

Factors Affecting the Efficiency of Teaching and Learning Chinese Language in the Secondary Schools under the Secondary Educational Service Area Office 1-3

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Abstract: Becoming a member in the ASEAN Economic Community of Thailand creates both economic and social impacts. People with good knowledge of foreign language have an advantage in negotiation and career. Teaching foreign languages for communication must be effective in order to develop learners to achieve their full potential. The educational institutions implement an administrative innovation and promote work incentives in order to increase teachers' potentials. The objectives of this research were to study: 1) the levels of administrative innovation, working motivations, teacher potentials and Efficiency of teaching and learning Chinese language of schools under the Secondary Educational Service Area Office 1-3; 2) the influences of administrative innovation, working motivations and teacher potentials on the Efficiency of teaching and learning Chinese language in secondary schools under the Secondary Educational Service Area Office 1-3; and 3) develop a model for enhancing the Efficiency of teaching and learning Chinese language in educational institutions under the Secondary Educational Service Area Office 1-3. This research employed a mixed research methodology combining quantitative and qualitative methods. For the quantitative research part, the research sample consisted of 280 respondents including Chinese teachers, heads of foreign languages learning group and school administrators from 94 schools in the Secondary Educational Service Area Office 1-3. The sample size was determined based on the criterion of 20 times the observed variables. They were selected via stratified sampling. Data were collected with the use of a questionnaire and analyzed with a structural equation model. As for the qualitative research component, in-depth interviews were conducted with 17 key informants including experts and specialists involved in Chinese language teaching. They were selected by purposive sampling. Data were then analyzed with content analysis. The findings showed that 1) administrative innovation, working motivations, teacher potentials and Efficiency of teaching and learning Chinese language were rated at a high level; 2) administrative innovation, working motivations and teacher potentials had a direct influence on the Efficiency of teaching and learning Chinese language, with a .05 level of statistical significance. All of these factors could predict the Efficiency of the teaching and learning Chinese language by 63 percent; and 3) the model for enhancing the Efficiency of teaching and learning Chinese language, developed by the researcher consisted of three key components including: (1) learner development by implementing teaching and learning process that facilitate interactions with environment and emphasizing learners' participation; (2) Chinese teachers' potentials enhancement by promoting motivations to work, emphasizing the creation of work pieces from classroom research and innovations to develop teachers and learners; and (3) management and administration where a template plan for teaching and learning Chinese language must be set up so it had similar atmosphere of studying in China. In addition, teaching and learning process should be designed to link each level of knowledge and facilitate continuity between different levels and various types of teaching and learning methods that could be adapted to situations should be used. The model developed by this research can serve as a guideline for the development of a model for teaching and learning other foreign languages.

Keywords: Teaching style, Student motivation, Student aptitude, Efficiency of teaching and learning the Chinese language

1. Introduction

Language is recognized as a means of communication. At present, being able to correspond in multiple languages is an asset that every individual would like to own. There are many languages in the world in which the Chinese language is the biggest national language in terms of the number of local speakers, and it is fetching more important for many reasons. Thailand first developed a relationship with the People's Republic of China (PROC or henceforth simply China) during the Sukhothai Period, almost over 700 years back (Peng, Cambria, & Hussain, 2017). Since then, many Chinese people have migrated to Thailand and have almost certainly turned out to be the principal ethnic group in the country. Besides the migration of the Chinese people to Thailand, the introduction of the Chinese language started there. Ethnically, the greater parts of Thai people are descendants of Chinese because of intermarriage between Chinese and Thai people. This contributes to the significance of learning Chinese to promote and maintain cultural understanding and practices. Finally, according to Wen and Piao (2020), China is familiar with one of the top nations in science. To deal with this trend, since 1998, the Chinese language has developed into one of the subjects that fulfil secondary school students' prerequisite for overseas languages in Thailand, together with English. Every year over 300,000 students study Chinese in Thailand, representing the

recognition of the language (Yang, 2019). In short, the demand for the Chinese language because of economic, cultural, and educational reasons is very high, particularly in Thailand.

