

# Chinese Language Teaching in Pakistan Problems and Solutions

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## Abstract

The teaching of Chinese language in Pakistan has a history of more than 40 years, but it has only been in the past decade that it has become widespread. This paper aims to present a general overview of Chinese language teaching in Pakistani education system, to identify some of the theoretical issues and practical challenges this field is facing and finally propose the possible solutions to these problems. This is primarily a qualitative and descriptive study and questionnaire survey method has been employed to highlight the important issues and challenges that deserve serious attention from all stakeholders. Data analyses reveals that the Chinese language education in Pakistan is facing significant challenges in the area of Teaching Chinese as a Foreign Language (TCFL), pedagogy, curriculum and teaching material, teaching methodology, teacher's professional development etc. The researcher recommends some solutions on the basis of these findings, which in turn can significantly influence the way Chinese language is being taught in Pakistan. This research is beneficial for all the stakeholders including policy makers, educationists, teachers, students, and researchers to help them incorporate TCFL into the Pakistani education system.

**Keywords:** Teaching Chinese as Foreign Language, Challenges, Curriculum, Pedagogy

## Introduction

In recent years, China's status in the international arena has gradually improved, and its overall national strength has increased. These characteristics have made more and more people realize that if they do not learn Chinese in time, they may lose many opportunities. It is also because of these common interests that many

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countries in the world have begun to learn Chinese language and culture. In addition, China has a very long history and has a profound cultural value. This means that China can be considered as one of the cradles of ancient civilizations. Therefore, in order to better connect Chinese culture with world culture, many countries hope to bring Chinese history and culture into their own countries. After a period of investigation and statistics on the number of Chinese language learners worldwide, we have found that in the past three years, many countries in the world have begun to introduce Chinese language in their curriculums. The total number of people exceeds 30 million, of which nearly 100 countries have initiated courses related to Chinese language and culture studies in 2500 universities. In addition to the above phenomenon, what is even more exciting is that many countries in the world have started to introduce Chinese language courses in primary and secondary schools, and more and more related training institutions are showing a thriving scene all over the world. The sooner a language is started, the better the overall effect. Therefore, in order to better transfer Chinese language and culture to Pakistan and other places, the sooner the relevant courses are introduced in the education system, the more effective they will be.

In the process of comprehensively implementing Chinese language education in Pakistan, the leaders of the two countries have undertaken series of joint activities on economy, trade and culture in order to improve the cooperative relations between China and Pakistan. In terms of politics, the two countries support each other through thick and thin, on the economic front, the two sides in line with the principle of mutual benefit and win-win benefits for each other, therefore China's relationship with Pakistan have been highly praised internationally. At this stage, the two sides have carried out further cooperation in the reform and development of the education system and other projects. Since 2005, China and Pakistan have carried out a series of joint cultural work and established the "Year of China" event. In addition, primary and secondary schools in the two countries often organize some student exchange and travel activities, and local principals and educational institutions jointly launch language reform measures. The rapid development of these activities has further enhanced the friendly exchanges between the two countries and opened a path for the establishment of a deeper diplomatic relationship.

## An Overview of the Development of Chinese Language Teaching in Pakistan

The National University of Modern Languages Islamabad started Chinese courses for the first time in 1971. For quite a long period the number of students learning Chinese language was very less. In 2014 with the announcement of the "China Pakistan Economic Corridor" initiative, the number of people learning Chinese started increasing and it became popular trend. After years of cooperation, the two countries have developed a relatively deep friendship. In 2005, the first Confucius Institute was finally established in Pakistan, laying a solid foundation for the promotion and application of Chinese teaching. At the same time, this is also a sign of the opening of educational cooperation between the two countries. The Confucius Institute in Islamabad and the Confucius Institute at Karachi University have continuously and actively expanded Chinese teaching centers in order to meet increasing demand of Chinese language learners. In addition to Islamabad University (NUML), the Confucius Institute in Islamabad has established long-term cooperative relationships with some centers at the government, parliament, military, universities, research and social institute levels.

