



Professional Development for Local Chinese Language Teachers in Pakistan

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Abstract

This study identifies three critical issues plaguing the professional development of local Chinese language teachers in Pakistan: the absence of systematic and localized teacher training programs, excessively heavy workloads that impede effective teaching and career growth, and a severe shortage of tailored, context-specific localized teaching resources. Adopting a rigorous mixed-methods research approach, the study incorporates a quantitative survey of 55 local Chinese language teachers across various educational institutions in Pakistan and in-depth semi-structured interviews with 10 key stakeholders, including experienced teachers and institute administrators, to collect comprehensive empirical data. The research constructs a theoretical framework that categorizes training, workload, and resources as core axial categories directly influencing teachers' career development and overall job satisfaction. The findings further reveal that the key systemic challenges include the lack of sustained, locally adapted professional development initiatives, inadequate remuneration and job security, scarce relevant teaching materials aligned with Pakistani learners' cultural and linguistic needs, and limited clear career advancement pathways. Based on the empirical insights, the study offers targeted, actionable recommendations to enhance institutional support systems, improve teacher compensation and job stability, develop localized teaching resources, and establish structured training mechanisms, with the ultimate aim of elevating the quality and ensuring the long-term sustainability of Chinese language education in Pakistan.

Keywords

Chinese Language Teachers, Professional Development, Pakistan, Teacher Training, Localization.

Introduction

Over the past few years, the Belt and Road Initiative (BRI) as one of the pillars of the Chinese international engagement strategy has significantly increased interest in studying Chinese across the world, making it one of the major source of international interaction and collaboration. This fever of the Chinese language has been evident in Pakistan, a strategic partner in the BRI, as a booming market in speakers of the Chinese language in educational institutions, businesses and government. This wave is indicative of strengthened China-Pakistan relationships, with the development of joint projects like the China-Pakistan Economic Corridor (CPEC), which require the ability to communicate in their native language and culture in order to support effective interactions (Smith, 2019; Zhang and Liu, 2020). The proposed paper is dedicated to the evaluation of the influences that define the professional growth of local teachers of the Chinese language in Pakistan, which is a significant, but under-researched group in this educational environment (Shafiq, 2024; Misbah, 2016; Zhang, 2018).

Development of Chinese Language Teaching and Teachers in Pakistan

Chinese language education in Pakistan began in 1970 with the establishment of the Chinese Department of the National Institute of Modern Languages (now NUML), and the first local Chinese

language teacher was trained in 1981(Zhang, 2018).Chinese language teachers in Pakistan have developed rapidly from scratch. As of 2015, there were a total of 28 local Chinese language teachers in Pakistan, mainly distributed in 7 major cities including Islamabad, Lahore, Karachi and Faisalabad Confucius Institutes, etc.

From 2005 to 2022, Pakistan has jointly established five Confucius Institutes and one Confucius Classroom.(Xinhua, 2021) .They are the Confucius Institute jointly built by Beijing Language and Culture University and the University of Islamabad, and the Confucius Institute jointly built by Sichuan Normal University and the University of Karachi.Xinjiang Agricultural University and Faisalabad Agricultural University have jointly established Confucius Institutes, Jiangxi University of Science and Technology and the University of Punjab have jointly established Confucius Institutes, Henan Normal University and the University of Sargodha have jointly established Confucius Institutes, and there is also a Confucius classroom at Petaro Cadet College. In addition, many universities and language institutes in Pakistan are also investing in Chinese language education and have set up HSK test centers.

There has been remarkable development among the local Chinese language teaching force in Pakistan in the past few years. There are more than 50 local teachers nowadays in comparison to only a single teacher in the initial stage. Pakistan has undertaken training programs of Chinese language teachers in response to the high growth of the Chinese language learners. As an example, in the year 2021, Sichuan Normal University organized an online training of local Chinese language volunteers in Pakistan on-the-job (Zhang, 2018; Shafiq, 2024). Online on-the-job training was also organized in 2022, 2023, and 2024, online by the Confucius Institute at Faisalabad along with Xinjiang Agricultural University, as part of training the overseas volunteers and local teachers. Beijing normal university will conduct offline in- service training in 2023 and 2024, where local teachers in various countries will be invited.

Literature Review

International scholarship has become concerned with the professional development of local language teachers especially in the context of Chinese language education. Studies by Liu (2020) and Misbah (2016) indicate that local teachers in Pakistan face challenges in training and resources, which are consistent with our findings that highlight the need for localized curriculum and continuous professional development opportunities. The rapid growth of the teaching of Chinese language, especially in Pakistan, is an indication of the growing political and economic bilateral relations between China and Pakistan, which are mainly driven by the Belt and Road Initiative (Jabbar and Sadaf, 2025). This has led to an increase in the demand of indigenous Chinese language teachers in Pakistan, which is a reflection of the growing interest of the country to strengthen Sino-Pakistan relations (Shafiq Saba, 2024). The key element of the literature is the problem of teacher training. A number of sources posit that there should be systematic teacher development programs that should be continuous to improve the competency of local teachers (Liu, 2020; Misbah Rashid, 2016). According to the research conducted by Shafiq Saba (2024), the lack of teachers and insufficient training courses are some of the most prominent issues in the Pakistani field of the Chinese language education. Further, the lack of well-built development infrastructures discourages the professional growth of the teachers and weakens the sustainability of the Chinese language programme in the long-term. In comparison to expatriate Chinese teachers, who are advantaged by the mastery of the native language and the cultural background, local teachers often face significant challenges in the areas of language mastery, teaching methods, and acculturation (Liu, 2020). This suggests a broader regional pattern where the rapid expansion of Chinese language education often outpaces the development of sustainable support systems for local teaching staff. However, the specific challenges in Pakistan are intensified by its unique geopolitical role in the China-Pakistan Economic Corridor (CPEC) and the scale of the ensuing demand for Chinese language skills."

