

Key Factors and Countermeasures for the Current Development of Chinese Language Education in Italy

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Abstract: With the deepening cultural and economic ties between China and Italy, Chinese language education in Italy has been at the forefront of Europe, and significant progress has been made in localized teaching in Italy. However, the current “Chinese language craze” in Italy seems to have cooled down, and the demand for Italians to learn Chinese has stabilized or even declined. This phenomenon involves multiple factors. From the perspective of cross-cultural perspective, this paper analyzes the current development status of Chinese language education in Italy, as well as the practical problems existing in various aspects such as teachers, textbooks, and curriculum settings. It explores the key factors for the better development of Chinese language education in Italy and provides suggestions on how to solve the current problems, aiming to promote the sound development of Chinese language education in Italy.

Keywords: Italy; Chinese education; Key factors; Solutions; Culture

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1. Introduction

In the context of accelerated globalization and the continuous deepening of Sino-Italian relations, Chinese language education in Italy has developed rapidly and has become an important component of Chinese language education in Europe. According to statistics from the Hanban (now the International Chinese Language Education Foundation), as of 2024, there were 15 Confucius Institutes and Confucius Classrooms in Italy, ranking among the top in Europe. In 2016, the “Italian High School Chinese Language Syllabus” was issued, officially incorporating Chinese into the Italian national education system. More and more Italian students choose to learn Chinese for career development, academic research, or interest in Chinese culture ^[1]. However, as the “Chinese language craze” enters a stable period, the enthusiasm for Chinese language education in Italian society has declined, and some teaching programs are facing problems such as curriculum contraction, teacher turnover, and student decline. Despite this, the status of Chinese in the Italian education system is increasingly

stable, not only entering primary and secondary school classrooms but also continuously expanding in higher education and vocational training. Chinese language education has gradually shifted from a “China-centered” promotion model to a new stage that focuses on “local adaptability” and “cross-cultural communication skills.” However, Chinese language education in Italy still faces many challenges, such as insufficient teachers, poor adaptability of textbooks, incoherent curriculum settings, and social cognitive deviations. Especially in terms of teaching quality guarantee mechanisms, local teacher training systems, and cultural communication channel construction, there are still significant shortcomings. Existing research mostly analyzes the development history and current structural status of Chinese language education in Italy from a macro-policy level, but there are still insufficient strategies and localized innovation paths for current new problems. This article deeply analyzes the obstacles faced by the development of Chinese language education in Italy and, based on fully referencing existing research, proposes practical and locally adaptable countermeasures and suggestions. It is hoped to provide theoretical references and practical paths for promoting Sino-Italian education cooperation and the high-quality development of international Chinese language education.

2. Development status

2.1. Education policy

Chinese education in Italy has undergone a transition from higher education to basic education, and from amateur interest classes to formal academic education ^[2]. In the first half of the 20th century, Chinese language teaching mainly appeared in a few universities, such as the University of Naples “L’Orientale” and the University of Rome, mostly focusing on language and cultural studies rather than being elevated to a national education strategy. The establishment of diplomatic relations between China and Italy in 1970 marked a critical turning point, with Chinese courses gradually being incorporated into more university major systems. However, these courses still relied heavily on independent settings by universities and lacked policy support at the national level. In 2006, the first Confucius Institute in Italy was officially established at the University of Rome, signifying the institutionalization of language education cooperation between China and Italy ^[3]. The Confucius Institute has become an educational and cultural exchange platform supported by China and hosted by Italy, gradually introducing Chinese courses into multiple levels such as primary and secondary schools, adult education, and vocational training. In 2017, the Italian Ministry of Education signed a “Framework Agreement on Chinese Education Cooperation” with the Chinese National Office for Teaching Chinese as a Foreign Language (now the International Chinese Language Education Foundation), encouraging pilot programs for Chinese as a second foreign language in Italian primary and secondary schools. This agreement was seen as a breakthrough for Chinese education “entering the national education system” ^[4]. Since then, some regions such as Lombardy and Lazio have gradually included Chinese in their curriculum plans and participated in the pilot project of the International Chinese Proficiency Test (HSK). Recent policy developments have shown two characteristics: firstly, emphasizing the integration of Chinese education with local education, such as promoting localized training for Chinese teachers and developing local textbooks; secondly, attempting to expand into practical education fields such as Chinese for tourism, Chinese for business, and Chinese for medical services. Despite these efforts, the Italian Ministry of Education has not yet listed Chinese as a major foreign language, and compared to European languages such as English, French, and Spanish, policy support remains relatively limited.

2.2. Teaching institutions

There are various types of Chinese education institutions in Italy, mainly including higher education institutions, Confucius Institutes, language training institutions, and primary and secondary school education systems.

