

Chinese as a third Language Learning Experience

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A thesis submitted to the Department of English and Humanities
in partial fulfillment of the requirements for the degree of
Bachelor of Arts in English

English and Humanities

BRAC University

September 2023

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Approval

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Abstract/ Executive Summary

The purpose of the research paper is to look at how learners learn Chinese as a third language and what are the benefits of learning foreign language. Furthermore, the research also determined to find how the participants learned Chinese language as it was their second language. On the other hand, how the instructor is teaching his learners, if he is following any teaching techniques is also focused on here. However, to get various and deeper perceptions the researcher looked individually at the students of different departments to find out their Chinese language learning experience and the motive of learning a new language. The researcher opted for qualitative research methodology and collected data from six participants from BRAC University. According to the findings, learning basic Chinese language is not that difficult and they have successfully learnt the basic part of this language within 3-3.5 months. However, along with advantages, and disadvantages, on the learning process have also been found in this research.

Dedication

I am dedicating this piece of paper to my parents who always support and encourage me to do better in every sphere of my life.

Acknowledgement

At first, I would like to express my gratitude to Almighty Allah for giving me the strength to finish my dissertation even when I was struggling mentally and physically. Afterwards, I am highly grateful to Ms. Nazah Farhat for helping me patiently throughout the journey. Without her guidance, cooperation and support from the very beginning to the end, it was not possible to complete my dissertation. Moreover, I would like to show gratitude to ENH department and all the other faculties who taught me enormous things in the last four years. Furthermore, I am appreciating all the participants who participated in the survey, gave interviews and helped me to write a complete dissertation. And lastly my special appreciation to my parents and my friends who encouraged me wholeheartedly till the end to complete the research effectively and successfully.

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Chinese as a third language learning experience

Chapter 1: Introduction

The term multilingualism is basically known as, knowing more than one or two languages. In our country we are familiar with the English language from the beginning of our educational life. We consider English as our second language after our native language. Moreover, most of the educated people are bilingual in our country. Other than the English language now-a-days, some people are interested in other languages as well. The Chinese language is one of them. China is playing an important role in world economy. So, many people are now interested in learning Chinese. To cope up with the Chinese economic market they have to know the language as it is the key element to communication. Moreover, many universities are offering some language courses such as, Chinese, French etc. Those who are learning Chinese language and can communicate with others they are multilingual and Chinese is there third language as we consider English as our second language. However, in this paper, I will discuss about the experience of learning Chinese as a third language.

Chapter 2: Literature Review

2.1: Foreign Language Anxiety:

Foreign language anxiety is a common emotional reaction in foreign language classroom. Most of the students face the problem during learning a new language. One- third of the foreign language learners face a certain level of language anxiety and it has been founded by researchers (Luo, 2014). Chinese writing system is character based and it is a tonal language which made it more difficult to some learners and increase the anxiety level (Luo, 2014). However, researchers found there are types of foreign language anxiety and they are, trait, situation- specific, and state anxiety (Luo, 2014; Cattell and Scheier, 1963; MacIntyre and Gardner, 1989, 1991; Spielberger, 1966). Trait anxiety makes learners nervous and anxious in extensive situation in many things, also this type of anxiety is a feature of learner's personality (Luo, 2014; Spielberger, 1983). In State anxiety, learners feel worry and stress in a particular moment and situation. Sometimes there are some physical signs can be noticed such as, perspiration, sweaty palms, dry mouth, muscle contraction and tension, and increase heart rate. On the other hand, this type of anxiety can be change from time to time depends on the situation (Luo, 2014; Spielberger, 1983). Situation- specific anxiety is similar to Trait anxiety. It is also can be change from situation to situation. Public speaking anxiety is the example of this type of anxiety (Luo, 2014). For English speaking learners it is difficult to cope up with the Chinese language as it is totally different from their native or English language (Luo, 2012; Luo, 2014).

