

## **The Study of The Results of Mandarin Learning Activities Using The WESPRA Model for Students in Grade 5 Raffle of American International School**

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### **Abstract**

The objectives of this research were to 1) To study the student's achievement after mandarin learning activities using the WESPRA model and 2) The satisfaction of students after Mandarin learning activities using the WESPRA model. Sample group equal 14 form international students G.5 which the researcher chose purposive sampling. Tools of research has lesson plans using the WESPRA model, behavior observation, and the satisfaction of the student's mandarin learning activities using the WESPRA model. The IOC equals 0.86, 1, and 0.8 respectively. Use simple statistics to analyze results. The results show that Work skills are at a good level. Students' achievement after mandarin learning activities using the WESPRA model is at a good level and The satisfaction of topic my family Mandarin learning activities designed using WESPRA model is very satisfactory. Therefore, teaching and learning for students to learn Mandarin in a hands-on manner and can be applied in real life well, the WESPRA model should be used as a conceptual framework for designing teaching and learning activities.

**Keywords:** WESPRA model; Mandarin learning; Activities; International school

### **Introduction**

Thailand is one of the countries with the rapid development of mandarin teaching. With the increasingly frequent economic exchanges between China and Thailand, Thailand's government realized the importance of learning Chinese. In 1993, the Ministry of Education of Thailand issued a plan for the development of teaching mandarin in Thailand. Enrolling in more and more Thai schools, and the number of Chinese language learners has increased exponentially under this circumstance. (Guo, 2015) In Thailand, Thai schools and international schools in Thailand, in addition to teaching the Thai language, English is the main subject also added Mandarin Chinese as the main subject. In conclusion, most schools have taught Mandarin, but as we know, Mandarin is one of the most difficult languages in the world, especially the writing part. Therefore, the results of learning mandarin are not very successful for most people.

Currently, the researcher is serving in the Chinese language. The researcher has been teaching mandarin in an international school for three years. The problems of Chinese teachers are mainly in the teaching methods, and the teaching methods are old and single. For example, when teaching vocabulary, most teachers let students read along; when teaching texts, most teachers let students read aloud the text and seldom adopt other teaching methods, which failed to meet teaching goals.

The researcher has collected information informally by observation. It was found that the learners had inattentive behaviors in learning Mandarin as they should have because of not understanding. I don't know the reason why I must study; therefore, studying is not fun and not interested in studying. To make students achieve good academic results. It must start with letting them know why they studied. What benefit will they have? and design activities to be fun by having them participate in the activities, which is learning through action. Learners are involved in activities and enjoy learning resulting in good learning outcomes. The researcher has studied many forms of activities and paid special attention to Pathita's WESPA model, which is consistent with the above idea (Piyasakulsee and Tunya, 2022). Therefore, the researcher is interested to study the results of learning activities using the WESPA model for students in Grade 5 of Raffles American International School.

## Related literature and research

### *The WESPA model*

The WESPA model is a model or idea that helps teachers visualize learning goals in a concrete way and motivate them in experiential efforts by giving learners the opportunity to act, gain experience, and be encouraged to reflect on their ability to express themselves. And develop various skills until they can create an expression on their own and are ready to change ideas and experiences to knowledge until the creation of inventions or innovations to exchange knowledge leading to durable knowledge to be applied in real life, which consists of an operational style, a symbolic model, and a textual model, as follow:

#### *The triangle*

The triangle and the letter W signify goals by asking the question of giving teachers a true understanding of what this experience plan does, why you teach, and how it will benefit the teacher. The expected outcome of the experiential activity must be hypothesized and therefore the triangle is represented by the initials W, and each corner of the triangle indicates the why, how, and what until the teacher be aware of it. Explain the importance of teaching and answer the question of why teaching this subject, make sure the teacher can be confident to make the lesson plans and apply them to the teaching as shown in Figure 1.

