

Why and How Chinese Teachers are successful in Foreign Language Teaching: A Study based on Teaching Chinese as a Foreign Language

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China is a country which has opened doors for thousands of foreign students to study Chinese as a Foreign Language for a long period of time. These foreign students can be divided into two groups: professionals who take the language course to enhance their carrier or professional growth, and regular college students, including both graduates and undergraduates who are either majoring or minoring in Business Studies in order to increase their job potential. The first group is considered as subject specific while the second group belongs to the skill specific category. These foreign students are directed and facilitated to study Chinese as a Foreign Language under skilful teachers in order to fulfil their professional expectations and career prospects. The teachers perform a tremendous task with their theoretical and practical knowledge to enhance students' language competency while upgrading the Foreign Language learning and teaching process in China. Each teacher is well versed in functions of morphology, syntax, semantics, pragmatics and phonology.

The main aim of this paper is to study how Chinese teachers have become successful professionals in the Foreign Language learning and teaching process and the factors that have favoured such progress. Moreover, it is also expected to examine how the foreign language acquisition deals with the theoretical model, learning content and methodology and classroom behaviour studies with teacher competencies that combine the Foreign Language learning and teaching process in China.

Observation is used as the main research method. Research findings of previous scholars on Foreign Language teaching were also used in the analysis.

It is argued that there are many lessons to be learnt from Foreign Language learning and teaching process in China which can contribute to a more meaningful approach at both theoretical and practical level in the field of Foreign Language learning and teaching. In Foreign Language learning and teaching process, Chinese teachers develop not only four traditional skills- listening, speaking, reading and writing but also implement four standards- the communication standard, the collective standard, the connection standard and the comparison standard in order to establish a rich Foreign Language learning and teaching atmosphere. Moreover, constructive learning environment which has been created by Chinese teachers with traditional and modern methodologies motivate them to find new teaching strategies. Finally, it is hoped that this type of research would help any Foreign Language teacher, educator, curriculum developer and policy maker to perform his/her task of improving the foreign language learning and teaching process.

China has become an exemplary role model in the field of Foreign Language learning and teaching process at present due to the constructive approach practiced at both theoretical and practical level. Well-developed professional skills of the Chinese Foreign Language teachers, with their creative strategies, help foreign students to develop not only four traditional skills but also four standards in Chinese language in order to fulfil their professional expectations and career prospects.

Keywords: teaching Chinese as a foreign language, didactics of foreign language teaching, methodology and teaching strategie

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