2.2: Motivation for Learning a Second/ Third language:

Motivation is the key factor to learning a new language. In L2 acquisition motivation plays an important role and it is the first condition (Winke, 2013; Csizer & Dornyei, 2005; Dornyei, Csizer, & Nemeth, 2006; Edmondson, 2004; Noels et al., 2000). Learners who were highly motivated during learning a target language they are the most successful and strong. Such as, they can do well in their job by using it, can use it to communicate with family or friends, helps to travelling in different country etc. (Winkle, 2013; Gardner, 1985; Gardner 2001; Gardner & MacIntyre, 1991; Gardner et al., 1997; Tremblay & Gardner, 1995). It also increases their confidence level and lowers the anxiety. On the hand, they can grow a high confidence by using the L2 (Clement, Dorneyi, & Noels, 1994; Dornyei, 2003, 2005a; Ushida, 2005; MacIntyre et al., 2002; Matsuda and Gobel, 2004). In 1972 Gardner and Lambert suggested Integrative motivation, for the positive attitudes and feelings towards a target language group and the instrumental motivation towards the potential utilitarian gains of L2 proficiency which is for better job or higher salary (CARREIRA). In a test of L2 motivation Gardner found that, instrumental motivation is positively related to achievement in language proficiency (CARREIRA).

Researchers have found that, there are few concepts for motivation of learning a foreign language and they are,

- Affective factors such as, satisfaction, enjoyment, self- efficacy

- Learning situation and conditions for example, learning autonomy, having helpful cooperative peer for learning.
- Learners judgment of their ability to learn target language etc. (Ruan, 2015;Dornyei, 1994).

2.3: Chinese Language Learning:

The increasing rate of Chinese language learning is noticeable after reform and opening up of China in the late 1970s (GONG Yang, LAI Chun, Xuesong GAO, 2020; Gao, Liao, & Li, 2014; Gong, Lyu, & Gao, 2018; Jiang, & Cohen, 2012; Zhao, 2011). In the past 15 years the rate increased which is noteworthy. On the other hand, the number of publications has been increased also such as, dissertations, journal articles, book chapters, and conference proceedings etc. And Chinese journals were published those articles. Chinese and foreign both scholars wrote those articles (GONG Yang, LAI Chun, Xuesong GAO, 2020). However, we are living in a digital world which is updating day by day. Learners can learn any language including Chinese from home. Only children in the population 9 out of 10% had been access to computer at home or school to educate themselves (Chan, 2003). Now our world has been updated more and learners are learning Chinese more by the help of internet.

2.4: Age of Learners:

Young learners are comparatively more active in learning language than adult learners.

It is believed that there is a “sensitive” maturational period for learning language and that is why some schools has rules for kids to learning foreign language with other subjects. Such as, in Canada (British Colombia), learning foreign language is mandatory from secondary or junior high school (e.g., age 14) (Duff, & Lester, 2008). Moreover, young learners can adopt language more quickly than adult learners. Younger learners are less self conscious and they are more interested to learn other languages and culture so learning a new language is more easy to them than adult learners (Duff & Lester, 2008; Lightbown & Spada, 2006; Ellis, 1994).

In North America younger students of Chinese as a foreign language adopt the learning pattern differently and that is why they have chosen to learn a different language and they are more competitive than adult learners. Or, they have background connection with China such as they have Chinese native speaker in their family (Xing, 2006).

2.5: Knowledge and Skill Needed by Language Teachers:

SLA knowledge, cultural knowledge, teaching knowledge, experience etc are needed in language teacher (Duff, 2008a). Also, they must be know the goals, needs, students proficiency level etc. On the other hand, an instructor must be co-operative towards her students, communicate well in

a classroom setting, able to manage a large number of students, and to demonstrate their empathy (Duff & Lester, 2008).

2.6: Chinese Language Programs:

There are a lot of foreign language programs has been offered in different country. These language programs are offering by the demand of students. From the last two decades many universities, college, secondary school, has been offering Chinese language course (Zing, 2006; cf. Walton, 1989; Chou, 1999; Teng & Yeh, 2001; Fitzgerald & Li, 2003). Zing has been classified Chinese as a foreign language program into 5 different types, they are:

- Four year university/ college Chinese program
- K-12 Chinese programs
- Weekend / Sunday schools
- Intensive programs (Both in China and outside China)
- Other Chinese courses (Including short time training classes) (Zing, 2006).

