

THE EFFECT OF USING MANDARIN ONLINE TEACHING ENHANCES CHINESE READING COMPREHENSION SKILLS FOR VOCATIONAL STUDENTS IN GUIZHOU, CHINA

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ABSTRACT

The objectives of this research were to: 1) compare the students' Chinese comprehension skills before and after using the Mandarin online teaching, and 2) study students' satisfaction towards Chinese comprehension skills based on the use of Mandarin online teaching for students Guizhou Aerospace Vocational and Teaching College, China. The samples for the study consisted of 20 students in the second year of Guizhou Aerospace Vocational and Teaching College in the 2nd semester of the academic year 2023. They were purposive random sampling. The instruments were 1) three lesson plans of Chinese comprehension skills using the Mandarin online teaching mode, 2) a Chinese comprehension test, used as a pretest and posttest; and 3) a questionnaire on opinions towards the use of the using Mandarin online teaching mode to enhance Chinese comprehension. The data were analyzed by mean, standard deviation, and t-test. The findings of this study were: 1) The students' Chinese comprehension after the class based on the use of the Mandarin online teaching was significantly higher at the .05 level, and 2) The students' satisfaction with the Mandarin online teaching mode was at a high level with a mean of 4.1.

Keywords: Effect, The Mandarin Online Teaching Mode, Chinese Comprehension Skills

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INTRODUCTION

In today's society, reading is important and necessary in human life. Reading helps humans receive information to make decisions in their daily lives. Reading is a necessary education. Because people who read a lot will have a lot of knowledge and understanding. Make it successful so they can continue their studies at a higher level. Reading helps develop thinking. Creativity helps raise the level of intelligence. It helps people keep up with current events. Able to solve various problems and be able to live in society. (Office of Academics and Educational Standards, 2011: 175) Reading is not only an important skill for acquiring knowledge. It is also important in many other ways, such as a basis for studying other subjects. It is a tool to help you succeed in your career, create knowledge and enjoyment, and has extensive experience. (Pennapa Srisaseua, 2016: 34-35) Reading skills are a very important skill for English language learners to achieve reading goals in teaching and learning, it is necessary to develop student's skills and understanding of what they read, have a habit of loving reading, and be able to put knowledge from reading to good use and reading is extremely important. Developing student learning, especially at the lower secondary school level Reading is the most important and necessary skill for students learning English, which must be used in daily life (Waraphon Prom-in, 2018: 2). because the Basic Education Core Curriculum 2008 has focused on student development to have quality according to learning standards And there are five important competencies: the ability to communicate, the ability to think, the ability to solve problems, the ability to use life skills, and the ability to use technology. Learning English helps students broaden their vision and Able to communicate with foreigners correctly and appropriately. Therefore, students need to study English to develop language skills. There is an emphasis on developing skills in all four areas: listening skills (listening), speaking skills (speaking), reading skills (reading), and writing skills (writing). The foreign language learning subject group aims for learners to have a good attitude towards foreign languages and be able to use foreign languages to communicate in various situations. Seeking knowledge for a career, including having knowledge of the diverse stories and cultures of the world community and being able to convey ideas about how Thai culture can be creatively transformed into world society, by specifying the important content that is necessary for students.

Everyone has a language for communication. Language and culture Language and its relationship with subject groups, other learning, and language and its relationship with the community and the world (Ministry of Education, 2008) From the results of the basic national educational test (O-NET) in the academic year 2020, it was found that in the English subject At the Grade 6 level, the average score was 38.14; at the Grade 3 level, the average score was 28.60, which was slightly higher than the O-NET results for the 2019 academic year but not less than 50 percent. At the Grade 6 level, the average score was 29.11 and the grade level Grade 7, average score: 28.38 When looking at the overall O-NET exam scores for the past 5 years, from the 2016-2020 academic year, it was found that in the main subjects, including Thai language, English, mathematics, and science, the subjects in the bottom two rankings are English and mathematics. The average score for the past 5 years in the subject English at the Grade 6 level was 35.48, the average score at the Grade 3 level was 30.06, and the average score for the past 5 years in Mathematics was 35.48. The grade 6 level is equal to 35.03, and the grade 3 level is equal to 24.77 (National Educational Testing Institute, 2020) from the above information. It can be said that English and mathematics are two subjects in which Thai students are still weak and have problems that cannot yet be solved. The results of the O-NET examination indicate problems currently occurring because Thai students have a relatively low level of English proficiency. A study of research related to reading English found Most Thai students the level of English reading ability is low. Students have problems reading fluently, and a more important problem is that students lack reading skills. Understanding and analytical thinking Students' reading problems are a result of many factors, such as students' inability to remember vocabulary

