

The Most Suitable Method for Teaching Chinese as a Foreign Language in BUSL

ශ්‍රී ලංකා භික්ෂු විශ්වවිද්‍යාලයෙහි විදේශ භාෂාවක් ලෙස චීන භාෂාව
ඉගැන්වීමට වඩාත් සුදුසු ඉගැන්වීම් ක්‍රමවේදය

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සාරසංක්ෂේපය

විශ්වවිද්‍යාල අධ්‍යාපනය ඉතා වගකීම් සහගත වූවකි. ඒ සඳහා විශ්වවිද්‍යාල සිසුන්ගේ මෙන්ම ගුරුවරයාගේද විශාල කැපකිරීමක් අවශ්‍ය වේ. විශ්වවිද්‍යාල ගුරුවරයාගේ වගකීම වන්නේ, ශිෂ්‍යයා නිසි ලෙස මෙහෙයවා උසස් ප්‍රතිඵල ලබා ගැනීමට උපකාර කිරීමයි. භාෂා අධ්‍යයන ක්ෂේත්‍රයට ද මෙම කරුණ අදාළ වේ. වඩාත්ම වැදගත් කාරණය වන්නේ භාෂා ඉගැන්වීමයි. භාෂා අධ්‍යයන ක්ෂේත්‍රයෙහි භාෂා ඉගැන්වීමේ ක්‍රමවේදවල වැදගත්කම කෙතරම්දැ'යි පවසතොත්, එය වාග්විද්‍යා ප්‍රවේශයන් යටතේ සංවර්ධනය කරන ලද අතර තවදුරටත් වැඩිදියුණු කෙරෙමින් පවතියි. ක්‍රි.ව. 1948 නිදහසින් පසු, විධිමත් ප්‍රවේශයකින් ශ්‍රී ලංකාවෙහි භාෂා ඉගැන්වීම සඳහා බොහෝ ඉගැන්වීම් ක්‍රමවේද භාවිත කරන ලද අතර, ඇතැම් ක්‍රමවේද සාර්ථක සහ ජනප්‍රිය ඉගැන්වීම් ක්‍රමවේද බවට පත් විය. මේ පර්යේෂණයෙහිදී, භාෂා ඉගැන්වීම සඳහා භාවිත කරන ලද ඉගැන්වීම් ක්‍රමවේද කවරේද, ඒ අතරින් වඩාත් ජනප්‍රිය සහ සාර්ථක භාෂා ඉගැන්වීම් ක්‍රමවේද කවරේද, එම ඉගැන්වීම් ක්‍රමවේදවල ධනාත්මක සහ ඍණාත්මක කාරණා කවරේද, නිවැරදි භාෂා ඉගැන්වීම් ක්‍රමවේදයක් ක්‍රියාත්මක කිරීමට යෝජනා සහ විසදුම් කවරේද, යනාදී ඉතා වැදගත් කරුණු අනාවරණයට අපේක්ෂා කෙරෙයි. පර්යේෂණ ප්‍රවේශය සහ විෂය සීමාව වශයෙන් ශ්‍රී ලංකා භික්ෂු විශ්වවිද්‍යාලයෙහි භාෂා අධ්‍යයනාංශය තෝරා ගැනෙයි. අවසාන වශයෙන්, කාර්යක්ෂමව සහ ඵලදායීව ශ්‍රී ලංකා භික්ෂු විශ්වවිද්‍යාලයෙහි සාර්ථක චීන භාෂා ඉගැන්වීම් ක්‍රමවේදයක් ක්‍රියාත්මක කිරීමට අරමුණු කෙරෙයි.

යතුරු පද: ඉගැන්වීම් ක්‍රමවේද, චීන භාෂාව, භාෂා ඉගැන්වීම, වාග්විද්‍යාව, ශ්‍රී ලංකා හික්සු විශ්වවිද්‍යාලය

Abstract

The Education of University is very responsible thing. It requires a lot of commitments on the part of the students as well as on the part of the teacher. The responsibility of the teacher is to guide the student properly and help him achieve high results. In this case, The most important thing is teaching. As far as importance of teaching is concerned, it was developed and it is continued further under the linguistics approach. Many methods are experimented in Sri Lanka in teaching languages. Some of these methods were successful and popular. In this research, it is expected to reveal most significant things such as what are the teaching methods using, what are the popular and success teaching methods, what are the positive and negative facts in that methods, what are the suggestions and solutions to introduce for those. As an approach to that, the aim is to select the Department of Languages, Bhiksu University of Sri Lanka as the limit of the project. Finally, It is intended to implement a successful teaching method in teaching in Chinese at the bhiksu university of Sri Lanka efficiently and effectively.