However, in our country, many universities are offering foreign language courses including Chinese course and providing certificates. They are offering evening classes also so that, job holders also can join those classes. BRAC University is also offering foreign language courses and those courses are, English, Chinese, French, German, Arabic, Spanish, Korean.



2.7 Chinese Language Learners:

Asian students especially a large number of Japanese and Korean students are more interested to learn Chinese language. Moreover, they also have some advantages of learning Chinese language because their words are similar to Chinese characters. For example, Japanese students know how to write “Kanji”. Moreover, learning Chinese is way to easier for Japanese learners than other native speakers learners because Japanese learners are already familiar to those Chinese characters (Xing, 2006). On the other hand, Korean students are also interested to learning Chinese language from their childhood. Because, the Korean characters and pronunciations are also influenced by Chinese language. Students of Vietnam and Burmese can learn Chinese language easily as they all have similar tone of language (Xing, 2006).

2.8: Difficulties of Learning Chinese Characters for English Speakers:

Chinese language is the most difficult language for English speaking learners. But those who are teaching and learning Chinese they don't found it difficult anymore. Furthermore, a scientific

research has been found that, “Chinese speakers actively stimulate both left and right temporal lobes when communicating (Zhan, & Cheng, 2014; *Washington Observer Weekly*, July 23, 2003; as cited in Chen, 2005). For Americans learning Chinese language is the most difficult and critical. For reach the native like proficiency level an educated English speaker needs 2200 classes hours with a second year of in country study. On the other hand other languages such as, Spanish, French etc take only 575-600 class hours to be like native speakers (Zhan, & Cheng, 2014; *Language Learning Difficulty*, 2013).

2.9: Importance of knowing Chinese tones:

From the linguistic perspective, Chinese language is a tonal language and it has 4 basic tones. Knowing the tones properly is important for correct pronunciation. With the knowledge of tones, speakers make the connection between sound and characters. The misusing of tones, words and characters can change a meaning of sentence and speakers emotions (Zhan, & Cheng, 2014).

2.10: Classroom Setting for Foreign Language Classroom:

TBLT or task based language teaching method can be the best classroom setting for a foreign language classroom. In this type of classroom learners can involve them in different types of tasks, increasing participation, more opportunities for speaking, easing anxiety, enhancing enjoyment will be there (Bao, & Do, 2015). But there are some challenges can be found in a TBLT classroom and they are, lack of sufficient instructional time support, balancing learners different preferences, lack of Chinese pronunciation practice etc and increasing varieties of task design can be one of the solution of those challenges. (Bao, & Do, 2015).

2.11: Challenges Native Chinese Teachers Face While Teaching Non Native Learners:

The first problem they face is the language barrier. Instructors sometimes can not understand well the American students for language barrier. “Teacher Wang who has eight years of teaching experience in the U.S still struggling at times with her students laughing at her pronunciation and accent in the class.” It is challenging for them to explain the whole Chinese lesson in English. On the other hand, students also can also face the same problem as native Chinese instructors are not fluent in English (Xu, 2012). It is challenging for a teacher because they position themselves as the “power” and “authority” but students are not supportive towards them (Xu, 2012; Guo, 2002; Wang, 2005).

2.12: Story telling In Chinese Language Teaching:

Some instructors follow some different types of teaching techniques such as, they teach students by telling stories. The main focus of telling a story is to teach vocabulary, cultural awareness, idioms and figurative language, grammar, rate of speech, confidence, fluency, critical thinking etc. They use different types of story line from the internet or books, sometimes they use their real life stories also. The main target is to teach learners grammar, vocabulary, sentence structure etc. (Nguyen, Stanley, Laurel, 2014).

2.13: Advantages and Disadvantages of Bilingualism:

Bilingualism has many advantages (Diamond, 2010). Those who are bilingual or knows many languages can easily communicate with a large number of people, can create a social circle, can have different types of job opportunities, knowing others culture, travel opportunities, medical and other services etc. (Antoniou, 2018). It has some disadvantages also, such as learning different types of language from childhood can create problem to young learners. It can be confused children, and led to cognitive impairments. “Mental confusion is seen to exist in bilingual Children to a higher degree than in monoglot children” (Antoniou, 2018; Saer 1923, p. 38). “Bilingualism in young children is a hardship and devoid of apparent advantage” (Antoniou, 2018; Yoshioka, 1929, p.479).

