

# **The Relationship of Thai Kindergarten 1 Students' Learning Behaviors and Parental Encouragement for Learning Chinese Oral Skills with their Chinese Oral Skills Achievement**

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## **Abstract**

This study investigated the relationship between learning behavior and parental encouragement for learning Chinese as a foreign language oral skills and Chinese as a foreign language academic achievement at An International school in Thailand during the 2020~2021 academic year. Two research instruments were used in this study. The first was the Preschool Learning Behavior Scale to measure the learning behaviors of 138 Kindergarten 1 students during the Chinese as a foreign language oral skills class. The second instrument was the Parental Encouragement Questionnaire adapted from Gardner's (2004) International version of the Attitude/Motivation Test Battery (AMTB) and was given to the mother of each of 138 Kindergarten 1 students at the school. The research found that learning behaviors were sometimes applied by students and that parents had a moderately high level of parental encouragement for their child's Chinese oral skills learning, and the level of Kindergarten 1 students academic achievement in learning Chinese was excellent. Correlation analysis showed no significant relationship between the learning behavior and parental encouragement for learning Chinese as a foreign language oral skills with Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students at An International School in Thailand. The researcher provides recommendations for parents, teachers, school administrators, and future researchers.

**Keywords :** An International School in Thailand, Chinese As A Foreign Language Oral Skills Academic Achievement, Chinese Learning in Preschool, Learning Behaviors for Chinese as a Foreign Language Oral Skills, Parental Encouragement for Chinese as a Foreign Language Oral Skills Learning, Preschool Learning Behavior Scale (PLBS)

## **1. Introduction**

The Chinese language has become more popular globally, especially in Southeast Asia. Wang (2015) pointed out that the development of Chinese as a foreign language education in Thailand is full of vigor and vitality with the fast development of global Chinese education and the rapprochement between China and Thailand. People who speak more languages can have more opportunities to learn or get a better job with a higher salary. So, many Thai parents would like their children to study a second or third foreign language so that the children will be able to develop their bilingual or trilingual, even multilingual skills.

Children are at an important point in their language learning development. Children's period is the stage of the largest voice plasticity (Wang & Tang, 2019). Children's learning behaviors may seem a small thing, but it will affect their learning, thereby their future achievement. According to Escalón and Greenfield (2009), children's behavioral problems were discovered to predict their learning behaviors and yearly gains in mathematics and literacy. Furthermore, learning behaviors were discovered to mediate the

effect of behavioral problems on literacy and mathematics. Inside the classroom, temperament manifests as behavioral issues and can have a significant impact on a variety of academic outcomes. (Duckworth & Allred, 2012; Gumora & Arsenio, 2002).

So, children's learning behaviors problems affect their performance during the Chinese class, thus negatively affecting their study success. Also, learning behaviors were discovered to mediate the effect of behavioral problems on language, literacy, and mathematics. According to Escalón and Greenfield (2009), preschool children with early behavior problems exhibited less adaptive learning behaviors, which resulted in lower academic achievement.

### **1.1. Research Objectives**

The researcher is concerned that parents' support for learning Chinese as a foreign language affects students' behaviors toward learning, and thus affects their academic achievement. For example, parents' positive encouragement and guidance will affect students' performance in the classroom, their answers



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to the teacher's questions, the length of time they pay attention, their learning memory and application of what they have learned, and so on, which will affect their Chinese as a foreign language oral skills performance and achievement. so the researcher indicated a quantitative correlational study to address the following objectives.

1. To determine the level of learning behaviors of Kindergarten 1 students at an International school.
2. To determine the level of paternal encouragement for learning Chinese as a foreign language oral skills in Kindergarten 1 students at an International school.
3. To determine the level of Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students at an International school.
4. To determine whether there is a significant relationship between the learning behaviors and paternal encouragement for learning Chinese as a foreign language oral skills with Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students at an International school.

## **1.2. Theoretical Framework**

The framework of this study was on Skinner's behaviorism (operant conditioning) and Piaget and cognitive development theory were the learning behaviors for the study, parental involvement (Hoover-Dempsey & Sandler, 1995) was the was used to study of parental encouragement.

