Learning Chinese in Egyptian Universities: Challenges & Solutions

Noura Said Farrag Morsy

Ph.D. Student, Department of Linguistics and Applied Linguistics in Foreign Languages, College of Foreign Languages, Capital Normal University, China

Assistant lecturer, Chinese department, Faculty of Arts, Helwan University, Cairo, Egypt
nourasaidzh@gmail.com

دراسة التحديات والحلول لتعلم اللغة الصينية في الجامعات المصرية

المستخلص: مع استمرار عمق التبادلات الاقتصادية والثقافية بين الصين ومصر، جنباً إلى جنب مع الترويج النشط لمبادرة "الحزام والطريق" في مصر، تزايد الطلب على تعلم اللغة الصينية بشكل ملحوظ. وهذا النمو لا يُسهم فقط في تعميق التبادلات الثقافية الصينية-المصرية، ولكنه يؤدي أيضًا إلى زيادة التركيز على تعليم اللغة الصينية في مصر، حيث تقوم جامعات أكثر فأكثر بإنشاء أقسام للغة الصينية. ومع ذلك، في مواجهة الطلب المتزايد بسرعة على تعليم اللغة الصينية، يبدو أن تطوير مصر في البنية التحتية التعليمية والاستعدادات الأولية لا تزال لا تلبي بشكل كامل التحديات التي أوجدها هذا الاتجاه. تهدف هذه الدراسة من خلال مراقبة متعمقة للحالة الراهنة لتعليم اللغة الصينية في مصر ومقابلات مع بعض معلمي اللغة الصينية المحليين إلى كشف هذه التحديات واستكشاف الحلول الفعّالة، وكذلك كيفية تحسين جودة التعليم وتعزيز دافعية الطلاب للتعلم من خلال الاستفادة من الموارد المحدودة. من خلال اقتراح استراتيجيات محددة وعملية، تأمل هذه الدراسة في توفير مراجع ورؤى قيّمة لتحسين وتطوير تعليم اللغة الصينية في مصر.

الكلمات المفتاحية: اللغة الصينية؛ المعلمين المصريين؛ التحديات؛ الحلول

Abstract: China's growing economic and cultural influence in Egypt, particularly through the Belt and Road Initiative, is driving a surge in interest in learning Chinese. This growth not only facilitates the deepening of Sino-Egyptian cultural exchanges but also leads to an increasing emphasis on Chinese language education in Egypt, with more and more universities establishing Chinese language departments. While interest in Chinese soars, Egypt's educational resources and initial teacher training haven't fully caught up to meet the challenges this trend presents. This study, through an in-depth observation of the current state of Chinese language education in Egypt and interviews with some local Chinese language teachers, aims to uncover these challenges and explore effective solutions. By addressing the Egyptian learning environment and resource limitations, we aim to develop effective teaching strategies that keep students engaged. By proposing specific and practical strategies, this paper hopes to provide valuable references and insights for the improvement and development of Chinese language education in Egypt.

Keywords: Chinese Language, Egyptian teachers, Challenges, Solutions

Introduction

As one of the largest and most influential Arab countries in the Middle East, Egypt plays a crucial role in the dissemination and promotion of Chinese language education. Since the establishment of diplomatic relations between Egypt and China in 1956, the two countries have continuously strengthened their exchanges and cooperation in multiple fields such as politics, economy, and culture, creating favorable conditions for the popularization of Chinese language education in Egypt. The history of Chinese language teaching in Egypt is long-standing, with Chinese departments established as early as the 1950s. Ain Shams University was among the first Egyptian universities to offer a Chinese department. With the increasing number of students learning Chinese, Cairo University, Al-Azhar University, and Suez Canal University also subsequently established their own Chinese departments.

China's economic ascension and expanding international presence have elevated Chinese as a key language of global communication. This trend is mirrored in Egypt, where Chinese language learning is experiencing a significant upswing. Over the past decade, Chinese education in Egypt has made significant progress. According to statistics from the Confucius Institute, Egypt now has four Confucius Institutes located at Cairo University, Suez Canal University, Ain Shams University, and Alexandria University, along with two Confucius Classrooms at Luxor University and Nile Thematic Channel[1]. Similarly, some Egyptian private universities, like Badr University in Cairo have established Chinese language departments, and nearly 10 universities offering Chinese departments or courses, such as Alexandria University, Helwan University, Fayoum University, Suez University, Port Said University, Beni-Suef University, Kafr El Sheikh University, Tanta University, Aswan University, and Benha University. In 2024, Mansoura University is also set to open a Chinese department. A surging interest in Chinese language and culture is sweeping across Egypt, paving the way for a flourishing Chinese language education sector.

---

[1] Confucius institute website: https://ci.cn/qqwl

Currently, research on local Chinese language teaching in Egypt has drawn considerable attention from linguists, encompassing a rich variety of topics and offering deep insights from various perspectives. However, over the past decade, scholars have primarily focused on two areas: first, studies on Chinese language teaching, such as those by Deng Yike (2020), Wang Rui (2021), and Xie Danni (2022); and second, research on Egyptian learners, including Zeng Xiaowan's (2017) "Investigation Study on the Motivation of Egyptian University Students Learning Chinese – A Case Study of Ain Shams University". Research specifically addressing the teaching conditions of local Chinese language teachers in Egypt is less common. Existing studies mainly include Xi Xia Mu's (2013) discussion on the training of local Chinese language teachers in Egypt, Fu Lin bi yun's (2021) analysis of the teaching skills problems of Egyptian teachers in Chinese language skills competitions, and Eman hassan's (2021) "Study on the Teaching Characteristics and Effectiveness of Chinese Teachers in Egypt from the Perspective of Chinese Learners in Egypt." The current research landscape lacks in-depth investigation into the challenges faced by local teachers in Chinese language teaching.

