

SYARAT TAMBAHAN

DEDI IRWANSYAH Dr. S.S., M.Hum

Catatan Tim Penilai:

3. Syarat Tambahan yang diusulkan masih harus dilengkapi/diperbaiki
 - b. Reviewer pada International Journal of Instruction, belum melampirkan Artikel hasil Review yang telah Published/Accepted.

Klarifikasi Pengusul:

Pengusul telah melakukan review terhadap 3 (tiga) naskah pada International Journal of Instruction. Dari 3 naskah tersebut, 2 artikel hasil review telah Published/Accepted, yaitu: (1) From Practice to Writing: Using Reflective Journal Instruction in Enhancing Pre-Service Teacher's Developments, dan (2) Motivational Intensity as the Mediator of Orientation and Attitudinal with the Achievement of Chinese Language among the Preservice Teachers.

Berikut kami lampirkan bukti pendukung terkait berupa: korespondensi review dan artikel hasil Review yang telah Published/Accepted.



14705261011 Dedi Irwansyah, S.S., M.Hum. <dedi.irwansyah@student.uny.ac.id>

Re: Thanks

3 pesan

iji@ogu.edu.tr <iji@ogu.edu.tr>

15 Maret 2019 22.05

Kepada: dede irwansyah <dedi.irwansyah@student.uny.ac.id>

Dear Dr. Dedi Irwansyah

We received your review of the manuscript. Thank you very much for your valuable contribution in review process. The department highly appreciates your contribution as reviewer. We attached RC.

Sincerely yours,
Editorial
International Journal of Instruction

From: "dede irwansyah" <dedi.irwansyah@student.uny.ac.id>

To: "iji" <iji@ogu.edu.tr>

Sent: Sunday, March 10, 2019 10:03:01 AM

Subject: Re: Review a Manuscript

Dear editors,

I herewith attach the review result of "From Practice to Writing: Using Reflective Journal Instruction in Enhancing Pre-Service Teacher's Developments".

If you don't mind, please send me a review certificate. Thank you very much for your consideration.

Sincerely yours,
Dede Irwansyah

Pada tanggal Sel, 5 Mar 2019 pukul 05.53 14705261011 Dedi Irwansyah, S.S., M.Hum.

<dedi.irwansyah@student.uny.ac.id> menulis:

Yes, I accept. Thank you very much. I will review it within two weeks.

On Tue, Mar 5, 2019, 05:48 <iji@ogu.edu.tr> wrote:

Dear Dr. Dedi Irwansyah,

Subject:

"From Practice to Writing: Using Reflective Journal Instruction in Enhancing Pre-Service Teacher's Developments"

We have identified you as one of the most suitable people world-wide to review the above manuscript. We hope that you will find this manuscript of interest. If you want we can send you a review certificate (If you would like a review certificate, **please specify this** when submitting your review). Thank you very much for your consideration and contributions.

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Editorial
International Journal of Instruction

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16 Maret 2019 04.26

You are welcome.
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Subject: The review certificate

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Dr. Dedi Irwansyah

Subject: “From Practice to Writing: Using Reflective Journal Instruction in Enhancing Pre-Service Teacher’s Developments”

We received your review for this article on March 11, 2019. Thank you very much for your contributions.

Regards,

Prof. Asim Ari

Editor in Chief

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From Practice to Writing: Using Reflective Journal Instruction in Enhancing Pre-Service Teachers' Professional Development

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Journal writing as a way of reflective instruction has now become popular in second/foreign language teacher education due to its contribution for educational development and instruction, yet little studies have been conducted about pre-service teachers' reflection while teaching in a foreign classroom. This article investigates the experiences of 13 BSE majoring in English language teaching pre-service teachers in reflective journal writing during their teaching practice in a foreign classroom. Drawing from qualitative data, the findings suggested that the participants perceived journal writing as a way reflective practice in three main ways: (a) pre-service teachers personal development, (b) pre-service teachers self-efficacy, (c) pre-service teachers professional formation. The study implicates that teacher education courses should incorporate journal writing as an explicit tool that serves as a reflection frame for teacher candidates' ongoing professional language learning and growth as practitioners in the field of language teaching.

Keywords: pre-service teachers, journal writing, reflective practice, EFL, instruction

INTRODUCTION

Earlier work in the broader literature of teacher education has highlighted the significant role of reflective practice through journal writing in teachers learning and development, as it helps teachers to be aware of their own knowledge (e.g., pedagogical, conceptual, theoretical), own teaching strategies, and evaluating their own performances (Bruster & Peterson, 2013; Haugan & Moen, 2013; Zach & Stock, 2018). In spite of its importance, reflective journal writing is unfortunately undeveloped platform in pre-service teachers' training instruction. To be a reflective practitioner, it is argued that teacher institute must encourage their pre-service teachers to use reflective journal as a way of evaluating and monitoring their teaching practices, particularly the weaknesses and strengths of their

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daily activities (O'Brien, 2016; Orland-Barak & Yinon, 2007). In this sense, they could be a more effective teacher in their immediate and future teaching context (Lee, 2007; Minott, 2009; Al-karasneh, 2014).

Furthermore, previous studies have reported that journal writing could provide an adequate blue print to improve both the quality of teaching and instruction (Teekman, 2000; Bolton, 2005), facilitates persistent way to act about "one's practice" (Garza & Smith, 2015:12), and represent "what do and do not" while teaching (Garza & Smith, 2015:324; Thompson & Pascal, 2012; Zulfikar & Mujiburrahman, 2017). Along with this growth in teacher education, however, there is increasing concern over in terms of time management (Hickson, 2011; Moon, 2004; Collin et al., 2013), difficult to qualify which of those reflections have already occurred during the teaching practice (Gould & Taylor, 2017), and it brings burden to pre-service teachers' load in teaching practice (Gadsby & Cronin, 2012; Burgoyne & Chuppa-Cornell, 2018). This paper contests the claim on how reflective writing really help or effect pre-service teachers' development. Thus, this present study aims at identifying the prevalence of reflective practices through reflective journaling of pre-service English teachers teaching in a foreign classroom, is expected to provide guidance in filling the gap in the field of study.

Journal Writing in Pre-Service Teachers Preparation

A number of researchers have highlighted journal writing as reflective practice and as way of preparing pre-service teachers in the field of teaching. This may also help prospective teachers; as pre-service teachers could narrate their learning experiences through writing (Bolton, 2005). These writing artifacts would be treated as rich resources of information which at least inform all members of the academic community (Akbari, 2007; Nguyen, 2017) of "what and how to be a beginner in the field" of teaching (Johnson & Golombek, 2011:67). Give the fact that writing a reflective journal is a complex task for pre-service teachers to accomplish due to their teaching loads and other task given by their immediate context (Burton, 2009; Burton & Carroll, 2001a), it is also acknowledged that through reflective journaling, pre-service could assess their critical thinking and prepared them in their future teaching endeavor (Khanjani et al., 2018).

Spadling and Wilson (2002), outline the significant role of journal writing which promotes not only for reflective thinking but also critical thinking. First, journals serve as a permanent record of thoughts and experiences. This means that teachers could have a chance to review their performance as records are available to them. Then, through journal writing, it is argued that pre-service teachers could establish academic relationship with their supervisor/teacher, and thus help them through the process of teaching. Lastly, journal writing would also help pre-service teachers to realize their existence in the community of teaching.

Consequently, Thorpe (2004) argues that through the reflection of pre-service teachers, it encourages teachers or readers to be part of the reflection process, as they are obliged to evaluate, judge, or even question the pre-service teachers' daily practices. Together, it can be seen that journal writing can promote holistic development of pre-service

teachers in the field as it increases critical and creative thinking (Carosotto, 2017; Choy & OO, 2012; Lee, 2007; Leitch & Day 2000; Ross, 2011); avenue to check their teaching abilities (Moradkhani et al., 2017; Pavlovich, 2007; Roux et al., 2012); realize their teaching philosophy (Glogger et al., 2012; Liu & Milman, 2010; Farrell, 2013; Grushka et al., 2005; Moo, 2000); construction of their own professional and metaphorical identity (Richard & Farrell, 2005; Abednia et al., 2013; Bolton, 2010); and develop their teaching practices (Burton, 2009; Grushka et al., 2005; Moo, 2000) to be a more effective and competent teacher of the century. The generalizability of much published research on this issue is problematic, particularly in a foreign classroom where TESOL pre-service teachers are present.

