



## ADDRESSING CHALLENGES IN TEACHING CHINESE FOR SPECIFIC PURPOSES IN PAKISTAN: CAPACITY-BUILDING STRATEGIES UNDER THE CPEC INITIATIVE

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### Abstract

*As cooperation between China and Pakistan continues to grow under the China–Pakistan Economic Corridor (CPEC), the need for Chinese language teaching that serves specific professional sectors—such as trade, engineering, agriculture, and tourism—is becoming increasingly important. In Pakistan, however, most Chinese language teachers come from general language teaching backgrounds and often lack the vocational expertise, interdisciplinary training, and digital skills required for teaching Chinese for Specific Purposes (CSP). This paper explores the major challenges confronting Chinese for Specific Purposes teacher development in the Pakistani context, including the shortage of full-time Chinese for Specific Purposes instructors, limited professional knowledge among existing teachers, fragmented instructional approaches, and insufficient digital literacy. To address these gaps, the study proposes practical strategies for building a skilled Chinese for Specific Purposes teaching workforce. These include reforming training programs to create a more structured development pathway, introducing interdisciplinary “1+X” qualification models, and strengthening collaboration between universities and industries. This paper offers practical recommendations for education stakeholders working to strengthen Chinese language instruction in Pakistan under the CPEC framework.*

**Keywords:** Chinese for Specific Purposes; Teacher Training; Pakistan; CPEC; Vocational Chinese Education; Digital Pedagogy

### 1. Introduction

In recent years, the growing partnership between China and Pakistan—especially through the China-Pakistan Economic Corridor (CPEC), a key component of the Belt and Road Initiative (BRI)—has brought noticeable changes to the landscape of language education in Pakistan. With CPEC driving progress in areas such as infrastructure, energy, transportation, and trade, there is a growing demand for professionals equipped with strong communication skills in diverse domains. Effective technical communication is essential in this context, particularly in engineering and energy-related projects, where conveying complex concepts clearly to both technical and non-technical stakeholders is crucial. Moreover, business negotiations play a pivotal role in facilitating international trade, managing supply chains, and shaping contractual agreements; success in these areas requires the ability to achieve mutually beneficial outcomes through strategic dialogue. Equally important is diplomatic and cross-cultural engagement, which enhances international collaboration and ensures smooth cooperation in multicultural environments. Professionals must navigate cultural differences with sensitivity and strategic awareness to foster long-term partnerships. These collaborative ventures have created a pressing need for enhanced communication between Chinese and Pakistani professionals, making Chinese language skills more relevant than ever before<sup>1</sup>(Ali, 2018);<sup>2</sup>(Wolf, 2019). However, it is not just general Chinese language proficiency that is in demand, but a more targeted form of instruction known as Chinese for Specific Purposes (CSP). The China-

<sup>1</sup> Ali, M. (2020). China–Pakistan economic corridor: prospects and challenges. *Contemporary South Asia*, 28(1), 100-112.

<sup>2</sup> Afzaal, M. (2020). *The China-Pakistan economic corridor of the Belt and Road Initiative concept, context and assessment*: by Siegfried O. Wolf, Switzerland, Springer, 2020, 404 pp., £ 88 (hardback), ISBN 978-3-030-16198-9 (Vol. 26, No. 5, pp. 691-695). Routledge.

Pakistan Economic Corridor (CPEC) has significantly reshaped Pakistan's economic landscape, driving a growing demand for Mandarin speakers in fields such as engineering, trade, and diplomacy. Unlike general Chinese language courses, Chinese for Specific Purposes (CSP) is designed to meet the needs of learners with targeted professional or academic goals. Chinese for Specific Purposes programs focus on industry-specific language skills, enabling learners to communicate effectively within their chosen sectors.

Chinese for Specific Purposes (CSP) refers to language programs specifically designed to meet the needs of learners who require Chinese in particular professional or academic contexts. This could include fields such as engineering, business, medicine, logistics, or law—areas that are heavily involved in CPEC-related activities<sup>3</sup> (Grosse & Voght, 1991). In 2019, "China's Education Modernization 2035" proposed to create a new pattern of education opening up to the outside world and encourage vocational colleges with conditions to build 鲁班工坊 Lu ban Workshops overseas. Therefore, traditional overseas general Chinese teaching can no longer meet the communication and work needs of Chinese enterprises for local employees, and the demand for special-purpose Chinese teaching represented by "Chinese + professional skills" continues to emerge. The "Chinese + vocational skills" teaching model can not only meet the needs of different overseas jobs for talents who understand Chinese, but also effectively promote the dissemination of Chinese culture and the widespread dissemination of Chinese voices on the international stage. Therefore, under the current complex international situation, the demand for compound talents who understand special-purpose Chinese has increased sharply. As of September 2023, China has cooperated in opening "Chinese + vocational education" special projects in more than 70 countries and regions, and built 27 鲁班工坊 Lu ban workshops<sup>4</sup> (吕慎 2023).

