

Native Chinese Language Teachers' Beliefs about Teaching Chinese Abroad

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Abstract: The impact of the China-Pakistan Economic Corridor (CPEC) expansion has changed the dynamics of foreign language learning in Pakistan. Due to the increased regional importance of Chinese language, some public and private sector universities are offering Chinese as a compulsory language course at the undergraduate level. Due to the significance of forthcoming opportunities for local youth, one public university in Karachi, Pakistan hired native Chinese teachers to teach undergraduate students Chinese as a foreign language. The present study explored the beliefs of Chinese teachers based on their teaching experiences at the university. Data for this collective case study was collected through semi-structured interviews with three native-Chinese teachers and analysed thematically. The findings revealed that the Chinese teachers held positive beliefs about the prospects of Chinese language learning in Pakistan due to job opportunities. However, they seemed to hold reservations regarding the limited time span for the offered Chinese language course. There were also certain negative beliefs in connection with the traditional learning practices of the learners which the teachers considered barriers to the learners' language learning. These findings depict the requisite exigency to address the issues highlighted by the Chinese teachers for effective Chinese language learning. The beliefs of teachers and their shared experiences need to be addressed for productive development in teaching and learning Chinese. Curriculum designers and decisionmakers should consider teachers' beliefs to align the curriculum and teaching methodologies as per the provision that includes teachers' experiences to further improve Chinese language teaching and learning.

Keywords: Chinese; foreign language learning and teaching; Chinese teachers; teachers' beliefs; CPEC

About the Article

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Introduction

In the present time, Chinese has emerged as one of the most powerful languages worldwide (Fan, 2018). Consequently, it is on its way to becoming a global language due to the economic strength and cultural influence of China across the globe (Zhou, 2022). There is a major increase in the number of Chinese departments in international universities and Chinese language learning institutions across the globe. Liu (2009) believes that the world has seen the rapid development of China in the economic world, which has resulted in the expansion of the learning and teaching of Chinese as a foreign language. With the China-Pakistan Economic Corridor (CPEC) agreement, the bond between the two countries has become much stronger. As a result of CPEC expansion in the country, the linguistic dynamics have changed in Pakistan as Chinese as a foreign language has entered the university level to teach Chinese as a foreign language at the undergraduate level in order to maximize students' job opportunities. According to Bacha (2018), the CPEC is the major reason behind people's increasing interest in learning the Chinese language. Chinese is being offered across several higher education institutions, whereas it has even been introduced as a mandatory foreign language for students (Khan et al., 2023). On the other hand, Chinese is not one of the most familiar languages in the Pakistani context. But its intensifying importance in the region due to political, economic, and social factors has influenced the linguistic interest of Pakistan. In connection with the same reason, the government of Pakistan as well as other private organizations have introduced Chinese language courses with either the collaboration of university management or in the form of private language centres. Many of these educational institutions prefer native Chinese teachers over local teachers to teach Chinese as a foreign language to undergraduate students.

The language learning and teaching domain comprises a group of people, which includes teacher educators, course designers, program administrator, and curriculum developers, learners and most importantly teachers. All of these stakeholders have the intentional or unintentional impact of their own distinctive sets of beliefs on classroom teaching and learning practices, and other important academic decisions; of which teachers' beliefs are most crucial as they directly get translated in classrooms as well as get influenced by them. Therefore, teachers' belief in the language learning environment is crucial for understanding the process of language learning (Kern, 1995). The investigation of beliefs is of utmost importance as it helps in understanding the definite progression in the acquisition of a second or foreign language and the causes behind the success or failure of the learning process (Gibello, 2017). Farahian (2011) highlighted the importance of language teachers' beliefs, as they had a powerful impact on their pedagogical decisions and strongly influenced the patterns through which teachers learn and process their own language education.

Thus, investigating teachers' beliefs is an important research area, as it plays a significant role in learning outcomes and has a deep influence on the learning process of a learner through their experiences in the classroom with the learners. There is ample research relative to Chinese as a foreign language conducted in different parts of the

world (Chan et al., 2022; Cui, 2014; Le, 2004; Yang, 2015; Ye, 2011). In Pakistan, there is a recent uplift in research related to Chinese as a foreign language domain (Aftab et al., 2022; Ali et al., 2023; Ameen and Khemlani, 2022; Iftikhar et al., 2024; Liu et al., 2022) due to the rapid expansion of Chinese investment and economic opportunities in the country. Universities and local language learning institutions across Pakistan have initiated different Chinese language learning courses and hired local as well as native Chinese speakers as teachers to teach Chinese. Under these contemporary circumstances, there is a need to investigate the beliefs that Chinese teachers hold towards Chinese learning programs based on their experiences during the teaching of newly introduced foreign languages.