Reflective Instruction as Professional Development

In the past two decades, a number of researchers have documented the benefits of training methods for reflective teaching as professional development. Owing to the fact that it provides more benefits rather than drawback, the teacher education programs are becoming more demanding in the developmental use of reflective instruction to the student teachers. These programs aim to aid novice teachers in the field to be more cautious in decision making processes to help them identify the outcomes of their decisions in the context in which they applied or utilized in it. However, a number of these studies have focused only on teachers' perceptions, beliefs, issues and challenges with regards to reflective practicing, relatively few in pre-service teachers teaching in a foreign classroom. For instance, Haugan et al. (2013) explores the Norwegian student teachers' reflective where they found out that reflective teaching offers pre-service teachers the avenue to recheck or evaluate their development in teaching. Similarly, Shu-ping (2012) explored a case study dealing with university teachers and third year students. Findings revealed that writing a journal as tool of reflective practice could bring awareness to EFL teachers in developing their professionalism in the field of teaching. These studies suggested that reflecting practice through journal writing is a good way to develop teachers' professionalism (Lakshmi, 2012; Farrell, 2013).

Similarly, Chien (2013) investigates journal writing of two elementary school English teachers. Through semi-structured interview, findings indicated the advantages of using reflective journal in classroom practise such as monitoring of participants' performances, guidelines for their next teaching class, and their self-efficacy in teaching. In the same fashion, Motallebzadeh et al. (2018) and Nguyen (2017), investigate journal writing as a way of critical thinking, where they found out that reflective journal was a good tool to enhance thinking of pre-service teachers, particularly the way how they conveyed their thoughts in their narratives. While Soodmand-Afshara & Farahanib (2017) and Leavy et al. (2006) analyse the journal writing in order to understand the development of beliefs of pre-service teachers. They claimed that as teachers move to another level of teaching, teachers are becoming more aware of their beliefs and identity as a teacher.

Although reflective teaching is an essential tool of pre-service, as well as in-service teachers' professional development in the field, as the subject of this study, there are few number of studies concerning with reflective teaching practices of pre-service student

teachers who are teaching in a foreign classroom. Lack of empirical studies on pre-service teachers teaching in foreign classroom may create a big gap between theoretical and empirical studies in the literature. The aim of this research project has therefore been to try and establish the prevalence of journal writing instruction as way of reflective teaching practices in a foreign classroom. Thus, this study proposes the following questions:

1. How do pre-service foreign teachers perceived themselves from practice to writing a reflective journal?
2. How journal writing as way of reflective practice develops pre-service foreign teachers in TESOL program?

METHOD

In this study, qualitative research was chosen because this method relies on richness and in-depth interviews research (Mason & Fienberg, 2012) that allows researchers to obtain greater opportunity and detail to address the “how and why” questions (Yin, 2015:34). The reason of using the semi-structured interview was to ensure that the responses would address the research questions being posted in this study. This research design was chosen to explore the experiences of foreign pre-service English teachers teaching in reflective journal writing. This study was conducted after the internships for two periods of twelve weeks each, in the first semester and second semester of 2017–2018, respectively.

Setting and Participants

The present study was carried out in a four-year university department of BSE majoring in English language teaching who were currently doing their teaching practice in Thailand. The students in the program were all foreigners (*see the table 1 for participant's profile*) who were currently doing their teaching practice when this research study was conducted. During the four-year course in the program, pre-service teachers usually start their studies with theory (i.e. principles of teaching, SLA) and later the practice (i.e. school teaching practice).

Table 1
Demographic data of participants

Pseudonym	Gender	Country of Origin	Level of Deployment
Jes	Female	Philippines *SP	Primary
Mich	Female	Vietnam*SP	Primary
Boy	Male	Malaysia* SP	Secondary
Telle	Female	Philippines *SP	Primary
Same	Male	China *ES	Secondary
Jhony	Femal	United Kingdom *ES	Primary
Marky	Male	Poland*ES	Primary
Amr	Female	South Africa*ES	Primary
Chel	Female	South Africa*ES	Primary
Lawrence	Male	United Kingdom*ES	Primary
Renz	Male	United Kingdom*ES	Primary
Roy	Male	South Africa*ES	Secondary
Mok	Female	United Kingdom*ES	Secondary

SP Sea program in Southeast Asia

ES Exchange student

Thus, a total of 13 pre-service foreign teachers teaching in Thailand participated in the present study. The participants of this study were enrolled in reflective journal course with 6 credits. In reflective journal course, students will be documenting and reflecting their own teaching practices, i.e. classroom behaviours, teaching methodologies and practices through journal writing. The journal writing was done within 12 consecutive weeks. Students were obliged to send their reflective journal through Google classroom platforms in each week. The submitted journals were reviewed by the assigned lecturer, and were sent it back along with the comments and aspects that pre-service teacher needs to improve. The majority of the participants were ages between 24-29, therefore, this was a 'mixed' cohort of pre-service teachers, meaning that we took into consideration that pre-service foreign teacher participants were varied when it comes to experiences and background.

Data Collection and Analysis

Prior to commencing the study, ethical clearance was sought from the participants. After obtaining their consent to participate in this study, we started then the data collection through interviewing the thirteen participants twice, once after the beginning of their teaching placement in first semester, and once after their completion from the internship program. The semi-structured interviews were employed to ask their information about (a) their earlier experiences of journal writing, (b) and, how they perceived themselves in writing a reflective journal during their internship. Each interview took approximately 75–90 minutes. The modes of interview were done in two channel; face-to-face interview was employed prior to their deployment; and second phrase was done via

phone (as face-to-face were not possible) after their completion from the training program. The questions for the interview in both phrases were given ahead before the actual interview.

In data analysis, we followed Corbin and Strauss's (2014) constant comparative method involving open and axial coding. During the data collection, we immersed ourselves in the data by listening to the recorded interviews and taking notes and transcribing the interviews verbatim. In the open coding phase, we re-read the entire transcribed data to identify initial codes by taking marginal notes as part of the preliminary analysis. Some of the codes emerging were "Pre-service teacher's personal development," "Pre-service teacher's self-efficacy," "Pre-service teacher's professional formation." While in the axial coding, we continued analysing the data by focusing on the relationships amongst the open codes and clustered them into categories. For instance, the following codes were bundled into the sub-category of "Pre-service teacher's personal development: critical thinking, teaching philosophy, writing styles and expression, self-actualization," "Pre-service teachers self-efficacy: anticipation, worries, preparation, and anxiety," "Pre-service teachers professional formation: teacher's metaphor, teachers belief, and teachers' identity." Depending on the codes in each category, we constructed finding statements that are empirical based on number of participants, evidence-based responses to our guiding research question. For example, the finding statement for the category of "personal development" is: pre-service teachers' response about personal view of their own development during the reflective journal writing as way of enhancing critical thinking was categorized under critical thinking. In the remainder of this article, we present and discuss each finding with illustrative examples from the data.

FINDINGS

This study has formed three main themes and subthemes as reflected from the research questions. For the purpose of presentation, directly quoted interview excerpts were given below. Pseudonyms are used for the pre-service foreign-teacher's participants (*see the appendix 1 for the summary of the result*).

Theme 1: Pre-service teachers' personal development

a. critical thinking

According to the interview data, most of the pre-service teachers revealed that reflective writing helped them to build up their critical thinking abilities.

I have become more aware of the ability to think clearly and rationally, following and understanding the logic between ideas, [*Boy*]

I think an effective critical thinker makes a major contribution to being an effective teacher. I feel I have developed my thinking ability in the categories of theories, planning and reflection and dilemmas and uncertainty. [*Le*]

Others revealed that doing a reflective journal aided them to check the challenges they have faced during the teaching process.

It's made me be more creative with delivering the lessons after doing the lesson and reflecting on what challenged me and the results it's made pushed me to be more creative in lesson planning to fulfil the challenges of quality delivery. [Ser]

My critical thinking skills have improved to the extent that I can now extend the variety and content of my lessons. [Jhon]

For sustainable development of my students and for my progress as well I hone the critical thinking skills of my students opening up a new lifetime of intellectual curiosity. [Marky]

From the responses above, it can be seen that journal writing as a reflective practice helps pre-service teachers to enhance their critical thinking, not only to the teaching aspects but also to their lesson planning.

b. teaching philosophy

The result showed that most pre-service teachers (12) believed that journal writing was a way of constructing their teaching philosophy.

I have learned the importance of having teaching philosophies. I had never really thought about why I teach the way I do. [Chel]

Reflective practices improved my educational philosophical perspective by outlining my beliefs about teaching practices. [Lawrence]

These result demonstrated that journal writing was good avenue for pre-service teachers to realize their teaching philosophy from theory to practice which could guide them for their teaching practices.

c. writing styles and self-expression

Pre-service teacher's participants perceived that journal writing helped them in developing their writing style and also through journal writing they had expressed themselves that in consultation.