### **1.2.1. Skinner's Behaviorism Operant Conditioning)**

B.F. Skinner was an American psychologist best-known for his influence on behaviorism. Kendra (2020) stated that operant conditioning, sometimes referred to as instrumental conditioning, is a learning method that employs rewards and punishments for behavior. Behaviorist B.F first described it. Skinner, which is why it is occasionally referred to as Skinnerian conditioning. As a behaviorist, Skinner believed it was unnecessary to look at internal thoughts and motivations to explain behavior. Instead, he suggested, we should look only at the external, observable causes of human behavior.

Skinner noticed that in his experiments with humans, if a behavior is rewarded in some way; it is likely to be repeated, while if the behavior is punished in some way, it is less likely to be repeated. Humans,

and some animals, can learn that there are consequences to their behavior and then modify that behavior to avoid negative consequences and gain positive rewards. From all of his behavior observations in response to different kinds of reinforcers, Skinner concluded that rewards are a much more effective way of guiding behavior than punishment. Green and Francis (1988) argued that moderate correlations existed between learning behaviors and scholastic attainment as measured by both educator ratings and standardized achievement results. Stott et al. (1983) declared that students rated by their teacher as possessing positive learning behaviors during the first year of the study demonstrated greater success in reading, mathematics, and spoken language when assessed during the second year.

### **1.2.2. Parental Involvement**

Hoover-Dempsey and Sandler (1995) provided a theoretical definition for researching parental involvement. Their theoretical model defined why parents become involved in their children's education and why parental involvement positively influences students' educational outcomes. According to Seginer (2006), parental involvement, namely, parents' engagement in their children's education, is a variety of behaviors that parents perform to promote their children's academic achievement and psychological development in their homes and schools. Hoover-Dempsey et al. (2001) emphasized that parents' homework involvement appears to influence student success insofar as it supports student attributes related to achievement (e.g., attitudes about homework, perceptions of personal competence, self-regulatory skills). Prakhov et al. (2020) argued that the patterns of parental involvement represent a link between formal (school) and informal (family) educational institutions and can have a beneficial effect on academic performance and contribute to the choice of the educational pathway to higher education.

### **1.2.3. Piaget's Cognitive Development Theory**

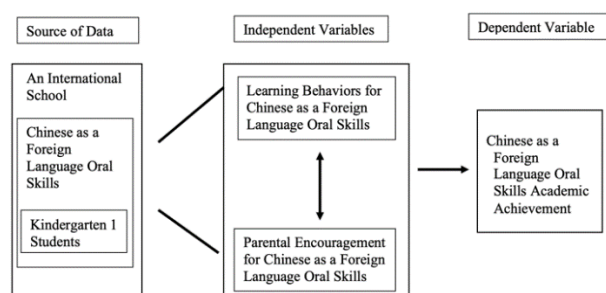
Humans' behavior performs thought, no matter adults or children. Cognitions describe thoughts and mental images and can be both verbal and nonverbal (Bryn, 2019). Piaget's work can be seen to provide a rationale for play as an effective way for children cognitive to learn and develop (Neaum, 2016). According to Goldin-Meadow (2017), these behaviors are not mere hand waving. They reflect ideas, often ideas that we do not express in speech. But gesture

does more than reflecting ideas—it also changes them. Gesture could bring about change because it is an action of the body and thus naturally introduces embodied action into our mental representations. On the other hand, speaking is also one of the behaviors to express ideas. Piaget (1926) argued that if the child talks even when he is alone as an accompaniment to his action, he can reverse the process and use words to bring about what the action of itself is powerless to do.

### 1.3. Conceptual Framework

This study was a correlational research study which aims to measure the relationships between learning behaviors of Kindergarten 1 students, parental encouragement for learning Chinese as a foreign language oral skills in Kindergarten 1 students, and Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students. Figure 1 presents the conceptual framework of this research.

**Figure 1**  
Conceptual Framework of This Study



## 2. Literature Review

This section reviewed and summarized some previous studies related to the research variables addressed in this study.

