




Scenario Analysis of Localization and Adaptation of Chinese Language Teaching

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ABSTRACT

This study explores the challenges and opportunities in localizing and adapting Chinese language teaching materials for Pakistani learners, focusing on the HSK Standard Course. Amidst the growing demand for Chinese language education under initiatives like the China-Pakistan Economic Corridor, this research examines the cultural, linguistic, and pedagogical gaps in current materials. It highlights the need for integrating Urdu annotations, introducing cultural comparisons, and updating vocabulary and teaching modules to enhance engagement and learning outcomes. Drawing on surveys, interviews, and literature reviews, the study proposes strategies for creating localized materials that are more effective in fostering cultural exchange and language proficiency.

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1. Introduction

1.1. Research background

In recent years, China-Pakistan relations have been developing rapidly under the "Belt and Road Initiative" and the "China-Pakistan Economic Corridor," which has led to cooperation and exchanges between the two countries in various aspects such as economy, culture, and education. Chinese language education has gradually become popular in Pakistan and has become a bridge for cultural exchanges and strategic cooperation between China and Pakistan. However, the Chinese language education system in Pakistan is not yet perfect, especially regarding the localisation and applicability of teaching materials. Many colleges, universities, and Confucius Institutes in Pakistan use common Chinese language teaching materials such as the HSK Standard Course. However, the arrangement of these teaching materials is mostly designed for global students. It fails to take into full consideration the linguistic foundation and cultural background of Pakistani students, which leads to problems of understanding and a lack of interest in the learning process. The lack of connection with local culture, language and daily life in the textbooks affects the effectiveness of Chinese language teaching and students' learning experience. Therefore, it is imperative to localise Chinese language teaching materials to meet the needs of Pakistani students. Many scholars have studied the localisation of international Chinese language teaching materials and proposed that localisation should start from the three aspects of language, content, and culture of the teaching materials, to make them more relevant to the students' learning environment and the reality of their lives.

1.2. Research Significance

The study of the HSK Standard Course can not only provide practical guidance for the development of Chinese language education in Pakistan but also help to promote the in-depth

development of cultural exchanges between China and Pakistan. Under the "Belt and Road" initiative, Chinese language education is an important means for Chinese culture to go global, and its localisation in different countries and regions is of great significance. The results of this study can provide a reference for the development of localised Chinese language teaching materials in Pakistan in the future, as well as a certain reference value for the localisation of Chinese language teaching materials in other countries and regions.

1.3. Research Methodology

This study mainly adopts a literature review, interview method and questionnaire survey method. Through a systematic review of domestic and international literature, the research results on the localisation of international Chinese language teaching materials and the current situation and needs of Chinese language education in Pakistan are sorted out. Combined with interviews with Pakistani Chinese language teachers and questionnaire surveys for Pakistani Chinese language students, we learnt about the applicability and problems of HSK Standard Tutorials in actual teaching and summarized the shortcomings of the textbook content in terms of language, cultural sections and teaching methods. Finally, based on the comprehensive analysis, we propose a localised adaptation of the textbook for Pakistani Chinese learners, to improve the applicability and teaching effect of the textbook.

2. Literature review

2.1. The concept of localisation and its characteristics in international Chinese language teaching materials

The "localisation" of international Chinese textbooks is a multidimensional concept, involving both national differences and regional development. "Localisation" not only includes the need for "nationalization," but also adapts to regional cultural characteristics (Yimeng Xia, 2023). Jinming argues that there is still inconsistency in the definition of "localisation" and "internationalisation" in the academic world and that this diversity of understanding demonstrates the different needs for cultural adaptation in international Chinese language education (Zhao, 2014). Ideally, localised textbooks should be culturally appropriate, with features such as name, content, vocabulary, annotated language, and comparison of language difficulties. According to Theoretical discussion on "localised" and "universal" teaching materials for international Chinese language teaching, this multi-level cultural and linguistic adaptation helps to enhance the practicality of the teaching materials and makes them more compatible with the cultural and linguistic needs of the target countries (Wu, 2013). However, the shortage of teachers and the imperfection of the textbook evaluation system have become constraints in the actual promotion of textbook localisation. Du Dan suggests that the shortage of teachers and the lack of effective evaluation affect the promotion and application effect of localised teaching materials (Dan Du, 2019).

2.2. Current Situation and Localisation Needs of Chinese Language Education in Pakistan

In Pakistan, general Chinese textbooks such as HSK Standard Course and New Practical Chinese Textbook are widely used, but these textbooks are not well designed to meet the needs of Pakistani students in terms of Chinese-English bilingualism. As some Pakistani students do not have English proficiency, there are barriers to understanding the textbooks, and the content of the textbooks lacks connection with the local culture, which affects students' interest in learning and classroom participation (Pingping Ge, 2019). The need for localisation of existing textbooks focuses on the adaptation of cultural content. Li Yang pointed out that the textbook arrangement fails to effectively integrate Pakistani culture, which makes students feel disconnected from their learning, and suggested that the textbook should be improved by incorporating the Pakistani cultural context (Li Yang, 2020). Shiyu Guo also suggests that about 10% of the students want Urdu annotations to be added to the textbooks, which indicates that the need for localisation is very urgent (Shiyu Guo, 2020).

2.3. Current status of the use of the HSK Standard Course in Pakistan and suggestions for improvement

In Pakistan, the HSK Standard Tutorial is widely used, but there are deficiencies in its adaptability. Huang He pointed out that the grammar and vocabulary arrangement of the textbook is difficult for beginners, especially the complexity of the content set at the beginner level (Huang He, 2018). In addition, Chen Zuozhuo argued that the textbook's fit with the HSK

exam syllabus is not satisfactory enough, which affects students' preparation for the exam (Chen Chen, 2010). In terms of vocabulary teaching, Wang Fu-ling suggested reducing the reliance on English paraphrases and improving Pakistani students' ability to apply Chinese through contextualised teaching (Fuling Wang, 2018). In terms of the content of the culture section, Xia Yimun believes that the textbook is biased towards Chinese culture and lacks Pakistani cultural content, and suggests that Pakistani cultural elements should be added to enhance the affinity of the textbook (Yimeng Xia, 2023). Jiang Liping also suggested that a flexible modular design should be adopted to adjust the content of the textbook according to students' receptive ability (Jiang, 2015).

2.4. Opportunities and Challenges for the Development of Chinese Language Teaching in Pakistan

Under the promotion of the Belt and Road Initiative, the development of Chinese language education in different regions of Pakistan is uneven. Muazu's study shows that the Chinese language programme at the National University of Modern Languages in Pakistan is expanding, but is limited by the shortage of teachers and cultural differences (Moazzam Ali, 2016). Paul, on the other hand, points out that the teaching level in the Islamabad region is high and students' interest is strong, but it still faces the problems of teaching materials and teachers (Bawar Khan, 2018). Confucius Institute plays an important role in promoting Chinese language education in Pakistan. Teaching situation of the Confucius Institute at Punjab University and concluded that the curriculum meets the needs of students, but the degree of localisation still needs to be strengthened (Muneeb Ahmad, 2019). Guo Shiyu points out that Confucius Institutes still need to improve in curriculum design, updating of teaching materials and training of local teachers (Shiyu Guo, 2020). With the deepening of the China-Pakistan Economic Corridor, the role of Chinese language education in Pakistan is becoming more and more prominent (Khan et al., 2023). Li Yang suggests that resource allocation and pedagogical innovation need to be accelerated to better support Chinese language teaching in Pakistan (Li Yang, 2020). Wang Caixia suggests that the construction of the Chinese language teaching system and the diversification of the curriculum should be upgraded from the perspective of international communication to improve the teaching effect (Wang Caixia, 2022). In terms of exam and textbook fit, Chen ruoruo argues that optimising the fit between the HSK Standard Tutorial and the HSK exam syllabus can better meet the learning needs of local students (Rourou Chen, 2018). In summary, the localisation of international Chinese language teaching materials plays a key role in the development of Chinese language education in Pakistan (Iftikhar & Hanif, 2023). At present, although the HSK Standard Course and other teaching materials are widely adopted, they are inadequate in terms of localisation and applicability. Through the development of localised textbooks adapted to Pakistani culture, the addition of Urdu annotations, the integration of local culture and the adoption of flexible curriculum design, it will help to meet the learning needs of Pakistani students and lay a solid foundation for China-Pakistan cultural exchanges (Hanif, 2023).

2.5. Introduction to the HSK Standard Course and analysis of its use in Pakistan

2.5.1. Introduction to the main structure and content

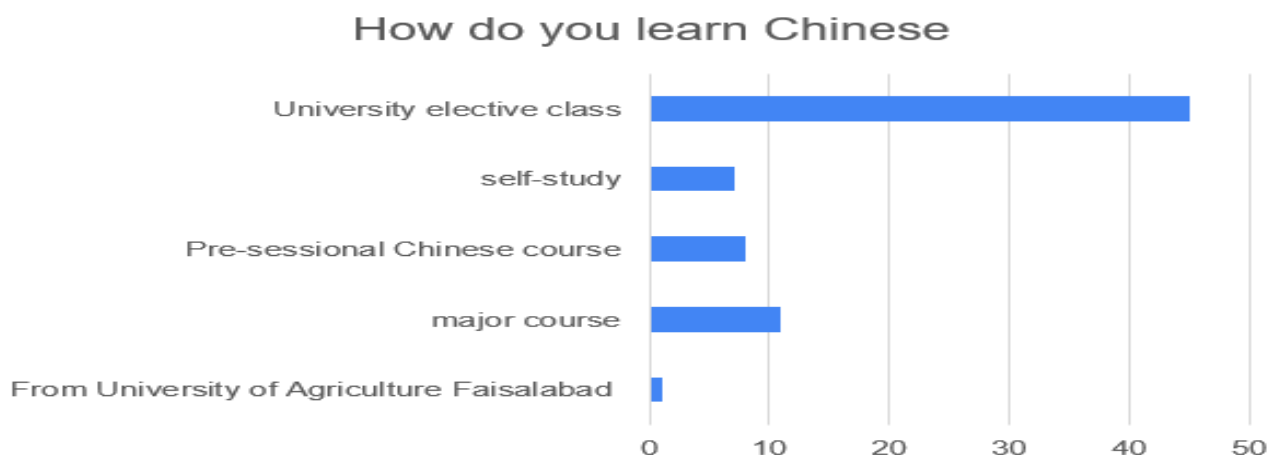
The HSK Standard Tutorial is a series of textbooks that meet the requirements of the Chinese Proficiency Test (HSK) and contains content modules on vocabulary, texts, grammar, Chinese characters, pinyin, after-school exercises and cultural panels. These modules follow a gradual increase in difficulty from easy to difficult levels, aiming to help learners gradually master the fundamentals of Chinese at different levels. The Vocabulary and Grammar modules are designed to be progressive so that students can consolidate their language knowledge at each level; the Chinese Characters and Pinyin modules gradually reduce the number of pinyin notes as the level progresses to help learners transition to reading Chinese characters. The culture section introduces a basic overview of Chinese culture and provides foreign learners with content on Chinese festivals, lifestyles and customs. However, usage in Pakistan has shown that the content is still inadequate in adapting to the needs of local students.

