

Research on the Current Situation, Challenges, and Countermeasures of Cultural Teaching in Chinese Major in Cameroonian Colleges and Universities

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ABSTRACT

With the deepening of Sino-African cooperation, international promotion of Chinese language has gradually become an important issue in Cameroon's higher education system. This article takes the construction of Chinese major in Cameroonian colleges and universities as the starting point, and combines empirical data and case analysis to systematically explore the current situation, challenges, and optimization paths of cultural teaching. Research has found that Cameroonian colleges and universities have initially established a cultural teaching system through cooperation with the Confucius Institute at the Second University of Yaoundé, localized curriculum design, and experiential cultural activities; However, issues such as teacher shortage, imbalanced curriculum design, and lack of resources still constrain its development. This article suggests strategies such as strengthening local teacher training, optimizing curriculum structure, and innovating cultural dissemination forms to enhance cultural teaching effectiveness and provide the "Cameroon experience" for Chinese language education in Africa.

Keywords: *Cameroonian colleges and universities, Chinese major, Cultural education, Confucius Institutes, Localization.*

1. INTRODUCTION

Cameroon, as a multilingual country in central and western Africa, has gradually integrated Chinese language education into its national education system in recent years under the promotion of China's "the Belt and Road" initiative. Since the establishment of the first Chinese teacher training program at Maroua University in 2008, Chinese education in Cameroonian colleges and universities has officially begun, becoming an important window for cultural exchange between China and Africa. However, as an advanced stage of language education, cultural teaching needs to balance the dual goals of language skills and cultural identity, and its complexity places higher demands on teachers, curriculum, and resources. This article is based on the construction data of Chinese majors in seven universities in Cameroon, and combined with cultural communication theory, to analyze the practical path, practical difficulties, and optimization strategies of cultural teaching, in

order to provide reference for the localization development of Chinese education in Africa.

2. THE DEVELOPMENT HISTORY OF CHINESE LANGUAGE MAJORS IN CAMEROONIAN UNIVERSITIES

The higher education system in Cameroon consists of 11 national universities, divided into two main teaching language systems: French speaking and English speaking. The Confucius Institute at the Second University of Yaoundé (hereinafter referred to as the Second Yaoundé Confucius Institute) collaborates with multiple universities to promote the expansion of Chinese language majors into fields such as translation and cross-cultural studies. For example, in 2021, the university collaborated with Buea University to fill the gap in Chinese language teaching in the English-speaking region; In 2024, the university has jointly established an undergraduate program in

French-English-Chinese translation with Ebolowa University, further expanding the scope of teaching. As of October 2024, there are a total of six public universities offering Chinese language programs: Maroua University was the first to offer a Chinese language teacher training program (in 2008) to train high school Chinese language teachers. The program follows a "3+2" model (3 years undergraduate+2 years master), covering courses in Chinese language skills, education, and culture. As of 2024, the school has trained 329 graduates, of whom 294 have been assigned to teach in public high schools, becoming the core force of local Chinese language teachers. Buea University is the first collaborative Confucius Institute in the English speaking region, offering translation and cross-cultural studies (Chinese direction); Ebolova University, Garoua University, Dschang University, and Bertoua University are all newly added undergraduate majors in French-English-Chinese translation in 2024; The schools focus on teaching elementary Chinese and cultural courses; Based on the bilingual advantage of English and French, they offer the undergraduate major of "BA of Translation (French-English-Chinese)" in French-English-Chinese translation; In addition, private colleges and universities such as the Cameroon Higher Institute of Translation in Yaoundé and Douala offer regular Chinese language courses to strengthen the training of translation talents.

3. CURRENT SITUATION OF CULTURAL TEACHING IN CHINESE MAJOR IN CAMEROONIAN COLLEGES AND UNIVERSITIES

3.1 The Integration of Cultural Teaching and Curriculum Construction

Cameroonian colleges and universities gradually integrate cultural elements into language teaching through layered curriculum design.