Literature review

According to Borg (2006) and Pajares (1992), beliefs are considered essential acts in diversified zones of existence as they assist individuals in making the world meaningful and impact the approach in which new information is accepted. Altan (2006) interconnected the construct with behavior and defined beliefs as a major construct in every field that involves human behavior and learning. As White (1999) mentioned, beliefs help people understand the word of affairs, including their own personalities. As defined by Ellis (2002), beliefs are both situated and dynamic. They change according to the situational experience. The pioneer of research on beliefs in language learning, Horwitz (1985, 1987, 1988), has provided different terminologies in her studies for beliefs, which were preconceptions (1985), preconceived ideas (1987), and preconceived notions (1988).

Teachers' beliefs and foreign language teaching

Studies show that the beliefs of the teachers have an in-depth impact on the language learning process as they deeply affect their approaches to teaching (Chiang, 2010; Kulm & Wu, 2004; Palmer & Field, 2011; Radwan, 2019; Wang & Du, 2014). Teachers belonging to different academic backgrounds might hold different beliefs linked to their teaching profession and their pupils (Kinoshita, 2023). The teaching instructions were based on their personally developed beliefs related to the teaching and the classroom behaviour of teachers might be reflected through their attitudes towards themselves and students (Burns, 1992). Moreover, the teachers' beliefs are also interrelated with the personalized lives in which they were brought up and the experiences they have encountered (Perine, 2012, p.371, as quoted by Kinoshita, 2023). Due to these reasons, it was necessary to understand aspects of teachers' beliefs in order to improve educational practice (Connelly et al., 1997). Teachers' lectures were not only based on their subject knowledge but they also involved their personal practical knowledge of teaching (Ben-Peretz, 2011) which influenced all aspects of their classroom teaching. Given the importance of belief in all aspects of teaching, Sun (2011) emphasized recognizing teachers' beliefs as part of teacher training programs as teachers were not considered empty vessels willing to be filled with pedagogical skills. On the contrary, these individuals entered the field of teaching carrying past experiences and their own

values and beliefs that related to their knowledge of teaching and accordingly they shaped it in their classroom (Freeman & Johnson, 1998). It can be said that the educational process is based on teachers' conceptions, which are almost subjected to their cultural traditions. Therefore, it can result in constraints in the transition towards new dimensions of teaching in a new cultural environment.

Beliefs of teachers about teaching Chinese as a foreign language

There have been studies conducted on the Chinese language in the search of investigating the beliefs that foreign learners and teachers hold about the language. However, the research work on Chinese teaching as a foreign language, Chinese language learning beliefs and teachers' beliefs about teaching Chinese as a foreign language have remained unexplored to a greater extent in the major parts of the world. Among the prevailing studies, some explored teachers' beliefs linked to teaching Chinese as a foreign language (Cui, 2014; Duff & Li, 2004; Moloney & Xu, 2015; Samimy & Lee, 1997; Wang, 2015; Yang, 2015; Zhong et al., 2021).

Wang and Du (2014) studied the professional identity and beliefs of immigrant Chinese where they highlighted the alteration of their beliefs according to a new context. They found that the transformation of teachers in accordance with new environments and pedagogies could possibly change but the process would be slow with the involvement of both external and internal factors. Important factors that contribute to belief include "their own experiences as L2 learners, teacher training, teaching experiences, official policies, and exposure to the views and beliefs of colleagues and superiors" (Wong, 2010, p. 5). The most influential factors for the change in teachers' beliefs are their professional contacts or involvement in international seminars and conferences (Richards et al., 2001). A study on beliefs related to Chinese pedagogy in the US by Wang (2015) showed that they prioritize accuracy over fluency in their teaching practices, with a major target to enable the students to master the grammatical structure of the target Chinese language before proceeding towards speaking competitive utterances. There was also a firm belief in a strong student-teacher relationship for making a language learning process successful. A study by Yang (2015) revealed that the teachers expected the learners to exert maximum effort in learning the tones and characters of the Chinese language. Similarly, Samimy and Lee (1997) revealed that most of the teachers accepted the difficulty faced by the learners in the language learning process and rated Chinese as the most difficult language in terms of foreign language learning.