2.5.2. Survey and analysis of the use of HSK Standard Course by Pakistani students

According to the feedback from the student questionnaires and the information from the interviews with the teachers concerned, Pakistani students showed different needs and adaptations in using the HSK Standard Tutorial. The students' backgrounds are mostly non-Chinese majors, their HSK levels are concentrated at the beginner's level, their mother tongue is Urdu, and some of them have a basic knowledge of English. Although some universities in

Pakistan offer Chinese as a second language elective for students, there is a general lack of after-class practice due to the small number of class hours and insufficient language environment. Students' interest in Chinese language courses varies, especially non-Chinese speaking students who lack motivation to study in elective courses. However, as the demand for the Chinese language grows, some students begin to show some interest.

Figure1: Summary of students' motivations for learning Chinese

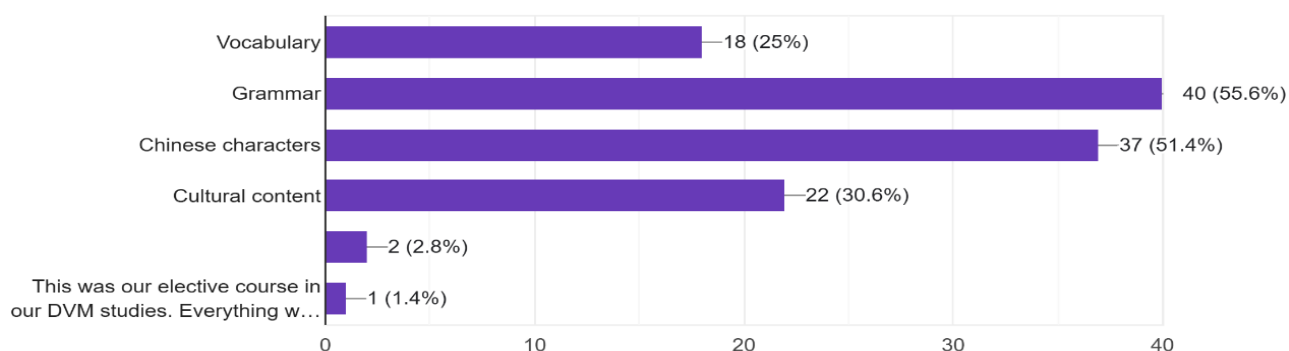


In the learning feedback for each module, the vocabulary, text and pinyin sections were easy to accept, but students generally reported that Chinese characters were more difficult to write, especially with complex strokes causing frustration. The higher-level materials were more difficult for students to learn after the reduction of pinyin, and the grammar section was stressful as the level of difficulty increased; in the absence of Urdu annotations, students relied on the teacher's explanations for their understanding of grammatical learning. The culture block, on the other hand, was dominated by Chinese culture, and students suggested that a comparison with Pakistani culture be included in the content to help better understand cultural differences. Students generally wanted the vocabulary and grammar notes to be translated into Urdu and to be supplemented with some common everyday vocabulary.

Figure2: Summary statistics of students on the parts of the HSK Standard Programme that need improvement

12. Which parts of the "HSK Standard Course" do you think need improvement? (You may select more than one)

72 則回應



2.6. Analysis of the survey on the use of HSK Standard Course by teachers in Pakistan

Teacher interview information revealed that teachers at the Confucius Institutes in Pakistan commonly use textbooks such as the HSK Standard Course for teaching Chinese. Two teachers, who are teaching Chinese language courses at the Confucius Institutes at the Government University of Pakistan and the University of Agriculture, Faisalabad, Pakistan, respectively, mainly to non-Chinese-speaking students. Teacher A pointed out that their optional

Chinese language courses consisted of only one session per week, which led to an insufficient learning environment outside the classroom for students to consolidate what they had learnt. Teachers felt that the vocabulary and grammar content of the textbook was more in line with the needs of Pakistani students, but the writing of Chinese characters was difficult, especially at the writing stage, where students' learning was limited. Teacher A felt that the culture module did not need any special adjustments, whereas Teacher B suggested that more comparisons between Chinese and Pakistani cultures were needed to better stimulate students' interest. In terms of the applicability of the textbook, the HSK Standardised Curriculum was more helpful to students in preparing for the exams, especially the practice booklets which matched well with the exam content, but the problems of outdated content and slow vocabulary updating still existed. Both teachers suggested adding Urdu annotations to the textbook, especially in the vocabulary and grammar panels, to help students with a weaker foundation in English understand it better. Teacher A pointed out that the textbook as a whole meets Pakistan's pedagogical needs, but that the insufficient amount of classroom time is still an obstacle to improving the effectiveness of teaching and learning. He suggested that the amount of class time should be increased when conditions permit, but also said that the current academic load of students makes it difficult for them to arrange more time to learn Chinese outside of class. In summary, the HSK Standardised Curriculum is generally well adapted for use in Pakistan and can help students prepare for the HSK exam. However, there are limitations to student learning due to factors such as fewer classroom hours, insufficient language environments and single cultural content of the textbook. Teachers generally suggested that more Urdu explanatory notes be added to the vocabulary and grammar sections and that the cultural content of the textbook be made more diverse to better meet the actual needs of Pakistani students.

2.7. Problems with the use of the HSK Standard Course in Pakistan

2.7.1. Problems encountered by students in the use of teaching materials

2.7.2. Lack of cultural content, lack of comparison between Chinese and Pakistani culture, and introduction of modern Chinese culture

The need for localisation of textbooks is mainly focused on the adaptation of cultural content. Taking the HSK Basic Course as an example, the textbook fails to fully take into account the linguistic foundation and cultural background of Pakistani students in the process of writing and lacks a close connection with the local culture, language and daily life in Pakistan. This lack may hurt the effectiveness of Chinese language teaching and students' learning experience, so it is particularly important to improve high-level cultural and linguistic adaptations in the textbooks. In the questionnaire for Pakistani students, question eight, which dealt with the evaluation of the cultural content module of the HSK scoring, showed an overall rating of only 3.89, which indicates that the students were not highly satisfied with the cultural content in the existing textbooks. In addition, in question twelve, 30.6 per cent of students explicitly stated that the cultural modules in the textbook needed to be adapted to better meet their learning needs.

Table 1: Pakistani Chinese Language Learners' Satisfaction with HSK Textbook Modules

HSK Textbook Module	job satisfaction
cultures	3.89
vocabulary	3.93
Vietnamese: hán tự	4.21
exercise	4.28
list of words (e.g. for language teaching purposes)	4.36

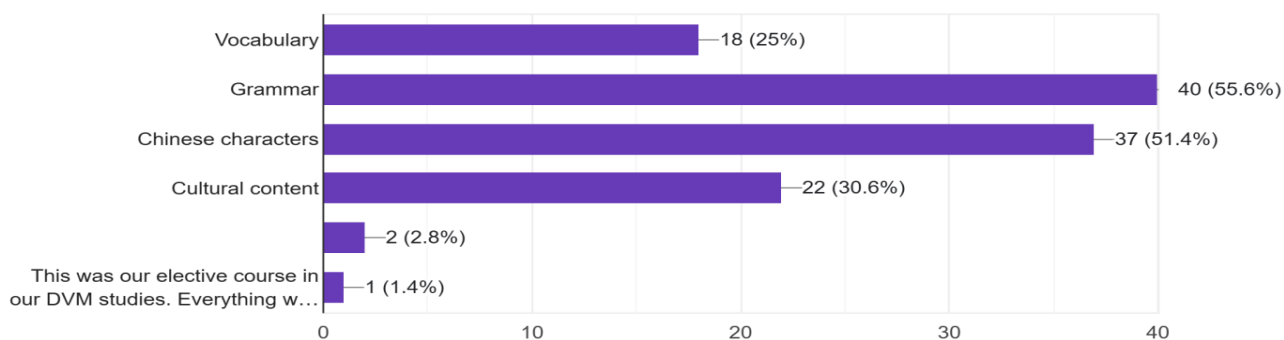
In Question 18 of the questionnaire, students were asked to subjectively fill in their expectations or suggestions for the future of Chinese language learning. Some students expressed their desire to gain a deeper understanding of Chinese culture through learning Chinese and to work in cultural exchange between China and Pakistan. They look forward to conducting more cultural and research innovation activities both offline and online to promote cultural exchange and understanding between the two countries. During the interview, teacher B also made her suggestions. She believed that more content should be added to compare and contrast Chinese and Pakistani cultures to help students understand the two countries from multiple perspectives, including language, culture and history. At the same time, she emphasised the need to balance the relationship between traditional and modern Chinese culture, and the need to pay special attention to the introduction of traditional festivals in Chinese culture in

updating the content of the culture section of the textbook. She suggested that more detailed and rich information be added to the current textbooks so that students can have a more comprehensive understanding of traditional Chinese festivals and cultural connotations.

Figure 3: Summary statistics of students on the parts of the HSK Standard Programme that need improvement

12. Which parts of the "HSK Standard Course" do you think need improvement? (You may select more than one)

72 則回應



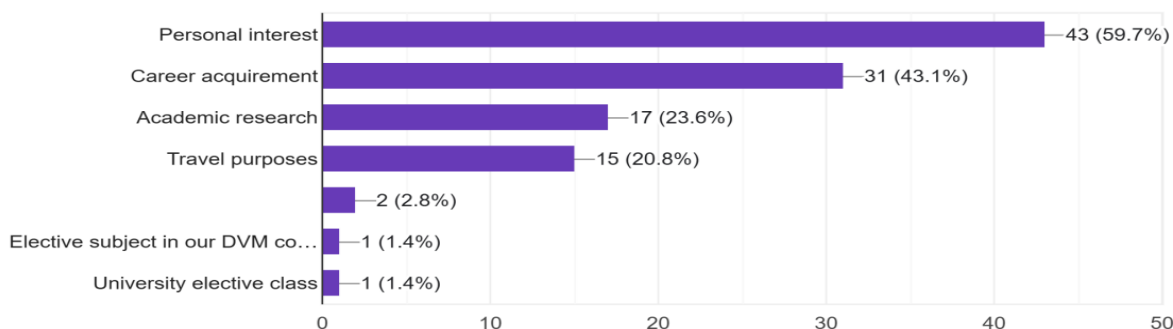
2.8. Diversity of Learners' Learning Characteristics and the Problem of Single Content Style in Teaching Material Development

Teacher B told us about the situation of Chinese language learners in Pakistan. In Pakistan, the study of Chinese as a second foreign language, though nominally an elective course, has become a compulsory course, and this course is not directly related to the students' main majors. In conducting the student survey, we found that participation was not limited to students majoring in Chinese. In the questionnaire survey for Pakistani students, the fifth question was about their purpose of learning Chinese. The results showed that the highest percentage of students, 59.7 per cent, chose to learn Chinese because of their interest in the language. This was closely followed by students who studied Chinese in search of better career development, with a percentage of 43.1 per cent. In addition, 23.6% of students said they studied Chinese to fulfil the requirements of their elective courses as well as to conduct academic research in Chinese. Another 20.8% of the students studied Chinese to better meet their needs for travelling to China, while only 2.8% of the students studied Chinese to meet the needs of their professional courses. These data show that students have both instrumental and integrative learning motives, they are very clear about the purpose of learning Chinese, and they have a strong desire to communicate with Chinese people and gain a deeper understanding of Chinese culture.