Chapter 3: Methodology

3.1 Methodology:

This chapter describes the research methodology which is used to lead the paper. There are two types of methodology, qualitative methodology and quantitative methodology. In this paper a qualitative methodology has been used. It contains interview, observation, video clip etc. In this paper I have collected data through interview. However, as this paper is based on learning Chinese language as a third language so it will be difficult for me to collect data because Chinese language learners are few in numbers.

3.2 Participants:

I have selected 6 participants in total for interview. 5 of them are students from BRAC University and one of them is a Chinese language instructor from BRAC University BIL department. I will ask them some questions about their journey of learning Chinese as a third language.

Interview Questions for learners:

1. What is your educational background?
2. Why did you start learning Chinese language?
3. Where are you learning Chinese language and which level course is that?

4. Are you bilingual?
5. How old were you when you first tried to learn Chinese language?
6. How much time does it take to learning Chinese language?
7. Did you have a choice about learning this language or were you required to learn it?
8. Was it difficult to learning Chinese language?
9. How was your experience about learning Chinese characters and pinyin?
10. Did you find any similarities with your native language?
11. How did you overcome it?
12. Do you currently speak this language regularly?
13. Did you enjoy studying vocabulary and grammar of this language?
14. Did you learn this language successfully?

Interview Questions for Instructor:

1. What is your Chinese language teaching experience?
2. What difficulties learners face the most? How do you make it easy for them?
3. Is there any specific technique(s) you follow?
4. Do you have any international students? Is it the same to teach international students?
5. Is there any first language or unfamiliar interference by learners?
6. Do learners face any foreign language anxiety during learning?
7. What are the positive and negative impacts of learning Chinese language?

3.3 Instruments:

Several research instruments have been used in this research to lead this paper. Most of them are articles and interviews.

3.4 Setting:

The setting for the interview will be held on face to face or phone call. Instructor's interview will be face to face and learners will have options to give an interview on phone call.

Chapter 4: Data Analysis and Discussion

4.1 Interview from Participants:

I have taken five interviews from five different learners and a Chinese language instructor. At first I am going to discuss about learners experience from learning Chinese language. However, five of them are from BRAC University and they are from different department like EEE, ENH, CSE etc. Moreover, one of them are already finished his graduation and four of them are still studying in different semester. All of them were learned Chinese language from BRAC University and it was a basic level course.

All of them completed higher secondary and now they are studying at BRAC University.

About started studying Chinese language, participant 1, 4 and 5 said they wanted an easy course at the time because they were doing their major and they learned about Chinese language 101 course. Participant 2 wanted to learn a third language. On the other hand, participant 3 said, “I started learning Chinese language I love learning new languages and Chinese is a fascinating language with a rich culture and history.”

All of them have learnt Chinese language at BRAC University and it was a hundred level course.

Moreover, all of them are bilingual.

They were around 22-24 when they tried to learn Chinese language.

It took 3 months for learning beginner level Chinese language.

Furthermore, about the question, if they had a choice or they were required to learn the language? Participants had similar opinion that, the course was not required for them rather it was their choice to take the course from their own interests.

As the course was for beginner level learners so it was not difficult for participant 1, 3 and 5. Participant 2 said, “Thanks to my course instructor, I had fun while learning Chinese language. He made the language itself interesting.” To participant 4, the writing part was a little bit difficult. The character seemed complicated at first.

To participant 1, learning Chinese characters and pinyin was quite fun to learn as every word was an art. Participant 2 also had fun as Chinese is a pictorial language. It took some time to get used with the pinyin. To participant 3, learning Chinese characters and pinyin was challenging at first, but after a lot of practice, it became easier to her. Participant 4 and 5 found it interesting to learning Chinese characters and pinyin.

No one find any similarities with their native language because Chinese language is totally different from Bengali language.