- Cultural introduction in the basic stage: Teachers can use language courses as a carrier, embedding cultural content such as festival customs and traditional arts. For example, in language teaching and Chinese character teaching, teachers will introduce the Chinese cultural background so that students can better understand and master it.
- Cultural deepening in the advanced stage: Special courses are offered, such as the

Chinese language teacher training program at the Higher Normal College of Malua University, which is mainly divided into three categories: public courses, required courses, and elective courses. Public courses include bilingualism (English or French: students whose official language is French learn English, and students whose official language is English learn French), education, psychology, and computer science. The compulsory courses for the major are mainly Chinese language courses, with different levels of listening, speaking, reading, Chinese characters, comprehensive Chinese language, modern Chinese, and an overview of Chinese society offered in three grades. The selection of professional elective courses is also as diverse as possible, including HSK Introduction and Exam Tutoring, Chinese Calligraphy, Tai Chi, etc.

The undergraduate program "BA of Translation (French-English-Chinese)" at the School of Foreign Languages, Ebolowa University, offers a wide range of elective courses, including HSK Introduction and Exam Tutoring, Chinese Calligraphy, Tea Culture, and more. Other schools also offer cultural courses such as "Introduction to Chinese Culture", "Chinese History", and "Reading Chinese Newspapers and Magazines".

3.2 Experiential Dissemination of Cultural Activities

Drawing on the theory of "experiential learning circles", Cameroonian colleges and universities achieve cultural immersion through multicultural activities. The Confucius Institute at the Second University of Yaoundé in collaboration with other universities, organizes brand events such as "Chinese Culture Day", "New Year Series Activities", and "Chess Competition" on a regular basis every year to enhance students' sense of participation through Chinese cultural activities.

Table 1. Number of cultural activities and faculty allocation in various colleges and universities

Statistics on Cultural Teaching Activities and Faculty Status of Chinese Major in Cameroonian Colleges and Universities				
School	Year of Chinese course opening	Number of teachers	Chinese cultural events held from 2021 to 2025	Total number of activities
Maroua University	2008	3 full-time local teachers from Confucius Institutes; Maroua University recruits 4 local teachers on its own.	April 26, 2024; Holding the 11th Chinese Speech Competition (International Chinese Day series of activities); April 27, 2024; Maroua University Open Day Chinese Corner April 19, 2023, Holding the 10th Chinese Speech Contest (International Chinese Day series of events); May 22, 2022; Holding the 21st "Chinese Bridge" World University Chinese Language Competition Maroua Regional Selection Competition; July 8, 2021; The Confucius Institute at the Second University of Yaoundé held the 8th Chinese Speech Competition and the 2nd online Chinese Speech Competition, with 15 contestants from Maroua participating.	5
Cameroon Higher Institute of Translation	2013	One full-time Chinese teacher and one full-time local teacher from the Confucius Institute at the Yaoundé campus; Two full-time Chinese language teachers from Confucius Institutes.	May 22, 2024; Cameroon Higher Institute of Translation host the second China Culture Day event; May 17, 2023; Cameroon Higher Institute of Translation host the first Chinese Culture Day event; September 11, 2022; Confucius Institute held Chinese chess competition on Confucius Institute Day November 24, 2020; Douala campus held an online event on "Chinese style bookmark making".	4
Buea University	2021	2 full-time local teachers from Confucius Institutes;	June 19, 2024; The Higher School of Translation at Buea University successfully held the first Chinese speech competition; November 16, 2022, the Higher Translation School of Buea University launched a Chinese corner.	2
Ebolowa University	2024	1 full-time local teachers from Confucius Institutes;	February 10, 2025; China Elements Open Day Event (Cameroon Youth Day).	1
Garoua University	2024	1 full-time teacher from Confucius Institute and 1 intern local teacher.	None	0
Bertoua University	2024	1 full-time local teachers from Confucius Institutes;	None	0
Dschang University	2024	1 full-time local teachers from Confucius Institutes;	None	0

From the above "Table 1", it can be seen that in the past five years, Maroua University has the

highest number of cultural activities (5 times), significantly leading other universities. The

Cameroon Higher Institute of Translation followed closely with four events and has a relatively stable faculty configuration. Buea University and Ebolowa University have held 2 and 1 events respectively, but Ebolowa University has a lower base of events due to the establishment of new majors in 2024. Garoua University, Bertoua University, and Dschang University have not yet held cultural activities, which may be related to the short duration of the Chinese language program (established in 2024) and insufficient teaching staff.

