THE RELATIONSHIP BETWEEN PRIMARY 5 AND 6 STUDENTS’ PERCEPTIONS OF PARENTAL ENCOURAGEMENT AND THEIR ACADEMIC ACHIEVEMENT IN MANDARIN LEARNING AT AN INTERNATIONAL SCHOOL, BANGKOK

Zhang Jingji

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2015
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This research studied the relationship between students’ perceptions of parental encouragement and their academic achievement in Mandarin learning. The study focused on three objectives. The first objective was to identify the level of student perception of parental encouragement to learn Mandarin in primary 5 and 6 at an international school, Bangkok. The second objective was to identify the level of student academic achievement in primary 5 and 6 Mandarin learning at an International School, Bangkok. The third objective was to determine there was a significant relationship between primary 5 and 6 students’ perceptions of parental encouragement and their Mandarin academic achievement at an international school, Bangkok.

In this study, a parental encouragement questionnaire was used to collect the data. According to the objective of this research study, it was found that there was a
significant relationship between primary 5 and 6 students’ perceptions of parental encouragement and their academic achievement. The study concludes with recommendations for practice and for future research.
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CHAPTER I

INTRODUCTION

There is a central issue in educational policy. Parental encouragement is played a significant role in children’s education. Parental support is considered the most successful educational strategic of how to improve student performance, is more and more concerned with teachers and parents. This study tries to seek to get knowledge of the different parental practices in Mandarin in primary school. The survey which attempts to find out the relationship between primary 5 and 6 students’ perceptions of parental encouragement and their academic achievement at an international school, Bangkok.

Background of the Study

Parents are mostly involved in the children’s daily lives. Most parents are trying to supervise and guide their children from the low primary. As Clinton and Hawkins (2009) pointed out that while the people choose and take a profession, they supposed to prepare and study for a few years they were in that profession, but for parenting only be training on the job. More and more teachers and parents want to know are that under parents’ encouragement, whether there is a positive influence on student academic achievement in the primary.

The importance of knowledge of how family backing could affect student educational progress, and how to promote family practices that could increase students’ further educational opportunities (Lee, 1994). Parental assistance as attending in school events and activities, parental expectations for their children, and encouragement in children’s learning activities at home, like checking homework.
Parental encouragement affects the children’s development, learning, and success in school and life. A parental support definition shows, parents play a major role in their child’s whole education process. Also, parents are encouraged to involve in learning of their child at school.

Many Educational people believe that parents become involved in they take the parental role as including personal encouragement in their children’s education. They have examined parents’ role construction as a patchy essential to parental involvement (Hoover –Dempsey & Sandler, 1995).

Many factors influence language learning, but researcher interests in this study was investigating parental encouragement. Related to the child’s school or schooling that can be observed as take responsible as a parent for their child’s educational affairs, that is a parental encouragement. Parental assistance also means that parent who shows their commitment to a wider extent can be thought as higher involved than a parent who shows little commitment for their child.

Statement of the Problem

Parental encouragement in children’ education concerns as most important questions. Whether parents developed a personal of the parental role, like join in their children’s education, developed children’s language skills and knowledge; whether mother or father understood demands from children and expectations from school; Whether they developed an active sense to help their children succeed in school.

As a Mandarin teacher, the researcher was absorbing in knowing the parents with different cultural background, how the parents were involved early in their child’s education. Was there any difference in students’ academic achievement
with students' perceptions of parental encouragement in their child’s learning at an international school?

So researcher decided to study and find there a relationship between the academic performance of students from primary 5 and 6 and level of parental encouragement in learning Mandarin at an international school in Bangkok.

Research Questions

The following are the research questions of the study:

1. What is the level of student perception of parental encouragement to learn Mandarin in primary 5 and 6 at an international school in Bangkok?

2. What is the level of student academic achievement in primary 5 and 6 Mandarin learning at an international school in Bangkok?

3. Is there a significant relationship between primary student 5 and 6 students' perceptions of parental encouragement and their Mandarin academic achievement at an international school in Bangkok?

Research Objectives

1. To identify the level of student perception of parental encouragement to learn Mandarin in primary 5 and 6 at an international school in Bangkok.

2. To identify the level of student academic achievement in primary 5 and 6 Mandarin is learning at an international school in Bangkok.

3. To determine if there is a significant relationship between primary 5 and 6 students’ perceptions of parental encouragement and their
Mandarin academic achievement at an international school in Bangkok.

**Research Hypothesis**

There is a significant relationship between primary 5 and 6 students' perceptions of parental encouragement and their Mandarin academic achievement.

**Theoretical Framework**

Parents take an active role in their children’s education, also parental beliefs, values and attitudes would involve children. Parents have high expectation for their children and have a positive sense of helping the children learn. They would be influence the school academic outcome of children.

Through conversation, learners get knowledge while attention to the meaning and thinks about correctness. From Gardner (2006) socio-education model in second language acquisition, students acquire the second language is not only learning a language but also using the language for communicating. Language is the most important for a social community. In certain communication environment, the common set the demand for second language learning.

Gardner (2007) and his fellows thought that students could do well in language learning by parental encouragement. Parental encouragement is a factor in motivating and affecting positive of language learning, it has moved the child through the school system, and impacts on achievement tends to be variable.
Conceptual Framework

Primary 5 and 6 students in an international school in Bangkok and their parents would be studied. Students would be given a survey to complete, and to find out for parental encouragement for their child in primary 5 and 6 at an international school in Bangkok, and primary 5 and 6 students' academic achievement in Mandarin learning would be studied, which grade on term2, 2014-2015.

Figure 1 below is the conceptual framework of this study which consisted three key parts of research: perceptions of parental encouragement and primary 5 and 6 students' Mandarin academic achievement.

![Conceptual Framework Diagram]

*Figure 1. The conceptual framework of the study*

Scope of the Study

This research only studied the students who studied in primary 5 and 6 at an international school in Bangkok. This study identified the perceptions of parental encouragement.

This research studied the difference in student academic achievement with the perceptions of parental encouragement in primary 5 and 6 at an international school in Bangkok, during term 2, 2014-2015. The sample for the study was 103 students who studied in Mandarin in primary 5 and 6 at an international school in Bangkok.
Definitions of Terms

**Academic Achievement**: it refers to the primary 5 and 6 students' scores at the end of term 2 test, 2014-2015, scores take as a percentage. The test including four parts, listening, oral, composition and grammar test. The Mandarin department teacher (not the teacher who teaches the class) set the test paper and Mandarin department teachers together to mark the paper and grade it.

**Parental Encouragement**: it refers to the extent to which students felt their parents supported them in their Mandarin study.

**Perceptions of Parental Encouragement**: it refers to the student’s perceptions of parental encouragement. If the mean scores of the eight items of Parental Encouragement on the research questionnaire were 3.51 and up, the student was regarded as having a high perception of parental encouragement. If the mean scores of all eight questions of parental encouragement on the research questionnaire were 3.50 and down, this student was regarded as having a low perception of perceived parental encouragement.

**An International School of Bangkok**: it refers to an international school, which founded in 2001, was the first international school in Thailand to use the Singapore National Education Curriculum, offers full-fledged curriculums for students from age 2 to 18. It is an international school with more than 1,000 students of over 20 nationalities.

Significance of the Study

This study would try to determine the relationship between primary 5 and 6 students’ perceptions of parental encouragement at an international school in Bangkok, Thailand.
This study would help students from diverse cultural backgrounds tend to do better when parents and teachers worked together to bridge the gap between the culture at home and the culture in school.

This study would provide information and ideas to parents about how to help students at home with homework and other curriculum-related activities, decisions and planning. This study would also help parents who know little about parental encouragement in an international school in Bangkok, increased their interaction and discussion with their children and were more responsive and sensitive to their children’s developmental needs.

This study was also significant in that it helped teachers to communicate with parents to decide how parental encouragement to help a student to improve their Mandarin academic performance. But this study was also significant only for an international school of Bangkok, the school encouraged and involved parents do better and had higher quality programs than programs that did not involve parents, also experienced better community support. Education leaders should benefit from this research as they would be able to instruct other Mandarin teachers, administrators about the effectiveness of parental encouragement.

This study would be an advantage for future studies, as other researchers could compare the effects of parental encouragement on student standardized test scores in primary school. It was useful to enhance students’ Mandarin learning motivation at home, interested in Mandarin learning. It finally would be able to improve the students’ learning confidence and motivation, promoted their Mandarin learning performance.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the literature review following parental encouragement. It presents host theories of parental encouragement in Mandarin learning, an importance of parental encouragement in Mandarin learning, Gardner socio-education model in second language acquisition, related literature and finding of previous researched on parental encouragement and student language learning performance. There is a brief background of an international school of Bangkok at last.

Gardner Socio-Education Model in Second Language Acquisition

How do we acquire the second language? Second language learners acquire language when they interact with other speakers. Student learns the second language is not only learning a language, but also they are using the language for communication. Through conversation, learners get knowledge while engaging in drawing their attention to the meaning and thinks about correctness. In learning we have periods of stability followed by “explosions” and changes, we also found that all learners get different consequences but same teaching and learning strategies. All of these, we can get explain from second language acquisition. Language learning is not a straight linear process, and there are many models of second language acquisition. In this section, the researcher will present a brief review of the primary second language acquisition and then move to Gardner socio-education model in second language acquisition. There is eight primary second language acquisition theories impact in the field: behaviorism, acculturation, universal grammar hypothesis,
comprehension hypothesis, interaction hypothesis, output hypothesis, socio-cultural theory and connectionism (Menezes, 2013).

Language is a communication coding system that can be taught, an integral part of the individual's identity involved in almost all mental activities. Language is the most important for the social community. Second language learning is not only involving in the culture of the second language but also motivating the featured personality and social dimensions. When we are referring second language acquisition, we also need to refer motivation is one of the key factors that influence the success of second language learning. In certain communication environment, the common is setting the demand of the second language learning. Motivation renews interest the knowledge of the second language. Students' attitudes toward their second language learning influence their language learning success. Motivation offers to the language level, the learner level, and the learning situation level (Dörnyei, 1998).

According to Dörnyei's study, students motivation toward learning the second language with positive experiences, their language performance showed improvement. With motivation being an important factor in the second language learning success, second language learning cannot be directly separated from learner's common language environment. Language belongs to students' whole social being. Learning a second language is different from other subject, because of it has social natural. Learning of a second language is more focus on involving than learning skills, or rules, or grammar.