**Table 1: Confucius Institutes/classrooms in Pakistan**

Name of Chinese teaching Institutes	Established Date	Place
Confucius Institute, Islamabad	April 4 <sup>th</sup> , 2005	Islamabad
Confucius Institute, Karachi	May 22 <sup>nd</sup> , 2013	Karachi, Sindh
Confucius Institute, Faisalabad	February 9 <sup>th</sup> , 2014	Faisalabad, Punjab
Confucius Institute, Lahore	July 2 <sup>nd</sup> , 2015	Lahore, Punjab
Muzaffargarh shortwave listening club radio Confucius Classroom	September 12 <sup>th</sup> , 2008	Muzaffargarh, Punjab
Confucius Classroom in Petaro middle school	October 8 <sup>th</sup> , 2015	Hyderabad, Sindh

The Confucius Institute at Karachi University had only 30 students when it offered Chinese language courses. Later, it continued to expand its influence by issuing advertisements, and holding Chinese cultural performances, attracting many people who came to learn Chinese. At present, the Confucius Institute of Karachi University has set up nine Chinese teaching centers in various universities of Karachi (as shown in Table 2). The number of Chinese students has reached more than 3000, providing Pakistan with a lot of Chinese talent.<sup>1</sup>

**Table 2: Off-campus teaching centers of Confucius Institute, University of Karachi**

<b>Name of Chinese teaching Institutes</b>	<b>Established Date</b>
Chinese course in ICCBS	2015
Chinese course at Preston University	October 29 <sup>th</sup> , 2015
Chinese course in IBA	2015
Chinese course in the Department of Public Communication	August 2016
Chinese course at NED University of Engineering & Technology	February 23 <sup>rd</sup> , 2017
Chinese course in Newport School of communication and Economics	September 26 <sup>th</sup> , 2017
Chinese course in L.E.J. National Science Information Center	January 18 <sup>th</sup> , 2018
Chinese course at Sir Syed University of Engineering and Technology	January 23 <sup>rd</sup> , 2018
Chinese course at Habib University	September 6 <sup>th</sup> , 2018

Although the number of Chinese teaching universities/institutes is increasing, according to the geographical distribution of Pakistan, as shown in Figure 1, most of the Chinese teaching (universities, primary and secondary schools and private institutions) are located in the politically, economically and culturally developed areas of Pakistan. Islamabad, Karachi, Faisalabad, Sargodha and Hyderabad are

<sup>1</sup>用汉语搭桥引路 播撒中华文化的种子, 四川教育网 <http://www.scedu.net/>

among them.

There are few Chinese teaching centers in North-West Frontier Province (NWFP) and Baluchistan province. The demand for Chinese learning in North-West Frontier Province (NWFP) is very high especially on the border between Pakistan and Xinjiang province of China. An urgent problem to be solved is that how to establish more Chinese language teaching institutions in various regions of Pakistan, so that more people can be benefited by learning the Chinese language.

### **Problems in Chinese Language Teaching**

This paper surveys the aspects related to Chinese teaching in Pakistan by using the survey method and carries out the analysis of the survey results and combines those results with the relevant literature. It reveals that the main problems existing in Pakistan's Chinese teaching are as follows:

#### **Unfavorable Learning Environment**

No matter what language it is, a good language environment plays a crucial role in the development of the learners and has a crucial role to play for the learners, which can facilitate the process of learning a language. Although there are many Chinese nationals are living in Pakistan, there are not many opportunities for the students to mingle or communicate with them. Therefore, Chinese learners can only learn in the classroom or occasionally participate in some Chinese related activities. They have very little chance to use Chinese in real life, unless they have the opportunity to work in a Chinese company or they have the opportunities to work with Chinese nationals in different fields.

#### **Inappropriate Class Curriculum**

The number of students in the first phase of the Confucius Institute at Karachi University was only 30 students in the second phase it was 60 students and in the third phase it increased to 120. However, the current courses offered are only of basic level and are mainly aimed at elementary level students. The total study time is four months. The class schedule is shown in Table 3. To facilitate working people, there are weekend classes and an online class too. The business administration department of Karachi University has also started a Chinese language class.

**Table 3: Class arrangement of Confucius Institute at University of Karachi  
(study duration: 4 months)**

Classes	Weekly hours	Total hours	HSK	Class time
Morning	16 hours	256 hours	HSK 1	Monday to Thursday 9:00-12:00 AM
			HSK 2	
			HSK 3	
Afternoon	16 hours	256 hours	HSK 1	Monday to Thursday 02:00-05:00 PM
			HSK 2	
Weekly	8 hours	128 hours	HSK 1	Saturday, Sunday 02:00-05:00 PM

Although the number of people studying Chinese is increasing day by day but the Chinese courses offered by the Confucius Institute at Karachi University are only of basic level. There are no specialized oral, listening, professional and comprehensive courses. In fact, such a basic level curriculum cannot meet the needs the of majority of Chinese language learners.