Veziroglu-Celik (2018) studied children's learning behaviors in Turkey with 140 preschool children. Psychometric properties of the preschool learning behaviors scale in Turkey to state that the Preschool Learning Behaviors Scale (PLBS) kept the original three components. As a result, it concluded that the scale is valid and trustworthy in the Turkish sample. According to Hahn et al. (2009) had done a study on the factor structure of preschool learning behaviors scale scores in Peruvian with 382 children. The study conducted that having a positive attitude throughout the learning process provides the foundation for more positive school experiences and academic learning.

Flood and Eamoraphan (2017) did a study on a number of 56 Kindergarten 1 students and parents' perceptions of parental encouragement for learning

English at Panaya Phatthanakan School in Bangkok, Thailand. This study indicated that when parents encourage their students to speak to their teachers, the student may be more inclined to speak English later in class. In contrast to Marina and Eamoraphan (2020), the study on the relationship between motivation and perceived parental encouragement for learning English as a foreign language with English achievement of grades 6 to 8 in a number of 157 Students at St. John's Private School, Patheingyi, Myanmar. The study discovered that perceived parental encouragement and English achievement were unrelated, and that the link was negative.

According to Hou and Lynch (2016), the result found that there was a significant relationship between parental encouragement and their academic achievement in learning Chinese in Grade 4-6, with 113 students were verified. Unlike Gardner and Smyth (1981), who claimed that the findings of this study matched those of a study that looked at the relationship between students' views of parental encouragement and their French grades. According to the findings, there was no correlation between perceived parental encouragement and French grades.

## 3. Research Methods and Materials

### 3.1. Methodology/Procedure

Considering the convenience and compliance of the research, the researcher took 138 students from 7 classes and their parents as a purposive sample from the total 140 students. The researcher observed the sample students learning behaviors during the Chinese class, and collect this 138 students' mother perceptions as parental encouragement for Chinese oral skills learning for their children.

### 3.2. Research Instruments

This research study was conducted based on three research instruments. The first was the Preschool Learning Behaviors Scale (PLBS) for Kindergarten 1 students' observation, adapted from McDermott et al (2002). The second will be the Parental Encouragement Questionnaire, adapted from Gardner's (2004) International version of the Attitude/Motivation Test Battery (AMTB). The third research instrument was the final Chinese oral examination Term 2 of the academic year 2020-2021, adapted for students' Chinese as a foreign language oral skill academic achievement.

The Preschool Learning Behaviors Scales (see the items in Appendix 1) is used to evaluate the

participants' learning behaviors in this study (PLBS). The PLBS is a reference standard, a standardized measure of learning behaviors demonstrated by children aged 3 to 5 12 years (McDermott et al., 2002). The PLBS consists of three parts involving 27 items, included in three subscales Competence Motivation with 11 items, Attention/Persistence with 9 items and Attitude Toward Learning with 7 items. The researcher as the Chinese as a foreign language teacher of these classes is the one who completes it. The PLSB was based on the previous two months of typical preschool behavior using a three-point scale with descriptors such as Most often applies (2), Sometimes applies (1), and does not apply (0) (McDermott et al., 2002).

The Parental Encouragement Questionnaire (see the items in Appendix 2) was adapted from Gardner's (2004) International version of the Attitude/Motivation Test Battery (AMTB). It evaluates the parents' level of perception of their encouragement for learning English (Flood & Eamraphan, 2017). Considering the objective of this study, the researcher had to modify the parents' questionnaire to fit with their perceptions of parental encouragement for Chinese as a foreign language oral skill learning. For example, item 1) I try to help my child learn English was changed into I try to help my child learn Chinese. A 6-point Likert scale is used to measure the level of parents' perceptions with 8 items. Note that in the original questionnaire, the international (AMTB) scoring value of 4 was excluded (Gardner, 2010). Nevertheless, the researcher applied 1 to 6 points to range it: 1) strongly disagree, 2) Moderately disagree, 3) Moderately disagree, 4) Slightly agree, 5) Moderately agree, 6) Strongly agree.