or sentences that have already been learned. Students use English only during school hours. Studying English for approximately 2 hours per week is considered very little (Bunyarin Bunaborirak, 2014: 2) and the fact that students are not successful in their reading skills is due to many reasons, such as students not understanding. I don't know the meaning of the word. Unable to gather ideas from what is read the fact that students still lack reading comprehension skills makes them lack motivation to learn English. Teacher-centered teaching methods Teachers use the traditional method of teaching reading. Students do not understand the meaning of the words, which makes them unable to understand the reading passages clearly. Students lack prior knowledge. Regarding reading matters (Waraporn Prom-in, 2018), Therefore, what should be developed urgently is the ability to read, think, and analyze, emphasizing students' reading skills but In fact, it is found that most students often have problems reading English, especially reading comprehension skills. In order to promote the reading process of students to the level that is expected Teachers must select teaching materials that are appropriate to the abilities and levels of the learners to create motivation for learning

From the problem, the researcher saw that English teachers should plan activities to make teaching and learning interesting. Technology is used as a learning medium and appropriate to the age of the learners in order to be consistent with the Basic Education Core Curriculum, B.E. 2008, by specifying the Grade 5 level (substance 1, indicator 1.1, item 4, specifying the topic main idea and answering questions from listening and reading conversations, stories, and short stories) because Bang Pla Ma School "Sungsumara Phadungwit" is in Bang Pla Ma District. Suphanburi Province It can be considered a zone. The provinces and students are very familiar with stories and fairytales. For this reason, the researcher chose to use fairytales. It is a learning medium to develop students' reading comprehension skills in accordance with Usa Mahamad (2005: 156), the content of Thai fairytales has been used in the exercises. Enhance reading skills. Because students are familiar with when reading content in English, students can guess words or the meaning of sentences more quickly.

Stories are one thing that teachers often use in teaching English. Especially reading skills because the content of the stories is fun. When reading, there is enjoyment because the stories can respond to the students' direct learning strategies. Especially the tactics Memory and intelligence strategies both in the country and abroad, fairy tales have been used in A second language is taught a lot and with good results. Learning English as a second language and foreign language texts are commonly used for novels, short stories, outlines, poems, and stories (Brock, 1990: 22), and it has been proposed to teach cultural content using fairytale content. Because it is a story that students are familiar with, it stimulates students to be aware of their way of life and gain knowledge. In terms of words, phrases, expressions, or sentences used in communication (Price, 1997: 10), stories are beneficial to language learning. The stories help promote reading. Because it stimulates the desire to read. It is an incentive to develop language skills and increase vocabulary (Rattanawalee Saimun, 2010: 3), while Suthaporn Mokkhabut (2012) studied the development of reading skill training using international stories and found that the reading ability of students after studying was higher than before studying. In addition, in the research, it is suggested that training should be developed in other types of stories, such as fairytales which the researcher uses. This is one of the reasons why I am interested in doing research on using stories to develop teaching and learning. Reading skills using fairytales as teaching media to develop reading comprehension skills the content of fairytales may have changed and become ancient to some extent because fairytales are stories that have been passed down through many generations of people and later added additional decorations accordingly. Storyteller's imagination through the expression of emotions, beliefs, ideas, and various traditions that exist in the local area. Therefore, the researcher is interested in applying learning management techniques to teaching. Fairytales were read together to make learning more effective, and the researchers were more skilled. I am interested in choosing the storyline

technique to integrate with the content of Fairytales because the storyline technique is an innovative teaching integration that is very popular in many places countries of Europe. It is a method used to organize teaching and learning activities that are learner-centered. The story will be divided into sections (episodes), using the main questions as a guide to the activities. The teacher sets the story and has elements such as setting, characters, lifestyle, and important events that occurred or problems that needed to be resolved. The inventors and developers of this teaching method were Scottish educators Steve Bell and Sallie Harkness (1998). Discusses the method of organizing learning activities. Storyline is a new concept in education that integrates both curriculum and teaching, emphasizing the learner as the center. The learning of students that occurs from Storyline will be learning that takes place. From direct experience, students create new knowledge for themselves. The instructor has organized the learning process in a systematic way. Variety for students continuously Through the use of key questions (Key Question) (Walai Panich, 2002) and storyline are concepts that create knowledge and creativity together between teacher and student where students practice working together in groups. Study and research various information together, leading to new knowledge that arises. The teacher is the one who advises on the structure. Make teachers and students feel there is fun in the teaching method (Kamonwan Khotthong, 2014) and the English subject is another subject where researchers and educators try to experiment with teaching and learning processes to enable learners to develop language skills and have better academic achievement.

