may still fill out the questionnaire based on the "correct answers" they had in mind. This resulted in some of the questionnaires to some extent, may be invalid or not fully reflecting the true thoughts of junior high school students.

#### 1.8 SIGNIFICANCE OF THE STUDY

For teachers: The results of the study help teachers to enhance students' self-efficacy, overcome psychological difficulties in learning and provide guidance for improving students' academic performance. It helps teachers to understand the problems and shortcomings in the teaching process, and to take effective measures to improve their teaching on this basis.

For students: If the learning results are positively and correctly attributed, their self-efficacy and learning motivation will be improved no matter whether the learning results are successful or not, and the subsequent learning behavior will also develop in favor of the improvement of learning performance. By exploring the relationship between the self-efficacy of junior high school students and the attribution of academic success or failure, it can help students improve their self-efficacy in the process of learning, form a positive attribution mode, and improve their learning performance

#### 1.9 OPERATIONAL DEFINITION

**Success and Failure Attributions** refer to the way an individual explains success or failure in academic achievement. In this study, Lefcourt's MMCS (Multidimensional-Multiattributional Causality Scale) was used to study the attribution of success and failure of middle school students' English learning.

**Self-efficacy** refers to an individual's evaluation of his or her confidence and ability to perform a specific task. In this study, self-efficacy was explored by using Meng's (2017) questionnaire, which is adapted from the learning self-efficacy scale developed by Bian (2004) and Chen's (2009) scale on empirical studies of self-efficacy. It contains the listening, speaking, reading and writing characteristics of the English subject, and the reliability is 0.82.

**Junior High School Students** refers to eighth grade junior high school students who were studying at No. 3 Middle School in Shizong, Qujing City, Yunnan Province in the second semester of academic year 2023.

Junior High School Students with different English ability level refers to the academic proficiency test level of junior high school students who take a standardized test throughout China. The grade is assessed on the basis of students' performance in listening, speaking, reading and writing to classify their level of English proficiency. Based on the standardized grades, we classify junior high school students' English proficiency into three levels:

Level A (High Proficiency): includes scores of 100-84, representing a group of students with high English proficiency.

Level B (medium level): includes scores of 85-60, representing the group of students with moderate English proficiency.

Level C (low level): includes scores below 60 and represents the group of students with low English proficiency.



#### **CHAPTER 2**

#### LITERATURE REVIEW

This chapter reviews the literature on the theoretical basis of teaching English to EFL in China, success and failure attribution, self-efficacy, the importance of success and failure attribution and self-efficacy, reviews the relevant research at the last.

#### 2.1 ENGLISH TEACHING IN CHINA

In the background of globalization, cultural soft power has become a more and more important reflection of a country's comprehensive national power, and the long history and splendid civilization of the Chinese nation of more than 5,000 years is the centralized expression of China's cultural soft power. Since the reform and opening up, China's economy has developed rapidly, and the exchanges and cooperation between China and other countries in the world have been increasing. It is especially urgent and important to let China's excellent culture go to the world and let the world understand China. In this regard, the country's demand for foreign language talents has also changed a lot. Cultivating talents with the ability to express Chinese culture in English has gradually become one of the important goals of foreign language teaching in China (Niu, 2020).

Today's world economic integration has promoted cultural exchange and integration among countries around the world, which has enabled Chinese civilization to reassemble itself again on the world stage, but at the same time, various cultural exchanges have subjected our own culture to potential intrusion, which has caused a huge impact on their inheritance and development work. Xia (2022) argues that due to the lack of discriminatory ability, many students are often influenced by the dregs of some Western cultures, which can restrict their healthy development. Therefore, it is very meaningful to introduce traditional Chinese culture into junior high school English

teaching. In this context, junior high school English teachers should combine traditional culture with subject construction, only in this way can English teaching really not hurt students' national self-confidence but also promote the development of students' language ability.

## 2.2 THE IMPORTANCE OF LEARNING ENGLISH FOR CHINESE STUDENTS

English language teaching in China is not only a matter of one subject, but it touches the whole Chinese education and affects other aspects of our national language and social life, so it is necessary for China to conduct a macroscopic study of educational policies on foreign languages (Especially English) (Zhang, 2009, p.235).

In the era of globalization, English proficiency has been considered as one of the important indicators of having international mobility and a necessary key ability to knock on the door of globalization. For Chinese students, the improvement of English proficiency mainly relies on English language teaching. (Huo, 2017)

With the globalization of the economy and the internationalization of education, China has transformed from a local to an international country, and foreign languages have become an important manifestation of national core competitiveness and national soft power, and countries around the world and many international organizations have attached great importance to the development of foreign language curriculum guidance frameworks or syllabi in order to more effectively raise the level of foreign language education (Wen, Su, & Lan, 2011).

In 2014, Chinese President Xi Jinping pointed out during a discussion with Sinologists and representatives of Confucius Institute teachers and students in Germany that "in the context of a multipolar world, economic globalization, cultural diversification, and democratization of international relations, people-to-people communication is important and state-to-state cooperation is necessary. An important

tool for communication is language. The charm of a country's culture and the cohesion of a nation are expressed and transmitted mainly through language." (Xinhua, 2014).

The EF (Education First) English Proficiency Indicator Report test data covers adult English learners from 111 countries and regions. However, the survey results show that mainland China's average English proficiency index score of 498 ranks only 62nd among 111 surveyed countries (regions) and 8th in Asia, behind Singapore (642), South Korea (537), India (516), Hong Kong (561), Vietnam (502), and the Philippines (578), which is low proficiency (EF, 2022).

English language proficiency forms the basis of core literacy in English language subjects and is the basis for students' development of cultural character, thinking quality and learning ability (Cheng, 2017). In order to promote the development of English language proficiency assessment, take the international advanced experience as a reference and give full play to the guiding role and monitoring role of educational assessment.

The transition from junior high school to senior high school is an important educational period and a critical period of change in the psychological development of adolescents. During this period, students are faced with heavier academic tasks and the pressure of secondary school examinations, they are emotionally fragile and their self-awareness is not yet well developed. Therefore, failure in a test or criticism by teachers may cause students to develop a strong sense of frustration and loss of confidence in learning, resulting in a continuous decline in academic performance. As a foreign language, English lacks a real language learning environment, and the special nature of language learning requires students to not only understand grammar but also to memorize a large number of language points, so students' personal will is especially important in English learning (Chen, 2018).

#### 2.3 SELF-EFFICACY THEORY

The proposition of self-efficacy was first introduced by Bandura, a famous American psychologist, in the 1970s (Bandura, 1977a) Self-efficacy is an important component of Bandura's social learning theory system, which refers to "the level at which an individual perceives that he or she can perform a behavioral activity before performing it. It refers to "the individual's beliefs, judgments, or subjective self-perceptions and feelings about the level at which he or she can perform a behavioral activity before performing it" (Bandura, 1977a, p.58).

According to Bandura, self-efficacy is achieved through processes mediated by choice, cognition, motivation, and emotion. Each type of motivation is influenced by beliefs about efficacy. At the same time, self-efficacy determines an individual's stress state, anxiety response and depression level. A strong sense of self-efficacy can reduce anxiety and panic. Whereas a weak sense of self-efficacy can lead to anxiety being evoked and individuals may adopt protective behaviors such as negativity, withdrawal and avoidance (Zhang, 2011).

Self-efficacy refers to an individual's "judgment of his or her ability to organize and execute the course of action required to achieve a given type of performance" (Bandura, 1997b, p.84).

Stajkovic & Luthans (1998) suggest that self-efficacy refers to an individual's exact beliefs (or self-efficacy) about his or her own abilities. Self-efficacy mobilizes the necessary motivation, cognitive resources, and a range of activities in order to successfully perform a task.

Bandura (2001) observed that students' behaviors are often predicted by their thoughts about their skills skills. Bandura (1997) suggested that self-efficacy affects how students feel, think, and Action. According to self-efficacy theory, self-efficacy refers to one's belief in one's ability to plan and perform a behavior to find a solution or complete a task (Eccles & Wigfield, 2002). Thus, a student's self-efficacy is a person's

belief in his or her ability to to learn and perform behaviors at a given level. In addition, high levels of student's In addition, high levels of student's self-efficacy promote skill development, capacity building, and resilience through task motivation and commitment, diligence, longer endurance, and resilience, especially in the face of difficulty (Vermeiren, Duchatelet, & Gijbels, 2022).

#### 2.4 LEARNING SELF-EFFICACY

Self-efficacy was introduced by Bandura (1977), who emphasized that people's self-efficacy varies across domains of task activity and that self-efficacy is both universal and highly specific to a particular domain. The concept of academic self-efficacy is derived from Bandura's theory of self-efficacy and is an extension of self-efficacy in the academic domain.

Gibson and Dembo (1984) defined academic self-efficacy as learners' self-evaluation and perceptions of their ability to complete academic tasks, achieve good academic performance, and avoid academic failure.

Bandura (1986) considered self-efficacy as an individual's judgment of his or her ability to accomplish a specific task, and academic self-efficacy extends this concept to the academic domain. Academic self-efficacy is divided into academic behavioral efficacy and academic self-efficacy where academic behavioral efficacy refers to learners' judgments about their ability to achieve their academic behavioral goals (Hu & Xu, 2018).

Academic self-efficacy refers to learners' judgments about their ability to complete the learning process, achieve good academic performance, and avoid possible academic failure. Academic self-efficacy is closely related to learners' confidence in completing academic tasks and learners' judgments about the extent to which they can complete academic tasks (Yan, 2022).

Nilsen (2019) found that the higher the learners' self-efficacy, the more they strive to use learning as a direct means of achieving success. The higher the self-efficacy, the more effort learners put into their learning. Thus, self-efficacy can provide a reliable indicator of learners' classroom engagement behaviors.

Academic self-efficacy has three characteristics: (1) It is a process by which students self-judge their perceived learning abilities. (2) It is context-specific to a specific learning task. Because of the many uncontrollable factors that influence performance on learning tasks, students' judgments about their ability to complete a particular learning task vary from situation to situation. (3) It is not related to students' learning ability, but to their beliefs and self-confidence.

English learning self-efficacy is also based on Bandura's self-efficacy theory, which is a form of academic self-efficacy in the specific context of the English subject and English learning. English learning self-efficacy is defined as learners' confidence rating in their ability or skills to use the abilities they possess to complete English learning tasks (Zhang, & Dian, 2020). Meanwhile, English learning self-efficacy is defined as their subjective judgment of their learning ability to complete English learning tasks (Huang, 2021).

According to Chen (2022), English learning self-efficacy refers to the use of self-efficacy in the specific context of English learning and in the subject of English. It is a student's judgment of his or her ability to learn English or complete English-related tasks.

In summary, scholars emphasize that English learning self-efficacy refers to an individual's perception or belief about his or her overall ability to learn English.

#### 2.5 CAUSE OF SELF-EFFICACY

A study by Qiong (2015) stated in general terms that the level of self-efficacy determines the persistence of an individual in performing a particular activity. People

with high self-efficacy have positive attitudes and can take effective actions in a timelier manner, and multiple effective actions, in turn, enhance their self-efficacy. People with high self-efficacy see challenges in life as opportunities to learn new things and improve their abilities, so they are always mature enough to respond positively, whereas for people with low self-efficacy, challenges are often seen as obstacles that cannot be crossed in the process of moving forward, so they adopt avoidance attitudes and behaviors.

According to Bian (2004), the meaning of learning self-efficacy is a learner's judgment of whether he or she can do well in a learning task, and it is also an important indicator to evaluate the degree of self-confidence. This definition fully explains how individual motivation works, and it also states that motivation is a subjective judgment that reflects an individual's level of confidence in doing well in learning.

In short, most researchers agree that learning self-efficacy is a subjective judgment of one's confidence in one's ability to do well in learning.

#### 2.6 FUNCTION OF SELF-EFFICACY

Self-efficacy, as an internal belief, occupies a central position in the self-system, and it influences human motivation in many other ways.

VAD Rainy

#### 2.6.1 To specific behavioral activities and situations

Bandura (1986) stated that self-efficacy influences people's choice of specific behavioral activities and situations. People decide whether to perform a particular behavior by judging their own abilities, and this choice of behavior further influences the achievement of personal potential and goals. People with high self-efficacy are happy to accept tasks that are higher than their abilities, while people with low self-efficacy will avoid challenging tasks and choose easier ones to avoid putting themselves in a failure situation.

#### 2.6.2 Causes that influence attitudes in the face of difficulties

Self-efficacy affects the amount of time people spend on behavioral activities and their willingness to cope with setbacks, and Bandura notes that children who believe they are capable of applying their learned skills and knowledge to solve problems quickly, even when they fail or are in a difficult learning situation, have high expectations of success and are willing to put in more effort in future learning and to sustain that effort for a longer period of time. However, children who have a low sense of efficacy or ineffectiveness in learning devalue their abilities when they encounter setbacks, believe that they cannot change a bad situation even if they try harder, and quickly give up on themselves and learn negatively.

#### 2.6.3 Mood swings during activities

Self-efficacy influences the way people think and experience their emotions. People's perceptions of their own abilities influence their attributional thinking about the outcomes of their behaviors. People with high self-efficacy tend to explain failure as a lack of effort, whereas those with low self-efficacy believe that they get poor results because they are not competent, or the activity is too difficult. In addition, people with low self-efficacy experience more distress and anxiety when they experience failure, whereas people with high self-efficacy will turn the negative emotions associated with failure into effort and inspire greater ambition for achievement.

#### 2.7 ATTRIBUTION THEORY

In everyday life, humans explore the reasons or explanations behind events or actions of themselves or others. An individual's reasons or explanations for controlling the environment and gaining insight into oneself and one's surroundings are called attributions. In other words, attributing causes to events that usually occur in the environment is considered a human tendency. (Özge, 2014)

Attribution theory is a cognitive theory which prevails in American psychological field in recent years. It is an explanation and analysis of one's or others' behavior and a process of deducing the causes. People will attribute success or failure to one cause or many causes. The attribution theory is widely applied in education, psychology, cognition and so on. This study mainly focuses on attribution related education (Du, 2011).

American psychologist Heider (1958) first proposed Attribution theory, He put forward the concept of attribution theory on how events influence behavior. He suggests that if people are asked reasons for the results of events or their behavior, they should attribute to two aspects. One is internal attribution, the other is external attribution. Internal attribution factors are elements about the person including attitude, emotion, personality, intention, ability or effort. External attribution factors are elements about the situation where people stay, which consist of task difficulty, body health and context. For example, a student attributes his or her success of a test to internal factors like ability and effort or to external factors such as the exam difficulty or luck (Le, 2013).

Heider believes that different attributions will result in different consequences. He also claims that the combination of internal and external factors determines the outcome of people's behavior additively. Later, the theory of correspondent inferences by Jones and Davis (1965) expanded and developed Heider's attribution theory.

#### 2.8 WEINER'S ATTRIBUTION THEORY

According to Heider, attribution is how a person makes inferences about his or her environment in order to have foresight to control what is happening around him or her and to provide some benefit by functioning like a mirror to reflect the world. The attribution theory proposed by Weiner in 1986 refers to students' attributions of success and failure and includes three aspects: locus of locus (internal or external), stability (stable or unstable), and controllability (controllable or uncontrollable). As an individual grows and learns more about herself/himself and her/his surroundings. People can

attribute their success or failure to different causes (Gronhaug & Falkenberg, 1989, p.23).

According to Weiner's earliest attribution theory, attributions of success and failure are generally based on four causes, specifically ability, effort, task difficulty, and luck, which are the most significant factors in achievement outcomes (Weiner, 1974).

Skehan explained that the relationship between attribution theory and language learning stems from the causal factors that influence academic achievement. When it comes to the definition of attribution, it is clear that attribution theory deals with what reasons people give as causes of success and failure, (Slavin, 2000) Attribution theory can also be referred to as common Because it deals with human behavior, it took its place in educational psychology in the mid-1970s (Kelly, 1992). According to some other definitions, attributions are qualified as explanations that people make so that it is possible to control similar events that may occur in the future (Heider, 1958; Weiner, 1979).

According to Weiner (1991), it is a key issue for human beings to identify the causes of specific events that they observe. The purpose of attribution theory is to determine students' perceptions of the causes of their failures or successes in the learning process. On the other hand, in education, when individuals succeed or fail in a task or test, they attribute the results to different causes. Since these reasons may vary according to individual traits, this may influence their future judgments. Weiner (2000) also suggested that students' attributions may reflect students' expectations, values, emotions, and beliefs about their abilities. Although attribution theory describes the causes of behaviorism, it also focuses on how to increase individual motivation.

In another study, Can (2005) examined elementary school teachers' attributions of their professional successes and failures in terms of causality. The results showed that the participants' attributions of success were more internal, stable, and controllable. Gender differences were also apparent, with female teachers having more internal

attributions of success than male teachers. In addition, male teachers tended to believe that they had more control over their own failures.

Saticilar (2006) investigated the achievement attributions of English language learners in grades 6 and 9. The results showed that students tended to attribute their success and failure in learning English to internal factors. Effort was found to be the most important reason for both success and failure. In terms of gender differences, female learners more often attributed their success to effort, while male learners tended to attribute their success to ability.

There is no doubt that if educators, researchers, and teachers have knowledge about students' attributions, they can redesign or modify their curriculum or design learning environments based on learners' individual backgrounds and perceptions, rather than teaching in the previous way that ignored EFL learners' attribution to English language learning. In addition, when learners become aware of their attributions for their failures or successes and how these attributions lead to their behaviors and motivations, they will be able to change some of their uncomfortable behaviors into more favorable ones. This will allow them to exercise self-control, which may have a positive impact on the language learning process and can improve their performance (McDonough, 1989).

