



Proceeding Paper

Language Proficiency among Non-Native Chinese Language Learners: A Discriminant Analysis [†]

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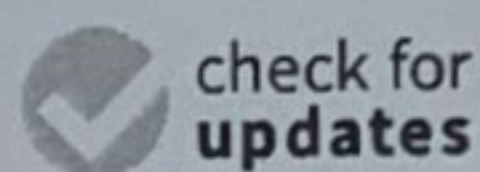
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Abstract: The Chinese Language (CL) is difficult to learn, and CL non-native learners are finding it increasingly difficult. Therefore, additional information on how to guide students is critical. As a result, the goal of this research is to find out what criteria distinguish high and low proficiency students in Chinese learning. The data was collected through a Google form questionnaire from 79 CL non-native students who had previously studied Chinese. The findings demonstrate that the only difference between the two groups is the writing strategies used. This study concludes that various teaching methods should emphasise writing skills in order to become proficient in Chinese.

Keywords: Chinese Language (CL); discriminant analysis; non-native CL learners; proficiency



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1. Introduction

The Chinese Language (CL) seems to have drawn more people to learn it seriously. Seen in this light, it has been observed that parents pay close attention to their children's CL learning settings. Several Malaysian studies have investigated the learning situations of these non-native CL students, including research into the causes that motivate parents to send their children to CL medium schools (known as *Sekolah Jenis Kebangsaan Cina* (SJKC)). These studies were also conducted on the pupils' academic achievement and learning issues [1–6].

These studies' conclusions have unintentionally highlighted a few problems faced by CL non-native learners. The problems highlighted were the non-native students' poor academic performance at SJKCs [2] and issues with the CL being the instructional medium of mathematics and science, hindering the learning of the latter as well [3]. The other much-discussed problems were the inadequate teaching methods used by teachers [1], an inconducive learning environment at home, and low expectations and support from parents [1–3].

This investigation was prompted by the public's interest in learning the CL effectively. Hence, the goal of this study was to investigate the learning elements that induced the learners' CL mastery of the 'high' and 'poor' proficiency learners in CL classrooms at SJKC schools.

2. Literature Review

2.1. Learning Chinese Language

Learning the CL is becoming increasingly popular as a result of education globalisation [7], which has resulted in an increasing interconnectedness of societies in economic technology, politics, culture, and language [8]. Hence, language plays a vital role in maximising these interactionist relationships.