Literature on beliefs about foreign languages in Pakistan shows that most of the work has been conducted on English or regional languages (Akhtar & Kausar, 2011; Aziz & Qureshi, 2017; Badshah et al., 2015; Kausar, 2012). Keeping in mind the recent linguistic progress of Chinese in Pakistan, few researchers have explored the domain of Chinese as a foreign language learning in the local context from learners' perspectives (Aftab et al., 2022; Ali et al., 2023; Ameen and Khemlani, 2022; Iftikhar et al., 2024; Liu et al., 2022) However, there is no existing local literature that focuses on the beliefs of CFL teachers. The current study can be a gateway for the research work from teachers'

viewpoint by providing an insight into the beliefs of Chinese teachers regarding Chinese teaching as a foreign language to undergraduates in Pakistan. In this respect, the present study explored the beliefs of native Chinese teachers using the following research question:

What are the beliefs of Chinese language teachers teaching Chinese as a foreign language to undergraduate students at a public university in Karachi?

Method

In the present study, the beliefs of Chinese language teachers regarding their teaching experiences to undergraduate students at a public university in Karachi were investigated using a collective case study design. Collective case studies refer to comparative and detailed insights from the individuals to learn about their similarities and differences (Creswell, 2015). This qualitative case study approach facilitated a comprehensive, in-depth understanding of the teachers' beliefs by inductively understanding their teaching experiences of foreign language teaching in the Pakistani context.

Sample/ Participants

The present study was conducted at the largest public sector engineering university in Karachi with 29 departments spread across seven faculties. The main campus is complemented by additional locations, including a historic site in Karachi and a remote campus in Mithi-Tharparker. Chinese has been taught as a compulsory foreign language to undergraduates in their first and second years by native Chinese language teachers.

Table 1. *Chinese teachers' Profile*

Number of Chinese teachers	Male	Female	Age	Teaching experience in Pakistan
3	1	2	25-32 years	1 academic year (two semesters)

The purposeful sampling was used to select Chinese language teachers who were teaching Chinese compulsory courses to the second-year students. Creswell (2002) defines purposeful sampling as "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p.206). As shown in table 1 above, three Chinese language teachers (2 females and 1 male) whose ages varied from 25 to 32 were selected to be part of the study according to their availability and convenience. These three Chinese language teachers were selected based on their maximum experience of at least two semesters of teaching undergraduate students in Karachi to fulfill the criteria for the research aiming at teachers' beliefs based on their teaching

experiences. The data was collected through the interviews. The interviews were not audio recorded as planned due to not getting permission from the participants. However, two researchers made field notes of the interviews and cross-checked later so that no information was missed, and the data was reliable and valid. Interview data was shared for respondent validation with the participants. Respondent validation involves research participants responding to the initial data in order to check its accuracy and interpretations (Torrance, 2012).

Instruments

Data for this study was collected using individual, one-to-one, semi-structured interviews. This study used interview questions from Horwitz's (1988) model of "systems of belief about language learning". The questions formulated for interviews were adapted from the BALLI questionnaire for teachers (Horwitz, 1985). The interview questions explored the teachers' teaching experiences, challenges, teaching practices, teaching strategies, Pakistani foreign language classroom, CFL curriculum, and future prospects of CFL in the context of Pakistan. Appendix A is attached for the reference of interview questions used as a part of the present study.