There is a growing literature that deals with the professional growth of Chinese language teachers outside of China, including Southeast Asia. As an example, How Li anzhen (2019) examines the training processes of Chinese language teachers in Southeast Asia and suggests a hybrid training model, which will help match the education needs of the locals with the needs of teaching the Chinese language. The same study in Pakistan emphasizes the need to design specific training programme that would fit the cultural peculiarities, the background of students, and the specific difficulties of the teaching of Chinese as a foreign language (Li Anzhen, 2019). Nevertheless, the problems of teacher

job satisfaction and retention remain. According to few earlier researchers, the pay and allowances of local Chinese language teachers in Pakistan are often poor, which results in high rates of turnover and a decline in the quality of teaching. The absence of a career progression pathway, also, discourages teachers against long-term commitment to the profession (Shafiq Saba, 2024).

Based on the findings of this study, we recommend the following steps to address the key challenges identified: (1) Teacher training should be continuous and include both online and offline components to address the lack of systematic development. (2) Compensation packages should be improved to reflect the high workload reported by 41.82% of teachers dissatisfied with their salaries. Such problems include the lack of teacher education, low pay, and limited career growth opportunities. The existing literature argues that the solution to those problems requires the introduction of more organized and localized teacher training programs, improved job security, and a stronger professional development system that can support the growth of Chinese language education in Pakistan (Lianzhen, 2019; Liu, 2020; Shafiq Saba, 2024; Zhang and Ning, 2017).

Methodology

Research Objectives

With the improvement of China's national strength and the advancement of the "Belt and Road Initiative", international dissemination of the Chinese language has developed rapidly throughout the world.(Li, 2022) As an important strategic partner of China, Pakistan has actively responded to the "Belt and Road Initiative" in recent years, promoting cooperation between China and Pakistan in areas such as economy and trade, culture and education.(Wang, 2020; Zhang, 2018). In particular, exchanges in the field of language education have become more and more frequent. Against this backdrop, the spread of the Chinese language in Pakistan has expanded rapidly. An increasing number of universities, primary and secondary schools and training institutions have launched Chinese language courses, and the demand for Chinese language teachers from all sectors of society is also increasing. Currently, research on the development of Chinese language teachers focuses mainly on the group of expatriate teachers whose native language is Chinese. Systematic research on native language teachers, especially native Chinese language teachers in developing countries, is still insufficient.

Reserach Questions

In Pakistan, although the number of Chinese language teaching institutions is constantly increasing and local teachers are gradually becoming an important force on the front line of teaching, the academic community still lacks in-depth discussions and empirical research on the practical problems they face in terms of improving language proficiency, teaching ability construction, and career development paths.(Hanif.B, 2023, Naveed, & Jabbar, 2022) Therefore, this paper adopts a research method combining literature review, questionnaire survey, and in-depth interview, and focuses on three dimensions: language ability, teaching practice, and career development, to deeply analyze the core problems faced by local Chinese language teachers in Pakistan in their actual work.

The research aims to answer the following key questions:

- (1) What is the current situation of training and development of local Chinese language teachers in Pakistan?
- (2) What are the major challenges faced by Pakistan's local Chinese teachers in the process of teaching and career development?
- (3) How is the policy to be systematically supported, and promoted to raise the degree of overall development and professional identity?

This paper tries to build in-house processes and theoretical frameworks that condition the professional growth of local Chinese language teachers through grounded theory codes hence providing viable directions and theoretical sources to promote the long-term development of the Chinese language teaching in Pakistan.

Research Participants

Participants were selected from a range of teaching institutions, including Confucius Institutes and universities across Pakistan. In-depth interviews were conducted with 10 teachers, selected for their diverse teaching experience and roles in different regions. The data from interviews were analyzed. Fifty-five respondents attended the survey, including local Chinese language teachers working in various learning institutions around the country. The demographic analysis of local Chinese language teachers in Pakistan reveals interesting trends. Gender distribution is nearly balanced, with 52.31% of

teachers being male and 47.69% female, indicating an equal representation in the profession. Age-wise, the workforce is predominantly young, with 58.18% of teachers falling between the ages of 26 and 30, and 20% being under 25. This suggests that the field is attracting younger professionals. In terms of employment settings, Confucius Institutes are the primary workplace, employing 58.18% of the teachers, followed by 27.27% in universities and a smaller proportion (5.45%) in primary and secondary schools. While most teachers are optimistic about the future of Chinese language education in Pakistan (87.27%), there are notable concerns regarding job satisfaction, with 41.82% expressing dissatisfaction with their salary and benefits. These findings underscore the need for better compensation and professional development opportunities to support the growing demand for qualified Chinese language teachers in Pakistan.