Chinese as a foreign language oral examination paper was the final oral exam in term 2 of the academic year 2020-2021 on 25th and 26th March 2021. The students took this exam one to one with their Chinese teacher. For the listening part, the Chinese teacher read the questions, the students listened and made their choices by circling the right picture on the paper. For the speaking part, they were asked by the Chinese teacher and made the corresponding answer. For the reading part, they read the single characters and match with the pictures. There are total of 100 points with 30 questions in this exam paper. The level of Chinese as a foreign language oral skills academic achievement of Kindergarten 1 students at an International school was indicated with 4 interpretations (85% and above scores =excellent, 70% - 84% scores =very good, 50% - 69% scores=good, below 49% score with fair).

## 4. Results and Discussion

### 4.1. Research Findings

The main findings in this study are presented according to the research objectives.

#### 4.1.1. Findings from Research Objective 1

There were 27 items to analyze Competence Motivation section, Attention/Persistence section and Attitude Toward Learning section of the learning behaviors of the Kindergarten 1 students. The finding indicates the total mean score of Competence Motivation was .45, the standard deviation was .510. The Attention/Persistence section shows the total mean score was .39, the standard deviation of Attention/Persistence was .597. In the Attitude Toward Learning section the total mean score was .17, the standard deviation was .464. Therefore, the learning behaviors of Kindergarten 1 students was interpreted as sometimes applying based on the mean scores of the Competence Motivation section, Attention/Persistence section, and Attitude Toward Learning section.

Table 1

Kindergarten 1 Students' Mean Score and Standard Deviation for Learning Behavior Subscales (n=138)

Variables	<i>M</i>	<i>SD</i>
<b>Competence Motivation</b>	.45	.510
<b>Attention/Persistence</b>	.39	.597
<b>Attitude Toward Learning</b>	.17	.464

#### 4.1.2. Findings from Research Objective 2

The total mean score for parental encouragement for learning Chinese as a foreign language oral skills was 4.73, the standard deviation was 1.181. The research finding indicated that Kindergarten 1 parents presented a moderately high for their children for learning Chinese as a foreign language oral skill.

Table 2

Mean and Standard Deviation for Each item of Parental Encouragement for Learning Chinese as a Foreign Language Oral Skills (n= 138)

Variable	<i>M</i>	<i>SD</i>	Interpretation
Parental encouragement for learning Chinese as a foreign language oral skills	4.73	1.181	Moderately high

#### 4.1.3. Findings from Research Objective 3

The total mean score of Kindergarten 1 was M=88.48, standard deviation of SD=6.35 in the

Excellent level. Therefore, based on the result, it can be expressed that the level of Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students at an International School was Excellent.

Table 3

Academic Achievement of Kindergarten 1 Students' Mean Score and Standard Deviation for Chinese as a foreign language oral skills academic achievement

Independent variables	<i>M</i>	<i>SD</i>	Interpretation
Chinese as a foreign language oral skills academic achievement	88.48	6.35	Excellent

#### 4.1.4. Findings from Research Objective 4

The result of a negative significant relationship between the combined predictors of learning behavior for learning Chinese oral skills and Chinese as a foreign language oral skills academic achievement the result ( $r=-0.04$ ,  $p>.01$ ). It also indicated that there was a very weakly significant relationship between parental encouragement for learning Chinese as a foreign language oral skills and Chinese as a foreign language oral skills academic achievement with a result ( $r=0.052$ ,  $p=.544$ ). Besides that, parental encouragement for learning Chinese oral skills and learning behavior for learning Chinese oral skills also had a very weakly significant relationship ( $r=0.035$ ,  $p=.685$ ).