Higher education institutions: Italy is one of the earliest countries in Europe to conduct Sinology research. Universities such as the University of Naples “L’Orientale,” the University of Venice, and the University of Milan have departments of Oriental Studies or Chinese Studies, offering courses covering language, literature, history, philosophy, translation, and other directions. According to statistics, there were 12 universities in Italy with Chinese majors in 2022 ^[5]. These universities not only cultivate language talents but also undertake scientific research and teacher output functions.

Confucius Institutes/Classrooms: As of 2024, there are 15 Confucius Institutes and Confucius Classrooms in Italy, covering major cities such as Rome, Milan, Bologna, and Florence. The Confucius Institutes have played a bridging role in curriculum setting, teacher support, and cultural dissemination, widely conducting experiential projects such as calligraphy, tea art, Tai Chi, and festival culture, enhancing local students’ intuitive cognition of Chinese culture.

Language training institutions: Private language institutions and adult education centers in Italy have gradually increased Chinese courses, mainly meeting the needs of professional groups engaged in Sino-Italian trade, tourism, and international exchanges. These institutions often adopt flexible teaching modes, emphasizing practical Chinese listening and speaking skills training.

Primary and secondary school systems: Some secondary schools have included Chinese as an elective second foreign language course, particularly in international schools and experimental middle schools where it has developed rapidly. However, the penetration rate in primary schools is still low, and there are issues such as unstable curriculum settings and inconsistent textbook usage that urgently require systematic construction.

2.3. Teaching situation

The teaching of Chinese in Italy is characterized by expanding coverage, progressive teaching levels, and diversified teaching methods. However, the overall level is still uneven, with significant regional and stage differences.

In the basic education stage, according to data from the Lombardy Education Bureau in 2021, less than 5% of primary and secondary schools offer Chinese courses, and most of them are concentrated in large cities ^[6]. Courses at the primary school level mainly focus on interest guidance, using interesting textbooks such as “Chinese Paradise” and “Happy Chinese,” emphasizing listening, speaking, and expression skills. At the secondary school level, the focus shifts to systematic textbooks such as “Learn Chinese with Me” and “HSK Standard Course,” emphasizing the improvement of vocabulary, grammar, and writing skills. In the higher education stage, Chinese is offered as a language course, and the most commonly used general textbooks include the “Italian Learning Chinese” series and the “HSK Standard Course” series ^[7]. Most Chinese departments in universities offer beginner, intermediate, and advanced language courses, supplemented by courses in culture, translation, and history. Some universities have established exchange student and joint training programs with Chinese universities. For example, the University of Milan has established a joint master’s degree program with Beijing Language and Culture University, allowing students to study in China for a year ^[8].

In the field of vocational and adult education, Chinese is gradually expanding into practical scenarios such as tourism, healthcare, and international business, with the training goal of being “practical and useful.” Courses often adopt a “task-based teaching” model, setting up special modules such as “airport dialogue,” “customer

reception,” and “exhibition communication” to improve students’ practical language application abilities.

In terms of teaching methods, in recent years, most institutions have introduced interactive teaching, project-based learning, hybrid teaching (online + offline), and other methods to increase student interest and engagement. Especially during the pandemic, the development of remote teaching technology has made teaching forms more flexible and teacher resource allocation more diverse.

2.4. Teacher team

The quantity and quality of the teacher team are key issues for the development of Chinese language education in Italy. Currently, Chinese language teachers in Italy can be roughly divided into three categories: teachers dispatched from China, local Chinese teachers in Italy, and teachers from local training institutions ^[9].

Although teachers dispatched from China have strong language skills and rich teaching experience, they may not have sufficient understanding of the Italian education system, student psychology, and teaching expectations, leading to “cultural mismatch” in teaching methods ^[10]. Additionally, due to work and graduation influences, the number of teachers who choose to serve continuously is very small, far from covering teaching needs at all levels. Many regions still face a situation where “there are courses but no teachers.” Local Chinese teachers are mostly Italians who have graduated from language-related majors. Their advantage is that they are proficient in Italian and have cultural backgrounds, which facilitates explaining language differences. However, some teachers may have lower Chinese proficiency and insufficient teaching experience, making it difficult for them to explain advanced grammar or cultural connotations in depth.

Furthermore, the unclear career development path and insufficient salary and benefits for teachers make it difficult to retain excellent talent, resulting in a high turnover rate. The lack of a specialized teacher qualification certification system and in-service training mechanism is one of the core bottlenecks restricting the improvement of the quality of Chinese education in Italy.