#### 2.9 THE CLASSIFICATIONS OF ATTRIBUTION THEORY

Vispoel and Austin (1995) further explained their classification of dimensions based on Weiner (1979), their dimensional classification scheme, which has eight causal attributions, which include strategy, interest, teacher influence, and family influence. In their scheme, ability, effort, strategy and interest are internal, ability is stable and uncontrollable, and the rest are unstable and controllable. Task difficulty, luck, family influence and teacher influence are external and uncontrollable. While luck is unstable, the other three are stable.

Table 1 shows how the attributions of ability, effort, luck and task altogether with additional perceived attributions of strategy, interest, teacher influence, and family influence can be integrated in terms of the dimensions of locus, stability and control.

Table 2.1 Dimensional Classification Scheme for Causal Attributions

Detentions	Locus	Stability	Controllability
Ability	Internal	Stable	Uncontrollable
Effort	Internal	Unstable	Controllable
Luck	External	Unstable	Uncontrollable
Task difficulty	External	Stable	Uncontrollable
Strategy*	Internal	Unstable	Controllable
Interest*	Internal	Unstable	Controllable
Teacher influence*	External	Stable	Uncontrollable
Family influence*	External	Stable	Uncontrollable

Source: Weiner, 1979

In this table, ability is an internal, stable, uncontrollable cause. This means that failure due to low ability is regarded as a characteristic of the loser, which persists over time and is beyond the control of the individual. Effort, on the other hand, indicates an internal, unstable and controllable cause. Weiner (1992) argues that what is important is not only the reasons students attribute to their successes and failures, but also whether they perceive these reasons as internal or external, stable or unstable, controllable or uncontrollable. Weiner (1976) states that internal attributions produce greater changes in affect than do external attributions. Stable attributions are more concerned with expectations of success or failure, and controllable attributions are more strongly associated with persistence than uncontrollable attributions. The existence of these causal dimensions was accepted from earlier studies despite the lack of empirical evidence, such as open-ended questionnaires and interviews that generated data whose nature precluded detailed quantitative analysis. However, in recent years, the use of

factor analysis and multidimensional scaling has provided some support for their existence (Meyer, 1980; Meyer & Koelbl, 1982; Vispoel & Austin, 1995).

#### 2.10 ATTRIBUTIONS STUDIES IN EFL CONTEXTS

In an EFL environment, people learn English in formal classrooms and have limited opportunities to use the language outside of the classroom. Several studies have revealed students' perceptions of success and failure in EFL learning. For example, in their study on how Thai and Japanese EFL college students judge their success and failure in language learning tasks, Mori (2010) found that students perceived the influence of their teachers and the classroom atmosphere as the main factors for their success. At the same time, their lack of competence was one of the reasons for their failure. Another study was conducted by Yilmaz (2012), who focused his analysis on the students' attributions to their reading comprehension. The study found that students attributed their success to their good learning strategies, positive emotions, interest in reading, good teacher feedback, and positive environment. At the same time, they attributed their poor performance to lack of interest in reading, lack of time, negative emotions, and environment, which in turn contributed to EFL students' attributions of effort.

Mali (2015) conducted in-depth interviews with three university students in Indonesia to explore their attributions of failure and success in their EFL learning process. His study seemed to demonstrate that negative environment, time management, and negative habits emerged as attributions for failure. Meanwhile, the students identified learning strategies and family support as the main attributions for their success in EFL learning. In summary, these three studies found that students continue to attribute their failures to stable and uncontrollable factors, such as lack of ability and negative environment. In such cases, teachers need to encourage their students to explain their failures by explaining that they did not make sufficient efforts and used appropriate strategies (Dornyei, 2001).

These controllable causes can increase students' motivation to learn and encourage them to build a logical conclusion that they will try harder and contribute to their future achievement. On the other hand, attributing failure to a stable, uncontrollable cause named the student's ability is dangerous because it will reduce the student's confidence in their potential and cause them to stop striving for success.

#### 2.11 RELATED RESEARCH AND STUDIES

#### 2.11.1 Studies on Self-efficacy and Learning Achievements

Chen (2020) conducted a study entitled "Correlation between Self-Efficacy and English Performance". A total of 216 Chinese high school juniors were studied to examine the effect of self-efficacy on English performance and to investigate the effect of self-efficacy on behavior, thoughts, and emotions. The study used questionnaires and interviews. The results showed that (1) self-efficacy influences environmental and behavioral choices; (2) students with high self-efficacy are able to use various cognitive and learning approaches flexibly and achieve excellent self-management and regulation; and (3) students with good English scores have high self-efficacy scores, revealing a positive relationship between self-efficacy and English scores.

Kitikanan and Sasimonton (2017) carried out a study titled "The Relationship between English Self-Efficacy and English Learning Achievement of L2 Thai Learners." The study. 32 Thai fourth-year English majors examined Thai L2 learners' levels of English self-efficacy in four areas to explore the relationship between each aspect of English self-efficacy and English learning achievement of Thai L2 learners. The study used a questionnaire. The results showed that (1) each aspect of self-efficacy had relatively similar scores. (2) There was a significant positive correlation between English self-efficacy and English learning achievement for all four skills, i.e., for all aspects of English, the higher the self-efficacy, the higher the students' English learning achievement. (3) Self-efficacy for all language aspects is important for overall success in English language learning. Developing self-efficacy in only one area may improve overall English performance.

### 2.11.2 Studies on Success and Failure Attribution and Learning Achievements

Pishghadam and Zabihi (2011) conducted a study titled "Foreign language attributions and achievement in foreign language classes." The CDS-II and LAAS were administered to 209 EFL learners studying at an English language institute in the northeastern Iranian city of Mashhad and six causal attributions (ability, effort, task difficulty, mood, luck, and teacher) and four attributional attributes (causal location, stability, personal control, and external control) were compared with learners' English language achievement. To see if there was a significant relationship between learners' attributions and their English achievement, the data were correlated with Pearson product moments. The results showed that (1) effort attributions were the best predictors of achievement, indicating that students who attributed test results to effort scored higher on the final exam (2) only stable and personal attributions significantly predicted students' foreign language achievement.

Genç (2016) made a study entitled "Attributions to Success and Failure in English Language Learning: The Effects of Gender, Age and Perceived Success." He surveyed 291 students of matriculation classes by distributing a questionnaire with the main purpose of analyzing the attributions to success and failure of EFL learners at the higher education level in Turkey and the effects of gender, age and perceived success on their attributions. The results showed that (1) they were more inclined to agree that internal causes were responsible for their success and attributed failure to external causes. (2) females seemed to attribute external factors more than their male counterparts and unsuccessful learners attributed more importance to effort and internal dimension than successful students. (3) Age was not a significant factor affecting EFL learners.

Many researchers have attempted to uncover what separates successful foreign language learners from unsuccessful learners. It has been suggested that self-efficacy has a strong influence on learners' effort, perseverance, and achievement (Zajacova, Lynch, & Espenshade, 2005). There is a large body of research examining

the relationship between self-efficacy and general academic achievement (e.g., Pajares, 2003; Pajares & Kranzler, 1995; Pintrich & De Groot, 1990; Schunk, 1984) and have consistently found this relationship to be positive. In the context of EFL learning in Hungary, D"ornyei, (2005) examined the role of self-confidence in influencing English proficiency and showed that self-confidence influences English proficiency both directly and indirectly through learners' attitudes and the effort they put into learning English, although it has similarities to self-efficacy. Self-confidence is a socially defined construct that reflects a more comprehensive belief in one's ability to cope, whereas self-efficacy reflects a belief in one's ability to successfully complete a specific task and is referred to as self-perception of ability (Bandura, 1986). Considering the limitations of socially defined self-confidence, it is necessary to turn to more cognitive constructs such as self-efficacy in the context of learning EFL. (McCollum, 2003:21).

## 2.11.3 Studies on Relationships between Self-efficacy, Success and Failure Attribution and Learning Achievements

Cheng and Chiou (2010) did a study titled "achievement, attributions, self-efficacy, and goal setting by accounting undergraduates." He surveyed 124 freshmen students by distributing a questionnaire and the results showed that (1) favorable attributions helped to increase the mean score of accounting self-efficacy. (2) Students with higher self-efficacy performed better on the aptitude test. (3) Those students with higher self-efficacy, also set higher goals for subsequent achievement tests.

Daggöl (2019) did a study titled "Learning Climate and Self-Efficacy Beliefs of High School Students in an EFL Setting." In the study, 192 students from a vocational high school in Turkey were given a learning climate questionnaire, a self-efficacy scale, and an open-ended question exploring their attributions of success or failure in learning English. The results showed that (1) high school students had positive perceptions of their learning climate and their own ability to learn English, although they remained neutral on most questions, it might be indicative of their unconstructed opinions on learning atmosphere and their own language learning

abilities. (2) There was a significant relationship between learning climate and self-efficacy.

Semiz (2011) undertook a study on the topic "The effects of a training program on attributional beliefs, self-efficacy, language learning beliefs, achievement and student effort: a study on motivationally at-risk EFL students." He conducted the study with 36 students from the Faculty of Foreign Languages at Karadeniz Technical University. The aim history was to change learners' poor attributions of failure and thus increase their self-efficacy, success and effort. EFL students' explanations of success and failure were investigated and gender differences in attributions were explored. The nature of the relationship between attributions, self-efficacy, and language learning beliefs was also investigated. The research methods were questionnaires and semi-structured interviews. Results showed that (1) successful students endorsed more internal and personal attributions (effort and strategies) than unsuccessful students (2) significant correlations were found between attributions, self-efficacy, and language learning beliefs. (3) Significant changes were found in attributional beliefs, control of learning beliefs, and classroom attendance.

Yantraprakorn, Darasawang and Wiriyakarun (2018) made a research with the title "Self-efficacy and online language learning: Causes of failure. Journal of Language Teaching and Research". The researchers analyzed the learning performance of six highly effective distance language learners from a recognized English tutoring school in Bangkok, Thailand. The purpose was to examine why some high-performing learners fail in online foreign language courses. Data collection methods included an online questionnaire and personal telephone interviews. The results showed that factors such as goal setting, attribution transfer, and inadequate feedback may reduce online learners' effectiveness and influence their decision to exit the program.

In recent years, Chinese scholars have also begun to investigate the relationship between students' self-perceptions of effectiveness and attribution patterns in foreign language learning. Qian (2008) showed that in English language learning, self-efficacy is significantly related to attribution. The higher the sense of self-efficacy,

the more students tend to attribute their successes to their own abilities and efforts, and their failures to a lack of effort. The higher the students' perceptions, the more they tend to attribute their success to their own abilities and efforts, and their failure to a lack of effort.

Luo (2012) found that positive attribution (attributing success and failure to effort) was the most important factor in English learning, using higher education students as subjects. The correlation between positive attribution (attributing success or failure to effort, attitude, etc.) and self-efficacy in English learning was not significant, and there was no correlation with learning achievement. However, negative attributions (attributing failure to luck, difficulty of tasks, others, etc.) significantly and negatively predicted English learning self-efficacy.

Du (2011) was conducted a study titled "A Study of English Success and Failure Attributions and Self-Efficacy among Second Grade Middle School Students". A survey was conducted with 107 second-year middle school students, and questionnaires and interviews were used to examine whether attributions and self-efficacy differed across groups of English proficiency. The results showed that (1) differences existed across English proficiency levels in four attributional factors. Students with relatively high proficiency levels tended to have reasonable attributions. (2) Self-reported successful students and unsuccessful students differed in their perceptions of attributions. Successful students placed more emphasis on effort when it came to success.

Chen (2018) explored the relationship between high school students' self-efficacy, success and failure attribution styles, and English language achievement. He analyzed questionnaires and conducted interviews with 151 students from the 15th Middle School in Fuzhou, China. The results showed that: (1) High school students' sense of self-efficacy in English learning is generally at an moderate level, and students tend to adopt positive attribution styles. (2) There are significant gender differences in English learning self-efficacy, negative attribution and performance of high school students, with female students having stronger self-efficacy than male students. (3)

There are significant differences in the sense of self-efficacy and attributions of success and failure among high school students of different English proficiency levels. Students with high English proficiency showed more positive self-efficacy and attributions than students with low proficiency. (4) Teachers rarely take effective measures to enhance students' sense of self-efficacy and pay less attention to students' attributions of learning success or failure.

### 2.12 CHAPTER SUMMARY

This chapter details theories related to attributions of success or failure and self-efficacy and presents empirical research on the relationship between motivation, self-efficacy, and academic achievement. Previous research has also identified some limitations, and it too needs further exploration.

At present, there are more studies on self-efficacy and attribution in China and abroad, but fewer studies have been conducted to explore the potential connection between the two in students' learning activities, and these studies have mainly focused on mathematics and physical education, and less on foreign language learning. From the existing relevant studies, the research subjects are mainly college students and high school students, and there are very few studies on Chinese junior high school students. Second, there is a wide divergence of findings on attribution, academic self-efficacy, and academic achievement, and there is considerable debate about whether there are gender differences between the two. Some studies have shown that self-efficacy and attribution have a direct and significant effect on academic achievement, but many studies have also shown that attribution indirectly affects academic achievement through self-efficacy, so it is necessary to further investigate self-efficacy, attribution and English achievement. The purpose of this study is to further reveal the relationship between self-efficacy and attribution in English learning and the current situation of junior high school students through questionnaires and interviews with students, and to explore the influence of both on English performance and to suggest possible English teaching suggestions.

#### **CHAPTER 3**

#### RESEARCH METHODOLOGY

The purpose of this study is to investigate the correlation study between success and failure attribution and self-efficacy among Chinese junior high school students. A systematic research plan will be described in this chapter to ensure the accuracy and completeness of the research plan. The researcher will discuss the methodology used for the study, the research design, the research instrument, the reliability, validity of the instruments, Data collection procedures and statistical data analysis.

#### 3.1 RESEARCH DESIGN

In this non-experimental correlational study, the researcher investigated the relationship between success or failure attributions and self-efficacy among Chinese EFL junior high school students with different English proficiency levels. The design of this study was appropriate and was able to examine well the strength and nature of the relationship between success-failure attributions and self-efficacy. The related studies mentioned in the paper are also suitable because the purpose of this study was not to establish a causal relationship between the variables (Fisher, 2013). Instead, the purpose of this study was to determine whether there was a statistically significant relationship between c-success or failure attributions and zi self-efficacy. According to Fisher (2013), this study is a good indication of whether the subject matter of the study warrants further investigation. In other words, if this study is statistically significant, then further research may be needed to test the relationship between these two variables at a deeper level.

The purpose of this study was to investigate the success and failure attributions and self-efficacy levels of Chinese junior high school students of different English proficiency levels in learning English and their correlations. Considering the research

questions and research objectives, two research instruments, namely, questionnaires and semi-structured interviews, were used in this study, which resulted in quantitative and qualitative data. The questionnaire was used as quantitative data to measure the levels of attributions of success and failure and self-efficacy at different English levels, and the relationship between them. Semi-structured interviews were used as qualitative data to complement and support the quantitative data (2 respondents from each English proficiency level of the 110 students).

## 3.2 THE POPULATION AND SAMPLE OF THIS STUDY

The statistical profile of the research sample is shown in Figures 3.1 to 3.3.

### 3.2.1 Students' gender in the study

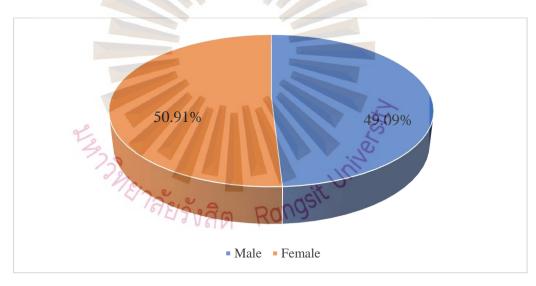


Figure 3.1 The proportion of male and female student

The 110 participants included 54 male and 56 female students. Male student accounted for 49.09% and female students accounted for 50.91%. According to the results, there were slightly more female students than male students.

### 3.2.2 Students' Duration of English learning

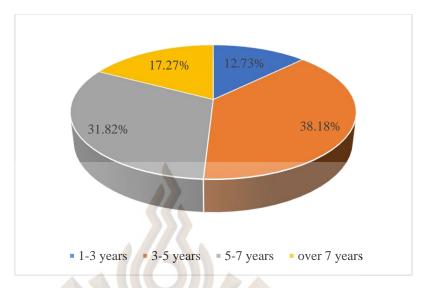


Figure 3.2 The proportion of students' Duration of English learning

Of the 110 students, the majority of participants were 42 (38.18%) students who had been studying English for 3-5 years or 35 (31.82%) students for 5-7 years. Only 19 (17.27%) students had studied English for more than 7 years, and only 14 (12.73%) students had studied English for 1-3 years.

### 3.2.3 Students' English Language proficiency level

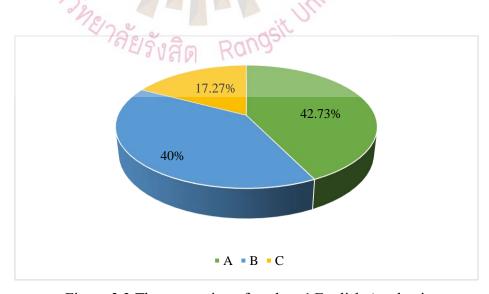


Figure 3.3 The proportion of students' English Academic Proficiency Exam Results

Of the 110 participants, 47 (42.73%) students received an A, 44 (40%) students received a B, and only a small number of 19 (17.27%) students received a C on the English academic proficiency exam.