The socio-educational model is a general learning model that the cornerstone of second language acquisition. It makes a more contribution to improving language education. It is important to integrate socio-education dimensions in second language acquisition, especially when acquiring dominant languages such
as Mandarin. Gardner introduces the concept of second-language acquisition in 1959, as Gardner described that goal-directed, expends effort, persistent, demonstrates self-confidence, and reasons were characteristics of the motivation. Language learning motivation, just as its name implies, it is the motivation to learn a second language. This type of motivation is related to second language learning context. Another type of motivation is classroom learning motivation. It is the motivation in a classroom situation. It focuses on personal characteristics and perception of the student. It emphasizes action motivation and individual’s classroom learning motivation. Both of the two types of motivation consider in the socio-educational model of second language acquisition.

As Gardner (2006) identified that, there were four stages in their model of second language acquisition and development involved in the development of students’ mother language. The four stages are Elemental, Consolidation, Conscious Expression and Automaticity and Thought. The initial stage is Elemental, in this stage the Mandarin as second language students are required to learn and memorize the initial vocabulary, pronunciations, simple declarative sentence and grammar. The second stage is Consolidation, in this stage student will recognize that language is a system, develop rules for sentence structure, understanding of idioms, and learn some meaningful expressions. In the third stage of second language acquisition, Conscious Expression is taken as noting. The learner of a second language, they observe the right words or form of expression and know how to express the idea in the second language. Automaticity and Thought are identified as the fourth stage of second language learning acquisition. In this stage language learning merge language and thought together, it emphasizes thinking in the language and culture, no longer only thinks about the language.
Attitudes are indirectly affecting the achievement in the second language, acting through motive (Orio, 2013). It means that the socio-educational model of Second Language Acquisition is important, and it links to language performance. Motivation is the key to learning Mandarin, and it is directly influencing on Mandarin performance. Motivation has imperative in determining success in Mandarin learning situation. Motivation is responsible for success in learning a second language and language performance. If a Mandarin learner is motivated when learning Mandarin, he or she will achieve skilled in Mandarin. The socio-educational model, as integrative, attitudes toward the learning situation, parental encouragement, integrative motivation and instrumental orientation, these are relevant to language achievement. Parental encouragement and motivation profoundly relate to language performance. Parental encouragement and motivation are playing an important role in Mandarin learning, and it promotes Mandarin performance. Learner’s attitudes towards the second language situation will determine their achieving proficiency in Mandarin. In this study, the researcher will focus parental encouragement to develop motivational tasks and strategies that can help learners more motivated to learn Mandarin.

Parental Encouragement in Mandarin Learning

Last four decades, Gardner and his fellows carried out a parental encouragement concept in their studies. Gardner thought and suggested that students can do well in the language class by parental encouragement. During the end of last century, many researchers have been aware of that parental encouragement influence language learning. Recent, much research shown that parental encouragement language is a factor in motivating and affecting positive of language learning,
students’ attitudes will affect their performance in a language learning task. Parental encouragement moves the child through the school system, and impacts on achievement tend to be variable. Parental encouragement plays a host role in the process of Mandarin learning. It may promote the acquisition of the Mandarin language. Parental attitudes and levels of encouragement to Mandarin learning are playing a vital role in children language learning performance. Parents’ positive perception profoundly influences their children’s perception of Mandarin learning. (Gardner, 2006)

Nixon (2010) found, it got more available that parents are praising and encouraging their children than parents are criticizing, punishing or ignoring their children. Parents display to their children that support, warmth, and affection, it is associated with positive developmental Mandarin learning outcomes. Parents spend the amount of time with the child, teaching strategies, encouragement to participate in various activities, creating an environment to language learning, these parents warmth and support to their children’s needs influence the children’s healthy development, such as high self-esteem, a strong sense of morality and good peer relations.

With supporting and positive attitudes of learning from parents, children may have more potential to learn the second language, such as Mandarin actively. Parental encouragement influences motivate children self-system. Parents’ attitudes toward Mandarin learning and the levels of parental encouragement influence children’ understanding of Mandarin importance, they are the most important influence factors to motivate children Mandarin learning. It is closely associated with higher language proficiency, persistence in learning Mandarin. In comparing to other peers, students who without or low levels of parental encouragement may have a lack
of confidence and long-term self-esteem issues of learning Mandarin. Parental encouragement is directly influencing student motivation to learn Mandarin; it can make students get more confidence and self-esteem of Mandarin learning. To build children’s confidence is not only telling them how great they are but also acknowledging children academic growth and improvement in learning Mandarin as the second language (Wilson, 2012).

Parental encouragement plays an important role in students’ feelings of competence and positive attitudes towards Mandarin learning, even though parents cannot help their children with Mandarin learning ability. Parental encouragements have a strong influence on children’s development and maintenance of positive motivation. Parental encouragement and motivation are the most important factors for learning Mandarin. Without parental encouragement and motivation, language performance will not happen. Parents’ high expectation make their children can achieve better, encourage children to enjoy Mandarin learning. Parents are supportive and care about children’ success are more to perform well academically. Parents’ encouragement is strongly influencing kids’ motivation to learn Mandarin. Parents are more motivation in their children can lead children to avoid challenges or fear failure during Mandarin learning (Gardner, 2006).

Parental encouragement, the expectations, the interest and enthusiasm of student, these can influence the students’ level of motivation in second language learning (Gardner, 2007). Parental encouragement plays a role in the process of motivating to learning a second language, Attitude toward the second language learning influence the levels of motivation. Parental encouragement reflects the attributes to language learning perspective of students. The active parental expectation
is beneficial for strengthening and improving learner’s good learning habit (Jin, Jiang, Zhang, Yuan, Liang and Xie, 2014).

Behavior and attitude of parents are directly impacting their children’s school learning. Parents involve in children’s educational lives in various ways, such as asking children to the school, making a phone call to the teacher, checking and reviewing homework with kids, attending school activity. Students’ learning of attitude, knowledge, and skills is influenced by their parents’ opinion, idea, and behaviors. Parental involvement is an essential factor to children’s development, learning, success in school, it is affecting children’s characteristics (Ma, 2005 and Blatz, 2014). Active academic performance can get benefits from early childhood parental involvement. Education is the key for children to achieve success, parents are motivated to be involved in and enhance their children’s learning. Parental involvement is parents actively communicate concerning in student academic learning and their education at school. Parental involvement plays the significant role in improving children’s learning and behavior, supports and helps children succeed. With parental guidance, emotional support, children will get a good education. Parental involvement will have an effect on children’s educational successes (Bakker & Denessen, 2007).

Hoover–Dempsey and Sandler (1995) pointed that there were three significant variables reasons make parents decide involving in their children’s education, in their opinion that is the parent role, expect to help their children succeed at school, their reaction to the opportunities and demand for their children and the school. Parental involvement is a necessary condition in children positive learning. As take the role, the parent must believe that they have the Mandarin ability, skills and knowledge for involving their children learning. The parents think that the children
can get Mandarin ability, skills, and knowledge from their share and teach. With contributing from parents to the child’s development and children are doing well in school. Opportunities, invitations, and demands from the children and school, these factors will influence and encourage parents to become involved in children’s Mandarin learning. For example, a teacher calls the parents to invite and encourage them to come to school to have a parents-teacher conversation, or parent-child activity or child asked for helping of a parent to monitor their homework and Mandarin ability (Walberg, 2008).

From a study of Bakker and Denessenn (2007), parental involvement, as it finds its roots in education. Parental involvement is defined as parental involvement related to learning in the school and also at the home of each child. Such as activities at school, parenting behaviors at home, parents’ attitude towards their children’s schooling. To reinforce children’s cognitive development, Pomerantz, Moorman and Litwack (2007) differentiated between school-based involvement and home involvement. School-based involvement, it requires parents attend parent-teacher conferences at school, talking to a teacher after school or on the phone to know the child behavior at school, attending school meeting, monitoring school progress, supporting school events, serving and volunteering time to help the committees at school. Home-based involvement, it is assisting with parents talking with a child on school matter, responding to children’s Mandarin learning performance, checking and helping the children with their homework, reading a book with the kids, visiting a library together, monitoring children’s activities and selecting friends.

• Type 1, parenting, encourage the family to support children an appropriate home environment, to provide households with a greater understanding of children concerns, goals, needs, and views, helping them to be successful students at the school.

• Type 2, communicating, through a phone call, newsletters, email, parent-teacher conferences to effective school-home and home-school communications, focus on students’ progress, school service, and programs, it is a two-way process initiated by parent community.

• Type 3, volunteering, recruits and organizes parents donating their time for the school and classroom program.

• Type 4, learning at home, provide information and ideas to share with family to help children with homework and other curriculum-related activity, as reading to children in the home.

• Type 5, decision-making, encourage parents to participate in school decision through school councils, committees, and parent-school organizations. These school boards, committees, and parent-school organizations should have a positive influence on the development and culture of the school.

• Type 6, collaborating with the school community, create a community to support school programs, family practices, and benefit of the student learning and development with resources and services.

The level of parental involvement is related to parents’ perceptions of their children Mandarin learning. Parents’ knowledge and language ability to help their children are important to parental involvement. Parents are supporting and
participating in child’s education in the variety of ways influence their schooling success (Vera, Israel, Coyle, Cross, Knight-Lynn, Moallem, Bartucci & Goldberger, 2012). Parents' attention to the details of the program and events of school, deeply concerned about their children’s education, create Mandarin learning environment to children, encourage children to communicate more with others in Mandarin, help children to deal with culture shock, thereby increase participation (Arias & Morillo-Campell, 2008). The level of parental involvement, as perceived by children, affects children’s sense of psychological well-being. Parents understand and support their children’s educational development. Parents take on responsibilities to teach values, instilling healthy behaviors and language skills to their children with high parent participation, may appreciate home educational involvement more than involvement at school. High a level of perceived parental involvement, positively influencing levels of intrinsic motivation for learning, and leading to children positive developmental Mandarin learning the outcome, children have greater psychological well-being. Children will benefit by developing an understanding of cultural values and Mandarin communicating skills.

As more and more school efforts to enhance student learning, parental involvement in education has received much attention in recent decades. Parents are the first teacher to their children and long-life teacher. Parental involvement becomes an adjunct to well-developed educational part. It is related to perceptions of student achievement competence and student academic achievement. Parents play an important role in their children’s intellectual ability and their academic performance (Nixon, 2010), especially in Mandarin learning. Parental involvement is an essential aspect of education, and it is importance in children’s lives and the significance of the children’s development. The environment that parents provide to children, the
processes parents influence children, and the quality of parent-child relationship are the key factor for children development, Mandarin ability, and skill. Support and participation from parents will be not only improving children' behavior and healthy growth but also maximizing children's Mandarin performance,

From the finding of Hoover-Dempsey and Sandler (1995), most parents believe that they should involve in children's education. They also believe that parental involvement will be imperative, necessary and permissible for their children schooling, it will make a positive difference in parents' engagement. It has reported, parents thought that involvement in children's education is a responsibility of parents. Parental involvement influence students learning outcomes, it gives children opportunities to observe and learn from their parents, and it offers to model to support the knowledge, behaviors and attitude to their child or children to get satisfactory school performance. Parents support their children' learning need and believe their children will succeed in Mandarin learning. Their children will have a high need for assessment, their attribution of success will relate more with effort than ability. From the words, we also can get that Mandarin learning performance is positively relating to parental involvement and supportive family environment. Children learn knowledge of skills, behaviors, and personal ability through observation. Parent is an especially powerful model for the child, in observing parents’ involvement behaviors, children learn through processes involving attention.