Methods

The current research work was based on the mixed-methods design, which incorporates questionnaire survey and interviews to explore the professional development of local teachers of the Chinese language in Pakistan. The two major approaches to methodology used are outlined as follows:

(1) Questionnaire Survey

A survey tool in electronic format was used to gather the information of local teachers of the Chinese language who have been teaching in different Confucius institutes and other private teaching institutes of the Chinese language in Pakistan. The questionnaire comprised four sections: demographic information, teaching experience, professional attitudes, and teaching practices. A total of sixty questionnaires were given out where fifty-five valid responses were obtained. The questionnaire was aimed to gather the quantitative and qualitative information which is relevant to the professional experiences of the teachers, the challenges they face and the development needs.

(2) Interview Analyses Method

To gain a deeper understanding of the challenges and opportunities in the professional development of local Chinese teachers, semi-structured interviews were conducted with 10 teachers from various Confucius Institutes and private Chinese language teaching points in Pakistan. The participants included teachers from the Confucius Institutes at Faisalabad, Confucius Institute of Islamabad, University of Punjab, as well as from the Confucius Institute at the University of Karachi, Cadet collage Petaro Confucius Classroom, and the Chinese Language Institute of the National University of Science and Technology (NUST). A set of seven open-ended questions was designed to explore issues such as teaching practices, professional challenges, training needs, and career development. The responses were systematically analyzed using a combination of summation and data analysis methods to extract key themes and insight.

Research Procedures

Questionnaire Data Collection

Based on the 55 valid questionnaires collected out of 60 represents (91.7%) response rate, it is evident that as of 2016, there were 28 local Chinese language teachers in Pakistan, with the majority being Chinese expatriates. (Rashid.2016, Liu.2018). However, the number of local teachers has increased over time. The survey reveals that local male teachers represent 52.31%, while female teachers account for 47.69%, resulting in a near-equal gender distribution. The age distribution of local teachers shows that 20% of the respondents are under the age of 25, while the largest group, comprising 58.18%, are between the ages of 26 and 30. Teachers over 30 years old make up 21.82% of the sample. This data indicates a relatively young teaching workforce in the field of Chinese language education in Pakistan. Research Question 1: What is the current situation of training and development of local Chinese language teachers in Pakistan? Our data show that 72.73% of teachers entered the profession immediately after completing a degree in Teaching Chinese to Speakers of Other Languages (TCSOL), indicating a reliance on formal education for entry into the profession.

The majority of local Chinese language teachers in Pakistan hold degrees in Teaching Chinese to Speakers of Other Languages (72.73%). A small number of teachers have specialized in areas such as Preschool Education (3.64%), Chinese-English Translation (7.27%), and International Chinese Language Education (7.27%). Given the dominance of the TCSOL specialization, it is suggested that further promotion and curriculum development for this major be encouraged to attract more students to the field.

In terms of teaching tenure, the majority of respondents (approximately 50%) have less than two years of teaching experience. This suggests that a significant portion of the teaching staff is newly

recruited, pointing to a trend of younger teachers entering the profession. Additionally, a relatively high proportion of teachers (less than one year of experience) indicate a high turnover rate, which might suggest that teachers are not staying long-term within the field. Only 14.55% of teachers have between three to five years of experience, and a smaller percentage (5.45%) have more than five years of teaching experience. This suggests that the field lacks a stable core of experienced teachers, and the turnover rate may be high. The survey also included an assessment of teachers' proficiency in Chinese through the HSK (Chinese Proficiency Test) levels. The results are as follows: 40% of the teachers surveyed scored at HSK-6 level, indicating a relatively high level of proficiency in the Chinese language. 30.77% of respondents were at HSK4+ level. Only 3.08% of teachers attained HSK7+ level, highlighting the relatively small proportion of teachers who are at the highest proficiency level. The survey also gathered data on the respondents' workplace settings. The results indicate that there are currently five Confucius Institutes and one Confucius Classroom in Pakistan, alongside several private and public universities and schools offering Chinese language courses. The highest proportion of respondents, 58.18%, are employed by Confucius Institutes. This suggests that Confucius Institutes provide a more prominent and attractive working environment for local Chinese language teachers compared to other institutions. 27.27% of the respondents work at universities, indicating that fewer teachers are employed in these institutions relative to Confucius Institutes. Only 5.45% of respondents teach at primary or secondary schools, reflecting the smaller role of these institutions in the employment of Chinese language teachers. A remaining 9.09% of respondents work at other educational institutions. The data clearly indicates that Confucius Institutes are significantly more attractive to local Chinese language teachers than other types of educational establishments, likely due to their established reputation and resources.

