

# **Integrating Supplementary Material to improve the Productivity of Spoken Chinese**

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## **INTRODUCTION**

Chinese language plays a major role in the social and economic development of China. The ultimate goal of learning language is to produce knowledgeable people who have better communication skills. The purpose of teaching Chinese as a Foreign Language is to improve students' communicative skills. On the other hand, the most important aspect of this process is to enable the students to use the language appropriately and to be eloquent speakers. According to the author's point of view, most of students are not proficient enough to withstand the practical situations which they are faced. Therefore, teachers must pay great attention to prepare methods and supplementary materials for teaching process.

## **PURPOSE**

The main objective of this research is to find out whether or not teachers use supplementary materials during the lesson on Spoken Chinese and how to apply supplementary material including pictures, newspapers, songs, videos, films, television programs to improve the productivity of spoken Chinese.

## **METHODOLOGY**

The research methodology used for this study is observing lessons, interviews and questionnaires. Data were collected for the research from 45 students in intermediate level spoken Chinese class from the third year of the Bachelor Degree Programme at University of Kelaniya. A questionnaire was designed and distributed among all participants and the academic staff.

## **FINDINGS**

This paper finds the prevailing situation of the Spoken Chinese lessons. Firstly, author paid special attention to following aspects of this process: qualifications of teachers, teaching method used in the class room, text books which are used in spoken class. The following issues were observed: use of traditional teaching methods, lack of learning supplementary materials in the class room, some supplementary materials not appropriate and not suitable for the students' level, lack of rapport between teacher and the student, applying what was learnt in class room in the practical life.

## **CONCLUSIONS AND RECOMMENDATIONS**

After analyzing the data following conclusions to be drawn: The use authentic supplementary materials can enhance the learning ability of language through interesting contents. It is evident that the students are enthusiastic, motivated and highly interested in spoken Chinese classes who it is used supplementary materials. There are different types of students and have their own learning style. Therefore, should prepare appropriate supplementary materials. Once learners understand and enjoy using supplementary materials they feel confident. They overcome the hesitation and the stage fear that hinder the language performance. It leads to group work as well. Moreover, this is also very useful for the teaching process. Teachers can teach very easily and meaningfully. students are encouraged to speak and use target language as far as possible.

Finally, some practical suggestions can be given. The teacher should be able to use suitable supportive materials in the class room. In order to improve students' communicative skills, they must be trained to understand the practical usage in cross cultural communication. Stimulating the students' interest in learning and overcoming their difficulties is also an important factor. It must be student centered and a student friendly environment must be created.

**KEYWORDS**

Chinese as a Foreign Language in Sri Lanka, speaking skills in Chinese, supplementary material

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