Doing feedback has definitely influenced the way I write about my lessons. I am more specific in my examples. I used to write vague statements such as 'most of my students completed the activity'. However, I now give specific numbers and examples such as '10 students completed the activity and made no errors'. [Renz]

My experiences were able to alter my abilities and show that there is not only one style of writing and self-expression. [Mok]

Over the past 12 weeks I have developed my writing style in numerous ways; being clear and to the point, being concise and using fewer words where possible, paying more attention to my choice of words and using words that come naturally to me, not using words to sound impressive or misusing words that I'm not familiar with. [Rich]

Other pre-service teacher participants also reported that they feel more challenging when the teachers corrected their weekly reflective journal. Two teachers [Bared and Chatelle] disclosed,

I have found more challenging if I am corrected by my mentor. It shows that I am guided and evaluated in terms of my writing skills. Honestly speaking I am not good in writing in expressing myself. [Ser]

I think after these 12 weeks I'm able to express myself better in my reflections. I find it easier to identify my own errors or strong points. I do my best to outline the objectives and ensure they are met by the end of each lesson. [Jhon]

d. self-actualization

As a fourth subtheme, the analysis revealed that journal writing was viewed as self-actualization as novice teachers in the field.

The development of my reflective abilities has noticeably improved by enforcing action on personal reflection. This strategy helped improve and solve classroom practices and problems. Intellectual reflection reduced anxiety and linked gaps that pre-exist from desired goals and previously acquired knowledge. [Amr]

I have developed the ability for reflection; it is new to me and something that I have regrettably not done in the past. [Lawrence]

I found that I more readily reflect on the effectiveness of each lesson. I analyze what went well and what didn't go according to plan and how to improve on these in the future. [Ren]

Another pre-service teacher said:

I have realized the importance of identifying a measurable objective. In the first couple journals I overlooked the importance, but now I understand that without a measurable objective, it's impossible to know if a student has learned anything from the lesson. [Renz]

Theme 2: Pre-service teachers' self-efficacy

Pre-service teacher-participants also revealed self-efficacy in teacher. They reported their anticipation, worries, anxiety, and preparation in teaching.

a. anticipation

The consistent response from the pre-service teachers mirrored the reflecting-in-self-efficacy of pre-service teachers in twelve weeks of journaling. Subtheme of anticipation surfaced in statements such as the following.

When preparing for my students, I did experience a lot of anxiety. I was concerned about my lessons being interesting while also educational for the students. [Jes]

My anticipations for my students during these past 12 weeks was getting them interested and active in the lesson and removing anxiety. [Boy]

One pre-service participant [Laurent] said:

I feel that through weekly reflection, I built the ability to respond to the anxiousness. Because when I was writing I always reflect to myself and looking for possible solutions on how to surpass this kind of anxiety in me.

b. worries

Although twelve pre-service participants perceived relaxed in their teaching practice, three pre-service teachers, however, reported that they felt worried during their practice.

I did doubt my abilities quite often. When a lesson was too easy or too challenging for my students, I worried that I had misjudged their abilities. [Mok]

Even though I prepared it for them but my worry was maybe they cannot get the point or the concept that I want them to learn. [Renz]

During the 12 weeks in practice, the only worries I have experienced have been prior to the lessons. Anxious to know if each lesson would be a success or not go as planned. [Ren]

Other pre-service teachers also reported that she felt worried because of the curriculum being implemented in their school was quite confusing. One teacher claimed,

These past 12 weeks I worried about some of the curriculum being either too hard or not relevant to my students which impacted on me as I had a hard time developing creative teaching strategies and methods in delivering the lessons in a more interesting manner. [lawrence]

These statements reflect a sense of professional responsibility for pre-service teachers which led them to feel worried.

c. preparation

Another subtheme formed was self-efficacy of pre-service teachers in preparing of themselves which includes their lesson and materials.

When I received each lesson that I was ordered to teach, I spent some time researching different methods and activities that I could use. I looked for songs and practiced actions and dance moves that I could show my students. [Marky]

My preparation was to go into the lesson understanding the content of particular course books. I also prepared many visual prompts which helped facilitate our sessions. [Mok]

Most of my preparations were developing prompts and activities to make each topic more interesting and interactive to my students, as well as teaching strategies and methodologies on how to get the most out of the 50-minute lesson period. [Mich]

d. anxiety

Two pre-service teachers summed up their anxiety experiences with the following analogy:

I used to suffer with a lot of anxiety when teaching. Doing feedback has helped identify the source of this anxiety. I feel most stressed when I have not prepared properly or am procrastinating. [Jes]

I found my levels of stress lower a bit as I felt a bit more prepared for my lessons, and also comfortable with the idea that some elements of the lesson might not work but it is ok and that I would be able to adapt my lesson at such a time. [Chel]

Another pre-service teacher mentioned that he felt minimal stress, he claimed that,

My life as a teacher comes with minimal stress and anxiety and I am forever grateful for that. At my current school everything is very well organized and all resources and curriculums are provided so once I leave work I can focus on myself. [Ser]

Theme 3: Pre-service Teachers' formation

a. teachers' metaphor

Most of the pre-service teachers revealed that journal writing as reflective practice enables pre-service teacher to construct their metaphors in teaching.

I also believe that teaching is an art and that teachers are artists. It takes a lot of time and skill to get it just right. Sometimes, art doesn't turn out the way you want it to. But you learn from mistakes and keep trying to improve. [Chel]

For me, teaching is just like a Lamplighters and Gardeners: Cultivate the minds by enhancing climate, standing back to allow learners to grow. [Ren]

According to their responses, it seemed that pre-service teachers constructed their metaphor based on their principle of teaching, as well as their experiences in their teaching.

b. teachers' belief

Another subtheme formed in the data interview was their beliefs in teaching which was built during their reflective writing.

For me it's not only just teaching the students the lesson but understanding also them is important. The weakness and strengths of my students help me to adjust my lesson. [Mich]

My biggest belief over the 12 weeks of practice is that learning should be fun (in kindergarten). This means that I should make my class enjoyable to my students in order to foster their learning. [Boy]

I believe that the best way to learn a new language is to be fully engaged with it and practice using it as much as possible. [Renz]

It can be seen that pre-service teachers explored their partial belief in teaching and learning which these are usually held tacitly and build up over their professional development.

c. pre-service teachers' identity

Findings also revealed that most of the pre-service teachers construct and reconstruct a conceptual sense of who they are inside the classroom which resulted through what they do.

I feel as though I have gained some very useful pointers from the instructor during my practice. I feel confident as a teacher, and I have learnt of the importance of measuring objectives. My role was to guide them to achieve their objectives. [Mok]

Most of the time I am a mentor and facilitator, occasionally I am a judge, and disciplinarian. [Lawrence]

If I am self-aware, I am better able to empower students, and therefore enhance learning. An area where self-awareness is important is regarding cultural beliefs and biases, which definitely affect teaching effectiveness. [Renz]

DISCUSSION

The present study aims to explore the experiences of 13 pre-service English teachers teaching in reflective journal writing in a foreign context. Through the interview data, pre-service teachers perceived both challenges and benefits in writing a journal. Some participants have seen that reflective journal helped them to facilitate, monitor, and evaluate their own teaching and learning practices. This finding corroborates the ideas of Shu-ping (2012); Leong & Mardziah (2006); Collin et al. (2013); Cornish (2012); Thompson & Pascal (2012), where they highlight that journal writing is essential tool in teachers training program, i.e., professional and individual development, teachers' identity formation, and their self-efficacy as a newcomer in the field of teaching. Through reflective journaling, it enhances pre-service teachers with regards to their learning and teaching comprehensively and systematically. This rather contradictory to some studies noting that reflective journal is seen to be time consuming in evaluating pre-service teachers' performance (Lakshmi, 2012; Liu & Milman, 2010; Teekman, 2000; Spencer, 2003)

One unanticipated finding was that pre-service teachers noted that reflective journal writing was an encouraging tool for their professional development, critical thinking, and evaluating their daily performances. This finding is in agreement with Carosotto's (2017); Leitch and Day's (2000); Choy and Oo's (2012); Ross's (2011); and, Mason's (2004) findings which showed critical thinking is anchored to reflective journal writing as pre-service teachers has to think on how they reflected their experiences into writing which required them to think critically and honestly. It is also noted that most of the participants mentioned that reflective journaling allowed them to reflect on their personal abilities as a teacher. For example, some participants mentioned that they could be able to cross upon their teaching strategies, teaching methods, and the way how they teach the lesson, as well the quality of their teaching. Surprisingly, pre-service teachers acknowledged that though daily reflections helped them to realize their teaching philosophy. This confirm the study of Akbari (2007); Owens et al. (2014); and Thorpe, (2004), who claimed that daily reflection enables teachers, learners, and individual to evaluate their teaching beliefs and philosophy whether it is suitable to their immediate community. However, Khanjani et al. (2017) mentioned that this stage is also a good avenue to confirm their theoretical knowledge in teaching as they are exposed on the reality of their profession.