Table 4

The Correlation Between Learning Behaviors and Parental Encouragement for Learning Chinese as A Foreign Language Oral Skills and Chinese as A Foreign Language Oral Skills Academic Achievement

Variables	1	2	3
1.Chinese as a foreign language oral skills academic achievement	-		
2.Learning Behavior learning Chinese as a foreign language oral skills	-0.04 ( $>.001$ )	-	
3.parental encouragement for learning Chinese as a foreign language oral skills	0.052 (.544)	0.035 (.685)	-

The findings of the multiple linear regression presented that there was a negative significant relationship between independent variables: Learning

Behaviors for learning Chinese as a foreign Language Oral Skills and Parental Encouragement for Learning Chinese as A Foreign Language Oral Skills with a result ( $R=.067$ ,  $p=.739(>.05)$ ). It also indicated that the combined predictors explained 4% of the variance of Chinese oral Academic Achievement ( $R^2=.004$ ,  $F=.303$ ,  $p>.05$ ). The significance was .739 which was more than .05.

Table 15

The Results of Multiple Correlation Coefficient of Learning Behaviors and Parental Encouragement for Learning Chinese as A Foreign Language Oral Skills with Chinese as A Foreign Language Oral Skills Academic Achievement

Independent variables	<i>R</i>	<i>R</i> <sup>2</sup>	<i>df</i>	<i>F</i>	<i>p</i>
Learning Behaviors for learning Chinese as a Foreign Language Oral Skills and Parental Encouragement for Learning Chinese as A Foreign Language Oral Skills	.067 <sup>a</sup>	0.004	2,000	.303	.739

Since the significance was more than .05, it could be concerned that there was a very weakly significant relationship between the learning behaviors and parental encouragement for learning Chinese as a foreign language oral skills with Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students at an International School.

## 4.2. Discussion

The findings of this study are discussed and linked to previous research in this section.

### 4.2.1. Learning Behavior for Learning Chinese as a Foreign Language Oral Skills

The findings of this study found that the learning behavior for learning Chinese as a foreign language oral skill = is sometimes applied in Kindergarten 1 students at an International School. It was linked with the study of Veziroglu-Celik (2018), who did a Psychometric property of the preschool learning behavior scale with a total of 140 preschool children



verified in Turkey the findings confirmed the dimensions of competence motivation, attention/persistence, and attitude toward learning in the Preschool Learning Behavior Scale in a study of psychometric properties of the preschool learning behavior scale in Turkey. However, a few original Preschool Learning Behavior Scale items were discovered to be questionable for various reasons, including poor content validity, low factor loadings, and factor misloading. Some of these issues may be caused by cultural factors (Wu et al., 2016). The finding also was similar to Hahn et al. (2009), who had done a study on the factor structure of preschool learning behaviors scale scores with 382 children verified in Peruvian. The study conducted that having a positive attitude throughout the learning process provides the foundation for more positive school experiences and academic learning.

#### **4.2.2. Parental Encouragement for Learning Chinese as a Foreign Language Oral Skills**

The findings of the current study revealed that parents had a moderately high level of parental encouragement for learning Chinese as a foreign language oral skills of their children. The finding was similar with Flood and Eamoraphan's (2017) research on a correlational-comparative study of 56 Kindergarten 1 students and their parents' perceptions of parental encouragement for learning English at Panaya Phatthanakan School, in Bangkok, Thailand. The study found that parents had a very high level of perception of their parental encouragement to learn English. It was clear that parents positively supported for their children's language study. The parents believed that it was their responsibility to teach and support their children as they learned and grew into responsible students.

However, the finding was not similar to Marina and Eamoraphan (2020), who investigated the relationship between motivation and perceived parental encouragement for learning English as a foreign language with English achievement of a total number of 157 students and their parents from Grades 6 to 8 students at St. John's Private School, Patheingyi, Myanmar. The study discovered that perceived parental encouragement and English achievement were unrelated, and that the link was negative. Parents relied on their children to guide teachers, who always helped their children with their homework at home and provided the instructor a lot of money. They prioritized their business before spending time with their children.

#### **4.2.3. Relationship between Learning Behavior for Learning Chinese as a Foreign Language and Chinese as a Foreign Language Academic Achievement**

The findings of this study demonstrated that there was no significant relationship between learning behavior for learning Chinese as a foreign language oral skills and Chinese as a foreign language academic achievement. The finding was similar to Amirtha and Jebaseelan's (2014) research found a result with a positive low relationship between students' learning behavior and academic achievement with 90 students in India. On the contrary, the finding was not similar to what Thompson (2014) discussed in his published article on how a student's behavior can affect his or her ability to learn and the learning environment of other students. According to the study, while factors such as teacher participation, parental investment, school quality, and student motivation all impact students' academic lives, it is students' academic behavior that has the most impact on academic accomplishment.