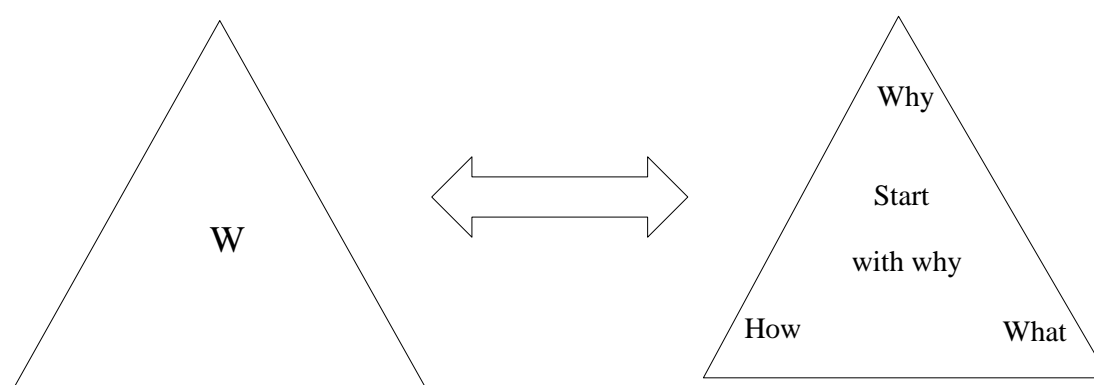


Figure 1 Triangle represents the question word start with why

#### *The Circle*

Circle shape and the abbreviation E. Teachers must specify the need for students to express their thoughts. The circle and the letter e are used to express their thoughts using round robin techniques. Teachers must talk to learners and give them the opportunity to listen to their ideas to plan different situations for learners to experience and express their empirical

ideas. Circle means the participation of students. Everyone presents their ideas on a democratic basis where everyone has equal rights to express their ideas as shown in Figure 2.

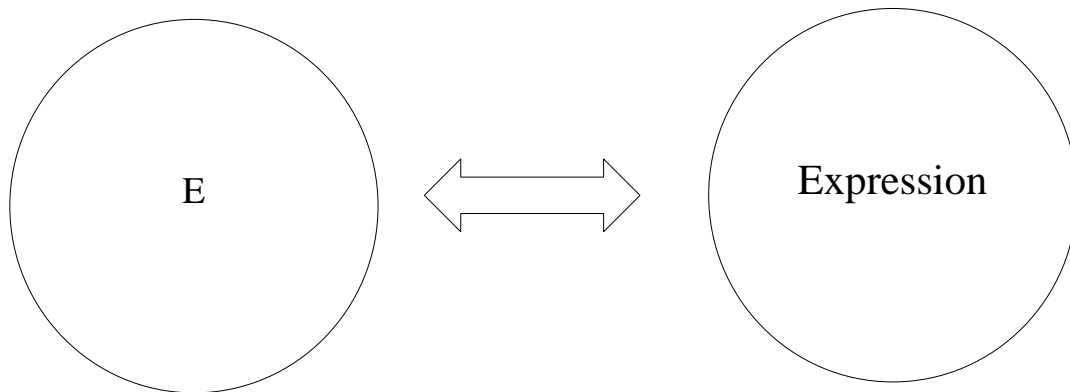


Figure 2 Circle represents the expression

### *The heart*

The heart shape and the acronym S, besides the teacher's goals and expectations for the students to express their ideas, another important part that cannot be denied is the content that learners must know within the framework. A basic curriculum that outlines what content should be learned by learners of each age group and is represented by a heart symbol for bringing learning content. The three important aspects of the net are for each subject to be compiled and integrated with the design of an experience-enhancing activity plan. Teachers may have students design the content they want to learn, so the word strands are denoted by the letter S. Learners and teachers will develop experience and create knowledge along the way through practical action at every step as shown in Figure 3.