In conclusion, previous research has not fully addressed the challenges faced by local Egyptian Chinese language teachers. However, with the rapid development of Chinese language education in Egypt, paying attention to the issues encountered by local teachers during the Chinese teaching process has become particularly important. Conducting research and discussions in this area is of significant importance for enhancing the quality and effectiveness of Chinese language education in Egypt.

1. Main Challenges Faced by Egyptian Teachers in Chinese Language Teaching

As globalization accelerates and China's international status rises, Chinese, one of the most spoken languages in the world, has attracted learners from all over the globe. As an important country in the Middle East and Africa, Egypt has shown a keen interest in Chinese language education. However, several roadblocks hinder the growth of Chinese language

education in Egypt and limit student learning outcomes. These challenges are primarily manifested in the following aspects:

1.1 Insufficient Teaching Resources

The foremost problem faced by Chinese language teachers in Egypt is the severe shortage of teaching resources. Many schools suffer from a long-term lack of suitable textbooks and teaching facilities, such as Chinese language textbooks, reference books, courseware, multimedia classrooms, and language laboratories, etc. This makes it difficult for Egyptian teachers to access the latest Chinese teaching materials and guidebooks, and students also struggle to purchase textbooks that suit their levels, significantly affecting the popularization and development of Chinese language teaching in Egypt. In the process of lesson preparation and teaching, local teachers in Egypt need to use teaching PowerPoint presentations, workbooks, reference books, and other resources, which are generally difficult to acquire in Egypt and often need to be imported from abroad or purchased through different channels. Additionally, universities in Egypt are unable to provide high-cost learning resources.

1.1.1 Textbook Issues

For many years, Egypt has lacked high-quality Chinese language textbooks and teaching aids, especially materials that cater to the learning habits and cultural backgrounds of local students. Although there are some Chinese language textbooks designed for non-native speakers available on the market, most of these materials are primarily suitable for learners with an English-speaking background. For Egyptian students, whose mother tongue is Arabic, these textbooks present considerable challenges in terms of language translation and cultural background interpretation. Moreover, Egypt lacks teaching resources that integrate with local culture, making it difficult for students to experience language assimilation and emotional resonance during the learning process, as evidenced by the following issues:

1. Generalization of Textbooks: Some textbooks in Egypt are overly generalized and do not align with the individualized needs of students. They fail to consider students' personal characteristics and learning styles, making

it hard to meet the specific language learning needs of different educational targets.

2. Lack of Localized Language Textbooks: Effective textbooks should closely align with students' real needs and learning characteristics. Compared to international languages like English, Chinese teaching resources in Egypt, including textbooks, teaching aids, and professional training, are relatively scarce. Most teachers rely on original textbooks imported from China, which often do not fully meet the learning needs of Egyptian students. Many textbooks use English as the medium of instruction, which is not suitable for Arabic-speaking students with weak English skills. Even when some textbooks are translated into Arabic, there are often many errors in expression.

3. Cross-Cultural Conflict Issues: Original Chinese textbooks often do not consider the actual social conditions of Egypt, containing content that may not align with Egyptian cultural norms and values, and sometimes even touching on private and sensitive topics within Egyptian society. The differences in cultural backgrounds, ways of thinking, and values can impact Egyptian learners' understanding and application of the language. Chinese language teachers in Egypt have expressed their concerns and challenges on this matter:

> The use of original Chinese textbooks often includes content that does not conform to Egyptian local customs and values and may even broach private and sensitive topics. For example, many Muslim students expressed opposition when discussing the ancient Chinese myth of 'Nü wa creating humans,' as the story does not correspond with Islamic teachings.

Cross-cultural conflicts faced by Chinese language teachers in Egypt due to mismatches between original Chinese textbooks and Egyptian cultural norms. The textbooks often overlook Egypt's social realities and may touch upon sensitive topics, creating challenges for both teachers and students.

The example of Muslim students objecting to the ancient Chinese myth of 'Nü wa creating humans' illustrates the clash between Chinese cultural content and Islamic teachings. Such instances highlight the importance of

considering local customs and values when designing language curricula, as cultural sensitivity is crucial for effective teaching and learning. These cross-cultural issues underscore the need for culturally responsive pedagogy in language education. Teachers must navigate differences in cultural backgrounds, ways of thinking, and values to ensure that learning materials are relevant and respectful. By addressing these concerns, educators can promote better understanding and appreciation of both Chinese language and culture among Egyptian learners.

4. Outdated Textbooks: Due to the rapid development and changes in the Chinese language, some textbooks have not been updated timely with the latest vocabulary, phrases, and usages, causing students to feel unfamiliar with practical applications. This is particularly true for the lack of the latest technological terms or internet slang, which can lead to misunderstandings in communication with Chinese speakers.

5. Neglect of Chinese Cultural Background: By neglecting to integrate Chinese cultural context, some textbooks overlook a valuable opportunity to deepen students' understanding of the language and foster intercultural awareness. They do not provide enough background knowledge to help students understand the cultural connotations of the Chinese language. For example, Egyptian students may not understand the cultural background of Chinese festival greetings, leading to the use of inappropriate Chinese expressions (such as "Happy Qingming Festival" 清明节快乐), which can cause embarrassment.