Figure 4: Statistics on students' motivation to learn

5. What is your main reason for learning Chinese? (You may select more than one)

72 則回應



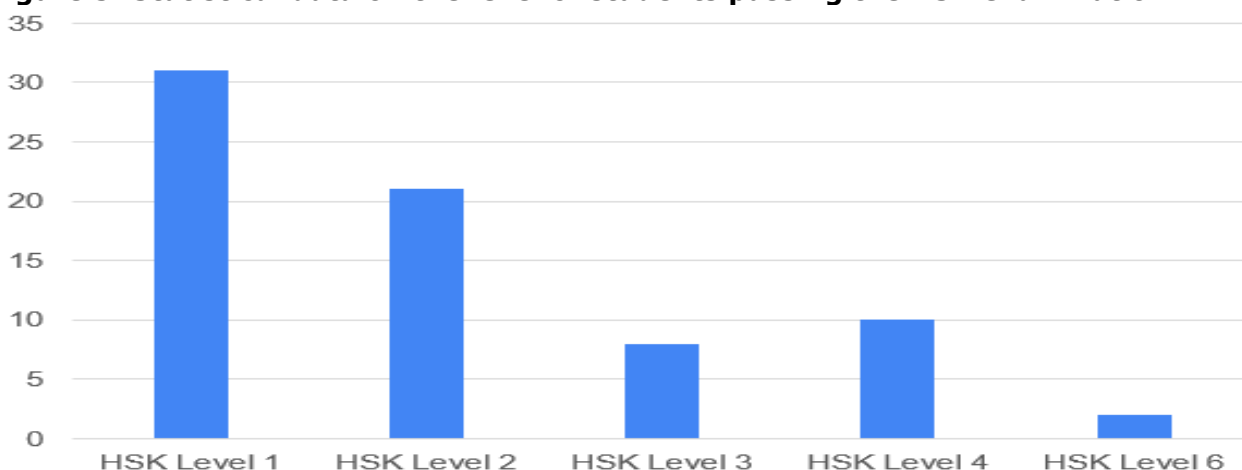
In Question 18 of the questionnaire, students were asked to subjectively fill in their expectations and suggestions for the future of Chinese language learning. The results showed

that 22.2 per cent of the students focused on preparation for the HSK test, research on Chinese language learning and studying in China. In addition, 16.7% of the students focused on future work planning. Another 12.5 per cent of students wanted to satisfy their needs for Chinese culture and Chinese language hobbies, while 4.1 per cent wanted to carry out more activities and exchanges with Chinese people. In the design concept of the HSK textbooks, the writers have incorporated the features of combining examination and teaching, aiming to mainly meet the actual needs of students to cope with the examination. Specifically, the content and structure of the textbooks are closely organised around the requirements of the HSK exam to ensure that students can fully grasp the knowledge and skills required for the exam during the learning process. Both Teacher A and B agreed that the HSK textbooks are very well adapted to the HSK exam and that they are able to effectively help students pass the exam successfully. However, although the HSK textbooks performed well in satisfying students' pragmatic and instrumental learning motives, there were some deficiencies in the content that satisfied the integrative learning motives. Integrative motivation usually means that students are not only satisfied with passing the exam, but also want to understand and experience the cultural, historical and social background of the target language in the process of language learning. Therefore, HSK textbooks may need to be enriched with more content on culture, society and practical application to better meet the diversified needs of students in language learning.

2.9. Inappropriate articulation of the difficulty of the textbooks, with a wide span of difficulty in learning the HSK1, HSK2 and HSK3 Chinese character panels

Chinese characters belong to the ideographic system of writing, they do not represent the sounds of raw words and characters using epigraphic letters, so people often have difficulty finding the rules of reading and writing when learning Chinese characters. This leads to the fact that Chinese characters are characterised by difficulty in remembering, reading, recognising and learning. When students enter the intermediate and advanced levels, which require a lot of literacy, recognition and writing, the parts of the textbooks that deal with the teaching of Chinese characters are often very few. Even in HSK Standard Course 3, the textbook directly replaces the explanation of Chinese characters with practice questions, which makes the students' learning of phonetics and Chinese characters less thorough and less solid. The questionnaire shows that 43.1 per cent of the students have passed HSK level 1, 29.2 per cent have passed HSK level 2, 11.1 per cent have passed HSK level 3, 13.9 per cent have passed HSK level 4, while only 2.8 per cent have passed HSK level 6. This shows that the majority of students are at the beginner's level, some are at the intermediate level and only a few are at the advanced level.

Figure 5: Statistical data on the level of students passing the HSK examination



In question ten of the questionnaire, students were asked about the greatest difficulty they had encountered in the learning process, and 29 per cent of them mentioned that they had encountered greater difficulty in learning the Chinese character module. In question 12 of the questionnaire, 51.4 per cent of the students thought that the Chinese character module in the textbook needed to be adjusted. In Question 14 of the questionnaire, students were asked to provide suggestions for the HSK textbook for a subjective fill-in-the-blank question. Of these, 16.7 per cent suggested changes involving the Chinese character learning module. The elements suggested by the students included adding exercises for each chapter's vocabulary, providing easy ways to learn Chinese characters, introducing more sources of stories about Chinese

characters, developing QR codes for online Chinese character learning, and visual aids to highlight the stroke order charts and radicals of Chinese characters. In Question 18 of the questionnaire, students were asked to provide suggestions for the future of Chinese language learning for a subjective fill-in-the-blank question. In particular, students suggested that more emphasis should be placed on the Chinese character block when following the requirements of the HSK3 programme. Teacher A thought that recognizing characters was relatively easy in Chinese character learning, but writing was more difficult, and Teacher B agreed that writing and understanding the strokes and structures of Chinese characters was more difficult for students, and suggested that the study of Chinese characters should also be added to the textbooks at the elementary level to avoid the huge pressure caused by the sudden increase in the number of Chinese characters in HSK Level 3. Taking into account the learning pace and cognitive level of Pakistani students, the reduction of pinyin annotations in the Chinese character and pinyin modules as they move up the levels can be slowed down appropriately. The addition of Chinese characters at the beginning level will help students make a better transition to reading Chinese characters.

2.10. Problems encountered by teachers in the use of teaching materials

2.10.1. Vocabulary is outdated and infrequently used, and lessons on similar vocabulary are spread out

Teacher B strongly believes in a categorical approach to vocabulary learning, where similar words are learnt together. For example, when learning the word "lady", related words such as "sir" should be learnt at the same time, rather than spreading them out in different lessons. She also emphasised the importance of replacing outdated vocabulary, such as the word 'lady' with the more common modern Chinese word 'lady'. At the same time, she suggested that superlatives that appear in the HSK exam should also be included in the textbooks, so that the HSK textbooks are closely aligned with the content of the exam. In the process of learning Chinese, students have a strong need to communicate with modern China, so in vocabulary selection, more attention should be paid to the topicality and practicality of vocabulary. In terms of vocabulary explanation, teachers should pay attention to the identification of near-synonyms, polyphonic words and polysemous words in Chinese, to enhance students' cross-cultural communication awareness and ability.

2.10.2. Difficulty in interpreting the meaning of words and understanding grammatical knowledge

Teacher B pointed out that classroom effectiveness has been significantly improved as a result of the introduction of native teachers at the Confucius Institute and the use of Urdu as a supplementary language of instruction. However, as the current HSK textbooks are not available in Urdu, this has affected the learning effectiveness of some students to some extent. She suggested that Urdu notes should be added to the textbooks, especially in the vocabulary and grammar sections. It is hoped that the grammar section can be translated into Urdu or the English introduction can be simplified in order to prevent students from constructing Chinese sentences by English thinking. At the same time, grammatical rules should be clarified, especially about where words such as time and prepositions are used. Teacher A also thought that adding Urdu explanations would be helpful for Chinese language classes. Question 13 of the questionnaire shows that 65.3 per cent of the students approve of the addition of Urdu explanations in the textbooks, 22.2 per cent are neutral and 12.5 per cent are negative. This shows that most of the students have a positive attitude towards the addition of Urdu explanations but some of them are concerned that it will add unnecessary learning burden.

In question fourteen of the questionnaire, students were asked to suggest improvements to the textbook. Eighteen per cent of the students mentioned that they would like to see Urdu added to the textbook, including the provision of Urdu translations for grammar points, explanations of words, some passages in the text, and the addition of Urdu approximations in the phonetics section. Question fifteen of the questionnaire showed that 81.9 per cent of Urdu classrooms currently use language-assisted instruction, which indicates that Urdu has become the basis for assisted instruction in Chinese classrooms in Pakistan.