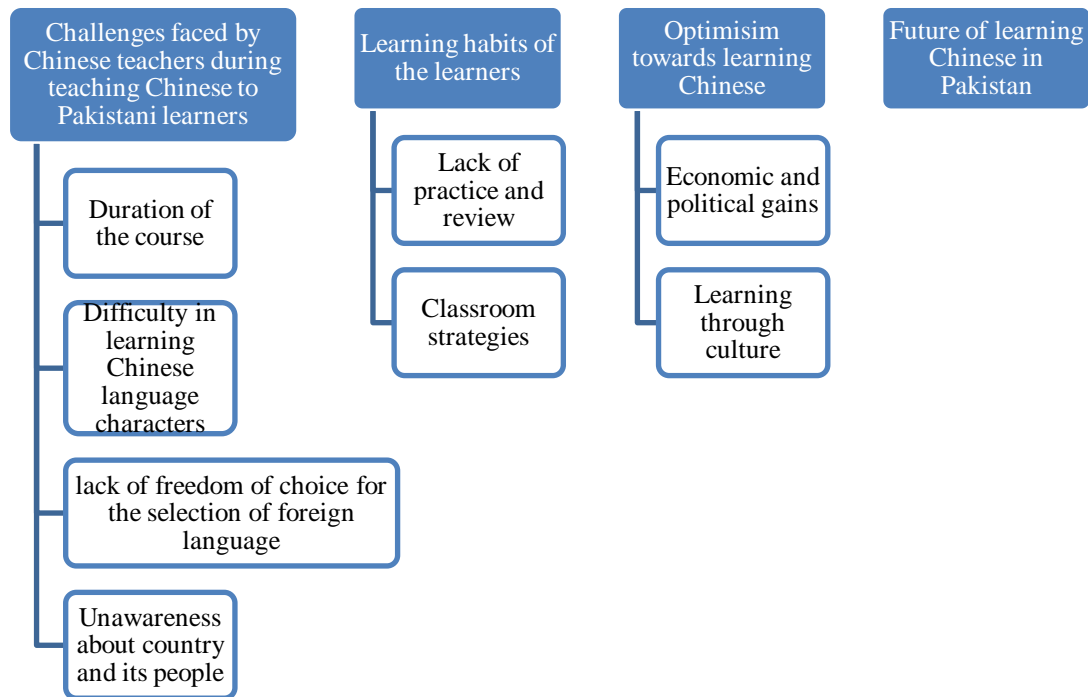
Data analysis procedure

The data was analyzed through thematic analysis using Saldana's (2009) procedure. The data was coded and categorized into four major themes and eight sub-themes.

Findings

Figure 1 below summarizes the four major themes with the sub-themes emerging from the data analysis. The themes are discussed in detail in the following section.

Figure 1. Belief of Chinese language teachers



Factors responsible for the challenges faced by Chinese teachers in teaching Chinese to learners

According to the Chinese language teachers, the learners faced difficulties in learning Chinese as a foreign language due to factors discussed below.

Duration of the course

For learning any foreign language, the duration of the language course is of prime importance, as foreign language learning requires more time. Most of the participants believed that the limited duration of courses was one of the factors which restrained the learners from gaining proficiency in Chinese as a foreign language. Two of the teachers (T1 and T3) believed the short time to be the major barrier to the achievement of Chinese proficiency for the learners.

T3: *“Chinese is introduced to them for the first time and on top of that there is no exposure to Chinese prior to their current experience which ultimately means that they (the learners) need more time to get familiar with the Chinese language.”*

This limited duration for learning an unfamiliar foreign language such as Chinese left the learner with confusion and misconceptions, which affected their proficiency in Chinese.

Difficulty in learning Chinese language characters

The most challenging aspect of learning Chinese is considered to be Chinese characters. The Chinese teachers believed that learners were quite confused about recognizing and memorizing the characters. T1 responded to the query about the most challenging learning area for the learners: "They (learners) find characters most difficult to learn as they are identical to many forms." Another teacher (T3) commented "I usually find them demotivated for learning characters. The difficulties faced by the learners in learning characters made them reluctant to write and read the language."

Lack of freedom of choice for the selection of foreign language learning

Performance in any field is directly proportionate to the freedom of choice. The Chinese teachers highlighted the factor of lack of choice as responsible for the lack of performance of learners in Chinese. This means that the mandatory policy had a direct influence on the motivation and resulting performance of the students since not all students opted for learning Chinese on their own. T1 mentioned,

T1: "They are bound by the choice made by the university rather than them learning a foreign language. Their performance is affected by the lack of choice, as not all of them want to learn Chinese."

T2: "They are quite young to understand the ultimate reasons behind it, and they have no freedom to select or not select the language. This lack of freedom for making the choice can be observed while teaching them (learners)."

Therefore, the Chinese teachers believed that the lack of freedom in selecting the language for foreign language learning was similar to forcing the learners to learn something irrespective of their will. Moreover, this aspect also impacted the level of motivation among the learners in Chinese language classrooms. The participants believed that this issue had negatively affected the performance of the learners.

Unawareness about a country and its people

China has had close ties with Pakistan. Their close bond has been the epitome of true friendship. However, when it comes to the bond between the people of two nations, there is a major difference in comparison to political headship. In response to the importance of learning Chinese and the motivation to learn Chinese among the learners, the Chinese teachers was of the view that the bond between the people of Pakistan and China were not similar to the close bond shared by the political leaderships of both countries. One of the teachers (T2) replied,

T2: "The people are ignorant of to China and their language. They (learners) hardly know any cultural or historical background of China. It is likely that most of them are least concerned about learning a language of the country about which they hardly know anything."