1.1.2 Multimedia Resources Issue

In today's era of advancing information technology and modern education, educational technology has become a key factor in improving teaching quality globally. Traditional educational concepts and methods are gradually being replaced by new models of digitalization and networking, forming a new educational ecosystem based on the Internet. Yet, Chinese language teaching in Egypt lags notably behind in technological advancements. The dearth of online teaching resources and inadequate investment in information technology infrastructure by educational institutions severely hinder the progress of digital integration in this field.

This not only affects the teaching efficiency of teachers but also impacts the learning experience of students, limiting their opportunities to engage with the Chinese language environment. A teacher teaching Chinese in Egypt shared her experience of technological problems:

> Our school has very limited language labs, which are usually only available to us during listening classes. Since other language departments also need to use these rooms, we can't use them for teaching grammar and texts. Most of the time, I can only teach with a whiteboard. Although sometimes I try to use my own computer or smartphone to play some teaching materials, the effect is far from what professional equipment could achieve.

This teacher's experience highlights the technological obstacles encountered in the development of Chinese language education in Egypt. It also reflects the urgent need among teachers and students for better teaching resources and facilities. To enhance teaching quality and learning outcomes, the field of Chinese language education in Egypt needs more investment and innovation in educational technology, making the teaching and learning process more efficient and modern.

In China, there is a high emphasis on the application of multimedia technology in Chinese language teaching, where teachers commonly use a variety of media tools in the classroom. In contrast, current teaching methods and multimedia teaching in Egypt are relatively primitive. There is a severe shortage of language labs, and students typically only use the language lab during listening classes. Other courses rely solely on textbooks, blackboards, and other traditional teaching tools, causing inconvenience for teachers and making it difficult to provide rich teaching content and diverse learning resources. As a result, the quality and effectiveness of teaching are hard to satisfy fully. When teaching Chinese vocabulary, teachers can only rely on traditional paper vocabulary cards, unable to offer more vivid and diverse vocabulary teaching resources. This may make it difficult and tedious for students to memorize and grasp vocabulary, affecting their learning interest and motivation. In the absence of multimedia resources, teachers may encounter the following difficulties in teaching:

1. Limited Presentation of Teaching Content: The lack of multimedia resources prevents teachers from intuitively presenting and explaining teaching content through images, videos, and other forms. A Chinese language teacher mentioned:

> In the process of teaching Chinese character writing, the absence of animation or video resources to demonstrate the order and structure of strokes means I can only rely on verbal explanations and blackboard demonstrations. This method struggles to capture students' attention and is not as effective as multimedia teaching.

The teacher notes that without animations or videos to demonstrate Chinese character writing, they must rely on verbal explanations and traditional blackboard demonstrations. This method, while traditional, often fails to engage students fully or cater to various learning styles. Educational research supports the use of multimedia in learning, as it can provide visual and auditory information simultaneously, enhancing understanding and retention. The Cognitive Theory of Multimedia Learning suggests that integrating words with pictures is more effective than using words alone. The absence of multimedia tools in teaching Chinese characters highlights the need for educational environments to embrace technology. This would not only make learning more engaging and effective but also support diverse learning preferences and needs.

2. Reduced Visual Stimulation for Students: Multimedia resources can provide rich visual stimuli, sparking students' interest and attention. Without these resources, learning may become monotonous and boring for students, leading to resistance to the teaching content. For instance, in learning Chinese characters, students only see the teacher writing on the blackboard without actively participating, lacking engagement and fun in learning.

3. Limited Assessment of Teaching Effectiveness: Multimedia resources offer more intuitive and specific ways to assess teaching effectiveness, such as quizzes and interactive answering. Without these resources, it might be difficult for teachers to accurately assess students' learning situations and mastery levels. For example, in teaching Chinese grammar, teachers cannot

use multimedia tools for grammar exercises and tests but must rely on oral questioning or written homework.

Despite these challenges, teachers can still offer a variety of teaching content and learning experiences by employing creative teaching methods and making the most of available resources, endeavoring to mitigate the effects of technological constraints.

1.2 The Problem of Lack of Learning Motivation Among Chinese Learners in Egypt

In the process of teaching Chinese, teachers in Egypt often face various difficulties and problems, one of which is the lack of student motivation, largely due to a shortage of teaching resources. When students lack interest and motivation in learning, they may show reluctance to participate in classroom activities, lack of enthusiasm, and poor learning efficiency. In an interview, a teacher expressed, "One of the main challenges we face is how to create a learning environment that is both interesting and effective under limited resources. Students often find learning Chinese to be dull and difficult to persist in, due to a lack of engaging learning materials and opportunities for practice." We believe that, in addition to this reason, there are several other reasons for the lack of student motivation, which include:

1. Unclear Learning Goals: Some students have unclear purposes for learning Chinese, lacking sustained motivation and interest. Without clear learning objectives, they may feel lost and directionless, not knowing why they are learning Chinese or lacking specific goals to measure their progress. In such cases, learners lack the motivation to continue learning. As one teacher mentioned in the interview, there are students with unclear learning objectives; they do not know why they are studying Chinese. Some are only focused on passing exams and concentrate solely on examination preparation.

2. Inappropriate Learning Methods: If learners adopt learning methods that are not suitable for them, they may find their progress slow. When unable to understand the content in textbooks, they may feel confused and frustrated, gradually losing interest and motivation to learn.