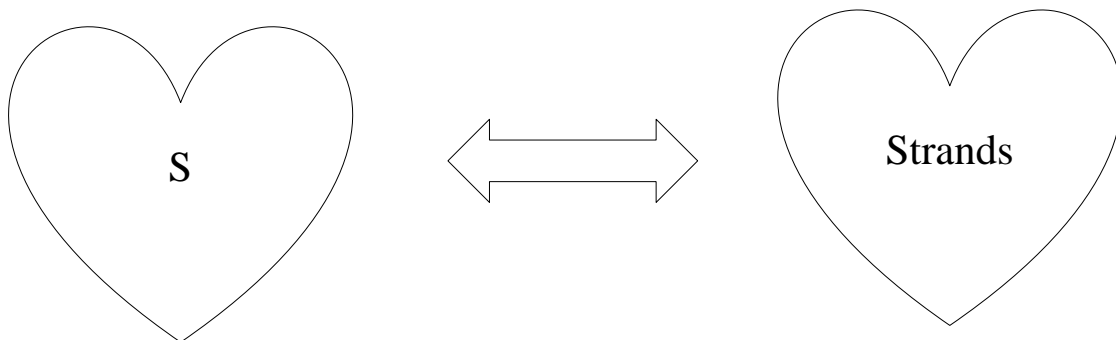


Figure 3 Heart represents the strands

### *The square*

Square and abbreviated P. Quality work will result in more efficiency if the practice is based on a system or thought process. The process of accessing quality learning methods to acquire knowledge and experience arising from the dangers in the learners until they can create innovative works in each corner of the square as shown in Figure 4.

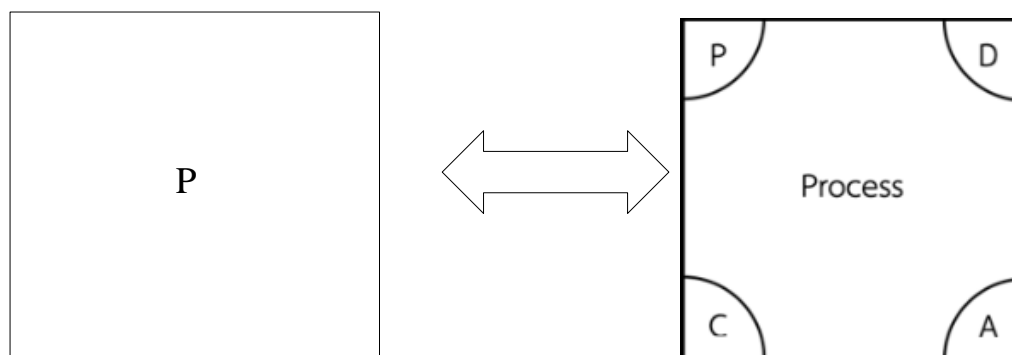


Figure 4 Square represents the process

### ***The Diamond***

Diamond shape and initials R cultivation of research skills are the systematic study of the learners little by little. These are fundamental skills that are essential and in demand in the 21<sup>st</sup> century world. They will contribute to the development of valuable human resources. Therefore, the symbol is represented by a diamond and the letter R comes from the word research, and the 5 corners mean learning and solving problems using the conceptual framework of the research process consisting of concepts or problems, collecting data, operating methods, and performance and discussion as shown in Figure 5.