Keywords: BUSL, Chinese Language, Linguistics, Teaching language, Teaching methods

Introduction

Language teaching methodologies are characterized by the search for more effective methods of teaching second or foreign languages. For more than hundred years, debates and discussions in professional teaching have often centered on the role of grammar in the language curriculum, the development of teaching accuracy and fluency, the choice of syllabus

frameworks in curriculum planning, the role of vocabulary in language learning, teaching effectiveness and comprehension skills, language theories and their application in teaching, memorization and learning, learner motivation, effective learning strategies, four skills teaching techniques and the role of equipment and technology. Applied linguistics has provided many explanations and solutions for these and other important problems encountered in language teaching, but through the field of professional teaching, new options are constantly being explored to effectively solve these basic problems.

Generally, the teaching of any subject is based on the nature of the subject and the application of principles (Excerpted from educational psychology research and theory). Teaching methods means the learning and teaching policies we use for teaching, classroom activities, etc., and all related activities. In language teaching since the 1900s, teaching methodology has become a very active field. Later, throughout the twentieth century, new approaches and strategies in this regard spread. Some strategies gained wide acceptance and popularity at different times, but later they were mixed and replaced with strategies that included more interesting ideas and theories. Direct method, Audio – Visual method and Situational Approach etc. can be presented as examples for that. Some strategies, such as Communicative Language Teaching, became world standard methods. At the same time, alternative methods have been found that provided a support for mainstream approaches in language teaching. These types of methods include the Silent Way, Counseling- Learning, Suggest idea, and Total Physical Response etc. from the 1970s, as well as more modern alternative methods and approaches such as the Multiple Intelligence, Neuron-linguistic Programming, and the Lexical Approach. Thus, major and minor trends in language teaching methods can be identified.

The primary purpose of this research is to propose a more suitable and effective learning and teaching method for Chinese language teaching at Bhiksu University of Sri Lanka. As a course in this university, which was started in 2010, several Chinese language subject teachers have been teaching. Those teachers have been interested in using teaching methods such as structural situational approach, bilingual method, Audio-lingual method, communicative language teaching, grammar translation method and the task - based teaching method. The expectation is to examine the traditional learning and teaching methods and choose a more suitable method that is technical, effective, quality, timely, and by the local economy.

Literature Review

In investigating the literature related to this research, the Sri Lanka National Commission's 2003 and 2016 national policy proposals on general education in Sri Lanka include the teaching of English as a second language. These facts are examined in the study of teaching and learning methods for this research. Although these can be introduced as very important sources while comparing the success and failure of teaching and learning methods and making conclusions and suggestions, it should be mentioned that this research is moving in a new way that is not based only on those facts.

H.S. Brown's *Principles of Language Learning and Teaching* book presents theoretical facts about language learning and teaching methods from a historical perspective. However, how the methods are matched is not explained. Larsen-Freeman Dianne's article, *Techniques and Principles in Language Teaching* theorizes technical issues related to language learning principles. The changes to be made according to the learning environment while applying those techniques are not explained.

I. Nikolova's article, The Direct Method presents historical facts about the Direct Method. Its transmission is also favourably discussed. This research is not expected to focus solely on the Direct Method.

There is a dearth of local literature on the field, while there is plenty of literature abroad on the topic. According to the sources used, This research, "The most suitable method for teaching second or foreign language in BUSL" is done as a new research which uses the Secondary and Primary linguistics sources related to language teaching.

Research Aim

The research aim is intended to implement a successful teaching method in teaching in Chinese at the bhiksu University of Sri Lanka efficiently and effectively.

Research Problems

The research problems are, what are the teaching methods using, what are the popular and success teaching methods, what are the positive and negative facts in that methods, what are the suggestions and solutions to introduce for those.

Research Methodology

The research is done under the qualitative research method. According to the qualitative research method, primary and secondary data is collected. Written sources are used to collect secondary data and primary data. It is expected to collect data from the teachers through a questionnaire according to the qualitative research method. It is included that close-ended as well as open-ended questions in this questionnaire.