3. Lack of Interest: A Chinese language teacher shared her concerns and observations on students' attitudes toward learning:

> I've found that despite my efforts to enrich the course content and make it enjoyable, some students still show a lack of desire to attend classes, clearly lacking interest in learning Chinese. They often view learning Chinese as a burden, especially when the content of the course doesn't align with their interests and hobbies. This lack of motivation is a significant challenge for me because no matter how innovative the teaching methods are, if the students lack internal interest, it's hard for them to engage in learning. I've started to realize that in addition to teaching language knowledge, stimulating students' interest in learning and finding teaching points that connect with their hobbies are equally important. This is a problem that requires deep reflection and the search for solutions on our part as teachers.

The teacher observes that despite efforts to make lessons enjoyable, some students view learning Chinese as a burden, not aligning with their interests. This reflects the importance of intrinsic motivation, where students engage in learning for enjoyment rather than external rewards. Educational theories suggest that learning improves when connected to students' personal interests. Thus, integrating students' hobbies and interests into the curriculum could enhance engagement. The teacher emphasizes the need for educators to deeply reflect and innovate to overcome these motivational challenges, suggesting a shift towards more personalized learning approaches.

4. Poor Learning Environment: If learners find themselves in an environment that doesn't stimulate their motivation to learn, such as a lack of opportunities for interaction and the absence of engaging learning activities, this can lead to a loss of interest and motivation in learning. Discussing the impact of the learning environment on students' attitudes, a Chinese language teacher shared their observations and thoughts deeply:

> We often overlook the importance of the learning environment on students' motivation. In an environment lacking opportunities for interaction and attractive learning activities, I've seen the frustration and helplessness in students' faces. They quickly lose their interest and

motivation to learn Chinese, viewing learning as a task that must be completed, rather than an enjoyable and exploratory process. This sentiment not only affects their learning efficiency but also hinders their progress in the language learning journey.

It's noteworthy that Chinese language teachers in Egypt only have a few hours of teaching time each week, leaving students with limited time and topics for practicing Chinese on campus. When there's no language learning environment or a lack of motivation, students outside of school will communicate in their native language, not practicing Chinese, making it challenging for teachers to assess their proficiency in Chinese communication skills. This poses a challenge for teachers without a background in the Chinese language.

5. Sense of Frustration: Learners can easily feel frustrated and helpless when they encounter difficulties, thinking they can't overcome challenges or that learning Chinese is too difficult, leading to a loss of confidence and motivation. Discussing the sense of frustration learners experience when facing challenges, a seasoned Chinese language teacher offered deep insights and advice: "Indeed, when students encounter difficulties in the learning process, they can easily feel frustrated and helpless. If this sense of frustration is not properly addressed, it can not only cause them to lose confidence in learning Chinese but might even lead to a complete loss of motivation. As teachers, our task is not only to impart language knowledge but more importantly, to guide students on how to face and overcome these challenges."

The teacher continued to explain:

I often tell my students that learning any language is a process of gradual exploration and progress, and challenges are inevitable. The important thing is to learn from each failure, as every setback is a step forward. To help students overcome their sense of frustration, I regularly hold one-on-one tutoring sessions to discuss their specific problems and provide personalized solutions. At the same time, I also encourage students to engage in peer learning, sharing their own learning experiences and coping strategies.

This emphasizes that frustration can lead students to experience a loss of confidence and motivation. The teacher's role extends beyond merely imparting language knowledge; they must also guide students in navigating and overcoming challenges.

6. Lack of Pre knowledge of the Difficulty Level of Chinese: Many Egyptian students, before deciding to learn Chinese, do not have a sufficient understanding of the difficulty level of the language. They are unclear about how much time and effort mastering this language requires. Given that the structural composition of Chinese significantly differs from the languages they are familiar with, the time and energy needed to learn it often far exceed that required for other languages.

A Chinese language teacher commented on this phenomenon and shared their views on students' attitudes: "The number of students learning Chinese is increasing, many of whom are influenced by the popularity of Chinese. They have a lot of enthusiasm for learning Chinese but often overlook the actual difficulties faced in learning the language. When they encounter real learning challenges, some students may feel frustrated due to a lack of sufficient psychological preparation. This feeling can affect their motivation to continue learning." Through the teacher's words, we can see that correct expectations and sustained motivation are key for students to successfully learn Chinese.

These elements are commonly found among Chinese learners in Egypt. It indeed poses some difficulty for teachers, especially in solving these problems without multimedia teaching resources, but it is not impossible.

Facing these challenges, even in the absence of multimedia teaching resources, teachers can take measures to stimulate students' learning motivation and interest. This includes setting clear learning objectives, providing appropriate learning methods, increasing the interestingness of the curriculum, creating a better learning environment, encouraging students to face challenges, providing more opportunities for practical exercises, and clearly introducing the long-term value of learning Chinese and the effort required. Through these strategies, teachers can help students overcome difficulties in learning, enhancing their enthusiasm and efficiency in learning.

1.3 Constraints on Teachers' Professional Development

The professional development of Chinese language teachers in Egypt is constrained in several key areas:

1. Lack of High-Quality Training Opportunities: The absence of opportunities for systematic and high-level training is a significant challenge for Chinese language teachers in Egypt. This lack of opportunity directly impacts their ability to improve teaching methods and capabilities. Due to the scarcity of professional training and certification in Chinese language teaching, many local teachers exhibit considerable deficiencies in pedagogical knowledge and teaching methodologies.

During an interview with a Chinese language teacher, they shared their personal experiences and feelings:

> I was 23 when I first started teaching Chinese, and I was completely clueless about how to teach students, which made me very nervous. I believe things would have been much different if I had received some formal training at that time." From this teacher's words, we can see how crucial professional training is for teachers. It not only helps them teach more effectively but also boosts their confidence and enthusiasm for teaching.