The Chinese courses offered in higher education institutions in Islamabad are divided into functional and degree programs. There are two main categories of students, the first want to do degree courses like, Master's and MPhil degree which can only be obtained at the Chinese department of National University of Modern Languages in Islamabad. The second type want to do short courses like certificate, diploma and interpretership courses, course schedule is shown in Table 4.

**Table 4: Class schedule of M.A students in the Chinese Department at NUML Islamabad**

			Research		
<b>1<sup>st</sup> Semester</b>	Linguistics (1)	Modern Chinese Modern	Methodology (1)	Area Study (1)	Newspaper Reading
<b>2<sup>nd</sup> Semester</b>	Linguistics (2)	Chinese Literature and Criticism Contemporary	Translation  The teaching of Chinese as	Area Study (2)	Essay Writing
<b>3<sup>rd</sup> Semester</b>	Linguistics (3)	Chinese Literature and Criticism Chinese	a Foreign Language Research	Area Study (3) Chinese	Essay Writing (2)
<b>4<sup>th</sup> Semester</b>	Islam in China	Philosophy	Methodology	Foreign Policy	Research Report

The second category is to only obtain the certificate of completion of functional courses in the Chinese language, including (Certificate, Diploma and Interpreter ship) in the Chinese Department of National University of Modern Languages. Among them, the arrangement of Chinese class hours at the National University of Modern Languages is shown in Table 5.

**Table 5: Weekly class arrangement in NUML**

Course category	Functional courses	Weekly classes
	Certificate	20 classes
Elective	Diploma	20 classes
	Interpret ship	18-20 classes
Selective	—	2-3 classes

In addition, the Chinese language is being offered as a compulsory language as well as an optional language in different schools of Pakistan. Among the primary and secondary schools offering Chinese courses, we take the City School of Pakistan as an example. Regardless of whether the teaching target is school students or adults, the total class hours are 40 classes, and the total duration is 3 months, and the courses are mainly for people with zero or elementary Chinese proficiency. In the Chinese Crash Course provided, the types of courses and class schedule are shown in Table 6 and Table 7.<sup>2</sup>

**Table 6 Elementary Chinese classes for primary school (total class hours: 40)**

Course type	Students age	Monday	Tuesday	Wednesday	Thursday	Friday
YCT 1	3-4years	2:15-3:00 pm		2:15-3:00 pm	2:15-3:00 pm	(every other week) 2:15-3:00 pm
YCT 2	5-6years		2:15-3:00 pm			(every other week) 2:15-3:00 pm
YCT 3	6-7-8years		2:15-3:00 pm			(every other week) 2:15-3:00 pm

<sup>2</sup> <https://thecityschool.edu.pk/chinese-language-classes/>



**Table 7 Elementary Chinese classes for middle school (total class hours: 40)**

Course	Monday	Tuesday	Wednesday	Thursday	Friday
HSK 1	3:30-4:30 pm		3:30-4:30 pm		3:30-4:30 pm
HSK 1		3:50-4:50 pm		3:50-4:50 pm	
HSK 1	4:45-5:45 pm		4:45-5:45 pm		4:45-5:45 pm
HSK 1		5:30-7:00 pm		5:30-7:00 pm	
HSK 1	6:45-7:45 pm		6:45-7:45 pm		6:45-7:45 pm

It can be seen from the above two tables that students at school spend 45 minutes learning Chinese daily, 2-7 hours per week; adults learn Chinese for one hour daily, 2-3 hours per week. Although there is currently no consensus on the best learning time per day for foreign language learning under the premise of ensuring the quality of learning, most scholars believe that it is appropriate to study 4-6 hours a day.

To sum up, as far as Confucius institutes are concerned, there is a uniformity in the curriculum throughout all Confucius Institutes and Confucius classrooms in Pakistan, but on the other hand there is no uniform curriculum at the university level in Pakistan. This is due to the fact that the Chinese language is being taught in different universities at different levels and the time duration of these courses is also not the same. The curriculum doesn't meet the requirements of second language learning and is not properly aligned with international standards of curriculum design. This situation raise an urgent need for a uniform curriculum design by local Chinese language teachers for different proficiency levels.

### **Unavailability of Standard Chinese Textbooks**

Pakistan lacks Chinese textbooks, especially those which are suitable for elementary and middle school students. In the primary and secondary schools

which are offering Chinese courses, the Chinese textbooks used by teachers at all stages of education are shown in Table 8. Although these textbooks are highly matched to the corresponding education stages, which is beneficial for students to learn, these textbooks are compiled by Chinese for overseas Chinese teaching around the world, and due to differences in cultural backgrounds, these textbooks are not suitable in some aspects for Chinese learners in Pakistan, especially in language teaching, the sequence of the important and difficult points of the course and the introduction of culture all need to be improved. At the same time, due to the scarcity of localized Chinese teaching materials, teachers can only learn and teach from the textbooks available here. The teachers adopt a certain method of adding and deleting content by themselves and then imparting relevant knowledge points to the students. On one hand, this increases the burden on teachers, while on the other hand, the teaching techniques of different teachers are not the same, which is not conducive to the overall improvement of Chinese teaching in Pakistan's primary and secondary schools.