The number of cultural activities is positively correlated with the year of establishment of the Chinese major. For example, Maroua University (established in 2008) and Cameroon Higher Institute of Translation (established in 2013) have accumulated long-term resources and hold 3-5 cultural events per year, significantly higher than newly established universities. Newly established universities (such as Garoua, Bertoua, and Dschang University) have not yet systematically carried out cultural activities due to the late start of Chinese majors.

The teaching staff directly affects the development of cultural activities. Maroua University has 7 teachers (3 full-time Confucius Institutes+4 local teachers) to provide manpower support for event organization. Buea University and Cameroon Higher Institute of Translation each have 2-3 full-time teachers who can support small and medium-sized activities such as cultural corners and speech competitions. The number of teachers in newly established universities is insufficient (1-2 people), and they rely on temporary teachers, making it difficult to plan complex activities. For example, Garoua University only has one full-time teacher and one local intern teacher, which limits its ability to organize activities.

The main types of activities are competitions and cultural experiences. Competition activities: There are activities such as the "Chinese Speech Competition" and "Chinese Bridge" selection competition emphasize the combination of language skills and cultural knowledge, attracting students to participate. Experiential activities: There are activities such as "Chinese Elements Open Day" and "Chinese Style Bookmark Making" enhance cultural awareness through manual practice, but the proportion is relatively low.

There are also regional differences and uneven distribution of cultural resources. French speaking universities (such as Maroua University) have a long history of cooperation with Confucius

Institutes, rich experience in organizing activities, wider channels for obtaining resources, and diverse forms of activities. English speaking universities (such as Buea University) are limited by their late start and resource shortage, resulting in lower activity frequency.

3.3 The Bridging Role of Confucius Institutes

Since its establishment in 2007, the Confucius Institute at the Second University of Yaoundé has pioneered the "one institute, multiple points" model of Confucius Institutes in Africa, covering eight teaching points in four cities: Yaoundé Douala, Maroua, and Buea. It has achieved significant results in the construction of Chinese language majors, local teacher training, and cultural promotion. As a core platform for the dissemination of Chinese culture, Confucius Institutes support university teaching through the following two paths:

The first is the cultivation and delivery of teaching staff. As of March 2025, the Second Yaoundé Confucius Institute has sent a total of 10 full-time local teachers to Chinese language majors in Cameroonian colleges and universities, making them the backbone of the teaching staff for Chinese language majors in Cameroonian colleges and universities. Second Yaoundé Confucius Institute dispatches a fixed number of full-time local Chinese teachers to the Confucius Institute every year. In the past five years, Second Yaoundé Confucius Institute has held training seminars or recommended local teachers to participate in teacher training in China every year. The training content includes pinyin teaching, grammar teaching, Chinese character teaching, cultural teaching, analysis of common Chinese cases, and how teachers can prepare lessons efficiently.

The Second University of Confucius Institute in Yaoundé(Second Yaoundé Confucius Institute) China-Africa Chinese Language Teacher Training Center has been continuously promoting the professional development of local Chinese language teachers since 2021, with significant achievements. As of December 2024, the Second Yaoundé Confucius Institute has held nine local teacher training activities, covering multiple countries in West Africa, with a total of over 600 participating teachers. Among them, the fourth to sixth online training sessions in 2021 attracted 126, 250, and over 130 teachers respectively, and the scale gradually expanded; The 7th and 8th seminars in 2022 and 2023 have further deepened the

exchange of teaching skills. In addition, it is necessary to actively expand international cooperation. A total of 6 local teachers have been selected in two batches in 2023 and 2024 to participate in the "Chinese Education Heroes Association" training organized by the Language Cooperation Center of the Ministry of Education in China, strengthening their cross-cultural teaching and practical abilities. From December 2024 to March 2025, the 9th training seminar will adopt a multi-point linkage mode for the first time at the teaching points in Garoua and Douala, marking the extension of the localized training network.