In proposing the most appropriate learning and teaching method for teaching Chinese as a foreign language at Bhiksu University of Sri Lanka, Analytical methods with research designs, tools, and measurements are used such as close classroom observations, discussions with students and teachers, opinions of scholars with experience in second language teaching methods used for many years, own experiences for several years and internet.

In this way, the data obtained is examined sequentially according to topics and sub-topics. Then, the data is coded, summarized, and classified, and used for research under the content analysis method.

Theoretical Frame

Since this research is related to applied linguistics, teaching Methods of Applied linguistics

are used as the theoretical framework.

Significance of the Research

A language teacher should explore language teaching methods for proper teaching. If we look closely, It is easy to find out how effective the use of a correct and timely teaching method. This research closely observes the language teaching methods of the Bhiksu University Sri Lanka.

Discussion

The methodology of second or foreign language teaching has undergone changes in the last few decades.

Learning strategies can be defined as behaviors or activities that make language learning a more effective and

enjoyable process. There are many second or foreign language learning methods presented in the twentieth century and the twenty-first century, and the names of some of the main methods can be mentioned as follows. Grammar Translation Method, Direct Method, Audio-visual Method, Community Language Teaching, Silent Method, Natural Method, Communicative Language Teaching, Blend of Previous method, Total Physical Response, Community Language Learning, Task- based Language Learning, Eclectic Approach, Learning Strategy Training Cooperative Learning and Multiple Intelligences, Structural Approach etc. Some of these techniques were very popular all over the world and some were a combination of popular methods. Some became obsolete methods. It is worth describing some of methods that have been used internationally and have been used in Sri Lanka for the past decades.

The origins of communicative language teaching can be traced with happening changes in the British language teaching tradition since the late 1960s. Until then, the Old Approach and Situational Language Teaching method was being used to teach English as a foreign language. Language teaching was done by using practical basic structure in the Situational Language Teaching method.

By the late 1960s, the Situational Language Teaching method was rejected in the face of questioning by applied linguists. Meanwhile, Audio-lingual declined in the United States in the mid – 1960s. There was no future in continuing the Situational Language Teaching method based on local events. It was needed a close study of the language and a return to the traditional concept (Howatt 1984: 280).

In 1957, Noam Chomsky, an American linguist, published a book on linguistic methods called systematic structures.

Chomsky claimed that contemporary standard structural theories of language are failed to account for the creativity and uniqueness of sentences. Meanwhile, British applied linguists emphasized that language teaching should focus on communication skills rather than mastery of language structures. It was an introduction to the basic dimensions of language teaching.

Scholars Christopher Candlin and Henry Widdowson stood for this opinion. Another motivation came with the changing educational realities in Europe for British linguists' new foreign language teaching approach. With the increasing interconnection of European countries, there was a need to teach adults the main languages of the European Common Market. The council of Europe, a regional organization for cultural and educational cooperation, investigated the issue. Education is one of their main activities. It sponsored international teaching and was active in promoting international language teaching methods. The council of Europe sponsored international conferences on language teaching and published books on language teaching. Alternative methods of language teaching for international development were given high priority.

Communicative Language Teaching

In 1971, a group of experts began to explore the potential of the society of Applied Linguistics. This group used studies on the needs of European language learners and specifically a definition (functional or communicative definition) proposed by the British Linguist Wilkins (1972). Wilkins showed the meaning system behind the communicative uses of language. Later, he ^1976& revised and published the opinion as a Notioíl syllabuses book. It had a significant impact on the development of Communicative Language Teaching. The council of Europe used theoretically based documents of Wilkins, Widdowson, Candlin,

Christopher Brumfit, Keith Johnson and other British applied linguists for language teaching. As a result, Communicative Language Teaching became very popular, from curriculum development centers to state-sponsored and then international. The scope was widened and directed towards the development of procedures for teaching the four language skills. Howatt clearly identified the strengths and weaknesses of Communicative Language Teaching. Howatt was of the opinion that this method, which had been in operation to a greater or lesser extent for about ten years, was putting pressure on language learners.

The Communicative Language Teaching was introduced by the presidential task force of the ministry of education as the most suitable method for teaching second or foreign languages in Sri Lanka. It cost a lot of money. There, English was considered as a life skill, "English as a life skill" and more attention was paid to English speaking. Due to deficiencies in the grammar translation method for a long time, there was a tendency in the country that children could not speak even if they passed the exams. Verbal communication was prioritized to solve the problem. It's like going back to the direct method. The Communicative Language Teaching method is also widely used in Sri Lanka's school system. University teachers use their own discretionary methods.

