

A Study on The Writing Errors among the Beginner level Chinese Language Learners in Secondary Schools in Sri Lanka

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“One belt one road initiative” concept caused to strengthening China – Sri Lanka bilateral relations considerably during last years and as a result of it a vast number of Sri Lankan students are motivated to learn Chinese language based on its significant impact on Contemporary Sri Lankan society. In order to promote the Chinese language learning, Sri Lanka general education system, Sri Lanka has designed a Chinese language curriculum including Chinese character writing and composition as a complementary part of it, focusing on the successful achievements of local students in source language environment. Chinese writing and composition is one of the main language skills that Chinese language learners need to acquire. There are certain standards and requirements for writing Chinese in terms of characters, grammar and discourse. At present, the writing competency of the beginner Chinese language learner in schools (G.C.E. Advance level classes) is not up to the standard. This study mainly focuses on exploring the writing errors done by the Chinese language learner, the factors which may influence Chinese language writing errors and the countermeasures to develop the communication competency of learner. This research is designed to be a quantitative research study and the research sample consisted of 50 students engaged in Chinese language learning as G.C.E Advance level learners. The research methods used were the questionnaire research method and the classroom observation method. The questionnaire is based on the theories related to foreign language writing and influencing factors for Chinese language writing errors in foreign language classroom. Data analysis revealed that, the main cause for the Chinese writing error is the negative influence of the mother tongue, also the learner is not acquired the writing regulations of the target language systematically and scientifically. The study while looking into an overall scenario of the research findings related to the students writing errors of the Chinese language, the conclusion concerns that, the teacher should regulate teaching methods according to the learning requirements of students while enhancing the students’ interest towards guided writing and composition in Chinese. Similarly, the teacher should let the learner acquire the uniqueness of Chinese writing style without relying on the learner’s source language or the second language writing systems. Finally, this research work looks forward to develop and promote the Chinese language writing, learning and teaching by providing reference to the future research carrier in order to enhance the Chinese language secondary education in Sri Lanka.

Keywords: “Beginner level ; Chinese language ; Error analysis ; Guided writing ; Secondary education ”

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