Students’ Mandarin learning, academic assessment, and educational success influenced by their parents’ attitudes, behaviors, and activities. Parental involvement is high positive to students’ good behaviors, attendance, Mandarin academic assessment and social skills. Parental involvement makes beneficial to parents as well. It creates a real situation for parents and their kids. Parental
involvement in their children Mandarin learning more would increase if they had more information and understood better their kids’ academic performance. With parental involvement, children can become more confident in working with their Mandarin learning; get better behavior and higher academic achievement success at school. Also, parents can gain from their involvement, their understanding the requirements and expectation of their children are improved more as they are involved in the children’s schooling (Huang & Mason, 2008).

Practical support by parents is more likely to be useful in cultivating children’s Mandarin learning motivation and efficacy beliefs (Tam & Chan, 2009). Parental involvement is playing a significant role in affecting children’s educational outcome. Parents focus on developmentally learning engagement strategies can help children to intervene more efficiently in their Mandarin learning process. Parents who have direct experience of positive and fruitful experiences in participation, they would have higher efficacy for helping their children success in school. Parental encouragement is a kind of extrinsic motivation to engage and lead students to learn Mandarin. It encourages the student to achieve their Mandarin learning goal. From research of Li & Lynch (2016), extrinsic motivation is to motivate year 5 and 6 students to learn Mandarin, and the student got advanced academic performance. Base on Innogam & Eamoraphan (2014)’ research, extrinsic motivation is important for Grade 4 to Grade 6 students to learn a foreign language. The experience includes parents have been successfully helping other children succeed in school, or they have been successful in school by themselves, or they received involvement as helpful during their schooling (Hoover-Dempsey & Sandler, 1995). The values and attitude regarding education, and the aspirations the parents hold for their children, directly
influence children’s motivation and persistence in challenging educational task, and indirectly impact their academic performance.

Parental involvement is considered an important directive factor of students’ success in school (Rapp & Duncan, 2011). Students make greater gains, and their assessment will increase, when parents engage in their children’s education and connect to school more. Parents engage and involve in children’s education at school. Children will do better in school and stay in school longer, and there are significant effects on school. Parental involvement is likely to be the only support for school learning. Parents participate in school council, organizations, and community; they can advance their children’s schooling, and also become more confidence about themselves as parents in school. When parents increase to support the goals and the process of education in the school, teachers will works with parents with a higher idea and upper expectations of their children (Anonymous, 2012). Parental involvement improves school attendance and builds a good relationship between the parent-student-school, then the relationship helps to motivate students to achieve at the level in their ability of learning. Parental involvement in school, it is not only enhancing the learning of the children at home but also developing children’s ability to respond well to other area or future adversity. Ye & Jiang(2014) point that parents involve Grade 5 and 6 students can be a model for their students and guide their children to learn as well, their research has shown that parental involvement makes a positive difference in child’s learning.

In the past two decades, many studies have shown that to improving children’s education by increasing parental involvement. Parental involvement is not only improving the children’ learning academic performance, but also is improving the children’s behavioral problem. Parental involvement in education helps children
to grow up and take responsible for being a member of the society. Parents play the important role in behavioral and wellbeing of their children. Parental involvement is also encouraging and fosters better student classroom behavior while learning Mandarin. The television, video games, and computer games are more emphasized than the simple act of reading children’s education today. Parents provide a warm and supportive home environment to foster children behavior, to have success in future. Parental interest in children daily basis and their life, it makes them understand kids’ life, and it positive in improving children’s behavior (McCormick, Cappella, O’Connor & McClowry, 2013). Parental involvement is positive relations with kids’ behavior and gives direction to children to improve their behavior to benefit from academic assessment and succeed in social interaction.

Parental involvement has regarded as one of the most significant roles influencing children language learning, especially Mandarin learning. Beliefs form parents do indeed affect their children’s attitude to language learning. Parental communication skill is a more important for students positive Mandarin and academic development, parental involvement and communication skills are emphasized. Parents need to observe their children’s acquisition of Mandarin and develop children’s Mandarin on communication. Parental participation and child-centre emotion, support and enhance the value of children Mandarin learning (Keman, 2012). It is an import that parents reinforced high standard for Mandarin learning aspirations. Parental involvement is positive for verbal language and reading. Parents’ educational qualifications moderate to effect on Mandarin. Parental-child emotional closeness and parents’ reading is a significant factor in term of children outcome in Mandarin. Parental involvement is important to children individual Mandarin learning goal and better to suit the children individual needs (Cole, 2008).
There are many factors influence the development of children’s Mandarin learning, including their early learning, literacy experiences, their personal strengths and challenges, and the relationships that they develop with parents and friends. Parents play the most significant role in a child’s learning (Jasinski, 2012). While parents spend time with or for their children in learning Mandarin, children will have opportunities and encouragement to model parents’ attitudes and behaviors in learning Mandarin. Parental involvement activities are potentially relevant to children’s Mandarin learning because parents are positively regarded and respected by their children, perceived as powerful. Parents respect to their children active Mandarin learning that children will do well in school. A diversity of family backgrounds and values, parents’ Mandarin language proficiency, are an influence on Mandarin learning performance of children.

Previous Researches on Parental Involvement and Students Language Learning Performance

From result from a study of Griffith and Reynolds (1996), it has shown good evidence that more parental involvement direct on positive children’s academic achievements, they found that parental involvement was regard as an important factor for substantial variance in children’s language learning performance. From the results, we got that participation from parental involvement adjusted the effects of children’s school achievement.

There are positive academic performances from parental involvement in early childhood of students, Walberg (2008) indicated. In the research, student academic achievement is measured by report card grades, grade point averages,
standardized test scores, grade retention these different ways. Then it was found that children whose parental involvement in language skill in their early childhood program get more benefits than children whose families are not involved in early childhood program. The study also has indicated that students can do better at school if they know that their parents are interested in their learning and expect them to succeed at school. Parents have long-lasting involved in students language learning performance and hold high expectation for their children. These can encourage children to work hard to make a difference in children’ success at school and life.

Wilson (2012) evidenced that parental encouragement directly influences students’ motivation. The parents’ perception of language importance toward to students’ attitudes on language learning. Students whose have parental encouragement improved their confidence and self-esteem on language find out more than the student without parental encouragement.

The study observed that parental involvement influenced student outcome through modeling and instruction, and had positive to student achievement. It showed that parental involvement and empowerment indirect effected on student academic achievement in parental involvement pushed to improve student academic progress, it is considered as an important direct and positive effect on students’ academic achievement. Parental involvement develops students’ mental levels and benefits their learning (Hoover-Dempsey, Battiato, Walker, Reed, DeJong & Jones, K.P. 2001).

Nixon(2010) found that parental involvement linked to children’s positive development outcome. The quality of parental involvement matter with a understanding of children’s perspectives more for their outcome than frequently engage in with less understanding children’s needs.
Desforges and Abouchar (2003) in their study, it was shown that parental involvement is one of the factors that influences the student school out achievement. Home-base parental involvement support is a major force in shaping students’ language learning outcomes.

Hoover–Dempsey and Sandler (1995) in their study proved and found that parent involved in their children learning more and reinforces the positive value of academic accomplishment, the students would do well in school. They would be developed a vigorous and active sense to achieve most successfully in school than the kid whose parents are not involved in their learning.

Butler (2013) study shown that children’s academic achievement had been well-documented in the second language, their parental factor influenced it. Parental encouragement impacts on the socialization of academic achievement and motivation among children. Parents’ beliefs about their children’s ability and expectations for their success, this parental encouragement strongly influence the child’s performance and motivation to various degrees.

From the study of Jin, Jiang, Zhang, Yuan, Liang and Xie (2014), the data shows parental encouragement had positively impacted on the students’ second language learning achievement. Parents helping their child to learn English, providing support, and high expectation for them English learning that show a positive impact from parents on their children’s English learning.
Jiang (2012) in her study on differences in students’ academic achievement between more and less parental involvement in Bangkok Christian international school, she found that parental involvement in children’s education did make a positive difference to students’ achievement.

Jeynes (2005) concluded that the overall effects of parental involvement on K–12 students’ academic achievement and it is to determine the extent to which certain expressions of parental involvement are beneficial to children.

**Background of an International School in Bangkok**

An international school in Bangkok was conceive found in 2001, and the school was officially declared to open in April 2002. The school develops fluency in English, Chinese and Thai, and it bases on Singapore national education curriculum. The school begins from Nursery 1 till Grade 13 for the academic year 2014-2015.

The school has more than 1,000 students of over 20 nationalities. Some of the students at the international school are Singaporean or Malayan or Chinese, or Chinese have lived Thailand for generations or are the Thai-Chinese population. The teachers from almost 20 countries with some of the teachers from China to teach Mandarin, and Singaporean teachers to teach Mandarin, English, mathematics and science.

In an international school of Bangkok, nursery, and kindergarten department adopt the children-centered curriculum. Primary department follows the Singapore national education curriculum, secondary department takes on the Cambridge IGCSE curriculum. The school has been certified to be the centers for the Singaporean IPSLE examination, IGCSE examination, and Chinese HSK examination. It is also a member of the Council of International Schools (CIS).
In this study, the various theories involving parental encouragement and Gardner socio-education model in second language acquisition has discussed. The following chapter would provide details on the research methodology.
CHAPTER III

RESEARCH METHODOLOGY

This chapter consisted of the research methodology. It covered the research design, population of the study, sample, research instrument, collection of data, data analysis and research process.

Research Design

This research was designed as a quantitative relationship study which involves descriptive and inferential statistics. The research was describing the degree of the variables, and making inferences from the data, then to find out the relationship. The questionnaire would be used to investigate the objectives. For a survey consisting of three parts:

(1) the students’ Mandarin learning family background and gender;

(2) the students’ perceived parental encouragement for learning Mandarin;

(3) the relationship between primary 5 and 6 students’ perceptions of parental encouragement and their academic achievement in Mandarin learning at an international school in Bangkok.