A population of 150 Chinese students from five eighth grade classes was studied, and 110 samples were generated using a stratified sampling method. The sample size was calculated using Yamane's formula, which is

$$n = \frac{N}{1 + Ne^2} = \frac{150}{1 + 150 \times 0.05^2} \approx 110 \tag{3-1}$$

The n means the sample, N means the population and e (expected degree of error) was set at 0.05. Thus, the optimal sample size is approximately 110. In this study, 110 study samples were selected by stratified sampling based on the list of students.

The English proficiency of junior high school students is categorized into three levels based on their Scholastic Proficiency Test (SPT) grades on the China-wide standardized test:

Level A (high level): includes scores of 100-84, representing a group of students with high English proficiency.

Level B (medium level): includes 85-60 points, representing the group of students with middle English proficiency.

Level C (low level): includes scores below 60, representing the group of students with low English proficiency.

Based on the English Academic Proficiency Test (EAPT) scores of 110 students (Figure 3.3), a sample of different levels of English language proficiency was derived, with 47 students achieving level A, 44 students achieving level B, and 19 students achieving level C.

As for the sample size for the semi-structured interviews, there were 2 volunteers for each of the three levels of students' English proficiency, for a total of 6 volunteers to participate in the interviews to ensure that students at each level could participate in the interviews.

#### 3.3 RESEARCH INSTRUMENTS

#### 3.3.1 Questionnaire

#### 3.3.1.1 Personal Information

This section included the student's name, gender, and English level. In addition, there was a background information about the title of the survey.

## 3.3.1.2 Attribution Questionnaire

In this study, the questionnaire was adapted from Lefcourt's Multidimensional-Multiple Attribution Scale (MMCS) by Song (2022) which included 20 items (for example, "classroom" was changed to "English class") and translated into Chinese to suit the comprehension level of junior high school students. The reliability of the questionnaire was 0.88, which was good. This questionnaire also adopted five-point Likert responses: 1 = strongly disagree, 2 = rather disagree, 3 = not sure, 4 = rather agree, and 5 = strongly agree. The students were asked to fill in the questionnaire by ticking the options that matched their own, and only one option could be selected for each question.

#### 3.3.1.3 Self-Efficacy Questionnaire

This part was a questionnaire on self-efficacy of English learning in junior high school by Meng (2020). The questionnaire was based on the Learning Self-Efficacy Scale developed by Yufang (2004) and Xuhong's (2009) Self-efficacy Empirical Research Scale, which fully reflected the unique characteristics of listening, speaking, reading and writing in the English subject area and had been repeatedly revised and adjusted. There were 18 items, with five options for each item. Subjects answered the questionnaire according to their actual situation, and those who chose 1 received 1 point, and so on, and those who chose 5 received 5 points. The higher the score, the stronger the students' self-efficacy in English learning.

#### 3.3.2 Semi-Structure Interview

Another research instrument was a semi-structured interview survey in which the researcher interviewed six volunteers drawn from the 110 students who participated in the questionnaire, which included students with different levels of English proficiency, with two volunteers drawn from each level of English proficiency. The interviews mainly covered the attribution of success and failure in English learning and self-efficacy. In order to ensure the accuracy and validity of the interviews, the researcher designed a list of interview questions containing six items (see the Appendix for details), and students were asked to answer all the questions truthfully.

The purpose of the interviews was to have an in-depth conversation with the students to further understand the way they interpreted their success or failure in learning English and their evaluation of their own abilities. Through the interaction with the students, the researcher will analyze and interpret the results of the questionnaire in order to make the findings more professional, scientific and credible.

By employing interview surveys as a research tool, the researcher gains insights into students' perspectives and experiences to further enrich and support the data from the questionnaire survey. This will provide more comprehensive and integrated results for the study, which will help to explore in depth the attribution of success and failure and self-efficacy of students with different levels of English proficiency, and add more scientific basis for the credibility and validity of the study.

#### 3.4 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

#### 3.4.1 Validity

Validity is the degree to which an instrument accurately measures the attributes of a concept (LoBiondo & Haber, 2015). Therefore, content validity will be used in this study. A successful data collection survey is more than a well-designed set of questions that are recorded and applied to a sample population. A good survey

generates critical information and provides an important window into the topic of interest, and validity and reliability are essential measures of survey quality (Fink & Litwin, 1995). Therefore, content validity will be conducted by inviting two Thai experts and one Chinese expert. IOC (Item Objective Congruence) will be used to assess item correspondence with the objectives based on scores +1, 0, and -1.

- +1: The project clearly corresponds to the objective or ensures that the following measures correspond to the stated objective.
  - 0: It is uncertain or apparent that the measure is consistent with the objective.
- -1: The item clearly does not meet the target or ensures that the measure does not meet the specified target.

The following formula will be applied to calculate the IOC for this  $\Sigma_n^{\frac{r}{2}}$  study. the stands for the total score of the experts and n stands for the number of experts who validated the item. Test items with values between 0.67 and 1.00 will be considered accurate and acceptable, with values below 0.67 indicating the need for rewording based on expert opinion.

One Chinese and two Thai experts will ensure the validity of the research instrument through a detailed review of content coverage, relevance, language accuracy, applicability, feedback, and recommendations.

#### 3.4.2 Reliability

To guarantee reliability, the questionnaire will be pilot tested. Reliability of questionnaire results is a central concept in classical testing theory and is often described as a specific reliability criterion that must be met in order for the test to be considered of sufficient quality for practical use. (Adams, 2005). Reliability testing is important because it refers to the consistency between the parts of the measurement tool. The most commonly used internal consistency measure is the Cronbach's alpha coefficient. It is considered when using Likert scales. There is no absolute rule for the most appropriate internal consistency of a reliability measure, but most agree on a

minimum internal consistency coefficient of 0.70 (Taherdoost, 2016). the Cronbach's alpha coefficient is often used to test the reliability of studies (Karaguven, 2012). If the Cronbach's alpha coefficient value is higher than 0.9, it is excellent; between 0.9 and 0.8, it is good; between 0.8 and 0.7, it is acceptable; and if it is below 0.7, the questionnaire is faulty or unacceptable (George & Mallery, 2010).

Before conducting a formal questionnaire of 110 students, the researcher conducted reliability test with the pilot group, who are 30 students of the same grade from another school (they share similar characteristics with the students of the main study) to ensure the reliability of the success and failure attribution and self-efficacy questionnaire.

Table 3.1 The Cronbach's alpha coefficient Rating Scale.

Cronbach's Alpha	Internal onsistency
$\alpha \ge 0.9$	Excellent
$0.9 > \alpha \ge 0.8$	Good
$0.8 > \alpha \ge 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

## 3.5 DATA COLLECTION

In the data collection stage of the survey, questionnaires and interviews were used to conduct the survey. The details of quantitative and qualitative data collection are as follows.

#### 3.5.1 Questionnaire

The researcher administered the questionnaire to 110 respondents and interviewed 6 volunteers. All research activities were approved by the director of Chinese teacher in Shizong No.3 middle School. The researcher received approval

documents from the director of Chinese language teachers at Shizong No.3 middle School (Refer to Appendix B). The questionnaire was prepared in both Chinese and English languages and the accuracy of the English translation was checked by using the back translation method. Due to school regulations, the researcher was unable to enter the campus to distribute the questionnaire, which was distributed to students in five classes through cell phone software. The number of participants was calculated for each class, a group was organized using WeChat, and the URL of the online questionnaire was sent to the participants in the group. Before the students answer the questionnaire, the researcher used about 10 minutes to give some necessary instructions in order to get more valid answers. This time was given so that the students may ask questions and to ensure that they completely understand the content of the questionnaire. 30 minutes was given to the students to complete the questionnaires. They were required to answer all the questions honestly and accurately. Their answers were kept as secret. The three sections included basic information, success and failure attribution questionnaire, and self-efficacy questionnaire (Refer to Appendix E)

#### 3.5.2 Interviews

Based on the English proficiency levels, 6 participants were interviewed from the 110 participants who volunteered to participate in the interviews from the average of three English proficiency levels: high A, middle B, and low C. During the interview process, the researcher will carefully record the useful information provided by the interviewees. In addition, with the participants' consent, the researcher audio-recorded the conversations to check and supplement the information omitted from the interviews and ensure the integrity of the interviews.

#### 3.5.3 Ethical consideration

The researcher is committed to obtaining each participant's consent and approval prior to the study; participants were informed the purpose of the study, the overall process. They were explained that the research data and their opinions were presented as anonymous. The data were kept confidential and used only for this study

and not for any other purpose. The ethical research was approved by the Research Ethics Office of Rangsit University (Appendix D)

#### 3.6 DATA ANALYSIS

Data analysis will be conducted by using SPSS 27 for quantitative analysis of the questionnaire and qualitative analysis of the interview. The details are as follows:

#### 3.6.1 Statistics Data Analysis

After analyzing and collating the data, the maximum, minimum, mean, standard deviation and variance will be calculated and subjected to independent t-test, significance test of difference, Pearson correlation analysis, content analysis to reveal success and failure attribution and self-efficacy levels and relationship, and each variable will be included in the calculation of the effect on the success and failure attribution and self-efficacy to reveal the relationship between English language proficiency and the success and failure attribution and self-efficacy in learning English.

To quantify the success and failure attribution and self-efficacy levels of the students, the researcher will use the explanatory procedure designed by Namkha (2019), the following is the interpretation of success and failure attribution and self-efficacy scores.

Table 3.2 The interpretation of success and failure attribution and self-efficacy scores

Likert scale	Answers	Success and failure attribution and self-efficacy Level	Score
5	Strongly Agree	Highest	4.50 - 5.00
4	Agree	High	3.50 - 4.49

Table 3.2 The interpretation of success and failure attribution and self-efficacy scores (cont.)

Likert scale	Answers	Success and failure attribution and self-efficacy Level	Score
3	Not sure	Moderate	2.50 - 3.49
2	Disagree	Low	1.50 - 2.49
1	Strongly Disagree	Lowest	1.00 - 1.49

The score for each item indicates the student's perceived level, the higher the score, the higher the student's level of success and failure attribution and self-efficacy, while the lower the score, the lower the student's level of success and failure attribution and self-efficacy.

#### 3.6.2 Qualitative analysis

The experts conducted the evaluation and checked the content to ensure the reliability of the data and results of the qualitative analysis. The interview data analysis was conducted as following. The language of the interview was in Chinese and all answers to the interview questions were transcribed into English and recorded in the Thesis. Next, the researcher categorized the data from the interviews according to the different themes. To analyze, the information from a semi structured interview was analyzed through content analysis. The interview analysis was adapted from the procedures suggested by Burnard (1991). Finally, the researcher analyzed the information from the participants' interviews, conduct an analysis to identify the causes, collect detailed information about them and complete the report. After analyzing the interview transcripts from the qualitative analysis, the semi-structured interviews were categorized into three themes: 1) Learning Method 2) Level of Effort 3) Explanation of Success and Failure.

#### 3.7 CHAPTER SUMMARY

This chapter introduced the research methodology and provided details of the research design, the research instruments, the reliability and validity of the research instruments, the data collection procedures, and the data analysis procedures. The following is the relationship between research questions, research instruments and data.

Table 3.3 Summary of Chapter

Research question	Research instrument	Data analysis
1.What is the level of English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels?	Questionnaire on Chinese success and failure attribution and self-efficacy	Descriptive analysis
2.What is the relationship between English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels?	Questionnaire on Chinese success and failure attribution and self-efficacy	Pearson correlation

#### **CHAPTER 4**

#### **RESULTS OF DATA ANALYSIS**

This chapter presents the results of the analysis based on a quantitative analysis of the questionnaire and a qualitative analysis of the semi-structured interviews. Both data were used for two main research objectives, which are as follows: 1) To explore the level of English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels. 2) To examine the relationship between English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels.

#### 4.1 ITEMS OF BACKGROUND INFORMATION

In this survey, the total population was 150 and the sample was 110 students, 54 male and 56 female. Then, the 110 students were divided into three groups of A (100-85), B (84-60), and C (below 60) based on their academic level test scores, and 2 students were selected from each group respectively, making a total of 6 students for semi-structured interviews.

# **4.2 RESULTS FOR RESEARCH QUESTION 1**

This section mainly deals with the Research Question 1: What is the level of English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels? To analyze the quantitative data from the questionnaire, the following criteria for descriptive statistics (i.e., mean) were established. The same criteria which were explained in Chapter 3 were used to interpret the mean scores obtained. The mean scores indication of Success and failure attribution in 4.50-5.00 is the highest, 3.50-4.49 is high, 2.50-3.49 is moderate, 1.50-2.49 is the lowest. These results are shown below.

# 4.2.1 The level of Chinese EFL Junior High School Students' Success and Failure Attribution

This study categorized success and failure attributions into four tendencies, attributing success or failure to ability, effort, luck, and context, with the main purpose of exploring whether students tend to attribute their success or failure to internal or external factors. Based on the results of the survey on junior high school students' tendency to attribute success or failure, it is clear that students generally make positive success or failure attributions in the process of learning English.

Internal factors are factors that an individual perceives as inherent in his or her own abilities, talents, or efforts in the outcome of a behavior or event. Positive attribution is when individuals attribute success to internal factors, such as their own abilities and efforts. In success or failure attribution, when individuals tend to attribute success to internal factors, i.e., positive attribution, they believe that their abilities and efforts are the key to success.

External factors are factors that individuals perceive as coming from the external environment or others in the outcome of a behavior or event. Negative attribution is when an individual attributes failure to external factors, such as luck and the influence of others. In success or failure attribution, when individuals tend to attribute failure to external factors, i.e., negative attribution, they may believe that their failures are due to uncontrollable external factors.

The results of the descriptive statistics of the overall data on success and failure attribution in English language learning are shown in the table below:

Table 4.1 Descriptive Statistics of junior high school students' success and failure attribution in English learning

Item	N	Mean	SD	Level
Success and failure attribution	110	3.29	1.16	Moderate

Table 4.1 presents overall data on success and failure attribution in English language learning. The Success and Failure Attribution Questionnaire consists of 20 items, including 10 attributions to internal factors and 10 attributions to external factors. In this study, the levels in the success and failure attributions of middle school students were obtained by statistically analyzing the responses of 110 students who participated in the questionnaire. By calculating the mean (Mean) and standard deviation (SD) of the sample, we can understand the overall performance of junior high school students in success and failure attribution.

According to the statistical results, the mean score of junior high school students' success and failure attributions is 3.29, which indicates that the overall level of junior high school students' performance in success and failure attributions is moderate. Specifically, middle school students tend to use a moderate level of success or failure attribution when explaining the factors of academic success or failure. The standard deviation is 1.16, which means that there is some variation in the responses of the students who participated in the questionnaire on success or failure attribution, but the overall degree of dispersion is not very large. In other words, middle school students' tendencies in their responses on success and failure attributions were relatively consistent and their overall views were relatively stable.

This result suggests that middle school students consider both internal factors (e.g., effort, academic ability, etc.) and external factors (e.g., luck, teaching environment, etc.) when evaluating the causes of their academic performance. They may recognize that individual effort and ability play a role in academic performance, but they also acknowledge the influence of factors such as external environment and luck on academic performance.

The descriptive statistics of the two types of success and failure attribution data in the English learning success and failure attribution questionnaire are shown in Tables 4.2 and 4.3. These tables present the levels of internal attributions as well as external attributions in the success and failure attributions of Chinese junior high school students, respectively.

Table 4.2 Descriptive Statistics of junior high school students' success and failure attribution internal factors in English learning

			Means of	SD of 10
Item	Mean	SD	10 items	items
			(level)	
1. If I get a low grade, I will doubt my	201	1 01		
academic ability.	3.84	1.01		
2. High ability is the most crucial factor	3.75	1.17		
for me to achieve high scores.	3.73	1.17		
3. If I can't learn English well, I will think	3.81	1.19		
I am not capable	3.01	1.19		
4. I think my high English scores are a	3.62	1.18		
direct reflection of my academic ability.	3.02	1.10		
5. Getting low grades in English classes				
made me think I couldn't learn English	3.79	1.16		
well.				
6. If I get a low grade, I usually feel that			3.73	1.18
most of the factors are that I didn't work	3.70	1.10	(High)	1.10
hard enough in class.			18/	
7. In my case, the good results I have		init		
achieved in English are mainly due to my	3.65	1.31		
efforts PEINAR	Rang	ο,		
8. If I didn't achieve my goals, the main				
reason was that I didn't work hard	3.65	1.18		
enough.				
9. I'm doing well because I'm studying	3.68	1.19		
hard	3.00	1.17		
10. I believe that if I work hard enough, I	3.84	1.19		
can learn English well.	J.0 <del>1</del>	1.17		
	l .		l	

Internal factors refer to the positive attribution that is usually used in the attribution of success or failure. For example, students perceive as influencing their

results in terms of ability and effort when attributing success or failure to their English learning results. Table 4.2 shows that the mean value of the internal factor is 3.71 which is at a high level. They tend to attribute their academic success or failure to internal factors such as personal ability, effort and academic performance. For example:

Middle school students believe that high ability is a key factor in obtaining high scores (Item 2, mean 3.75), which indicates that they see high ability as the key to obtaining good grades. Junior high school students doubt their ability when they have difficulty in learning English (Item 3, mean 3.81), which suggests that they may doubt their ability when they face difficulties. Middle school students perceived that earning low scores in English classes would make them believe that they were not good at English (Item 5, mean 3.79), which suggests that they believed that low scores meant that they were not good at learning English.