Through integrated online and offline training, international and domestic resource integration, and regional teaching point cooperation, the Second Yaoundé Confucius Institute has not only improved the language teaching level of local teachers in Africa, but also built a long-term platform for cultural exchanges between China and Africa. Its continuous innovation and practice have provided replicable experience for the localization and development of Chinese education in Africa. In December 2024 and March 2025, the Central African Chinese Language Teacher Training Center of the Second Yaoundé Confucius Institute successfully held the 9th Local Teacher Training Seminar at the teaching sites in Galua and Douala.

Secondly, the Second Yaoundé Confucius Institute not only provides support for Chinese textbooks and teaching materials such as "HSK Standard Course" and "Developing Chinese Language", but also provides important assistance for the development of teaching syllabi for Chinese majors in colleges and universities. The institute also introduces MOOC platforms to supplement teaching resources, and promotes the inclusion of Chinese teacher trainees in the civil service system to ensure the sustainability of cultural dissemination. The Chinese teacher training program has trained over 360 graduates, and more than 320 have been allocated by the Cameroonian government to serve as local Chinese teachers in over 200 public high schools. The number of local Chinese teachers trained in Cameroon ranks first in Africa. The "one institute, multiple points" educational model has been promoted to many countries in Africa. These local Chinese language teachers who strive on the front line of teaching impart knowledge and are diligent and proactive, effectively promoting the understanding of Chinese language and culture among Cameroonian youth and building a bridge for friendly exchanges between the Chinese and Cameroonian peoples.

4. CHALLENGES FACED BY CULTURAL TEACHING IN CAMEROONIAN COLLEGES AND UNIVERSITIES

4.1 Structural Shortage of Teaching Staff

Chinese majors in Cameroonian colleges and universities face multiple challenges in building their teaching staff, among which the scarcity of teacher resources is one of the core issues. Firstly, in terms of quantity, there is a widespread shortage of teaching staff in various universities. For example, the Higher Institute of Translation in Cameroon currently relies solely on two Chinese teachers dispatched by the Confucius Institute at the Second University of Yaoundé to conduct teaching, while Buea University has two full-time local teachers from the Confucius Institute to undertake the main courses, but the overall faculty size is still relatively weak. In addition, newly established Chinese language majors such as Dschang University, Bertoua Higher Normal College, and Ebolowa University only have one full-time local teacher from the Confucius Institute, which is difficult to meet teaching needs. The situation at Garoua University is somewhat unique, as its teaching team is composed of a full-time local teacher from the Confucius Institute and university hired teachers. However, compared to the student population, the teacher-student ratio is still imbalanced.

Secondly, the insufficient compatibility between teachers' professional competence and teaching tasks further exacerbates the teacher dilemma. Teachers are mostly concentrated in the field of linguistics, lacking interdisciplinary knowledge such as literature and history, resulting in insufficient depth in cultural courses. Although the Chinese teachers at the Confucius Institute at the Second University of Yaoundé have an international background in Chinese education and have received systematic training, their academic accumulation in fields such as literature, history, and philosophy is relatively weak. The limitations of this knowledge structure make it difficult for teachers to delve into cultural connotations during teaching, and teaching content often focuses on language skills training. To reduce the difficulty of teaching, some teachers tend to use English or French as a medium for explanation. Although this can improve classroom efficiency, it may cause students to have cognitive biases towards the Chinese cultural background. More notably, some

colleges and universities have had to adjust their existing curriculum due to insufficient faculty capacity. For example, the Douala campus of the Cameroon Higher Institute of Translation has replaced some of its Chinese-French translation courses with basic Chinese language teaching. Although this has eased the teaching pressure, it has weakened the professionalism and diversity of the courses, indirectly leading to a decrease in students' interest in learning.

The above issues indicate that the shortage of teaching staff is not only reflected in the quantity level, but also involves a deep-seated contradiction between quality and professional matching. If this bottleneck cannot be effectively resolved, the improvement of teaching quality and sustainable development of Chinese language majors in Cameroon will face severe challenges. Therefore, it is urgent to build a more balanced teacher system by expanding the scale of local teacher training and optimizing the interdisciplinary training mechanism for teachers, in order to lay a solid foundation for the deepening of Chinese education.