From the importance and problems mentioned above, the researcher, as an English teacher in Grade 6, Chongqing Private School, China," is therefore interested in using the storyline technique and Fairytales in teaching and learning with the aim of students developing and achieving achievement in English reading comprehension skills. Also to create motivation for studying. English subject by doing research on the results of using the storyline technique and Fairytales to promote English reading comprehension skills for grade 6 students, Chongqing Private School, China.

LITERATURE REVIEWS

Mandarin is another name of modern standard Chinese, which is a lingua franca with Beijing pronunciation as the standard pronunciation, northern Mandarin as the basic dialect, and exemplary modern vernacular works as the grammar standard language. Article 19 of the Constitution of the People's Republic of China stipulates that "the state promotes the use of Mandarin". The Law of the People's Republic of China on the Standard Language and Written Chinese Language has established the legal status of the "standard Chinese language" of Mandarin and standard Chinese characters. It should be noted that the promotion of Mandarin is not to eliminate dialect, this is just everyone's passport, Mandarin has risen to an international language, and Mandarin is one of our skills to foothold in society.

Mandarin Course

Mandarin course, from its nature, is a language expression skills training course. Its teaching and training goal is to cultivate students' expression ability to use Mandarin properly. Through the study of this course, students can use standard Mandarin to conduct work communication and interpersonal communication, so as to achieve smooth communication in life and work. Since 1994, when the Ministry of Education and several major ministries and commissions jointly implemented the Mandarin proficiency test, many higher vocational colleges have opened Mandarin courses. The purpose is to improve the students' Mandarin level, through the examination, to reach the qualified level. Therefore, the Mandarin teaching in most colleges and universities is based on the test content, so as to carry out the Mandarin teaching. The Mandarin Training course is a public basic course to cultivate students' comprehensive vocational ability. In this course heart task is to combine the requirements and methods of the Mandarin proficiency test through the systematic theory of the Mandarin

Knowledge learning and a lot of practical pronunciation training, The students to not only master the basic knowledge of Mandarin, Methods and techniques of the Mandarin Chinese proficiency test, More importantly, let students find the problems with their pronunciation of Mandarin, Master the methods of practicing and improving Mandarin Chinese, Overcoming the bad pronunciation habits, Develop the habit of correct pronunciation, Have a certain ability to distinguish the square sound, and through a large number of training to reach the national standard of Mandarin level, In this process, We can contact the pronunciation through the system of professional software, To practice your pronunciation breath whether Liu Chang, Whether the flat and warped tongue is standard, Whether the nasal sound is correct and so on, Through the guidance of professional Mandarin teachers to improve my level of Mandarin , Thus achieving the normal required standards, Get basic skills in speaking Mandarin, To enable students' Mandarin skills to meet the needs of their future careers, To lay a good foundation for the improvement of students' comprehensive quality and sustainable development; Relationship with other courses: The leading course of this course is high school Chinese, and the subsequent courses are all kinds of articles. Change quality course. The study of this course will enhance the vocational language literacy of higher vocational college students, and better adapt. Modern market economy to the high standard requirements of talented professionals speaking English, enhances professional competitiveness, so that students in society. Life practice and future career, establishing a good professional image, and showing good interpersonal communication skills play an important role.