3. Existing issues

3.1. Insufficient teachers and uneven teaching quality

The shortage of teachers and varying quality of instruction are key issues constraining the sustainable development of Chinese language education in Italy. Chinese language teachers in Italy mainly consist of three categories: local teachers, volunteer teachers, and publicly dispatched teachers. Among them, most local teachers lack a professional background in Chinese, and their language proficiency is often insufficient for intermediate and advanced teaching tasks. Moreover, there is a widespread phenomenon of “excessive explanation in Italian and inadequate input in the target language” in classrooms. Although they are familiar with local culture, which is beneficial for cross-cultural teaching, the lack of systematic training and guidance on teaching methods makes it difficult for them to effectively guide students to deeply master Chinese knowledge.

Volunteer and publicly dispatched teachers, despite their strong language skills and enthusiasm for teaching, often face the issue of “cultural disconnect.” On one hand, they are not familiar with the learning habits of Italian students and lack localized teaching strategies. On the other hand, teaching content and methods fail to make differentiated adjustments based on students’ native language backgrounds (such as Italian grammatical logic and phonetic systems), greatly reducing the effectiveness of teaching.

Furthermore, since Italy has not established a complete certification system for Chinese language teachers, the career development path for teachers is unclear, and salary and benefits are generally low, making it difficult to attract outstanding talent to the profession in the long term. Teacher recruitment in some regions is highly

dependent on dispatches from China, and there is a lack of independent training and reserve mechanisms, making educational development subject to fluctuations in external resource supply.

3.2. Imperfect teaching material system and scarce teaching resources

Although textbooks such as “Italians Learning Chinese,” “Learn Chinese with Me,” and “I Can Speak Chinese” have emerged on the Italian market in recent years, targeting Italian learners, the overall adaptability of these textbooks in practical teaching is still insufficient. Firstly, in terms of content design, most textbooks focus on daily conversations, and the arrangement of vocabulary and grammar points lacks clear hierarchy and systematicity, making it difficult to meet the learning progress of students at different stages. For example, “Learn Chinese with Me” is widely used in Italian middle schools, but the difficulty of its later textbook content suddenly increases, detaching it from the language development rhythm of Italian students^[4]. Secondly, these textbooks generally lack awareness and handling of linguistic differences between Chinese and Italian, and rarely involve comparative explanations of verb tenses, sentence structures, word order, quantifiers, etc. This leads to typical negative mother tongue transfer for learners, such as language errors like “putting time adverbials at the end of sentences” and “chaotic verb-object collocations.” In addition, the presentation of cultural content in textbooks is relatively homogenous, focusing mostly on traditional symbols such as the Spring Festival, calligraphy, and kung fu, and lacking authentic, vivid, and cross-cultural elements that are close to the life experiences of Italian students. This makes it difficult to stimulate students’ deep understanding and cultural identification^[5]. More prominently, the existing textbooks are severely lacking in supporting resource systems. Not only are there insufficient high-quality listening materials, exercise books, and teachers’ guides, but the construction of digital teaching platforms is also lagging behind. Many schools still rely on paper-based teaching materials or oral explanations, with simple teaching tools and poor interactivity, making it difficult to adapt to the integrated needs of “teaching-learning-evaluation” in modern language teaching.

3.3. Lack of systematic and continuous curriculum design

Although Chinese language courses have been established in some Italian primary, secondary schools, and universities, the curriculum design still suffers from issues of fragmentation and discontinuity. Most schools only begin to offer Chinese courses in the later stages of high school, and these courses are often elective, with only 1–2 classes per week, which severely affects language input density and learning effectiveness. Italy lacks a complete curriculum continuation system from beginner to advanced levels, spanning from primary and secondary schools to universities. After completing the beginner stage, students often find it difficult to locate courses or educational institutions for further learning, leading to interruptions in their studies. Many schools have not set clear teaching objectives, level divisions, or examination evaluation systems, resulting in a lack of basis for teachers to “teach students according to their aptness” and insufficient motivation for students to learn. Evaluation still primarily relies on written tests, with a heavy emphasis on grammar and a negligible focus on communication. The proportion of speaking and listening tests is too low, which fails to comprehensively reflect students’ language proficiency^[6].