**Table 8 Selection of Chinese textbooks for primary and secondary schools in Pakistan**

<b>School</b>	<b>Chinese Textbooks</b>
Primary school	Happy Chinese
Secondary school	Happy Chinese
High school	Learn Chinese with me

The results are shown in Table 9. From this table, we can find that the Chinese textbooks used by each school are different. There are still situations in which teachers need to compile Chinese teaching content by themselves.

**Table 9 Usage of Chinese Textbooks in Universities of Islamabad**

Universities	Usage of Textbooks	Teaching materials
National University of Modern Languages	“New practical Chinese”, “HSK standard course”, “Chinese course” and the contents compiled by teachers themselves	Yes
CIIT	“HSK standard course”, (Level 1,2 and 3)	No
RIPHAH International University	“New practical Chinese” and the contents compiled by teachers themselves	Yes
Confucius institute, Islamabad	“Happy Chinese”, “Experiencing Chinese”, “Chinese conversation”, “HSK standard course” “Happy Chinese”	Yes No

At the Confucius Institute Karachi, the Chinese textbooks used are mainly the English version (Table 10), such as "New Concept Chinese", "New Practical Chinese Textbook" and "Happy Chinese", in addition to the Urdu version of "Contemporary Chinese". All these Chinese textbooks are donated by the Hanban Office of China and the Confucius Institute Headquarters in China.

**Table 10 Characteristics of Chinese textbooks used by Confucius Institute, University of Karachi**

Books	Language	Type	Characteristic	Applicable objects	Material item
New practical Chinese	English	Structural & functional	Taking the task as the goal, it emphasizes the combination of situation, topic and function, and attaches importance to pronunciation, Chinese characters, grammar and Chinese culture.	University students and above	Teacher's manual book, Comprehensive exercise books, CD

Happy Chinese	English	functional	Close to students' life, interesting, easy to understand, step by step, pay attention to "listening, speaking, reading, writing and translation"	Middle school students (aged 11-16)	Books for teachers and students, wall chart, magnetic card, Chinese character card, CD MP3 CD (including text, new words, practice recording), exercise book, Chinese character exercise book, teacher's book, teaching card, digital resources Teacher's manual book, exercise book, Chinese character exercise book, CD
New concept Chinese	English	Structural & functional	Daily dialogue, practice more, pay attention to the cultivation of communicative competence	Adult	Chinese character exercise book, teacher's book, teaching card, digital resources Teacher's manual book, exercise book, Chinese character exercise book, CD
Contemporary Chinese	Urdu	Task-based	Pay attention to communication, culture and the ability to listen, speaking, reading and writing	University students	Chinese character exercise book, CD

To sum up, in terms of teaching materials, through the survey of the use of Chinese teaching materials, there are two problems in the teaching materials of the Chinese language which are: the textbooks are not standardized and unified; and the applicability of teaching materials is very low. On the one hand, the textbooks used by Chinese learners at different levels in Islamabad University are different, which leads to confusion. On the other hand, there is a lack of localized Chinese textbooks in Pakistan. Students with low English proficiency have difficulty in understanding Chinese textbooks annotated in English. Moreover, the contents of the textbooks used at present are also outdated and need to be updated, and more importantly, it is necessary to develop Chinese textbooks close to the local culture.

### Shortage of Qualified Chinese Teachers

Chinese teachers in Confucius Institutes are divided into public-sponsored and

volunteer teachers. The two have a significant difference in terms of tenure. Public-sponsored teachers have a longer tenure, usually two years, while volunteer Chinese teachers generally only have one year or even a few months. The short time has led to a high frequency of replacement of Chinese teachers in the same university, which is not conducive to the overall development of Chinese teaching in the university.

At present, Chinese teachers in Confucius Institutes are mainly volunteer teachers sent by Hanban to overseas. As these Chinese teachers are all Chinese nationals, there is no doubt that they have an absolute advantage in Chinese language, but at the same time, due to the different cultural customs and habits, these teachers do not understand the students' personality characteristics and learning habits, which inevitably leads to difficulties in communication.