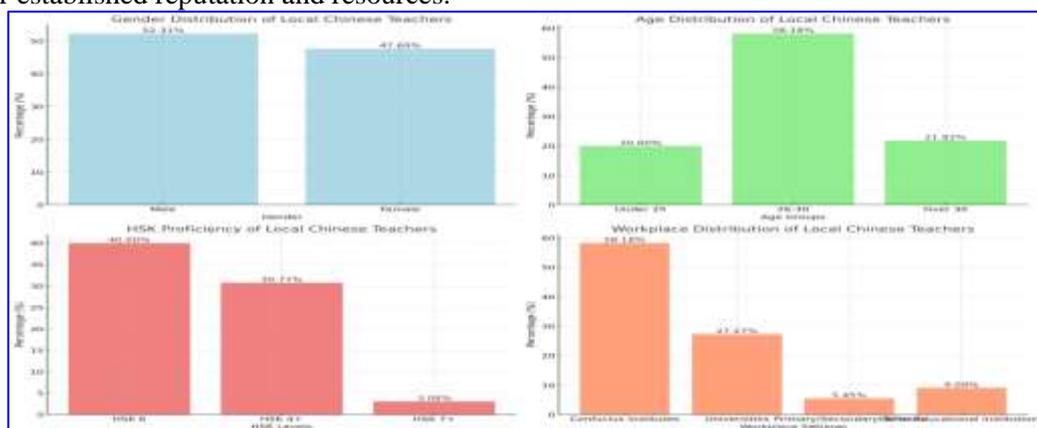


Fig.1. Survey results

The case study of the current state of Chinese language teaching in Pakistan focused on three main elements: school curriculum, teaching materials, and the method of teaching. The analysis of data shows that the most popular instructional resource is the HSK Standard Curriculum whose rate of adoption is 78.18%. This is an indication that the HSK Standard Curriculum presupposes a leading role in the instructional practice. The second popular textbook is that of the New Chinese Language, which was chosen by 30.9 % of the respondents. The success rate of selection in The Road to Success is 23.08%, with the other materials only constituting 9.23%. The results highlight the core of HSK Standard Curriculum in the teaching environment. To enhance instructional performance even further, we would recommend that the teachers consider adding textbooks as an extra to the learning process to diversify and enrich it.

Regarding teaching tools, data analysis shows that the combination of "whiteboard + lesson items" is the most frequently used method, chosen by 52.31% of the teachers. This suggests that many instructors prefer to combine traditional whiteboard usage with supplementary teaching materials, likely because this combination helps engage students and improves teaching outcomes. The second most common tool is the use of *PowerPoint presentations* (PPT), selected by 30.77% of respondents, indicating that teachers recognize the value of multimedia presentations in enhancing lessons. In contrast, the use of the whiteboard alone was the least favored approach, selected by only 16.92% of teachers.

To further improve teaching effectiveness, we recommend that teacher explore other technologies such as electronic interactive whiteboards and web-based collaboration tools (Abuhmaid,

2014). These technologies would improve teaching processes, get students involved more actively, and facilitate a more interactive and participatory learning system.

In analyzing the teaching techniques used by teachers, the information obtained indicates the most favored ones. The most popular options are the situational teaching method and the translation one, as 69.09% and 65.45% of teachers, respectively, have chosen them. It means that the preference is made to the methods that provide the creation of the language environment that is very important to improve the skills of language application in students (63.64% and 60% respectively). The other dominant methods are the explanation method (63.64%) and trial listening, conclusion and play methods (60%). These methods will aim at integrating language use and comprehension as well as allowing the learners to practice the language in different situations. Instructors must improve the frequency of the game-based training activities, especially those that address the various levels of learning, to ensure maximum learning and teaching performance. More interactive and interactive activities will go a long way in enhancing participation and interest towards learning in students. Moreover, the combination of situational teaching with game-based techniques might be designed, which will result in the creation of exercises that are enjoyable to play and related to the real world, becoming more useful in the reality. In short, the current situation in the field of teaching Chinese language in Pakistan continues to heavily rely on the traditional teaching tools and resources, including the HSK Standard Curriculum and whiteboards. Nonetheless, the diversification of teaching material, the use of new teaching tools, and the improvement of the teaching methods have ample room. Through the combination of these factors, teachers can make the learning environments more active and interactive, and prepare students to apply Chinese language in reality (Zhou and Goh, 2025). Demand in the native Chinese language teachers in Pakistan keeps rising as the number of people who have to learn Chinese increases. Nevertheless, it has certain problems as far as pay, perks, and future job opportunities are concerned. These problems affect the job satisfaction and career stability of local teachers in the field greatly.

The main characteristics of the investigation included teaching content, teaching tool, and teaching method. Based on analysis, the HSK Standard Curriculum is used as a teaching material by 78.18% of respondents, which means the dominating function of HSK Standard Curriculum in teaching guidance. The second popular textbook is New Chinese Language, selected by 30.9% of respondents. The Road to Success followed, at 23.08%, with other materials accounting for only 9.23%. These results reveal the importance of the HSK Standard Curriculum within the realm of teaching. Therefore, it is suggested that teachers should add some other textbooks to the teaching practice to make the course more colorful and avoid single tastes, thus improving teaching effectiveness.

About the teaching tool, the analysis data indicates that "whiteboard + lesson items" has the maximum frequency of choice by 52.31% of teachers, possibly because it is through the combination of the traditional function of whiteboards with supplementary teaching materials that most instructors express their opinions and make the students participate in class. The second is the use of PPT (PowerPoint Presentation), chosen by 30.77% of teachers, which means the teachers know the importance of using multimedia to enhance a class. The worst tool is the use of the whiteboard alone, with only 16.92% of teachers choosing to use one.