Nevertheless, a pandemic occurred during the observation period. Under this situation, the Kindergarten 1 students took the school lessons online. The Chinese as a foreign language oral class time was adjusted from one hour of onsite class time to 30 minutes of online class time. Furthermore, parents must accompany their children while they complete assignments and learn new material (Agritubella, 2022). Not only because of limitations in using the technology of children but also because parents bear full responsibility for the success of the learning process. Parental supervision may urge children to play a positive role in class activities. However, Chinese language limitations for the parents will cause students to need guidance and help from teachers. These may have affected the student's learning behavior for learning Chinese as a foreign language oral skills.

#### **4.2.4. Relationship between Parental Encouragement for Learning Chinese as a Foreign Language and Chinese as a Foreign Language Academic Achievement**

The findings of the study showed that there was not a not a significant relationship between parental encouragement for learning Chinese as a foreign language oral skills and Chinese as a foreign language academic achievement. This result was similar to Huang and Lynch (2019) who found that there was no significant relationship between Grade 3, Grade 4, and Grade 5 students' perceptions of parental support for



learning Chinese and their Chinese academic achievement with 55 students. Furthermore, Flood and Eamoraphan's research (2017) also found that there was no significant relationship between the students and parents' perceptions of parental encouragement for learning English as a foreign language in the research on a correlational-comparative study of 56 Kindergarten 1 students' and their parents' perceptions of parental encouragement for learning English at Panaya Phatthanakan School, in Bangkok of Thailand. In addition, Gardner's research (1985b) on second language learning produced similar results. However, according to Hou and Lynch's research (2016), there was a significant relationship between parental encouragement and academic achievement in learning Chinese in Grade 4-6 among 113 students.

Although the research suggested that there was not a significant relationship between learning behavior for learning Chinese as a foreign language oral skill and their Chinese as a foreign language academic achievement, during this pandemic, one of the responsibilities of parents in online learning Learn from Home (LFH) is to encourage or motivate their children. Without parental motivation, children are less able to follow learning well, have lower interest, and may even experience stress due to assignments that are considered a lecture burden (Kusuma & Sayekti, 2022).

### **4.3. Recommendations**

According to the findings of this study, the researcher would like to present the following recommendations to parents, teachers, school administrators, and future researchers.

#### **4.3.1. Recommendations for Parents**

This study pointed out that there is no significant relationship between parental encouragement for learning Chinese as a foreign language and oral skills for their children; also there is no need to worry if parents feel under pressure to help their children with Chinese as a foreign language learning after school, especially parents who are unable to understand this language and could not provide extra tutoring for their children. Nonetheless, parents should give their children appropriate attention and encouragement, and also pay attention to their children's performance in school. In addition, parents should provide positive support to their children for long-term development according to their children's learning behavior.

#### **4.3.2. Recommendations for Teachers**

Based on the results of this study, teachers should clearly understand that students' learning behavior do not affect their academic achievement. Besides, to examine students' Chinese learning should through multiple dimensions, to adjust the curriculum to adapt students' development suitably. Set the content of the test in combination with students' development cognition. Basic learners should study and focus on listening and speaking. Moreover, teachers should also record students' learning behavior and give parents timely feedback. Create a home-school cooperation to help students learn Chinese more efficiently.

#### **4.3.3. Recommendations for School Administrators**

According to the findings, schools should set up Chinese teaching curriculum considering the cognitive development of students, and set up teaching auxiliary classrooms in combination with some learning behavior characteristics of children to help teachers create a good environment for learning Chinese. In addition, strengthen home school cooperation and provide the necessary support for communication between teachers and parents.