The overall design idea of this course is based on the practical requirements of oral Mandarin ability for professional positions in various professions. Guided by the actual requirements of the Mandarin proficiency certificate for talents, according to the content of the Mandarin test outline, according to the principle of "promoting training, training and testing", effectively promote students to learn Mandarin. Motility and subjective initiative enable students to ensure the level of Mandarin under the lever effect of the Mandarin test

Improve students' professional language literacy and lay a good foundation for their professional ability. In the teaching process, theoretical teaching should be intensive, and practical teaching should be sufficient. Taking the national Mandarin proficiency test outline as the standard, the relevant knowledge of the Mandarin proficiency test is introduced to improve students' understanding of the Mandarin proficiency test. Starting from the needs of communication, communication, and employment, let the mastery of standard Mandarin to become the students' inner needs and conscious actions. Take the training method as the breakthrough point, so that the students can understand the correct pronunciation method, so as to master the correct pronunciation method through self-training. Starting from the formation of correct Mandarin pronunciation habits, establish the concept of standard pronunciation. Emphasize the practicality of the Mandarin course, drive students 'extracurricular independent extension training with centralized and standardized guidance training in class, and improve students' Mandarin level through skills competition and a large number of listening and reading training. Through the Mandarin training course learning and training, education students love the motherland language, master Mandarin pronunciation basic theory and Mandarin, rhyme, tone, and sound pronunciation essentials, have strong square pronunciation ability to distinguish and self-voice ability, overcome the square, can speak a standard or compare standard mandarin, can use clear, fluent mandarin to communicate with people, improve the competitiveness of students 'professional quality and the employment, for students' future career development to lay a good foundation. At the same time, targeted training for the Mandarin proficiency test, so that students can pass the test smoothly and reach the grade standard of grade 2 and grade 2, grade B and above

RESEARCH METHODOLOGY

Population and Sample

The population used in this research is Grade 6, Chongqing Private School, China, is studying English subject 2 (A21102), semester 2, academic year 2023, with mixed ability classes organized but similar English language in 12 classrooms, totaling 390 student. 29 students from Grade 6/4 s taking English 2 (A21102), semester 2, academic year 2031, make up the sample group for this study. Number of 29 people

Data Collection

Survey research and tools used were three lesson plans of Chinese comprehension skills using the Mandarin online teaching mode, a Chinese comprehension test, used as a pretest and posttest; and a questionnaire on opinions towards the use of the Mandarin online teaching mode to enhance Chinese comprehension.

Data Analysis

1) Comparison of English reading ability before and after studying by analyzing the mean (\bar{x}), standard deviation (S.D.), and independent t-test (Dependent).

Analysis of data from the questionnaire on Nokrian's satisfaction with the use of Storyline techniques and Fairytales to promote English reading comprehension skills by analyzing the mean (\bar{x}) and standard deviation (S.D.) in order of satisfaction with using storyline techniques and Fairytales to promote English reading comprehension skills.

RESEARCH RESULTS

Results of Comparing Chinese Comprehensive Comprehension Skills of Students in the Second Year before and after Using the Mandarin Online Teaching Mode.

Table 1 Students' Chinese comprehension ability scores students in the second year before and after using the Mandarin online teaching mode and the difference (D) of scores in both tests.

Students	30 points		Difference (D)	Students	30 points		Difference (D)
	Pre	Post			Pre	Post	
1	11	22	11	11	7	19	12
2	10	22	12	12	11	20	9
3	8	20	12	13	10	20	10
4	12	21	10	14	8	18	10
5	11	19	8	15	12	20	8
6	13	25	12	16	10	18	8
7	9	18	9	17	13	25	12
8	7	19	12	18	12	25	13
9	10	18	8	19	9	19	10
10	13	19	6	20	7	19	12

Table 2 Comparative results of Chinese comprehension abilities of students in the second year before and after using the Mandarin online teaching mode.

Test	n	Score	\bar{x}	S.D.	t	df	Sig.
Pre	20	30	10.14	1.92	-30.77	28	.000
Post	20	30	20.55	2.24			

Comparative Results of Chinese Comprehension Abilities of Students in the Second Year before and after Using the Mandarin Online Teaching Mode.

To answer the second research objective, the researcher had a sample group of 20 students complete a questionnaire. Satisfied with the use of the Mandarin online teaching mode to promote Chinese skills. To understand the format, content, activities, and benefits received, there were 10 items. Then, use the obtained scores to find the mean, and standard deviation and interpret the meaning. The level values according to the specified criteria are detailed in the results of the data analysis as follows.

Table 3 The results of the study of the satisfaction level of the second-year students regarding the use of the Mandarin online teaching mode to promote Chinese comprehension skills.