These days, four of the 24 universities in Islamabad, Pakistan offer Chinese-related courses, and three of them are public universities. Table 11 shows the number of teachers and students in the universities offering Chinese language courses in Islamabad. From the table, we can know that the ratio of the number of Chinese teachers to students in various universities/institutes is far below the ratio of 1:20, which means that the number of Chinese teachers is seriously insufficient.

**Table 11 Chinese teaching in Islamabad**

Universities	Establishment	Teachers	Students	Proportion
National University of Modern Languages	1971	29	1000+	1: 35
CIIT	2015	1	450+	1: 450
RIPHAH International University	2015	1	33	1: 33
Confucius Institute Islamabad	2005	7	—	—
Islamic International University	2013	1	70	1: 70

Knowing the situation of Chinese teachers in universities in Islamabad, what is the ratio of Chinese teachers to students in Pakistani primary and secondary schools?

The results are shown in Table 12. From the data in the table, we can know that in the primary and secondary schools offering Chinese courses in Pakistan, the ratio of Chinese teachers to students is even as low as 1:312, and the overall ratio of teachers and students is 1:207.

**Table 12 statistics of the number of Chinese students and teachers in the surveyed universities**

School Name	Category	Teachers	Students	Proportion
ROOTS International School	Private	2	625	1: 312
City School, Islamabad	Private	2	480	1: 240
Army Public School	Government	2	70	1: 35
Science School Islamabad	Government	2	490	1: 245
Head Start School System	Private	2	405	1: 202
Total		10	2070	1: 270

Although the situation of one school is slightly better, that is, the ratio of Chinese teachers to students is 1:35 in the army public school, which is slightly lower than the best teacher-student ratio of 1:20, it can be seen that there is a shortage of Chinese language teachers in Pakistan, especially in primary and secondary schools, and the gap of Chinese teachers is even greater than that in universities. The lack of school teachers will overload the workload of on-the-job teachers, which is not conducive to the development and research of teaching, and it will also make the problems of students unable to be explained accordingly or fully. This situation needs to be solved urgently.

### **Lack of Diversity in Teaching Methods**

Teachers must ensure the diversity of teaching methods and teaching content, so that student's interest in Chinese language can be increased. The basic responsibility of teachers is to cultivate students' ability to learn independently. In China, Chinese teachers generally participate in various teacher's trainings, teaching competitions, classroom discussions and mutual discussions, so there is

diversity in the teaching methods of Chinese teachers in China, whereas in Pakistan the teaching methods of the teachers are much simpler.

To overcome the inconsistencies in the Chinese teaching in Pakistan, it is necessary to organize various teacher's training and teaching activities. Although Confucius institute has carried out related activities but those were not sufficient to meet the challenges. The relevant information is shown in table 13.

**Table 13 Teaching activities of Confucius Institutes in Islamabad and Karachi since 2010 up to now**

Date	Confucius Institute	Content
February 25 <sup>th</sup> , 2010		召开巴基斯坦汉语语法教学研讨会 Seminar on Chinese grammar teaching in Pakistan
March 28 <sup>th</sup> , 2010	Confucius Institute, Islamabad	举办“趣味汉语课堂”系列活动 Hold a series of activities of "interesting Chinese class"
March 11 <sup>th</sup> , 2011		举办首届巴基斯坦汉语教材教学研讨会 Hold the first seminar on Teaching Chinese Textbooks in Pakistan
April 29 <sup>th</sup> , 2011		举办汉语教师研修班 Hold Chinese teacher training class
May 31 <sup>st</sup> , 2017		召开第二届汉语教学研讨会 Hold the second Chinese Teaching Seminar
September 19 <sup>th</sup> , 2017	Confucius Institute, Karachi	举办本土汉语教师培训研讨会 Hold training seminar for local Chinese teachers
March 22 <sup>nd</sup> , 2018		举办第三届汉语教学研讨会 Hold the third Chinese Teaching

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		Seminar
		举办 2018 年巴基斯坦孔子学院教学交流及公派汉语教师培训活动总结会
April 27 <sup>th</sup> , 2018		To hold a summary meeting on a teaching exchange and public Chinese teacher training of Confucius Institute in Pakistan in 2018
September 29 <sup>th</sup> , 2018		举办 2018 年本土汉语教师报告会 Hold the report meeting of local Chinese teachers in 2018 举办首届巴基斯坦本土汉语教师优质课
November 26 <sup>th</sup> , 2018	Confucius Institute, Islamabad	大赛 Hold the first Pakistan Chinese teachers quality class competition