In short, the Chinese teachers viewed the learners' struggle with learning Chinese as a foreign language as a lack of knowledge about the respective country and its language.

Learning habits of the learners

The learning habits of learners in the classroom are reflected in their performance. The learners usually adopt the learning practices of their environment. These practices result in either good performance or vice versa. The Chinese teachers viewed some learning habits of Pakistani learners as an obstruction to a successful learning process. These are discussed below:

Lack of practice and reviews

Practice and review are considered the most important components of the learning stage for the learners, as they reinforce the content taught by the teacher. The Chinese teachers were of the view that, due to the limited duration of the course, the learners needed ample practice for the taught content from home too. According to the teachers, they were reluctant to do the home reviews. One of the teachers (T3) replied when asked about the reason for their lack of interest in the class,

T3: "Usually they (learners) return to the new class without any review which is why they are unable to recall what has been taught in the last class. I cannot teach the last class topic again. It takes time and there is no time."

Therefore, the teachers thought that the major reason behind the unsatisfactory performance of the learners in the class was their unwillingness to review.

Classroom strategies

The custom of taking notes during lectures is considered a sign to recognize a diligent learner by the teachers particularly at the tertiary level in Pakistan. It is a common sight to be observed in the classroom that the learners are engaged in writing and taking notes on teachers' lectures. However, this stance did not seem to be appreciated by the Chinese teachers, as they included this practice as an obstacle to learning. T1 commented on the query related to learners' performance in the Chinese classroom,

T1: "Most of the students like to pick notes. It seems Pakistani students are habitually picking notes but if I am teaching you how to pronounce, listen to me rather than writing. Listen and practice that make you perfect not writing."

The belief of Chinese teachers related to learners' habits revealed the difference in perspectives of the learning culture of Pakistan in comparison to Chinese or other parts of the world, where the teachers consider learners vigilant and smart if they listen to the lectures more than write them in their notebooks. It was perceived as a negative belief in terms of classroom strategies.

Optimism towards learning Chinese as a foreign language

Despite the difficulty in learning Chinese as a foreign language faced by the learners from the experiences and beliefs of Chinese teachers, they pointed out a few positive beliefs among undergraduates towards learning Chinese. The reasons behind optimistic views are discussed below.

Economic and political gains

A strong economic gain works as a source of maximum impetus behind learning any foreign language for language learners. In the present time, Chinese has emerged as a powerful language for foreign language learners due to its economic and political dominance. The Chinese teachers pointed out that there were few undergraduates who accepted the economic worth of Chinese and they showed their eagerness to learn Chinese from a future perspective. One of the teachers (T2) answered on the motivated learners: "There are a smaller number of student groups who show willingness to learn Chinese on the basis of many in-progress projects in Pakistan under the CPEC agreement between the governments of bot countries." Although the number of such motivated learners was reported to be less, Chinese teachers were hopeful that the numbers would increase in the future due to the economic importance of Chinese in the business locality of Pakistan as T2 mentioned: "Four years ago we just had two classes but now there are many students engaged in learning Chinese. This will develop more in the future."

Learning through culture

Knowledge about the target language culture is of utmost importance as it facilitates communication for the learners. Language teachers place a strong emphasis on contextual learning in their foreign language teaching methodology. Two of the Chinese teachers (T3) replied to the question about the task in which learners were most eager to participate and gave positive feedback. T3: "They prefer to learn through cultural references and context learning. They are very energetic when I teach in context with Chinese culture. Some of the university's students also went to China to attend the summer camp. It is all good when it comes to culture."

One of the teachers (T2) shared an example from her class experience about cultural integration and its response from the learners. T2 responded,

T2: "I arranged an activity for them (the learners) on the use of chopsticks. The use of chopsticks is significant in Chinese culture. They enjoyed learning it. I brought chopsticks in the classroom. They practiced and showed interest which was a positive sight for me."

The captivating interest of the learners in learning through the target language culture reflects the importance of contextual learning in teaching Chinese and sheds significance for other Chinese teachers on how to retain the interest of reluctant learners in learning

Chinese in an interesting manner which can have productive results in future teaching practices.

The Future of learning Chinese as a foreign language in Pakistan

Chinese teachers had positive beliefs about the future of learning Chinese as a foreign language in Pakistan. They believed that it would take time for the people in Pakistan to realize the importance of Chinese as it would provide them with job opportunities. One of the teachers (T2) compares the past situation with the present.

T2: "Four years ago we just had two classes but now there are many students engaged in learning Chinese. This will develop more in the future. One of the others also showed optimism." T3: "I am positive that the Chinese language will make its' way in Pakistan and there will be improvement in learners with time."