Thailand is along with the few countries in the world that European powers have never occupied. In contrast to its neighboring countries, Thailand's education system developed mostly indigenously, following its trajectory. Since the 19th century, Thailand has updated its education system based on Western models, particularly following the end of the supreme Thai monarchy in 1932. Many elements of the modern-day Thai higher education system meticulous are followed on the U.S. system of education, together with the degree structure, credit system and general education. General education policy is under the purview of the national Ministry of Education (MOE), which oversees most public (and private) education institutions falling under its remit. The attitude towards foreign or second language learning individual influence learners both positively and negatively (Shehzadi & Krishnasamy, 2018a). These, in a swirl, can ground success or failure to learners at any level of education (Chee, Yahaya, & Ibrahim, 2017). As a result of the mixture of decentralization efforts, supervision and administration of education in Thailand are now being intricate with various overlapping responsibilities. In Thailand, when it comes to the second or foreign language, there are among 19 languages taught in which English and Chinese have been included at every level of education (Gong, Hu, & Lai, 2018). Since long ago, the Chinese language has been offered as a foreign or second language, in both public and private sectors, in various study programs but mostly in senior higher school level.

Thailand first established a relationship with the People's Republic of China (PROC or henceforth simply China) during the Sukhothai Period, dating back over 700 years (Koh, Burke, Luke, Gong, & Tan, 2018). Since then, many Chinese people have migrated to Thailand and have probably become the biggest ethnic group in the country. Along with the migration of the Chinese people to Thailand came the introduction of the Chinese language. The long history of China and Thailand's relationship was temporarily interrupted when communists claimed victory in China. Those in Thailand who attempted to contact the Chinese were accused of being communists or communist sympathizers. In response to this event, the Thai Government decided to declare Chinese language teaching in Thailand illegal. However, this event did not stop Chinese people from migrating to Thailand. Today, most Thai people are descendants born out of intermarriage between Thai people and Chinese people or people with Chinese ethnic background. It was not until 1975 that Thailand and China re-established diplomatic relationships. The friendship between the two countries and the cultural connection has become even closer (Gu, Kou, & Guo, 2017).

Once again, the Chinese language gradually became more popular. In 1992, the Chinese language study was made accessible to the public, marking its turning point from being a peripheral language to one of the mainstream languages in Thai education (Lu & Chen, 2019). According to Wong (2018), over the relatively long history of Chinese language teaching, the Chinese language's role in Thailand has been designated by different political standpoints. However, from 2007 onwards, the Chinese language has enjoyed a language that will enhance the country's potential competitiveness in the globalization era. The Chinese language's role had become more distinct when the Thai Government aspired to promote the Chinese language (Thoms, Sung, & Poole, 2017). The increasing number of schools offering the Chinese language seems to provide convincing evidence that it is gaining popularity (Kubler, 2018). In addition, Thai government's efforts on education, the Chinese government has provided significant supports to Thailand (Sun, 2019). The need of Chinese language is most important because the ratio of Chinese students in Thailand are more than other countries students. Some highlights are given below:

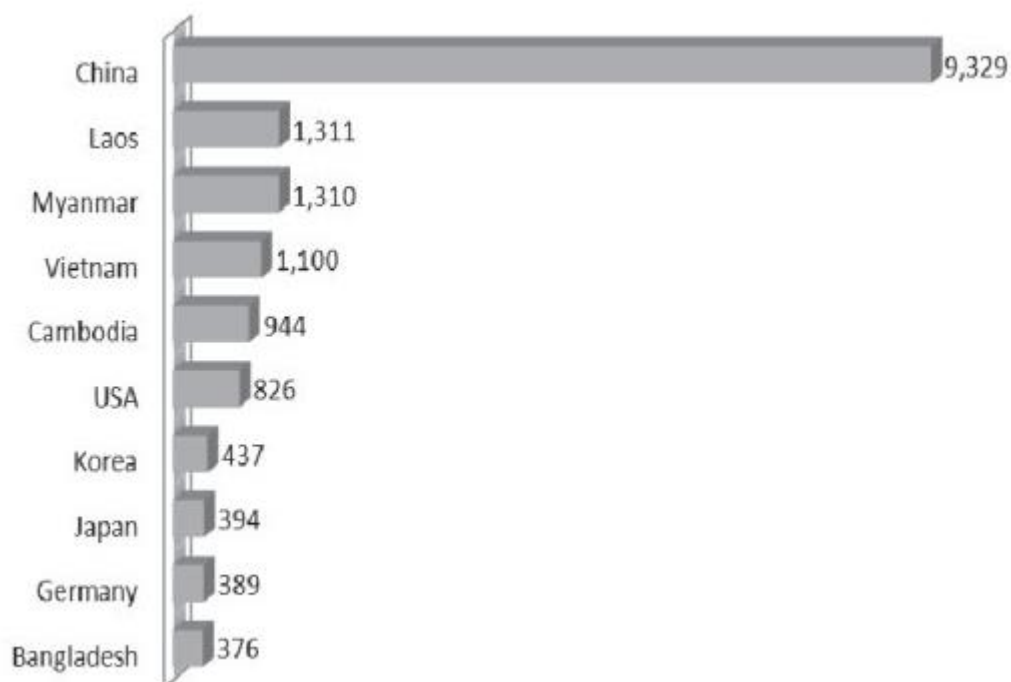


Figure 1: Number of Student from Different Countries in Thailand

This study aims to study factors affecting the efficiency of teaching and learning the Chinese language in the secondary schools under the secondary educational service area in Thailand. Therefore, this study put the importance of Chinese language learning factors of senior-level students. Some institutions are offering the Chinese language as both a major and minor area. The study outcomes are expected to be beneficial for both students and teachers, at secondary school levels, in that way, results would assist in achieving higher goals and levels of expertise.

2. Literature Review

Since the Chinese language has been widely preferred at the secondary level, both as a major or minor, it would be noteworthy to observe the result of those Thai senior high school students' attitudes towards Chinese language learning. Previous studies have probed the teaching and learning of the Chinese language in Thailand and confirmed that several factors look like to hamper its success (Luo & Yang, 2018). In addition, S. Liu and Wang (2018) conducted a large-scale project covering a wide range of education levels from primary to tertiary educational levels. Specifically, in primary and secondary education, the study reported that Chinese teaching as a foreign language in Thailand suffered from certain limitations. This finding was compatible with that of previous researchers, suggesting the inadequacy of teaching materials and qualified teachers. For instance, it was reported that the teaching materials currently used were those designed to teach foreigners studying Chinese in China, not Thai learners in Thailand. Therefore, cultural gaps exist and need to be bridged by teachers who have had substantial exposure to the target language and culture, in addition to the language facilities forming the core of the lessons. In addition to the Thai government's hard work and investment in Chinese language education, the Chinese government has bigheartedly given plentiful supports to Thailand in improving teaching style and efficiency of teaching (Adnan et al., 2018). Based on above literature, the present study has developed the following hypothesis:

H1: Management innovation has positive influence on efficiency of Chinese language

The observers have noted persisting quality problems in Thailand while learning the Chinese language. There is a significant achievement gap between students motivation and students aptitude in learning the Chinese language at the secondary school level. A stern but important question regarding Chinese language teaching emerges the quality of Chinese education in Thailand. In response to this question, several scholars tested the quality of Chinese language teaching at various education levels (Qiu et al., 2017). The increasing number of high schools that offers the Chinese language seems to give real proof concerning student motivation, and student aptitude and teaching style are certainly gaining fame. The Office of the Basic Education Commission of Thailand, on behalf of the Ministry of Education, recorded a large number of 166 public and 187 private schools (a total of

353 schools) that are offering the Chinese language to high school students (Huang & Zhou, 2018), in adding up the vocational colleges and other educational institutions that offer the Chinese language. Finally, as far as learners' assessment is concerned, a remarkable change in Thailand's education in 2005 was the establishment of the National Institute of Educational Testing Service (NIETS). The public organization provides a testing service that extends from elementary, middle school, high school to tertiary levels. Since 2009, NIETS has been responsible for preparing the examinations for university admissions, divided into two major types: GAT (General Aptitude Test) and PAT (Professional Aptitude test). To seek university admission through this channel, every high school student has to take GAT, further divided into two sections: Analytical abilities and English for communication. PAT is an umbrella term, which refers to foreign language examinations for university admissions, and includes six foreign languages: French (PAT1), German (PAT2), Japanese (PAT3), Chinese (PAT4), Arabic (PAT5), and Pali (PAT6). Each examination has a total score of 300 points. Thanks to these examinations' availability, the high school student's performance in many foreign languages, including Chinese, can be nationally assessed. In 2010, even though more than 300,000 students nationwide studied Chinese, only slightly over 5,000 students sat for PAT4. The analysis of their PAT4 scores for July and October of 2010 revealed several interesting and alarming facts about the Chinese language program at high schools. Based on above literature, the present study has developed the following hypothesis:

H2: Teacher work motivation has positive influence on efficiency of Chinese language

The increasing number of high schools that offers the Chinese language seems to give realistic proof concerning student aptitude, and teaching style is certainly gaining fame. The numbers of Chinese language learners are increasing worldwide day by day; on almost every continent, non-Chinese people are learning Chinese as a foreign language. More than 40 million foreign people are learning Chinese, and this number is anticipated to boost to 100 million within a few years (Yeung, Volpe, & Briesch, 2020). In Thailand, according to Ganassin (2017), learning the Chinese language is as vital as other foreign languages that are currently taught, such as English, French, German, Spanish or even Japanese. As Chinese people are in great number linked with Thailand's labor market almost at all sectors, so Chinese language is vital in contacting people at all levels. The Chinese language has been taught extensively in Bangkok and upcountry, from kindergarten to elementary, secondary, and university levels, both in private and public sector institutions. By the end of the year 2013, the total population of students in public and private schools, in other private institutes, and companies and elsewhere who were learning Chinese as a foreign language in Thailand reached 8 million (X. Liu & Wang, 2017). Moreover, more and more Thai university students also showed their interest in learning Chinese as a major, or even as a minor in their tertiary education period, as Loh and Tam (2017) pointed. Many of Thailand's higher education institutions provided Chinese courses, including normal conversation, professional text preparation, or business, for both undergraduate and graduate levels, and learning Chinese became more popular among the hearts' of Thai learners now (Hee, 2017). However, the researcher realized that there were limited information and research to understand Thai learners learning Chinese as a foreign language at the higher education level to improve the teaching. Culturally, most Thai people are descendants of Chinese due to the intermarriage between Chinese and Thais. This contributes to the significance of learning Chinese to promote and maintain cultural understanding and practices. Finally, according to Soh (2019), China is recognized as one of the leading nations in science. In short, the demand for the Chinese language for economic, cultural, and educational reasons is high. Based on above literature, the present study has developed the following hypothesis:

Language is a means for communication, and it is very important in people's lives. People use language to express their stance, thoughts, emotions, and attitudes and interact with other people in their learning and work (Shehzadi & Krishnasamy, 2018b). There are almost 7,000 different languages all over the world. Because of globalization, learning different languages have now become more and more trendy. The institutions can also play a significant role in the teaching of the Chinese language in the country. The institutional capabilities are the necessary element to achieve the desire goals. These days' people not only learning their local language but also eager to learn other languages (Shang & Zhao, 2017). According to the latest figures from UNESCO, the world's most broadly spoken languages by the number of resident speakers and as a second language are Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French. At present, the supply of Chinese language teachers in Thailand is woefully inadequate. As a result, Chulalongkorn University's Faculty of Arts has sought to forge collaborative links with an educational institution in China and Taiwan that offer graduate programs in Teaching Chinese as a Foreign Language. The aim is to produce graduates who specialize in TCFL and who are qualified to teach Chinese as an academic subject at various educational institutions. After some two years of liaison arrangements and preparations, an international Master of Arts Program in Chinese as a Foreign Language was inaugurated at the outset of 2004. The training of the first batch of students has been facilitated by a cooperation agreement with National Taiwan Normal University. The Taiwanese partner university sends its faculty members to help teach three courses throughout the first and second semesters.

Chula student must spend their third semester at NTNU taking three courses. The international program involves the use of Chinese and English as the languages of instruction throughout. A Master's thesis is compulsory as a major component of the program (Tseng, Lin, & Chen, 2018).