Direct Method / Natural Method

The Direct Method introduced by Chals Birlits can also be identified as the Natural Method. This method has been established in Germany and France in 1900. It appeared as an answer to Grammar Translation Method. This method was introduced in the early twentieth century. The Direct Method excluded the use of the mother tongue in the classroom and follows only the use of the target language. Speech and

Pronunciation are given a major place and writing is not taught separately or given a special place.

This system was used in Sri Lanka during the imperial period. the English could not speak Sinhala was one of the main reasons to use this teaching method. The direct method was used in schools after 1956 as a standard method. It can be identified that difficulty of grasping is the main drawback of the direct method while using it. The reason for that is the lack of a suitable language knowledge environment in Sri Lanka. It can be inferred that the direct method is effective only in the capital but not effective in rural areas in Sri Lanka.

Grammar Translation Method

It is a second language teaching method that has been widely used in Sri Lanka for the past few decades and was a popular teaching method in the world from 1840 to 1940. In nineteenth century, this method used to teach French, German and England. Mother tongue is used as the medium of communication and grammar is studied in isolation. Grammar lessons are taught in order. The specialty of this is that they give sentences according to a grammar topic in their mother tongue and make them translate those sentences into the target language. It is provided detailed explanations of the intricacies of grammar. Vocabulary is taught as a list of isolated words. Learning vocabulary on bilingual word lists, applying terms, word order and rules, focusing on the form and use of words, not giving space for oral use, presenting grammatical rules, grammar exercises, focusing on reading and writing, etc. in this method can be presented as distinctive features.

The children's hearing ability was broken under this method. The ability to speak was also decreased. Other countries of the world rejected this method and adopted it in Sri Lanka.

This method is still used in many language teaching institutions in Sri Lanka. Although it makes a high level of grammatical ability and writing ability in language teaching, it has been dismissed as an outdated method by the linguists of the world.

Audio Lingual Method -1950

With the outbreak of World War II, armies needed to gain proficiency in the languages of their allies and enemies as quickly as possible. This teaching technique was originally called the military method and was the first scientific method of language teaching as it was based on linguistic theory and psychology. Many of the principles and procedures of the direct method were adopted in this method. Based on Skinner's behavioral theory, it was assumed that a human could be trained by playing intense game. Successful responses are given for correct language use and special care is taken to avoid linguistic errors.

Acquisition of everyday conversational patterns, minimal grammatical explanations, rote memorization of conversations, neglect of content and meaning, focus on behavior in the target language, extensive use of audio and visual aids in language laboratories, teaching of sentence patterns one at a time receiving etc. are the characteristics of this teaching method. The teacher gives a command and the student acts accordingly. Teaching takes place by repeating what the teacher says in the same way. Memorization and familiarization are the nature of this method. In the modern world, The audio lingual method is used in places like International school and child nursery schools as a successful method of teaching languages to young children.

Task- Based Language Learning

Under the Task- based language learning, language is taught according to the situations by creating a selected scenario

related to situations such as going to see a doctor, appearing for an interview, and contacting customer services over the phone. Correct completion of tasks is more important than accuracy of language forms.

Task- based language learning is a very popular method for developing language fluency and student's confidence. In the Task- Based Language Learning method, the learning process is divided into three phases namely the pre – task phase, the task performance phase and the post –task phase and the teacher's role varies from phase to phase. The teacher uses the language at a normal pace and helps learners find the right answers. Language is used not only for language development but also for performing tasks. Students are motivated through authentic practices.

The Structural Situational Approach

In the Structural Situational Approach, the teacher teaches the language through careful selection and through activity based method such as giving points, presenting vocabulary etc.

Bilingual Method

The word bilingual means the ability to speak two languages fluently. In the bilingual system, the teacher teaches the language by giving words or sentences similar to the mother tongue. Bilingual Method was developed by C.J. Dodson

Total Physical Response

Total physical response teaching method is based on the theory "association with physical responses improves memory".

The Silent Way

In the silent way, the teacher uses silence and gestures to get student's attention. the silent way was developed by Caleb Gattengo.

Eclectic Approach

Eclectic approach was introduced by Larsen – Freeman and Mellow (2000). This is a multifaceted approach to language teaching. This is a language teaching method that combines different approaches and methods to teach the language based on the objectives of the lesson and the abilities of the learners. Eclectic approach draws on various teaching methods and adapts to the needs of learners. It removes monotony of the class. Different approaches and methods are used to teach languages. The teacher can choose a method of his or her choice. The above mentioned grammar translation method can be optionally implemented when translating between the target language and the native language under the Eclectic approach. The combination of all teaching methods made the Eclectic approach very popular in the world.