On the other hand, as Chinese is different from our native language and no one find any similarities between them so almost everyone faced difficulties at the beginning. Participant 1 and 5 overcome the difficulties by practicing the Chinese characters more and more and also speaking with fellow classmates. While participant 2 overcome it by practicing it by linking words with pictures. “By practice consistently, preferably every day I have overcome it. I have also used other techniques like listening to music, watching TV shows or movies, and speaking with friends” said participant 3. Participant 4 said, he found it quite difficult to remembering the characters at first but by the time and practice it seemed easier and interesting to her.

No one is currently speak this language regularly but participant 4 sometimes tries to communicate with friends with Chinese language. About enjoying studying vocabulary and grammar of this language, participant 1 said that, “It was very enjoyable to learn about the

vocabularies and grammar as I previously said that the characters are like art.” To participant 2, 3 and 5 it was enjoyable also and to participant 4 it was funny and interesting at the same time to listen the way they pronounce it.

Finally, about learning the course successfully or not, participant 1 and 5 got perfect score from the course so from their point of view they were able to learn the course successfully. Participant 2 and 3 think they have learnt the language successfully but they also need to practice a lot to improve them. According to participant 4, “To some extent I learned this language successfully but that was in primary level.”

4.2 Interview from Chinese language instructor:

According to Chinese language instructor of BRAC University BIL department, Chinese language is a different language also it is a meandering language now a days. That means Chinese is the most speaking language. He has been teaching here for around 8-9 years so, as an instructor he gather different experience in every semester to teach learners. Moreover, Chinese is a toner language so he has to teach those tones to his learners, facial expression is also important for this language which is not required for other languages.

For him the first challenging experience is to make the language easy for learners. Because, most of the learners have the fear of learning a completely new language within a short time. So, as an instructor he has to make the course easy and enjoyable for them.

Learners also face some difficulties when they learn the language and the most common difficulties are, they think they have to draw Chinese characters because Chinese is a pictorial language. Chinese characters are came from some real pictures or natural pictures. So learners have to maintain some certain rules while they write those characters for example, left to right, up to bottom etc. And learners need time to adopt those rules. But the instructor helps them to overcome by practicing it and giving class activities, homework etc.

About some teaching techniques, the instructor focuses on the communication at first. Communication is the key factor for learning a language. It is impossible for a learner to learn a language without practicing so the instructor gives them the chance to practice it in the classroom. He tries to communicate with Chinese language with learners and encourage them to speak up. He tries to make the course enjoyable and make the language fun also, giving the same privilege to all the students. Because, not all the students are same. Some of them are quick learners and some of them need time. So the instructor always tries to reach all the students as much as possible and tries to help them by asking questions such as, “What did you learn from the previous class? Which part seems difficult to you?”

In BRAC University there are a large number of international students and they also take Chinese language course. According to the instructor, there are some language barrier for them and they have the fear sometimes they feel shy. But they can overcome the fear after few classes. Interaction with other classmates and instructor helps them to overcome it.

The medium of instruction is English in BRAC University. Both instructors and learners use English but there are some first languages interference for native speakers while they learn a new language. They try to understand the grammatical rules and vocabulary in their native language.

Sometimes the instructor also uses some native term to make the course easy or to give examples. But most of the lectures are followed by English language.

About foreign language anxiety during learning Chinese language, he said students sometimes feel shy or over excitement while learning a different language from their native language. Also they feel anxious as the language is completely new to them and they have to adopt both the reading writing and speaking sections. Therefore, to overcome the anxiety the instructor always tries to make the classroom environment encouraging and enjoyable.

According to the instructor there are several types of positive impacts of learning Chinese language. First of all, a learner is not only learning a language but he is also learning about a new culture. So, the first positive sign of learning a new language is to know a country and culture properly. On the other hand, now-a-days Chinese economy is one of the biggest economy and business system in the world so who can learn the language properly, he can enter into the economy easily. Apart from that, if we think about traveling, job sector or educational purpose a learner can easily communicate with local peoples if he goes there and can easily cope up with the environment. So, learning a language is beneficial from all the sides. But the language can be conflict with other language, for example, the grammar rules. And he is considering this as a negative impact. Other than that, there are no negative impacts from his point of view.