Figure 6: Statistics of students' attitude towards increasing the interpretation of the Urdu language

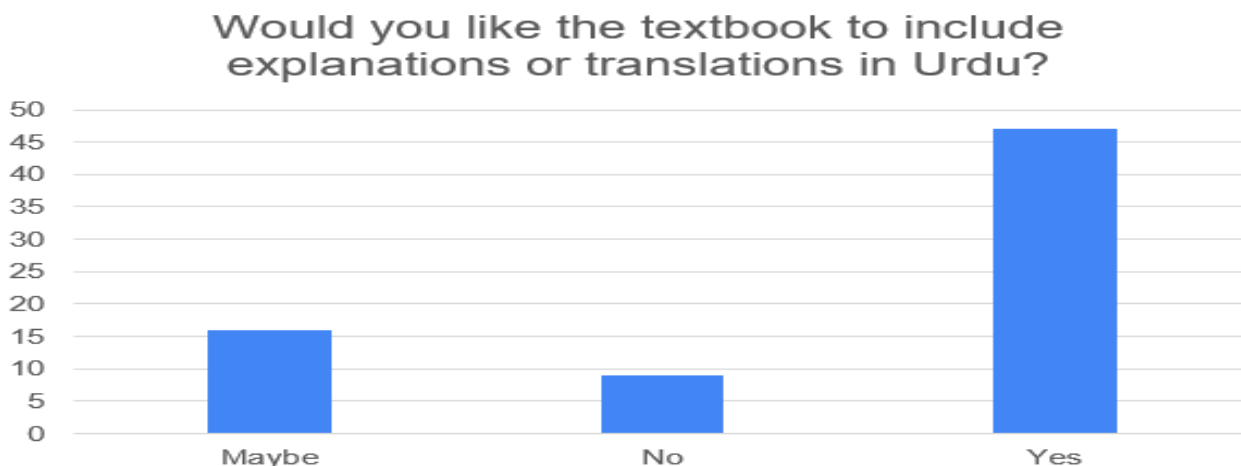
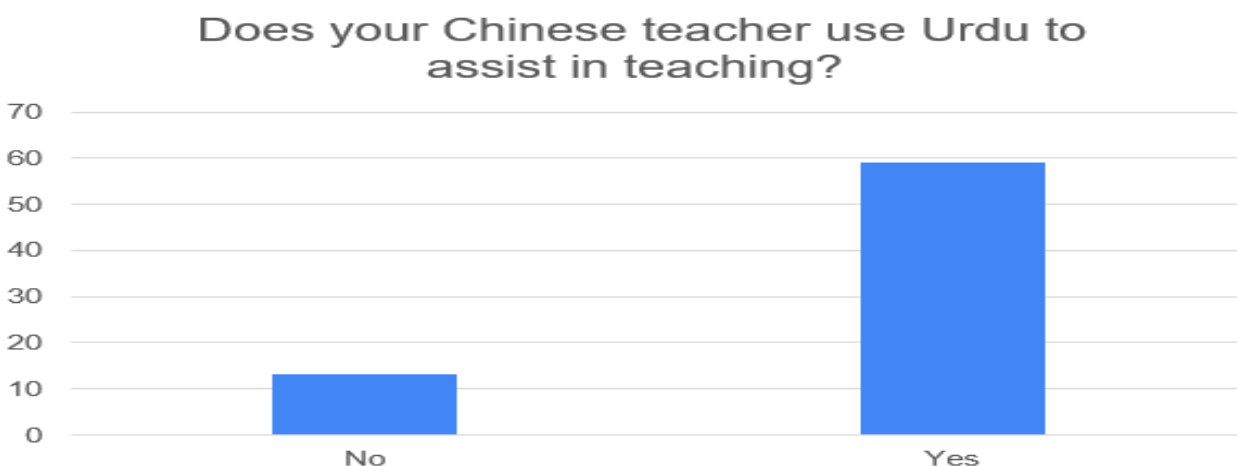


Figure 7: Statistics on the Use of Urdu in Teaching by Chinese Language Teachers



In questions sixteen and nineteen of the questionnaire, students specifically raised the importance of Urdu in the Chinese language classroom through subjective fill-in-the-blank questions. Five students emphasised the importance of Urdu in terms of the content of the teaching materials and the Chinese teachers' language mastery. The Chinese language teaching team usually consists of a combination of native teachers and Chinese language teachers from Pakistan. Among these teachers, some of the native Chinese-speaking teachers are actually volunteers rather than teachers with professional backgrounds. In addition, there are cases where some of these teachers are not fluent enough in Urdu and English. In order to better serve the teaching practice, it is particularly important to provide Urdu explanations of the grammatical and lexical contents of the textbooks. Students in Pakistan usually prefer to be taught in a mediated language, which helps them to understand and communicate better. For those students who are less proficient in English and have difficulties in learning Chinese, they prefer to learn Chinese using their mother tongue. Therefore, adding Urdu paraphrases can effectively improve Pakistani students' ability to apply Chinese through contextualised teaching methods. This will not only help them better master Chinese knowledge, but also enhance their ability to use Chinese in real life.

2.11. The teaching of phonological sounds and rhymes produces difficulties, and the phonological content is poorly matched to the text

Teacher B elaborated her views when she introduced the situation of the pinyin section in the teaching materials. She was of the view that in the textbooks of HSK1 and HSK2, pinyin knowledge was fully taught and explained, yet it suddenly disappeared at HSK3, and such a jumping teaching arrangement might cause learning difficulties for students. She emphasised that in the process of phonics teaching, if vowels and rhymes were mixed together for teaching, the results were often unsatisfactory. Therefore, she suggested that vowels and rhymes should be taught separately so that students could grasp the details of each pronunciation more clearly. In addition, Teacher B also suggested that the matching between phonics teaching content and

text content needed to be strengthened, so as to help students better apply their phonics knowledge to real-language contexts. Question ten of the questionnaire was a subjective fill-in-the-blank question to find out the biggest difficulties Chinese learners encountered in the learning process. The results showed that seven students explicitly stated that the biggest obstacle they encountered in learning Chinese was phonetics. This further confirms Teacher B's view on the importance of pinyin teaching. Similarly, in Question 10 of the questionnaire, students also put forward suggestions for improvement of the teaching materials. Three students particularly emphasised the importance of phonetics and pinyin, and they thought that the textbook should strengthen the step-by-step arrangement for the learning of basic pinyin and tones. Such an improvement could help students gradually master the rules of Chinese pronunciation, thus reducing difficulties in the learning process. Due to the significant differences between Urdu and Chinese in terms of the part of pronunciation, the way of obstruction, whether the vocal cords vibrate, and the strength of the airflow, students often encounter pronunciation difficulties, pronunciation confusion, and unclear pronunciation when learning Chinese phonetics. These problems not only affect students' pronunciation accuracy, but also their ability to understand and express themselves in Chinese. Therefore, solutions to these problems are particularly important and need to be given sufficient attention and effective guidance in the teaching process.

3. Proposals for localised adaptation of the HSK Standard Course

3.1. Phonetics

3.1.1. Comparison of Chinese and Urdu Phonological Features

Whether students can develop good Chinese listening, speaking, reading, writing and communicative skills depends to a large extent on their mastery of Chinese phonological recognition and pronunciation. There are 22 consonants in Mandarin Chinese, including 21 consonant consonants, 1 zero consonant, and 39 rhyming consonants. Chinese contains 10 single vowels, including 7 tongue vowels, 2 tongue vowels, and 1 rolled tongue vowel. There are 13 compound vowels, including 9 diacritics and 4 triacritics.

Table 2: Chinese Vowel Table

[a]	[o]	[y]	[s]	[i]	[u]	[ɣ]	[ɿ]	[l]	[əɾ]
[ai]	[ei]	[au]	[əu]	[ia]	[is]	[ua]	[uo]	[ye]	
[iau]	[iou]	[uai]	[uei]						

Urdu has 54 phonemes including 42 consonants, 12 vowels, 10 units and 2 diphthongs, of which the units are divided into 5 long and 5 short vowels. Urdu has 35 letters of which 4 are from Persian, 3 from Hindi and the remaining 28 letters are from Arabic.

Table 3: Urdu Vowel Chart

ā[a:]	ē[e:]	i[i:]	u[u:]	o[o:]
a[ə]	e[e]	i[i]	u[u]	o[o]
ai[s:]	au[au]			

Due to the significant differences between Urdu and Chinese in terms of parts of the body that are pronounced, how they are impeded, whether the vocal cords are vibrating or not, the strength of the airflow, etc., Pakistani students tend to encounter a number of challenges in the process of learning Chinese phonetics. These challenges are mainly manifested in pronunciation difficulties, pronunciation confusion, and unclear pronunciation (Shiyu Guo, 2020). Specifically, when learning Chinese, Pakistani students need to adapt to the unique Chinese pronunciation of consonants and rhymes, which is very different from the pronunciation system of their mother tongue, Urdu. In addition, tones in Chinese are also a difficulty for Pakistani students, who need to master the different ways of pronouncing the four tones and be able to use them accurately in the actual speech stream. At the same time, for Pakistani learners of Chinese at the elementary level, there is a certain degree of difficulty in correctly memorising the pronunciation of tones and rhymes, mastering tones as well as understanding and applying the phenomenon of prosody that occurs in the continuous flow of speech in a limited number of teaching hours. Therefore, when learning Chinese phonetics, Pakistani students need to put in more efforts and time to gradually overcome these pronunciation difficulties through continuous practice and practice, in order to achieve the goal of using Chinese fluently for communication.

3.2. Characteristics of Phonics Learning of Pakistani Students

3.2.1. Consonants

It is more difficult to distinguish between voiced and unvoiced stops and fricatives. The main distinguishing features of Urdu consonants are clear and turbid, and whether they are aspirated or unaspirated is not a major distinguishing feature, whereas Chinese stop and fricative consonants are mainly aspirated and unaspirated, so Pakistani learners of Chinese are prone to pronounce all the stop consonants as unaspirated, e.g., p, t, and k as b, d, and g, and easily confuse the preaccentuated sounds z, c, and s, with the postaccentuated sounds zh, ch, s. It is easy to confuse the pronunciation of z, c, s and zh, ch, s. It is easy to confuse clear and turbid Chinese consonants. Among the 21 consonants in Chinese, there are only 4 turbid consonants (m, n, l, r), and the rest are clear consonants. However, in Urdu, out of 42 consonants, 16 are clear consonants and 26 are turbid consonants, which makes it easy for Pakistani learners to pronounce all Chinese consonants as turbid.

3.2.2. Rhymes

The absence of similar sounds in Urdu leads to pronunciation difficulties. For example, Pakistani students have difficulty in mastering the pronunciation of ü, which is a lingual, front, high, rounded-lipped vowel sound that is not found in Urdu. Students had difficulty in mastering the pronunciation of ü, which is pronounced with the mouth rounded and the muscles of the mouth tensed. Chinese-Urdu pronunciation, which has similar parts of speech and pronunciation methods, is susceptible to negative transfer from Urdu. For example, because the u in Urdu has a longer pronunciation time than the Chinese u, students will be influenced by their mother tongue to pronounce u too long. Pronunciation confusion is caused by changes in the rules of Hanyu Pinyin. ü is not only difficult to pronounce, but also easy to be pronounced as u sound. In Chinese, ü is followed by the consonants j, q, and x. Two dots need to be removed to make it ju, qu, and xu, and students see that they can incorrectly pronounce ü as a u sound.

3.3. Suggestions for Phonetics Localisation Adaptation

3.3.1. Separate teaching of vowels and rhymes

In order to better help students understand and memorise Hanyu Pinyin, it is recommended that a more systematic and phased approach be adopted by separating the teaching of vowels and rhymes. Specifically, it is not recommended to teach only some of the consonants and rhymes in the first lesson and then supplement the remaining consonants and rhymes in the second lesson. Instead, one should concentrate on all the vowels in the same lesson time and focus on all the rhymes in another separate lesson time. This phased approach helps students to clearly differentiate between vowels and rhymes so that they can better memorise them. This clear distinction is very helpful to students when they subsequently learn two-syllable and multi-syllable words.