Population and Sample

The population of this study was the group of students from primary 5 and 6 students at an international school in Bangkok during the academic year 2014-2015. Some of the students are Thai people, some of them are from China, Singapore and Malaysian with Mandarin family background. The table below shown the students samples number in each primary 5 class in an international school during the academic year 2014-2015.
Table 1

*Number of Students in Each Class of Primary*

<table>
<thead>
<tr>
<th>Class</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>P 5 Love</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>P 5 Joy</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>P 5 Peace</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>P6 Love</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>P6Joy</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>P6 Peace</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total sample</td>
<td>103</td>
<td></td>
</tr>
</tbody>
</table>

*Research Instrument*

For this research, the questionnaire based on literature review and previous research to identify the students’ Mandarin learning family background, the levels of perceived parental encouragement for learning Mandarin and the primary 5 and 6 students’ Mandarin academic performance in an international school in Bangkok, Thailand.

There are two instruments in this study, instrument one was the questionnaire, instrument two was the students’ Mandarin academic achievement. The questionnaire adapted from Gardner’s (2004) Attitude/Motivation Test Battery (AMTB) (see Appendix I). Gardner’s Attitude/Motivation Test Battery had been validity many times during many studies, and they have a high level of the construct. Gardner had many variables in the questionnaire, but researcher only interested in investigating parental encouragement. The questionnaire comprised of two sections, section one was the demographic data, section two was parental encouragement investigation.
In section one of questionnaire, the researcher surveyed the students’ students’ demographic and Mandarin learning family background by asking the students’ name, gender, and nationality.

Section two of the questionnaire identified the perceptions of parental encouragement. It consisted of eight statements about parental encouragement for learning Mandarin situation in an international school in Bangkok, which adapted from Gardner’s (2004) instrument. The primary 5 and 6 students were required to report their real situations by ticking from strongly agree- slightly agree- slightly disagree- moderately disagree- strongly disagree. For the student who was absent, the research made an appointment and asked them to come and fill in the questionnaire.

In the questionnaire, the scores represented the level of challenges in this table.

Table 2

Interpretation of the Levels of Parental Encouragement

<table>
<thead>
<tr>
<th>Point</th>
<th>Point value</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>strongly disagree</td>
<td>1.00-1.50</td>
<td>very low</td>
</tr>
<tr>
<td>2</td>
<td>moderately disagree</td>
<td>1.51-2.00</td>
<td>moderate low</td>
</tr>
<tr>
<td>3</td>
<td>slightly disagree</td>
<td>2.01-3.50</td>
<td>low</td>
</tr>
<tr>
<td>4</td>
<td>slightly agree</td>
<td>3.51-4.50</td>
<td>high</td>
</tr>
<tr>
<td>5</td>
<td>moderately agree</td>
<td>4.51-5.50</td>
<td>moderate high</td>
</tr>
<tr>
<td>6</td>
<td>strongly agree</td>
<td>5.51-6.00</td>
<td>very high</td>
</tr>
</tbody>
</table>

In instrument two, the researcher took the students’ Mandarin academic achievement score at the end of term 2 test, 2014- 2015. There was four parts test
student need to take: (1) listening (2) oral (3) composition (4) vocabulary and
grammar test which could represent their academic performance, final score as a
percentage to as in instrument two. The Mandarin test based on Singapore national
education curriculum. It designed by an experienced teacher in an international school
who knew the Mandarin level of primary 5 and 6 students and the head of the Chinese
department checked it was appropriately for the students. The test would be attached
in the appendix as well. It was validated by three teachers: (1) Wang Li, she is an
experienced primary 5 and 6 level Mandarin teacher in an international school, she
knew Singapore curriculum very well. (2) Xiao Han, she taught primary 4 and 5
students at an international school before, she knew the students and Singapore
curriculum. (3) Wang Xue, she is a Mandarin teacher at Ascot international school,
she has five years experience in teaching Mandarin. The grade presented the
Mandarin achievement level, more details in the table as follow.

Table 3

Interpretation of Mandarin academic achievement

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>0-19.5</td>
<td>very low</td>
</tr>
<tr>
<td>E</td>
<td>20-34.5</td>
<td>moderate Low</td>
</tr>
<tr>
<td>D</td>
<td>35-49.5</td>
<td>Low</td>
</tr>
<tr>
<td>C</td>
<td>50-69.5</td>
<td>Moderate</td>
</tr>
<tr>
<td>B</td>
<td>70-84.5</td>
<td>High</td>
</tr>
<tr>
<td>A</td>
<td>85-90.5</td>
<td>moderate high</td>
</tr>
<tr>
<td>A*</td>
<td>91-100</td>
<td>very high</td>
</tr>
</tbody>
</table>
These eight positively worded items assess the extent to which student felt their parents supported them in their Mandarin study. A high mean score (maximum = 6.00), indicates a perception of parental encouragement. Three subtests presented in the form of a multiple choice test in which students circle the alternative they felt best describes them.

Through this research, attention would be directed toward concerned with aspects of learning Mandarin as a second language. The statistics described in this section based on samples of students tested in an international school in Bangkok. In total, there were 103 students in Primary 5 and 6. The test was set by an experienced teacher in an international school who knew the Mandarin level of primary 5 and 6 students, and the head of the Chinese department checked and developed it was appropriately for the students.

Validity and Reliability

Gardner’s Attitude/Motivation Test Battery had been validity many times during the number of studies. They have a high level of the construct, parental encouragement validity, the study of Turkish Derin Atay, Gokce Kurt (2010) found the judgment of item constructors and selectors, therefore constitutes the basis for the content validity of the scales.

Earlier research with this scale demonstrated of the parental encouragement Attitude/Motivation Test Battery (Gardner, 1985), however, median internal consistency estimates of .91 and .89 and median six weeks test/retest reliability of .79. Another study in Turkey by Derin Atay, Gokce Kurt (2010) found reliability and parental encouragement the median value is .86, while the values reported by Gardner vary from .79 to .88.
Collection of Data

To conduct this study, (1) at first, the researcher requested for permissions from the principal and the primary 5 and 6 Mandarin teachers of an international school in Bangkok during May 2015. (2) Then students of primary 5 and 6 students who came from an international school would be asked to fill out the questionnaires in school. With the help of the primary 5 and 6 Mandarin teachers and homeroom teachers, from May 27 to 29 was time for data collection. The purpose of the research had explained to the students. To make the student understand more clearly, each question was read out and explained to the students before they were asked to answer the questions individually. This session was supervised by the Homeroom teachers, Mandarin teachers and researcher to make sure the students’ answers by themselves and was not influenced by others. (3) After the students had filled out the questions relating to their parental encouragement, the researcher collected the questionnaires from the students. For any student who was absent, the researcher made an appointment and asked them to come and fill in the questionnaire. Finally, 103 students were returned (100%).

Data Analysis

To analyze the data for each objective, the researcher used frequency and percentage to report the students’ Mandarin learning background and to identify the perceptions of parental encouragement in an international school in Bangkok. Then use Pearson Product Moment Correlation to find out the relationship between primary 5 and 6 students’ perceptions of parental encouragement and their achievement
### Table 4

**Summary of the Research Process**

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the levels of</td>
<td>Part II. parental encouragement for learning Mandarin situation</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To identify the level of student academic achievement in primary 5 and 6 learning Mandarin at an international school in Bangkok.</td>
<td>Part III. The students’ scores</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To determine if there is a significant relationship between primary 5 and 6 students’ perceptions of parental encouragement and their Mandarin academic achievement at an international school in Bangkok.</td>
<td>Part II and Part III</td>
<td>Pearson Product Moment Correlation</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data and interpretation of the data derive from 103 students (100% of the respondents) who are primary 5 and 6 Mandarin learning students at an international school in Bangkok. A total of 103 questionnaires distributed to the targeted Primary 5 and 6 students. Data analysis and the interpretation will report information that gives the answer to the research objectives.

The data and illustrated information that collected from the respondents presented in the following sections in the sequence of the objectives contained in Chapter I. The three objectives are as follows:

1. To identify the level of student perception of parental encouragement to learn Mandarin in primary 5 and 6 at an international school in Bangkok.

2. To identify the level of student academic achievement in primary 5 and 6 learning Mandarin at an international school in Bangkok.

3. To determine if there is a significant relationship between primary 5 and 6 students’ perceptions of parental encouragement and their Mandarin academic achievement at an international school in Bangkok.

First, the demographic information of the students – gender, grade levels nationality - is presented in Tables 5, 6 and 7. And the numbers of students are taken from table 1 in Chapter III, page 37.
Table 5

*Groups of Primary 5 and 6 Students’ Gender at an international school in Bangkok (n = 103)*

<table>
<thead>
<tr>
<th>No.</th>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boy</td>
<td>57</td>
<td>55.3</td>
</tr>
<tr>
<td>2.</td>
<td>Girl</td>
<td>46</td>
<td>44.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>103</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to table 5, there are two groups of gender among primary 5 and 6 students namely boy and girl. The percentage for boy showed 55.3% while the percentage for girl was 44.7%.

Table 6

*Students’ Grade Levels at an international school in Bangkok (n = 103)*

<table>
<thead>
<tr>
<th>No.</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Primary 5</td>
<td>61</td>
<td>59.2</td>
</tr>
<tr>
<td>2.</td>
<td>Primary 6</td>
<td>42</td>
<td>40.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>103</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The finding of the groups of the students’ education level from table 6 had described that 59.2% are primary 5 students and 40.8% are primary 6 students.
Table 7

*Primary 5 and 6 Students’ Nationality at An International School in Bangkok.*

(*n* = 103)

<table>
<thead>
<tr>
<th>No.</th>
<th>Nationality</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thai</td>
<td>83</td>
<td>80.6</td>
</tr>
<tr>
<td>2.</td>
<td>Non-Thai</td>
<td>20</td>
<td>19.4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Regarding the nationality of students in table 7, which had two groups of nationality: Thai and Non-Thai. The Thai showed 80.6% and Non-Thai showed 19.4%

**Research Objective One**

To identify the level of students’ perception of parental encouragement to learn Mandarin in primary 5 and 6 at an international school in Bangkok; to identify the findings of students’ perception of parental encouragement to their Mandarin academic achievement at an international school in Bangkok. According to the part of research questionnaire, parental encouragement Attitude/Motivation Test Battery (Gardner, 1985) which has eight items. To analyze the students’ perception of parental encouragement descriptive statistics were utilized to calculate the mean and standard deviation of each questionnaire.