Furthermore, other teachers expressed similar views, emphasizing the key role of professional training in enhancing teaching quality and personal development. They commonly believe that by participating in high-quality training programs, teachers can gain access to more teaching resources, learn more effective teaching strategies, and thereby better meet the learning needs of their students.

2. Insufficient Theoretical Knowledge: Most Chinese language teachers have not undergone training in pedagogical theory, and the majority are not graduates of Chinese as a Foreign Language education programs. This results in significant gaps in their teaching skills, such as not knowing how to prepare for classes or develop teaching plans. The teaching process often lacks planning and systemization, as well as effective classroom management

and course design capabilities. During an interview with a Chinese language teacher, they offered a profound insight into the situation:

> Many of us teach based on our love for Chinese and personal learning experiences, but this is far from sufficient. Without systematic training and support from theoretical knowledge, it's difficult for us to effectively plan courses and meet students' learning needs.

Furthermore, some teachers mentioned that although they are eager to enhance their teaching abilities, they lack the means and resources to achieve this goal. They believe that increasing opportunities for professional development, especially training in teaching methods and theoretical knowledge, is crucial for improving the quality of teaching.

3. Lack of Teaching Experience: In comparison, many young Egyptian Chinese language teachers are particularly deficient in teaching experience, including in educational cultivation, professional knowledge, as well as teaching methods and skills. A qualified Chinese language teacher should be able to communicate with students of different language levels, understand the language problems they may encounter, and be able to develop personalized teaching plans based on student needs. Therefore, local Chinese language teachers in Egypt must learn how to interact with students of various backgrounds and language abilities, while also possessing a wealth of teaching experience and cognitive abilities to adjust teaching methods according to the needs and levels of students, better meeting their learning requirements.

In a discussion with a young Chinese language teacher, they shared their feelings:

> As a newcomer to teaching, I found that the biggest challenge isn't the language itself, but how to effectively convey knowledge and establish a good interactive relationship with students. I realized that accumulating teaching experience is crucial for understanding students' needs and adjusting teaching strategies.

Additionally, some teachers emphasized the importance of continuous learning and professional development. They believe that by participating in workshops, seminars, and other forms of training, they can gradually improve their teaching methods and skills, thus better addressing the challenges in teaching.

2. Solutions to the Challenges of Chinese Language Teaching in Egypt

2.1 How to Address the Issue of Limited Teaching Resources

To tackle the problem of insufficient teaching resources, it's essential to enhance the compilation and updating of local Chinese language textbooks. High-quality teaching materials are a crucial element of language learning, especially in Chinese language education, where selecting textbooks that align with students' actual situations is vital. To achieve optimal teaching outcomes, teachers need to objectively assess the suitability of teaching materials while deeply understanding the students' learning backgrounds, needs, and ability levels.

1. Developing Student-Centric Teaching Materials: Teaching materials should be updated based on students' interests, cultural backgrounds, and learning objectives. This includes expanding vocabulary lists, designing various practical exercises, and introducing engaging learning content. For instance, providing topics of interest in the Chinese spoken language and role-playing activities can effectively stimulate students' interest and participation.

2. Localization and Cultural Adaptation of Teaching Materials: For content in teaching materials that involves cultural sensitivity, teachers need to make appropriate adjustments to ensure the content aligns with students' cultural backgrounds. This not only helps students better accept and understand the textbook content but also promotes efficiency and interest in learning Chinese. Additionally, the localization of teaching materials aids students in more quickly mastering and memorizing new knowledge. A teacher mentioned:

We need to be more careful. When selecting teaching materials and designing course content, we must consider students' cultural backgrounds and values. Sometimes, we may need to appropriately adjust the materials or skip some sensitive content. At the same time, this can also be seen as a teaching opportunity to discuss differences between cultures and educate students on how to understand and accept different views while respecting their own.

Cultural adaptation of teaching materials is crucial for connecting with students and boosting their interest in learning Chinese. By tailoring content to their cultural backgrounds, teachers promote better understanding and acceptance. This approach also improves learning efficiency and facilitates quicker mastery of new knowledge. It's important for educators to carefully select and design course materials, respecting cultural sensitivities and promoting cross-cultural discussions. This fosters inclusivity and mutual understanding among students while enhancing the effectiveness of Chinese language education.

3. Regular Updating of Teaching Materials: Teaching materials should be updated regularly to incorporate emerging grammatical phenomena, the latest Chinese vocabulary usage, and culturally relevant content. Although Egyptian teachers may not have many opportunities to modify textbooks, they can introduce new vocabulary and expressions related to technology and societal developments, such as "WeChat red envelopes 红包, "scrolling the videos刷视频", "scan face刷脸", as well as some new internet words, such as "打call " which means to support someone and 666 which means great, "躺平 which means lay in the bed and give up on everything . Then, they can have students create sentences with these terms, helping students understand and use the latest Chinese vocabulary.

4. Adding Culturally Relevant Content: The design of teaching materials should place greater emphasis on introducing Chinese culture, including traditional festivals, folk culture, customs, and societal norms, allowing students to deeply understand China's cultural traditions and social customs while learning the language. Materials can provide information on the origins of festivals, celebration methods, traditional etiquette, and related folklore. If

specific materials are not available, teachers should find ways to introduce some festival greetings, etc., to students. When introducing Chinese festivals, teachers can use images, gestures, and expressions for contextual teaching to explain the meanings of Chinese vocabulary in materials written in English.