In Pakistan, this approach to language teaching is gaining popularity, particularly in universities, technical institutions, and Confucius Institutes, where there is a growing realization that students and professionals alike need Chinese language training that goes beyond everyday conversation and delves into workplace-specific communication<sup>5</sup> (Iftikhar, A., 2024). Despite its growing relevance, the development of Chinese for Specific Purposes in Pakistan is still at a relatively early stage and faces several challenges. A major concern is the shortage of qualified teachers who are not only proficient in Mandarin but also familiar with sector-specific terminology and contexts. In addition, the lack of locally relevant teaching materials makes it difficult to deliver effective instruction. Students, too, come with a wide range of language skills and professional backgrounds, making it hard to design one-size-fits-all curricula<sup>6</sup> (Asif, M et al., 2019). These gaps highlight the urgent need for a more strategic and collaborative approach to Chinese for Specific Purposes development.

This study aims to identify the key challenges faced by current Chinese language educators when transitioning to Chinese for Specific Purposes teaching and to examine gaps in training, digital literacy, and interdisciplinary knowledge. It also seeks to propose practical and locally adaptable strategies—such as structured training programs, dual-qualification models, and

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<sup>3</sup> Grosse, C. U., & Voght, G. M. (1991). The evolution of languages for specific purposes in the United States. *The Modern Language Journal*, 75(2), 181-195.

<sup>4</sup> 吕慎 & 陈冠合. (2023-09-07). 以教育夯实“一带一路”合作的民心根基, 光明日报, 014.

<sup>5</sup> Iftikhar, A., Li, C., Jiangyu, L., Xi, C., Tao, W., & Haider, A. A. (2024). Perceptions, challenges, and opportunities of Chinese language learning in Punjab and Sindh, Pakistan: Exploring the role of CPEC. *New Directions for Child and Adolescent Development*, 2024(1), 6662409.

<sup>6</sup> Asif, M., Zhiyong, D., Ullah, I., Nisar, M., Kalsoom, R., & Hussain, M. A. (2019). The study on China-Pakistan Economic Corridor (CPEC) as a language and culture changer in Pakistan. *Journal of the Punjab University Historical Society*, 32(1), 35-49.

university-industry partnerships—to support the professional growth of Chinese for Specific Purposes teachers and improve the overall quality of Chinese language education in Pakistan.

## **2. Challenges in development of Chinese teachers for specific purposes**

The rapid expansion of Chinese for Specific Purposes (CSP) teaching, particularly under initiatives like the China–Pakistan Economic Corridor (CPEC), has exposed several critical challenges in the professional development of Chinese language teachers. While demand for Chinese for Specific Purposes education in vocational fields such as engineering, business, tourism, and agriculture is rising, the supply of qualified and adequately trained teachers remains limited.

### **1. Absence of Full-Time Chinese for Specific Purposes Teachers in Pakistan**

"Having a high-quality teaching team that is competent for scientific research, teaching and scientific research and teaching management is the most fundamental condition for the development of Chinese teaching."<sup>7</sup> However, one of the biggest challenges facing Chinese language education in Pakistan is the shortage of full-time teachers who are specifically trained to teach Chinese for professional or occupational purposes. Most Chinese language instructors working in Pakistani universities and Confucius Institutes come from general language teaching backgrounds. They are often skilled in Mandarin and linguistics, but they lack the specialized knowledge needed to teach Chinese within specific vocational contexts. As a result, many teachers find themselves struggling to bridge the gap between language instruction and technical content. Preparing lessons becomes time-consuming and difficult, especially when teachers have to learn professional terms and concepts—such as those related to power plant operations, customs procedures, or business negotiations—on their own. This not only puts pressure on the teachers but also affects the overall quality and relevance of the instruction students receive. Studies have shown that despite the increasing demand for Chinese for Specific Purposes (CSP) education in Pakistan, teacher training programs still focus mostly on general Chinese, offering little exposure to Chinese for Specific Purposes -oriented content or teaching practice. Without a pool of professionally trained, full-time Chinese for Specific Purposes teachers, it becomes difficult to meet the real-world language needs of students aiming to work in CPEC-related sectors.