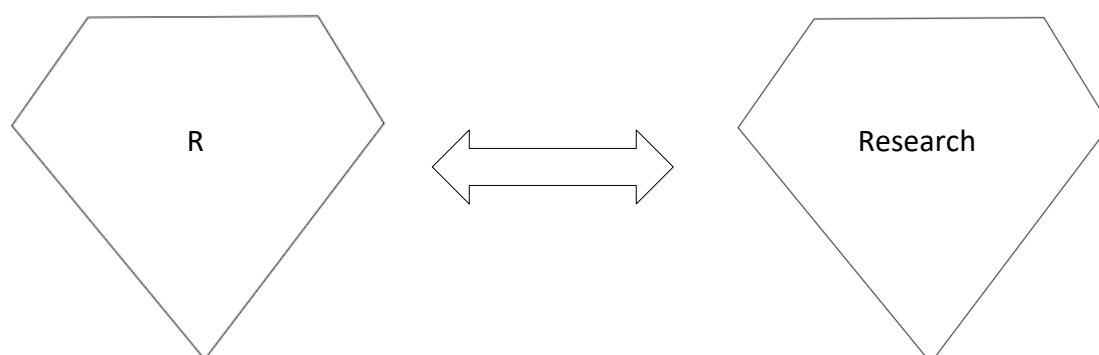


Figure 5 Square represents the process

### ***The Rectangle***

The result of learning is to create a learning experience for learners, allowing learners to pick up knowledge, concepts, principles, theories, and experiences to connect with life in a world. It is changing rapidly to live a quality and meaningful life in every dimension such as one's dimension, the dimension of those around them, the dimension of society, and the dimension of innovation, which students must synthesize or crystallize by themselves. So, I use a square cloth for the linkage of the knowledge gained from the experience gained from learning through the implementation of the plan of activities to enhance the experience by teachers and co-students to reflect the goals to prove the hypothesis. The four sides of the fabric square represent the symbols of the problems encountered in the present. Choose a learned method to solve the problem, then analyze the results and remove the lessons learned for others to knowledge that is durable and will lead to real life in the future

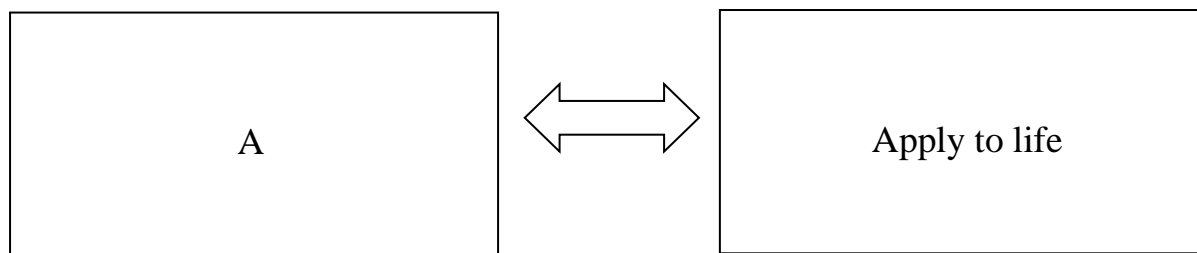


Figure 6 rectangle represents the apply to life

### ***Mandarin skill***

Using teaching methods developed especially for kids aged 3 to 12 years old, our modern Chinese courses cover speaking, listening, reading & writing. We improve Chinese confidence and capability in all our young students and can help children improve their school grades at all levels.

#### ***Mandarin listening skill***

Listening skills are essential for successful language learning and acquisition. Generally, among the four essential skills of language, the receptive skill of listening is the skill that is most needed in our daily communication. It is a crucial skill that foreign language learners need to master because “people can expect to listen twice as much as they speak, four times more than they read, and five times more than they write” (Morley, 1991) reference by (Hoe Foo Terng et al., 2021). Listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability. Mandarin listening skills about the sound, rhythm, intonation, and stress of the language can only be perfectly adapted through mandarin listening.

#### ***Mandarin speaking skill***

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded as one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language (Lai-Mei Leon, 2017)

#### ***Mandarin reading skill***

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret, and decode written language and texts. Mandarin reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters, and other written messages (Curtis, 1980).

#### ***Mandarin writing skill***

Writing skills are the skills you use to write effectively and succinctly. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand. Mandarin writing skills don't just include the physical act of writing. Skills like research, planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process. According to many teachers' perceptions, writing is one of the productive skills of the language most difficult to learn and therefore teaching demands careful attention to accuracy due to its complex process of communication (Hyland & Hyland, 2006).