5. Practicality and Personalized Teaching: Addressing the issues with teaching materials also requires a focus on their practicality and adaptation to students' individualized needs. The design of teaching materials should pay more attention to aligning with the learning characteristics and actual needs of Egyptian students. Teachers should adjust teaching methods and content based on the specific situations of students, increase oral and listening practice, provide more conversation examples relevant to real life, regularly update the content of teaching materials, and improve teaching quality.

Overall, although there are some issues with the current Chinese teaching materials, through flexible responses and active adjustments by teachers, the applicability and teaching effectiveness of the materials can be significantly enhanced. Compared to the content of the materials, teachers' ability to discern and adapt is more important, as it can largely ensure that the materials meet the actual needs of students and fulfill teaching objectives, achieving the best possible teaching outcomes. Moreover, solving the issues with Chinese teaching materials requires attention to practicality, cultural background, opportunities for practice, individualized teaching, and timely updates. By adding examples of daily conversations and oral expressions, incorporating content related to Chinese culture, providing more oral and listening practice, adding optional activities and exercises, and regularly updating materials, students can be better supported in learning and applying Chinese, thereby enhancing their learning progress.

2.2 How to Implement Teaching Without Multimedia Resources:

In teaching environments lacking multimedia resources, teachers need to rely on creative methods and traditional tools to foster student learning and engagement. Here are some specific strategies and methods aimed at overcoming resource limitations while enhancing teaching effectiveness:

1. Creation and Use of Handmade Teaching Aids: By using simple materials such as paper, cards, and magnets to create teaching tools like Chinese character cards and word puzzles, teachers can effectively increase the interest and interactivity of the classroom. These handmade aids not only help students deepen their memory of characters and vocabulary but also reinforce learning effects through the combination of visual and tactile experiences. The use of handmade teaching aids can assist students in better understanding and memorizing Chinese characters and words.

2. Effective Use of Whiteboards: Traditional blackboards and whiteboards remain powerful tools for displaying teaching content. Teachers can visually present Chinese characters, grammatical structures, and key concepts through writing and drawing. Furthermore, teachers can use colored chalk or whiteboard markers to highlight important content and key information, drawing students' attention and aiding their differentiation and memorization of teaching points.

3. Utilizing Oral Explanations and Demonstrations: In the absence of audiovisual materials, teachers' oral explanations and demonstrations become the primary means of conveying knowledge. For example, when teaching Chinese character writing, teachers can explain each stroke's order and structure in detail through vivid narration and precise demonstration, effectively guiding students to understand and master complex concepts. In teaching Chinese grammar, teachers can clarify grammatical rules and usage through reading and analyzing example sentences.

4. Designing Classroom Activities and Games: Teachers can design various classroom activities and games to increase student engagement and enthusiasm. By organizing activities and games such as Chinese character relays, role-playing, and language contests, teachers can stimulate students' interest in learning. These activities not only make the learning process more dynamic and fun but also promote interaction and communication among students, helping them apply what they have learned in practice.

5. Encouraging Classroom Interaction and Discussion: Teachers should encourage students to actively speak, ask questions, and participate in discussions during class. This interaction not only enlivens the classroom

atmosphere but also helps teachers understand students' learning progress and difficulties, enabling targeted guidance and assistance.

Despite the limitations of insufficient multimedia resources, the above methods still allow teachers to create a diverse range of teaching content and learning resources, enhancing students' learning outcomes and experiences. Additionally, teachers can encourage active participation in classroom discussions and interactions, asking and answering questions to increase classroom dynamism and interactivity. Through teachers' initiative and creativity, Chinese language teaching can still achieve positive results. The key lies in teachers' innovative thinking and deep understanding of students' learning needs, as well as how to make the best use of available resources to create optimal learning experiences.

2.3 How to Solve Problems Faced by Chinese Language Learners

A common issue among Egyptian Chinese language learners is a lack of motivation. In the absence of multimedia teaching resources, Egyptian teachers can overcome this challenge and enhance students' learning motivation and effectiveness through the following methods:

1. Creating a Positive Learning Atmosphere: Teachers can foster a positive learning environment in the classroom, encouraging student participation in discussions and interactions. They can use interesting teaching materials and tools to attract students' attention and interest. For university students who may not know each other, teachers can use group games or discussions, assigning groups randomly or by drawing lots, to help students connect, increase interactions, and enliven the classroom atmosphere.

2. Personalized Learning Tasks: Tailoring learning tasks to students' interests and needs can boost their motivation. For instance, if students are interested in music, they could be tasked with writing an article in Chinese about their favorite Chinese song, thereby increasing their motivation and engagement.

3. Creating Interactive and Practical Teaching Scenarios: Teachers can design interactive and practical learning activities, such as role-playing and

situational simulations, selecting different teaching strategies based on students' levels and characteristics. Implementing differentiated instruction according to students' Chinese proficiency ensures that all students can make progress at their current levels, avoiding the frustration that comes with overly challenging tasks. Activities like role-playing or group discussions during text learning and incorporating games and at-home tasks like watching videos or cooking a Chinese dish for the next class discussion can make learning more interactive and practical. Establishing interactive and practical learning scenarios is an effective way to enhance student motivation, allowing them to apply their knowledge in real-life contexts, making learning more enjoyable and motivating.

4. Providing Positive Feedback and Rewards: Offering positive feedback and appropriate rewards for students' progress and efforts can enhance their sense of achievement and confidence. Timely and positive reinforcement is crucial for motivating students to continue their efforts. Recognizing every student's achievement, through gestures, eye contact, and verbal praise, encourages them to actively participate in learning Chinese.