4.2 Unbalanced Curriculum Setting

Chinese language learners in Cameroonian colleges and universities generally face the challenge of zero foundation in Chinese language upon enrollment, and need to gradually build language proficiency and cultural cognition through systematic learning. However, there are significant structural issues in the current Chinese curriculum, which directly affect teaching effectiveness and student interest. These issues are mainly reflected in the following three aspects:

Firstly, the insufficient duration of Chinese language learning leads to weak language skills training. The undergraduate program for Chinese language majors in Cameroonian colleges and universities lasts for three years, and students need to master both language basics and cultural knowledge within a limited time. The allocation of class hours is difficult to meet the demand. For example, in the first year of the Cameroon Higher Institute of Translation, only two hours of language, culture, and literature courses are scheduled each week, with a total of less than 200 hours of class hours per year. Teachers often focus on imparting theoretical knowledge in order to achieve teaching objectives, while neglecting the training of practical skills such as oral expression and listening comprehension. This tendency to prioritize theory over practice makes it difficult for students to

develop practical language skills, resulting in a gap between learning outcomes and expected goals.

Secondly, the difficulty of the course does not match the students' cognitive level, which affects their learning motivation. Some colleges and universities offer high difficulty theoretical courses at the intermediate and junior levels, which exceed students' ability to accept. For example, courses such as "Chronological Grammar and Modern Grammar" and "Analysis of Chinese Lexicology" involve complex linguistic theories, requiring students to have a deep understanding of the Chinese grammar system, which is a huge challenge for students with zero foundation. In addition, courses such as "Introduction to Chinese Culture" may have cultural value, but they require a high vocabulary and text analysis ability, making it difficult for students to fully grasp them when their foundation is weak. The setting of such courses not only fails to effectively improve professional competence, but also increases the learning burden. Some teachers suggest replacing practical language courses (such as Business Chinese and situational conversations) to enhance teaching effectiveness.

Thirdly, cultural education is superficial and lacks in-depth experience and practice. Although most universities offer courses on Introduction to Chinese Culture, the teaching content is mostly limited to shallow introductions of historical events and traditional customs, lacking interactivity and participation, making it difficult for students to understand cultural connotations through personal experience. In contrast, the Higher Normal College of the Maroua University has incorporated cultural talent courses into the elective system and stimulated students' interest through hands-on practice. This model is worth learning. The singularity of cultural teaching not only weakens students' enthusiasm for exploration, but also hinders the cultivation of cross-cultural communication skills.

4.3 The Dual Scarcity of Teaching Resources

The Chinese major in Cameroonian colleges and universities faces a dual dilemma in the allocation of teaching resources, lacking textbooks that meet local needs and limited by outdated hardware facilities. These problems seriously restrict the improvement of teaching quality and the depth of cultural dissemination.

Firstly, the insufficient localization of textbooks leads to teaching content being disconnected from the actual context. Currently, Cameroonian colleges and universities generally adopt Chinese textbooks written domestically, which are mostly based on Chinese social and cultural background and lack consideration for the living scenes of African students. For example, modern cultural symbols such as "high-speed rail" and "mobile payment" that frequently appear in textbooks are difficult for most African students who have not been exposed to such technologies to form intuitive cognition. In addition, African textbooks often focus on Chinese festivals and historical events, while African students need to understand topics closely related to their future career development, such as Sino-African economic and trade cooperation and cross-cultural communication practices. This "cultural disconnect" not only increases students' difficulty in understanding, but also weakens their interest in learning. The research shows that classes that use non localized textbooks urgently need to compile textbooks through China Africa cooperation, introduce cases in African local contexts (such as "Chinese application in Sino-African trade", "comparison between Cameroon's traditional festivals and Chinese Spring Festival"), and enhance the practicality and sense of substitution of teaching content.

Secondly, the lagging hardware facilities severely limit the innovation of teaching methods. According to the survey, Cameroonian colleges and universities lack multimedia classrooms, and teachers still rely on traditional blackboard teaching, making it difficult to showcase Chinese culture through diversified media such as video and audio. For example, when explaining "Peking Opera facial makeup", students can only imagine its colors and symbolic meanings through written descriptions, and cannot intuitively feel the artistic charm through visual materials. In addition, some regions in Africa have weak network infrastructure, slow internet speeds, and high fees, which lead to extremely low utilization of digital teaching resources. In this context, cultural activities have to rely on low-tech means such as handicrafts to carry out. This lack of resources not only reduces teaching efficiency, but also makes cultural experiences formalized, making it difficult for students to deeply understand the core values of Chinese culture and optimize cultural teaching strategies in Cameroonian colleges and universities.

