

Problems associated with the use of Communicative Language Teaching in teaching Chinese as a foreign language

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New language teachers have shifted to adopt the communicative language teaching (CLT) approach after noticing the failure of form focusing approach in developing learners' communicative ability in real life situations. CLT method has been identified as the functional approach. The rationale of the CLT approach is that the teacher should act as a facilitator to create a student-centered classroom and engage learners in authentic-like and meaningful communications with the goal to increase comprehensible language input for learners, expecting them to generate more output. If the target of foreign language teaching is to use the language, CLT seems to be an ideal teaching model. The aim of this study was to find out the difficulties faced by teachers in using CLT method in teaching Chinese as a Foreign Language (CFL) at the University of Kelaniya, Sri Lanka (UOKSL). Data were collected from the Chinese language teachers at UOKSL by a using questionnaire, semi-structured interviews and class room observations. Results depict that indoor class room environment and a large number of students of the classes may lead to the failure of CLT. Awareness of these problems and the possible remedies such as small group classes, outdoor activities can be helpful for both CFL teachers and learners, providing them with insightful ideas about how to manage their teaching and learning activities for the successful implementation of this method.

Keywords: Communicative Language Teaching, Chinese as a Foreign Language, Chinese, University of Kelaniya