4.3 Discussion

Chinese language learning is increasing in a noticeable way. Educated peoples who are interested in doing better jobs or going to abroad for study or living, they are more interested in learning Chinese as a foreign language. On the other hand, people who are interested in business they are also now learning Chinese because Chinese people are doing great in their business and economy system. To cope up with the economy system people have to communicate and the only way to communication is a language. However, during learning a foreign language a learner can have foreign language anxiety and it is an emotional reaction in foreign language classroom. As Chinese is the most difficult language for foreign learners like English speakers so, foreign language anxiety can be found in language classroom. Lack of confidence, fear of public speaking these are the signs of language anxiety. To overcome the anxiety a lot of motivation should be there. Therefore, for learning a new language learner should have enough motivation for learning the target language. It has been found that, young learners are way more active and quick in terms of learning foreign language. For their brain development and less foreign language anxiety, they can learn it early. On the other hand, adult learners are shy to speak up in front of others and lack of confidence are the reason of learning language comparatively lately than young learners. However, instructors also play an important role for learners language learning. An instructor should be cooperative with her learners. Different types of learners have different personality such as introvert, extrovert and instructor should encourage them properly. Instructor should have the idea of every students and should have the quality of maintaining a large number of students. In task based language teaching system learners can learn a foreign language easily. It is easy to learn a language through different types of task and activities. By doing this, they interact with others and can share their learning techniques with each other.

Also, doing task with groups or pairs can decrease the language anxiety. Also it makes easy the learning process. Moreover, finding Chinese language course is now easy to get because many universities and coaching centers are offering foreign language courses including Chinese language. Anyone can easily learn it. Not all the learner finds Chinese language difficult because the learners of Japanese, Koreans, Vietnams and Burmese are familiar with Chinese language as their words characters are similar. They take less time to learning Chinese than other non-native speakers. On the other hand, English speakers find it very difficult to learning Chinese characters and tones. Other languages such as Spanish, French those are not take much time like Chinese. Chinese native teachers also face difficulties during teaching non-native learners. The way of their pronunciation of English is also different from English speakers so it is a language barrier for them. They can't express their feelings towards American students. However, there are some teaching techniques are followed by Chinese instructors and storytelling is one of them. Students can enjoy a lesson when they listen stories. It increases their interesting on learning new language. Also, they can learn vocabulary and new words by those stories. The advantages of learning a foreign language are uncountable. It helps every step of our life. But there are some disadvantages also. Young learners can be confused during foreign language lessons. They can mix it with their native language. Sometimes they become so confused that they can't speak in any language properly. Some young learners find it difficult to catch both the language at the same time.

Chapter 5: Conclusion

We are living in a rapidly changing world. Here everyone is busy with adapting beneficial things to apply into suitable places. From the past few years people are learning how to go forward without any language barrier. Learning language is one of the beneficial things now a days. On the other hand, without knowing language properly, it is difficult to cope up with foreign people and environment in foreign country. Moreover, people are now willing to move different countries for their better future, study, job, business, traveling etc. Therefore, China has a great worldwide economy system and people who have business from different countries are involved with Chinese economy. For them knowing Chinese is the key factor to fight with the large economy. Also, students and job holders also have to know the language were they are living for better future. However, there are many opportunities for learning foreign language in our country. Now language barrier can't stop to go forward. From this research paper, we already know that learning the basic Chinese language takes only 3.5-4 months. For knowing a new country's culture, the first thing is to knowing their native language. It makes easier to know a country's culture, people etc. without knowing language the world will become difficult for us. However, from this research paper we got to know different types of reasons about learning Chinese language. Some of them are learning it from their own interests, some of them are learning it because learning Chinese language is beneficial to them. Moreover, everyone is learning the language for their own benefit. We also got to know the positive and negative impacts of learning the Chinese language which will help us to go forward by overcoming those barriers.

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Appendix

Participants Interview:

1. What is your educational background?

Participant 1: I have completed my graduation from BRAC University.

Participant 2: I am currently studying at BRAC University. This is my 11th semester of the undergraduate degree. I am studying at the English and Humanities Department.

Participant 3: I am from Bengali medium school.

Participant 4: I am a student of English literature.

Participant 5: I am currently doing my B.A in BRAC University.