This major development in the increase of Chinese language learners nationwide predicts a successful venture into Chinese language among Pakistani learners in the future.

Discussion

Learning a language is relatively easy when it has similar features acquired from other famous global languages (Fan, 2018). Chinese is considered difficult to learn for foreign language learners because it has no connective roots with other famous global languages. However, in accordance to the present study findings, the Chinese teachers rated Chinese not a difficult language in general which contradicted with findings of Yang's (2015) study in which teachers believed that learning Chinese is difficult for foreign language learners. However, the teachers believed characters were a difficult area for students to learn along with reading and writing in comparison to speaking and understanding Chinese. This finding relates to Yang (2015) who also concluded the same result. Moreover, Chinese teachers in the present study connected the difficulty faced by the students to the limited time allotted for the courses. They were of the view that the time duration for the courses should be increased to reduce the difficulties of the learners. Several research studies have suggested that a longer duration of at least two to five years is essential for learners to have good proficiency in the Chinese language (Khan et al., 2023; Yang, 2015; Wang, 2015; Zhong et al., 2021) as a few classroom hours for teachers were not enough to teach Chinese as there was no language exposure outside the class (Wang, 2015).

The traditional classroom practices observed in Pakistani language classrooms generally revolve around the teaching of grammar, vocabulary, memorization and note-taking. Nevertheless, the teaching of communicative skills is considered of vital importance in the language classroom to enable the learners to use the target language (Mazher et al., 2015). This study shows that Chinese language teachers believed that the learners were habitually learning language through the learning of vocabulary, grammar rules

and translation which contradicted their teaching practices. They focused more on learning communication skills. The teachers stressed the repetitive practice of the target language in the classroom through different communicative activities to strengthen their fluency in the Chinese language. Consequently, they were of the viewpoint that learners in Pakistan are scarcely exposed to Chinese outside the classroom, hence there must be extensive language practice in the classroom setting. Zhong et al (2021) claimed similar beliefs in their study where teachers wanted to engage learners in considerable language practices to enhance their spoken Chinese. In addition, the Chinese teachers were also against the note taking practice of the learners and stressed the need to focus on listening to the lecture and practicing the language rather than writing it down. Similar teachers' beliefs were found in studies by Le (2004) and Yang (2015) who found teachers were against the idea of traditional teaching through grammar drills and vocabulary. The views of teachers in this regard are of utmost importance. Samimy et al. (1998) endorsed the teachers' opinions with the belief that due to their vast experience, teaching expertise and knowledge their views must be prioritized. There are certain useful strategies which play a significant role in assisting the language learning process. These strategies usually act as a problem-solving aid for a complex language learning phenomenon (Ignacio, 1996). The findings of the present study seemed to depict the same notion as the beliefs of Chinese language teachers. The results indicate that teachers believed the learners should learn Chinese by practicing the language, reviewing through regular repetition and using cultural references in the target language. Le (2004) and Yang (2015) reported similar findings in their studies conducted on American and Canadian learners learning Chinese as a foreign language.

The existing trend of learning Chinese as a foreign language among the youth of Pakistan has its roots engraved in the economic agreement between Pakistan and China. The findings of the present study revealed the evidence for this construct. The participants of the present study were hopeful for future job opportunities. This development was manifested in the case study on foreign language orientation in Pakistan (Garcia 2014). The most common factor behind the impetus for learning foreign languages was future job opportunities and foreign scholarships. The findings of the present study revealed the beliefs of teachers who shared their beliefs about future job opportunities for the youth of Pakistan as a result of learning Chinese. The result of the present study concerned teachers' beliefs, which aligned with other relevant studies in which the teachers' beliefs were that learning Chinese would help the learners get better job opportunities (Le, 2004; Sun, 2011; Yang, 2015; Zhong et al., 2021). This further represents the bright prospects of the Chinese language in Pakistan particularly among the young generation.