When teaching consonants and rhymes, the content of the teaching materials is adjusted to ensure that the learning of pinyin syllables matches the content of the text. This can avoid jumping explanations in the process of phonics learning, thus enabling students to acquire phonics knowledge in a more coherent way. The teaching of phonics in the HSK Standard Course focuses mainly on the first two books. Among them, the first five lessons of Book I mainly focus on the teaching of phonological elements. Lessons 1 and 2 mainly focus on phonological knowledge and serve as an introductory course for phonological learning, systematically introducing consonants, rhymes, and knowledge related to syllables and phonetics. From Lesson 3 onwards, the textbook tacitly assumes that students have acquired basic phonological knowledge and begins to teach them thematically. The after-lesson exercises in each lesson include a pinyin section for students' phonics training. In Book 2, the teaching further delves into phonics teaching at the sentence level, such as the mastery of stress and intonation of various sentence types. Through this step-by-step approach, students are able to master Hanyu Pinyin in a more solid manner, laying a solid foundation for learning more advanced Chinese knowledge.

3.3.2. Speech annotation localisation

Aiming at the phonological difficulties faced by Pakistani students in learning Chinese, a localised phonological annotation scheme is designed. Taking into full consideration of the phonological features of Urdu and the specific problems encountered by Pakistani students in the process of Chinese learning, two main methods of phonological annotation can be adopted: one is the "native-speaking same sound" annotation method, and the other is the "similar sound+difference" annotation method. These two methods aim to make full use of the students'

native language. These two methods aim to make full use of the positive transfer effect of the students' mother tongue, and at the same time help the students to clearly distinguish the similar but not identical pronunciation between the target language Chinese and their mother tongue Urdu through scientific and detailed descriptions. In the annotation method of "the same sound in mother tongue", the phonemes in Urdu that are the same as those in Chinese are directly used for annotation, so that students can learn Chinese with the help of their mother tongue's pronunciation experience, thus improving their learning efficiency. In the "similar sound + difference" annotation method, not only the similar pronunciation is marked, but also the subtle differences between the two are emphasised, so as to prevent students from being affected by the negative transfer of the mother tongue, i.e., wrongly applying the mother tongue's pronunciation habits to the Chinese language in the process of learning. In the actual annotation process, we also need to pay special attention to those annotations where there is a "one-to-many" relationship, i.e., one Chinese phoneme corresponds to multiple Urdu phonemes. In such cases, detailed analyses must be carried out to ensure that students can accurately understand and master the unique pronunciation of each Chinese phoneme.

Table 3: Ugham Identical Consonants Table

Chinese (Pinyin)	Urdu (Romanised)
B	[p]
P	[ph]
M	[m]
F	[f]
N	[n]
L	[l]
S	[s], [ʃ]
G	[k]
K	[kh]

Table 4: Ugham Identical Consonants Table

Chinese (Pinyin)	Urdu (Romanised)
b	[p]
p	[ph]
m	[m]
F	[f]
n	[n]
L	[l]
S	[s], [ʃ]
g	[k]
k	[kh]

3.3.3. Localisation of phonological learning sequences

The process of phonological learning should follow the principles of easy to difficult and gradual progression, through gradual guidance and transition, enabling learners to build on old knowledge and gradually master new pronunciation skills. By adjusting the sequence of phonics learning, the textbook gradually transitions from low-difficulty pronunciation to high-difficulty phonics pronunciation. For example, for native speakers of Urdu, the phonological learning of *i* can be adapted to take place before *ü* because *i* is relatively less difficult to pronounce in Urdu, while *ü* is more difficult to pronounce. There is no lingual, front, high, or rounded labial vowel *ü* in Urdu, but there are long vowels *i*[i:] and short vowels *i*[[i]. Therefore, the sequence of the phonological writing of the textbook could place *i* as the previous element in the learning of *ü*, so that learners can start practising with the *i* sound first and then gradually round their lips to produce the *ü* sound. This approach not only helps native Urdu speakers to master the new sounds better, but also makes the whole learning process more natural and smoother. Through such gradual guidance, learners can gradually master more difficult sounds on the basis of their original pronunciation, thus effectively enhancing the effect of phonological learning.

4. Vocabulary

4.1. Comparison of Chinese and Urdu lexical features

Chinese is a language of the Sino-Tibetan family, while Urdu belongs to the Indo-European family, the two languages are distinctly different in their language families and show remarkable

differences in many aspects. In terms of word formation, both Chinese and Urdu adopt the two-word formation methods of compound and apposition. Specifically, in terms of additive word formation, Urdu and Chinese have similar word formation methods, which are mainly reflected in the combination of prefixes and roots and the combination of roots and suffixes (Fuling Wang, 2018). For example, in Urdu, new words can be formed by adding suffixes, e.g. "xəwf" (afraid) plus the suffix "nak" forms "xəwfnak" (fearful). In terms of compound word formation, Urdu is divided into three main types: paratactic, conjunctive and object-verb. In contrast, Chinese has a richer variety of compound constructions, including six types: joint, verb-object, partial, subject-predicate, complementary and overlapping. By understanding and mastering Urdu word formation, Pakistani students can learn and master Chinese compound words more easily, thus achieving positive transfer and improving learning efficiency in the language learning process.

4.2. Vocabulary Localisation Adaptation Recommendations

4.2.1. Vocabulary replacement by deletion

In order to better meet the needs of Pakistani students in learning the Chinese language so that they can communicate more effectively with the Chinese people, it is necessary to make some updates and improvements to the HSK Standard Course. These improvements will include the addition of more modern and commonly used vocabulary that is in line with the actual use in contemporary China, thus enhancing the modernity and practicality of the textbook. At the same time, we also need to make appropriate adjustments and replacements to the content of the textbook, taking into account the religious and cultural background of Pakistan. For example, in Lesson 7 of HSK Standard Course 2, "Is your home office far away?", the word "bus" can be replaced with "bus" because "bus" is a more common colloquial expression in modern Chinese. Such a substitution not only brings the language closer to the daily life of Chinese people, but also helps students to adapt to the living and communication environment in China more quickly. Pakistan is a multi-ethnic country where Islam is the main religion. In order to respect and adapt to Pakistani religious customs, it is necessary to delete some words that may cause cultural conflicts, such as "pork, beer, drunkenness" in the textbook. For example, in the lesson "Nothing Else Matters" of HSK Standard Programme 3, the word "Oktoberfest" needs to be modified and replaced to fit in with Pakistani food habits and religious taboos. We should add more vocabulary that is indigenous to Pakistan to enhance students' empathy and engagement with the content. However, as students' Chinese language proficiency improves, their acceptance of Chinese culture will gradually increase. At the intermediate and advanced stages of Chinese language learning, students will be able to discuss some sensitive cultural topics. At this point, the textbook can introduce some high-frequency words in Chinese, such as "wine", and take this opportunity to compare and discuss Chinese and Pakistani culture. This will not only help students understand Chinese culture better, but also develop their intercultural communication awareness and ability, so that they can communicate effectively in different cultural contexts.

4.2.2. Modular and focused learning of similar vocabulary and addition of Urdu annotations to vocabulary explanations

In the Chinese language, there exists a large number of near-synonyms, polyphonies and polysemous words, which have semantic similarities but subtle differences. For students from Pakistan, they often encounter difficulties in identifying these words when learning and understanding them. In order to help them master these words better, it would be very useful to adopt a modular and focused approach in the revision of the textbook, so that students can systematically summarise and compare the similarities and differences of these words and thus understand their usage more clearly. When making vocabulary explanations, add Urdu, the mother tongue of Pakistani students, to make annotations, which will help them better understand the near-synonyms, polyphonic words and polysemous words in Chinese. In addition, adding some concrete example sentences around the actual life of Pakistani students can make the learning content closer to their real life, thus increasing the interest and effect of learning. Focusing on the different points of these words and analysing and comparing them by creating different contexts of use will help students to understand and identify these words more deeply. At the same time, the concentrated study of similar vocabulary in the textbooks not only helps students to highlight fixed themes in oral communication, but also helps them to make better use of Chinese vocabulary for sentence formation. In this way, students can use the Chinese vocabulary they have learnt correctly and appropriately for effective communication, thus improving their practical application of Chinese.

5. Grammatical aspects

5.1. Comparison of Chinese and Urdu grammatical features

5.1.1. Syntactic structure

Both Urdu and Chinese belong to the category of analytic languages, which are more flexible in their grammatical structure and do not rely on complex morphological changes to express grammatical meaning. Both have the basic structure of subject-verb-object in sentence structure, and both can express different grammatical relations through word order and auxiliary words. However, the basic sentence structure of Chinese usually follows the structure of "subject+predicate+object", while the sentence structure of Urdu usually follows the structure of "subject+object+predicate", which is more flexible and can be used to express different grammatical meanings through changes in word order.

5.1.2. Noun gender, number and case

Urdu nouns have grammatical categories of gender (masculine, feminine), number (singular, plural) and case (direct, indirect). The Chinese language does not distinguish between the genders of nouns, nor does it have a grammatical category of "number" for quantifiers.

5.1.3. Use of quantifiers

Both Urdu and Chinese have the usage of using nouns to modify nouns to indicate quantity. While Chinese uses nouns and quantifiers with relatively fixed morphology, Urdu uses singular and plural morpheme-marked nouns, modified by quantitative categories, to indicate quantity (Riaz, 2009). For example, while Chinese says "a book", Urdu also uses the quantifier "کتاب ایک" to mean "a book". In the expression "he drank a little milk", Urdu uses the indefinite quantifier "a little" after the subject.

5.1.4. Tenses and moods

Chinese does not have tense and singular-plural variations, and its grammar emphasises "meaning" rather than "form", and it does not make use of morphological variations in vocabulary, but expresses different grammatical states through the use of word order and dummy words. Urdu has a more complex system of tenses and moods, including past, present and future tenses.

5.2. Suggestions for Grammar Localisation Adaptation

5.2.1. Clarify grammatical rules and pay attention to the way grammar is explained and the number of example sentences

The HSK Standard Tutorials do not provide much in the way of explanation of grammar, and each language point is summarised in a few concise sentences, which appear in the notes. Two to three examples are then given, which does not explain the grammar better and is prone to lack of clarity and generalised explanations. The textbook should first clarify the structure of the Chinese language and the position of each word class in the sentence when explaining grammatical points, and present them in the form of "grammatical items + structural forms + example sentences". The number of example sentences should be increased appropriately, the sentence for teacher B should be changed flexibly, and the grammar drills should be increased with the sentence training as the centre, so that the students can understand the syntactic and grammatical functions. In order to avoid the problem of incomplete identification of word meanings, the explanation of grammatical points should not be limited to the meanings expressed in the text, and different meanings that are highly relevant to the content of the test can be explained appropriately. For example, in HSK Standard Course 3, Lesson 12, "Leave something important with me", the words "only" and "on" can be added to the list of words used in the expression "frequency and time" in addition to explaining the meaning of the words. In addition to explaining the use of the words in the expression "frequency, speed and time", it is also possible to add the analysis of the use of the words as conjunctions in compound sentences.