## **Research Methodology**

### ***Population and sample group***

The population is students in grade 5 of Raffles American international school. The quantity of students is 28. The sample group is grade 5B of Raffles American international school as shown in Table 1. The quantity of students is 14 because the researcher chooses a specific type in this class for the convenience of collecting data.

Table 1 population and sample group

Grade 5 population		Grade 5 sample group
A	B	B
14	14	14
28		14

The researcher creates and evaluates tools of research. Evaluation by three experts, the research tools are lesson plans, behavior observation, and the satisfaction of students after mandarin learning activities using the WESPRA model.

The researcher requests a letter from the Suvarnabhumi Institute of Technology and brings the letter requesting permission to collect data with the sample group.

The researcher tries out the sample group from September 26<sup>th</sup> to 30<sup>th</sup>, 2022. Teach the topic to my family through Mandarin learning activities designed using the WESPRA model. Three times in total.

#### *Analysis of research*

Analyze students' achievement after learning activities using the WESPRA model. Use evaluation form to the appropriateness of student behavioral observation for listening, speaking, reading, and writing by the teacher.

This criterion is based on the principle that the interval or range of scores at all levels is equal. When is given the weight of the highest level, good, fair, and must be adjusted to 3, 2, and 1, respectively, have an average meaning level as follows:

2.51 - 3.00 Work skills are at a good level.

1.51 - 2.50 Work skills are at a fair level.

1.00 - 1.50 Work skills are at the level that needs to be improved.

Analyze the satisfaction of students after mandarin learning activities using the WESPRA model by students.

This criterion is based on the principle that the interval or range of scores for all levels is equal. When the weight of the scores on the highest, high, medium, low, and lowest grade were determined to be 5, 4, 3, 2, and 1 respectively, have an average meaning level as follows:

4.51 - 5.00 is the most satisfied

3.51 - 4.50 is very satisfied

2.51 - 3.50 is moderately satisfied

1.51 - 2.50 is less satisfied

1.00 - 1.50 is the least satisfied

## Results

Analyze students' achievement after mandarin learning activities using the WESPRA model. Use evaluation form to the appropriateness of Student behavioral observation for listening, speaking, reading, and writing by the teacher as shown in Table 2.

Table 2 Evaluation Form to The Appropriateness of Student behavioral observation For students

No.	Item	mean	S.D.	Interpret
1	finish the work on time	2.14	0.77	good
2	know how to divide one's work within one's own group	2.21	0.70	good
3	be concentrated on the task	2.29	0.83	good
4	be diligent, patient in one's work	2.14	0.66	good
5	appreciate the work of one's own and of one's friend	2.57	0.51	excellent
	Mean	2.27	0.68	good

Evaluation of the appropriateness of student behavioral observation is good. Appreciate the work of one's own and of one's friend got the highest score, mean=2.57, S.D.=0.51. Work skills are at an excellent level. The second is concentrated on the task, mean=2.29, S.D.=0.83. Work skills are at a good level. The third is know how to divide one's work within one's own group, mean=2.21, S.D.=0.70 and being diligent, patient in one's work mean=2.14, S.D.=0.66. Work skills are at a good level. Students' achievement after mandarin learning activities using the WESPRA model is at a good level mean=2.27, S.D.=0.68

Analyze the satisfaction of students after mandarin learning activities using the WESPRA model by students as shown in Table 3.