To further improve teaching effectiveness, it is suggested that teachers explore additional innovative tools such as interactive electronic whiteboards and online collaboration platforms. These tools could enrich teaching methods, foster greater student engagement, and promote a more interactive and participatory learning environment. (Haleem, Javaid, Qadri, & Suman, 2022)

When analyzing the teaching methods which teachers use, the data presents the most widely used. The situational teaching method and the translation method occupy the topmost positions, with 69.09% and 65.45% choices from the teachers, respectively. This implies that there is a great liking of methods in which students are made to feel they are in a real language environment, helpful for developing the language application skills of students. Other methods include the explanation method at 63.64% and trial listening, conclusion, and play methods at 60%. These methods were intended for reinforcing in language comprehension and application, enabling students to get in touch with the language in use.

In light of this, it is suggested that in the future, teachers enhance the employment of more game-based learning activities, especially those related to different learning stages. Increasing the

amount of participatory and interactive activities will have a significant effect on increasing learners' participation and interest in learning. Furthermore, situational teaching integrated with game-based methods could also be developed whereby activities designed for learning are both fun and relevant to life situations and would thus be more functional.

To conclude, it is evident that the present situation in teaching of Chinese language in Pakistan is highly dependent on the traditional teaching materials and resources including HSK Standard Curriculum and whiteboards. Nevertheless, it still has much room to change teaching materials, use innovative teaching tools, and improve teaching methods. Combining these factors, teachers will be able to provide more stimulating and lively learning experiences, which will better prepare students to use the Chinese language in practice and be more likely to have a career in the field. Due to the increasing popularity of learning the Chinese language, the issue of salary, benefits, and long-term career opportunities will only increase in Pakistan (Zhang, 2024). These problems have a tremendous effect on job satisfaction and career stability, which has an overall effect on the well-being of the local teachers in the profession.

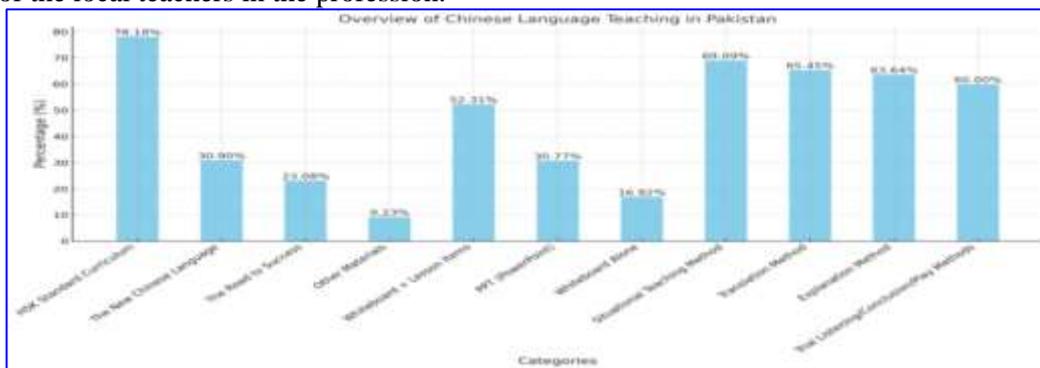


Fig.2. Survey Results

In the overall satisfaction of local Chinese language teachers with their profession, the data indicates an optimistic outlook. It followed that 87.27% were optimistic about the future of teaching the Chinese language. In that line, 60% of respondents strongly agreed, while 27.27% somewhat agreed that they were highly optimistic about the industry's future. While a small portion, 12.73%, indicated a reserved position in the same question, none of the participants fully disagreed with the prospects, and thus industry confidence is relatively high.

In the question about salary and benefits, the level of satisfaction is almost equal. Out of the total, 58.18% were satisfied with their present compensation and benefits, while 41.82% were not. This leads to a clear division in satisfaction with regard to paying and benefits, which shows remarkable variation in the profession. A more detailed employee satisfaction survey will assist in knowing the real reasons behind the dissatisfaction on salary scale, welfare package, and future prospects regarding job promotion.

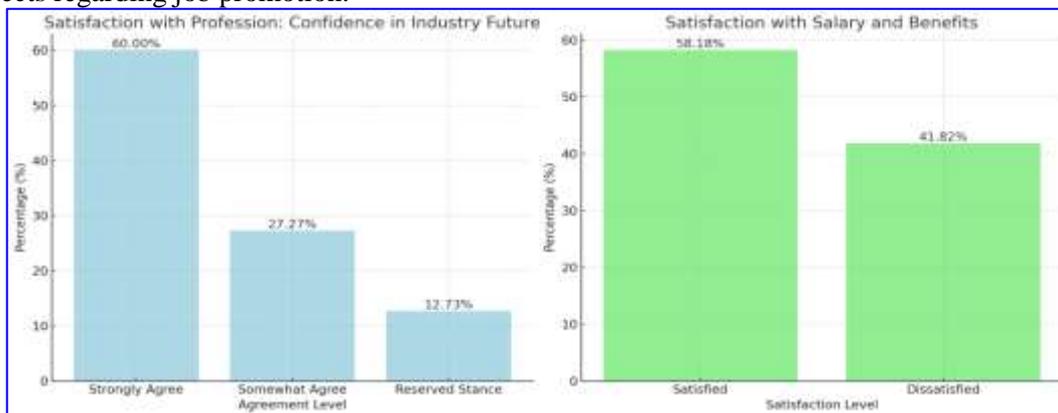


Fig.3. Survey Results

In summary, local Chinese language teachers have shown a very keen and optimistic attitude toward their profession. They are highly professional, fully competent in teaching, and prove to be responsible. However, the level of satisfaction with salaries and benefits has to be improved. Teachers are expansively exploring newer teaching modes and integrating cultural input into their Chinese

courses; job satisfaction and stability will be improved only if there are improvements in compensation and benefits.