The interpretation information in table 8 as it taken the interpretation statistics in table 2, Chapter III, page 38.
Table 8

Students’ Perceptions of Parental Encouragement to Learn Mandarin in Primary 5 and 6 at An International School in Bangkok. (n = 103)

<table>
<thead>
<tr>
<th>Parental Encouragement</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My parents try to help me to learn Mandarin.</td>
<td>3.59</td>
<td>1.424</td>
<td>high</td>
</tr>
<tr>
<td>2. My parents feel that it is very important for me to learn Mandarin.</td>
<td>4.52</td>
<td>1.420</td>
<td>moderate high</td>
</tr>
<tr>
<td>3. My parents feel that I should continue studying Mandarin all through school.</td>
<td>4.06</td>
<td>1.614</td>
<td>high</td>
</tr>
<tr>
<td>4. My parents have stressed the importance Mandarin will have for me when I leave school.</td>
<td>4.14</td>
<td>1.572</td>
<td>high</td>
</tr>
<tr>
<td>5. My parents urge me to seek help from my teacher if I am having problems with my Mandarin.</td>
<td>4.10</td>
<td>1.438</td>
<td>High</td>
</tr>
<tr>
<td>6. My parents are very interested in everything I do in my Mandarin class.</td>
<td>3.08</td>
<td>1.500</td>
<td>Low</td>
</tr>
<tr>
<td>7. My parents encourage me to practice my Mandarin as much as possible.</td>
<td>4.21</td>
<td>1.384</td>
<td>High</td>
</tr>
<tr>
<td>8. My parents think I should give more time to studying Mandarin.</td>
<td>3.64</td>
<td>1.420</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td>3.92</td>
<td>0.973</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 8 showed that overall mean score of the students’ perceptions of parental encouragement was 3.92, it is in the range of 3.51 -4.50. Base on the interpretation criteria, it was identified that the students’ perceptions of parental encouragement to their academic achievement in learning Mandarin, consider as high. The result from questions 1 to 8, (question 2) showed the highest mean at 4.52. And
(question 6) showed the lowest mean at 3.08. Overall the levels of students’ perceptions of parental encouragement to learn Mandarin in primary 5 and 6 students at an international school in Bangkok were in high level.

**Research Objective Two**

To identify the level of student academic achievement in primary 5 and 6 Mandarin learning at an international school in Bangkok.

The researcher took the students’ Mandarin academic achievement score at the end of term 2 test, 2014-2015. The final score as a percentage, it represented from four parts test, listening, oral, composition, vocabulary and grammar test.

To analyze the students’ Mandarin academic achievement descriptive statistics, researcher utilized to calculate the mean and standard deviation of student test score.

Table 9

*Descriptive Statistics of Mandarin Academic Achievement of Students. (n= 103)*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>64.4</td>
<td>13.2</td>
<td>moderate</td>
</tr>
</tbody>
</table>

**Research Objective Three**

To determine if there is a significant relationship between primary 5 and 6 students’ perceptions of parental encouragement and their Mandarin academic achievement at an international school in Bangkok. The Pearson Product Moment Correlation was used to analyze the relationship between the students’ perception of parental encouragement to learn Mandarin and their Mandarin academic achievement.
Pearson Product Moment Correlation was also used to analyze the relationship between the each students’ perception of parental encouragement to learn Mandarin and each of their Mandarin academic achievement.

Table 10

*Correlation between Students’ Perception of Parental Encouragement and Their Mandarin Academic Achievement*

<table>
<thead>
<tr>
<th>Mean</th>
<th>Parental Encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

The research finding of the hypothesis testing in table 10 showed that the relationship between the students’ perceptions of parental encouragement to Mandarin learning and their Mandarin academic achievement, the correlation was .684 and the Significant value was .000, which was smaller than .01 Significant level. Therefore, the research hypothesis was accepted that there was a significant relationship between the primary 5 and 6 students’ perceptions of parental encouragement to Mandarin learning and their Mandarin academic achievement at an international school in Bangkok.

**Summary**

This chapter presented the findings of analysis and interpretation of the data, which is reported information to give answer and present relative to the research objectives. And next chapter would present a brief review of how this study conducted, what instrument were used to gather the data, as well as the study findings
conclusions, discussion, and its recommendations for an international school in Bangkok and future study.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief summary of the study. There are three parts in this chapter: research conclusion, discussion, and recommendations. The first section summarizes the outcome of the study which bases on its research objectives and hypothesis. The second section discusses the research findings and the results of the study. The third section describes the commendations to the study and recommendations for a school of the survey and further research.

This study tried to investigate the level perception of parental encouragement, and to determine there is a relationship between students’ perceptions of parental encouragement and their academic achievement.

This study surveyed primary 5 and 6 students’ demographics (nationality, gender and grade level) in an international school in Bangkok. To identify the level of students’ perceptions of parental encouragement, to find the relationship between primary 5 and 6 students perceptions of parental encouragement and their academic achievement in Mandarin learning at an international school in Bangkok.

For this study, the researcher used the population sample of 103 students from primary 5 and 6 at an international school in Bangkok, a total of 103 surveys given to the students, and all the respondents (100%) returned the questionnaire.

There were three objectives in this study:

1. To identify the level of student perception of parental encouragement to learn Mandarin in primary 5 and 6 at an International School in Bangkok.
2. To identify the level of student academic achievement in primary 5 and 6 learning Mandarin at an international school in Bangkok.

3. To determine if there is a significant relationship between primary 5 and 6 students’ perceptions of parental encouragement and their Mandarin academic achievement at an international school in Bangkok.

**Conclusion**

According to the findings derived by data analysis, the conclusion as follow:

1. **About the students’ demographic factors from an international school in Bangkok:**

   1.1 **Students’ Grade level:** In general, more than half students are from primary 5, the others are from primary 6, most of them have more than 5 years experience to learn Mandarin in an international school.

   1.2 **Students’ Nationality:** In general, most of the students are Thai people, and the others are from different countries, most of them are from China, Singapore, and Malaysian. 19.4% of them have Mandarin family background.

   1.3 **Students’ Gender:** In general, more than half students are boys, the others are girls.

According to the objectives, the finding as follow

2. **About students’ perception of parental encouragement to learn Mandarin in primary 5 and 6 at an international school in Bangkok:**
2.1 In general, students’ perception of parental encouragement to learn 
Mandarin was perceived as high level.

3. About the level of student academic achievement in primary 5 and 
6 Mandarin learning at an international school in Bangkok:

3.1 In general, students’ Mandarin academic achievement levels were 
perceived as moderate level.

4. About the relationship of students’ perceptions of parental 
encouragement toward learning Mandarin and their Mandarin 
academic achievement:

4.1 In general, there was a strong positive significant relationship 
between students’ perceptions of parental encouragement and their 
Mandarin academic achievement.

According to finding, the significant correlation value between students’ 
perception and their Mandarin academic achievement, there is a positive significant 
relationship between primary 5 and 6 students’ perceptions of parental encouragement 
and their Mandarin academic achievement at an international school in Bangkok.

Discussion

The following section presents a discussion of research findings of the 
study, which are related to the result that there is a relationship between students’ 
perceptions of parental encouragement and their Mandarin academic achievement.

From the answer of the student-respondents which they wrote down in 
the questionnaire, students agreed that they received much parental encouragement to 
learn Mandarin. As shown they being interested in activities connected to their 
Mandarin learning, had encouraged their kids to study Mandarin and emphasized the
importance of learning Mandarin. The researcher would like to mention that students’ Mandarin experience and nationality could be related to their Mandarin academic achievement, but when it came to helping them with following up Mandarin lessons at home, they got a little help from their parents.

Wilson (2012) mentioned that parental encouragement is a factor to motivate the students toward the language they study. The positive attitude of language learning, it would make the learning task of language not too difficult. Even in and out of the classroom, the learning experiences of the students would be positive.

In Walberg (2008)' research found that students whose parents involve in their language learning, they got do better and got success at school. From the study of Nixon (2010), parents involved students’ learning, it made students get a positive development outcome of learning.

Based on the literature review and the data presented, parental encouragement plays a major role in learning a language. High level of parental encouragement was affecting profoundly students’ attitudes and motivation toward the language they study.

In this study, the researcher tried to identify the relationship of students’ perceptions of parental encouragement and their academic achievement. Parental encouragement is linked with language academic achievement since if the students are encouraged they are going to succeed, that is the same to say that if the students are encouraged by their parents and motivated when learning Mandarin, they will achieve proficiency in Mandarin. Many researchers used a different way to measure students’ academic achievement, such as report card grades, standardized scores, grade point averages, teacher rating. The testing of research hypothesis finding
showed that the significant of the relationship between students’ parental encouragement and their academic achievement.

From the study of Jin, Jiang, Zhang, Yuan, Liang and Xie (2014), The data have shown that high expectation from parents had real influence students’ second language learning achievement.

The research of Butler’(2013) demonstrated that students’ parental encouragement strongly affect the students’ achievement, the students’ academic achievement got success in school, it was influenced by their parental encouragement.

Research of Tam and Chan (2009) shown that there are positive academic that children whose parental involvement with them. It benefits students, and they can do better if their families are interested in their schoolwork and expect them to succeed, it also shown that there is a long-lasting influence of parental involvement on the students’ academic achievement.

The study showed that the level of parental encouragement for students’ language learning strongly predicts their level of academic achievement. The influence of parental encouragement in language achievement is evident and proves that motivation is a determinant factor in achieving language learning, parental encouragement can help students feel more motivated and enthusiastic to learn a language. Parental encouragement is beneficial for strengthening and cultivating students’ communicative abilities, and good learning habit, and it also highly achieve their academic goals.

**Recommendation**

Based on findings of this study recommendations are offered for parents, teachers, administrators and future researchers.
1. Recommendation for parents

From the research found that overall of students’ perceptions of parental encouragement was high level with their achievement. However, it shows that the eight questions relate to parents are interested in what the students do in Mandarin class. Thus the parent should pay more attention to students at home about learning Mandarin in class. Such as asking the child about the school, checking and reviewing homework, motivating and enhance child learning behavior, give child emotional support, making a phone call to the teacher to know how the child in class, and creating a community to support school Mandarin programs. The students need cooperate from three factor, school administrators, teachers, and parents.

2. Recommendation for Teachers

A better understanding of the relationship between students’ perceptions of parental encouragement and their academic achievement in Mandarin learning, it helps Mandarin teachers in modifying and improving the teaching to suit students’ needs and interests. According to the data analysis the mean scores, it is recommended the Mandarin teachers that properly trained in areas of being a guide or helper to students and parents in learning Mandarin. Mandarin teachers can communicate parents through a phone call, newsletters, email, parental—teacher conferences, to talk about students’ progress. To share information and idea to with parents, help their child with homework and curriculum-related activity.

3. Recommendation for Administrators

As the study showed, there is a positive relationship between students’ perceptions of parental encouragement and their academic achievement in Mandarin learning. The researcher suggests that school are developing and to creating more opportunity or programs to encourage parents to help students to improve their
Mandarin academic performance. The study provides data to educators, administrators and school board regarding the academic perception of students and their parents. From these study findings, educators and school leaders should know which relationship of academic for the teachers and parents. The school would encourage parents to participate in school decision through school councils, committees and parental-school organizations to development Mandarin academic with resources and services, to encourage parents to pay more attention to the Mandarin program and events of school, to concern about their children’s needs, goals, and views of Mandarin.