5.2.2. Localisation of grammatical annotations in textbooks

In Pakistan, learners of Chinese are often unconsciously influenced by their mother tongue, Urdu, or their second language, English, in the learning process, a phenomenon known as negative language transfer. In order to cope with this problem, the teaching of grammar in textbooks must take a more nuanced and targeted approach. Specifically, textbook writers need to conduct in-depth comparative analyses of Urdu and Chinese in order to highlight the key and difficult points in Chinese grammar and thus improve the relevance of the teaching. Such

comparative analyses should be carried out not only in terms of structure, but also in terms of meaning, so that learners can clearly distinguish the differences between the two languages. In order to further promote learners' understanding and mastery, Urdu annotations should be added to the textbooks to localise the grammar notes. This can help learners better understand Chinese grammar and point out the similarities between Urdu grammar and Chinese grammar, thus promoting positive transfer. At the same time, the textbook should also clearly point out the differences (i.e., dissimilarities) between learners' native grammar and Chinese grammar, as well as the biases that may result from these differences, thus preventing negative transfer from occurring. In this way, learners can strengthen self-monitoring and avoid making mistakes in the learning process. For example, in the learning of individual quantifiers "this, one, mouth" in HSK Standard Tutorial 1, it is pointed out that the Urdu word "کتاب ایک" denotes "one book" while The Urdu noun for "two and more books" will undergo a change in singular and plural morphology.

کتاب kitab (一本书) {单数}

کتابیں kitabain (两本书) {复数}

کتابوں kitaboon (两本以上的书/几本书) {双数}

6. Cultural aspects

6.1. Comparison of Chinese and Pakistani Cultural Identities

The Islamic Republic of Pakistan, often referred to simply as Pakistan, is a multi-ethnic country where Islam is the predominant faith. Located in South Asia, this country has a rich historical and cultural background. Pakistan is not only the birthplace of the Indus Valley Civilisation but also one of the oldest civilisations in the world. The people of this country are mainly engaged in agriculture, textiles and pottery, which occupy an important place in the economy of Pakistan. The People's Republic of China, usually referred to simply as China, is a united multi-ethnic country. Not only is China one of the four ancient civilisations, but its long history, culture and traditions are still being passed on today. With over 5,000 years of cultural heritage, China's agricultural and textile origins can be traced back to ancient times. Over time, China has developed a sophisticated system of agricultural and textile technology. In modern times, China is actively developing digital industries, advanced manufacturing and modern agriculture, and is vigorously pushing forward the process of new industrialisation. As early as the 2nd century A.D., Chinese silk travelled across Asia and Europe on the famous Silk Road, eventually entering the Roman Empire in Europe. As one of the important countries along the Silk Road, Pakistan has a long history of cultural and trade exchanges and interactions with China. Now, since the official launch of the China-Pakistan Economic Corridor on 20 April 2015, China-Pakistan economic exchanges have been further strengthened, leading to the development of a large number of major infrastructure projects along the route, such as energy, electric power, roads and railways. These projects not only promote economic cooperation between the two countries, but also make important contributions to regional prosperity and stability.

6.2. Suggestions for localised adaptations

6.2.1. Replacement of outdated content in textbooks and addition of an introduction to contemporary Chinese culture

In HSK Standard Course 1 and HSK Standard Course 2, there are three cultural sections; in HSK Standard Course 3, there are four cultural sections; and in HSK Standard Course 4, the total number of cultural sections has increased sharply to 20, which is the largest increase, while HSK Standard Course 5 and 6, which are at the advanced level, do not have any cultural sections. There is an imbalance in the distribution of cultural sections in the textbooks at the primary, intermediate and advanced levels, and there are still old expressions such as "Miss" in the texts, which makes the dynamic development of the cultural sections weak. In order to present the image of a great nation, disseminate Chinese culture, convey the spirit of China and avoid the thinness of the content of the culture section, it is necessary to replace the outdated content in the textbook, balance the proportion of traditional and modern culture, and increase the introduction of contemporary Chinese culture. For example, in the culture section of HSK Standard Course 4, the development, exchanges and achievements in China's economy, culture, science and education can be supplemented and updated to add contemporary Chinese cultural content. For example, in the lesson "Protecting Mother Earth" in HSK Standard Course 4, we can match it with "The Unity of Heaven and Humankind - Chinese Concept of Man and Nature" to

introduce the values in Chinese culture. The lesson is matched with "The Unity of Heaven and Man: The Chinese View of Man and Nature" to introduce the values in Chinese culture. This can be used to increase the behavioural culture of contemporary China under the concept of green development, and to show the environmental protection concept of "green water and green mountains are golden silver mountains". Through this kind of teaching content, students will not only be able to understand traditional Chinese culture, but also recognise China's efforts and achievements in modern environmental protection. In addition, cases of China's efforts to combat climate change and promote the use of renewable energy can be included in the teaching materials to enhance Pakistani students' understanding of the social development of contemporary China.

6.2.2. More detail on traditional Chinese festivals

The culture section of the HSK Standard Course covers the culture of Chinese family names, traditional festivals, customs and habits, social structures and interpersonal relationships in Chinese culture, and the cultural connotations of Chinese allusions, etc. In HSK Standard Course 2, traditional Chinese festivals are introduced in the section "Chinese New Year - Spring Festival"; while in HSK Standard Course 4, the section "Chinese Valentine's Day - Tanabata Festival" is provided. In HSK Standard Course 2, traditional Chinese festivals are introduced in the section "Chinese New Year - Spring Festival", while in HSK Standard Course 4, the section "Chinese Valentine's Day - Tanabata" is provided. " in the HSK Standard Tutorial 4. The introduction of traditional Chinese festivals is lacking in terms of quantity and content. It is suggested that the introduction of traditional Chinese festivals such as the Dragon Boat Festival and the Mid-Autumn Festival be further supplemented to provide more detailed descriptions.

Table 5: Content of the Culture Board of the H S K Standard Curriculum

teaching materials		Cultural board content	teaching materials		Cultural board content
HSSK Programme 1.	Standard	Chinese method of enquiring about age			clean, unadulterated food product
		Characteristics of Chinese names			Tai Chi and Tai Chi Chuan
HSSK Programme 2	Standard	Communication tools frequently used by the Chinese			Red and White in Chinese Eyes
		Chinese Table Manners			The Secret of Success
HSSK Programme 3.	Standard	Tea Culture in China			satisfied with what one has
		Chinese New Year - Spring Festival			Masterpieces of Chinese Classical Literature - Journey to the West
HSSK Programme 4	Standard	What are the traditional sports in China?			Confucius "teaches according to ability."
		What Chinese people wear when they get married			Chopstick Culture in China
HSSK Programme 3.	Standard	What Chinese people eat on their birthdays	HSK Programme 4	Standard	The Unity of Heaven and Man - The Chinese View of Man and Nature
		What gifts can't the Chinese give?			The Story of Mencius' Three Moves
HSK Programme 4	Standard	Chinese Valentine's Day - Tanabata			If you work at it hard enough, you can grind an iron bar into a needle.
		You can rely on your parents at home, but when you go out, you rely on friends.			giant panda, China's national treasure
HSK Programme 4	Standard	Zhongshan Clothing and Cheongsam			Weibo and WeChat
		knowledge is the best charity			Dumplings - Tongue and cheek
		Chinese Shopping Habits			Ethnic minorities in China

6.2.3. Adding to the cultural contrasts between China and Pakistan in terms of language, culture and history

In order to make the HSK Standard Programme more relevant to the Pakistani cultural context, there is a need to incorporate more cultural elements related to the Pakistani country and region. It is possible to replace the names of some foreign characters in the textbook with

names of people commonly used in Pakistan. For example, in the dialogue of the lesson "Nothing else is a problem" in HSK Standard Course 3, the name of the foreign character "Dasan" can be replaced with a common Pakistani name such as "Muhammad" or "Fatima". "Fatima". Such changes should not be limited to the names of people, but should be extended to everyday life, customs, national conditions and religion. For example, a discussion on the tropical and subtropical climate of Pakistan can be included, and climate-related vocabulary such as "dry season" and "rainy season" can be introduced. Appropriately incorporating elements of the local culture that learners are familiar with into the teaching materials can effectively stimulate their interest and motivation in learning, as well as broaden the scope of learners' practice of the Chinese language and increase the number of communicative topics. The textbook needs to add an introduction to the cultural characteristics of Pakistan and compare them with Chinese culture so that students can raise their awareness of cross-cultural communication. By implying Pakistani cultural elements in the language expressions, the authenticity and acceptability of the text can be enhanced. For example, in the culture section of HSK Standard Course 2, in the original introduction of "Chinese table manners", "Pakistani table manners" can be added for cultural comparison. Through this comparison, students can learn about the unique eating habits of Chinese people who eat with chopsticks, while Pakistanis usually eat with their hands. In addition, both countries follow the principle of order of seniority and juniority in the seating arrangement, which also reflects the difference between seniority and inferiority. Through such comparisons and introductions, students can not only learn the language knowledge, but also gain a deeper understanding of the communication styles in different cultural contexts.

7. Aspects of the organisation of classes and the articulation of teaching materials

7.1. Arrangement of Class Hours and Use of Different Levels of Textbooks in Chinese Language Classes in Pakistan

As a set of textbooks closely related to the HSK exam, the HSK Standard Course is divided into six different levels, with one textbook for each of Levels 1-3 and two textbooks for each of Levels 4-6, making a total of nine textbooks. The nine textbooks cover a comprehensive range of vocabulary, text, grammar, Chinese characters, pinyin, after-school exercises and culture. Whether or not the difficulty of each section in different levels of textbooks is appropriate will directly affect the interest of Pakistani Chinese learners and their Chinese proficiency, and Ms. S. emphasised the importance of the articulation of different levels of Chinese textbooks in the interviews, suggesting that Chinese characters should be added gradually in HSK Standard Course 2, so as to avoid a sudden increase in the number of Chinese characters in the textbooks of HSK Level 3, which would bring great learning pressure on the students. It is recommended that the learning of Chinese characters be gradually increased in HSK Standard Course 2 to avoid a sudden increase in the number of Chinese characters in the HSK Level 3 textbook, which would bring great pressure to students. Considering the learning situation of Pakistani students, she also suggested adding pinyin labelling to HSK 3 to help students make a better transition. The Chinese elective course suffered from a low number of lesson hours, the number of lesson hours of the textbook could not correspond to the number of topics, and there was an imbalance in the arrangement of the content of the lesson hours. Teacher A pointed out that as the Pakistani students themselves did not specialise in Chinese language, the number of lesson hours for the Chinese elective course was relatively small, with only one lesson per week. As a result, it was not possible to arrange more Chinese elective content. With this limited amount of class time, the arrangement of the knowledge capacity of the teaching materials needed to be focused and the modular approach was utilised to integrate the course content in order to improve the quality and efficiency of classroom teaching. Teacher B pointed out that there were instances of inconsistencies in the length of text and vocabulary of a topic in the HSK Standard Course materials. In arranging the content of the lessons, teachers needed to pay special attention to the amount of vocabulary and grammar in different texts to ensure that the amount of knowledge output in each lesson was balanced.