In this respect, there is a dire need to address the sustainable development of the profession on the basis of the improvement of teacher remuneration, enhancement of teacher training programs, and career development opportunities for local teachers. With these changes in place, there can be more strengthening in the profession for its continuity and further growth of Chinese language education in Pakistan.

Data Analysis

The professional development of local Chinese language teachers in Pakistan: Based on the questionnaires, the detection shows a seemingly optimistic trend, but there is also much left to be done. For instance, 87.27% of the respondents were confident about the future of the Chinese language industry. So, most of these teachers believe in the growth of teaching Chinese language education in Pakistan due to its increasing demand. In contrast to this optimism, 12.73% reported reservations, which indeed says that there are many issues prevailing within the industry and need to be brought to an end. The obvious satisfaction gap that the survey has been able to highlight touches on compensation and benefits, whereby 58.18% of teachers are satisfied with their salary and benefits, while the rest, 41.82%, are dissatisfied. This therefore indicates a snarl-up in perception that needs some gaps in motivating structures. Improvement in salary structure, welfare packages, and well-defined career advancement opportunities could lead to enhanced job satisfaction and long-term retention of teachers.

It also shows that most teachers have relatively young teaching work-forces, with a majority of the teachers entering the profession having degrees in TCSOL, though most have a lack of substantial teaching experience. Secondly, most common workplace settings are Confucius Institutes due to their strong presence and appeal among local teachers rather than universities and schools. Overall, the study underlines the importance of continued support for local Chinese language teachers through better remuneration, professional development opportunities, and diversified teaching resources. Addressing these aspects will enable Pakistan to ensure Chinese language education develops in a sustainable manner and comes closer to being a rewarding career option for its teachers.

On the whole, the local teachers of the Chinese language in Pakistan show high motivation and dedication to practice. They are very professional, competent in teaching and responsible. Nevertheless, they are not fully satisfied with pay and wage package. As teachers continue to seek new methods of teaching and integrate the Chinese culture into their classes, pay and benefits will serve to boost job satisfaction and stability as the profession attempts to be sustainable. To strengthen the career of the local Chinese language teachers, it is important to emphasize on the pay and benefits, as well as, on the teacher training programs and the career growth of the teachers in the profession. Under these modifications, the profession can be empowered and the further development of the Chinese language teaching in Pakistan is assured.

Interview Data Collection and Analyses

The local Chinese language teachers in Pakistan are playing an increasingly vital role in the education sector. However, influenced by non-native language backgrounds, an underdeveloped teacher training system, and limited teaching resources, the professional capability and teaching methods of these teachers need further development. (Zhang, 2021)

The majority of teachers improve their professional knowledge by engaging with relevant literature, books, and continuously refining their teaching practices. Many also enhance their skills by learning from exemplary Chinese and Pakistani teachers, and by watching instructional videos. Additionally, a smaller group of teachers participates in discussions with local Chinese teachers and keeps abreast of the latest trends in teaching and digital language tools. This approach reflects the teachers' proactive efforts to stay current with advancements in language education and teaching methodologies.

The professional development of local Chinese language teachers is closely tied to the availability of regular training opportunities. With the increasing demand for Chinese language instruction, a variety of training programs, both online and offline, have been established to support teacher development. Most of the teachers participate annually in the "Summer Camp Online Training" organized by the Confucius Institute in Faisalabad. The training is led by experienced instructors, associate professors, and professors from renowned Chinese universities, including

Xinjiang Agricultural University and Fudan University. These sessions cover essential topics such as vocabulary, grammar, Chinese character teaching, classroom activity organization, cultural activities, and local teacher development strategies.

In addition to that, five teachers from different institutions each have participated in offline training provided by Beijing Normal University and Sichuan Normal University in 2023 and 2024. Those offline training will contain the same topics as online training but allow further options for the analysis of real-life teaching cases, discussing challenges given by the digital age, and approaches toward better classroom management. These could be really collaborative training, where teachers from multiple countries take part, and that significantly enriches a lot in learning.

The interviewed teachers indicated that these training programs have indeed impacted their effectiveness in teaching. They have become clearer in how they go about teaching and have acquired essential skills like managing learner psychology and how to organize the activities within the classroom. Teachers constantly showed a preference for offline training over online programs because direct communication with Chinese and local expert teachers were increased.

Most teachers acknowledge that difficulties are an inherent part of the teaching process, particularly when they first begin teaching a new language. To overcome these challenges, teachers employ several strategies, including thorough lesson preparation, adapting teaching to suit students' learning abilities, and using additional teaching aids such as courseware and flashcards. Teachers also emphasize the importance of engaging with students to identify and address their learning difficulties.

Furthermore, some teachers mentioned that they can easily find solutions by themselves, either by searching for case studies, watching instructional videos, or discussing teaching challenges with colleagues, both local and Chinese. This is actually collaboration: it means they have effective and contextual solutions.