In addition to Chinese language courses available from primary to secondary to tertiary levels, as detailed above, Chinese language centers increase worldwide. Bangkok alone has over 90 Chinese language centers sponsored and run by the private sector. These Chinese language centers open every day, both in the daylight and evening hours. The language programs available include a series of language courses from beginners to advanced levels and lessons custom-tailored to individual requirements. Besides the numerous Chinese language centers, several universities offer Chinese language courses as part of community education, serving the public outside the campus. They conduct Chinese language classes in the evenings and weekends so that people wishing to learn Chinese but are workplace-based five days a week can now sign up for Chinese courses. In addition, another innovation in Chinese language education is distance learning via satellite television (Tian, 2017). Currently, the only school that conducts teaching is Klaikungwol School in Hua Hin District, Prachuab K.hiri Khan Province. Also, in 2004 Sukhothai Dhammadhiraj University, an open university and a distance learning institution completed a series of textbooks on Chinese for Communication: Foundation Course I. Preparations are now underway for teaching the course by distance learning method via television and radio broadcasts. Also, online Chinese courses have become available (Yue, 2017). Based on above literature, the present study has developed the following hypotheses:

H3: Chinese language teacher potential has positive influence on efficiency of Chinese language

3. Methodology

This study investigates the impact of teaching style, student motivation, and student aptitude on the efficiency of teaching and learning the Chinese language and also investigates the impact of institutional capabilities among the relations of teaching style, student motivation, and student aptitude on the efficiency of teaching and learning the Chinese language. This study has followed the primary data collection method and received the data from the students of Thai Chinese language institutions by using survey questionnaires. These questionnaires have a five-point Likert scale and have five for strongly agree to one for strongly disagree. The student of learning language institutions is the respondents that were selected based on simple random sampling. The surveys were sent to them by head of foreign languages learning group and forwarded around 280 questionnaires, and after one month, 280 were received that represents 100 per cent response rate.

This study has executed the smart-PLS to test the relationships among the variables and the reliability and validity of the constructs. Smart-PLS provided the best results when a complex framework was adopted and a large sample size (Hair Jr, Babin, & Krey, 2017). This study has used the efficiency of teaching and learning the Chinese language (ETLCL) as the dependent variable with four items and also taken institutional capabilities (IC) as the mediating variable with five items. Finally, this research has adopted three predictors named teaching style (TS) with six items, student motivation (SM) with eight items, and student aptitude (SA) with four items.

4. Findings

This study used preliminary data analysis before to test the relationship between variables (Adamski et al., 2005). Preliminary data analysis is the crucial part of every data analysis because it is important to remove the errors in the data before data analysis. Preliminary data analysis is given in Table 1 in which standard deviation, normality of the data and p-value is given. These values are shown in Table 1.

Table 1: Statistical test of empirical variables (n=280)

Variables	\bar{X}	S.D.	%CV	Sk	Ku	χ^2	P-value
tech	3.518	.851	24.190	-.236	-.644	.470	.790
parti	3.571	.892	24.979	-.163	-.626	.419	.811
quas	3.546	.899	25.353	-.108	-.950	.914	.633
scba	3.554	.930	26.168	-.262	-	2.363	.307
					1.515		
prgr	3.648	.719	19.709	-.276	-.666	.520	.771
velf	3.687	.614	16.653	-.091	-.311	.105	.949
reco	3.603	.677	18.790	.035	-.613	.377	.828
tesk	3.522	.719	20.415	-.095	-.402	.171	.918

ethi	3.335	.952	28.546	-.083	-.400	.167	.920
potst	3.526	.872	24.731	-.334	-.792	.739	.691
leinm	3.748	.763	20.358	-.549	-	3.727	.155
					1.851		
restd	3.912	.775	19.811	-.958	-	3.962	.138
					1.745		
indic	3.825	.761	19.895	-.534	-	1.318	.517
					1.016		
compe	3.919	.750	19.138	-.722	-	2.122	.346
					1.265		