2. Why did you start learning Chinese language?

Participant 1: I wanted an easy course at that time because I was doing my major, and I learned about CHN 101.

Participant 2: I wanted to get an easy COD courses at that time to increase my CGPA and then, I learned about CHN 101.

Participant 3: I have taken Chinese course as the COD course.

Participant 4: I started learning Chinese because I love learning new languages and Chinese is a fascinating language with a rich culture and history.

Participant 5: I wanted to learn a third language, for that reason I chose Chinese.

3. Why are you learning Chinese language and which level course is that?

Participant 1: My Chinese language course at BRACU was at the basic level.

Participant 2: My Chinese language course at BRAC University was at the very basic level.

Participant 3: I have learnt Chinese language in my University. It was the basic level course.

Participant 4: I have learnt Chinese language from BRAC University and the level of the course is CHN 101.

Participant 5: I have learnt Chinese at my university in a beginner level course.

4. Are you bilingual?

Participant 1: Yes, in addition to Bengali, I am also fluent in English.

Participant 2: Yes, I am multilingual. I am fluent in speaking Bengali, English, Hindi and Urdu.

Participant 3: Yes, I am bilingual.

Participant 4: Yes, I am bilingual. I speak both English and Bengali.

Participant 5: Yes, I am bilingual.

5. How old were you when you first tried to learn Chinese language?

Participant 1: At that time, I was 23 years old.

Participant 2: At this time, I was 22 years old.

Participant 3: I was 21 years old when I learned Chinese language.

Participant 4: I was 23 years old when I first tried to learn the Chinese language.

Participant 5: I was 22 years old when I tried to learn the Chinese language.

6. How much time does it take to learning Chinese language?

Participant 1: As it was beginner level course, it took me 3.5 months to learn the basics.

Participant 2: As it was a beginner level course, it took me 4 months to learn the basics.

Participant 3: It only took 10-15 hours in total.

Participant 4: It took me 3.5 months to learn the Chinese language.

Participant 5: For learning the basics I think 1 month is enough the proceeding further takes time.

7. Did you have a choice about learning this language or were you required to learn it?

Participant 1: I had other available choices and I was not required to learn the beginner level Chinese language.

Participant 2: I had different choices and I was not required to learn the language.

Participant 3: I was not required but I took this course on my own choice.

Participant 4: It was not required for me to learn the language however, it was my desire to learn it.

Participant 5: It was my choice to did the course.

8. Was it difficult to learning Chinese language?

Participant 1: No, it was not difficult to learn the beginner level Chinese language.

Participant 2: No, it was not that difficult.

Participant 3: The writing part was a little bit difficult. The character seemed complicated at first.

Participant 4: No, it was not difficult to learn Chinese, it's been very reading.

Participant 5: Thanks to my instructor, I had fun while learning Chinese as he made the language itself interesting.

9. How was your experience about learning Chinese characters and pinyin?

Participant 1: It was quit fun to learn the Chinese characters as every word was an art.

Participant 2: It was a different experience to learn the Chinese language as well as pinyin.

Participant 3: It was a quit good experience to learn the Chinese language. The characters were interesting and the pinyin were also interesting.

Participant 4: Learning Chinese characters and pinyin was challenging at first, but after a lot of practice, it became easier.

Participant 5: It was fun as Chinese is a pictorial language. It took some time to get used with the pinyin.

10. Did you find any similarities with your native language?

Participant 1: No, there were zero similarities.

Participant 2: No, there were no similarities.

Participant 3: No I did not find any similarities with my native language. Chinese is totally different from Bengali language.

Participant 4: No, I did not find any similarities with my native language.

Participant 5: No, there were no similarities.

11. How did you overcome it?

Participant 1: By practicing the Chinese characters more and more and also speaking with fellow classmates.

Participant 2: I overcame the issue of having no similarities by practicing the Chinese characters and pinyin more and more. I also went to speak with my classmates in Chinese.

Participant 3: At first I found it quit difficult to remember the characters. But by the time and practice it seems easier and interesting to me.

Participant 4: By practice consistently, preferably every day I have overcome it. I have also used other techniques like listening to music, watching TV shows or movies, and speaking with friends.