Consequently, pre-service teachers admitted that their daily reflective journal writing helped them to develop their writing styles, particularly on its content and structure. For example, some participants mentioned that when they report what has happened in their teaching, they were now able to justify and give factual information that support their narratives. They also distinguished the importance of teacher's feedback in their output,

as for some of them noted that their teachers' feedback on their weekly reflection helped them to correct some mistakes in their teaching, i.e., the lesson, activities. Gil-Garcia and Cintron (2012); Jacob et al. (2011); and, Farrah (2012) observe, teachers' feedback on students' output is highly regarded in this kind of platform, as students need evaluator of their performance and thus direct them to the right path of their professional development. Moreover, most of the participants disclosed that reflective journaling helped them to express their own self as they were able to demonstrate their daily practices on a record. However, some pre-service teachers reported difficulties in writing due to their ability in writing, time management, and also to the things they must put on their reflection. These difficulties are support the study Nguyen (2017), where he claimed that teachers could not fully engage themselves in this platform due to these difficulties, and thus affect their teaching practices. In contrast to the statement of Motallebzadeh et al. (2018); and, Richards and Farrell (2006), who argue that whatever difficulties they may encounter in reflective practice, still the main goal is to seek improvement, pedagogic solutions, and evolutions of teaching as teachers strive towards the edge of self-actualization.

Participants also reported their self-efficacy during their teaching, namely; anticipation, worries, preparation, and anxiety. These self-efficacy beliefs have guided pre-service teachers on the effectiveness of their teaching practice. Although some pre-service teachers claimed that, they felt anxious and worried during their practice, but they still perceived willingness to teach due to the idea that they need to write something in their reflection. This phenomenon in self-efficacy of reflective practice appears to be similar with the findings of Cabaroglu (2014), where she claimed that teachers anxiousness may positively influence teachers as they do not have any option but to anticipate and prepare in order to deliver their lessons properly. Another justification for the pre-service teachers' self-efficacy as form of reflective practice might be related to the gap existing between theory and practice by Minott (2011) and Farrell (2013), where they highlighted that teacher efficacy is associated with how the teachers reflected on their daily teaching practice.

Findings also underlined that journal writing for reflective practice could construct teacher's metaphor and professional identity. It reveals that teachers' metaphor in this study is dynamic, and it shifts over time under the influence of range factors both internal or external factors. For example, some participants claimed that they assumed that their role would be just a facilitator of knowledge, but when time goes by they realized that their role seemed to be an adviser as they need to advise what learners have to do in the learning process. This shifting of teachers' metaphor was reported by Farrell (2013); McGlone (2007); Parks (2010); and Saban (2004), who reported that teacher changes their role due to the influence of the context of their current community. Hence, giving teacher's metaphor is the easiest way to remember their role inside of the classroom which could help them to understand the quality of their teaching and their responsibility in the teaching process. However, these metaphors have an internal consistency and coherence of their practices, which provide prelims into ideas that are not consciously held in the teaching practice.

Apart from these, findings also suggested that journal writing for reflective practice helped pre-service teachers to (re) construct their professional identity in their community of practice. For example, eight participants mentioned that they struggled on how they teach the students due to their teaching knowledge in EFL (English as Foreign Language) context which resulted them to adopt and change their teaching approaches. The findings of the study in this regard is also in agreement with those of Conway (2001); Flores and Day (2006); Hammerness (2006); and Parkison (2008), who asserted that association of teachers' identity and reflective practice, particularly on how new beginner teachers' negotiate their competence in the society. Their professional role identity is not only a periphery of reflective teaching quality, but it also influences on how they teach inside the classroom. Thus, journal writing for reflective practice aided pre-service teachers to uncover their identities, as it fundamental in teachers-to-be (Na & William, 2010; Pendergast et al., 2011).

Together, these accounts from pre-service teachers demonstrated both the impact and the factors affecting their teaching practices. It is argued in this study that teacher institute must include reflective journaling as a way of evaluating and monitoring pre-service teachers. If the lesson plan is mandated before teaching, it also argued that reflective journaling would be imposed at the end of the lesson as a confirmatory stage whether the lesson was delivered properly or not.

Although the present study claims that journal writing for reflective practice is good tool to facilitate pre-service teachers in developing their professional knowledge, constructing their identities, teachers' metaphor, and beliefs about teaching and learning, there are limitations with regards to participants and focus. As this study has only 13 pre-service teachers as participants, the data gathered and the findings may not provide a sound representation of all pre-service teachers training who have been currently enrolled in any international programs. Hence, research studies on journal writing for reflective practice with a different methodology are recommended. Future research studies may compare and analyze the content of pre-service teacher's lesson plan and with their reflective journal. Curriculum designer may also include reflective journal course in their curriculum—an area in which course remains sparse, especially in ASEAN context.

CONCLUSION

In the current study, we found out that journal writing for reflective practice is generally valued by pre-service teachers and seen as contributing to their individual development. The present study attempted to identify the prevalence of reflective teaching practices through reflective journaling of 16 foreign pre-service English teachers teaching in Thailand. The findings suggested that journal writing for reflective practice is good tool to facilitate pre-service teachers in developing professional knowledge, constructing their identities, beliefs and metaphor which could bring with them a myriad of experiences, assumptions, and beliefs about teaching and learning. However, finding time to reflect can be a problem for some, in line with the findings of Christie and Kirkwood (2006); Fatemipour and HosseingholiKhani(2014); Gray (2000), where reflective journal could hinder the learning process of the pre-service teachers.

Evidently, journal writing as way of reflective practice are more effectively when they are privy to pre-service teachers' implicit thought processes, the philosophy and feelings underlying those thoughts, and the basis for decision-making strategies. In which, the sincerity towards the reflection is the only key to make the reflective journal a success that may produce a valuable outcome towards teaching-learning process.

The findings were supported by the study conducted by Russell (2005), who emphasizes on the effect of journal writing that could create awareness towards pre-service teachers about their teaching strategies inside the classroom. In addition to this, Khanjani et al. (2018) relates to the use of journal writing as part of reflective approach practices that pre-service teachers can use. Even in the study of Nguyen (2017) it was revealed that with the use of journal writing it enhances the critical thinking skills of pre-service teachers. It can be depicted that with the proper implementation and guidance of the journal writing, positive outcome can be shown to the pre-service teachers teaching performance. This combination of findings provides some support for the conceptual premise that curriculum designer could consider reflective journal courses to facilitate pre-service teachers' development, learning, and instruction. Given these premises, future research should explore the effect and impact of reflective journal in TESOL program considering that reflective journal requires time and effort for pre-service teachers to reflect.

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Appendix 1
Coding system

Themes	Sub-theme
1.Pre-service personal development	1.critical thinking 2. teaching philosophy 3.writing styles and self expression 4.self-actualisation
2.Pre-service teachers' self- efficacy	1. anticipation 2. worries 3. anxiety
3.Pre-service teachers' identity formation	1.teachers' metaphor 2. teachers' belief 3. teachers' identity



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[Kutipan teks disembunyikan]

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Motivational Intensity as the Mediator of Orientation and Attitudinal with the Achievement of Chinese Language among the Preservice Teachers

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This research is about the importance of the expected achievement of preservice Chinese language teachers based on their orientation, attitude, and motivation in teaching education programs. The cluster sampling and random sampling methods were implemented to select the samples from 16 Institute of Teacher Education Malaysia (IPGM). A total of 389 respondents were selected in the study and the data was analysed by using Smart PLS 3.0 software. This study applied a two-stage analysis in a reflective-formative way to analysis the multidimensional constructs on the learning situation. The findings showed a significant positive relationship of teachers' integration orientation, instrumental orientation, and attitudes towards learning situations with their Chinese language achievements. The motivation of intensity acted as a mediator factor and showed a partial positive effect in the relationship between integration orientation, instrumental orientation and attitudes towards learning situation with Chinese language achievement. It is due to relationship between motivation and positive attitude as well as the orientation of integration has shaped the integration motivation in the socio-learning model. Thus, the results of the study can be used as a reference source of multivariate relationship study between the orientation, attitudes, motivation, and achievement of future refractive-formative research.

Keywords: intensity motivation, orientation, attitude, Chinese language, preservice teachers, language learning

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INTRODUCTION

High quality teachers are effective in promoting national education. According to the report of the *Malaysian Education Development Plan 2012-2025* (KPM, 2015), high quality teachers' education which produces quality teachers, can enrich the country's education and provide effective education for every student in the school. To achieve this goal, the orientation and attitudinal of the preservice teachers in the teacher's education institute is important to be studied.

According to Gardner (1985; 2001), the strength, desire, and interest are the motivating force in the language learning. The probability of success will be likely high if the attitudes toward learning situations and learning orientations are positively associated with high motivation (Gardner, 2006; 2001; 1985) and vice versa. At the same time, the relationship between motivation and positive attitude and integration orientation has shaped the integration motivation in the socio-learning model (Gardner 1985; 2001, 2006). For this reason, motivational intensity indirectly has become one of the factor that influences an individual's attitude and orientation to develop his or her ability to reach great achievements.

Motivational intensity is the actual drive of an individual to achieve his or her objectives. The motivational intensity is guided by the difficulty level of the task, which doesn't reach beyond the upper limit set by the potential motivation. Intensity can be seen in the concentration and the force to pursue a goal (Zhou & Xiu, 2015). Typically, there is a close relationship between intensity and the expectation of a desired result. Intensity, or motivational force is influenced by the individual's orientation and attitude towards the effort to yield a certain result.