This study used Structural Equation Modeling (SEM) to analyze the data which is most recommended data analysis technique (Henseler & Chin, 2010; Henseler et al., 2014; Henseler, Ringle, & Sinkovics, 2009; Ul-Hameed, Mohammad, & Shahar, 2018). In this process the factor loadings were examined by the current study. According to J. Hair, Hollingsworth, Randolph, and Chong (2017) factor loadings must be above 0.7 for all scale items. The factor loadings are given in Table 3. According to the results of factor loadings, it is evident from Table 3 that all the scale items have factor loadings above 0.7 which is the minimum threshold level in the current study. Additionally, standard deviation, t-value and r-square value is also given in Table 2 for all variables. These values are shown in Table 2

Table 2: Factor Loadings. (n = 280)

Variables	(λ)	(θ)	t	R ²
1. amdino (Management Innovation)				
1.1 tech	.95	.11	21.15	.89
1.2 parti	.94	.11	21.06	.89
1.3 quas	.93	.14	20.39	.86
1.4 scba	.88	.23	18.60	.77
ρ_c = .95, ρ_v = .85				
2. motiv) Teacher work motivation)				
2.1 prgr	.76	.43	14.45	.57
2.2 velf	.83	.31	16.61	.69
2.3 reco	.80	.35	15.70	.65
ρ_c = .83, ρ_v = .63				
3. pocht) Chinese Language Teacher Potential)				
3.1 know	.73	.47	13.85	.53
3.2 tesk	.81	.34	16.15	.66
3.3 ethi	.79	.38	15.46	.62
ρ_c = .82, ρ_v = .60				
4. chteef) Efficiency of Chinese Language(
4.1 potst	.74	.70	14.52	.30
4.2 leinm	.90	.19	17.43	.81
4.3 restd	.78	.39	15.11	.61
4.4 indic	.97	.06	19.86	.94
4.5 compe	.73	.47	13.77	.53
ρ_c = .90, ρ_v = .65				

Results of the study are given in Table 3. The relationship between variables is given in Table 3. These relationships between variables are examined with the help of Structural Model Assessment (F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014; J. F. Hair, Ringle, & Sarstedt, 2013; J. F. Hair, Sarstedt, Pieper, & Ringle, 2012; Hameed et al., 2018; Zahra, Hameed, Fiaz, & Basheer, 2019). Furthermore, the beta value of relationships is given in Figure 1. The effect of management innovation was examined on efficiency of Chinese language. Moreover, the teacher work motivation was examined on efficiency of Chinese language. Finally, the effect of Chinese language teacher potential was examined on efficiency of Chinese language. Results of the study shows that management innovation has significant effect on efficiency of Chinese language and the beta value is 0.21. Moreover, the teacher work motivation was found significant on efficiency of Chinese language with beta value 0.98. Chinese language teacher potential also has significant effect on efficiency of Chinese language with beta value 0.42. Furthermore, r-square value for efficiency of Chinese language is 0.63 which is strong as per the recommendations of Chin (1998). This study also examined the goodness of fit as shown in Table 3 which shows that all values have achieved the minimum criteria for acceptance. These values are shown in Table 3.

Table 3: Measurement Model)n=280(

Dependent Variables	R ²	Effect	Independent Variables		
			amdino	motiv	pocht
chteef	.63	DE IE TE	.21 (2.22) n/a .21 (2.22)	.98(2.63) n/a .98(2.63)	.42(2.91) n/a .42(2.91)
$\chi^2 = 89.53$, $df = 62$, $p\text{-value} = .01264$, $\chi^2 / df = 1.44$, $RMSEA = .046$, $RMR = .020$, $SRMR = .031$, $CFI = 1.00$, $GFI = .96$, $AGFI = .92$, $CN = 279.39$					

* at statistical significance of .05

Remark In the parenthesis, should t value is not between -1.96 to 1.96, the statistical significance will be 0.5.