4. Recommendation for future research

This research offered some findings for an international school, while future researchers who are interested in parental encouragement can also do at the International school and other international schools in Bangkok. This study would help teachers and parents pay more attention for parental encouragement, and student Mandarin achievement in the present and future. This type of research would provide data in evaluating parental attitude to their children language learning. To create a good Mandarin learning environment to children, help the child to deal with culture shock, to influence children’s sense of psychological well-being of Mandarin learning and culture value. With parents supporting to develop their children Mandarin knowledge and language ability, and help them successful in Mandarin learning

This research result will give a similar study a trend which will make at an international school, other international schools or government school in Bangkok. A similar future study should be carried out with school administrators and teachers, to know the perceptions of the parents in students’ Mandarin learning; it could be useful to improve students’ Mandarin academic achievement. Future research should
be conducted on the relationship between students' perception of parental
couragement to learn Mandarin and their Mandarin academic achievement, and the
reader can know what teachers and parents have influence students' active Mandarin
learning. Future research should conduct on what kind parental encouragement can
improve the students' Mandarin learning achievement as well.
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APPENDIX A

The Questionnaire

Parental Encouragement for Learning Mandarin Questionnaire
I. Student Information

Name: ___________________________ Class: _________ Gender: □ boy □ girl

Nationality: □ Thai □ Non-Thai

II. Parental Encouragement Investigation

Items in the scale use a strongly agree to strongly disagree format:
strongly disagree = 1, moderately disagree = 2, slightly disagree = 3, slightly agree = 4,
moderately agree = 5, strongly agree = 6. Answer base on your feeling.

<table>
<thead>
<tr>
<th>Year 2013-2014</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My parents try to help me to learn Mandarin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. My parents feel that it is very important for me to learn Mandarin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. My parents feel that I should continue studying Mandarin all through school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. My parents have stressed the importance Mandarin will have for me when I leave school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. My parents urge me to seek help from my teacher if I am having problems with my Mandarin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. My parents are very interested in everything I do in my Mandarin class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. My parents encourage me to practise my Mandarin as much as possible.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. My parents think I should give more time to studying Mandarin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Thank you very much!
APPENDIX B

Mandarin Test Accuracy and Conformity Check
The Content Validity Approval of Experts

1. Li Wang (Primary 5 and 6 Chinese teachers in an international school in Bangkok, has 18 years teaching experience.)

2. Han Xiao (Former Chinese teacher in an international school in Bangkok, has eight years teaching experience.)

3. Xue Wang (Mandarin teacher in ASCOT International school, has five years teaching experience.)
Primary 5 and 6 Mandarin Test Accuracy and Conformity Check

Thank you for taking the time to check the Mandarin test accuracy and conformity.

1. Do you think the Mandarin test is suitable for Primary 5 and 6 students? Is the test clear and easy enough to understand for Primary 5 and 6 students? Does it adequately cover language content for that level?

Yes, I agree

No, I have the following suggestions:

2. Do you think the Mandarin test will accurately measure the primary 5 and 6 students’ Mandarin level.

Yes, I agree

No, I have the following suggestions:

3. Are there any mistakes on the test?

There are no mistakes.

There are some mistakes on the test. Please indicate the specific errors.

4. Please write any other comments that may have for the Mandarin test design

Name: 

Position: 

Signature: 

Date:
Primary 5 and 6 Mandarin Test Accuracy and Conformity Check

Thank you for taking the time to check the Mandarin test accuracy and conformity.

1. Do you think the Mandarin test is suitable for Primary 5 and 6 students? Is the test clear and easy enough to understand for Primary 5 and 6 students? Does it adequately cover language content for that level?

   Yes, I agree ___________

   No, I have the following suggestions:

   ____________________________________________________________________________

2. Do you think the Mandarin test will accurately measure the primary 5 and 6 students' Mandarin level?

   Yes, I agree ___________

   No, I have the following suggestions:

   ____________________________________________________________________________

3. Are there any mistakes on the test?

   There are no mistakes. ___________

   There are some mistakes on the test. Please indicate the specific errors.

   ____________________________________________________________________________

4. Please write any other comments that may have for the Mandarin test design

   ____________________________________________________________________________

Name: Li
Position: Chinese Teacher
Signature: [Signature]
Date: 29/04/2016
Primary 5 and 6 Mandarin Test Accuracy and Conformity Check

Thank you for taking the time to check the Mandarin test accuracy and conformity.

1. Do you think the Mandarin test is suitable for Primary 5 and 6 students? Is the test clear and easy enough to understand for Primary 5 and 6 students? Does it adequately cover language content for that level?
   
   Yes, I agree.
   
   No, I have the following suggestions:

2. Do you think the Mandarin test will accurately measure the primary 5 and 6 students' Mandarin level?
   
   Yes, I agree.
   
   No. I have the following suggestions:

3. Are there any mistakes on the test?
   
   There are no mistakes.
   
   There are some mistakes on the test. Please indicate the specific errors.

4. Please write any other comments that may have for the Mandarin test design.

Name: Xiaowei
Position: Mandarin Teacher (Aot International School)
Signature: [Signature]
Date: 30/10/2016
Primary 5 and 6 Mandarin Test Accuracy and Conformity Check

Thank you for taking the time to check the Mandarin test accuracy and conformity.

1. Do you think the Mandarin test is suitable for Primary 5 and 6 students? Is the test clear and easy enough to understand for Primary 5 and 6 students? Does it adequately cover language content for that level?

Yes, I agree. ✓

No, I have the following suggestions:

2. Do you think the Mandarin test will accurately measure the primary 5 and 6 students' Mandarin level?

Yes, I agree. ✓

No, I have the following suggestions:

3. Are there any mistakes on the test?

There are no mistakes. ✓

There are some mistakes on the test. Please indicate the specific errors.

4. Please write any other comments that may have for the Mandarin test design

Name:  WONG Kwee Yan
Position:  Mandarin Teacher (ASCET International School)
Signature:  
Date:  27/4/2011
APPENDIX C

Primary 5 Mandarin test paper term 2 2014-2015
曼谷某国际学校
2014-2015 五年级 第二学期 笔试试卷 (90 分)

第一部分 (30 题 40 分)
从第 1 题到第 30 题，每题都提供 4 个选择，其中只有一个正确。
选出代表正确答案的数字（1、2、3 或 4），然后把电脑作答卷 (OPTICAL ANSWER SHEET) 上相应的椭圆涂黑。

一、句子选择（10 题 10 分）
从所提供的选项中，选出正确的答案。

Q1 眼镜
(1) 昨天哥哥去买新眼镜。
(2) 她有一双水汪汪的大眼镜。
(3) 很多人都称赞她有一双美丽的大眼镜。
(4) 妹妹今天一直说她的眼镜疼，妈妈带她去了医院。

Q2 环境
(1) 爷爷年轻的时候曾经环环世界。
(2) 保护环境是我们每个人应该做的事情。
(3) 我的这个朋友家里很穷，环境很不好。
(4) 这幅画画得非常好，我最喜欢的就是它的环境。

Q3 动听
(1) 你不能说你没有了动听就不努力学习。
(2) 妹妹长得很漂亮，大家都说她楚楚动听。
(3) 不要什么事情都让别人帮你，要自己动听。
(4) 这首歌真的太动听了，你知道知道到底是谁唱的？

Q4 大概
(1) 这些问题大概上都是相同的。
(2) 今天我在路上大概花了三个小时。
(3) 这篇文章从大概上说写的还是不错。
(4) 我们的老师大概可以分为以下三种类型。
童年

(1) 这些小朋友还都是童年。
(2) 我的童年有很多美好的回忆。
(3) 他们还是童年，不是什么都会。
(4) 今天是儿童节，学校为我们举办了很多的活动。

感受

(1) 我感觉他并不是真的想帮你。
(2) 我感觉今天的饭菜很不好吃。
(3) 你现在感受怎么样了？还好吗？
(4) 作为朋友，你应该想想别人的感受。

生存

(1) 我们不吃饭都是为了生存。
(2) 只要死了，就可以生存了。
(3) 小明喜欢笑，他也很热爱生存。
(4) 鱼儿离开了水，就不能生存了。

迟早

(1) 今天我起晚了，所以上学迟到了。
(2) 这是一份迟早的祝福，迟了大概半个月。
(3) 我迟早都会学好汉语然后去新加坡学习的。
(4) 老师对大家说：“明天的事情很重要，千万不要迟。”

原因

(1) 这件事情的发生是有原因的。
(2) 原因你才是没有交作业的人。
(3) 你的手机原因没电了，难怪不能用。
(4) 我原因是要去美国的，后来去了日本。
Q10 取笑

(1) 马戏团可爱的动物常常让人哈哈取笑。
(2) 你们不要取笑他了，他已经很难受了。
(3) 我的考试成绩很好，妈妈开心地取笑了。
(4) 李老师上课真的很有意思，同学们忍不住一直取笑。

二、短文填空（10 题 10 分）

根据短文的内容和上下文的意思，从括号中选出适当的词语。


一天，周处上街去，人们一看他全部都跑了。有一位老爷爷 Q15（1. 年级 2. 年纪 3. 腿脚 4. 身体）大了，来不及跑，被周处抓住了。周处问他发生了什么事。老爷爷 Q16（1. 观望 2. 发现 3. 辨认 4. 张望）不出他是周处，便说：“我们这里除了周处，还 Q17（1. 包括 2. 一共 3. 计算 4. 统计）山上的老虎，海里的大龙在内，都是这里的‘三害’，谁见了都怕它们。”

三、阅读理解（一）（10 题 20 分）

根据短文的内容和上下文的意思，选出适当的答案。

A组（021-025）

儿童绘画班开课

由专业的美术老师教导，教学内容活泼生动。

目的：让孩子发挥绘画才能

开课日期：2015 年 6 月 5 日至 6 月 14 日

上课时间：上午 9 点半至 11 点半

学生年龄：6-10 岁

上课地点：后港联络所 2 楼美术教室

学费：每人 80 元

报名方式：

拨打电 63573535，或在早上 8 点至下午 5 点之间，亲自到联络所美术教室报名。

021 绘画班怎么帮助孩子？

(1) 更加集中精神。
(2) 提高学习成绩。
(3) 发挥绘画才能。
(4) 更加爱护家人。

022 这次的绘画课程一共有几天？

(1) 九天。
(2) 十天。
(3) 十一天。
(4) 十二天。
Q23 如果文华和妹妹一起报名，需要交多少钱？
(1) 80 元。
(2) 144 元。
(3) 152 元。
(4) 160 元。

