



AN ACTION RESEARCH FOR A PROPOSED INTERVENTION PROGRAM FOR CHINESE LANGUAGE LEARNING ENHANCEMENT

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Article history:	Abstract:
Received: July 8 th 2021 Accepted: August 10 th 2021 Published: September 25 th 2021	In the Philippines, many Filipinos are starting to get interest in learning the Chinese language, sending their children enrolled in Filipino-Chinese School or taking a Chinese language subject either in college or some short courses. They think learning one or more foreign language will be an advantage for them in their future career, getting them out of poverty. But due to their mother tongue—Filipino and due to lack of exposure to speak the language, they are facing difficulties in their learning.
Keywords: Languages, Chinese language, Learners	

I. INTRODUCTION

The Chinese language can be as considered as one of the world's most difficult languages to learn, and like any language, learning Chinese has its challenges.

In the Philippines, many Filipinos are starting to get interest in learning the Chinese language, sending their children enrolled in Filipino-Chinese School or taking a Chinese language subject either in college or some short courses. They think learning one or more foreign language will be an advantage for them in their future career, getting them out of poverty. But due to their mother tongue—Filipino and due to lack of exposure to speak the language, they are facing difficulties in their learning.

For a non-Chinese language speaker, it is important to learn about grammar and pronunciation of Chinese words as this is the first step in language learning. Grammar and proper pronunciation are important, but it is also the hardest to learn since they don't have a Chinese language background. For other aspects, such as the vocabulary, characters, and tone pronunciation, these would be easy to learn only if they have established a firm foundation of the Chinese language. While the Chinese language is hard to learn, a learner can master speaking it.

II. STATEMENT OF THE PROBLEM

This study determined the effectiveness in Chinese language learning. Specifically, it answered the following questions.

1. Do you find learning the Chinese language difficult?
2. What are the hardest things you encountered in learning Chinese language?
3. What is best way to stimulate a student's interest in Learning Chinese language?
4. Who or what influences you to learn Chinese language?

III. METHODOLOGY

The method used in this action research is qualitative survey research. While this is a less structured research methodology, it can gain in-depth information about people's underlying reasoning and motivations. Through qualitative-analytical survey, it can develop a deep understanding of a topic, issue, or problem from an individual perspective.

Data Gathering

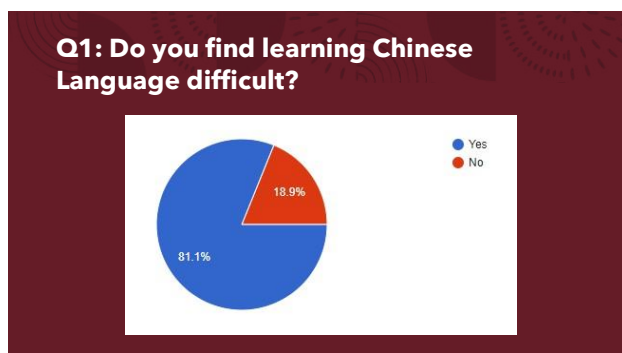
The questionnaire made from Google Form was sent to 53 respondents from two private schools—Philippine Chen Kuang High School located in San Juan City and Osias Educational Foundation located in La Union City. The questions in Google Form composed of two parts— (1) Basic Information of the respondents such as Name, age and gender, (2) four questions related to research concern.

IV. PRESENTATION, SUMMARY, AND ANALYSIS OF DATA

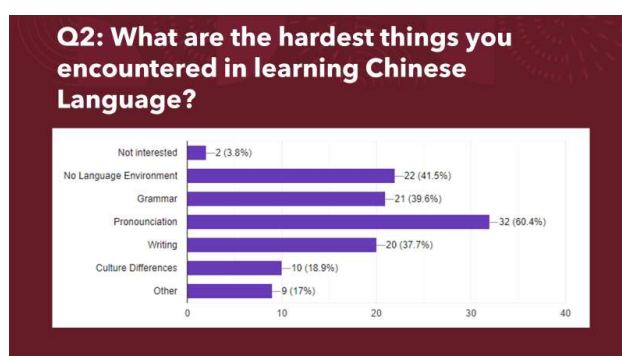
Out of 53 respondents, only 1 is a Chinese, 5 are Filipino-Chinese, and 47 are Filipinos, they are aged from 16 to 24 years old. Only 1.89 percent of the total respondents has Chinese Language background, 9.43 percent has a minimal Chinese Language Background and 88.68 percent does not have any Chinese Language background at all.

The Google Form was sent to them to answer on September 17, 2021 and received their responses on September 19, 2021. In the summary of responses, only question number 1, 2, and 4 were tabulated by Google Form. Meanwhile, the researcher tabulated and analyzed question number 3.

Summary of Question Number 1



Summary of Question Number 2



Summary of Question Number 3



Summary of Question Number 4



From the above summary, 81.1 percent of respondents find learning Chinese language difficult. 60.4 percent of respondents think that pronunciation of Chinese language is the hardest thing to learn, and 41.5 percent think it is also very hard to learn Chinese language because there is no Chinese language environment for them to practice.

50.94 percent of respondents think that creating an environment or some interactive activities for them will be a big help to learn Chinese language faster. Surprisingly, 52.8 percent of respondents has the initiative to learn Chinese language, and 49.1 percent and 43.4 percent think that parents and teachers are their biggest influencer

V. CONCLUSION AND RECOMMEDATION

The survey conducted by the researcher have shown that 81.1 percent of the learners are Filipinos and they totally don't have any Chinese language background. Considering the career opportunity, they could get abroad in the future with the ability to speak Chinese, they went to a Filipino-Chinese School to learn Chinese language or to take a Chinese language class. Since the language is not familiar to them and are largely exposed only to English and Filipino in their environment, respondents are having some difficulties in learning Chinese language.

The researcher proposed an intervention program that is interactive for the learners so they will have the chance to practice their Chinese Language. It is highly recommended that the program should be focused on daily conversations and aligned to their related field, which can be more useful and applicable for them in the future. A language learner should be in an ideal learning environment where one is exposed to familiar words and how it can be used in a practical way.

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