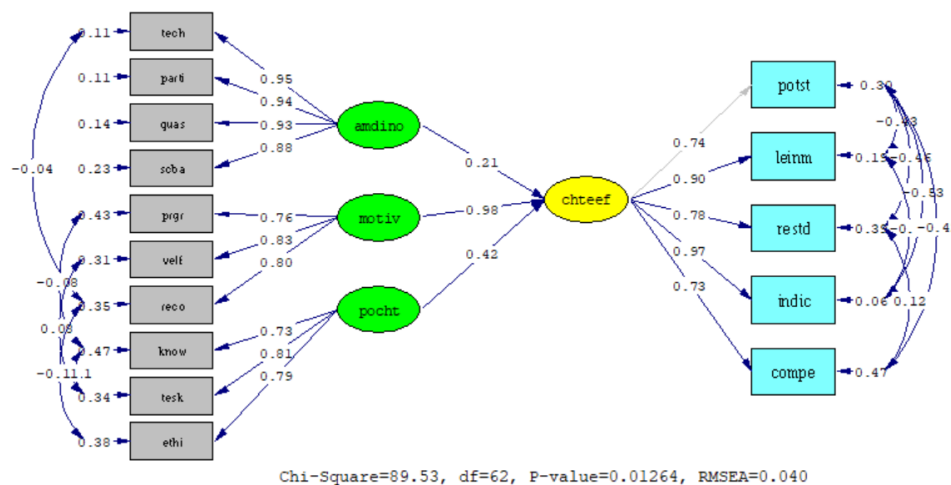


Figure 1:

Conceptual model of the current study showing the Efficiency of Teaching and Learning Chinese Language in the Secondary Schools under the Secondary Educational

The SEM analysis has shown the links among the variables, and the results revealed that teaching style, student motivation, and student aptitude have a positive association with the efficiency of teaching and learning the Chinese language and accept H1, H2 and H3. The results also exposed that management innovation, teacher work motivation and Chinese language teacher potential positively mediates among the efficiency of Chinese language.

5. Discussions and Implications

The results of this study have demonstrated that the teaching style of the tutors has a positive association with the efficiency of teaching and learning the Chinese language. The study suggests that if an effective teaching style is applied in the classroom Chinese language can better be taught by the tutors and learned by the students. These

results are supported by the past study of Tong and Tsung (2020), which shows that when such teaching style is applied during delivering a lecture that the students put complete focus on learning the learning and use their own learning abilities to get the subject, the Chinese language, which requires more focus can be taught efficiently. These results are also supported by the recent study of Teng (2017), which indicates that the selection of teaching affects both the teaching and learning efficiency in a classroom where students are gathered to learn the Chinese language. This study concludes that when the tutor applies an effective manner to teach a language, a manner which clears the point of a tutor on the students arouses their interest on the topic, and get them to participate actively, such manner of teaching develops the efficiency of both teaching Chinese language on the part of the tutor and learning the Chinese language on the part of students. The study results have also indicated that the student's motivation to take an active part in the class has a positive influence on the efficiency of teaching and learning of the Chinese language. The study states that when the students show great motivation to learn in the classroom, the work efficiency of the teacher improves, and the students can also learn more effectively. These results are in line with the past study of Luo and Yang (2018), which indicates that the efficiency of teaching and learning of Chinese language is improved when the students have motivation and excitement to learn the language as when a student feels that they are motivated, they are excited to learn and have full attention on teachers' words, they can effectively inculcate the key points of the language in the students and improve the learning of the students. These results are also in line with the past study of Ma, Gong, Gao, and Xiang (2017), which shows that when the students who want to learn the Chinese language are motivated inwardly, pay full attention to the subject and work hard to speak Chinese fluently, it makes it easy for the language tutors to carry they subject efficiently and also teach effectively with good results.