Analyzing Teaching Methods

The policy proposals for the development of general education compiled by the National Education Science Association in 2002 and 2003 explain the situation facing English as a second language teaching in Sri Lanka.

[Although English has been taught as a compulsory second language from grade 3 for almost half a century, it has failed to ensure that proficiency in Spoken or written English emerges among the student population. As a consequence, the English language continues to be a social determinant. Relegated

to the status of a low-priority second language in an anti-English environment, since the late 1990s, "we need English. We need English more" and there is a great interest and change in English education in the country.]2(National Education Commission Report in SL, 2003: 162)

The National Education Science Association in 2002 and 2003 has pointed out how the teaching methods such as Audio-lingual, Direct Method, Grammar translation used to teach English as a second language in the last few decades have failed. In 2009, the Ministry of Education's Presidential Task Force introduced the Communicative Approach as the most suitable method for Sri Lanka to teach English as a second language. A lot of money was spent on it and it is a problem whether the above report statement has led to the changes.

Today, Sri Lankans are more interested in learning and teaching foreign or second languages than ever before. In the process of second or foreign languages teaching in Sri Lanka, within a limited area, different teaching methods are found from region to region. The reasons for the failure of the above teaching methods in Sri Lanka are external factors such as the need for language centers of international standards to efficiently use teaching methods, the inability of countries like Sri Lanka to spend large amounts of money on them and the uneven distribution of resources. Accordingly, Eclectic Approach can be suggested as the most suitable method for teaching any language as a second or foreign language in Sri Lanka.

The most suitable method for teaching a second or foreign languages in BUSL

According to the teacher's data of their teaching, it is seen that teaching is done using appropriate teaching methods according to available resources. Absence of multimedia

equipment, technological tools and smart classrooms can be identified as deficiencies.

The Audio-lingual teaching method is particularly important for children. Direct Method is important for an environment with children whose parents speak the target language or have made the target language their mother tongue according to discussed teaching methods. Therefore Eclectic Approach is the more successful method for teaching second or foreign languages in Sri Lanka in an environment where receive relatively little government support for education with fewer facilities. This situation in Sri Lanka is also very fair for BUSL due to deficiencies like smart classrooms and multimedia facilities. According to the questionnaire presented separately to the teachers, it is confirmed that.

Discussion of research results

The teachers' questionnaire shows the different strategies teachers use for language teaching that is used. Among them, the grammar-translation method, structural situational approach and the task - based teaching method are the main ones. In addition, due to a lack of resources, some teaching methods are used at a minimal level. For example, due to a lack of smart classroom facilities to use the audio-visual system in quality, video, and audio are implemented through laptops. However, all teachers use some teaching method in their teaching. A significant number of teachers (70%) use two or more teaching methods in one class period when teaching language to language learners. Note that, a high percentage of teachers (90%) acknowledge the need for technological teaching resources in implementing teaching methods. As a result, a greater percentage of teachers agree to effectively manage available technology learning resources.

The problem is not the use of teaching methods, but

effectiveness. To achieve high productivity, the four skills of listening, speaking, reading, and writing should be given properly. The use of world-recognized techniques is an important factor for that. Since Chinese is a tonal language, the maximum use of technology is very effective. It is the great responsibility of the teacher to maintain the effectiveness of teaching while managing the available resources.

Conclusion and Suggestions

Language teaching methods has undergone many changes in the last few decades. With the beginning of teaching foreign or second languages under formal methods in America and Britain in Europe, different approaches used for teaching foreign or second languages were tried. Due to the failure of some of the language teaching methods, the second or foreign language teaching method has taken a new path due to trying new approaches. In this study, Eclectic Approach is suggested as the most suitable teaching method for teaching Chinese as a foreign language in Bhiksu University of Sri Lanka.

Advantages of the Eclectic Approach

- i. It is more flexibility to the teachers.
- ii. All aspects of language skills are considered
- iii. There is diversity in the classroom.
- iv. Classroom atmosphere is active.

Discussing the development of teacher skills, Intimate cultural and multilingual classroom settings are given greater recognition and respect. Students are encouraged about heritage, language and communication interest.

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