5. SUGGESTIONS FOR OPTIMIZING CULTURAL TEACHING IN CHINESE MAJOR IN CAMEROONIAN COLLEGES AND UNIVERSITIES

5.1 *Building a "Localized" Teacher Training System*

5.1.1 *Priority Support for Newly Established Universities*

Volunteer teachers will be deployed through Confucius Institutes to assist universities such as Garoua and Bertoua in planning simple cultural activities (such as the "Chinese Character Writing Week").

5.1.2 *Culture Week/Culture Month*

For example, "Mid-Autumn Festival Culture Week" conveys family ethics through making mooncakes, holiday games, and other activities.

5.1.3 *Strengthening Teacher Training*

Schools can conduct specialized training on "cultural activity organization" for newly established university teachers to enhance their ability to design activities.

5.1.4 *Enhancing Cross-cultural Comparative Teaching*

For example, when teachers explain "Chang'e Flying to the Moon", they guide students to discuss African moon myths and stimulate cultural resonance.

5.1.5 *Strengthening Interdisciplinary Training for Teachers*

Schools can collaborate with institutions such as Beijing Language and Culture University to establish a "Chinese Culture Training Class" to enhance teachers' literacy in fields such as history and art.

5.2 *Refactoring the "Layered + Practical" Curriculum System*

The Chinese language curriculum in Cameroonian colleges and universities urgently needs to be optimized and adjusted. There are some

suggestions for improvement from three aspects: The first is to extend class hours or add language practice modules to balance theory and skill training; The second is to design courses in stages based on students' levels to avoid introducing difficult content too early. In the basic stage of Chinese major courses, compulsory courses on "Chinese Talent" will be added, and cultural experience will be included in credit assessment. In the advanced stage, it is necessary to replace theoretical courses with "cultural comparison between China and Africa", such as comparing family ethics and ecological concepts between China and Africa. In addition, school-enterprise cooperation courses can be strengthened by developing applied courses such as "Business Chinese" and "Cross-cultural Communication" to meet the needs of Chinese enterprises, which is also in line with the concept of "Chinese + Career"; The third is to enrich cultural teaching forms and integrate immersive learning projects such as intangible cultural heritage experiences and festival activities. Only in this way can people build a more scientific and efficient education system for Chinese language learners in Cameroon, and contribute to the sustainable development of cultural exchanges between China and Africa.

5.3 Innovative Forms of Cultural Communication

Chinese language education in Cameroonian colleges and universities faces significant regional differences in resource distribution and cultural dissemination. Due to different historical backgrounds and development processes, the uneven distribution of resources between French-speaking and English-speaking universities is particularly prominent. To solve this dilemma, it is urgent to build a cross regional resource sharing platform, which can optimize resource allocation and improve cultural dissemination efficiency through inter school collaboration, digital technology empowerment, and multi-party linkage.

5.3.1 Building a Cross-regional Resource Sharing Platform

French-speaking and English-speaking universities can break down regional barriers by jointly organizing events such as the "China-Africa Cultural Dialogue Forum" and "Chinese Language Teaching Seminar". For example, Maroua University (French-speaking region) and Buea University (English-speaking region) can jointly

plan a themed forum on "Cultural Comparison of Central African Festivals", inviting teachers and students from both sides to discuss topics such as the Spring Festival and Niger River Festival, and simultaneously broadcast live to other universities. This type of activity can not only share faculty and academic resources, but also form a long-term cooperation mechanism through case library construction (such as forum proceedings, teaching videos). In addition, a "Regional Chinese Education Alliance" can be established to coordinate textbooks, activity funds, and teacher training to avoid duplicate investment.