### **2. Chinese Teachers' Narrow Professional Knowledge**

In Pakistan, the shift from general Chinese language teaching to Chinese for Specific Purposes (CSP) has revealed significant gaps in teachers' professional knowledge structures. Many instructors currently involved in Chinese for Specific Purposes education come from backgrounds in Chinese language and literature, international Chinese education, English, or general education. While they may have strong linguistic capabilities, these teachers often lack sufficient vocational knowledge and practical experience in specialized fields such as engineering, trade, agriculture, or tourism—areas increasingly emphasized under the China–Pakistan Economic Corridor (CPEC). This shortfall limits their ability to effectively teach field-specific terminology and pragmatic communication skills necessary for learners preparing to work in technical or industry settings. As a result, Chinese for Specific Purposes classes frequently retain the general Chinese teaching approach and fail to fully reflect the needs of specific professional environments.

At the same time, professionals from technical or vocational sectors who may be asked to teach Chinese for specific purposes typically possess deep domain expertise but often lack training in Chinese language pedagogy, intercultural communication, and teaching methodologies

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<sup>7</sup> 刘珣.对外汉语教育学引论[M].北京:北京语言大学出版社,2000:409.

suitable for second language learners. This dual gap—linguistic for vocational experts and professional knowledge for language teachers—has created a fragmented instructional structure. The lack of integration between linguistic and vocational competencies diminishes the effectiveness of Chinese for Specific Purposes courses, making it difficult for students to acquire both the language and the professional communication skills required in real-world contexts.

Research from China, such as Wu Yongyi's insights, highlights similar challenges, proposing that the key to "Chinese + vocational skills" teaching is to enable learners in different professions to master the required professional knowledge and skills in Chinese, so that they can communicate in Chinese in specialized fields. The biggest obstacle encountered by ordinary international Chinese teachers in teaching "Chinese + vocational skills" courses is the lack of some specific professional knowledge<sup>8</sup>(Wu, 2023). In Pakistan, these concerns are echoed by local reports noting that Chinese language teachers often struggle to deliver relevant content in CPEC-linked training programs, particularly in areas like business, technical trades, and tourism<sup>9</sup>(Iqbal, J. 2023). The lack of teachers who are both linguistically competent and professionally specialized poses a serious challenge to the successful implementation of Chinese for Specific Purposes programs in the country. Addressing this issue requires the development of interdisciplinary training models that equip teachers with both vocational awareness and effective language teaching strategies..

### 3. Fragmented and Unstructured Chinese for Specific Purposes Teaching

In December 2023, the Chinese-Foreign Language Cooperation and Exchange Center of the Ministry of Education issued four professional Chinese standards, including the "International Chinese Tour Guide Professional Skill Level Standard", "International Chinese Pre-Learning Teacher Professional Skill Level Standard", "Information and Communication Technology Professional Chinese Proficiency Level Standard", and "Information and Communication Technology Marketing Personnel Chinese Proficiency Level Standard".<sup>10</sup> One of the most pressing issues is the scarcity of professional and field-specific teaching materials. While textbooks in business or basic Chinese are somewhat accessible, there is a clear gap when it comes to sectors like information technology, tourism services, or construction—industries that are central to CPEC. In many cases, teachers are forced to compile their own teaching resources using online materials or to collaborate informally with professionals from other fields to co-develop content. Unfortunately, these resources often lack the scientific rigor, coherence, and vocational relevance required for effective Chinese for Specific Purposes instruction.

Adding to the challenge is the fragmented nature of Chinese for Specific Purposes teaching across institutions in Pakistan. Most universities, vocational centers, and Confucius Institutes operate independently, with little to no coordination or shared guidelines. This lack of a unified teaching framework results in varied teaching quality, course progress, and learner outcomes across different institutions. While some programs might be experimenting with innovative approaches, others lag behind due to limited support and experience.

Moreover, because the concept of "Chinese + Vocational Skills" is still new in Pakistan, there are few, if any, historical models or institutional precedents to rely on. Teachers are expected to develop new content, strategies, and evaluation methods while simultaneously delivering

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<sup>8</sup> 吴勇毅,张丽萍,于艳.论“中文+职业技能”教材与国际中文教师转型及职业能力发展[J].海南师范大学学报(社会科学版),2023,36(05):66-76.