3.4. Social cognitive biases and insufficient identity

Despite a strong atmosphere of Chinese language learning in some regions of Italy, there are still many misconceptions about Chinese at the societal level. The stereotype of “Chinese is difficult to learn” is deeply ingrained among learners. Many students feel significant difficulties and frustration due to language

elements such as pinyin, tones, and Chinese characters during the introductory stage. Without proper learning methods and suitable textbooks for different age groups, some Chinese language learners lose their courage and confidence in learning Chinese early on, and even give up on their studies ^[11]. Simultaneously, there are significant limitations in cultural understanding. Chinese language learning is often simplified to cultural labels such as “Chinese Kung Fu,” “Chinese cuisine,” or “Spring Festival,” lacking a deep understanding of China’s social system, values, and ways of thinking. This makes it difficult for students to establish a genuine framework for cross-cultural understanding ^[8]. Furthermore, Italian students’ motivation for learning Chinese is more oriented towards instrumental goals, primarily driven by considerations of future employment or economic benefits, rather than an interest in or identification with the cultural background carried by the language. This learning tendency, characterized by strong utilitarianism and weak cultural belongingness, is a key factor contributing to the “superficial” nature of the Chinese language learning process and its difficulty in achieving depth and longevity.

4. Key factors for developing Chinese education in Italy

Although Italian Chinese education has made some progress in terms of curriculum coverage and teaching scale in recent years, its further development is constrained by multiple structural obstacles. Based on current educational practices and relevant research from both China and abroad, it can be inferred that the core factor restricting the high-quality development of Chinese education in Italy lies not in the curriculum design or textbook supply itself, but rather in the lagging quality of the teacher team and localization efforts.

4.1. Teacher localization as the core breakthrough for Chinese education in Italy

Teachers are the primary drivers of language dissemination and cross-cultural understanding. In the Italian social context, where Chinese learners generally lack daily language input and a cultural environment, classroom teaching serves as their almost exclusive channel for language exposure. Therefore, Chinese teachers not only assume the role of “language instructors” but also serve as “cultural intermediaries” and “cross-cultural guides.” However, according to research data from Gao and others ^[8], less than 40% of Chinese teachers currently working in Italy possess complete teaching qualifications and a sustained willingness to teach, with local teachers accounting for only about 25% of this group. The teaching content is mostly concentrated at the beginner level ^[6]. This indicates that Italian Chinese education faces severe human resource bottlenecks in areas such as intermediate and advanced teaching, long-term project development, and sustained local output. Compared to relying solely on the “external blood transfusion” development model of Chinese government-sponsored teachers, it is more important to promote the transformation of Chinese language teachers towards a sustainable system of “local training–institutional certification–career stability.”

4.2. Advantages and development potential of local Chinese language teachers

Local Chinese language teachers possess numerous advantages. They demonstrate strong language mediation skills, as native Italian speakers have a deeper understanding of students’ language and thinking logic. This enables them to accurately identify learning obstacles and typical error patterns, enhancing the targeted approach of their teaching. Additionally, they exhibit a strong cultural explanatory ability, effectively communicating Chinese culture from an Italian cultural perspective, which lowers the threshold for students’ cross-cultural understanding. Furthermore, local teachers enjoy greater teaching stability, as they are less affected by visa and dispatch policies, facilitating long-term and stable teaching arrangements.

However, there is currently a severe shortage of local Chinese language teachers in Italy. The main reasons for this include the absence of a dedicated “Chinese language teacher training direction” within the teacher education system, the ineffective integration of Chinese language studies with education and applied linguistics in universities, and the unclear career path and uncompetitive remuneration for Chinese language teachers.

4.3. Key paths to promote the construction of a “localized teacher system”

To address these bottlenecks, the development of the Chinese language teacher workforce should be integrated into the overall framework of the national language education strategy. This approach should prioritize institutionalization, stratification, and localization. To enhance the overall quality of teacher resources, Chinese university resources can be introduced to jointly develop short-term online teacher training programs, facilitating the shared construction of Chinese and Italian teaching resources. Simultaneously, the synergistic mechanism between “publicly dispatched teachers” and “local teachers” should be further optimized, strengthening the role of publicly dispatched teachers as “teacher trainers.” Through collaborative lesson preparation, differentiated teaching approaches, and teaching discussions, the teaching level of local teachers can be elevated, gradually shifting from “external input” to “internal growth.” Additionally, to enhance the attractiveness and stability of the Chinese language teaching profession, local governments can establish a comprehensive appointment and support mechanism. This would provide long-term Chinese language teaching professionals with contract stability, teaching allowances, professional training, and other support, enhancing their social recognition and encouraging them to deeply engage in frontline teaching over the long term.