7.2. Suggestions for localisation

7.2.1. Development of multimedia teaching resources to accompany textbooks

Currently, existing textbooks are equipped with audio CD-ROMs to assist students in independent learning outside the classroom. However, these auxiliary materials often focus only on auditory stimulation and lack all-round mobilisation and stimulation of students' senses. Given the limited number of classroom hours, the learning of Chinese language courses not only relies on classroom lectures, but also requires a variety of means to enrich and expand students'

learning resources. Therefore, it is necessary to make use of software, supporting CD-ROMs and relevant websites to organically combine with the teaching materials and provide students with more quality extracurricular learning resources. In this way, multimedia teaching content can effectively make up for the shortcomings of traditional paper-based teaching materials that rely mainly on the visual senses. Multimedia teaching content is usually more vivid and can present learning materials in a more intuitive way, which is easier for students to accept and understand. This teaching method can not only stimulate students' interest in learning, but also help them better understand and remember what they have learnt, so as to achieve more satisfactory teaching results. Through the comprehensive stimulation of visual and auditory senses, students can learn in a more relaxed and pleasant atmosphere, which will help to improve their learning efficiency and quality of learning.

7.2.2. Appropriately increase the teaching of the Chinese character module at the primary level and add more pinyin labelling to the intermediate level materials

The learning of Chinese characters module is often a difficult task for Pakistani students. However, since the HSK Level 1 and Level 2 examinations do not include the requirement of writing Chinese characters, the learning of Chinese characters is relatively little arranged in the two textbooks HSK Standard Course 1 and HSK Standard Course 2. These two textbooks focus on the study of basic strokes and radicals, and each lesson gives two example characters chosen according to certain strokes and radicals for study. In HSK Standard Tutorial 1, the Chinese characters are taught mainly by choosing pictograms, and most of these characters are also monograms. Teaching starts with the strokes, so that students can understand the basic composition of Chinese characters. In HSK Standard Course 2, the teaching of Chinese characters transitions from monograms to composite characters, and from strokes to radicals. The teaching materials can provide more example characters to learn in the primary Chinese textbooks around the content of the text, fixed radicals, and vocabulary of the same kind of classroom, as appropriate. In this way, students can make use of the study of more composite characters to master the overall structural characteristics of Chinese characters. Such a learning method can help students master the stroke order of Chinese characters more comprehensively and solidly, and the rules of writing from top to bottom and from left to right. Through this systematic learning, students will not only be able to better understand the structure of Chinese characters, but will also be able to improve their writing skills, which will lay the foundation for them to learn the HSK Standard Course 3. Phonics content is taught in HSK Standard Course 1 and HSK Standard Course 2, and when they enter the learning stage of HSK Standard Course 3, the pinyin labelling in the textbooks is reduced, especially in the sections of grammar and exercises, and the lack of pinyin labelling makes learning more difficult. This situation is especially obvious for Pakistani students, who need to overcome more language barriers in the process of learning Chinese. In order to better assist Pakistani students in Chinese language learning, especially in the transition from beginner to intermediate, pinyin annotations can be added appropriately to the exercises and grammatical explanations of the intermediate textbooks so as to improve their learning efficiency. By adding pinyin notation to these key parts, students can more easily grasp the pronunciation and grammatical structures of the Chinese language, thus making a smoother transition in the learning process.

8. Survey on Pakistani Respondents' Suggestions for Adapting Existing Chinese Language Textbooks

8.1. Questions and survey respondents

This survey attempts to obtain suggestions for the enhancement of the current Chinese language textbook HSK Standard Course in Pakistan from a variety of Pakistani respondents. The main concerns are as follows:

1. What are the prevailing cognitive attitudes of Pakistani learners of Chinese towards the current HSK Standard Course, and what kind of adaptation suggestions have been made on the basis of these attitudes?
2. How do Chinese language teachers assess the current state of Chinese language learning in Pakistan, and what kind of adaptation suggestions do they offer for the current use of textbooks?
3. What is the respondents' overall assessment of Chinese language learning in Pakistan and what is their outlook for the future?

The participants in the questionnaire survey and interviews were 72 Pakistani Chinese learners and 2 Pakistani Chinese teachers. Among the Chinese language learners who participated in the questionnaire survey, the age range of 18-25 years old is the most, about 86.1%, followed by 26-35 years old, accounting for 9.7%. The two teachers who participated in the interviews taught Chinese language courses at the Government University of Pakistan and the Confucius Institute at the University of Agriculture, Faisalabad, Pakistan, mainly to non-Chinese-speaking students.

9. Survey instruments and data collection

Two instruments were used for this survey and interview.

For Chinese language learners, the research team designed a questionnaire, Feedback from Pakistani Students of Chinese Language on the "HSK Standard Course", by themselves. The questionnaire consists of 19 questions. Among them, the ninth, tenth, fourteenth, sixteenth, eighteenth and nineteenth questions are subjective questions, which encourage Chinese learners to put forward their views and suggestions on Chinese teaching materials, teachers and Chinese language teaching. (See Appendix for the questionnaire.) The questionnaire was sent to the learners by the research team through electronic questionnaires, and a total of 72 questionnaires were distributed. For Chinese language teachers, the team developed semi-structured interview questions covering five sections: background information, use of teaching materials, suggestions for localisation and adaptation, overall evaluation and future prospects, and summary. The interviews were conducted offline and recorded with the consent of the interviewees, and a total of two original interview materials were recovered.

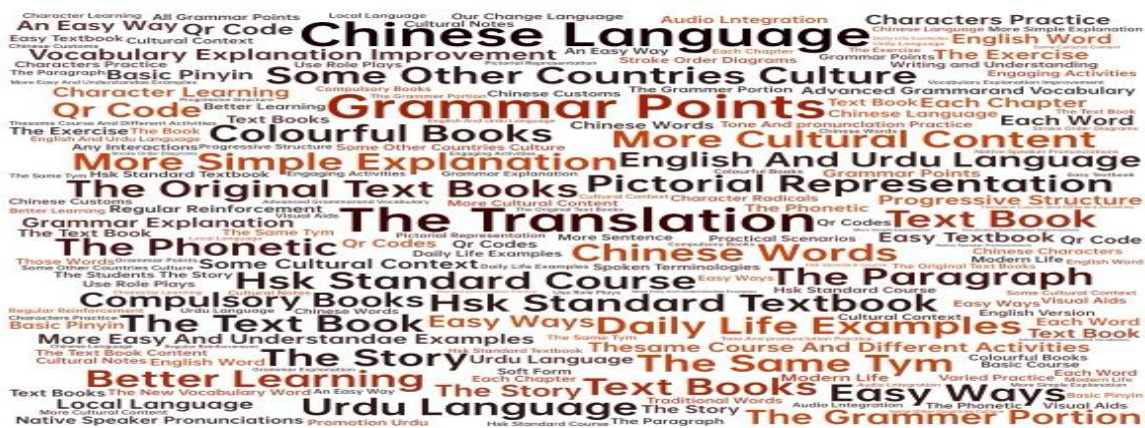
10. Observations and recommendations

10.1. Chinese Language Learners in Pakistan

Figure 8: High-frequency words in the questionnaire "Adaptation comments"



Figure 9: High-frequency noun phrases appearing in the questionnaire "Adaptation comments".



Invalid responses (e.g., "NO", "NOTHING") in the adaptation suggestions were eliminated, and the word frequencies were counted after the valid adaptation suggestions were subjected to subword processing with the Micro Word Cloud tool. The results show that the most urgent need of Pakistani Chinese learners is to add Urdu translations to the textbooks, and the words "Urdu", "Translation" ("Translate The words "Urdu", "Translation" ("Translate") and phrases such as "the translation" and "Urdu language" appear more frequently. There are probably several reasons for the high demand for the translation of Chinese textbooks between China and Ukraine. Firstly, Urdu is the official language of Pakistan, and for most Pakistanis, Urdu is closer and easier to understand than English. The use of Urdu translations can make learners feel more comfortable and familiar psychologically, thus increasing learning efficiency and motivation. In addition, although the HSK Standard Course is equipped with a Chinese-English translation, most of the Pakistani Chinese learners are at the beginner's level, and only some of them have the ability to listen, read and write in English. Therefore, Urdu translation can serve as a bridge between the Chinese and English commentaries to help learners better understand and master Chinese knowledge points, especially among those learners with low English proficiency, and Urdu translation can provide more direct learning support.

At the same time, Chinese language teaching materials should include up-to-date and diversified cultural content. From the statistical data, it can be found that words (groups) such as "culture" and "cultural content" are the high-frequency words (groups) in the adaptation suggestions provided by Chinese language learners. Chinese learners think that the current Chinese textbooks are "almost good", but "there are some cultural contexts which need to be improved". The current Chinese textbooks are "almost good", but "there are some cultural contexts which need to be improved". One could try "incorporate cultural notes and real-life dialogues to connect language learning with Chinese customs and modern life". Chinese customs and modern life", and so on, to add richer cultural contents to traditional language teaching, and such cultural content adaptation "can make students feel ownership and interesting". The learners' demand for Urdu annotations and cultural content is essentially a reflection of the shift towards localised adaptation of general-purpose Chinese textbooks. The Chinese language teaching materials currently used in Pakistan are mainly general-purpose teaching materials, and most of them are written by domestic institutions. As the demand for diversified teaching materials from Pakistani learners increases, the original general-purpose teaching materials are unable to meet the actual needs of Chinese language teaching. Therefore, based on the need to "go global", the nationalisation of Pakistani teaching materials should be put on the agenda. However, while adapting the textbooks to the national level, it is also necessary to uphold and promote China's cultural self-confidence, and to incorporate more "Chinese stories" that are in tune with the times. As Li Quan emphasises, the principle of teaching materials development: all types of teaching materials for overseas should be "one embodiment, three close nesses" (Gong Xue, 2018), i.e., embodying the characteristics of Chinese characters and pedagogical methods, mainly close to the lives and cultures of contemporary Chinese people, appropriately close to the common feelings and values of human beings and, to a limited extent, close to the lives of overseas students and cultures of the countries concerned. culture of the countries concerned.