While the teachers felt generally satisfied with their teaching, they still pointed out that no teaching method is perfect or any teacher. Following are some methods which they thought to be most effective and recommend the teachers to follow: Learning through relating it to real-life situations. Make learning fun and interactive through games-explain in detail with ample practice. One of the teacher proposed integrating fabricated stories related to daily life when teaching Chinese characters, as this method has been shown to facilitate student comprehension. Several others recommended encouraging learners to first think through problems and propose solutions before discussing them in class, which promotes independent thinking. Additionally, teachers stressed the importance of assigning and reviewing homework regularly to reinforce learning.

Local Chinese language teachers face several challenges that hinder their professional growth. The survey and interviews highlighted key areas for improvement in teacher development. With approximately 5,000 Chinese language learners in Pakistan and over 50 teachers, the student-teacher ratio is uneven. Currently, the University of Karachi employs 9 local teachers, while other Confucius Institutes and universities have only 4 to 5 teachers each. More teachers are needed to handle the increasing number of learners. Many teachers are overloaded with over 20 classes per week, with some teaching up to 30-40 classes. This excessive workload is detrimental to their well-being and teaching effectiveness. It is essential to offer 2 to 3 online training sessions annually, with at least one offline session, to enhance the professional development of local Chinese language teachers and cultivate a larger pool of qualified instructors.

Teachers are typically employed on short-term one-year contracts, which create psychological pressure and hinder long-term planning for both teaching and cultural activities. Extending contracts to at least 2 to 5 years would provide teachers with more stability and greater freedom to plan and implement long-term educational initiatives. Many teachers have reported that despite working for 2 to 3 years, their roles, compensation, and benefits have remained unchanged. There is a clear need for improved salary packages, transportation allowances, educational trip support, and year-end bonuses to encourage teachers to stay in the profession.

The certification exam and interview process for the "International Chinese Language Teacher Qualification Certificate" remains a major concern for teachers. The high workload and lack of preparation time make it difficult for many to pass the exam. Additionally, the teaching contexts and challenges vary across countries, and it is suggested that the exam questions be tailored to the specific needs of each region, with questions that are somewhat easier than those designed for teachers in China.

This is susceptible to a number of challenges in the development of local language teachers in Pakistan, including limited teaching resources, high workloads, and a need for improved training and career support. The interviews and survey responses indicate that, although teachers are enthusiastic and dedicated, structured training programs, better remuneration, and job security are needed if there is going to be a sustainable and effective supply of teachers. Addressing these challenges will have implications for the longer-term development of Chinese language education in Pakistan and make a call on domestic teachers to be able to meet this demand.

Discussions and Recommendations

With the help of grounded theory analysis, one can identify that one of the root problems is the shortage of teachers. Based on the data of the survey and interviews, during the process of exploring the problem, some examples included the Confucius Institute in Faisalabad and the University of Punjab. The imbalance in teacher-to-student ratio puts heavy work pressure, which affects job stability. Such a situation affects not only the satisfaction of teachers but also weakens their position for further professional development due to the heavy workload. In fact, heavy workload influenced teachers' long-term career expectations and motivation in general.

Some strategies towards this challenge are enhancing the recruitment of local teachers and encouraging Pakistani students to study for Chinese language education degrees to lessen the gap between teachers and the growing demand for the Chinese language. The institutions should take measures to reduce the heavy workload, so that there is more time between classes, enabling teachers to put in a lot of input in professional development and teaching preparation. Longer contract periods would give teachers more job security and lower psychological pressure of short-term employment contracts.

Another serious problem influencing the professional development of local Chinese language teachers is that there is little training and it is boring. Although some online and offline training exists, it is impossible for them to be adequate and continuous to enable the teachers to fully develop their careers. This shortage in training is directly related to the professional confidence of the teachers and also to the quality of teaching.

To contain these loopholes, it is advisable to initiate long term systematic training of teachers so that they are trained to improve their teaching in areas that are considered to be most important to teachers. (Loh and Tse, 2012) Universities and other institutions should also join hands to provide more varied training aimed at facilitating the development of teachers in areas deemed most important to a teacher.

The analysis through grounded theory also revealed certain challenges related to the ground realities of teaching materials and textbooks. Though systematic, Chinese governmental provided textbooks have not fully catered to the needs of the Pakistani learners concerning cultural appropriateness and practical relevance of the language. The lack of localized materials results in an inability of teachers to relate with the students in the best way to teach Chinese as a foreign language.

"In this context, 'localization' refers to the Pakistani teachers teaching Chinese language. This entails developing curricula and teaching materials that incorporate local cultural references, using Urdu as a supportive language in instruction, and aligning teaching methodologies with the learning styles and needs of Pakistani students." Localization of teaching materials is critical to enhancing teaching effectiveness since the current teaching materials must be reformed regarding the cultural and linguistic context of Pakistan. This will help in incorporating familiar life scenarios that will make language learning more practical. It will also be effective in comparing local culture with Chinese culture to present the students with a broader perspective of the two languages and their respective cultures. The students must be encouraged in the use of digital learning and AI tools for self-study to make learning more interactive, fun-loving, and participate in the learning process as an active entity.

The study established that career development prospects of the local Chinese language teachers are not clear, with many showing concerns over the low pay and unstable working conditions that mean a lot in job satisfaction and result in high attrition rates. The teachers felt that a lack of good enough financial incentives and job security were deterrents to their pursuit of better career development.