Q24 下面哪一项是不正确的？
(1) 中学的学生也能报名。
(2) 家长可以通过电话报名。
(3) 上课的地点是在联络所。
(4) 家长可以直接到美术教室报名。

Q25 如果文华参加了这个绘画班，下面哪个班文华就不能去了？
(1) 下午的数学班。
(2) 晚上的英文班。
(3) 下午的舞蹈班。
(4) 早上的唱歌班。

B 组（Q26-Q30）

新加坡教育部近年来大力的支持本地中小学与中国的学校建立友好的关系，以及进行两国在文化上的交流活动。

这项活动的目的是让新加坡学生能进一步地了解中国的文化，提高学生对学习华语的兴趣。新加坡的学生将有机会参观中国的学校，与当地的学生进行交流，提升华语的表达能力。学生到中国进行参观的同时，也能趁机浏览当地的观光景点。中国的学生择优机会观摩两国双语教育的教学制度并认识新加坡的风土民情、历史文化等等。

此交流活动已经进行几年，学生们都受益匪浅。很多学生表示参加了交流活动让他们了解到中国的文化，结识了中国的朋友，并让他们认识到学习华语的重要性。学生们也表示往后会更加努力地学习华语。
Q26 这篇文章告诉我们什么？
(1) 学习华语是非常重要的。
(2) 很多学校的学生到中国参观。
(3) 文化交流活动让学生受益匪浅。
(4) 同学们参观了中国的观光景点。

Q27 教育部大力支持文化交流活动的目的是什么？
(1) 让学生有机会到中国去。
(2) 提高学生学习华语的兴趣。
(3) 让中国学生到新加坡上学。
(4) 为新加坡吸引来自中国的优秀学生。

Q28 中国学生在交流活动中了解到什么？
(1) 新加坡有很多的观光景点。
(2) 新加坡欢迎中国学生来读书。
(3) 新加坡的学生对华文没有兴趣。
(4) 新加坡是一个进行双语教学的国家。

Q29 以下哪一个说法不正确？
(1) 中国和新加坡都是用双语教学的国家。
(2) 中国学生有机会认识来自新加坡的朋友。
(3) 新加坡学生更加明白学习华语的重要性。
(4) 交流活动让新加坡的学生更加了解中国文化。

Q30 短文主要说的是
(1) 一场问答比赛。
(2) 一个交流活动。
(3) 一个常识问题。
(4) 一个课桌游戏。
第二部分（15 题 50 分）
本试卷的试题从第 31 题开始到第 45 题结束，一共 15 题。所有问题都必须写在本试卷上。

四、完成对话（5 题 10 分）

根据上下文的意思，从表中选出适当的短语或短句。

1. 今天为什么突然这么乖了
2. 今天不是为妈妈庆祝生日了吗
3. 我要送你一份很好的礼物
4. 你怎么知道今天是我生日
5. 那为什么要给我庆祝生日呢
6. 我烦恼时总是你安慰我
7. 喝杯水吧
8. 真的谢谢你

小亮：妈妈，您回来了！您先坐下休息一会儿。

妈妈：咦，真是太奇怪，Q32？

小亮：妈妈，我长大了。以后我要学着照顾你！

妈妈：听你这么说，妈妈很开心！

小亮：妈妈，祝你生日快乐！

妈妈：Q33？我自己都忘了。

小亮：对不起，妈妈，我看了你的 ID。

妈妈：哦，Q34？

志光：因为以前都是你给我庆祝生日，我从来没有给你庆祝过生日。

妈妈：好孩子，Q35！

Q31 ( )
Q32 ( )
Q33 ( )
Q34 ( )
Q35 ( )
五、阅读理解（二）（10题 40分）

根据短文和上下文的意思，回答下列问题。

A组（036 - 040）

一天晚上，我正在认真地做作业。突然，一阵争吵声从爸爸妈妈的房间里传了出来。我轻轻推开门一看，原来是爸爸妈妈在吵架。我吓了一跳，连忙回到了自己的房间。我想：爸爸妈妈这么吵下去真不好，我一定要他们不要吵了。

我该怎么做呢？我左思右想。“对了！”我拿出了一张纸和一支笔。我先在纸上整齐地写着“爸爸妈妈，请你们别生气了吗吗？”然后，我又画了一个小孩正在伤心地哇哇大哭，旁边有一对正在吵架的家长，地上有破了的杯子和一张撕破了的照片。

我鼓起勇气，推开爸妈的房门走了进去，可是我依然感觉害怕。我害怕爸爸妈妈不肯接受我的图画，但又一想觉得自己这么做是正确的，于是下定决心走了进去。我举起双手把图画交给他们。他们看了图画后，都显得又惊又喜，然后又互相看了看对对方一眼，脸上的生气渐渐变成了笑容。

此刻，看到爸妈停止了争吵，脸上还露出笑容，我的心情比吃了糖果还甜。因为我用自己的方法帮助了爸爸妈妈，解决了问题。爸爸妈妈异口同声地说“孩子，你真的长大了！”

036 什么事情把我吓了一跳？（4分）
Q37 根据文章内容，把答案写在表格里。（4 分）

<table>
<thead>
<tr>
<th>我走进爸妈房间时候的心情</th>
<th>害怕</th>
<th>下定决心</th>
</tr>
</thead>
<tbody>
<tr>
<td>原因</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q38 为什么我觉得心里比吃了糖果还要甜？（4 分）

Q39 爸爸和妈妈为什么会说“我长大了”？（4 分）

Q40 如果你遇到这样的事情，你会怎么做？为什么（4 分）


B组（Q40–Q45）

明天是儿童节，我很高兴。我在柜子里找妈妈昨天为我们买的新衣服，想让同学们看看我的新衣服有多漂亮。

“咦，这是什么？”我突然看见一件很破旧的衣服。我感到很惊奇，那件衣服已经很破旧了，领口和袖口都用针线缝合过。这时候，妈妈刚好走了进来，她看见我手上的衣服，顿时愣住了。妈妈立刻拿走了我手上的那件衣服。“妈妈，你留着它要做什么呢？”我好奇地问妈妈。

妈妈慢地说：“你知道吗？妈妈小时侯，家里很穷苦，兄弟姐妹又多。一件新衣服先是哥哥穿，哥哥不能穿了，再给弟弟穿。当衣服到我手里的时候，已经很破旧了。不过我还是很高兴，因为这是我等了好久的‘新衣服’。”妈妈一边说，一边把衣服收了起来。

“对了，你在找昨天买的新衣服吧？在这里呢！”妈妈把那件漂亮的新衣服递给我。我拿着它想起昨天在商场里，我一直吵着妈妈买新衣服的时候。现在，看看妈妈小时侯的“新衣服”，我觉得羞愧，不禁脸红了起来。

我现在的生活和妈妈小时侯相比，真的很富足。虽然如此，我们还是应该养成勤俭的美德。我们身为学生应该努力学习，不要过于追求生活上的享受。
041 从最后一段找出表达下列意思的词语，写在括号里。（4分）

(a) 勤劳节俭
   
(b) 美好的品德
   
042 为什么我感到高兴？（2分）我找新衣服想做什么？（2分）
   
043 “我”找到旧衣服时感觉怎么样？（2分）为什么？（2分）
   
044 妈妈为什么那么珍惜那件旧衣服？（4分）
   
045 为什么我会脸红？（4分）
   
完
APPENDIX D

Primary 6 Mandarin test paper term 2 2014-2015
曼谷国际学校
2014-2015 六年级 第二学期 笔试试卷 (90 分)

第一部分：（30 题 40 分）

从第 1 题到第 23 题，每题都提供 4 个选择，其中只有一个正确。选出代表正确答案的数字（1, 2, 3, 或 4），然后把电脑作答卷（OPTICAL ANSWER SHEET）上相应的椭圆涂黑。

一、句子选择（10 题 10 分）

从所提供的选项中，选出正确的一个。

01. 温柔
    (1) 我们在温柔的草地上尽情地奔跑。
    (2) 大海一片温柔，我们在上面划船。
    (3) 妈妈很温柔，我和妹妹都很爱她。
    (4) 小狗们喜欢温柔地找四处找食物。

02. 奔波
    (1) 红灯亮了，我们不应该冒险奔波。
    (2) 他一直向前奔波，第一个到终点。
    (3) 火车奔波了三个小时，终于到站。
    (4) 爸爸为了全家人的生活每日奔波。

03. 游览
    (1) 弟弟整天游览，就是不做作业。
    (2) 一群鱼儿在水里自由自在地游览。
    (3) 我们去中国旅行，游览名胜古迹。
    (4) 他是无家可归的人，在街上游览。

04. 仔细
    (1) 我做作业很仔细，所以没有出现错误。
    (2) 这条路这么仔细，只能让一个人通过。
    (3) 他很小心，多仔细的事情他都能想到。
    (4) 这间艺术品很仔细，要很长时间做好。
Q5. 表示
   (1) 他已经表示不想做，我就不勉强他。
   (2) 为了表示意思，他用几种语言解释。
   (3) 我将会表示一个节|目，心里好紧张。
   (4) 李老师表示华明，因为他做了好事。

Q6. 严格
   (1) 学校很严格，进学校的人都要被检查。
   (2) 演出的气候严格，不许使用电话电脑。
   (3) 那事相当严格，请老师来帮助我处理。
   (4) 校长严格的讲话，因为有学生犯了错。

Q7. 品德
   (1) 经过刘老师的开导，他终于恢复了品德。
   (2) 在学校里，遵守品德是非常重要的事情。
   (3) 我要训练我的品德，做一个懂理的孩子。
   (4) 他一向品德优良，绝对不会做任何坏事。

Q8. 规矩
   (1) 你的规矩似乎行不通，看来我们就别试了。
   (2) 她在学校不遵守规矩，常常被老师们处罚。
   (3) 他们利用花纹地设计图案，避免出差。
   (4) 参加比赛的同学们，规矩地大声朗读课文。

Q9. 垂头丧气
   (1) 我们赢得了比赛，每个人都垂头丧气。
   (2) 同学们很高兴，垂头丧气地走进教室。
   (3) 邻居们在公园里垂头丧气地大声欢歌。
   (4) 小丽的考试没考好，所以她垂头丧气。

Q10. 悲然大悟
   (1) 全家人都很喜欢登山远足，使我们悲然大悟。
   (2) 小企鹅悲然大悟地排好队，等管理员发食物。
   (3) 中文作业很简单，同学们悲然大悟地做完了。
   (4) 这道题我不会做，老师讲了，我才悲然大悟。
二、选词填空（10题10分）
根据短文的内容和上下文的意思，从括号中选出适当的词语。