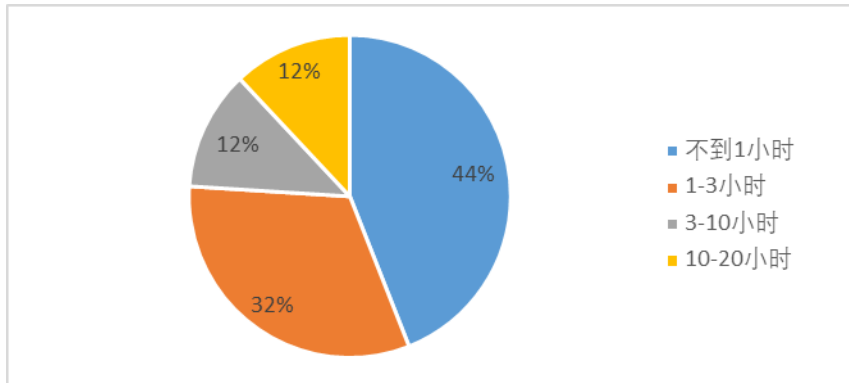
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According to the survey, Chinese teaching in Pakistan is still in the process of improving, teachers are giving more theoretical knowledge and do not pay attention to the cultivation of students' Chinese communicative competence. In addition, advanced Chinese teaching methods such as task-based and communicative teaching methods have not been fully used by Pakistani as well as native Chinese language teachers in Pakistan.

Although Pakistan has been teaching Chinese since 1971, it lacks the scientific research culture in the field of CLT and it is difficult to use the latest pedagogical techniques due to the limitations of local teachers. In addition, Chinese language teaching in Pakistan has not formed a systematic teaching method until now, especially in elementary and middle schools. Nowadays, multimedia teaching is becoming more and more important, and the development of multimedia technology has brought great changes to Chinese teaching. In Chinese teaching, we can use multimedia technology and give full play to its advantages, whether it is to introduce new courses or explain new words, Chinese characters, grammar,



texts, or introduce knowledge related to culture<sup>3</sup>. The application of multimedia technology in teaching makes the teaching methods diversified. With the help of multimedia, it can make them vividly displayed in front of learners, which is conducive to the improvement of teaching effectiveness. Because of the important role of multimedia technology in Chinese teaching and to fully understand the application of multimedia in Pakistan, the results obtained by consulting literature are shown in Figure 1.



**Figure 1 teachers' weekly multimedia assisted instruction time**

From the above figure, we can see that at present, the application of multimedia technology in Chinese teaching in Pakistan is very less. The time of multimedia assisted teaching is mainly less than 1 hour per week, accounting for almost half of the total. Nearly one-third of the people use multimedia teaching for 1-3 hours a week which does not fulfil the present need of teaching Chinese language by using modern techniques.

### **Lack of Professional Teachers Training opportunities**

In July 2013, Chinese Premier Li Keqiang said that to let the friendship between China and Pakistan pass down from generation to generation and last for a long time, China will train 1000 Chinese language teachers for Pakistan to pass on the friendship between China and Pakistan from generation to generation. By consulting the relevant literature, we can get information about the training of

<sup>3</sup> Shen Xinmin, research on the application concept and practice of multimedia technology for Chinese teachers in Pakistan, Journal of modern Chinese teaching, 2013, page 76.

Chinese teachers in Pakistan as shown in table 14.

**Table 14 Training of Chinese teachers in Pakistan**

Time	Organization	Contents
July 23 <sup>rd</sup> 2015	Chinese embassy in Pakistan	组织了 30 名教师进行为期 15 天的“2015 年北京市国际汉语教师培训” 30 teachers were Organized to carry out the "2015 Beijing International Chinese teacher training" for 15 days
August 2016	Confucius Institute, Karachi University	举办了首届巴基斯坦本土汉语教师培训 The First training for local Chinese teachers in Pakistan
November 7 <sup>th</sup> 2016	Chinese embassy in Pakistan	组织了 48 名教师进行为期 15 天的“2016 年北京市国际汉语教师志愿者培训” 48 teachers Were organized to conduct 15 days "2016 Beijing volunteer training for international Chinese teachers"
July 23 <sup>rd</sup> 2017	Chinese embassy in Pakistan	组织了 40 名教师进行为期 15 天的“2017 年北京市国际汉语教师培训” 40 teachers were Organized to carry out the "2017 Beijing International Chinese teacher training" for 15 days
July 23 <sup>rd</sup> 2018	Chinese embassy in Pakistan	组织了 30 名教师进行为期 14 天的“2018 年境外汉语教师来京研修项目” 30 teachers were Organized to carry out a 14 day "overseas Chinese teachers' study and training project in Beijing in 2018"

Since 2007 many trainings for the teachers have been conducted by Confucius institutes in Pakistan for local teachers but none was conducted by Pakistani universities/institutes. Local teachers usually start taking Chinese language classes without any training at the university as well as school level. Opportunities for

teachers' professional ability to be improved are very few. Untrained teachers are unable to use the latest teaching techniques and make second language learning extremely difficult especially in the case of Chinese language.