Conclusion

Due to the importance of beliefs in the field of language teaching, the present study aimed to explore the beliefs of Chinese language teachers about their experience teaching Chinese as a foreign language to undergraduate students at one of the public universities in Karachi, Pakistan. The findings revealed that the positive beliefs of Chinese

teachers related to the aptitude of language learners and the prospects of Chinese language among youth in Pakistan. These Chinese teachers were optimistic about the learning abilities of the learners as well as about the positive future of the Chinese language in Pakistan. Nevertheless, the teachers negated the common belief among learners that Chinese is a difficult language to learn. They believed that the short duration was the major obstacle to learning the Chinese language rather than the language itself. These findings have significant implications for all stakeholders especially policymakers, curriculum developers and university administrations. The beliefs reported in this study invite the curriculum developers of the Chinese language to provide flexibility in the standardized curriculum for such contexts with a huge number of Chinese language learners taught by native Chinese teachers. Teachers should receive training in teaching methodologies that can be adjusted to the needs of learners in such contexts. Similarly, additional resources may also help teachers maintain student motivation and ensure effective learning outcomes. The findings are crucial for decisionmakers as Chinese teachers hinted that the learning and motivation of students are largely dependent on their own choice and in the case of a mandatory foreign language the performance of many students may be affected by such decisions.. There is a requisite urgency to address the issues highlighted by the Chinese teachers in their teaching to undergraduate students for a successful Chinese language learning process in the future. The result of the present was limited to the teachers' beliefs about Chinese as a foreign language that do not call for any generalizability for any other foreign language being taught in the Pakistani context. Also, the beliefs of teachers cannot be generalized to the entire population as the study was restricted to one research site. In order to expand the present study and gain more insight into the beliefs of Chinese teachers about teaching Chinese as a foreign language, a longitudinal study can be conducted, which will include classroom observations and interviews with learners to further add to the overall scenario of Chinese language teaching and learning in Pakistan. Moreover, a comparative study can be conducted, which may include participants from other provinces of Pakistan where Chinese is taught as a foreign language, to report the transitioning beliefs of teachers involved in CFL teaching.

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Genişletilmiş Türkçe Özet

Çince, dünyadaki güçlü ekonomik hakimiyeti nedeniyle, dünya çapında kabul gören etkili diller arasında yerini almayı başarmıştır. Dost bir komşu olarak Çin, her zaman Pakistan'la ilişkilerini geliştirmeye çalıştı. Çin-Pakistan Ekonomik Koridoru (CPEC), iki ülke arasındaki güçlü bağın son örneğidir. Pakistan halkına sayısız eğitim ve mesleki fırsat getirdi. CPEC genişlemesinin etkisi aynı zamanda Pakistan'da yabancı dil öğreniminin dinamiklerini de değiştirdi. Çincenin bölgesel öneminin artması nedeniyle bazı kamu ve özel sektör üniversiteleri lisans düzeyinde yabancı dil olarak Çince dersi sunmaktadır. Yerel gençler için yakında ortaya çıkacak fırsatların önemi nedeniyle, Pakistan'ın Karaçi kentindeki bir devlet üniversitesi, Çince'yi tüm lisans öğrencileri için zorunlu yabancı dil olarak uygulamaya koydu. Bu büyük ölçekli politika uygulamasının uygulanması, yerli Çinli öğretmenlerin lisans öğrencilerine yabancı dil olarak Çince öğretmelerini sağlayan Konfüçyüs Enstitüsü'nün genişletilmiş desteği sayesinde mümkün oldu. Yabancı dilin zorunlu ders olarak öğretilmesi, Pakistan'da yükseköğretim düzeyindeki eğitimin dinamiğinde yeni bir reformdur. Bu koşullar altında, yerli Çinli öğretmenlerin inançlarını, öğretme deneyimlerinden yola çıkarak keşfetmeye büyük bir ihtiyaç bulunmaktadır. Son dilsel ilerleme göz önüne alındığında, Pakistan'ın yerel bağlamında yabancı dil olarak Çince öğrenmeye ilişkin mevcut literatür, öğrencilerin bakış açısını keşfetmekle sınırlıdır (Aftab ve diğerleri, 2022; Ali ve diğerleri, 2023; Ameen ve Khemlani, 2022). ; Iftikhar ve diğerleri, 2024; Liu ve diğerleri, 2022) ve politika oluşturma ve uygulama (Khan ve diğerleri, 2023). Öğretmenlerin inançlarına ilişkin güncel bir literatüre rastlanmamıştır. Dil öğrenmeye ilişkin inançlar, dil öğrenme sürecinde büyük bir etkiye sahiptir (Cui, 2014). Öğretmenlerin inançlarını araştırmak, yabancı dil eğitimi bağlamında etkili öğretme ve öğrenmeyi doğaçlama yapmanın merkezinde yer alır. Bu çalışma, toplu bir vaka çalışması tasarımı kullanarak, kamu sektörü mühendislik üniversitesindeki öğretmenlik deneyimlerine dayanarak Çinli öğretmenlerin inançlarını araştırdı. Bu çalışmanın verileri, yerli Çinli üç öğretmenden yarı yapılandırılmış görüşmeler yoluyla toplandı. Mülakat soruları öğretmenlerin öğretme deneyimlerini, zorluklarını, öğretme uygulamalarını, öğretme stratejilerini, Pakistan yabancı dil sınıfını, CFL müfredatını ve Pakistan bağlamında CFL'nin gelecekteki beklentilerini araştırdı. Saldana'nın (2009) prosedürünü kullanarak, Çinli öğretmenlerin Pakistanlı öğrencilere Çince öğretirken karşılaştıkları zorlukları, öğrencilerin öğrenme alışkanlıklarını, Çince öğrenmeye yönelik iyimserliği ve Pakistan'da Çince öğrenmenin geleceğini içeren dört ana tema görüşmelerden çıkarıldı. Bulgular, Çinli öğretmenlerin iş fırsatları nedeniyle Pakistan'da Çince öğreniminin gelecekteki beklentileri hakkında olumlu inançlara sahip olduklarını ortaya çıkardı. Ancak, sunulan Çince dil kursunun sınırlı süresine ilişkin çekinceleri var gibi görünüyordu. Öğretmenlerin, öğrencilerin dil öğrenmesinde engel olarak gördüğü, öğrencilerin geleneksel öğrenme uygulamalarıyla bağlantılı olumsuz inançlar da vardı. Bu bulgular, etkili Çince öğrenimi için Çinli öğretmenlerin vurguladığı konuların ele alınmasının gerekliliğini ortaya koymaktadır. Bu çalışmada bildirilen inançlar, Çince müfredat geliştiricilerini, anadili Çince olan öğretmenler tarafından öğretilen çok sayıda Çince öğrencisinin olduğu bu tür bağlamlar için standartlaştırılmış müfredatta esneklik sağlamaya davet etmektedir. Öğretmenlere,