5.3.2 Dual-track Development of Digitalization and Cultural Practice

It is recommended to prioritize the development of offline MOOC modules that are suitable for low bandwidth environments in Africa, such as the "Chinese Character Writing Micro Course Package" and "Intangible Cultural Heritage Skills Short Videos", to ensure resource accessibility. For example, the Confucius Institute at the Second University of Yaoundé can collaborate with a Chinese technology team to develop an offline version of MOOCs that are suitable for low bandwidth environments in Africa. Even if the network is not smooth, students can still access resources through on campus terminals.

Community cultural linkage can also be carried out. It is necessary to collaborate with local primary and secondary schools to organize the "Chinese Culture Festival" and design interactive projects such as "Chinese Character Painting Competition" and "Chinese Story Speech". For example, in 2024, primary and secondary schools in Douala jointly held the "Panda Culture Week", where students created panda dolls by hand and learned to sing Chinese songs to establish cultural awareness and reserve potential students for Chinese major in colleges and universities.

5.3.3 Two-way Communication and Collaborative Education Between Schools and Enterprises

Firstly, it is to achieve bidirectional cultural infiltration. In addition to selecting Cameroonian students to participate in the "Chinese Bridge" global competition and hosting the "Cameroon Voice" Chinese song competition, Chinese teachers can regularly hold "African Culture Workshops" to share their experiences in China, such as

"Cameroonian Woodcarving Art from a Chinese Perspective", to promote mutual understanding.

Secondly, to deepen the practice of school enterprise cooperation, the Cameroon Higher Institute of Translation has partnered with Huawei Cameroon to establish a "China-Africa Business Translation Training Base", where students participate in practical tasks such as interpreting project meetings and translating contract documents. For example, students need to have a deep understanding of "technical terms" and "cross-cultural business etiquette" when translating, in order to transform classroom theories into professional abilities. Enterprises can also provide scholarships to motivate outstanding students to participate in China Kazakhstan cooperation projects.

5.3.4 *Complementary Intangible Cultural Heritage Experiences and Digital Activities*

In response to the current situation of insufficient hardware, the strategy of "low technology, high participation" can be used to balance resource allocation and intangible cultural heritage experience. It is necessary to add a "Tea Art Workshop" during Culture Week to simulate the Chinese tea ceremony process using local tea leaves, and use waste paper, palm leaves and other materials to carry out "environmental protection Paper Cuttings" activities, reduce costs and transmit the concept of sustainable development.

Digital competition can also be carried out. Schools can organize an "Online Chinese Knowledge Challenge" with fun activities such as "Idiom Relay" and "Dialect Dubbing". Students can participate through their mobile phones, and the winners will receive electronic certificates and Chinese learning resource packages. Through regional resource sharing, digital innovation, and multi-party collaboration, Chinese education in Cameroon can break through the constraints of resources and build a cultural dissemination ecology of "university community enterprise" linkage. This can not only enhance students' language application ability and cultural literacy, but also cultivate composite talents for cultural exchange and economic and trade cooperation between China and Africa, truly achieving the goal of "language as a platform, cultural performance, and economic win-win".

6. CONCLUSION

The cultural teaching of Chinese majors in Cameroonian colleges and universities has shifted from single language training to cultural value transmission, but breakthroughs are still needed in terms of faculty, curriculum, and resources. The ultimate goal of Chinese education in Cameroon is not only to cultivate language talents, but also to promote people to people communication between China and Africa through cultural identity. In the future, localization should be the core, and a sustainable cultural teaching model should be constructed through teacher training, curriculum innovation, and digital empowerment. This not only helps to enhance the cultural identity of Cameroonian students, but also provides reference for other African countries, promoting the deepening of mutual learning between Chinese and African civilizations.

In addition, it is necessary to integrate Chinese education into Cameroon's national education system and social development needs through the linkage between universities, communities, and enterprises. For example, there is a necessity to provide composite talents for economic and trade cooperation through the "Chinese + vocational" course. In this process, the value of the "Cameroon experience" lies in proving that localization is not a simple transplant of Chinese culture, but an organic integration of cultural symbols and African contexts through adaptive innovation. This integration can not only enhance the cultural resonance of African youth, but also inject humanistic impetus into Sino-African cooperation under "the Belt and Road" initiative, and ultimately promote the two sides from "mutual benefit and win-win" to "civilization symbiosis".

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