This topic rarely found in recent studies in Chinese education in Malaysia. Therefore, it is necessary and significant to conduct a study on motivational intensity to examine the willingness of the preservice teachers in learning Chinese language. This gap needs to be filled to find solutions to increase the willingness of preservice teachers to learn Chinese language.

This study contributes to the discussion on the topics based on the structural model of the final study that can serve as a guidance to fill in the gaps between Chinese culture and education programs. This model can be used as a reference to provide more effective course activities in motivating and changing attitudes, interests, aspirations and objectives among the preservice teachers in Chinese language education and culture.

Problem Statement

Continuous changes and improvement in the education system is a challenge for preservice teachers in the teachers' education program. The transformation of the Primary School Curriculum Integrated Education System and the Secondary Curriculum to the Primary School Curriculum and the Secondary Syllabus Curriculum in 2013, showed that education system is constantly updated in line with current and future developments. As such, preservice teachers in the teachers' education program should have the self-awareness and willingness to accept future changes. However, Malaysia

National Review Report on Education for All (2015) stated that compared with the teachers' education development in more developed country, Malaysian education is still lagging for some reasons. First, the school teachers are incapable to provide quality education. Second, Malaysian teachers did not learn the professional competencies in teacher's education throughout the career. Third, their teaching content were out of date, lack of advance and critical thinking skills. Finally, they were unable to transfer the knowledge to students (Clandinin & Husu, 2017).

Regarding this issue, Macalister (2017), Mahmud, Nasri, Samsudin (2018) argued that the content of the teachers' education program are limited and inadequate for developing the content of the subject in depth. Furthermore, the pedagogical content for the preservice teachers put too much emphasis on the discussion and it is lack of exposure. The incompatibility of the content in the teachers' education program has caused the inability of teachers to develop their skills and expertise. Therefore, the content of the teachers' education program should be adjusted with the attitude and motivation of the preservice teachers in the learning process.

Efforts to produce a professionally trained preservice teachers are the responsibility of every lecturer in the teachers' education program. Research from Chen and Yi (2019) showed that preschool teachers had difficulty in teaching reading skills to non-native speakers, due to the inability of the children to pronounce words with the correct intonation according to *Hanyu Pinyin*, which consequently made them unable to speak correctly and fluently. This is due to poor comprehension, limited vocabulary and confusion between alphabet pronunciation and *Hanyu Pinyin* pronunciation problems of the children while reading. On the contrary, the preservice teachers who are non-native speakers are facing the problem in reading skills that cause them facing difficulty in teaching (Lam, Yau, Yeo, Chew, Lee & Lee, 2006). The lack of reading skills among preservice teacher has affected the beauty and art of the language, which will cause lack of interest among students towards Chinese language.

The study of Ng, Wong, Guek, Lim & Tan (2017) also stated that Chinese language preservice teachers from *Duiwai Hanyu* Postgraduate Education Diploma Program (Chinese as a foreign language) from Chinese universities are also having trouble reading and writing Chinese language. Preservice teachers are having trouble reading words with the right intonation, and with limited vocabulary. Chinese language preservice teachers had to combine the use of Malay language in teaching and learning activities. The preservice teachers are not able to actively discuss with the students and only use short sentences. Weaknesses in mastery of Chinese language among preservice teachers will negatively impact the students. With poor Chinese language skills, the preservice teachers will likely use improper grammar and pronunciation. Unfortunately, the students will most likely imitating the teacher's mistakes as they think that teachers is always right.

The weaknesses in mastery of Chinese language is related to the complexity of Chinese language system. Study from Li (2019) found that Chinese characters writing system is different from the English alphabet. The uniqueness of Chinese character is found in three elements, namely phonology, semantics and morphology. Interestingly,

morphology is the hardest skill to be mastered. Chinese character writing system is known as the logographic writing system because Chinese characters are made of lexical morphology, with about 80% to 90% of Chinese characters are made up of two components: (i) semantic radical words, which some of the words carries the meaning of the words (ii) phonetic radicals, which is the pronunciation of words. Students are not able to recognize Chinese words when reading and writing because each Chinese word is an ideogram language that cannot be spelled alphabetically. As such, the attitude towards the Chinese language among preservice teachers will determine whether they accept or reject Chinese language (Gardner & Lambert, 1972). If the preservice teachers have a positive attitude towards the Chinese language, they will be interested and value the Chinese language and thus would change their behaviour as they seek to improve their performance (Linyi Technician Institute, 2017). It will also improve their Chinese language and confidence to achieve success in the teacher's education program (Zhang, 2018).

However, the preservice teachers do not necessarily succeed in the teacher's education program if they do not have a positive attitude, learning orientation and motivation. Wabule's (2017) study noted that attitude and motivation are two factors that determine the success of preservice teachers in their future teacher's education program. Highly motivated preservice teachers are actively involved in learning and make the learning process effective, rewarding and enjoyable. On the other hand, when teachers lack motivation, they feel lost in direction and objective which make them feel helpless and tired of learning (Deci & Ryan, 2000). Furthermore, Gardner (1985, 2001) emphasized that attitudes toward teaching situations and negative learning orientations will undermine motivation in the learning process. Therefore, positive attitudes, learning orientations and motivations directly change their behaviour in teacher's education program.

In the social learning model (Gardner, 1985, 2001) and the psychological and social models (Gardner & Lambert, 1972), motivation is a factor that determines the success of language learning process, while attitude and orientation of individuals will influence their self-motivation to achieve the learning intention. According to the findings of Gardner (1985, 2001), attitudes toward learning situations, integration and instrumental-oriented motivations, each influencing one's interest, and desire that will determine different achievements in language learning. As such, attitudes towards the situation, learning orientation and motivation of Chinese language preservice teachers are elements that will differentiate individual in the actual learning process.

Research done by Khalid (2016); Khansir, Jafarizadegan and Karampoor (2016) showed that instrumental orientation and integration of language learning is related to socio-economic status. These studies show that both orientations change the attitudes towards language and motivation towards the mastery of Mandarin, English and dialects. Liu (2017) explained that foreign language students with integration orientation motivation are more likely to interact with native speakers and are interested in foreign culture. These students showed a better mastery of foreign languages than those who are instrumental motivation students. On the contrary, other studies suggest that integration

orientation motivation does not necessarily enhance the positive achievement of foreign languages learning (Song & Pornsima, 2017).

Previous studies from Gu and Cheung (2016); Chai, Wong and King (2016); Chiang (2018); Hu (2019) indicated that integration and instrumental oriented motivation are factors that determine the success of Chinese language mastery. Nevertheless, the results of these studies are inconsistent with different learning environments at overseas and there are no local studies yet conducted explaining the differences in factors involved in Chinese language learning process among Chinese language preservice teachers in Malaysia. Thus, there is a need to conduct a research on the relationship between integration orientation, instrumental orientation, attitude with learning situations and motivation among preservice teachers to determine the validity of influencing factors of individual differences in Chinese language mastery.

However, there are also studies that show that the choice of the teaching profession is an expectation of predicting the success of a preservice teacher based on the reasons for choosing a teaching profession. The report "Why people choose teaching: A scoping review of empirical studies, 2007-2016", by Fray and Gore (2018) explains that teaching career choice is associated with altruistic motivation, intrinsic motivation and extrinsic motivation. Altruistic motivation refers to the characteristics of individuals who are willing to help, helpful and love others. Intrinsic motivation shows that they love and enjoy teaching the subject they like, achievement process, develop new knowledge and engage in activities, while extrinsic motivation shows preservice teachers focus on good lifestyle, earn good income, shorter working time and good job opportunities abroad. This study has shown that the motives of each preservice teacher are different when making the choice to become a teacher.

Furthermore, the theory of self-determination (Deci & Ryan, 2000), motivation is a force for self-defence mechanism and perseverance in the pursuit of learning objectives. Intrinsic motivation refers to a person engaging in an activity with high commitment and satisfaction in the process of achievement, while extrinsic motivation refers to the purpose of engaging in an activity solely to earn rewards. Generally, preservice teachers experience a wide range of motivations to develop their work ethic and self-determination in the educational process of the teaching profession (Sinclair, 2008) and the purpose of selecting a teaching profession (Gao & Trent, 2009; Kyriacou & Kobori, 1998). This is due to the motivation of the preservice teachers is constantly changing based on their background, confidence, social culture and future professional development opportunities (Gao & Trent, 2009; Malmberg, 2006; Watt & Richardson, 2008).

However, there are also studies that showed that an atmosphere of autonomous support can change extrinsic motivation to intrinsic motivation (Niemic & Ryan, 2009). The study suggested that students' basic psychological needs regarding the autonomy, competence, and relatedness that facilitates students' autonomous self-regulation for learning, academic performance, and wellbeing must be supported by the teachers. Furthermore intrinsic motivation positively influence academic achievement because it reflects a sense of determination and personal interest rather than external pressure.