bu tür bağlamlarda öğrencilerin ihtiyaçlarına göre ayarlanabilen öğretim metodolojileri konusunda eğitim verilmelidir. Benzer şekilde, ek kaynaklar öğretmenlerin öğrenci motivasyonunu korumalarına ve etkili öğrenme çıktıları sağlamalarına da yardımcı olabilir. Çinli öğretmenler öğrencilerin öğrenme ve motivasyonunun büyük ölçüde kendi tercihlerine bağlı olduğunu ve yabancı dilin zorunlu olması durumunda birçok öğrencinin performansının bu tür kararlardan etkilenebileceğini ima ettiğinden, bulgular karar vericiler için hayati öneme sahiptir. Çinli öğretmenlerin yabancı dil olarak Çince öğretmeye ilişkin inançlarını araştırmak için mevcut çalışmayı genişletmek amacıyla, Çince dili öğretimi ve öğreniminin genel senaryosuna daha fazla katkı sağlamak üzere sınıf gözlemlerini ve öğrencilerle yapılan görüşmeleri içeren boyutsal bir çalışma yapılabilir. Pakistan'da. Ayrıca, CFL öğretiminde görev alan öğretmenlerin geçiş inançlarını raporlamak amacıyla, Çince'nin yabancı dil olarak öğretildiği Pakistan'ın diğer illerinden katılımcıları da içerebilecek karşılaştırmalı bir çalışma yapılabilir.

A. Appendix A

Interview Guide for Chinese teachers

1. How long have you been teaching Chinese in Pakistan? How long is your teaching experience over all?
2. Have you taught in any other country other than Pakistan where Chinese is taught as a foreign language? If yes, what is the difference which you observe?
3. Which area is the most challenging to teach? How do you deal with it?
4. What kind of strategies do you imply in your classroom to keep the interest of students towards Chinese language learning?
5. Which teaching strategies do you think the undergraduates prefer in the classroom for Chinese language learning?
6. What is the role of practice in learning Chinese?
7. Do you think there is a need to evolve the curriculum of Chinese language learning for undergraduates according to their needs?
8. What difficulties have been faced by undergraduates according to your observation while learning Chinese in the classroom?
9. What are your thoughts about the foreign language learning capabilities of the undergraduates?
10. Do you think it is important to relate the target language culture while teaching undergraduates a foreign language?
11. Do you think teaching Chinese at undergraduate level is challenging or would it be easier to teach the language at school level?
12. How do you foresee the future of Chinese language among the youth of Pakistan in the light of current Chinese language learning progress at undergraduate level?

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