5. Building Strong Teacher-Student Relationships: Establishing a good relationship with students, providing support and assistance, caring about their progress, and helping them overcome learning difficulties are key. Sharing personal learning experiences and strategies for overcoming a lack of motivation can also inspire students.

6. Reducing Students' Anxiety: Many students may be reluctant to speak due to fear of making mistakes or being judged. Teachers should boost students' confidence and patiently encourage them to speak up, reminding them that making mistakes is a natural part of language learning.

7. Incorporating Cultural Elements: Adding cultural elements to language teaching can also motivate students. Integrating Chinese cultural knowledge, such as traditional festivals and historical stories, into lessons and organizing cultural activities can deepen students' understanding and interest in learning Chinese.

8. Creating a Positive Classroom Atmosphere: A positive classroom atmosphere can enhance teaching and learning outcomes. Discussing humorous topics or interesting social phenomena during breaks can lighten the mood and reduce learning pressure.

9. Providing Practice Opportunities: Organizing language practice activities, like field trips or exhibitions, offers a more authentic and culturally relevant language environment. Encouraging students to continue exploring outside class, such as reading Chinese books or watching videos, helps them build independent learning habits.

10. Setting Specific and Achievable Learning Goals: Working with students to establish short-term and long-term goals that are specific, measurable, and suitable for their ability levels can give them a clear direction and sense of accomplishment, enhancing their stability and persistence in learning Chinese.

In summary, when faced with students' lack of motivation, Chinese language teachers can adopt various methods such as creating a positive learning atmosphere, designing personalized tasks, providing positive feedback, building strong relationships, leveraging technology, and incorporating cultural elements. These approaches can stimulate students' interest and motivation, helping them learn Chinese more effectively. Even with limited resources, these strategies can promote progress and interest in Chinese learning. Through creative use of existing resources and methods, teachers can overcome the challenge of insufficient multimedia resources, providing an effective and motivational learning environment.

2.4 How to Enhance Teacher Qualifications

Improving teacher qualifications is crucial for enhancing teaching quality and student learning outcomes. For Chinese language teachers, mastering basic language teaching skills is necessary, but it is also important to possess cross-cultural communication capabilities and continually innovate teaching methods. Here are some strategies and methods for improving teacher qualifications:

1. Teaching Capacity Training: Local Chinese language teachers in Egypt generally lack teaching experience. The development history of modern Chinese language teaching in Egypt is relatively short, and local teachers lack systematic and professional training in teaching methods and capabilities. Therefore, the Egyptian government and university departments should highly prioritize the training of local teachers' Chinese teaching capabilities and take effective measures to enhance their teaching ability and effectiveness. Local teachers should actively participate in training classes related to language knowledge and teaching methods. Some teachers may feel their extensive teaching experience negates the need for further training. This mindset and attitude must change, as language and teaching methods are continuously evolving. Training not only broadens perspectives and introduces new teaching methods and language cultural knowledge but is also an important way for Chinese teachers to improve their professional ability and an effective method to solve problems in daily classroom teaching. At the same time, the systematic and necessary nature of training must also be emphasized. Pre-job training and internships can help teachers enter their roles more quickly and improve their teaching abilities. Teachers should be encouraged to regularly participate in professional development courses and academic seminars, not limited to language teaching methods but also including curriculum design, student assessment, the use of multimedia teaching tools, cross-cultural communication, and more. These trainings help teachers understand the latest teaching theories and practices, enhancing their professional capabilities.

2. Enhancement of Professional Competence: Professional competence encompasses many aspects, but enriching one's professional skills, including teaching methods and techniques, textbook selection, and teaching resource development, should be a priority. Local Chinese language teachers in Egypt face daily challenges and may encounter unfamiliar words or questions that are difficult to answer, thus requiring a reserve of various knowledge for teaching. Besides training, local teachers can also acquire new knowledge through self-learning, continuously enhancing their professional competence. Teachers, whether new or experienced, must continually update their knowledge and skills to meet the language teaching demands of the new era and environment. Beyond classroom teaching, local teachers should also

keep abreast of developments in Chinese society, obtaining firsthand language materials to share the latest developments in contemporary China with students.

3. Academic Exchange and Research: The importance of Chinese language teachers' participation in academic exchanges and research cannot be overlooked. This participation helps teachers update and expand their professional knowledge and promotes innovation in teaching methods and strategies. Through academic exchange, teachers can share experiences, and learn the latest teaching theories and practical knowledge, thereby improving teaching quality. Participating in research projects also allows teachers to delve deeper into the field of Chinese language teaching, identifying, and solving problems encountered in the teaching process. Teachers should be encouraged to engage in academic exchange and research activities related to Chinese language teaching, such as publishing research articles and attending international education conferences. This not only enhances teachers' personal professional levels and academic reputation but also enriches their teaching strategies and has a positive impact on the exchange and progress of the Chinese language teaching community, significantly benefiting personal career development and the overall improvement of teaching standards.

4. Enhancement of Technological Skills: The improvement of technological skills is particularly important in the information technology environment of education. With the rapid development of educational technology, teachers must familiarize themselves with and master new technological platforms and teaching mediums to effectively adapt to Chinese language teaching in an informative condition. This involves skills in developing and applying online educational resources, creating, and producing multimedia courseware, etc. Enhancing technological skills helps teachers create richer, more diverse teaching experiences, increase the interactivity and situationally of classroom teaching, and seamlessly integrate theoretical teaching in the classroom with language practice in life, thus improving teaching quality and efficiency. Furthermore, proficient use of educational technology also enables teachers to better adapt to the trend of blended online and offline teaching, meeting the needs of students with different learning backgrounds, and maintaining competitiveness in a

globalized educational environment. Therefore, for Chinese language teachers, continually enhancing technological capabilities is a key factor in improving teaching quality and student learning outcomes. When hardware facilities are insufficient, turning to online platforms and teaching resources proves to be an effective solution.