时间是 Q11.（1. 仔细 2. 宝贵 3. 忙碌 4. 积攒）的，它总是
Q12.（1. 不明不白 2. 不知不觉 3. 不清不楚 4. 不急不忙）地从我们身边
溜走。一个做事认真的人，必定会非常的 Q13.（1. 遵守 2. 珍惜 3. 需
要 4. 保护）时间。

一次，爱因斯坦和朋友约好在公园见面。朋友迟到了，爱因斯坦不
但不生气，反而用等朋友的时间 Q14.（1. 出现 2. 遇到 3. 产生 4. 思考）
一个问题。由于爱因斯坦想得太入神了，连下起了雨，他被雨淋湿了，
他也没有 Q15.（1. 感情 2. 感激 3. 感觉 4. 感想）到。

后来，爱因斯坦的朋友赶来了，他 Q16.（1. 嘲笑 2. 温柔 3. 抱歉 4.
耻笑）地对爱因斯坦说：“对不起，浪费了你不少时间！”但是爱因斯
坦却 Q17.（1. 激励 2. 强迫 3. 开心 4. 解释）地说：“没关系，我刚才用
等你的时间，想到了怎么解一道数学题目呢！”

爱因斯坦能够 Q18.（1. 利用 2. 缩短 3. 规整 4. 整理）时间来解一道
数学题，这种不浪费时间的好 Q19.（1. 规定 2. 训练 3. 习惯 4. 智慧）是
值得我们 Q20.（1. 努力 2. 学习 3. 苦苦 4. 加油）的。
三、阅读理解（一）（10题 20分）
根据短文的内容和上下文的意思，选出适当的答案。

A组（Q21-Q24）

收集旧物品

请将旧物品捐出来，为社会上一些不幸的人士显出爱心与关怀。售卖的旧物品所筹到的款项将分别捐献给阳光安老院和美好孤儿院。

收集旧物品种类
旧电器：电脑、冰箱、风扇、音响器材等
旧服饰：衣服、裤子、裙子、手提袋等
旧读物：报纸、杂志、课本、故事书等
旧家具：沙发、桌椅、婴儿床、轮椅等

请有意捐献的热心人士在1月25日早上11点以前把上述旧物品分类摆放在您住家的门前，关爱协会的义工们将前往收取。谢谢。

西罗新村居民委员会主席敬启
2015年1月16日
Q21. 主办这次收集旧物品活动的机构是__________

(1) 关爱协会。
(2) 阳光安老院。
(3) 美好孤儿院。
(4) 西园新村居民委员会。

Q22. 以下哪一项不是主办机构要收集的旧物品？

(1) 烫斗、长裤、和床架。
(2) 冷气机、背包和书桌。
(3) 水果、可乐、和面包。
(4) 吸尘机、长袖衬衫和英文课本。

Q23. 有意捐献的居民要在哪一天把物品摆放在住家的门前？

(1) 1月10日。
(2) 1月11日。
(3) 1月16日。
(4) 1月25日。

Q24. 主办机构售卖旧物品所筹到的款项将__________

(1) 交给关爱协会的义工们。
(2) 捐给社会上所有不幸的人士。
(3) 全部捐赠送给西园新村居民委员会。
(4) 分别捐赠给阳光安老院与美好孤儿院。
B组（Q25-Q30）

欧洲人一到夏天，就更活跃（yuè）起来。海边、河边、江边都成为他们夏天生活的中心地。他们最爱太阳，有的在太阳下晒一天，也不觉得疲倦。

为了能长时间的生活在太阳光线下，他们便在海边搭一间小房子，准备周末来这儿时，可以在海边住上两个整夜、一个整天，度过这样的海边生活。因为海边生活最能增进健康，他们有时在水里游泳，有时在沙滩上游戏，很像一些小学生或幼儿园的学生幼稚（yòuzhì）可爱。

最有趣的还是那些老年夫妇们，越是手脚不灵活越爱游泳。他们游泳的姿态、衣装都非常整齐，动作也活泼敏锐，特别显出运动技术的美妙。男士们也不想落后，跑的、跳的、手拉着手的，到处显得朝气蓬勃（péngbó）。在炎热的太阳下，做各种游戏，忘了热也忘了疲倦，无形中增进了身体的健康。

Q25. 本文主要是介绍____________________
（1）欧洲人夏天的生活。
（2）欧洲人的男女平等。
（3）欧洲人很爱运动。
（4）欧洲人增进健康的方法。

Q26. 欧洲人夏天生活中心地在____________________
（1）各大城市。
（2）交通方便的地方。
（3）风景优美的地方。
（4）阳光充足的海滩。
Q27. 在海边搭一间小房子的目的是______________
(1) 可以多晒太阳。
(2) 周末有地方住。
(3) 可以在海边过夜。
(4) 欣赏海边的风景。

Q28. 为什么说欧洲人像小学生或幼儿园的学生呢？
(1) 他们喜欢海边。
(2) 他们喜欢太阳。
(3) 他们喜欢在海边、河边造房子。
(4) 他们有时在水里游泳，有时玩游戏。

Q29. 从动作上看欧洲人______________
(1) 不怕热。
(2) 不尊重老年人。
(3) 都显得朝气蓬勃。
(4) 像学生一样幼稚。

Q30. 欧洲人最欢太阳的原因______________
(1) 阳光很难得到。
(2) 阳光对健康有益。
(3) 晒一天也不会觉得疲倦。
(4) 欧洲的太阳并不是很炎热。

四、完成对话（5题10分）
根据上下文的意思，从表中选出适当的短语或短句，然后把代表它们的数字填写在括号里。
（1）我全身都感到不舒服
（2）头脑实在是太疲劳了
（3）顺便帮我向老师请假
（4）最近的压力越来越大
（5）还可以使你有时间休息
（6）我真的没有心情去参加活动
（7）只是因为功课多得做不完
（8）还可以结交兴趣相同的朋友

向明：快把书包收拾好，我们该去参加课外活动了！

京德：你自己去吧，Q31。

向明：你不去了？是不是身体不舒服？

京德：我很好，Q32，根本没有时间去参加课外活动。

向明：最近有很多考试，功课当然很多。但是，课外

活动也同样重要，它不仅能够让你学到课外知

识，Q33。

京德：你说的我都明白。可是，这道数学题我怎么也

做不出来，Q34。

向明：因为你一直在温习功课，Q35！说不定等你参加

完活动再来想，很容易就找到答案。

京德：说的有道理！那还等什么，快走吧。

五、阅读理解二（10 题 40 分）

根据短文和上下文的意思，回答下列问题。
A组（Q36-Q40）

老乌鸦经常把自己当年上狐狸当的教训，讲给小乌鸦听，要小
乌鸦提防别人来骗它。小乌鸦每次听了都连声说：“记住了！记住
了！我不会像你一样，相信了狐狸的甜言蜜语，被狐狸骗走嘴里的
肉。”

有一天，小乌鸦嘴里咬着一块肉，停在树上，心里想：就算我
碰上狐狸，也不会上当。就这么巧，一只小狐狸走了过来，它看见
小乌鸦就笑哈哈地站在树旁，它心里想着用什么话语能骗到肉吃，
于是它说了许多哄着赞美乌鸦的话。小乌鸦记住了老乌鸦的话，根
本没有理会小狐狸。

小狐狸有些失望了，它转了转眼珠子，表情马上变了，想到了
一个办法。它破口大骂：“小乌鸦你听着，这个世界上没有比你们
更坏的东西了。你们是坏蛋，是骗子，谁碰上你们都会不开心。

听到小狐狸这无理的责骂，小乌鸦气得火冒三丈，忘了嘴里有
肉。它不能再忍受，开始还击：“你……”就在这时，小乌鸦咬在
嘴里的肉落地了。小狐狸像老狐狸那样，立刻把肉吃下肚子去。小
乌鸦虽然记住了妈妈的教训，但这次它这次遇到事情冷静反而生
气，结果，肉还是被小狐狸吃了。

接着，小狐狸转过身，对着树上非常后悔的小乌鸦得意洋洋地
说：“谢谢你。你已经很小心了，可是这一回，你又该吸取什么教
训呢？”
Q36. 从文中找出表达下列意思的词语，然后把它们写在括号里。
   (4 分)
   (a) 指从错误中得到经验  [ ]
   (b) 非常生气  [ ]

Q37. 老乌鸦上过狐狸什么当？（4 分）

Q38. 小狐狸一开始用的办法有用吗？你怎么知道？（4 分）

Q39. 文中的“办法”指的识什么（4 分）

Q40. 小乌鸦这次应该吸取什么教训？（4 分）

B 组（Q41-045）

那天，巴士上真是挤得让人透不过气来。一个穿格子上衣的小伙子紧挨着我站着，随着巴士摇摆，小伙子的身体不时地靠向我，让我
多少有些不舒服。

这时，有人冲我喊了一声：“嗨！王老师！”我一看，是一个二十几岁的姑娘。我看了她好久，始终想不起来她是谁。再说，我也不姓王，更不是当老师的，她肯定认错人了。我不想让她太难堪（nánkān）。就向她笑了笑。

姑娘站起身，硬要把自己的座位让给我。我有些不好意思地接受了。坐下的那一刻，我无意间看到“格子上衣”狠狠地瞪了姑娘一眼。我心里有些疑惑（yíhuò），却也没有太在意。

当姑娘聊起发生在校园的往事时，我有点不知道怎么办，只好小心地应答着。巴士到站了，我站起来说：“我该下车了。”谁知，那姑娘马上说：“真巧，我也在这里下车。”

刚一下车，姑娘就挥手对我说：“再见了，阿姨！”我不禁感到迷惑了，问：“咦，你怎么又喊我阿姨了？”那姑娘说：“您没注意到，您身后的小伙子一直看着您的钱包。我怀疑他不怀好意，一着急，就认您当我的老师啦！”我顿时恍然大悟，望着姑娘匆匆离去的背影，久久说不出话来。

Q41. 从文中找出表达下列意思的词语，然后把它们写在括号里。（4分）
(a) 难为情，不好意思 [      ]
(b) 不明白，摸不着头脑 [      ]

Q42. 什么事情让作者感到不舒服？（4分）
043. 根据文章内容，把答案写在表格里。（4 分）

<table>
<thead>
<tr>
<th></th>
<th>“我”的反应</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) 姑娘要把座位让给“我”坐</td>
<td></td>
</tr>
<tr>
<td>(b) 看到小伙子瞪了姑娘一眼</td>
<td></td>
</tr>
</tbody>
</table>

044. 姑娘让座给作者的真正目的是什么？（4 分）


045. 你认为文中的姑娘是个怎样的人？举例说明。（4 分）

完
BIOGRAPHY

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