(Taylor, Jungert, Mageau, Schattke, Dedic, Rosenfield & Koestner, 2014). To use various learning strategies, the learners need to have autonomous intrinsic motivation. Students who are intrinsically motivated will be proactive in seeking out useful resources that could help with the learning process (Zhang, Lin, Zhang and Choi, 2017), whereas, the extrinsic motivation negatively influences achievement (Karlen, Suter, Hirt & Merki, 2019). Students with intrinsic motivation will achieve higher academic achievement through perseverance effort, to write the paper and to be less extrinsically motivated.

Based on the findings of previous research, it can be concluded that intrinsic motivation can develop self-ability such as commitment, interest, learning ability and deepening knowledge of the subject they are interested in. This means that the atmosphere of autonomous support learning environment will elevate intrinsic motivation. High levels of intrinsic motivation can positively enhance the Chinese language proficiency of the preservice teachers. Therefore, the study should test the significance contribution of intrinsic and extrinsic motivation towards mastery of Chinese language and language skills, which could be used to help solve the problem of Chinese language mastery among Chinese language preservice teacher.

Therefore, the objectives of this study are to answer the following questions:

1. Is motivational intensity is a mediating factor between integration orientation and Chinese language achievement?
2. Is motivational intensity is a mediating factor between instrumental orientation and Chinese language achievement?
3. Is motivational intensity is a mediating factor between attitudes towards learning situations and Chinese language achievement?

The following hypotheses are used to answer these research questions:

H1: Motivational intensity serves as a mediating factor between integration orientation and Chinese language achievement.

H2: Motivational intensity serves as a mediating factor between instrumental orientation and Chinese language achievement.

H3: Motivational intensity serves as a mediating factor between attitudes towards learning situations and Chinese language achievement.

Research Conceptual Framework

This study used social psychological models theory (Lambert, 1975) and sociocultural models (Gardner, 1985; 2001) to study the relationship between integration orientation, instrumental, attitude to learning situations and motivation intensity with Chinese language achievement. In addition, self-determination was selected to identify the relationship of intrinsic and extrinsic motivation with achievement in Chinese language.

According to motivational intensity theory, the difficulty of the task and the reward of successful accomplishment will results in the difference of effort investment by

individual. There are important distinction between potential motivations and the maximum amount of effort a person that will exert, because of the demand from the task (Brehm & Self, 1989; Wright, 2008).

According to Brehm & Self (1989), people tend to do a task with low level of difficulty, which based on the conservation principle that assumes that people will aim to save resources. The theory predicts that people will not try to do a difficult task regardless of the reward provided (Richter, 2013; Wright, 2008).

The conceptual framework of this study is presented in Figure 1, adapted from the social psychology research model (Gardner & Lambert, 1972) and the psychological learning model (Gardner, 2001). Both models identified that orientation and attitude as independent variables, motivational intensity as a mediating factor and academic achievement as dependent variable and have a positive relationship. In Figure 1, motivational intensity is a mediating factor between integration orientation (ORI), instrumental orientation (ORT) and attitude toward learning (SKP) with Chinese language (CL) achievement among Chinese language preservice teachers. Attitudes toward learning situations are multidimensional constructs consisting of attitudes toward Chinese language, Chinese language teachers and Chinese language education programs.

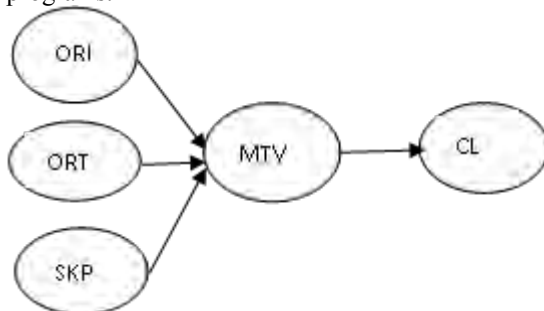


Figure 1
Conceptual Framework of the Study

METHOD

Research Design

The design of this study is a non-experimental study known as correlation study. This method was used to enable data collection of integration orientation factors, instrumental orientation, extrinsic motivation, intrinsic motivation, and attitude towards learning situations and sample intensity motivation from a large population simultaneously (Creswell, 2014).

Sample and Sampling Method

A total of 389 samples were selected from 16 teachers’ education institutes nationwide. At the first stage, comparative sampling was used where the population of Chinese language teachers was divided into two groups according to the PISMP and DPLI

programs. Based on the 95% confidence level, it is recommended that the sample size be 398 people, that the sample PISMP program is 275 people and DPLI is 123 people.

At the second level, cluster random sampling was used for a large population of preservice teachers, which was scattered in each state and with no individual list (sample frame) to select the sample (Ranjit Kumar, 2011; Cohen, Manion and Morrison, 2005; Sabitha, 2005). Then, the study sample in Peninsular Malaysia was divided into Northern Zone (Perlis, Kedah, Penang and Perak), Central Zone (Kuala Lumpur, Selangor), the Southern Zone (Negeri Sembilan, Melaka and Johor), the eastern zone (Kelantan, Pahang and Terengganu) and East Malaysia (Sabah and Sarawak). Then a group of Chinese language preservice teachers from GPA were randomly selected for the sample.

Instruments of the Study

The instruments of this study consist of Chinese language tests and a questionnaire. The Chinese language test was used to measure the performance of the Chinese language. The language test consists of 20 questions on Chinese language grammar including phonetics, characters, and vocabulary as well as 20 questions on Chinese culture. Chinese culture comprises aspects of Chinese classical education and philosophy, Chinese language and literature, classical Chinese literature, ancient Chinese science and technology, and traditional Chinese culture. For instance, the question quoted a sentence and ask who the author was; description on a festival and ask what the festival is and so on. The total score for this test is 100% and the total score of each respondent was categorized into five grades namely grade A (75% -100%), grade B (60% -74%), grade C (40% -59%), grade D (20% -39%) and grade D (0% -19%).

The questionnaire is divided into four sections. Part A is the social background of the respondents including gender, race, Chinese language education background and the mother tongue language of the respondents. Whereas Part B is an integrated and instrumental orientation adapted from the questionnaire on language learning motivation (Larisa Niktina, Zuraidah Mohd Don & Loh, 2016). Examples of the question is "Proficiency in the Knowledge of the Chinese language will be useful for my further studies". Part C is made up of respondents' attitudes towards the modified learning situation of Culture Studies and Motivation in Foreign and Second Language Learning in Taiwan (Ho, 1998), such as the item of "Learning Chinese language is a waste of time", "I feel that my Chinese language teacher is friendly.", "My Chinese language course is useful." Part D is a modified motivational intensity from Motivation, Motivation Intensity, use of Chinese and Self-Rated Chinese Competence (Liu, 2017) such as "I will not stop trying to learn until I reach the skill level in Chinese that I seek" and "I learn Chinese by working on it almost every day". Each item uses a five-point Likert scale of 1 as strongly disagree and 5 as strongly agree. Each respondent is required to answer a set of Chinese language questions within 1 hour and respondents are also required to answer a set of questionnaires after the Chinese language test.

The Chinese language tests and questionnaires in this study has been verified by field experts. A pilot study was conducted at three GPA in Perak involving 99 Chinese

language preservice teachers. Richardson Kuder Test 20 (KR 20) provides the means for analysing the reliability of Chinese language test items. The results show that the Chinese language test has high reliability (KR = .713) and is suitable for conducting the Chinese language preservice teacher achievement test. While the alpha coefficient for the questionnaire ranged from .70 to .96 for all constructs and sub-constructs of the study. Therefore, both instruments are suitable for use in future studies.

Demographic of the Respondents

After data cleaning from isolated cases, 398 preservice teachers were selected in this study. The demographic profile is divided into two programs, namely Postgraduate Degree in Education (PISMP) with 267 respondents (67%) and Postgraduate Education Diploma (DPLI), with 131 respondents (33%) with a bachelor's degree in Mandarin as their foreign language from universities in China. All PISMP preservice teachers, 40 men (15%) and 227 women (85%) are from Chinese ethnicity, with Chinese language qualification from the Malaysian Certificate of Education (SPM), Chinese language as their mother tongue. While DPLI preservice teachers are from Malay ethnicity, 23 men (16%) and 108 women (84%), with the passing of Hanyu Shuiping Kaoshi, which is a proficiency examination of Mandarin, Malay language as a mother tongue.

Chinese Language Achievement

The Chinese language test grades for PISMP preservice teachers showed a 99.63% passing percentage, grade A was 22.85%, grade B was 51.31% and grade C was 25.47%. While the Chinese language test grade for DPLI preservice teachers showed a passing percentage of 73.28% where grade A was 0%, grade B was 6.88% and grade C was 66.41%. Furthermore, it was found that 26.72% of DPLI preservice teachers who failed in grade D were higher than 0.37% of PISMP preservice teachers who failed the Chinese language test. The findings of this study showed that the Chinese language achievement of PISMP preservice teachers is better than DPLI preservice teachers.