Table 3 The satisfaction of topic my family Mandarin learning activities designed using the WESPRA model for students

No.	Item	mean	S.D.	Interpret
1	Using the WESPRA model can attract students participate in class activities	4.46	0.58	very satisfied
1.1	Are activities more interesting than other teaching materials?	4.38	0.65	very satisfied
1.2	Will students be ready and open to learn new knowledge when teachers learning activities using the WESPRA model?	4.54	0.51	The most satisfied
2	Students can be stimulated with learning activities using the WESPRA model	4.28	0.75	very satisfied
2.1	By using the WESPRA model in Mandarin class, will the students be willing to communicate and speak Mandarin in daily life?	4.46	0.80	very satisfied
2.2	By using the WESPRA model, will the students be more confident to speak Mandarin	4.15	0.62	very satisfied
2.3	By using WESPRA model, will students know that Mandarin is not just a subject that needs to be studied at school but also an important skill that will allow them to navigate the world?	4.23	0.83	very satisfied
3	WESPRA model can make students to get a sense of learning achievement	4.31	0.71	very satisfied
3.1	Can students be more interested in learning Mandarin using the WESPRA model?	4.54	0.67	The most satisfied
3.2	Can students get the sense of achievement of learning Mandarin using the WESPRA model?	4.08	0.74	very satisfied
4	WESPRA model enable students to learn a variety of languages and cultures	4.50	0.57	very satisfied
4.1	Can WESPRA model also help students open up the world and learn new things?	4.31	0.65	very satisfied
4.2	Can WESPRA model also allow students to decide what they want to learn?	4.69	0.49	The most satisfied
5	WESPRA model can help introduce new cultures and ideals for students.	4.54	0.59	The most satisfied
5.1	Can students get different views of the world or new cultures by using WESPRA model?	4.54	0.51	The most satisfied
5.2	Can students be more interested indifferent cultures by using WESPRA model?	4.54	0.67	The most satisfied
	Mean	4.41	0.66	very satisfied

The satisfaction of the topic my family Mandarin learning activities designed using WESPRA model is very satisfied, mean=4.41, S.D.=0.66 and the first is WESPRA model can help introduce new cultures and ideals for students got high score mean=4.54, S.D.=0.59. The second is WESPRA model enable students to learn a variety of languages and cultures mean=4.50, S.D.=0.57. The third is Using the WESPRA model can attract students participate in class activities mean=4.46, S.D.=0.58. The fourth is WESPRA model can make students to get a sense of learning achievement mean=4.31, S.D.=0.71. The fifth is Students can be stimulated with learning activities using the WESPRA model mean=4.28, S.D.=0.75. The WESPRA model allow students to decide what they want to learn is the highest score mean=4.69, S.D.=0.4.

## Conclusions, Discussion of Results, and Suggestions

### 1. Conclusions

1.1) To study the student's achievement in Mandarin after learning from Mandarin learning activities using the WESPRA model. Evaluation of the appropriateness of Student behavioral observation is good. Appreciate the work of one's own and of one's friend got the highest score, mean=2.57, S.D.=0.51. Work skills are at an excellent level. The second is be concentrated on the task, mean=2.29, S.D.=0.83. Work skills are at a good level. The third are know how to divide one's work within one's own group and be diligent, patient in one's work. mean=2.21, S.D.=0.70. Work skills are at a good level. Student's achievement after mandarin learning activities using the WESPRA model is at a good level, mean=2.27, S.D.=0.68.

1.2) The satisfaction of students after Mandarin learning activities using the WESPRA model. The Appropriateness of the topic my family Mandarin learning activities designed using WESPRA model strongly agrees, mean=4.41, S.D.=0.66 and the first is WESPRA model can help introduce new cultures and ideals for students got a high score mean=4.54, S.D.=0.59. The second is WESPRA model enables students to learn a variety of languages and cultures mean=4.50, S.D.=0.57. The third is Using the WESPRA model can attract students to participate in class activities mean=4.46, S.D.=0.58. The fourth is WESPRA model can make students get a sense of learning achievement mean=4.31, S.D.=0.71. The fifth is Students can be stimulated with learning activities using the WESPRA model mean=4.28, S.D.=0.75. The WESPRA model allows students to decide what they want to learn is the highest score mean=4.69, S.D.=0.49.