### **Lack of Infrastructure for Teaching the Chinese language**

Language teaching facilities include classrooms, tables and chairs, multimedia, language-related materials and books. It is learned from relevant literature: on February 3<sup>rd</sup>, 2010, the Chinese Embassy in Pakistan donated 43 sets of 1000 books to the Confucius Institute in Islamabad; on February 10<sup>th</sup>, 2012, the Xinjiang cultural news delegation presented 300 Chinese books to the Confucius Classroom Chinese library; on June 6<sup>th</sup>, 2016, the new teaching site of Confucius Institute in Islamabad was completed, which is located in the National University of modern languages, mainly including classroom, library, language laboratory, cultural exhibition hall and other teaching facilities; on July 6<sup>th</sup>, 2018, Karachi Confucius Institute has a Chinese phonetic laboratory, which will be able to strengthen the training of students in listening and pronunciation.

Therefore, on the whole, only in Pakistan National University of Modern Languages, the Confucius Institute in Islamabad, and the Confucius Institute in Karachi have relatively comprehensive teaching facilities, including phonetic laboratories, more Chinese books, and some multimedia assisted teaching equipment. However, in other Chinese teaching institutions, students are still in a situation lacking even Chinese textbooks the teaching facilities are also relatively old. The present infrastructure is unable to meet the learning needs of the growing number of Chinese students.

## **Solutions**

### **Improvement in Course Curriculum**

Curriculum should be set in line with the "communicative functional approach". Activity based teaching and curriculum will give best results i.e. learning new vocabulary through play cards, objects and active classroom atmosphere. Chinese literature courses should be appropriately added in curriculum at the middle level in universities so that students can have deeper understanding of Chinese language and culture. The content of this course can introduce and evaluate the life, thoughts, and works of representative Chinese writers, and analyze the

ideological content and artistic characteristics of their representative works.

To improve the certificate, diploma and interpretership majors, it is suggested to strengthen the following courses, for example, as shown in Table 15:

**Table 15 Chinese course Curriculum**

Certificate	One semester	Pronunciation and tone, Character, Grammar, Listening and Speaking
Diploma	1 <sup>st</sup> Semester	Reading, Listening, Speaking, Chinese grammar vocabulary and Chinese Character vocabulary
	2 <sup>nd</sup> Semester	Reading, Grammar, Listening, Speaking and Intermediate writing
Interpreter ship	1 <sup>st</sup> Semester	Chinese grammar and vocabulary, Chinese listening and speaking, intermediate reading and writing
	2 <sup>nd</sup> Semester	Intermediate grammar, Intermediate listening and speaking, Intermediate writing and Intermediate translation, Literature
	3 <sup>rd</sup> Semester	Advanced grammar, Advanced reading, Advanced writing and Advanced translation, Literature

At the beginning stage, the curriculum should be such that it should lay a good foundation in all aspects and give full consideration to listening, speaking, reading and writing. Based on the existing teaching methods, we should pay more attention to the teaching of strokes and parts while teaching character writing. The use of modern technology and multimedia teaching is far better than traditional classroom teaching model, it has both knowledge and interest, and it should be included in the curriculum. Teachers should also concentrate on providing effective curriculum development for students with learning-driven nature instead of examination-driven nature scenario.

### **Compilation of Localized Chinese Textbooks**

To implement effective Chinese teaching, good Chinese teaching materials is inevitable. It can be said that teaching materials, teaching methods, and trained

teachers are indispensable for students to master the ability to use Chinese. There are military personnel, employees of different companies, high school or college students, and people interested in Chinese culture. The compilation of teaching materials should also consider the learning background and needs of the learners. Many teachers in Pakistan's National University of modern languages, primary and secondary schools have been teaching for many years. They know the characteristics and needs of Pakistani students and they have Chinese teaching experience. If they cooperate with some educational institutions, they will be able to develop good teaching materials suitable for Pakistan's localization. In addition, localized Chinese teaching materials should highlight the characteristics of Chinese teaching in the country. Pakistan's educational structure and various primary schools should be focused on. There are two ways of doing it: first, the government should pay attention to Chinese teaching in many aspects, whether it is the purchase of Chinese teaching materials, equipment or related funds, it should increase investment; second, primary and secondary schools can cooperate with printing organizations so that the appropriate material can be provided to the students.