<sup>9</sup> Iqbal, J., & Masroor, F. (2023). The Chinese as an Emerging Linguistic Resource in the Education Sector of Pakistan. *Journal of Social Sciences Review*, 3(2), 315-326.

<sup>10</sup> 职业中文系列标准研发成果重磅发布[EB/OL].(2023-12-08)[2024-05-17].<http://www.chinese.cn/page/#/pcpage/article?id=1675&page=5>.

courses—often without adequate training or support. This exploratory, trial-and-error approach to Chinese for Specific Purposes teaching creates significant stress for educators and reduces overall teaching effectiveness. Chinese for Specific Purposes education in Pakistan suffers from a lack of structured teaching systems, standardized materials, and institutional collaboration. Without immediate efforts to develop context-specific syllabi, quality teaching resources, and coordinated national guidelines, it will be difficult to build a strong and sustainable Chinese for Specific Purposes teaching force to meet the growing demands under the CPEC framework. The study conducted by <sup>11</sup> Zhang (2016) also highlighted same challenges in Chinese context.

#### 4. Insufficient digital information literacy of teachers

Modern Chinese for Specific Purposes teaching requires digital tools, yet many teachers lack skills in AI-assisted instruction, online platforms, and virtual simulations. “In order to promote the national education digitalization strategic action and enhance teachers’ awareness, ability and responsibility to use digital technology to optimize, innovate and transform educational and teaching activities, the Ministry of Education studied and formulated the “Teacher Digital Literacy” standard in 2022”<sup>12</sup>. The “Teacher Digital Literacy” standard mentions the digital knowledge that teachers should have, and stipulates the digital literacy that future teachers should have from five dimensions: digital awareness, digital technology knowledge and skills, digital application, digital social responsibility, and professional development. International Chinese teachers are the promoters of international Chinese education. The “International Chinese Teacher Professional Competency Standards” issued by the <sup>13</sup> “Secretariat of the World Chinese Language Teaching Association” in 2022 also explain the digital capabilities that international Chinese teachers should have.

Special-purpose Chinese teaching has its own typical work scenes and communication occasions in various industries and fields. “This requires teachers to have a high ability to create teaching environments and communication occasions. In the actual teaching environment, Chinese teachers are required to be able to skillfully use immersive teaching methods or immersive intelligent digital teaching systems represented by VR technology to create typical communication scenes and work environments for students, helping learners to become familiar with the application discourse of work scenes and practice Chinese immersively.”<sup>14</sup> Combined with today’s smart education technology, Chinese teachers can directly use virtual simulation technology to create multi-modal, highly simulated language learning scenarios and create a teaching model with immersive cultural experience and interactive language communication activities as the core, so as to meet the foreign language learning requirements of “real language and cultural situation experience” and “repeated language communication practice”.<sup>15</sup>

In Pakistan, Chinese for Specific Purposes (CSP) teachers likewise face significant digital literacy challenges that mirror those across the national education sector. The Ministry of Education—through initiatives like DigiSkills.pk and e-Rozgaar—has begun to promote digital pipelines in vocational and general education, yet uptake among language instructors remains

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<sup>11</sup> 张黎. 专门用途汉语教学[M]. 北京: 北京语言大学出版社, 2016: 197.

<sup>12</sup> 教育部关于发布《教师数字素养》教育行业标准的通知 [EB/OL]. (2022-12-02)[2024-05-19]. 0214\_1044634.html.

<sup>13</sup> 《国际中文教师专业能力标准》正式发布. (2022). 中国语文(06), 746.

<sup>14</sup> 邓嘉琪, 吴成年, 乔宗文. “中文+职业教育”背景下高职院校国际中文教师角色面临的挑战与对策[J]. 延安职业技术学院学报, 2024, 38(01): 1-5.

<sup>15</sup> 外研在线助力教育部“人工智能助推教师队伍建设行动”北外实践[EB/OL]. (2021-10-08)[2024-05-19].

limited<sup>16</sup>. Studies during the COVID-19 period highlighted pervasive deficits in teachers' abilities to operate Zoom, Virtual Learning Systems like Moodle, and advanced digital conferencing tools<sup>17</sup>. This digital competence gap is particularly serious in Chinese for Specific Purposes contexts, where instructional content must replicate real-world vocational scenarios—requiring teachers to master scenario-based multimedia, online resource curation, and even industry-relevant simulations. Without structured digital professional development, Pakistani Chinese for Specific Purposes instructors cannot harness the full potential of immersive, multi-modal, and context-driven teaching.