The means of these items show that middle school students tend to attribute their academic success or failure to their personal abilities and efforts. They believe that their academic abilities are crucial to achieving good grades and would doubt their abilities when faced with difficulties or receiving low grades.

It can also be seen from the table that the maximum value of 3.84 corresponds to the first item: 'I would doubt my academic ability if I received a low grade'. This means that middle school students were most inclined to doubt their academic abilities when they received low scores on this item. This may indicate a higher level of skepticism about one's academic abilities and lower self-confidence in academic performance.

The minimum value of 3.68 corresponds to the ninth item, "I do well because I study hard." This means that middle school students were most inclined to attribute their good performance to studying hard in this item. Their belief that their success depends on their effort may indicate that they hold high beliefs about the ability and value of personal effort.

From the analysis of these two extreme values, the maximum value indicates a higher tendency of junior high school students to doubt their academic ability, while the minimum value indicates a higher tendency to recognize the importance of their own hard work in learning. This reflects the fact that there is some variation and individual differences in the attribution of internal factors in the attribution of success and failure among middle school students.

In addition, the overall standard deviation of 1.18 indicates that there is some degree of dispersion or variation in the scores of the 10 items. The larger the standard deviation, the greater the degree of dispersion of the data points relative to the mean, suggesting that there is a greater variation in students' responses on internal factor attribution. This implies that middle school students have different perspectives and tendencies in approaching internal factors in attributing success or failure.

Table 4.3 Descriptive Statistics of junior high school students' success and failure attribution external factors in English learning

Item			Means of	SD of
	Mean	SD	10 items	10
4		040	(level)	items
11. Luck is also the key to success	3.25	1.14		
in learning English	3.23	nsit		
12. Sometimes my low score in	TO ROW	9		
English is often the result of bad	3.97	1.09		
luck			2.86	1.15
13. If I get a good grade in my	3.25	1.17	(Moderate)	1.13
English class, I will be happy.	3.23	1.17		
14. Getting a low score could be a				
result of bad luck and not studying	2.86	1.20		
the right subject at the right time				

Table 4.3 Descriptive Statistics of junior high school students' success and failure attribution external factors in English learning (Cont.)

Item	3.5	ap.	Means of	SD of
	Mean	SD	10 items	10
45 7 11 1 1 1 1 1 1 1 1			(level)	items
15. I think luck is also important				
when taking English exams. For	2.85	1.15		
example, the test item happened to	<b>A</b>			
be an item I had studied before.	1)			
16. The low score I got in English	333			
could be a result of bad luck, such				
as: being physically or	2.91	1.15		
emotionally unwell at the time of				
the test.				
17. There were times when I				
scored high on English exams	2.47	1 12		
because the teacher's scoring	2.47	1.12		
standards were too loose.	delah.	1	12	
18. In my opinion, the low scores		70	D	
I received in English meant that	2.53	11/1/1		
the teachers were too strict intheir	2.33	asit		
grading '75/70	in Ran	95		
19. Peer relationships are also	2.63	1.23		
associated with grades in English				
classes.				
20. I got high marks in English	2.82	1.14		
exams simply because English				
was easier than other subjects.				

External factors refer to the negative attribution that is usually used in the attribution of success or failure. For example, students perceive as influencing their results in terms of luck and context when attributing success or failure to their English

learning results. Table 4.3 shows that the mean value of the internal factor is 2.86 which is at a moderate level. Table 4.2 shows that middle school students show a moderate tendency to attribute external factors. They take into account external factors to some extent when explaining academic success or failure. For example:

Junior high school students believe that luck also plays a key role in success in learning English (item 11, mean 3.25), indicating that they believe that luck has some influence on the outcome of learning English. Junior high school students believe that low scores are sometimes the result of bad luck (Item 12, mean 3.97), which indicates that they attribute low scores to unlucky situations. Middle school students feel happy when they get good grades (item 13, mean 3.25), which suggests that they associate the attainment of good grades with positive emotional experiences.

From the means of these items, middle school students showed a moderate tendency to attribute success or failure to external factors. They believe that external factors such as luck and unlucky situations have some influence on academic achievement. They may attribute a portion of their academic performance to these external factors. This moderate level of attribution to external factors suggests that middle school students consider both personal effort and the influence of external environmental factors when considering the causes of their academic performance. They recognize the existence of external factors and associate them with academic performance.

It can also be seen from the table that the maximum value is 3.97, which corresponds to item 12: "Sometimes my low grades are usually the result of bad luck." This means that junior high school students tend to attribute their low scores to unlucky situations and they believe that their low scores in English exams are due to bad luck. This maximum value indicates that in terms of external factor attribution, they tend to attribute failure in academic performance to uncontrollable external factors, i.e. unlucky situations.

The minimum value of 2.47 corresponds to item 17: "Sometimes I get high marks in English exams because the teacher's grading criteria are too lenient." This indicates that junior high school students believe that sometimes they get high scores in English exams because the teacher's grading standards are lenient. This minimum value indicates that in terms of external factor attribution, they tend to attribute their success in academic achievement to external factors, i.e., teachers' lax grading standards.

From the analysis of these two extreme values, the maximum value indicates a higher tendency of junior high school students to doubt their academic ability, while the minimum value indicates a higher tendency to recognize the importance of their own hard work in learning. This reflects the fact that there is some variation and individual differences in the attribution of internal factors in the attribution of success and failure among middle school students.

In addition, based on the overall standard deviation of 1.15, we can see that there is a certain degree of variability in the responses of middle school students with regard to external factor attributions. The larger the standard deviation, the greater the dispersion of the data points relative to the mean, indicating that there is a greater degree of variation in students' responses on external factor attributions.

According to the table 4.2 and table 4.3, it can be seen that the mean value of the 110 students' English learning success or failure under the positive attribution dimension is 3.71, which is higher than the mean value of 3.15 under the negative attribution dimension. This indicates that when students attribute their English learning success or failure, they generally tend to take a positive approach, i.e., they attribute success to the lack of effort, stronger learning ability, good attitude and correct learning methods; and they attribute failure to the lack of effort, poor learning attitude and so on. Failure is attributed to lack of effort, poor learning attitude, etc.

# 4.2.2 The level of success and failure attribution of Chinese junior high school students with different English proficiency levels.

Table 4.4 Descriptive Statistics of success and failure attribution of Chinese junior high school students with different English proficiency level

	English proficiency level	N	Mean	SD	Level
Internal factors	A	47	4.35	0.70	High
(positive attribution)	В	44	3.69	1.18	High
attribution)	С	19	2.82	1.24	Moderate
External factors	A	47	2.64	1.19	Moderate
(negative	В	44	2.85	1.14	Moderate
attribution)	C	19	3.38	1.09	Moderate

According to table 4.4, I have found out that in terms of internal attribution (positive attribution), the following can be observed:

Level A students (high): there were 47 students with a mean level of success or failure attribution of 4.35 and a standard deviation of 0.70. This indicates that Grade A students tend to highly attribute success or failure to their internal factors. They may believe that their efforts, talents or strategies play a key role in their success or failure.

Level B students (moderate): here were 44 students with a mean level of attribution of success or failure of 3.69 and a standard deviation of 1.18. Level B students also showed a relatively high level of internal attribution. They may believe that their ability and effort influence their success or failure to some extent.

Level C students (low): there were 19 students with a mean attribution level of success or failure of 2.82 and a standard deviation of 1.24. Level C students showed a lower level of internal attribution and they may believe that their internal factors have less influence on their success or failure.

In terms of external attributions, the following was observed:

Level A students (high): there were 47 students with a mean level of success or failure attribution of 2.64 and a standard deviation of 1.19. Level A students had a relatively low level of attribution to external factors, which they may have perceived as having a limited impact on their success or failure.

Level B students (moderate): there were 44 students with a mean level of attribution for success or failure of 2.85 and a standard deviation of 1.14. Level B students also had a more moderate level of external attribution. They may believe that external factors play a role in their success or failure to some extent.

Level C students (low): 19 students with a mean level of success or failure attribution of 3.38 and a standard deviation of 1.09. Level C students showed a slightly higher level of external attribution, implying that they were more inclined to attribute success or failure to external factors.

In summary, students at level A showed higher levels of internal attribution, tending to attribute success or failure to factors internal to themselves. Students at level B also showed higher levels of internal attribution, while students at level C showed lower levels of internal attribution. For external attribution, all three English proficiency levels showed relatively moderate levels of attribution, tending to attribute success or failure to external factors.

# 4.2.3 The level of Chinese EFL Junior High School Students' English Learning Self-efficacy

Table 4.5 Descriptive Statistics of junior high school students' English learning self-efficacy

Item	N	Mean	SD	Level
Self-efficacy	110	3.48	1.08	Moderate

Self-efficacy refers to an individual's assessment of his or her confidence and ability to accomplish tasks in a specific domain (in this case, English language learning). In this dataset, the self-efficacy levels of 110 middle school students were included.

Based on the data in Table 4.5, it is seen that the mean score for overall self-efficacy is 3.48 with a standard deviation of 1.08. this means that the middle school students' self-efficacy as a whole is at a moderate level. The mean score of 3.48 indicates that the students were moderately positive in assessing their confidence and ability to accomplish tasks in English language learning. A standard deviation of 1.08 indicates that there is some variability in self-efficacy among individuals in the sample. This result indicates that on the whole, these middle school students have some confidence in their ability and success in English language learning, but there may also be some uncertainty or variation.

# 4.2.4 The level of Self-efficacy of Chinese junior high school students with different English proficiency level.

Table 4.6 Descriptive Statistics of Self-efficacy of Chinese junior high school students with different English proficiency level

English	25:		ini	
Proficiency	ENO	Mean	SD	level
Level	18/91	ातिल Rang	,	
100-85(high)	47	3.90	0.84	High
84-60(medium)	44	3.56	1.01	High
Under 60(low)	19	2.44	1.02	Low

Based on the data in Table 4.6, the following interpretations were obtained:

High level (100-85 points): students in this group hold a high level of confidence in their ability and success in learning English. Their average self-efficacy score is 3.90, which is close to the highest score (4.0). This indicates that they have

positive evaluations and self-efficacy about their ability to learn English. In addition, students in this group showed more consistency and less variability in their self-efficacy levels.

Moderate (84-60): students in this group held some confidence in their ability and success in learning English. Their average self-efficacy score was 3.56, which was slightly lower than that of the high-level group. Nonetheless, it still shows that the students have some positive opinion about their ability to learn English. There was some variability in the level of self-efficacy among the students in this group, and the ratings may have varied from student to student.

Low level (below 60): students in this group had a low level of self-efficacy in English language learning. Their average self-efficacy score is 2.44, which is significantly lower than the other two groups. This may reflect that these students hold lower confidence in their ability and success in English language learning. There was greater variability in the level of self-efficacy among the students in this group, and some students may have had a higher opinion of their abilities, while others may have felt more powerless or lacked confidence.

In summary, according to the data analysis of the success and failure attribution and self-efficacy levels of students with different levels of English proficiency, among the students in the high-level group, internal attributions were at a high level, external attributions were at a moderate level, and self-efficacy was at a high level. They were able to show high levels of self-efficacy and self-evaluation. Among the students in the moderate level group, internal attributions were at a high level, external attributions were at a moderate level, and self-efficacy was at a high level. They have some confidence in their ability to learn English. Among the students in the low-level group, internal attributions were at a moderate level, external attributions were at a moderate level, and self-efficacy was at a low level. These results may be influenced by factors such as learning experiences, instructional support and feedback. Educators and learners can use these findings to guide instruction and provide support to help students develop

a stronger sense of self-efficacy and positive attitudes toward learning in order to facilitate their English learning development.

### 4.3 Results for Research Question 2

This section mainly deals with the Research Question 2: What is the relationship between success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels? A series of analyses were used to report and analyze the relationships between success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels. First, correlation analysis was used to determine whether there was a statistically significant correlation between success and failure attribution and self-efficacy and whether there was a statistically positive or negative correlation.

# 4.3.1 Correlation between success and failure attribution and self-efficacy with high English proficiency level

Table 4.7 shows the correlation between success and failure attribution and selfefficacy with high English proficiency level.

	Phenage	Internal Attribution	External Attribution	Self-efficacy
Internal	Pearson correlation	1	604**	.450**
Attribution	Sig.(2-tailed)		.000	.001
	N	47	47	47
External	Pearson correlation	604**	1	599**
Attribution	Sig.(2-tailed)	.000		.000
	N	47	47	47

Table 4.7 shows the correlation between success and failure attribution and selfefficacy with high English proficiency level. (Cont.)

		Internal Attribution	External Attribution	Self-efficacy
Self- efficacy	Pearson correlation	.450**	599**	1
	Sig.(2-tailed)	.001	.000	
	N	47	47	47

<sup>\*</sup>Correlation is significant at the 0.05 level (2-tailed)

This is the data related to the attribution of success and failure and self-efficacy in English learning for students with high English proficiency. From the table 4.7 we can see:

The correlation coefficient between internal attribution and self-efficacy is 0.450 (significance level 0.001). This value indicates that there is a positive correlation between internal attribution and self-efficacy among students with high English proficiency. In other words, students who tend to attribute their success in English language learning to internal factors are usually more self-efficacious and believe that they can succeed in English language learning.

The correlation coefficient between external Attribution and self-efficacy is - 0.599 (significance level 0.000). This value indicates that there is a negative correlation between external attribution attitude and self-efficacy among students with high English proficiency. This means that students who tend to attribute their failure in English language learning to external factors usually perform poorly in terms of self-efficacy and may lack self-confidence.

The correlation coefficient between internal and external attributions is -0.604 (significance level 0.000). This value indicates that there is a negative correlation

between internal attribution and external attribution among students with high English proficiency. This means that students who tend to adopt internal attribution will tend to adopt external attribution less and vice versa.

# 4.3.2 Correlation between success and failure attribution and self-efficacy with moderate English proficiency level

Table 4.8 Correlation analysis between success and failure attribution and self-efficacy with moderate English proficiency level.

		Internal Attribution	External Attribution	Self-efficacy
	Pearson correlation	1	486**	.366*
Internal Attribution	Sig.(2-tailed)		.001	.014
	N	44	44	44
	Pearson correlation	486**	1	351*
External Attribution	Sig.(2-tailed)	.001	Sity	.019
9	N	44	44	44
	Pearson correlation	.366*	351*	1
Self-efficacy	Sig.(2-tailed)	014	.019	
	N	44	44	44

<sup>\*</sup>Correlation is significant at the 0.05 level (2-tailed)

This is the correlation data of success and failure attribution and self-efficacy with moderate English proficiency level. From the table 4.8 we can see:

According to the data, the correlation coefficient between internal attributions and self-efficacy is 0.366 (significance level 0.014). This indicates that there is a positive correlation between internal attributional attitudes and their self-efficacy among

students with moderate English proficiency. In other words, students who tend to attribute their success in English learning to internal factors are usually more self-efficacious and believe that they can succeed in English learning.

The data showed that the correlation coefficient between external attributions and self-efficacy was -0.351 (significance level 0.019). This indicates that there is a negative correlation between external attribution and self-efficacy among students with moderate English proficiency. This means that students who tend to attribute their failure in English learning to external factors are usually more lacking in self-efficacy and believe that they may fail in English learning.

The data showed that the correlation coefficient between internal and external attributions was -0.486 (significance level of 0.001). This indicates that there is a negative correlation between internal attribution and external attribution among students with moderate English proficiency. This means that students who tend to adopt internal attribution tend to adopt external attribution less and vice versa.

# 4.3.3 Correlation between success and failure attribution and self-efficacy with low English proficiency level

Table 4.9 Correlation analysis between success and failure attribution and self-efficacy with low English proficiency level.

		Internal Attribution	External Attribution	Self-efficacy
Internal Attribution	Pearson correlation Sig.(2-tailed) N	1 19	-0.522* .022 19	-0.465* .045 19

Table 4.9 Correlation analysis between success and failure attribution and self-efficacy with low English proficiency level. (Cont.)

		Internal Attribution	External Attribution	Self-efficacy
External Attribution	Pearson correlation	-0.522*	1	.476*
	Sig.(2-tailed)	.022		.039
	N	19	19	19
Self- efficacy	Pearson correlation	465*	.476	1
	Sig.(2-tailed)	.045	.039	
	N	19	19	19

<sup>\*</sup>Correlation is significant at the 0.05 level (2-tailed)

This is the data on the correlation between success and failure attributions and self-efficacy in English learning for students with low English proficiency. From the table 4.9:

The correlation between internal attribution and self-efficacy was negative with a Pearson correlation coefficient of -0.465 (significance level of 0.045). This means that in this study, students who tend to attribute their success in English language learning to intrinsic factors tend to show lower self-efficacy. The possible explanation is that they may perceive their ability to succeed in English language learning as limited, leading to lower confidence in themselves in this area.

The correlation between external attributions and self-efficacy was positive with a Pearson correlation coefficient of 0.476 (significance level of 0.039). This suggests that those students in this study who tended to attribute their failures in English language learning to external factors tended to show higher self-efficacy. The possible explanation for this is that they attribute their failures to external factors and

therefore maintain a high level of confidence in their abilities in English language learning.

The correlation between internal and external attributions was also negative with a Pearson correlation coefficient of -0.522 (significance level of 0.022). This suggests that in this study, those students who tend to attribute their success in learning English to internal factors and tend to attribute their failures less to external factors. They were more inclined to attribute their failures to their own lack of ability rather than to external factors.