In addition to content enhancement, some learners still hope that more pictures (pictorial representation) or videos, and audio QR codes can be added to the teaching materials. It can be seen that at the beginning stage of Chinese language proficiency, learners are at the initial stage of Chinese language and Chinese culture awareness, and their foundation is relatively weak, or they may even have no Chinese language foundation at all. At this stage, if we only rely on a single language modality teaching material, it may cause students to feel boring and dull, and thus lose their interest in Chinese language and culture. According to Zhang Delu's classification criteria, the types of modalities that can be invoked in the multimodal literacy development model are categorized into five types: verbal, physical, visual, auditory and environmental (Zhang, 2015). Therefore, in the process of textbook adaptation, the relevant departments can take the multimodal theory as a theoretical guide to break the limitations of single-modal textbooks, integrate visual, auditory and other multi-sensory experiences, and present the charm of Chinese in a more intuitive and comprehensive way. Considering the specific needs of Pakistani Chinese learners, they would like to have visual elements such as pictures in the teaching materials, which reflects the value of multimodal theory. By incorporating pictures and other visual

materials into textbooks, teachers can use visual modality to assist language teaching and make abstract linguistic knowledge tangible and enhance students' cognition and memory. For example, showing objects or scenes corresponding to Chinese vocabulary through pictures can help students establish the connection between language and the real world more quickly and improve their learning efficiency. In the field of teaching Chinese as a foreign language (CFL), the appropriate level of difficulty of textbooks is crucial to the effectiveness of learners' learning. Pakistani students provided constructive feedback on the difficulty of the current textbooks, suggesting that the textbooks should contain more simple examples in order to reduce the overall difficulty of the textbooks. This suggestion is based on the consideration of the cognitive load of the learners and aims to make the textbook more relevant to the language level and cognitive ability of beginners by simplifying the complexity of the language and concepts. Specifically, diagrams, examples and comparative analyses can be added to visualise abstract concepts, while step-by-step guided questions and exercises can be used to help students build a knowledge framework. In addition, the materials should take into account the impact of cultural differences on learners' understanding and enhance the acceptability and usefulness of the materials by introducing examples that are relevant to the cultural background of Pakistani students. Through these adjustments, the textbooks can better serve the learning needs of Pakistani students and increase their motivation and efficiency.

10.2. Chinese Language Teachers in Pakistan

Chinese language teachers mainly use two sets of teaching materials, HSK Standard Programme and Road to Success, for teaching. The interviews focused on the teaching of the two sets of textbooks, the current status of their use, and their strengths and weaknesses. Corresponding to the needs of the learners, the teachers were equally concerned about the translation of the notes in the textbooks. Teacher A thought that the current setup of the textbooks was reasonable enough, but the addition of Urdu explanations was feasible. Teacher B thought that the absence of the Urdu version of the HSK Standard Textbook would affect the learning outcomes of some students. Urdu textbooks are best aimed primarily at younger students or those who do not speak English well. Most young students do not need the Urdu version. Together with her colleagues, she had proposed to the institution to form a team of native teachers to translate the textbook into Urdu. The faculty had earlier agreed to the proposal, but it was not implemented in the end. The lack of cultural content is also a shortcoming of the textbooks. Specifically, the textbook is too brief on Chinese culture, especially on traditional festivals, and more detailed explanations are needed. In addition, some historical stories of Sino-Brazilian exchanges could be added to provide learners with a perspective of Chinese language, culture and history from various aspects. The current Chinese language textbooks mainly introduced Chinese culture. From the perspective of teachers' teaching, although such an arrangement of content could help students understand China, it might lead to a gap in cross-cultural communication due to the big differences between Chinese and Pakistani cultures. Therefore, Teacher B suggested adding content comparing Chinese and Pakistani cultures to help learners further understand the cultural differences that need to be focused on in Chinese-Pakistani communication.

In addition to the cultural content as a supplement and aid, Teacher B was more concerned about the language teaching and the effectiveness of the teaching. In terms of the overall articulation of the teaching materials, the gradient of content is not reasonable enough. For example, the difficulty of HSK Level 3 suddenly increases, especially the latter lessons are quite different from the previous ones, which is difficult for students to adapt to. For example, HSK Level 1 and Level 2 had pinyin and fewer Chinese characters were learnt, but at Level 3 there was suddenly no pinyin and many Chinese characters were added. This is a challenge for students, and Teacher B felt that more Chinese characters should be added to the HSK Level 1 and Level 2 materials so that students would be able to engage more easily in HSK Level 3," she said. In terms of language skills learning, Teacher B noticed that students were less receptive to Chinese characters, especially in writing and understanding the strokes and structures of Chinese characters. The problem of pinyin was mainly due to the fact that the content of the textbook was not well articulated: there was pinyin in HSK1 and HSK2, but not in HSK3. In addition, the mismatch between the phonics content and the text, and the frequent need to skip lessons for explanations in teaching, all of these less reasonable content settings of the textbooks contributed to the students' difficulties in learning phonics. Grammar was progressively more difficult in the higher-level textbooks, making it more difficult for students to understand. In response to these learning difficulties, Teacher B provided more specific suggestions for localising

the textbooks: Firstly, the names of the textbooks do not need to be changed locally. Secondly, the current Chinese textbooks are only available in English and Chinese, so in order to facilitate students' understanding of vocabulary and grammar, teachers still need to explain the content in Urdu. When it comes to upgrading the textbook, it requires translation of the text into Urdu to help students better understand the vocabulary and grammar. Regarding vocabulary, Teacher B provided three suggestions: first, vocabulary replacement. Some of the outdated vocabulary can be updated to keep up with the times. For example, the word "miss" could be replaced with the word "lady", which is more commonly used by modern Chinese people.

Secondly, the vocabulary can be categorised, i.e. similar vocabulary can be placed in the same text in the textbook. For example, the word "lady" should be studied together with the word "sir", instead of spreading it over several texts. Thirdly, vocabulary should be supplemented appropriately. Some common vocabularies such as "second", "half", "quarter hour", etc. do not appear in the textbook, but often appear in the HSK test. Therefore, it is necessary to supplement the textbook with this kind of common vocabulary in order to cope with the needs of the test and daily communication. In addition, the grammar section also needs to be adapted. Grammar translation is the most important part of the localisation of the textbook, which can be done by translating the grammatical parts into Urdu, or by simplifying the English introduction to avoid students from making sentences according to the English thinking. Secondly, grammatical rules need to be clarified, especially the placement of words such as time and prepositions, etc. Teacher A attaches more importance to the learning of Chinese characters. It is not difficult to recognise Chinese characters, but it is more difficult to write them, so it is important to focus on the mistakes learners make in learning Chinese characters, and to emphasise the stroke order and the overall structure of the characters. Overall, both teachers highly recognise the usefulness of HSK Standard Tutorial. HSK Proficiency Test, as a language skills test, requires learners to master a high concentration of language ontology knowledge points. Based on such a need, HSK Standard Tutorial can be said to be the best choice for Chinese learners: it is highly compatible with the HSK exam and can help students pass the exam and get the certificate quickly. Especially the exercise books are of great help to learners. However, the shortcoming is that the HSK Standard Course was published too early and has not been updated, which makes the content of the textbook outdated and therefore not suitable for students who love Chinese and want to study in China. Therefore, one of the major tasks in the revision of the textbook is the need to supplement it with new materials to bring it into line with the new era.

11. Suggestions for the localised development of the Chinese language teaching material system

In this research, we collected the opinions of more than 70 Pakistani respondents, including Pakistani Chinese language learners and Pakistani Chinese language teachers, by means of questionnaires and interviews, in order to understand the local views on the current Chinese language teaching materials and the suggestions for changes from both the learners and the teachers from various angles. A total of 72 valid questionnaires were collected as a result of the research. Based on the understanding of Pakistani Chinese language learners' views on the various parts of the current textbook, we discussed in depth how to carry out an effective adaptation. On the whole, most of the respondents are satisfied with the current HSK Standard Tutorial, and half of them think that the version is excellent. From this, it can be concluded that the general pedagogical framework of HSK Standard Tutorial meets the learning needs of the local people, but there are still problems that need to be improved, and therefore the localisation of Chinese language teaching materials can be referred to the improvement of HSK Standard Tutorial. Based on literature references, in-depth knowledge of the HSK Standard Course and analysis of the feedback from the interviewees, the suggestions for the development of the localisation of the Chinese textbook system are divided into two main directions, namely, the improvement of the Chinese language content and the increase of the interpretation of the Urdu language.

Firstly, the content of Chinese language can be increased. Not only can we add more content about cultural introduction so that learners can have an in-depth understanding of the language, but we can also add some vivid vocabulary with cross-cultural universality and life cases, which can help learners apply the Chinese language they have learnt to their daily life and improve the effectiveness of the teaching; besides, in consideration of the beginners' situation, the teaching materials can be set up with a ladder of difficulty so that learners of different levels

can find the ladder materials suitable for themselves. In addition, taking into account the situation of beginners, the ladder difficulty of the textbook system also allows learners of different levels to find their own ladder textbooks, which improves the richness of the textbook and makes the teaching more targeted, thus promoting the popularisation of the Chinese language. In the part of localised reception, what is more in demand is the increase of Urdu interpretation, which is also the core of the localisation of Chinese teaching materials. According to the feedback from the interviewees, there are cases in which they cannot understand the English interpretation, which shows that the current textbooks do not well integrate the local culture with the language and culture; the two teachers interviewed are more familiar with the two textbooks, HSK Standard Course and Road to Success, and believe that these two textbooks have already covered the vocabulary and knowledge required by beginners of the Chinese language well. In terms of views on the adaptation, we fed back the opinions of the questionnaire respondents. Teacher A also agreed that the addition of Urdu explanations could help learners understand the meaning of Chinese in depth, while teacher B thought that the Urdu version was a must. This also reflects that Urdu interpretation is a greater point of demand for textbook adaptation. Therefore, adding mother tongue interpretation can help local Chinese learners' learning on the one hand, and promote the localisation reform of teaching materials at the same time, so that scholars can pay attention to the needs of Pakistani Chinese language teaching for the localisation reform of teaching materials; in addition to this, the small proportion of Chinese cultural knowledge and the lack of clarity in the difficulty level of learning are also the aspects that the two teachers think need to be improved, which indicates that the problems faced by the learners are recognised by the pedagogue as This indicates that the problems faced by the learners are recognised by the teachers as being in need of improvement, which has the significance of improvement in both teaching and learning.

Figure 10: Selected Suggestions for Improvement of Textbooks by Pakistani Chinese Language Learners

14. If given the opportunity, what specific improvements would you suggest for the textbook?

I will add some other countries culture, so students can feel ownership and interesting

There should be more simple explanation with daily life examples

Very good

elaborate more grammar point and give translation in urdu for PAKISTANI people

Easy ways to learn characters

Already fine

Maybe give the story of hanzi

HSK Standard course in Urdu language

12. Conclusion

Through the study of existing literature, together with questionnaire and interview research, we talk in depth about how to localise and adapt Pakistani Chinese language teaching materials, taking the HSK Standard Tutorial as an example. After an in-depth analysis of the literature as well as the documents, the five aspects of phonetics, vocabulary, grammar, culture and lesson time are discussed through the perspectives of both learners and transmitters, and the idea of localising the HSK Standard Tutorial is gradually clarified, which also provides a feasible solution for the localisation of other Chinese language teaching materials. The success of the localisation of Chinese teaching materials in Pakistan will not only help the spread of Chinese language, but also contribute to the construction of Sino-Pakistani friendship, bring

vitality to the development of the "One Belt, One Road", and provide valuable reference experience for other countries along the route.

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