For these, salary level should be improved to correspondingly reflect the qualification and workload of the teachers. Extra welfare, such as basic performance bonus and transportation allowance, would also contribute to job satisfaction. Longer contract periods for teachers would

decrease the unnecessary pressure brought by frequent renewals of contracts and allow them to plan for long-term career development. Professional training sessions and academic symposiums are supposed to be organized on a regular basis to further equip teachers with skills in teaching methodology, classroom management, and cross-cultural communication. This would promote their career development not only at the current teaching but also in the long run.

Policy Implications for Governmental and Strategic Bodies

The research of this work does not only stop with the work of the institution but also has enormous consequences on the policy of the country and the basic structures of bilateral cooperation. 1. To the Pakistani Ministry of Education: We suggest that the formal Chinese language teacher standards be included in the national accreditation systems. This involves establishment of a certified career ladder amongst the local Chinese teachers that will legitimize the profession and give them a good career ladder. More so, the Ministry could put aside certain funds to provide the massive development of Urdu-enriched Chinese textbooks. 2. In the case of the Chinese International Language Cooperation Center (CLEC): We propose that the volunteer and teacher dispatch programs should focus more on mentorship functions whereby the native Chinese teachers are actively assigned the responsibility of co-teaching and capacity building of their local Pakistani teacher counterparts, as opposed to simply teaching students.

Conclusion

Even though this study offers valuable facts on the profession of domestic Chinese language instructors in Pakistan, in light of empirical data and theoretical modeling, it is not a limitation-free study that requires to be filled with input for enhancing academic discourse. Its primary limitation is in the tiny sample size of the electronic survey, in which a mere 55 valid replies were received, potentially restricting the wider generalization of findings to the larger teacher population believed to be at several thousand across the country. This scale could overlook nuanced variations in experiences of teachers in remote or disadvantaged provinces such as Baluchistan or Khyber Pakhtunkhwa, where availability of resources and institutional support differ considerably from urban centers. Also, depth of data analysis, though rich through coding within grounded theory, would be enhanced by integrating longitudinal tracking or mixed-methods approaches, e.g., follow-up observation, to capture shifting dynamics over time rather than a one-time snapshot.

To mitigate these limitations and increase the robustness of follow-up studies, the future studies need to scale up participant recruitment to at least 200-300 participants, stratified by a set of geographic regions, education levels (primary to tertiary), and types of institutions, such as public schools, private academies, and Confucius Institutes. (Memon, Ting, Cheah, Ramayah, Chuah, & Cham, 2020) Stratified sampling techniques would ensure greater inclusivity, with voices from marginalized groups of females, who make up around 60% of teachers but face additional gender-related challenges. More extensive data collection can combine quantitative measurements, i.e., standardized questionnaires for job satisfaction indices, with qualitative accounts to offer multifaceted perspectives and statistical precision.

Furthermore, comparative policy research is a viable avenue, examining language teacher development regulatory policies in comparable BRI partner nations like Sri Lanka or Kazakhstan, where Chinese programs have also seen rapid expansion. Through comparison with salary scales, training requirements, and career promotion policies in these environments, researchers can identify transportable best practices, such as incentive structures from Thailand's successful Mandarin integration blueprints. Cross-regional comparisons would also compare sociocultural determinants of teacher retention more in-depth, informing Pakistan-specific responses in deference to indigenous Islamic education standards and multilingual environments. These initiatives would eventually drive localization strategies, fostering evidence-based policymakers to develop a sustainable teaching corps, thereby sustaining Chinese language spread momentum and increasing Sino-Pakistan education synergies in the long term. This report gives a close analysis of the professional development of Pakistani Chinese language teachers and assesses the status quo and current challenges of Chinese language teaching. Feedback on teachers' profiles, teaching experience, job satisfaction and training needs was collected by means of questionnaires and interviews.

These data not only reflect the main problems teachers encounter in the teaching process, but also reveal their love for Chinese language teaching as well as their expectations and confidence in their future professional development.

Limitations and Suggestions for Further Research

This paper provides useful information on the professional development issues of the Pakistani local Chinese language teachers. Nonetheless, it is limited in a number of ways. One limitation of this study is the relatively small sample size, which may limit the generalizability of the findings. Future research could expand the sample to include a larger and more diverse group of teachers, particularly from rural areas, to provide a more representative picture of the professional development of local Chinese language teachers in Pakistan. Further research ought to seek to have a more extensive and diverse sample, incorporating teachers of various geographic locations and schools to increase the applicability of the results. Also, although the study employed qualitative research techniques such as interviews and questionnaires, the data which was self-reported might have been subjective hence affecting the outcome. The data could be enhanced in the future by using more objective measurements or triangulating the data of different sources to enhance the credibility of the results. More sophisticated methods of data analysis or repeated coding sessions that would help enhance the awareness of the interrelationships between factors that affect career development of teachers could also be integrated in the grounded theory approach applied in the given research.

Future Outlook

Further studies need to increase the sample size as well as the geographical area to cover a wider representation of teachers in Pakistan. Also, it would be useful to conduct a comparative study of countries or regions especially when examining the effects of various national policies and training systems on the training of local Chinese language educators. The areas that will be involved in continued research and intervention will include the improvement of teacher training programs and the challenges in the job stability and remuneration and the localization of teaching materials.

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