#### **4.3.4 Summary**

In conclusion, according to the data presented, junior high school students of different English proficiency levels showed some correlations between success and failure attributions and self-efficacy. In the high-level English group, internal attributions were significantly and positively correlated with self-efficacy, which suggests that those students who tend to attribute their success in English learning to internal factors usually have a higher sense of self-efficacy. However, external attributions were significantly negatively correlated with self-efficacy, implying that students who tended to attribute their failures in English language learning to negative factors tended to perform poorly in terms of self-efficacy. In the moderate English group, internal attributions were negatively related to self-efficacy, while external attributions were positively related to self-efficacy. In the low English proficiency group, positive attributions were positively related to self-efficacy, while negative attributions were negatively related to self-efficacy. In addition, a negative correlation between positive and negative attributions was also observed across English proficiency groups. These findings suggest that there is a correlation between success and failure attributions and self-efficacy, which is important for understanding junior high school students' success and failure attributions and self-evaluation in English learning.

#### 4.4 DATA ANALYSIS OF THE SEMI-STRUCTURED INTERVIEW

Semi-structured interviews were used as qualitative data to obtain a more indepth view of the participants' English language learning. The interviews consisted of six items, and six respondents with an average of high, moderate and low English proficiency participated in semi-structured interviews in their native Chinese. They were interviewed offline, and the responses were then recorded, translated, analyzed, and summarized by the researcher. No changes were made to the interviews, which were translated from Chinese to English by the researchers.

#### 4.4.1 Result of data analysis

#### 4.4.1.1 High English Proficiency Group

Theme 1: English Learning methods and resources

Keywords: Practice, Diverse learning resources, Online courses, English movies, spoken English skills, English vocabulary, Grammar rules, Reading English magazines

"Practice English daily, use diverse resources like online courses, TV shows, and movies. Engage with fellow learners to improve speaking skills." (Student H1, personal communication, April 28, 2023)

"I usually read a lot of English magazines, which contain many things that interest me. I like to memorize words every day, and I usually like to accumulate some. When I learn a certain sentence pattern or grammar, I will use it." (Student H2, personal communication, April 28, 2023)

#### Theme 2: Internal attribution

Keywords: enthusiasm, interest, active participation, confidence, reading, pleasure, making progress.

"I am doing well in English and have a genuine interest. I actively participate in class, watch English movies, listen to songs, and read

original picture books. My parents fostered my passion for English, turning me into an engaged learner. I love reading and expressing myself confidently in English. It brings me joy and confidence." (Student H1, personal communication, April 28, 2023)

"I'm doing pretty well now, and I think most of it is the result of my hard work. I am confident to learn English well because it is one of my favorite subjects, and I am very happy to have problems every time I get something." (Student H2, personal communication, April 28, 2023)

Theme 3: External attribution

Keywords: learning methods, patience, persistence, grammar rules, lack of effort, conceit

"When asked about the reasons for frustration and failure in learning English, he/she mentioned no correct learning method, lack of patience and persistence, and being too stuck in the rules of grammar with little practice in the app." (Student H1, personal communication, April 28, 2023)

"In the process of learning English, I also encounter failures because sometimes I get lazy back at school and think I can learn without practicing, when in fact I just don't work hard enough and am too proud." (Student H2, personal communication, April 28, 2023)

From the responses of students H1 and H2, we can see their main concerns and attitudes towards learning English. Student H1 emphasized diverse learning resources and active communication, as well as his own enthusiasm and confidence in English, which showed a positive attitude towards learning and self-efficacy, as well as an awareness that frustrations in learning were related to his own learning methods and attitudes. Student H2 focused on practices such as reading English magazines and memorizing words and sentence patterns, which demonstrated

confidence in their ability to learn and active learning, as well as the realization that failures were attributed to their own laziness and ego. These responses support previous findings that self-efficacy is positively correlated with positive attributions and negatively correlated with negative attributions among students with high English proficiency. These students had clear internal attributions for their successes and failures, attributing them to their own efforts and attitudes, which helped to increase their self-efficacy and motivate them to learn more actively.

#### 4.4.1.2 Moderate English Proficiency Group

Theme 1: English Learning methods and resources

Keywords: listening training, reading, online resources, teacher-student interaction, time management, learning environment, online resources, improving listening skills.

"I'll actively engage in class discussions, listen attentively, and communicate in English. Outside class, I'll read, watch, and listen to English content to enhance my vocabulary, comprehension, and listening skills. I'll seek help from my teacher and classmates when needed." (Student M1, personal communication, April 28, 2023)

"I usually learn English by completing my assignments, practicing with friends, and using online resources to reinforce my understanding. I also enjoy watching English movies or listening to songs to improve my listening skills." (Student M2, personal communication, April 28, 2023)

#### Theme 2: Internal attribution

Keywords: moderate level, potential, effective learning methods, positive learning attitude, time management, comprehension.

"My English performance is not bad, but I still have shortcomings. I have room for improvement in my English performance. I need to find effective study methods, utilize resources, and manage my time better.

Improving listening and speaking skills is crucial, as is finding motivation and understanding the significance of learning English." (Student M1, personal communication, April 28, 2023)

"I would describe my current English proficiency as average. I can understand basic conversations and express myself in simple sentences. Although I still have room for improvement, I am confident that with continued practice and determination, I can become better at English." (Student M2, personal communication, April 28, 2023)

#### Theme 3: External attribution

Keywords: lack of confidence, fear, learning methods, environment and resource management, comprehension difficulties, lack of persistent practice, feeling discouraged, challenges in the learning process.

"I think the reasons for difficulties in learning English include: improper learning methods, lack of persistence and perseverance, lack of confidence and fear, lack of appropriate learning environment and resources, and lack of effective time management." (Student M1, personal communication, April 28, 2023)

"I believe setbacks and failures in learning English can occur due to difficulties in comprehending the material, lack of consistent practice, and feeling discouraged by slow progress. Overcoming these challenges requires perseverance and seeking help when needed." (Student M2, personal communication, April 28, 2023)

Analysis: From the responses of students M1 and M2, we can see their main concerns and attitudes in learning English. Student M1 emphasizes active learning methods such as active participation in the classroom, listening training and communication, and has a moderate assessment of his English level, recognizes that he has the potential to improve and attributes his success to effective learning methods

and positive learning attitudes. Student M2, on the other hand, focuses on completing homework, practicing with friends, and using online and film resources for learning, and also holds a moderate evaluation of her English proficiency and attributes her success to hard work, good study habits, and teaching methods. At the same time, they were all aware of the difficulties and challenges in the learning process and attributed their failures to various problems in learning. These responses support the previous findings that self-efficacy is positively correlated with positive attributions and negatively correlated with negative attributions among students with moderate English proficiency. These students had clear internal attributions for their successes and failures, which they attributed to their own efforts, learning methods, and attitudes, which helped to increase their self-efficacy and motivate them to learn more actively.

#### 4.4.1.3 Low English Proficiency Group

Theme 1: English Learning methods and resources

Keywords: memorization, games, watching American dramas, comics, building vocabulary, review, listening and reading, after-school review, listening to English songs.

"I think learning English can be done anytime and anywhere. There are many English signs and computer games in my life, and I will observe and memorize the words around me. Playing games, watching American dramas and comic books help me to build up my vocabulary. When I encounter unfamiliar words I will record and use them, review and practice interpretation every day." (Student L1, personal communication, April 28, 2023)

"I learn English first by listening, then by reading and writing, and finally by forming words and sentences. At school, I follow the teacher's steps, and after class, I review and consolidate the words and sentences individually. Outside of school, I will watch some English movies and listen to some English songs." (Student L2, personal communication, April 28, 2023)

Theme 2: Internal attribution

Keywords: not good at English, no correct learning method, lack of interest, exam pressure, low self-confidence.

"My English level and ability are terrible and I had trouble even passing. Vocabulary was very limited and lacked the building blocks to construct essays. Reading and comprehension were difficult, and fill-in-the-blank questions were also difficult. Passing grades gave me stress. However, I have been working hard to build my vocabulary, read more articles and knowledge, and do practice problems. I believe I can make progress and learn English well." (Student L1, personal communication, April 28, 2023)

"My English ability is not very good, and there are still many aspects lacking. I need further improvement in vocabulary and grammar, and I need more training in oral practice. Whether I have the confidence to learn English well is challenging for me, I am not interested in English and it is difficult for me to learn it well." (Student L2, personal communication, April 28, 2023)

Theme 3: External attribution

Keywords: peer comparison, lack of interest, learning methods, weak foundation, low self-confidence.

"There are several reasons for my frustration and failure in learning English: First, most of my classmates around me are very good at English, while I try to study but cannot understand. Secondly, I have tried my best to study, but with little success. Truth be told, I was not very interested in learning English and felt that I was not suited for the subject. Finally, frequent failures make it difficult for me to regain my spirit and confidence, and it is hard for me to find a suitable way to learn English well." (Student L1, personal communication, April 28, 2023)

"I think first of all, they lack interest and are not willing to spend more effort to learn. Secondly, lack of correct learning method, when learning the foundation of English due to the frequent change of English teachers, resulting in a poor foundation of English and not finding a suitable learning method for yourself. Third, lack of self-confidence, always feel bad in oral communication, unwilling to open their mouths to express themselves, and finally lead to poor speaking." (Student L2, personal communication, April 28, 2023)

Analysis: The responses of students L1 and L2 indicate their main concerns and attitudes towards learning English. Student L1 emphasized learning English anywhere and anytime, but held a very low opinion of his level, attributing it to poor learning methods, lack of interest and low self-confidence. Student L2, on the other hand, emphasized all-round learning in listening, speaking, reading and writing, but also held a low opinion of their own standards, attributing their failures to a lack of interest, inappropriate learning methods and low self-confidence. They were both frustrated and discouraged with their learning and English proficiency. These responses support previous findings that self-efficacy is negatively correlated with positive attributions and positively correlated with negative attributions among students with low English proficiency. These students performed poorly in terms of self-efficacy and usually attributed their failures to their own lack of ability, inappropriate learning methods, and lack of interest and self-confidence.

# 4.4.2 Levels of success and failure attributions among junior high school students with different English proficiency levels

#### 4.4.2.1 High English Proficiency Students (H1, H2):

"I am doing well in English and have a genuine interest. I actively participate in class, watch English movies, listen to songs, and read original picture books. My parents fostered my passion for English, turning me into an engaged learner. I love reading and expressing myself

confidently in English. It brings me joy and confidence." (Student H1, personal communication, April 28, 2023)

"The student attributes their good performance in English to their hard work, dedication, and genuine interest in the language. They actively engage with various resources and seek continuous improvement." (Student H1, personal communication, April 28, 2023)

"I'm doing pretty well now, and I think most of it is the result of my hard work." (Student H2, personal communication, April 28, 2023)

"The student believes that their success in English is a direct result of their efforts and demonstrates their level of competence." (Student H2, personal communication, April 28, 2023)

Both high proficiency students exhibit a strong sense of self-efficacy, as they express confidence in their abilities to learn and excel in English. They recognize their efforts, interests, and engagement as the main reasons behind their achievements. They demonstrate internal attributions by acknowledging their own agency and commitment to their language learning journey.

### 4.4.2.2 Medium English Proficiency Students (M1, M2):

"As of now, I feel that I have a medium level of English ability. Although I am still lacking in some areas, such as vocabulary and grammar knowledge, and my listening and speaking skills need more practice, I believe I have the potential to improve further." (Student M1, personal communication, April 28, 2023)

"The student considers their good performance to be the result of their persistence in vocabulary memorization, grammar practice, listening training, and speaking practice." (Student M1, personal communication,

"I would describe my current English proficiency as average. I can understand basic conversations and express myself in simple sentences. Although I still have room for improvement, I am confident that with continued practice and determination, I can become better at English." (Student M2, personal communication, April 28, 2023)

"The student credits their success in English to a combination of factors, such as hard work, consistent study habits, effective time management, and the support of teachers and peers." (Student M2, personal communication, April 28, 2023)

The medium proficiency students demonstrate moderate self-efficacy levels. They recognize their potential for improvement and are optimistic about their language learning abilities. They attribute their successes to their consistent efforts and the support they receive from others.

### 4.4.2.3 Low English Proficiency Students (L1, L2):

"My English level and ability are terrible, and I had trouble even passing. Vocabulary was very limited and lacked the building blocks to construct essays. Reading and comprehension were difficult, and fill-in-the-blank questions were also difficult. Passing grades gave me stress. However, I have been working hard to build my vocabulary, read more articles and knowledge, and do practice problems. I believe I can make progress and learn English well." (Student L1, personal communication, April 28, 2023)

"The student attributes their poor performance in English to the incorrect way of learning and the need for proper reading, listening, and memorization skills." (Student L1, personal communication, April 28,

"My English ability is not very good, and there are still many aspects lacking. I need further improvement in vocabulary and grammar, and I need more training in oral practice. Whether I have the confidence to learn English well is challenging for me, I am not interested in English, and it is difficult for me to learn it well." (Student L2, personal communication, April 28, 2023)

"The student suggests that their low English proficiency is due to a lack of interest, effort, and suitable learning methods. They feel hesitant to speak and express themselves in English." (Student L2, personal communication, April 28, 2023)

The low proficiency students exhibit lower levels of self-efficacy. They acknowledge their struggles and limitations in English and may feel discouraged by their performance. Their internal attributions highlight the need for improved learning strategies and increased interest in the language.

In summary, the content analysis of the interview transcripts reveals that high proficiency students exhibit high self-efficacy levels and internal attributions for their success in English. Medium proficiency students also demonstrate positive self-efficacy and internal attributions, though to a lesser extent. On the other hand, low proficiency students tend to have lower self-efficacy levels and may demonstrate moderate internal attributions for their difficulties in learning English. These findings align with Bandura's theory, which suggests that self-efficacy beliefs and internal attributions play significant roles in influencing academic performance and learning outcomes.

## 4.4.3 Levels of self-efficacy among junior high school students with different levels of English proficiency

By analyzing the students' responses on English proficiency and confidence in learning, relevant information can be extracted to infer the self-efficacy levels of junior high school students with different English proficiency levels. Based on the interviews, it can be concluded that the self-efficacy levels of junior high school students with different English proficiency levels are also at a moderate level. For example, some students are optimistic about their English ability and confident in learning English, while others are uncertain and negative about their English ability and confidence in learning. This indicates that the overall level of self-efficacy of middle school students is at a medium level.

#### 4.5 CHAPTER SUMMARY

In this chapter, the quantitative analysis of the questionnaire, combined with the qualitative analysis of the semi-structured interviews, answers two research questions. (1) Among the students in the high-level group, internal attributions were at a high level, external attributions were at a moderate level, and self-efficacy was at a high level. They were able to show high levels of self-efficacy and self-evaluation. Among the students in the moderate level group, internal attributions were at a high level, external attributions were at a moderate level, and self-efficacy was at a high level. They have some confidence in their ability to learn English. Among the students in the low-level group, internal attributions were at a moderate level, external attributions were at a moderate level, and self-efficacy was at a low level. These results may be influenced by factors such as learning experiences, instructional support and feedback. Educators and learners can use these findings to guide instruction and provide support to help students develop a stronger sense of self-efficacy and positive attitudes toward learning in order to facilitate their English learning development. (2) Junior high school students of different English proficiency levels showed some correlations between success and failure attributions and self-efficacy. In the high-level English group, internal attributions were significantly and positively correlated with

self-efficacy, and external attributions were significantly negatively correlated with self-efficacy, In the moderate-level English group, internal attributions were negatively related to self-efficacy, while external attributions were positively related to self-efficacy. In the low-level English proficiency group, positive attributions were positively related to self-efficacy, while negative attributions were negatively related to self-efficacy.



#### **CHAPTER 5**

#### CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The purpose of this study is to investigate the levels of success and failure attributions and self-efficacy of English learning among Chinese EFL junior high school students of different English levels and to explore the relationship between success and failure attributions and self-efficacy of Chinese junior high school students.

The research design is correlational study. The quantitative analysis of the questionnaire was conducted to explore the levels of attributions and self-efficacy of Chinese junior high school students, and the relationship between them. Qualitative data from student interviews were analyzed to further feedback and support the results of the questionnaire and to seek additional evidence on these issues.

In this chapter, the results of the quantitative and qualitative studies are first summarized. Then, the main findings are discussed. Finally, suggestions and pedagogical implications for teaching English to junior high school students in China, limitations of the study, and recommendations for future research are presented.

#### 5.1 CONCLUSION OF THE RESEARCH FINDINGS

#### 5.1.1 The Results of Quantitative Data

Quantitative findings were concluded and provided based according to the research questions.

5.1.1.1 What are the levels of English learning success and failure attributions and self-efficacy of Chinese junior high school students?

The results of the analysis of the success and failure attribution questionnaire (mean and standard deviation) showed that the overall mean value of success and failure attributions for English learning among Chinese junior high school students was 3.29, which is at a moderate level. In addition, the mean value of internal attributions for English learning success and failure attributions among Chinese junior high school students was 3.73 and the mean value of external attributions was 2.86. The results showed that from these two means, most junior high school students tended to attribute English learning outcomes to internal factors, i.e., effort and ability, while a few attributed learning outcomes to external factors. By analyzing the results of the success and failure attribution levels of participants with different English proficiency levels, it showed that among the students in the high-level group, internal attributions were at a high level and the mean value was 4.35, external attributions were at a moderate level and the mean value was 2.64. Among the students in the moderate level group, internal attributions were at a high level and the mean value was 3.69, external attributions were at a moderate level and the mean value was 2.85. Among the students in the low-level group, internal attributions were at a moderate level and the mean value was 2.82, external attributions were at a moderate level and the mean value was 3.38.