4.4. Building a “multi-dimensional and synergistic” support system

The development of Chinese language education not only relies on the construction of the teacher workforce but also requires the coordinated efforts of society, schools, and families. Together, they can create a supportive environment conducive to language learning and cultural inheritance. At the policy level, education departments should clarify the status of Chinese in the teaching system, establish unified examination standards, credit recognition systems, and teacher recruitment channels, promoting the normalization and standardization of Chinese language education through institutional means. In terms of course content and teaching methods, actively exploring the CLIL (Content and Language Integrated Learning) approach of “Chinese + subjects” can integrate language learning with other subjects such as geography and art. This not only enhances the practicality of the language but also increases the classroom’s enjoyment and comprehensiveness^[12]. Furthermore, by establishing “Chinese corners,” organizing cultural festivals, and arranging short-term study abroad and exchange programs, students’ exposure to the language environment can be effectively expanded, enhancing their learning motivation and cultural experiences.

5. Solutions

The development of Chinese education in Italy faces many challenges. To address this issue, it requires multi-party cooperation, integrated use of different strategies, and a multifaceted approach.

5.1. Establishing a localized Chinese teacher training and support system

To promote high-quality development of Chinese education, it is necessary to optimize teacher training paths and career development mechanisms from the institutional level. China and Italy can jointly establish an “online teacher training platform” to provide remote teacher training for regions with relatively weak educational

resources, such as the southern regions. The courses should cover lesson planning, classroom organization, grammar explanation, and other content, and should be equipped with micro-lecture videos and standardized simulated classroom resources to enhance the breadth and effectiveness of the training. In terms of teacher certification, it is necessary to establish a scientific graded qualification certification system, incorporating the teaching internship of Chinese majors in universities into the certification assessment process, encouraging them to carry out guided internship teaching in middle schools or Confucius Classrooms, and achieving a closed-loop training mechanism of “learning-practicing-evaluating.”

5.2. Improving the curriculum system to achieve scientific “hierarchical classification” of teaching

The scientific construction of the curriculum system is an important foundation for promoting the steady development of Chinese education. Based on the Common European Framework of Reference for Languages (CEFR) and the Chinese Proficiency Test (HSK) level standards, a graded Chinese curriculum system suitable for the local teaching environment in Italy should be developed, such as from levels A1 to C1. The language proficiency goals, grammar knowledge points, vocabulary requirements, and corresponding assessment methods that should be achieved at each stage should be clarified to ensure the continuity and measurability of the teaching content. Combined with this framework, the “Chinese + X” interdisciplinary curriculum model can be explored in high school and vocational education stages, such as “Chinese + Cultural Heritage” and “Chinese + International Trade.” Through the CLIL teaching method, the integration of language learning and practical application scenarios can be achieved, enhancing the practicality of the curriculum and students’ interest in learning.

5.3. Developing localized teaching materials and digital resources

The localization of Chinese textbooks is crucial to improving teaching adaptability and learning effectiveness. In the process of textbook development, a joint writing team consisting of local Chinese teachers in Italy and teaching experts from Chinese universities should be formed to develop new textbooks that combine language functions with cross-cultural content. Special attention should be paid to analyzing the differences in grammatical structure, expression habits, and ways of thinking between China and Italy to enhance the pertinence and practicality of the textbooks. In the design of textbooks for beginners, Italian annotations and guidance for minority languages can be appropriately introduced to lower the entry threshold and reduce language anxiety. In the intermediate and advanced stages, the materials can gradually transition to full Chinese teaching to enhance students’ language immersion and comprehensive expression skills. The digital construction of supporting teaching resources is also crucial. An online practice system covering listening, speaking, reading, and writing, standardized audio materials, classroom video materials, and mobile interactive applications should be developed simultaneously. Teacher books, teaching suggestions, and classroom task templates should also be provided to build an efficient and flexible multimodal teaching platform.

5.4. Improving social perception and enhancing the sense of identification with language learning

Creating a good language learning atmosphere is crucial to enhancing the interest and sustainability of Chinese learners. Schools can organize regular activities such as “Chinese Language Day,” “Chinese Corner,” and “Chinese Character Writing Competition” to create a real and tangible Chinese language usage scenario and enhance the immersive experience of the language environment. In daily teaching, teachers should consciously

introduce the “Cultural Comparison between China and Italy” module, guiding students to understand the cultural logic behind the language through specific content such as festive customs, diet culture, and polite expressions, to promote the deepening of cross-cultural understanding. For the common fear of difficulty encountered in the early stages of learning, teachers can help students set phased goals and combine them with appropriate incentive mechanisms to enhance their sense of accomplishment and self-efficacy in learning.

6. Conclusion

With the increasingly close exchanges between China and Italy, the status of Chinese education in Italian society has gradually risen. It has not only become an important component of education diversification but also plays an increasingly prominent role in promoting cross-cultural understanding and the internationalization of talents. Only by practically solving the current problems that hinder the development of Chinese education in Italy can the cross-cultural development path of international Chinese education become wider.

Disclosure statement

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