The study results have also revealed that the student's aptitude for learning the Chinese language has a positive association with the efficiency of teaching and learning the Chinese language. The study suggests that when the great student aptitude in the form of natural abilities, skills, and personal knowledge, they are more convenient to be taught a foreign language like the Chinese language. Thus, the natural aptitude in the students to learn the Chinese language improves the efficiency of teaching and learning the Chinese language. These results are supported by the previous study of Gong, Lyu, and Gao (2018), which indicates that when the students are by nature active, have some inborn knowledge, abilities, and skills to learn something in a better way, it is easy for them to absorb the vocabulary, grammar, and the accent of the Chinese language. When the students have an aptitude for learning the language, they show cooperation with the tutors in learning the Chinese language. Thus, the students' aptitude improves the efficiency of teaching and learning of Chinese language. These results are also approved by the past study of Yue (2017), which shows that when the students show high aptitude to learn a complicated subject like a Chinese language, the teacher is in a better position to teach vocabulary and grammar to the student and make them ready not only to write but to speak the Chinese language fluently with high confidence. Thus, the students' aptitude improves the efficiency of teaching and learning the Chinese language. The study results have also indicated that the institutional capabilities play a mediating role between the teaching style and the efficiency of teaching and learning the Chinese language. The study suggests that the institutional capabilities are improved by the effective teaching style, and the improved institutional capabilities increase the efficiency of teaching and learning the Chinese language. These results are in line with the past study of Xu and Peng (2017), which shows that the institutional capabilities, which are improved by the persuasive teaching style, further improves the efficiency of teaching and learning the Chinese language. The study results have also indicated that the institutional capabilities play a mediating role between the student motivation and the efficiency of teaching and learning the Chinese language. These results are also approved by the past study of Koh et al. (2018), which shows that the students' motivation help implement the institutional capabilities, which further improves the efficiency of teaching and learning of the Chinese language. These results are also approved by the past study of Wang (2019), which suggests that the institutional capabilities can better be developed by the motivation in the students, and these capabilities enhance the efficiency of teaching and learning the Chinese language. The study results have shown that the institutional capabilities play a mediating role between the students' aptitude and the efficiency of teaching and learning the Chinese language. These results are approved by the previous study of Thoms et al. (2017), which states that students' learning aptitude improves institutional capabilities, which further increases the efficiency of teaching and learning the Chinese language.

The current study has both theoretical and practical implications. The study has a great theoretical significance on account of its vital contribution to the literature on language learning. This study examines the influences of three significant factors like the teaching style adopted by the tutors, students' aptitude, and students' motivation on the efficiency of teaching and learning of the Chinese language. Though in the past literature, authors have dealt with the influences of teaching style, students' aptitude, and student's motivation on the teaching and learning efficiency of a language, but separately and in an as clear manner as this study adopts. Moreover, the study makes a great contribution to the learning-based literature in the sense that this study explores institutional capabilities as a perfect mediator between the teaching style adopted by the tutors, students' aptitude, and students' motivation

and the efficiency of teaching and learning of Chinese language. This study is useful for the regulators that they should focus on the foreign language learning institution that could enhance the capacity of the students to operate internationally. This literary investigation also has great significance to the language tutors in general and Chinese language tutors in particular as this study guides on how to improve the efficiency of teaching and to learn the Chinese language with the application of effective teaching style, high students' aptitude, and motivation.

6. Conclusion and Limitations

The study examines the factors like the teaching style adopted by the tutors, students' aptitude, and students' motivation and checks their influences on the efficiency of teaching and learning of the Chinese language. This study demonstrates that the teaching style of the tutors or language experts improves the efficiency of teaching and learning the Chinese language. In the linguistic classes where the persuasive teaching style is applied to teach a language to the students, the teachers can more efficiently teach the language. The study also suggests that the aptitude of the students who are learning the Chinese language enhances the efficiency of teaching and learning the language. The study the efficiency of teaching and learning of Chinese language is improved when the students have the motivation to learn the language as when a student feels that they are motivated, they are excited to learn and have full attention on the subject being taught. Thus, the teachers can effectively inculcate the key points of the language in the students and improve the learning of the students. Moreover, the students show high aptitude to learn the Chinese language, and the teacher can teach vocabulary and grammar to the student and make them ready not only to write but to speak the Chinese language fluently with high confidence. Besides, the study suggests that teaching style, students' aptitude, and students' motivation improve the institutional capabilities, which enhances the efficiency of teaching and learning the Chinese language.

The study has some limitations despite the theoretical and empirical implications. These limitations must be filled by the scholars in the future at the time of replicating this study. The study addresses the influences of only three factors like the teaching style, students' aptitude, and students' motivation on the efficiency of teaching and learning the Chinese language. There is a list of other factors which affect the efficiency of teaching and learning of Chinese language, but all these factors are neglected by this study. Thus, the scope of this article is limited, and therefore, future scholars are recommended to take more factors under consideration while talking about the efficiency of teaching and learning the Chinese language. Moreover, the data to support the conceptions of this study has been collected from a single source. Thus, the data is limited and less reliable. So, future authors must adopt more than one source for the acquisition of data.

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