The results of the analysis of the self-efficacy questionnaire showed that the mean value of Chinese junior high school students' self-efficacy in learning Chinese was 3.48 and the standard deviation was 1.08. According to the criteria set in this study, Chinese junior high school students' academic self-efficacy in English learning is at a moderate level. However, by analyzing the self-efficacy of students with different English proficiency levels, it can be seen that the self-efficacy of students with high English proficiency is at a high level and the mean value was 3.90, the self-efficacy of students with medium English proficiency is at a moderate level and the mean value was 3.56, and the self-efficacy of students with low English proficiency is at a low level and the mean value was 2.44.

In general, different levels of self-efficacy and attributions of success or failure can be observed depending on the level of English proficiency. Students with high English proficiency showed high levels of self-efficacy and high internal attributions as well as moderate external attribution, probably because they had

achieved better results in English learning and were confident in their abilities, but were still able to recognize the influence of external factors on success or failure. Students with moderate English proficiency showed high levels of self-efficacy and high internal attributions as well as external attribution, possibly because they had made some progress in English learning but needed more effort and experience to achieve better results. Students with low English proficiency showed low self-efficacy and moderate levels of both internal and external attributions, which may be because they encountered some challenges and difficulties in English learning that led to doubts about their abilities and attributed their success or failure to external factors.

5.1.1.2 What are the relationship between English learning success and failure attributions and self-efficacy among Chinese junior high school students?

Pearson correlation analysis was used to examine the relationship between success or failure attributions and self-efficacy with different English proficiency level. To summarize the correlations between success and failure attributions and self-efficacy among students with different levels of English language proficiency based on the data provided.

In the high-level, it was observed that positive attributions were significantly and positively correlated with self-efficacy (r = 0.450, p < 0.001). This means that students who tend to attribute their success in English language learning to positive factors usually have higher self-efficacy and believe that they can succeed in English language learning. On the other hand, negative attributions were significantly negatively correlated with self-efficacy (r = -0.599, p < 0.001). This implies that students who tend to attribute their failure in English learning to negative factors usually perform poorly in terms of self-efficacy and may lack self-confidence. In addition, there was a significant negative correlation between positive and negative attributions (r = -0.604, p < 0.001), implying that students who tended to make positive attributions tended to employ negative attributions less often, and vice versa.

In the moderate-level group, positive attributions were significantly positively correlated with self-efficacy (r = 0.366, p < 0.014) and negative attributions were significantly negatively correlated with self-efficacy (r = -0.351, p < 0.019). This suggests that students who tend to attribute their success in English learning to positive factors usually have high self-efficacy and believe that they can succeed in English

learning, while those who tend to attribute their failure in English learning to negative factors usually perform poorly in terms of self-efficacy and lack self-confidence. In addition, there was a significant negative correlation between positive and negative attributions (r = -0.486, p < 0.001), suggesting that students who tended to make positive attributions tended to employ negative attributions less often, and vice versa.

In the low-level group, it was observed that positive attributions were significantly negatively correlated with self-efficacy (r = -0.465, p < 0.045) and negative attributions were significantly positively correlated with self-efficacy (r = 0.476, p < 0.039).his means that in this study, students who tended to attribute their success in English language learning to intrinsic factors tended to show lower self-efficacy, and may have held more limited perceptions of their abilities in this domain, leading to lower self-confidence. On the other hand, students who tended to attribute their failures in English language learning to external factors tended to show higher self-efficacy, possibly because they attributed their failures to external factors and therefore maintained a higher level of confidence in their abilities in English language learning. In addition, there was a significant negative correlation between positive and negative attributions (r = -0.522, p < 0.022), suggesting that students who tended to attribute success in English language learning to intrinsic factors tended to attribute failures less to external factors, and were more inclined to attribute failures to their own lack of ability.

# 5.1.2 The Results of Qualitative Data

The semi-structured interviews were conducted as a qualitative study and consisted of six items in which six respondents (including three male and three female) participated in semi-structured interviews in their native Chinese language. They were then interviewed face-to-face by the researcher, then audio-recorded, translated, analyzed, and their responses summarized. The interviews were unmodified and translated from Chinese to English by the researchers. Each data from the interviewees was analyzed and interpreted using content analysis, and then the thematic categories of the interviews were summarized.

According to the subject content, the results of the semi-structured interviews were summarized and analyzed as follows:

High English Proficiency Group:

Theme 1: English Learning Methods and Resources

Emphasized daily practice using diverse resources like online courses, movies, and TV shows. Engaged with fellow learners to improve speaking skills. Utilized a variety of resources such as online courses, movies, and English magazines for learning.

Theme 2: Internal Attribution

Displayed enthusiasm and genuine interest in learning English. Actively participated in class discussions and utilized various English media. Attributed success to personal efforts, effective learning methods, and positive attitudes.

Theme 3: External Attribution

Recognized that frustration and failure could result from incorrect learning methods and lack of patience. Acknowledged challenges but attributed failures to lack of effort and overconfidence.

Moderate English Proficiency Group:

Theme 1: English Learning Methods and Resources

Engaged actively in class discussions and sought help from teachers and classmates. Utilized online resources, practiced with friends, and used English media for improving skills.

Theme 2: Internal Attribution

Acknowledged room for improvement in English proficiency. Expressed confidence in the potential to improve through effective learning methods and positive attitudes.

Theme 3: External Attribution

Recognized difficulties as lack of confidence, fear, comprehension challenges, and inadequate learning environments. Identified setbacks as lack of

consistent practice and feeling discouraged by slow progress.

Low English Proficiency Group:

Theme 1: English Learning Methods and Resources

Employed various methods like memorization, games, watching dramas, and reading comics to build vocabulary. Engaged in after-school review and used English media for improvement.

Theme 2: Internal Attribution

Perceived low English proficiency and difficulties in various language skills. Acknowledged efforts to improve vocabulary and skills despite challenges.

Theme 3: External Attribution

Identified reasons for difficulties, such as peer comparison, lack of interest, and inappropriate learning methods. Struggled with self-confidence, oral communication, and finding suitable learning strategies.

In summary, high proficiency students displayed internal attitudes, attributed success to their efforts and effective methods, and recognized the importance of practice and diverse resources. Moderate proficiency students were determined to improve, acknowledged challenges, and emphasized the role of effective learning methods. Low proficiency students struggled with lack of confidence, interest, and appropriate learning methods, while acknowledging efforts to overcome challenges.

#### 5.2 Discussion

Introduction

This chapter will explain the study results with the help of existing literature on the main findings. The aim of this chapter is to answer the research questions arrived at after taking out themes from the findings. This study aims to fill a gap in the current research field by exploring in depth the correlations between success and failure attributions and self-efficacy among middle school students with different levels of English proficiency, as well as to gain insight into the relationship between these psychological factors and academic performance.

Themes from data analysis and findings

### 5.2.1 The level of English learning success and failure attribution and self-efficacy

The findings for research question 1 suggested that Chinese junior high school students made positive attributions for both success and failure. According to Weiner's attribution theory, people can attribute their success or failure to different causes (Falkenberg & Gronhaug, 1989). The success and failure attribution level in English language learning was moderate, with a mean score of 3.29. This indicates that academic success and failure of students can be attributed to several internal and external factors. According to Weiner's attribution theory (1974), the attributions of success and failure are generally based on four causes, specifically ability, effort, task difficulty, and luck, which are the most significant factors in achievement outcomes (Schrader & Helmke, 2015). The students did, however, recognise internal or personal aspects in their attributions as well as external factors like chance. In other words, middle school students' tendencies in their responses on success and failure attributions were relatively consistent, and their overall views were relatively stable. The students tend to attribute their achievements to internal factors like ability and effort and external factors like luck. In addition, these attributions can provide insights into how students perceive the causes of their academic outcomes and how they make sense of their learning experiences based on the interplay of these attributions. Regarding internal attributions, Chinese junior high school students tended to attribute their academic success and failure to internal factors such as their abilities and efforts.

The mean value for internal attribution was 3.71, reflecting a strong belief in the role of personal efforts, hard work, and abilities in academic performance. When students attribute their success in a test to internal factors like ability and effort or external factors such as exam difficulty or luck, it reflects their cognitive processes in explaining their performance outcomes (García y García, 2021). Internal attribution factors are elements about the person, including attitude, emotion, personality, intention, ability or effort (Sockbeson & DeNisi, 2023). Similarly, external attribution

factors are elements of where people stay, including task difficulty, body health and context (Sockbeson & DeNisi, 2023). Regarding external attributions, students tended to attribute their academic performance or success and failure to external factors like luck, teachers' grading etc. The mean value for the external attributional aspect is 2.86. This value can be seen as something that students consider external factors for their performance. Moreover, these students do not only rely on their performance. This indicated that the self-efficacy levels of students with different English proficiency levels, the high-level group students internally attributed their performance. Similarly, for students who are at a moderate level of English proficiency, their external attribution was also moderate, and self-efficacy was higher. Educators can use this data to guide their instruction and provide support to help students develop a stronger sense of self-efficacy and positive attitudes toward learning to facilitate their English learning development.

In the context of English proficiency levels and attributions of Chinese students, students who stayed at a high level of English proficiency displayed an attitude that they have strong internal attributions for their success and failures. Moreover, they also showed that those students have a low inclination towards external factors like luck. This also means that they have a strong hold over their performance and that they can analyse their success and failures. They can also feel empowered to influence their outcomes through their actions and hard work, contributing to a positive attitude and motivation to improve further (Wang, Xu, & Li, 2023). Students with moderate levels of English proficiency also showed an inclination towards internal attributions. However, the degree of their inclination is slightly less than high-level students. Those students moderately attributed external factors which also shows their balanced point of view about internal and external factors. Similarly, students with low English proficiency levels showed a more moderate internal and external attribution tendency. This balanced perspective implies that they are not overly biased toward one side or the other, and they recognise that a combination of both internal and external elements can influence outcomes, it is denoted as a bias (Black, 2019). Self-efficacy among Chinese junior high school students in English learning was moderate with a mean score of 3.48. This suggests that students possessed moderate confidence and

belief in their ability to succeed in English language learning. High levels of English students displayed high self-efficacy, which showed strong confidence. On the other hand, students with moderate levels of English showed moderate self-efficacy and hence moderate confidence, and low-level English students showed low self-efficacy, which displayed low confidence. Thus, to answer the research question, it is found that students with higher English proficiency levels tend to attribute their performance to their internal abilities and efforts strongly, possess a lower inclination towards attributing performance to external factors, and exhibit high self-efficacy. Similarly, students with moderate and lower English proficiency levels demonstrate a balanced perspective, moderate attributions, and low self-efficacy.

### 5.2.2 Relationship between English learning success and failure attribution and self-efficacy

The data derived for research question 2 presented valuable insights about attribution and self-efficacy. The data showed that in the case of a high level of English proficiency, there is a positive correlation between self-efficacy and students' inclination to attribute success to internal factors. This can be taken as a category of students who think that their success in learning English is because of their efforts and hard work, which is why they have high self-efficacy. According to Hayat et al. (2020), students' self-efficacy impacts their learning-related emotions and metacognitive learning strategies, which affect their academic performance. Similarly, students who think external factors are responsible for their failure, have lower self-efficacy and confidence in learning English. This is depicted using a negative correlational aspect between external factors and self-efficacy. It is also important to note that there is a negative correlation between internal and external attributions. The relationship between them showed that students who think their success is due to internal factors are less likely to see their failures as responsible for external factors and vice versa. This situation is studied by Wen (2018) and the author mentioned it as a self-serving bias in which people think that their success is because of internal things and their failure is because of external things. However, it is important to note that the result is not always constant and reliable.

The case of moderate level of English proficiency is somewhat similar to high-level students. There is also a positive correlation between internal attribution and self-efficacy. This suggests that youngsters are more secure and self-confident. Similar to this, the negative correlation between attributing failure to external factors and selfefficacy demonstrated the students' somewhat strong self-efficacy. The relationship between internal and external attributions in this case is analogous. In order to maintain their self-esteem, people are more inclined to attribute external than internal factors for their failure (Wen, 2018). It is important to remember that these results are important for instructors who want to identify the causes of their students' triumphs and failures so that they may assist the former in resolving the latter. Teachers can also help students who have trouble with their English and are unmotivated to learn by boosting their self-efficacy. By employing a reinforcement method, it is possible. A positive reinforcement method can be used to decrease and improve students' academic performance (Mirzamani, Ashoori, & Sereshki, 2011). In order to maximize their potential, these techniques can also be employed with pupils who have a limited command of the English language.

Internal attribution and self-efficacy have a negative relationship with one another when it comes to students that have weak English language skills. Students who credit internal sources for their performance exhibit lesser self-efficacy. This might be seen as an illustration of a lack of confidence or a conviction that one's skills are constrained and pointless. In such cases, teachers need to put effort into their teaching methodologies of teaching the English language so that students can feel internally motivated (Seven, 2020). On the other hand, there is a positive correlation between external attribution and self-efficacy. This indicated that students who think their failure is due to external factors tend to have high self-efficacy. Similarly, the data shows that the relationship between internal and external attributions is negatively correlated. Thus, it can be said that the relationship between the overall success and failure attribution and self-efficacy varies based on the type of English proficiency levels in students. However, it is important to note that English language learning can be altered using several techniques and teacher pedagogy changes. In conclusion, it can be reiterated that students who attribute their success to internal factors have higher

self-efficacy. Students who think that their failure is because of external factors have lower self-efficacy, and a negative correlation between internal and external attribution suggests that students are more inclined towards one attribution type.

#### 5.2.3 Analysis of semi-structured interviews

The interviewees belonging to a high-level English proficiency group displayed that they have used a variety of diverse resources to practice English daily. They also have engaged with fellow learners to gain confidence in speaking English, and TV shows and movies have added to their performance. According to Halawa, Sihombing, & Nasution (2022), English movies has positive impacts on improving students' communication skills. This means that students belonging to high-level groups practice their skills using these strategies. Additionally, Students of this group believed their success in English was a result of their own hard work, combined with their enjoyment of the subject and attributed their success in learning English to their genuine interest and active participation in various English-related activities. They also felt that frustrations and failures in learning English were related to incorrect learning methods and a lack of patience. Thus, these responses support previous findings that self-efficacy is positively correlated with positive attributions and negatively correlated with negative attributions among students with high English proficiency.

Similarly, both students belonging to moderate English proficiency mentioned actively participating in class discussions, listening attentively, and using online resources to enhance their English skills. Movies can be used in the classroom to stimulate students in making discussions and enhance their speaking skills (Halawa, Sihombing, & Nasution, 2022). In terms of internal attributions, both students have a moderate assessment of their English proficiency and acknowledge room for improvement. Positive internal attributions, such as recognising the potential for improvement and understanding the significance of learning, contribute to their higher self-efficacy and motivation. For external attribution, students identified difficulties in learning English as stemming from improper learning methods, comprehension difficulties, lack of persistence, lack of confidence, and challenges related to the

learning environment and resources. These things can hinder progress and lead to setbacks. Thus, the moderate proficiency students demonstrated moderate self-efficacy levels. They recognised their capacity for improvement and were optimistic about their language learning abilities.

Low English proficiency level students exhibited lower levels of self-efficacy in their English learning. Additionally, they acknowledged their poor performance and struggles in various aspects of English. These students attributed their difficulties to incorrect learning methods, lack of interest, effort, and confidence. In such cases, teachers need to employ proper strategies in order to motivate them to get better results. Teachers, according to Yang (2014), make students practice reading aloud and they can get someone to check their pronunciation and intonation. Therefore, the low English proficiency students exhibited lower levels of self-efficacy. They recognised their struggles and limitations in English and may feel discouraged by their performance. Their internal attributions displayed the need for improved learning strategies and increased interest in the language. Thus, it is important for them to recognise their mistakes and improve their learning.

#### 5.3 Recommendations

As a result of the current situation of English language teaching in China junior high schools found in this study, the following recommendations are provided to English language teaching based on the participants' suggestions.

#### 5.3.1 For School Administration

#### 5.3.1.1 Create a positive learning atmosphere:

Schools can establish a positive learning atmosphere to encourage students to excel in English language learning. For example, English corners, English speech contests or English drama performances can be organized to showcase students' English abilities and achievements and to inspire their self-confidence and sense of self-efficacy.

#### 5.3.1.2 Provide diverse learning opportunities:

Schools should provide diverse English learning opportunities, including visiting English corners, organizing English clubs, or holding English competitions. These activities will allow students to actively participate and develop their attributions of success or failure and self-efficacy.

#### **5.3.2** For Chinese Teachers

#### 5.3.2.1 Individualized Instructional Strategies:

Teachers can use individualized instructional strategies based on students' English language proficiency and learning styles. For example, for students with low English proficiency, teachers can use simpler language and instructional resources to help them achieve initial success experiences and enhance their attributions of success or failure and self-efficacy.

#### 5.3.2.2 Establish a goal-oriented learning environment:

Teachers should help students set clear learning goals and provide appropriate guidance and feedback. For example, teachers can work with students to develop learning plans and set small goals, such as completing one English composition per week or reciting a certain number of words per day. Such goal setting can help students develop a sense of self-efficacy and promote their growth and motivation to learn.