Participant 5: I overcome it by linking words.

12. Do you currently speak this language?

Participant 1: No, I do not speak this language properly.

Participant 2: No, currently I do not speak this language regularly.

Participant 3: No, I do not speak this language regularly.

Participant 4: I try to speak Chinese language with my friends often.

Participant 5: No, I do not speak this language currently.

13. Did you enjoy studying vocabulary and grammar of this language?

Participant 1: Yes, it was very enjoyable to learn about the vocabularies and grammar as I previously said that the characters are like art.

Participant 2: Yes, it was very enjoyable to learn about the vocabulary and grammar of this language.

Participant 3: Yes, I enjoyed a lot to learn the vocabularies and grammar of Chinese language. The way they pronounce it was very funny to listen.

Participant 4: Yes, I have enjoyed studying vocabulary and grammar of this language.

Participant 5: Yes, I have enjoyed.

14. Did you learn this language successfully?

Participant 1: From my view point I would say yes as I got the perfect score on the beginner level course.

Participant 2: According to me, I would say yes, as I got a good result in this beginner level course.

Participant 3: To some extent I learned this language successfully but that was in primary level.

Participant 4: Yes, I think I have learnt this language successfully though I need to practice more.

Participant 5: Yes, I think I have learnt the Chinese language successfully.

Instructor's Interview:

1. What is your Chinese language teaching experience?
 - Chinese is a mandarin language as it is the most spoken language in the world. I have been teaching Chinese in BRAC University for 8-9 years and at that time I have experienced different things. As it is a tonal language so the language mostly depends on the tone. Facial expression is important while pronouncing words. I have to teach those in Chinese language which is not needed in other languages. However, the first challenge is to make the course easy to students because most of them have the fear of learning a new language that may be difficult for them to learn. On the other hand, in every semester I am gathering new experiences by meeting new students.
2. What difficulties learners face the most? How do you make it easy for them?
 - Chinese is a pictorial language. The characters of Chinese language came from different pictures and those have different meaning. Learners have to write those characters by following rules such as stroke order, basic rules like, left to right top

to bottom etc. Learners find it difficult at first but I help them to overcome those and make the language interesting to them by giving them class activities, homework, assignments etc.

3. Is there any specific teaching technique(s) you follow?
 - Yes, I have specific teaching techniques such as giving them the flexibility during class time. Whatever you want to say, you can say. Do not feel afraid and feel free to open your mouth. According to me the first technique is to let them talk. Then I will correct them. Also, privilege learners equally. Some of them are quick learners and some of them are slow so instructor should read those slow learners and encourage them by communicating such as, what did you learn from the previous class? Did you understand? What should I tell you again and again?
4. Do you have any international students? Is it the same to teach international students?
 - Yes, sometimes I find some foreign students. Though I have already mentioned my teaching techniques but sometimes there are a language barrier for foreign students also they have the fear of learning new language. After few classes by interacting with them properly I can make them easily for the class.
5. Is there any first language or unfamiliar interference by learners?
 - Our medium of instruction is English. We have to use English during our class time. But sometimes I need to tell them whenever I need them to understand the different sounds and at that time, I have to use my native language for better understanding. Other than that, we always try to follow the university rules to teach them in English.
6. Do learners face any foreign language anxiety during learning?

- At first students have the fear of learning a new language and sometimes they feel shy. But after some classes to overcome the fear I try to make the class environment easy comfortable to them. So that, they can overcome the foreign language anxiety.
7. What are the positive and negative impacts of learning Chinese language?
- There are a lot of positive impacts of learning the Chinese language. First of all, learning a new language means learning about a new country and culture. For knowing a country you have to know their language first. If I talk about Chinese language specifically then I want to say that, Chinese language is the most spoken language. On the other hand, Chinese education and economy system is now on the top. They have a good GDP. So, for knowing China or for study and business you have to communicate with them. Without knowing their language it would be difficult. Though they are learning English as well but knowing their native language is beneficial for us in my opinion. However, about the negative impacts, I don't think learning a new language have any negative impacts. But, practicing Chinese language can conflict with other languages such as some grammatical problems, pronunciation problem etc.