FINDINGS

This study uses Smart PLS3.0 software to carry out the analysis due to the involvement of reflective and formative constructs. In addition, structural model analysis is performed using Hierarchical Component Models. The use of a two-stage hierarchical model is one way to summarize the number of constructive relationships in the study model and to make the study constructs more understandable (Akter, Wamba & Hall, 2017; Hanseler, Ringle & Sinkovics, 2009). The study of Akter et al. (2017) and Becker, Klein & Wetzels (2012) explain that reflective-formative constructs in the two-stage model can solve multicollinearity problems in first-level reflective constructs and collinearity value formative construct indicators.

After conducting an analysis of the measurement model, the latent values of the variables construct integration orientation, instrumental orientation, motivational intensity and achievement of the Chinese language were used as values representing the overall indicators of each construct in the second level model, while the latent value of variables for attitude toward Chinese language, attitude toward the lecturer of Chinese

language and attitudes towards the educational program are used as values representing the three sub-constructs forming attitudes towards learning situations in the formative constructs of the second level model. Thus, the second-level model analysis is simpler and easier. Subsequent analyzes of the moderator were later performed.

Structural Model Analysis

Table 1
Pathway Coefficient Analysis

Relationship	Beta	SP	t-value	p
ORI -> MTV INT	.151	.056	2.680	.007
ORT -> MTV INT	.147	.049	3.025	.002
SKP -> MTV INT	.416	.055	7.590	.001
MTV INT -> CL	.252	.049	5.151	.001
ORI -> CL	.038	.017	2.224	.026
ORT -> CL	.037	.014	2.663	.008
SKP -> CL	.105	.026	4.078	.001

p<.05

The results of the study after performing the bootstrapping calculations by repeated samples 5000 times are shown in Table 1. Coefficient analysis revealed that each relationship was positively and significantly related to integration orientation ($\beta = .151$, $p < .05$), instrumental orientation ($\beta = .147$, $p < .05$) and attitude toward learning situations ($\beta = .416$, $p < .05$) with motivational intensity. In addition, the relationship between motivational intensity with Chinese Language achievement ($\beta = .252$, $p < .05$), was positively significant. Furthermore, the relationship of integration orientation ($\beta = .038$, $p < .05$), instrumental orientation ($\beta = .037$, $p < .05$) and attitude towards learning situations ($\beta = .105$, $p < .05$) with Chinese Language achievement were also significantly positive.

Next, the multiple regression value of motivational intensity was $R^2 = .331$ (33.1%) which showed high motivational intensity according to Cohen (1988). Motivational intensity variants were explained by integration orientation ($\beta = .151$), instrumental orientation ($\beta = .147$) and attitude toward learning situations ($\beta = .416$). Based on statistical findings, it was found that integration orientation, instrumental orientation and attitude towards learning situations contributed 33.1% to motivational intensity while 66.9% was other latent variables that were not examined in this study. The effect sizes of integration orientation (.025) and instrumental orientation (.026) were weak while attitude toward learning (.203) was moderate according to Cohen (1988). The findings of this study showed that attitudes toward learning situations have a positive impact on motivational intensity.

Multiple regression of the Chinese language achievement $R^2 = .063$ (6.3%) indicated that it was at a low level (Cohen, 1988). The variants of Chinese language achievement were explained by motivational intensity ($\beta = .252$). Based on the statistical findings, motivational intensity contributes 6.3% to Chinese language achievement while 93.4% was other latent variables that were not examined in this model. The effect size of the motivational intensity (.068) is weak according to Cohen (1988).

Models of Intensity Motivation between Integration Orientation and Chinese Language Achievement

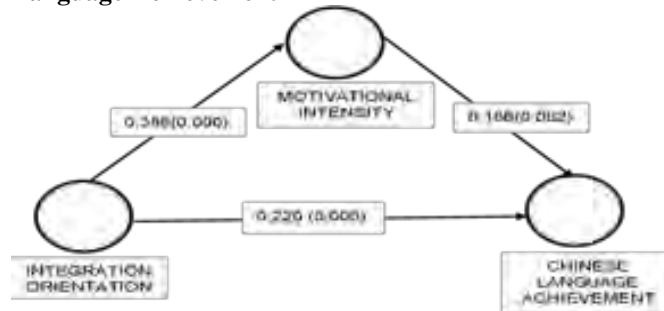


Figure 2
Models of Intensity Motivation between Integration Orientation and Chinese Language Achievement

Table 3
Motivational Intensity Analysis between the Relationship of Integration Orientation and Chinese Language Achievement

pathway	Relationship	Beta	SP	t-value	p-value	95% significantly	Effect
a	ORI-> MTV INT	.338	.046	8.475	.000		There are
b	MTV INT -> Result of CL	.166	.054	4.052	.000		indirect effects
c'	ORI-> Result of CL	.220	.053	3.143	.000*		The intermediary
a x b	ORI-> MTV INT -> Result of CL	.065	.023	2.809	.005*	.024 .119	factor as a complement

p < .05

Based on the results of the studies in Figure 2 and Table 3, the results of the indirect effects study showed that the intermediates were significant ($\beta = .338 * .166 = .065$, $p < .05$, 95% CI: .024: .119) and 95% confidence intervals do not include zero (0), indicating that motivational intensity is an intermediate factor influencing the relationship between integration orientation and Chinese language achievement. Therefore, the Ha1 hypothesis was accepted with findings of the study and the motivational intensity has indirect relationship between integration orientations with Chinese language achievement.

Models of Intensity Motivation between Instrumental Orientation and Chinese Language Achievement

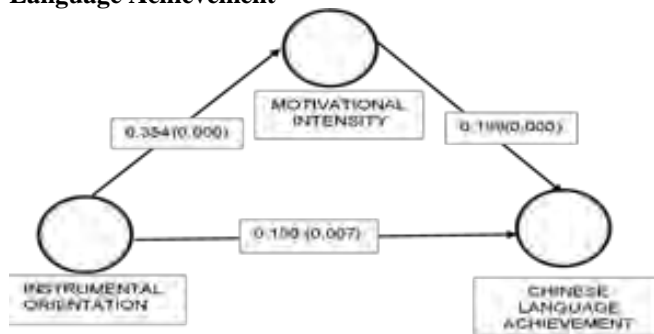


Figure 3

An Intermediate Analysis Model of the Relationship of Instrumental Orientation to Chinese Language Achievement

Table 4

Intermediate Analysis of Instrumental Oriental Relationship with Chinese Language Achievement

Pathway	Relationship	Beta	SP	t value	p value	95% Significantly	Effect
a	ORT -> MTV INT	.354	.047	7.519	.000		There are indirect effects
b	MTV INT -> Result in CL	.199	.054	3.694	.000		
c'	ORT -> Result in CL	.150	.056	2.692	.007*		The intermediary factor as a complement
a x b	ORT -> MTV INT -> Result in CL	.070	.022	3.263	.001*	.033 .118	

Findings in Figure 3 and Table 4, showed that the results of indirect impact indicate that the intermediates were significant ($\beta = .354 * .199 = .070$, $p < .05$, 95% CI: .033: .118) and 95% confidence intervals excluding zero (0), indicating that motivational intensity is an intermediate factor influencing the relationship between instrumental orientation and Chinese language achievement. Therefore, the Ha2 hypothesis is accepted as motivational intensity indirectly affecting the relationship between instrumental orientations with Chinese language achievement.

Models of motivational intensity between the relationship of attitudes to learning situations and achievement in Chinese language

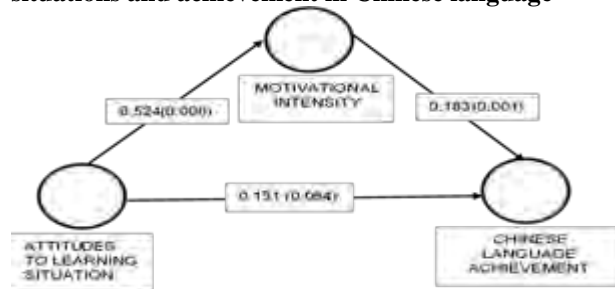


Figure 4 Models of Motivational Intensity between the Relationship of Attitudes to Learning Situations and Achievement in Chinese Language

Table 5 Motivational Intensity Analysis between Attitudes toward Learning Situations and Chinese Language achievement

Pathway	Relationship	Beta	SP	t value	p value	95% Significantly		Effects
A	MTV INT -> UJIAN CL	.183	.057	3.236	.001			There are indirect effects
B	SKP -> MTV INT	.524	.049	10.676	.000			
c'	SKP -> UJIAN CL	.131	.070	1.853	.064			The intermediary factor as a complement
a x b	SKP -> MTV INT -> UJIAN CL	.096	.032	3.010	.003*	.038	.167	

The results in Figure 3 and Table 5 showed that indirect effects with intermediaries were significant ($\beta = .183 * .524 = .096, p < .05, 95\% \text{ CI: } .038: .167$) and 95% confidence intervals excluding zero (0), indicating that motivational intensity is an intermediate factor influencing the relationship between attitudes toward learning situations and Chinese language achievement. Therefore, the hypothesis testing of the Ha3 hypothesis accepted and the motivational intensity indirectly influencing the relationship between attitudes toward learning situations with Chinese language achievement.