#### **4.3.4. Recommendations for Future Researchers**

This research study was a quantitative correlational research design to conduct the relationship between learning behaviors and parental encouragement for learning Chinese as a foreign language oral skills and Chinese as a foreign language academic achievement at an International school in Thailand. The larger sample sizes and use of different schools may improve the reliability of future parental encouragement studies. Future researchers should also consider applying with more reliable and generalizable to investee the relationship between students learning behavior, parental encouragement, and academic achievement for learning Chinese as a foreign language oral skill.

However, this study was conducted only with Kindergarten 1 students and their parents at an international school in Bangkok, Thailand, to assess their Chinese as a foreign language oral skills. As a result, this research may be used as a research reference for preschool students' study of Chinese as a foreign language or parental encouragement to study Chinese as a foreign language in Thailand, but it is not enough to be extended to the world the findings cannot be generalized to other regions or schools around the world.



In addition, future researchers should consider using qualitative and quantitative designs to investigate deeper student learning behavior and parental encouragement for learning Chinese as a foreign language. Future researchers should consider using Chinese reading, Chinese writing, attitudes, motivation, desire to learn Chinese as a foreign language, and student's academic achievement in learning Chinese as a foreign language. However, the researcher's recommendations may be useful in improving future research on learning Chinese as a foreign language.

## 5. Conclusions

The following conclusions were derived from the above findings.

### 5.1. Research Objective 1

The first objective was to determine the level of learning behavior for learning Chinese as a foreign language oral skills in Kindergarten 1 students at an International School in Thailand. The findings showed that the level of learning behavior for learning Chinese as a foreign language oral skills in Kindergarten 1 students at an International School in Thailand was interpreted as sometimes applies. Thus, from the finding, it can be concluded that students' learning behaviors for learning Chinese as a foreign language oral skills were not always positive, indicating that preschool students require the assistance and direction of teachers.

### 5.2. Research Objective 2

The second objective was to determine the level of parental encouragement for learning Chinese as a foreign language oral skills in Kindergarten 1 students at an International School in Thailand. The findings indicated that the level of parental encouragement for learning Chinese as a foreign language oral skills in Kindergarten 1 students at an International School in Thailand was moderately high. It demonstrated that the parents gave supportive encouragement to learn Chinese oral skills to their children. It is likely that parents trying to be assisting and e more time to supporting their children learning Chinese as a foreign language even though they did not understand it.

### 5.3. Research Objective 3

The third objective was to determine the level of Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students at an International School in Thailand. The findings

revealed that the level of Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students was excellent. From this finding, Kindergarten 1 students at an International School in Thailand had good performance in their Chinese as a foreign language oral skills academic achievement. This may have been due to the fact that the instructional design of the program ensures that the students apply the language skills they have learned for authentic purposes and demonstrate their language skills (reading, writing, speaking, and listening) and knowledge through project-based tasks within the context of the curriculum. The knowledge learned and practiced in the classroom was designed according to the desired outcomes of the learning to be examined.

### 5.4. Research Objective 4

The fourth objective was to determine if there was a significant relationship between the learning behaviors and parental encouragement for learning Chinese as a foreign language oral skills with Chinese as foreign language oral skills academic achievement in Kindergarten 1 students at an International School in Thailand at a significance level of .05. The relationship between learning behavior for learning Chinese as a foreign language oral skills and parental encouragement for learning Chinese as a foreign language oral skills and Chinese as a foreign language oral skills academic achievement in Kindergarten 1 students was identified using a multiple correlation coefficient. The relationship between learning behavior for learning Chinese and parental encouragement for learning Chinese as a foreign language oral skill had a negative correlation with Chinese as a foreign language oral skill academic achievement, indicating that there was no significant correlation between these two independent variables and the dependent variable. From the findings, it can be concluded that even if students needed the guidance and assistance of teachers during learning activities, showing negative behavior did not significantly affect their Chinese academic achievement in learning Chinese as a foreign language. It can also be seen that even if parents did not provide support for Chinese learning after class, it did not affect Chinese as a foreign language's oral skills academic achievement. It may also be concluded that even if parents could not provide support for learning Chinese as a foreign language oral skills after school, it did not affect Chinese as a foreign language oral skills academic achievement in the Kindergarten 1 students at an International School in Thailand.



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