#### 5.3.3 For English Language Learners

#### 5.3.3.1 Diversified learning strategies:

Learners should try different learning strategies and methods to discover what works for them. For example, through multimedia learning resources, voice recordings or communication with foreign teachers, learners can approach English from different perspectives and enhance their learning effectiveness and self-efficacy.

#### 5.3.3.2 Actively seek support and feedback:

Learners should actively communicate with their teachers, classmates or parents and seek their support and feedback. For example, asking teachers for

questions, joining study groups, or organizing study partners can provide additional learning resources and feedback to improve one's success or failure attributions and self-efficacy.

#### 5.3.3.3 Set success stories:

Learners can look for success stories, such as those of their classmates who have excelled in English learning, or figures who excel in English, to serve as their role models. By learning from their experiences and methods, learners can be inspired to enhance their own attributions of success or failure and self-efficacy.

#### 5.3.3.4 Set clear goals and plans:

Learners should set clear learning goals and plans and break them down into small, manageable steps. For example, by setting goals such as reading one English text per week and practicing listening every day, learners can enhance their self-efficacy and sense of learning accomplishment by achieving these goals step by step.

#### 5.3.4 For Future Research

There is still relatively few research on Chinese students' success and failure attribution and self-efficacy in English language learning, and more research is needed to fill the research gap in the future. Based on the results of this study, the following are recommendations for future research.

- 5.3.4.1 This study only investigated the level of success and failure attribution and self-efficacy in English language learning of the Chinese junior school students and their relationship with different English proficiency. Future research can use an experimental method to explore teaching methods that improve students' success and failure and self-efficacy.
- 5.3.4.2 This study was conducted in a group of Chinese junior high school students, and future research could consider cross-cultural comparisons to explore differences in success and failure attributions and self-efficacy among junior high school students in different cultural contexts. For example, differences in success and failure attributions and self-efficacy between middle school students in China and Western countries could be compared to gain a deeper understanding of the cultural

influences on these psychological factors.

5.3.4.3 The study was limited to the English teaching in Shizong city of China. Future studies can be conducted in other cities in China.

5.3.4.4 In future research, other factors that may influence middle school students' success or failure attributions and self-efficacy may be considered for inclusion in the analysis. For example, factors such as family background, motivation, and learning strategies may have a significant impact on middle school students' success or failure attributions and self-efficacy. By considering multiple factors together, a more comprehensive understanding of their interrelationships and effects on learners can be obtained.

5.3.4.5 The results of this study were based on survey data at specific time points, so future studies could use a longitudinal design to track changes in middle school students' success-failure attributions and self-efficacy over time. This will help reveal the long-term trends in middle school students' success-failure attributions and self-efficacy during English learning, as well as the possible patterns of change and influencing factors.

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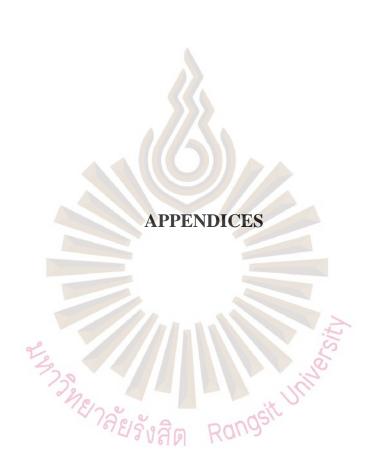
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### APPENDIX A

### QUESTIONNAIRE OF SUCCESS AND FAILURE ATTRIBUTION AND SELF-EFFICACY SURVEY



# Success and Failure Attribution and self-efficacy survey Questionnaire 亲爱的同学们:

你们好!首先,非常感谢您参与我的研究工作!本问卷的目的是了解不同英语能力水平的中国EFL初中生的成功与失败归因和自我效能感之间的关系。问卷的结果只用于研究,所选的结果没有对错之分,也不会影响你的个人鉴定和评价。本问卷是匿名的,我们将严格保密。请根据你的实际情况如实填写。这对我们的研究非常重要。谢谢您的支持和配合!

#### Dear students:

Hello! First of all, thank you very much for participating in my research! The purpose of this questionnaire is to understand Relationship between Success and Failure Attributions and Self-efficacy of Chinese EFL Junior High School Students with different English ability levels. The results of the questionnaire are only used for research, there is no right or wrong for the selected results, and it will not affect your personal identification and evaluation. This questionnaire is anonymous, and we will keep it strictly confidential. Please fill it out truthfully according to your actual situation. This is very important to our research. Thank you for your support and cooperation!

Part 1
Please fill in the blank according to your situation

1	Gender 性别	
2	Length of time studying English 英语学习时长	
3	Levels of academic level test 学业水平测试等级	

Part II: Please read the questions carefully first, and answer the questions in the questionnaire according to your actual situation.

第二部分: 请先仔细阅读问题,并根据自己的实际情况回答问卷中的问题。

Note: This questionnaire includes a total of 44 questions, please tick " $\sqrt{}$ " under the option that best suits your actual situation and ideas, and answer according to the requirements of the questions. If the topic is not marked, it is a single choice.

- 1=I strongly disagree with this view
- 2=I disagree with this opinion
- 3=I do not have a clear answer to this opinion.
- 4=I agree with this opinion
- 5=I strongly agree with this opinion

注:本问卷共包括44个问题,请在最符合自己实际情况和想法的选项下打"√", 并按照题目的要求作答。如果题目没有标注,则为单选题。

- 1=我非常不同意这个观点
- 2=我不同意这个观点
- 3=我对这个观点没有明确的答案
- 4=我同意这个观点
- 5=我非常同意这个观点

Please tick the numbers on the right according to your actual situation.

Title sequen ce	Questions for success and failure attribution	1	2	3	4	5
1	If I get a low grade, I will doubt my academic ability. 如果我得到的分数低,我就会怀疑自己的学习能力。					
2	High ability is the most crucial factor for me to achieve high scores. 能力强是我取得高分的最关键因素。					
3	If I can't learn English well, I will think I am not capable. 如果我学不好英语,我会认为我能力不足					
4	I think my high English scores are a direct reflection of my academic ability.					

Title sequen ce	Questions for success and failure attribution	1	2	3	4	5
	我认为我的英语高分数直接反映了我的学习能力。					
5	Getting low grades in English classes makes me think I can't learn English well 在英语课上获得低分使我认为我不能学好英语					
6	If I get a low grade, I usually feel that most of the factors are that I didn't work hard enough in class 如果我得了低分,我通常觉得大部分因素是我在课堂上不够努力					
7	In my case, the good results I have achieved in English are mainly due to my efforts 就我而言,我的英语所取得的好成绩主要来自我的努力					
8	If I did not achieve my goal, the main reason is that I did not work hard enough 如果我没有实现我的目标,主要原因是我没有足够努力					
9	I'm doing well because I'm studying hard 我做得很好是因为我努力学习					
10	I believe that if I work hard enough, I can learn English well 我相信只要我足够努力,我就能学好英语					
11	Luck is also the key to success in learning English. 运气也是学习英语成功的关键。					
12	Sometimes I get low scores in English often as a result of bad luck. 有时我的英语得到低分往往是运气不佳所致。					
13	If I get a good grade in my English class, I will be happy. 如果我在英语课上得到一个好成绩,我会很高兴。					
14	A low score could be a result of bad luck, not studying the right subject at the right time the right subject 得了低分有可能是运气不佳,没有在正确的时间学习正确					
15	I think luck is also important when taking English exams. For example, the test item happened to be one that I had studied before 我认为在参加英语考试时,运气也很重要。例如,考试项目正好是我以前学过的项目					
16	The low score I got in English could be due to bad luck, such as: being physically or emotionally unwell at the time of the test 我的英语得到的低分可能是运气不好,如:考试时身体或情绪不佳					
17	There were times when I scored high in English exams because the teacher's scoring standards were too loose 有几次我在英语考试中得了高分,这是因为老师的打分标准太松					
18	In my opinion, the low scores I received in English meant that the teachers were too strict in their grading 在我看来,我的英语得到的低分数,意味着教师在评分					

Title sequen ce	Questions for success and failure attribution	1	2	3	4	5
	上过于严格					
19	Peer relationships are also associated with grades in English classes 同龄人的关系也与英语课的成绩有关					
20	I got high marks in English exams just because English was easier than other subjects 我在英语考试中获得高分,只是因为英语比其他科目容易					
Title sequen ce	Questions for Self-efficacy	1	2	3	4	5
21	I am always confident about learning English. 我对学习英语非常信心。					
22	Compared with other students in my class, I am a strong learner. 我认为与其他学生相比,我是一个合格的学习者					
23	I felt very relaxed about the test in English class. 当我要参加英语课的考试时,我总是感到很轻松					
24	In English class, I can answer the teacher's questions fluently 在英语课上,我可以流利地回答老师的问题					
25	Even if I always fail in English exams, I still believe I can succeed next time. 虽然我在英语考试中会失败,但我仍然相信我下次能成功					
26	I think I can understand the English textbook very well 我认为我可以很好地理解英语课本上的内容					
27	I think I can understand what the teacher said very well 我认为我能很好地理解老师所说的内容					
28	I was able to respond easily when the English teacher asked me questions that I was not prepared for 当英语老师问我没有准备好的问题时,我能够轻松应对					
29	I don't often think that other students speak English better than I do 我不会经常认为其他同学的英语比我说得好					
30	I can understand English books, read and understand English magazines and instruction books, and watch English movies. 我能够阅读和理解那些用英语书写的材料,如书籍、杂志					
31	I am confident that I can understand English spoken by others. 我有信心能听懂别人说的英语。					
32	I am confident that I can easily and comfortably communicate with foreign teachers and foreign friends. 我有信心能够轻松自如地与外国教师和外国朋友交流。					
33	No matter how good or bad my academic performance is, I never doubt my ability to learn. 无论我的学习成绩是好是坏,我从不怀疑自己的学习能力。					

Title sequen	Questions for success and failure attribution	1	2	3	4	5
ce						
34	I can complete all English assignments easily. 我可以轻松完成所有的英语作业。					
35	I am capable of coping with most of the difficulties that arise when learning English 我有能力应对学习英语时出现的大部分困难					
36	What motivates me most to work harder in my studies are the failures I have encountered 最能激励我在学习上更加努力的是我所遇到的失败					
37	Even if I do poorly in an English test, I can still evaluate myself objectively and calmly and analyze the reasons. 即使我在英语考试中表现不佳,我仍然可以客观、冷静地评价自己,并分析原因。					
38	If I study hard, I believe I am fully capable of improving my English learning. 如果我努力学习,我相信我完全有能力提高我的英语学习。					





#### **Semi-Structured Interview Questions**

- 1. How do you usually learn English? 你通常如何学习英语?
- 2. What do you think is the reason for your good or bad performance in English now? 你认为你现在的英语成绩好或不好的原因是什么?
- 3. What do you think is your current level of English ability? Do you have confidence in learning English well? 你认为你目前的英语能力是什么水平? 你对学好英语有信心吗?
- 4. Do you feel relaxed or nervous before the English test? Are you confident that you will get a good score? 在英语测试前,你感到放松还是紧张? 你对自己能得到一个好的分数有信心吗?
- 5. What do you think are the reasons for your frustration and failure in learning English?

你认为你在英语学习时受挫和失败的原因是什么?

6. How would you explain your success if you got a good score in an English test? 如果你在一次英语考试中取得了好成绩,你将如何解释你的成功?

#### APPENDIX C

ITEMS OBJECTIVE CONGRUENCE (IOC)





#### INVITATION TO BE AN IOC EXPERT In

Relationship between Success and Failure
Attributions and Self-efficacy of Chinese EFL Junior
High School Students with different English ability
levels

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																		 . ,																	

#### Dear Expert,

I would like to thank you for accepting to be an IOC expert in my thesis. Please find below the Research Title, Research Objectives, Research Questions, Research Instruments and the Guidelines for Expert Review Using Item Objective Congruence (IOC) as well as the criteria for expert review.

#### My Research Title

Relationship between Success and Failure Attributions and Self-efficacy of Chinese EFL Junior High School Students with different English ability levels

#### Research Objectives

- 1. To explore the level of English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels.
- 2. To examine the relationship between English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels.

#### **Research Questions**

- 1. What is the level of English learning success and failure attribution and self -efficacy of Chinese junior high school students with different English ability levels?
- 2. What is the relationship between English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels?

#### The Research Instruments

- 1) Two Questionnaires for the English Language learning of 48 questions (48 Likert scale items and one open-ended question)
- 2) The Semi-Structured Interview Questions for the Students consisting of 6 open-ended interview questions

## Guidelines for Expert Review Using Item Objective Congruence (IOC)

Please rate each item that corresponds to your opinion towards content validity

#### **Rating Criteria**

- +1 for the item that clearly matches the stated objectives
- 0 for the item that is unclear and the rater is unsure whether it meets the stated objectives
- -1 for the item that does not match the objectives

I truly appreciate your kind help and valuable support for my thesis.

Shi Tingyuan Researcher

Researcher

Researcher

Researcher

Rangsit University

Rangsit University

#### **INSTRUMENT 1**

#### ITEM OBJECTIVE CONGRUENCE (IOC)

what do you FOR THE STUDENT QUESTIONNAIRE
TO Success and Failure Attribution Questionnaire

No	Statement		ert Opi Review		Remarks
		+1	0	-1	
	PART 1 PERSONAL INFORM	ATIO	N		(4
1.	Gender	V			
2.	Age	/			
3.	Length of time studying English	/	- 5	C-	- How will studen
4.	Levels of academic level tests		/	1	answer these s
	PART 2: Success and Failure Attribution	n Questi	ionnaire		
5	If I get a low grade, I usually feel that most of the factors are that I didn't work hard enough in the class.	1			
6	If I get a low grade, I will doubt my academic ability.	1			
7	Classmate relationships are also important to grades.	1			
8	Luck is also indispensable to success	-			
9	My high grades are all the result of my hard work.	1			
10	High ability is the most crucial factor for me to achieve high scores.	1			
11	If I were a poor student in the teacher's eyes, the teacher would not have given me high marks at all.	1		70	
12	There are times when my low scores are partly due to bad luck.	1			
13	If I don't achieve my goals, the main reason is that I don't try hard enough.	1			
14	I can't learn English well because I'm not competent.	1	200	2/0	
15	I got high marks simply because the subject was easier than other subjects	1	100		
16	I did well because I studied hard.	1			
17	My high score is a reflection of my ability.	1			
18	If one of the teachers had been boring in class, I youldn't have gotten a good grade at all.	3/1	/		
19	A bad grade doesn't mean I don't work hard	/			
20	If I get a low grade, I will think I can't learn English well.	1			

English teacher? Are they teaching as a team where students get to

### learn from every teacher?

21	I got a high score because it was easy to learn the subject.	1			#15 and zi are qui Similar
22	I will be glad that I got a good grade.	1			
23	I can learn well if I work hard enough	1		1.	
24	I get good grades because I am good at what I do.	1			
25	The teacher is too stingy to give high marks.	1			
26	Low grades can be a result of bad luck and not studying the right subject at the right time.	1			
27	I didn't do well on the exam because of bad luck	/			
28	Luck is also important, for example, if the test question happens to be the kind I know.	1			
	PART 3: Self-efficacy				
29	I am always confident about learning English.	/			
30	Compared with other students in my class, I am a strong learner.	1			
31	I felt very relaxed about the test in English class.	/			
32	In English class, I can answer the teacher's questions fluently	1			
33	Even if I always fail in English exams, I still believe I can succeed next time.	1			
34	I think I can understand well what I know in English textbooks or what the teacher says.	800			
35	When the English teacher asked me questions that I hadn't prepared for, I was able to respond easily.	V			
36	I will often think that other students speak English better than I do.	V			
37	I can understand English books, read and understand English magazines and instruction books, and watch English movies.	1	V	12	
38	I am confident that I can understand English spoken by others.	/		18/	
39	My English writing level is high		.1		
40	I am confident that I can easily and comfortably communicate with foreign teachers and foreign friends.	3	26/		
41	No matter how goodor bad my academic performance is, I never doubt my ability to learn	51			
42	I am comfortable using English Larning methods.	1			
43	I can complete all English assignments easily.	V			
44	I am not capable of coping with most of the difficulties that arise in learning English.	1			
45	The failures I encountered in my studies only motivated me to work harder	1			

What do you mean by high? This will be shadonts judgement.

46	Even if I do poorly in an English test, I can still evaluate myself objectively and calmly and analyze the reasons.	/	
47	I like challenging learning tasks because I believe I can win in the face of challenges.	V	
48	If I study hard, I believe I am fully capable of improving my English learning.		