### 2. Discussion of results.

Lesson plan designed by a researcher for 1 week that has three activities for learning Mandarin topic My family using WESPRA model. The WESPRA model is a model or idea that helps teachers visualize learning goals in a concrete way and motivates them in experiential efforts by giving learners the opportunity to act, gain experience, and be encouraged to reflect on their ability to express themselves and develop various skills until they can create an expression on their own and are ready to change ideas and experiences to knowledge until the creation of inventions or innovations to exchange knowledge leading to durable knowledge to be applied in real life, which consists of an operational style, a symbolic model, and a textual model, designed by Pathitta Piyasakulseewee. (Piyasakulseewee, 2020, p.368-369). The same to GM game maker, EDUSTYLES, (Piyasakulseewee, 2021) GM Game Maker is an event. that creates a learning experience. Student focus is important Build self-knowledge from selection, planning, step-by-step process, tool selection hands-on practice. Students could express themselves freely and come up with different ideas.

Through the process of learning management, learners have acted (Active Learning) and is a collaboration between learners and teachers to reduce the role of teachers. Creating



collecting elements and creating a complete thing. Organize to form or structure through creation, planning, and production. This model develops social skills, but the limitation of board games is the selection of board games that are not specifically designed for teaching purposes. Therefore, the researcher is interested in studying the learning activities for learners to create board games as media that correspond to the lessons in science courses which is consistent with the following research:

The study of the learning outcome of grade 3 students who were taught using “GM Game Maker: a constructivism instructional design technique” in the topic of relationships between two organisms Sacred Heart convent School. The purpose of this research is to study the learning outcome of grade 3 students who were taught using GM Game Maker: a constructivist instructional design technique on the topic of relationships between two organisms. The population was 162 grade 3 students in the academic year 2019 Sacred Heart Convent School, Bangkok, Thailand. The treatments were 1) an excellent with an average score 3 weeks of the lesson plan, 2) two test papers of 30 questions multiple choice exam for 20 marks and 4 questions subjective exam for 20 marks, with IOC of 1.00, The expectation of this research is that 80% of the population passed the test with 60% criterion. The quantitative analysis with average shows that the highest score is 100% with 40 marks, the lowest score is 52.5% with 21 marks and the average score is 74.7% with 29.88 marks which is higher than the criterion. The result shows that 95.68% or 155 students passed the criterion which is higher than the expectation (Piyasakulsee, 2021).

MAPS, a stylish activity format to enhance Thai language learning skills Grade 4. The objectives of this research were to 1) design an activity with the MAPS empowerment activity framework, 2) study the learners' five aspects of learning Thai linguistic skills after participating in activities aligning with the MAPS empowerment activity framework, and 3) study the satisfaction of parents towards MAPS empowerment activity framework. The sample group used in this research was 20 primary 4 students. The research instruments were 1) lesson plans for activities aligning with the MAPS empowerment activity framework 2) an assessment form for five aspects of Thai linguistic skills of learners after studying and 3) a questionnaire on the satisfaction of parents towards the MAPS empowerment activity framework. The statistics used in this research were an average and a standard deviation. The findings were found MAPS consists of ‘M’ motivation, which motivates the student to attend an activity. ‘A’ Acquire, cognitive with experience through one’s own work. ‘P’ Playfulness, which creates a learning experience that consists of a commitment to learning happily. ‘S’ stage, students get the stage to introduce things their work that quality of the MAPS empowerment activity framework was overall at a high level with an average = 4.48, and a standard deviation = 0.45. Parents' satisfaction with the MAPS empowerment activity framework was at a high level with an average = 3.69, a standard deviation = 0.52. (Sonjai, 2022, p.88)

### 3. Suggestion

- 1) The teachers have a conceptual framework for designing learning management in various subjects using the WESPRA model to promote active learning.
- 2) Using the WESPRA model can attract students to participate in class activities.
- 3) Students can be stimulated with learning activities using the WESPRA model.
- 4) WESPRA model can make students get a sense of learning achievement.
- 5) WESPRA model enables students to learn a variety of languages and cultures.

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