### **3. Proposed Strategies for Chinese for Specific Purposes Teacher Development**

An analysis of the challenges faced by Chinese teachers engaged in teaching for specific purposes reveals that the responsibility for their training cannot rest solely with universities and colleges. Addressing this complex issue requires a more collaborative and coordinated approach involving multiple stakeholders. A joint effort—led by educational authorities and supported by schools, government bodies, industries, and enterprises—is essential to establish a sustainable and practical training model. By building such a collaborative framework, it becomes possible to create diverse and effective pathways for preparing professionals in international Chinese education, particularly in the area of Chinese for Specific Purposes. Only through the integration of resources across sectors and the implementation of a multi-pronged strategy can we truly develop well-rounded, interdisciplinary Chinese teachers equipped to meet the growing and specialized demands of this field. This approach is key to resolving the underlying shortage of qualified Chinese for Specific Purposes instructors.

#### **1. Systemic Curriculum Reform**

In Pakistan's CPEC-driven educational reforms, effective skill development begins with transforming curriculum design to mirror the specific vocational needs emerging from China–Pakistan cooperation. Drawing on successful models—such as the Smart Classroom project now active in 50 public universities and TVET institutes across Pakistan—Chinese for Specific Purposes educators can create specialized modules that blend language learning with industry-relevant content<sup>18</sup>. These modules should be informed by comprehensive needs assessments targeting sectors like engineering, agriculture, tourism, and trade, reflecting both Pakistani priorities and Chinese standards. For instance, the Pak–China Technical and Vocational Institute in Gwadar and the Huaneng Vocational and Technical College in Punjab offer bilingual technical instruction alongside hands-on training, providing a clear template for integrating language skills within a concrete vocational framework<sup>19</sup>. By analyzing labor-market demands and CPEC project requirements, Chinese for Specific Purposes -specific training can include targeted units on technical vocabulary, professional situational dialogues, and culturally contextualized case studies. This sector-oriented curriculum design ensures that teachers are equipped not only with linguistic expertise, but also with the vocational competence to deliver instruction that prepares learners for real-world roles in CPEC-associated industries.

#### **2. Optimize the training program and form a systematic training mechanism**

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<sup>16</sup> [https://en.wikipedia.org/wiki/DigiSkills.pk?utm\\_source=chatgpt.com](https://en.wikipedia.org/wiki/DigiSkills.pk?utm_source=chatgpt.com)

<sup>17</sup> Jamil, S., & Muschert, G. (2023). The COVID-19 Pandemic and E-Learning: The Digital Divide and Educational Crises in Pakistan's Universities. *American Behavioral Scientist*, 68(9), 1161-1179. <https://doi.org/10.1177/00027642231156779> (Original work published 2024)

<sup>18</sup> [https://cpecinfo.com/smart-classrooms-with-advanced-chinese-technology-to-invigorate-pakistans-education-system/?utm\\_source=chatgpt.com](https://cpecinfo.com/smart-classrooms-with-advanced-chinese-technology-to-invigorate-pakistans-education-system/?utm_source=chatgpt.com)

<sup>19</sup> [https://cpecnews.com/sino-pakistani-vocational-initiatives-propel-workforce-development-amid-human-capital-challenges/?utm\\_source=chatgpt.com](https://cpecnews.com/sino-pakistani-vocational-initiatives-propel-workforce-development-amid-human-capital-challenges/?utm_source=chatgpt.com)

In Pakistan, especially under the CPEC initiative, integrating vocational and language training into teacher preparation is gaining popularity—but the current model is still generalized and needs systematic enhancement. Drawing upon the establishment of the Huaneng Pakistan Vocational & Technical College in Sahiwal, which offers courses in Chinese alongside technical trades like welding and electrical work, we see valuable lessons for Chinese for Specific Purposes teacher development in Pakistan<sup>20</sup>. This approach—adding specialized Chinese language instruction to hands-on vocational programs—provides a practical template for Pakistani universities.

To implement this in Chinese teacher training, Pakistani institutions such as NUML, GCU Lahore, and NSU Islamabad could revise their curricula to include Chinese for Specific Purposes -specific pedagogy modules alongside electives in fields like energy, agriculture, tourism, and e-commerce. By partnering with vocational partners (for instance, Sahiwal's technical college or the Pak–China Technical & Vocational Institute in Gwadar) and the National Vocational & Technical Training Commission (NAVTTTC), universities can embed internships and co-taught classes. NAVTTTC's collaboration with Chinese partners to create “smart classrooms” and equip institutes is already underway, showing commitment to teacher training capacity<sup>21</sup>.