Table 6 Summary of Intermediate Exam

Hypothesis	Relationship	Beta	SP	T value	P value	95% significantly		Results
						LL	UP	
H ₁	ORI -> MTV INT -> CL	.038	.017	2.224	.026	.010	.076	Significant
H ₂	ORT -> MTV INT -> CL	.037	.014	2.663	.008	.014	.071	Significant
H ₃	SKP -> MTV INT -> CL	.105	.026	4.078	.000	.058	.159	Significant

Table 6 shows the relationship of indirect effects of integration orientation ($\beta = .151 * .252 = .038, p < .05, 95\% CI: .010: .076$), instrumental orientation ($\beta = .147 * .252 = .037, p < .05, 95\% CI: .014: .071$) and attitude toward learning situations ($\beta = .416 * .252 = .105, p < .05, 95\% CI: .058: .159$), showing a 95% confidence interval of zero (0), then hypothesis H1, H2 and H3 is not rejected statistically. Motivational intensity indirectly affecting the relationship between integration orientation, instrumental orientation and attitude toward learning situations with Chinese language achievement (Preacher & Hayer, 2008). Therefore, motivational intensity has a partial indirect effect on the relationship of initiation orientation, instrumental orientation and attitude toward learning situations with positive Chinese language achievement.

DISCUSSION

The findings of this study conclude that Chinese language preservice teachers have a positive integration and instrumental orientation with Chinese language achievement. The results of this study explain that Chinese language preservice teachers choose their educational education program to get a better understanding of the Chinese culture, literature and way of life of the Chinese community. In other words, the learning of Chinese language by the preservice teacher is not only to master the context of vocabulary, vocabulary and phonetic systems, but it also involves interpersonal and intrapersonal interactions. Social Cognitive Theory (Bandura, 1977) explained that the language learning process is based on the reciprocal interaction between behaviour, environment and personal factors.

Lomicka and Lord (2016); Muge and Sumru (2018) stated that the social environment and networking is an opportunity for communication of language teachers to interact with their community. Such a situation creates a connection between social context and language where a language and culture are interrelated and cannot be separated, thus the result of social interaction is an opportunity to enhance the Chinese language proficiency (Kinginger & Wu, 2018; Meng, Zhu & Chao, 2018; Watson & Ebner, 2018) in general as well as among the Chinese language preservice teachers in this study. The findings of this study are also supported by Gardner (1985, 2001) who stated that communication and acceptance of target language culture was one of the significant factors that increased the motivation for mastering the target language.

In addition, the positive relationship of the instrumental orientation with the achievement of the Chinese language indicates that preservice teachers are concerned with social status, career development and future educational opportunities. Findings of this study illustrate that Chinese language is one of the most important languages well and accepted by other peoples. Chinese teachers have a desire to grow their career and future professional fields. These goals will encourage them to improve their Chinese language skills. Similar finding was found in Yu and Downing's (2012) study that Asian students in Japan and Korea are instrumental-oriented in learning Chinese language with the aim of getting better jobs due to the rapid growth of China's economic need which required skilled Chinese language workers to work in Korea and Japan. On the contrary, study of Liu (2016) indicated that many participants reported having high instrumental motivation and intensity to learn Chinese in order to have a good career in future. The

study from Tan, Chew, Hutagalung and Hamid (2019) found that preservice Chinese language teachers are instrumental-oriented with the main aim to become a teacher is to earn a stable income.

Studies by Gu and Cheung (2016); Chai, Wong and King (2016); Chiang (2018) and Hu (2019) showed that instrumental oriented motivation is the factor that determines the mastery of Chinese language. Therefore, a positive instrumental orientation is one of the main motivations for Chinese language preservice teachers to improve their Chinese language skills.

Attitudes toward learning situations are multidimensional constructs built into three subdivisions, namely, positive attitudes toward Chinese language that indicate that preservice teachers are interested and accepted Chinese language as a specialty of the teacher's educational program. Positive attitudes toward Chinese language lectures have shown that Chinese language lectures provide examples, autonomy support and good teaching for preservice teachers. Attitudes toward education programs reflect programs and learning conditions in line with career preparation in education. All three subdivisions positive attitude have shown that preservice teachers are receptive and enjoy the learning situations.

The desire and confidence of students in the learning situation will be enhanced with appropriate teaching and learning contexts (Gardner, 1985; 2001; Sumarsono, 2019). In other words, appropriate lecturers, courses, reading materials, activities and course assignments will enhance the teachers' interest in the teacher's education program (Education for All 2015 National Review Report: Malaysia, 2015) and their strong belief directly strengthens their confidence in their learning and motivates them striving for success (Fischer & Sliwka, 2018). Gardner (2006) states that cultural and educational contexts in teacher's education institutes are two factors that determine the attitude of Chinese language preservice teachers. If the cultural context is always supportive and interactive, it will stimulate the interest of the preservice teachers in learning Chinese language while educational contexts such as educational systems, curriculum and reading materials are fun and meaningful will elevate the interest, motivation and desire of the preservice teachers to deepen the knowledge and preserve the language. Thus, a positive attitude toward the learning situation can determine the success of the preservice teacher in the education of teachers.

Integration orientations, instrumental orientations and attitudes towards positive learning situations directly enhance their interest and desire to move them toward their learning goals as stated by Wabule's (2017) in his study that attitude and motivation are factors that determine the success of preservice teacher in their future teacher's education program. According to Gardner and Lambert (1972) the orientation in learning will influence positive attitudes, thus strengthen their motivation to achieve the learning intention. Gardner (1985, 2001) also described motivation as an intermediary factor indirectly affecting the relationship of orientation and attitude with academic achievement.

The findings of this study indicate that motivational intensity is an important intermediary factor. Analysis of the measurement model shows that the training teachers have a high desire and interest in learning Chinese language, and they work hard and dedicated to achieving excellent results in the examination. Therefore, motivational intensity is one of the factors that motivate the preservice teachers to succeed while the integration and instrumental orientation are the learning objectives and attitudes towards the learning situation as behaviours that accept or reject the situation encountered. The relationship of integration orientation, instrumental orientation and attitude towards positive learning situations with direct motivational intensity and hence motivational intensity directly enhances the achievement of Chinese language.

Finding in this study is similar to the study by Richter, Gendolla and Wright (2016), Liu (2017), and Chiang (2018) who found that motivational intensity can predict learning achievement of the people with strong desire to become native-like. Individual with motivational intensity are more willing to put in an effort in learning that will likely lead to better achievement and to guarantee a good career in the future. This in line with the Motivational Intensity Theory from Brehm and Self (1989) which stated that people will put an effort required to achieve the goal.

Explaining the relationships of the three relationships in this study provides an important finding. Preservice teachers are mature adults to choose their fields of study and future careers. Although the integration and instrumental orientations seem to go in different directions, both orientations influence their motivational intensity to strive for self-achievement. This explains the cultural and educational contexts of learning situations in teacher's education institutes, teachers' backgrounds such as Chinese language educational experiences, family, culture, which are different and dramatically will change the purpose of their Chinese language education selection.

CONCLUSION

In general, integration and instrumental orientation are individual goals in language learning, these two factors are equally important in determining achievement objectives. Fun learning situations directly change the individual's attitude towards learning situations. These three factors directly enhance their motivation to move towards achievement. Therefore, the relationship of orientation and attitude to language achievement is a complex network of relationships. Hence, the results of this study can be considered as a source of reference for other researchers to carry out the study based on different backgrounds, socioeconomic and educational systems to further validate the findings. This can be done by using the theoretical framework in this study towards different respondents with various socioeconomic and educational background. This is due to different background will result in different context that need further investigation. This can be done by using the theoretical framework in this study on different respondents with different socioeconomic and education background.

The methods and analysis in this research used PLS-SEM with the samples of study are limited to the teachers from education institutions. Therefore, for future studies, it is suggested to expand the study sample to institutions of higher learning in Malaysia or to

do comparative studies with other countries. In addition, these two-stage structural models can be used to test the multidimensional constructs with formative constructs to obtain results in line with the research theory. Thus, this study could provide a source of reference for other researchers to develop new studies. Finally, the process of estimating advanced models is proposed by using the techniques of modelling observed heterogeneity and unobserved heterogeneity with the aim to compare the studies from different groups such as ethnic groups or between two particular countries.

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