49. Additional Comments a	and Suggestions
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## ${\bf Instrument~2}$ Semi-Structured Interview Questions for Students

No	Statement	0	Exper pinic levie	n	Remarks	
Ope	n-ended Questions	+1	0	-1		
1	How do you usually learn English?	1				
2	What do you think is the reason for your good or bad performance in English now?	1				
3	What do you think is your current level of English ability? Do you have confidence in learning English well?	1				
4	Do you feel relaxed or nervous before the English test? Are you confident that you will get a good score?	1			would it be be 95k "How do	tter to
0	What do you think are the reasons for your frustration and failure in learning English?		1			
6	How would you explain your success ifyou got a good score in an English test?	1				

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## INSTRUMENT 1 ITEM OBJECTIVE CONGRUENCE (IOC) FOR THE STUDENT QUESTIONNAIRE

#### Success and Failure Attribution Questionnaire

No	Statement		ert Opi Reviev		Remarks
	y	+1	0	-1	
	PART 1 PERSONAL INFORM		N		
1.	Gender	/			
2.	Age	1			
3.	Length of time studying English	<b>V</b>			
4.	Levels of academic level tests			~	- not sure what "academic level tests" you focus on
	PART 2: Success and Failure Attributio	n Quest	ionnaire		
5	If I get a low grade, I usually feel that most of the factors are that I didn't work hard enough in the class.			¥	- grammatical error - may change the statement to "If I receive a low grade, I usually feel that I do not work hard enough in English class."
6	If I get a low grade, I will doubt my academic ability.	1			Bigini citas.
7	Classmate relationships are also important to grades		Weroit	170	- change the statement to "Relationship with peers is also relevant to receiving grade in English class."
8	Luck is also indispensable to success	Jit C		4	- change the word "indispensable" to "key" which is easier to understand - add "in learning

					English" after "success"
9	My high grades are all the result of my hard work.	1			
10	High ability is the most crucial factor for me to achieve high scores.	1			
11	If I were a poor student in the teacher's eyes, the teacher would not have given me high marks at all.		*		- not sure if this statement should be asked since it may sound a little bit offensive
12	There are times when my low scores are partly due to bad luck.	~			
13	If I don't achieve my goals, the main reason is that I don't try hard enough.	<b>~</b>			
14	I can't learn English well because I'm not competent.			1	- may revise to " I can't learn English well because I think I'm incompetent in do so.
15	I got high marks simply because the subject was easier than other subjects			\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	- may revise to "I often receive high scores in English exams simply because English is easier than other subjects."
16	I did well because I studied hard.	~			
17	My high score is a reflection of my ability.	1			
18	If one of the teachers had been boring in class, I wouldn't have gotten a good grade at all.		0	1/2/8	- the meaning of the statement is rather confusing
19	A bad grade doesn't mean I don't work hard	1 4:		~	- repeat statement with no. 5
20	If I get a low grade, I will think I can't learn English well.	5/0		·	- may revise to "Receiving a low grade in English class makes me think that I can't learn English well."

21	I got a high score because it was easy to learn the subject.	<b>*</b>	- repeat statement with no. 15
22	I will be glad that I got a good grade.	~	- may revise to "I will be glad if I receive a good grade in Englsh class."
23	I can learn well if I work hard enough	<b>*</b>	- may revise to "I believe that I can learn English well if I work hard enough."
24	I get good grades because I am good at what I do. ✓		VV0.
25	The teacher is too stingy to give high marks.	<b>V</b>	- may revise to "I think the teacher is very strict in terms of assigning high score."
26	Low grades can be a result of bad luck and not studying the right subject at the right time.	<b>*</b>	- may revise to "Receiving low grade in English class can be a result of not studying English at the right time."
27	I didn't do well on the exam because of bad luck	\ \ \	- may revise to "I didn't do well on the English exam because to bad luck."
28	Luck is also important, for example, if the test question happens to be the kind I know.	125	- may revise to "I think luck is also important when taking an English test. For example, the test items happen to be the items I have studied before."
	PART 3: Self-efficacy	1	DC101C;
29	I am always confident about learning English.	1	- change "about" to "in"
30	Compared with other students in my class, I am a strong learner.	<b>V</b>	- may revise to "I think I am a competent learner

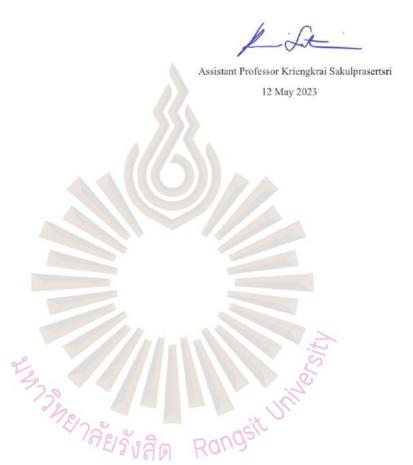
class.  class.						compared to other students.
Questions fluently  Believe I can succeed next time.  I think I can understand well what I know in English textbooks or what the teacher says.  When the English teacher asked me questions that I hadn't prepared for, I was able to respond easily.  I will often think that other students speak English better than I do.  I can understand English books, read and understand English magazines and instruction books, and watch English movies.  Ray need to separate "statement into two statements ince it contains two different ideas"  - revise the statement by using Present Simple Tense  I will often think that other students speak English better than I do.  I can understand English books, read and understand English magazines and instruction books, and watch English movies.  The provided Heave of the time that are written in English such a books, magazines, an how-to books."  - may revise to "I can read and understand that are written in English such a books, magazines, an how-to books."  - may need to separate "watching English movies" to another statement since it is different idea.  I am confident that I can understand English spoken by others.	31	class.				relaxed when I have to take
Even if I always fail in English exams, I still believe I can succeed next time.   ' change "Ever if" to other words ex. "Although" or "Even though" or may need to separate this statement int two statement since it contains two different ideas - revise the statement by using Present English better than I do.  I will often think that other students speak English better than I do.  I can understand English books, read and understand English magazines and instruction books, and watch English movies.  T can read and understand English movies.  T can read and understand those material that are written in English such a books, magazines, an how-to books." In may need to separate "watching English movies" to another statement since it is different idea.  I am confident that I can understand English spoken by others.	32		1			
English textbooks or what the teacher says.  English textbooks or what the teacher says.  Separate this statement into two statement since it contains two different ideas that I hadn't prepared for, I was able to respond easily.  When the English teacher asked me questions that I hadn't prepared for, I was able to respond easily.  I will often think that other students speak English better than I do.  I can understand English books, read and understand English magazines and instruction books, and watch English movies.  T can read and understand those material that are written in English such a books, magazines, an how-to books."  - may need to separate "watching English movies" to another statement since it is different idea.  I am confident that I can understand English  spoken by others.	33	believe I can succeed next time.				words ex. "Although" or "Even though"
that I hadn't prepared for, I was able to respond easily.  I will often think that other students speak English better than I do.  I can understand English books, read and understand English magazines and instruction books, and watch English movies.   — may revise to "I can read and understand those material that are written in English such a books, magazines, an how-to books."—may need to separate "watching English movies" to another statement sind it is different idea.  I am confident that I can understand English spoken by others.	34				<b>V</b>	separate this statement into two statements since it
English better than I do.  I can understand English books, read and understand English magazines and instruction books, and watch English movies.  — may revise to "I can read and understand those material that are written in English such a books, magazines, an how-to books."  — may need to separate "watching English movies" to another statement since it is different idea.  I am confident that I can understand English spoken by others.	35	that I hadn't prepared for, I was able to			<b>V</b>	statement by using Present
understand English magazines and instruction books, and watch English movies.  "I can read and understand those material that are written in English such a books, magazines, an how-to books."  - may need to separate "watching English movies" to another statement sinc it is different idea.  I am confident that I can understand English spoken by others.	36		1			
I am confident that I can understand English spoken by others.   ✓	37	I can understand English books, read and understand English magazines and instruction books, and watch English movies.	sit	No. illi	12/5	those materials that are written in English such as books, magazines, and how-to books." - may need to separate "watching English movies" to another statement since it is different
	38		V.			rdea.
	30		1			

40	I am confident that I can easily and comfortably communicate with foreign teachers and foreign friends.	<b>*</b>			
41	No matter how good or bad my academic performance is, I never doubt my ability to learn			1	- change "to learn" to "in learning English"
42	I am comfortable using English learning methods.		•		- not sure if the participants understand what "English learning methods" are.
43	I can complete all English assignments easily.	<b>√</b>			
44	I am not capable of coping with most of the difficulties that arise in learning English.			<b>V</b>	- change "arise in" to "arise from"
45	The failures I encountered in my studies only motivated me to work harder.			~	- may revise to "What motivates me the most to work harder in my studies is the failure I have encountered.
46	Even if I do poorly in an English test, I can still evaluate myself objectively and calmly and analyze the reasons.			V	- change "Even if" to "Although" or "Even though"
47	I like challenging learning tasks because I believe I can win in the face of challenges.		1	KZ/S	- not sure what it means by "I can win the face of challenges."
48	If I study hard, I believe I am fully capable of improving my English learning.	1	10		

#### 49. Additional Comments and Suggestions

- For "Success and Failure" part, there are many statements that contain similar meaning. So, there is a need to revisit those items again and revise them.
- Each statement in Part 2 should focus on "English" rather than general idea about success and failure since the present study focus on English language learning.
- The description of the criteria score should be revised to:
  - 1 means I strongly disagree with statement
  - 2 means I disagree with the statement

- 3 means I neither agree nor disagree with the statement
- 4 means I agree with the statement
- 5 means I strongly disagree with the statement



 ${\bf Instrument~2}$  Semi-Structured Interview Questions for Students

O <sub>I</sub>		Opinion Review		Statement Expert Opinion Review		Opinion		Remarks
n-ended Questions	+1	0	-1					
How do you usually learn English?	1							
What do you think is the reason for your good or bad performance in English now?			<b>*</b>	- may revise to "What do you think are the reasons for your good or bad performance in English class?				
What do you think is your current level of English ability? Do you have confidence in learning English well?	<b>V</b>							
Do you feel relaxed or nervous before the English test? Are you confident that you will get a good score?	~			- may add "Why or Why not" at the end of the question.				
What do you think are the reasons for your frustration and failure in learning English?	~							
How would you explain your success if you got a good score in an English test?	sit	Jr.	VOTO/A	- not sure if the partipants will understand the question may revise to "What makes you become successful in receving good scores in an English				
	Mhat do you think is the reason for your good or bad performance in English now?  What do you think is your current level of English ability? Do you have confidence in learning English well?  Do you feel relaxed or nervous before the English test? Are you confident that you will get a good score?  What do you think are the reasons for your frustration and failure in learning English?  How would you explain your success if you got a good score in an English test?	Mhat do you think is your current level of English ability? Do you have confidence in learning English well?  Do you feel relaxed or nervous before the English test? Are you confident that you will get a good score?  What do you think are the reasons for your frustration and failure in learning English?  How would you explain your success if you got a good score in an English test?	What do you think is your current level of English ability? Do you have confidence in learning English well?  Do you feel relaxed or nervous before the English test? Are you confident that you will get a good score?  What do you think are the reasons for your frustration and failure in learning English?  How would you explain your success if you got a good score in an English test?	Mhat do you think is your current level of English ability? Do you have confidence in learning English well?  Do you feel relaxed or nervous before the English test? Are you confident that you will get a good score?  What do you think are the reasons for your frustration and failure in learning English?  How would you explain your success if you got a good score in an English test?				

#### 7. Additional Comments and Suggestions

-

Assistant Professor Kriengkrai Sakulprasertsri

12 May 2023





# In one's belief in one's ability to succeed in specific situations or accomplish

Relationship between Success and Failure Attributions and Selfefficacy of Chinese EFL Junior High School Students with different English ability levels

#### Dear Expert,

I would like to thank you for accepting to be an IOC expert in my thesis Please find below the Research Title, Research Objectives, Research Questions, Research Instruments and the Guidelines for Expert Review Using Item Objective Congruence (IOC) as well as the criteria for expert review.

#### My Research Title

Relationship between Success and Failure Attributions and Self-efficacy of Chinese EFL Junior High School Students with different English ability levels

#### Research Objectives

- 1. To explore the level of English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels.
- To examine the relationship between English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels.

#### Research Questions

- 1. What is the level of English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels?
- 2. What is the relationship between English learning success and failure attribution and self-efficacy of Chinese junior high school students with different English ability levels?

#### The Research Instruments

- 1) Two Questionnaires for the English Language learning of 48 questions (48 Likert scale items and one open-ended question)
- 2) The Semi-Structured Interview Questions for the Students consisting of 6 open-ended interview questions

#### Guidelines for Expert Review Using Item Objective Congruence (IOC)

Please rate each item that corresponds to your opinion towards content validity

#### Rating Criteria

- +1 for the item that clearly matches the stated objectives
  - o for the item that is unclear and the rater is unsure whether it meets the stated objectives
- -1 for the item that does not match the objectives

I truly appreciate your kind help and valuable support for my thesis.

Shi Tingyuan
Researcher

Researcher

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## INSTRUMENT 1 ITEM OBJECTIVE CONGRUENCE (IOC) FOR THE STUDENT QUESTIONNAIRE

#### Success and Failure Attribution Questionnaire

No	Statement		ert Op Reviev		Remarks	
	42	+1	0	-1		
	PART 1 PERSONAL INFORM	1	N		1	
1.	Gender	V				
2.	Age	/				
3.	Length of time studying English	1				
4.	Levels of academic level tests	/				
	PART 2: Success and Failure Attribution	n Quest	ionnaire		7	
5	If I get a low grade, I usually feel that most of the factors are that I didn't work hard enough in the class.	V				
6	If I get a low grade, I will doubt my academic ability.	1				
7	Classmate relationships are also important to grades	1				
8	Luck is also indispensable to success	/				
9	My high grades are all the result of my hard work.	1				
10	High ability is the most crucial factor for me to achieve high scores.	1		_		
11	If I were a poor student in the teacher's eyes, the teacher would not have given me high marks at all.	/	0.70	1/8/		
12	There are times when my low scores are partly due to bad luck.	V	1/1/2			
13	If I don't achieve my goals, the main reason is that I don't try hard enough.	X				
14	I can't learn English well because I'm not competent.	1				
15	I got high marks simply because the subject was easier than other subjects	1				
16	I did well because I studied hard.		1		I'm not sure if the numbers are similar or redundant	
17	My high score is a reflection of my ability.	1				
18	If one of the teachers had been boring in class,	/				
	I wouldn't have gotten a good grade at all.	V				
19	A bad grade doesn't mean I don't work hard	/				

20	If I get a low grade, I will think I can't learn English well.	/
21	I got a high score because it was easy to learn the subject.	1
22	I will be glad that I got a good grade.	
23	I can learn well if I work hard enough	
24	I get good grades because I am good at what I do.	
25	The teacher is too stingy to give high marks.	
26	Low grades can be a result of bad luck and not	/
	studying the right subject at the right time.	V
27	I didn't do well on the exam because of bad luck	/
28	Luck is also important, for example, if the test	1
	question happens to be the kind I know.	V
	PART 3: Self-efficacy	
29	I am always confident about learning English.	
30	Compared with other students in my class, I am a	,
	strong learner.	/
31	I felt very relaxed about the test in English	,
	class.	/
32	In English class, I can answer the teacher's	
197.50	questions fluently	
33	Even if I always fail in English exams, I still	
00	believe I can succeed next time.	
34	I think I can understand well what I know in	
	English textbooks or what the teacher says.	
35	When the English teacher asked me questions	
	that I hadn't prepared for, I was able to	1
	respond easily.	
36	I will often think that other students speak	
	English better than I do.	
37	I can understand English books, read and	
٠.	understand English magazines and instruction	
	books, and watch English movies.	
38	I am confident that I can understand English	0
00	spoken by others.	
39	My English writing level is high.	
40	I am confident that I can easily and comfortably	13
40	communicate with foreign teachers and foreign	57
	friends.	V
41	No matter how good or bad my academic	
41	performance is, I never doubt my ability to learn	
49		/
42	I am comfortable using English learning methods.	1
43	I can complete all English assignments easily.	<b>'</b>
44	I am not capable of coping with most of the	
4.5	difficulties that arise in learning English.	
45	The failures I encountered in my studies only	
	motivated me to work harder.	Marie III

46	Even if I do poorly in an English test, I can still evaluate myself objectively and calmly and analyze the reasons.	V	
47	I like challenging learning tasks because I believe I can win in the face of challenges.	/	
48	If I study hard, I believe I am fully capable of improving my English learning.	V	

49. Additional Comments and Suggestions

I may infer from part two's success and failure attribution questionnaire that the student's success and failure can be attributed to themselves, their classmates, luck, the teacher's eye, the difficulty of each subject, and the teacher's personal traits. In terms of my recommendations, you might consider student's learning strategies, teaching methods, students parents, or financial status that can impact student's attribution.

## ${\bf Instrument~2}$ Semi-Structured Interview Questions for Students

No	Statement	Expert Opinion Review		Remarks	
Open-ended Questions		+1	0	-1	
1	How do you usually learn English?	1			
2	What do you think is the reason for your good or bad performance in English now?	V	80		
3	What do you think is your current level of English ability? Do you have confidence in learning English well?	/			
4	Do you feel relaxed or nervous before the English test? Are you confident that you will get a good score?	/			
5	What do you think are the reasons for your frustration and failure in learning English?	1			
6	How would you explain your success if you got a good score in an English test?	1			

7. Additional	Comments and S	Suggestion	ıs	
				_
90				1/5
30			1.10	
22			" NUI	
* 4	ั <sup>วลัยรั</sup> งสิต	Range	3/10	
	43080	Kana		

#### APPENDIX D

**CERTIFICATE OF APPROVAL** 

Ly Janest University of Rangsit University



COA. No. RSUERB2023-072

## Certificate of Approval By Ethics Review Board of Rangsit University

COA. No.

COA. No. RSUERB2023-072

Protocol Title

RELATIONSHIP BETWEEN SUCCESS AND FAILURE ATTRIBUTION AND SELF-EFFICACY OF CHINESE EFL JUNIOR HIGH SCHOOL STUDENTS WITH DIFFERENT

ENGLISH ABILITY LEVELS

Principle Investigator

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How to review

**Expedited Review** 

Approval includes

1. Project proposal

2. Information sheet

3. Informed consent form

4. Data collection form/Program or Activity plan

Date of Approval:

12 May 2023

Date of Expiration:

12 May 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.

(Associate Professor Dr. Par

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