### **Building Teachers Capacity**

Among the Chinese language teachers in Pakistan, although some of them have Chinese related education but most of them have not been trained in Chinese teaching. Although teachers have mastered a lot of effective teaching methods and accumulated a lot of teaching experience after years of teaching, they still need to receive systematic and targeted training in Chinese teaching. In this regard, we should test teachers' professional level, strengthen the communication with Chinese teachers in China and send them to China for teacher's training courses, to improve their teaching techniques. The Chinese government should provide more opportunities for Pakistani students studying in China to strengthen their capacity, especially for those who want to become Chinese language teachers.

### **Improvisation of Chinese Teaching Methods**

In foreign language teaching, it is difficult to achieve the goal if a teacher is only relying on one kind of teaching method. We should make different strategies according to different situations to ensure that the use of teaching methods can be reasonable and scientific. Therefore, it is necessary to organically integrate

multiple teaching methods. This makes the teacher's professional quality requirements extremely high; it is necessary for teachers to analyze the actual situation and choose different teaching methods for best results. The teaching methodologies should be modified and used in the classroom environment according to the learning capacity and interest of students.

Wang Ziyu, a mathematics teacher at Qingdao No 61 Middle School, has put into place a new student-centered teaching method encouraging his kids to get more engaged in their education through discussions and group work, and so far, the new way of teaching has achieved good results. Group work and discussions should also be encouraged in Chinese language classrooms of Pakistan.

### **Increasing Opportunities for Educational Exchanges and Cooperation**

In order to promote the development of Chinese language education in Pakistan, both countries should pay special attention to increase the educational exchanges and cooperation between them. A few steps have already been taken in this direction like;

1. Establishment of Confucius Institute at various universities/institutes in Pakistan
2. Strengthening collaboration between Pak-China Universities
3. Promotion of Chinese language and culture in Pakistan at the national level.

The establishment and development of Confucius Institutes have provided great convenience for people from all over the world who want to learn Chinese, and Confucius Institutes have also made Chinese language education more standardized, but still more Confucius institutes should be established in Pakistan. As the establishment of diplomatic relations between the two countries has gradually deepened, both the countries have collaborated with each other in higher education. There is still a need to have more opportunities for collaborations in different research projects, seminars, workshops, webinars etc. and also for the promotion of Chinese language by using media platforms such as television and radio to introduce China's promotional films, cartoons, introducing Chinese culture, Chinese movies, Chinese songs, and other activities.

### **Using innovative Approaches to Chinese Teaching**

Teaching and applying innovation is not a simple process, it requires long-term and sustained efforts. With the development of computer assisted teaching and research, the use of modern technology in teaching is a matter of great concern. In recent years, with the development of science and technology, the application of computers has been extended to various industries, including Chinese language education, and the use of computers has also been very popular. It should be integrated into the teaching as much as possible to provide more choices for Chinese teaching methods. In Chinese teaching, we can use multimedia technology, whether it is to introduce new courses or explain new words, Chinese characters, grammar, texts, or introduce knowledge related to culture. With modern teaching equipment, teaching methods and content, Pakistani students can learn Chinese well. At present task-based approach, activity- based learning in the classroom, using smartphones in the classroom, project-based approach and using multimedia is a must for second language acquisition. Technology must be integrated into curriculum and instruction techniques while teaching Chinese in Pakistan.

### **Conclusion**

With the continuous development of the Chinese economy, people in Pakistan should pay more and more attention to Chinese language education. This paper presented an overview of the development of Chinese language education in Pakistan, its current situation, identified key problems and challenges this field is facing and also suggested some possible solutions to these issues.

According to the survey results, unfavorable learning environment, inappropriate class curriculum, unavailability of standard Chinese textbooks, shortage of qualified Chinese teachers, lack of diversity in teaching methods, lack of professional teachers training opportunities, lack of infrastructure for the teaching Chinese language are the core issues. This study recommends policymakers and curriculum designers to take these findings into account and take immediate steps in improving course curriculum, a compilation of localized Chinese text books, strengthening teachers' capacity, improvisation of Chinese teaching methods, and innovative approaches to Chinese teaching. In addition, the opportunities for academic exchanges and cooperation between Pakistan and China should be

increased which will definitely improve the current situation of Chinese language education in Pakistan and will lead to a strong educational, economic and political bond between the two countries.



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