Content	\bar{x}	S.D	Satisfaction	Ranking
			Level	
Model				
1) The font size is easy to read and clear.	4.07	0.65		
2) There are pictures consistent with the content.	4.03	0.77		
Overall	4.05	0.57		
Content				
3) The content is interesting.	4.14	0.87		
4) The content is difficult and appropriate for the student's interests.	4.28	0.70		
5) The number of exercises is appropriate for the class time.	4.10	0.72		
Overall	4.17	0.60		
Activities				
6) Pre-reading activities are interesting.	4.14	0.87		
7) Reading activities (While-Reading) using the the Mandarin online teaching mode is interesting and helps to understand the story more easily	4.00	0.70		
8) Post-reading activities) has an appropriate amount and is well connected to other skills	4.17	0.71		
Overall	4.10	0.59		
Benefits				
9) Exercises help increase students' reading ability	4.28	0.70		
10) Exercises are interesting and help students stay motivated. In reading more	4.41	0.68		
Overall	4.34	0.50		
Total all aspects	4.16	0.56		

From Table 3, it is found that the results of the analysis of students' satisfaction levels with the use of the Mandarin online teaching mode to promote Chinese comprehension skills in the overall picture of every aspect are at a high level of satisfaction. ($\bar{x} = 4.16$, $SD = 0.56$) When considering each aspect, it was found that the benefits received had the highest level of satisfaction, ranked number 1, at a high level ($\bar{x} = 4.34$, $SD = 0.50$), followed by the content side has a high level of satisfaction ($\bar{x} = 4.17$, $SD = 0.60$). The next is the activity side, which has a high level of satisfaction ($\bar{x} = 4.10$, $SD = 0.59$), and the last is the picture side. The model has a high level of satisfaction ($\bar{x} = 4.05$, $SD = 0.57$), respectively.

DISCUSSION & CONCLUSION

From a study on the effects of using storyline techniques and fairytales to promote skills. Reading English for comprehension for Grade 6 students at Chongqing Private School, China the results of the research can be discussed as follows:

The research results found that English reading comprehension skills for students in Grade 6 were improved after using the storyline technique and fairytales. Higher than before studying statistical significance at the.05 level, which accepts research hypothesis number 1 that English reading skills for the understanding of Grade 5 students after using the storyline technique and from fairytales, it was higher than before. This may be due to the practice of reading comprehension skills in each chapter. Along with activities that help stimulate students to develop their own reading skills. Because of the method Teach using the storyline technique and using fairytales. It is a method that focuses on the learner, starting with learning from things close to us and connecting it to real life. Teaching and learning activities are consistent with learner needs and interests. The teaching method uses the storyline technique and the use of fairytales in each step.

Results of student satisfaction with English reading comprehension skills exercises from fairytales using the Storyline technique Overall, every aspect is at a high level of satisfaction, which is consistent with Phra Maha and Natthaphong Khammi (2021: 52) conducted a study on the development and achievement of reading comprehension using Dhammapada stories. Supplemented with Storyline teaching techniques for Grade 7 students. The research results found that organizing reading comprehension learning activities using Dhamma stories supplemented with Storyline teaching techniques, it is a learning activity that focuses on why learners are important and encourages learners to express their opinions. When you work together as a group, there is research. Additional information helps each other and works systematically until it causes academic achievement after studying, which was higher than before studying with statistical significance at 05, along with the students, are satisfied with organizing learning using Dhamma stories. It is supplemented with the Storyline teaching technique. The overall level is at a high level, which is consistent with Umaporn Pinnet (2012: 107). Results from the study of student opinions of Grade 7 students towards the Storyline teaching method. The results of the study found that overall, in order from most to least, these are the benefits received from learning. Learning activities and learning atmosphere, respectively. This is because learners see the importance and recognize that the storyline teaching method is a teaching method that makes students understand the content. Develop problem-solving skills and encourage students to follow lessons continuously. Learners feel free to learn happily by observing the cooperation of students and teachers during class. Students have opinions that the benefits received from learning are the highest. The Storyline teaching method helps develop thinking skills and apply knowledge in daily life, Secondly, the exercises help students increase their reading ability to a high level.

Suggestions for Applying the Results of the Research:

- 1) From the results of the research, it was found that students still attach importance to the format of the lesson, having illustrations that are appropriate to the content and have beautiful colors as the first priority. Teachers should pay attention to such matters in the design of the Mandarin online media. This can help stimulate the learning of students.
- 2) Because learning with the Mandarin online teaching mode promotes reading skills. Chinese for understanding of second-year students, research has shown that students' ability in Chinese comprehension skills increased after studying with the Mandarin online teaching mode. Therefore, teachers can use it in teaching, and may be used for normal class teaching or for remedial teaching.

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