Conclusion

Chinese language teaching in Egypt has a long history, and the number of Chinese language learners has been increasing in recent years. This has demanded higher quality and levels of Chinese language teaching in Egypt. Up to now, Chinese language teaching in Egypt has made significant progress compared to the past, but there are still some issues that have urgently needed to be addressed. Egyptian teachers have had the responsibility and capability to improve the situation of Chinese language teaching based on the existing foundation. With the development of Chinese language international education and China's increased educational support for Egypt, Chinese language teaching and promotion in Egypt have been reaching a new level. This article has explored the main problems faced by Chinese language teachers in Egypt and has proposed a series of solutions. These solutions have included increasing investment in Chinese education, providing more opportunities for teacher professional development, enhancing cultural exchange programs, and improving classroom technology facilities. By implementing these measures, the quality of Chinese language teaching can be effectively improved, promoting the Chinese language learning of Egyptian students.

Having faced with new challenges in Chinese language teaching in Egypt, the joint efforts and collaborative solutions of the government, educational institutions, teachers, and all sectors of society have been needed. Through continuously improving teachers' professional levels, enriching teaching resources, strengthening Sino-Egyptian cultural exchanges, and utilizing modern educational technology, the overall quality and efficiency of Chinese language teaching in Egypt can be enhanced. This will not only meet the needs of Egyptian students learning Chinese but also facilitate mutual

understanding and long-term friendship between the peoples of China and Egypt.

References

Dai, M. C. (2023). "International Chinese Education Development Report 2022" officially published! International Chinese Education (in Chinese and English), (03), 111.

Deng, S. Z. (2004). Current situation and development strategy of Chinese teaching at the Language Institute of Ain Shams University in Egypt. Overseas Chinese Language Teaching Dynamics, (03), 42-47.

Deng, Y. H. (2020). A survey on the current situation of Chinese teaching at Ain Shams University in Egypt (master's thesis, Jilin International Studies University).

Dong, X. M. (2021). A comparative study on Chinese classroom language input between China and Egypt teachers (master's thesis, Xi'an University of Architecture and Technology).

Fu, L. B. Y. (2021). A study on the teaching skills of Egyptian local Chinese teachers (master's thesis, Xi'an petrol University).

Li, H. (2012). Intercultural communication ability and its cultivation from the perspective of Chinese international communication. Modern Communication (Journal of Communication University of China), (07), 119-122.

Li, P., & Huang, D. Y. (2014). Analysis of the development process and constraints of Chinese teaching in Egypt. Journal of International Chinese Teaching, (01), 68-74.

Li, X. Y. (2021). A survey on Chinese teaching in Egyptian universities (master's thesis, Jilin University).

Lin, J. H. (2022). A study on the management of online Chinese classrooms (master's thesis, Guangdong University of Foreign Studies).

Eman Hassan, M. H. (2021). A study on the characteristics and effectiveness of Chinese teachers from the perspective of Egyptian Chinese learners (master's thesis, Qingdao University).

Wang, R. (2021). Research on the current situation and countermeasures of cultural course teaching at Ain Shams University (master's thesis, Guangdong University of Foreign Studies).

Xi, X. M. (2013). Current situation and prospects of training and training of local Chinese teachers in Egypt—Taking the Chinese Department of the Language Institute of Ain Shams University in Egypt as an example. International Chinese Education, (01), 8-13+197.

Xie, D. N. (2022). Research on the current situation of intermediate Chinese comprehensive course teaching at Confucius Institute, Cairo University (master's thesis, Yunnan Normal University).

Zhou, X. S. (2018). Localization research on Chinese teaching at Confucius Institute, Cairo University in Egypt. Overseas English, (02), 152-153+179.

Zhu, W. F., Wu, Y. J. & Mohamed Ali. (2013). Problems and countermeasures in Chinese teaching management at Suez Canal University in Egypt. Journal of North China Electric Power University (Social Science Edition), (04), 136-140.

Appendix (1)

This interview will not involve teachers' personal information, nor will it reveal their places of employment. These questions are designed to explore the experiences, challenges, and strategies of Chinese language teachers in Egypt. Below are the questions for interviewing Chinese language teachers in Egypt:

1. Could you briefly introduce yourself?

2. When did you start teaching Chinese?

3. What challenges and difficulties do you think exist in the process of teaching Chinese?

4. What difficulties have you encountered in obtaining Chinese language teaching resources? (For example: textbooks, multimedia resources, online resources, etc.)

5. How do you evaluate the quality and applicability of the currently

available Chinese teaching resources?

6. How do you assess the motivation and interest of Egyptian students in learning Chinese?

7. To increase student participation and interest, what special teaching strategies have you adopted?

8. What are your personal development needs in Chinese language teaching?

9. What do you think are the main obstacles to professional development for Chinese language teachers in Egypt?

10. What specific teaching methods or strategies have you used in your teaching practice to accommodate the learning characteristics of Egyptian students?

11. How do you evaluate the effectiveness of these teaching methods or strategies?

12. How do you adjust your teaching plan or methods based on students' learning situations?