### 3. Interdisciplinary “1+X” Degree Model

Introducing a “1+X” second bachelor's degree model in Pakistan—where “1” represents a major in Chinese international education and “X” is a second, vocationally relevant qualification—can significantly strengthen teachers' interdisciplinary and professional readiness. Taking example from China's national pilot programs that award both an academic degree and vocational certificates<sup>22</sup> and Pakistan's emerging dual-degree programs under CPEC<sup>23</sup>, Pakistani universities—especially those active in CPEC vocational collaborations—should develop second-degree options linked to high-demand fields such as engineering, agriculture, IT, tourism, and trade.

Under this model, students would begin with a core focus on Chinese international education, then choose a second major aligned with their career interests. Structured coursework would equip them with both language pedagogy and specialized vocational knowledge—ensuring that Chinese for Specific Purposes teachers possess authentic industry understanding as well as strong teaching skills. This “1+X” pathway broadens the competence of Chinese teaching professionals, addresses the prevalent issue of narrow disciplinary knowledge, and enhances employability. Graduates would be well-positioned to teach Chinese for Specific Purposes in sectors critical to CPEC development, like technical English and Chinese in mining, agriculture, or infrastructure industries. Ultimately, this model fosters a robust, interdisciplinary teacher workforce equipped to meet both linguistic and vocational needs—contributing to a deeper, more skilled, and seamlessly integrated Chinese education system in Pakistan.

### 4. Institution–Industry Partnerships

To strengthen Chinese-for-Specific-Purposes (CSP) teacher capacity, Pakistani universities and training institutes can enter into formal partnerships with CPEC-linked enterprises—like energy parks, SEZs, and engineering consortia—in a structured way. For example, Confucius

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<sup>20</sup> [https://www.nation.com.pk/15-Apr-2025/pak-china-cooperation-brings-high-quality-technical-education-to-region?utm\\_source=chatgpt.com](https://www.nation.com.pk/15-Apr-2025/pak-china-cooperation-brings-high-quality-technical-education-to-region?utm_source=chatgpt.com)

<sup>21</sup> [https://pid.gov.pk/site/press\\_detail/14373?utm\\_source=chatgpt.com](https://pid.gov.pk/site/press_detail/14373?utm_source=chatgpt.com)

<sup>22</sup> [https://monitor.icef.com/2019/07/chinas-push-to-expand-vocational-education/?utm\\_source=chatgpt.com](https://monitor.icef.com/2019/07/chinas-push-to-expand-vocational-education/?utm_source=chatgpt.com)

<sup>23</sup> [https://cpecinfo.com/first-china-pakistan-dual-degree-program-to-launch-soon-dr-mukhtar-ahmed/?utm\\_source=chatgpt.com](https://cpecinfo.com/first-china-pakistan-dual-degree-program-to-launch-soon-dr-mukhtar-ahmed/?utm_source=chatgpt.com)

Institutes in universities (e.g., at Punjab University) could arrange short-term immersion for teachers within industrial settings, enabling them to learn workplace terminology and communication norms specific to sectors such as power generation, logistics, or railway engineering.

#### 4. Conclusion

The growing significance of the China–Pakistan Economic Corridor (CPEC) has brought new demands to Chinese language education in Pakistan—particularly in sectors that require language skills tailored to specific professional contexts. While this has opened up important opportunities, it has also highlighted major challenges in teacher preparation and capacity. The current teaching force, mostly trained in general Chinese, faces limitations in subject-specific knowledge, digital competence, and interdisciplinary teaching ability. These challenges not only affect teaching quality but also hinder the broader goal of aligning Chinese language education with Pakistan’s socio-economic development under CPEC.

To move forward, it is essential to rethink and redesign the training pathways for Chinese for Specific Purposes (CSP) educators. This involves creating more structured and locally relevant training programs, promoting digital literacy, encouraging cross-disciplinary qualifications like the “1+X” model, and developing deeper collaboration between educational institutions and industry partners. Such reforms will not only enhance the professionalism of Chinese for Specific Purposes teachers but also ensure that language education in Pakistan evolves to meet the real needs of learners, employers, and national development agendas. By investing in a skilled and future-ready teaching force, Pakistan can better integrate Chinese language education into its vocational and economic sectors, creating stronger bridges for cooperation, employment, and cultural exchange in the years to come.

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