

Review of International Chinese Teaching Materials Research

-- Take Language Teaching and Linguistic Studies as an Example

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Abstract: In recent years, the influence of Chinese in the world has gradually increased, and the textbooks related to international Chinese education have also attracted wide attention from the industry. After 2000, the compilation of international Chinese language textbooks has entered a prosperous period, which also reflects the new trend of international Chinese language education in China. *Language Teaching and Linguistic Studies* is the first professional academic journal featuring international Chinese teaching in China. The article mainly summarizes the international Chinese textbooks published in this journal in the past two decades, and mainly uses the literature analysis method to summarize the compilation principles, principles, strategies and deficiencies.

Keywords: International Chinese Education; Language Teaching and Linguistic Studies; Textbooks and Literature Research.

1. Research Background

Teaching materials are inseparable from teaching content, teaching methods and teaching mode. Since the beginning of the new century, the research of international Chinese teaching materials has made real achievements. Although the relevant literature resources are very rich, the sources are complex and the fields are relatively scattered. According to the relevant literature, the current research on international Chinese textbooks is mainly based on the ontology of textbooks, while the analysis of international Chinese textbooks is rare, especially an authoritative journal. *Language Teaching and Linguistic Studies* is an important academic journal for second language teaching and acquisition research, Chinese ontology and applied research. It is an important material to understand the development of this discipline.

Regarding the study of the papers in *Language Teaching and Linguistic Studies*, Cui Xiliang sorted out the papers on modern Chinese grammar since the establishment of the journal.[1] Yuan Xinwen describes and discusses the current situation of Chinese teaching method in the past ten years.[2]Zhang Heyuan compared and analyzed the current situation and development of international Chinese education theory in the two journals of *Language Teaching and Linguistic Studies* and *Foreign Language Teaching and Linguistic Studies* in the past three years.[3] Liu Siyu clarified the research hotspot and frontiers in the field of international Chinese education in the past 20 years.[4] Through the above research results, we can see that the number of studies on this journal is still relatively small. In addition, from the field of research distribution, most of the research results focus on considering all papers within the research period of journals, and a specific field of research is rarely carried out. Therefore, the grasp of the development status of various fields of the discipline is not conducive to forming a clear understanding. Therefore, the analysis of the relevant literature in the authoritative journal *Language Teaching and Linguistic Studies* can clarify the achievements in the research field of international Chinese textbooks in this journal, and to a

certain extent can grasp the development context and change trend of the current international Chinese textbooks research. This paper can also find the problems in the field of international Chinese teaching materials, to provide reference for the future development direction of teaching materials.

This paper summarizes 26 research articles on international Chinese education published in the authoritative journal "*Language Teaching and Linguistic Studies*" from 2001 to 2023, and found that scholars mainly focus on the evidence and principles of textbooks, the concept and mode of the textbook, and the language elements and components of the textbook.

2. This Paper Deeply Analyzes the Reasons and Principles of Compiling International Chinese Textbooks

(1) The necessity for the compilation of international Chinese textbooks

Wang Yaomei believes that with the increasing number of foreign students learning Chinese, students from different countries, various levels and various needs show a diversified market picture.[5] On the one hand, this situation stimulates people's enthusiasm for compiling the textbooks of Chinese as a foreign language. At the same time, it objectively requires that the compilation of the textbooks must focus on the market to compile targeted textbooks according to the diversified needs.

(2) The principles for the compilation of international Chinese textbooks were put forward and discussed

First, practicality is the proper meaning of teaching materials. Practicality means that the content of the teaching material conforms to the target requirements of learners, and the arrangement of the teaching material should be conducive to teachers 'teaching and students' learning. Li Quan analyzed the causes of the weak practicability of the current teaching materials, for example, the current teaching materials do not reflect the characteristics of the second language teaching, the editors lack of analysis of learners, the inadequate applicability measures in the process of teaching materials

and the outdated content of the selection.[6]Wang Rui and Liu Shan discussed the textbook positioning, development process, writing principles and skills from the perspective of authenticity.[7] Second, innovation is the trend of compiling China's international Chinese teaching materials since the new century. Wang Yaomei summed up the characteristics of the current new textbooks and communication, and then analyzed their innovative ideas, methods and designs, and affirmed the innovative value of the new textbooks.[5] Third, the principle of interest is the principle that should be taken into account in the compilation of textbooks. Interest can trigger the inner motivation of learners and play a positive role in promoting language learning. Liu Songhao divides interest into process interest and product interest from the perspective of interest related to language textbooks, and believes that interest is the common result of content and language form in essence.[8]

In general, with the vigorous development of international Chinese education, the study of international Chinese textbooks has been promoted. In addition, both the writing of evidence and writing principle are much attention. In addition, scholars are also trying to explain from different perspectives, which provide thinking for the compilation of international Chinese textbooks.

3. This Paper Discusses the Compilation Concept of International Chinese Textbooks and Puts Forward the Compilation Mode

The compilation concept of textbooks should take the demands of students and the needs of social development as the observation point, and actively integrate into the elements of The Times. Therefore, before compiling a textbook, we should first clarify the teaching objectives on the whole and determine the writing idea of the textbook. International Chinese textbooks absorb and draw on the achievements and ideas of domestic general textbooks and foreign second language teaching, aiming at cultivating students 'comprehensive ability; and boldly innovating the writing mode according to students' needs and market feedback.

(1) The compilation of teaching materials should meet the needs of learners

Through the advanced stage of the learners 'learning motivation, learning interest and emotional experience analysis, Xiao Lu put forward the advanced intensive reading teaching material writing strategy, such as from the text content, vocabulary and language points to improve the learners' direct interest, the introduction of task-based learning way to improve indirect interest to stimulate and maintain the learners' learning motivation, etc.[9]Wang Yaomei elaborated that the teaching material must conform to the cognitive process of learners and reflect the psychological law of learners. Scholars believe that the textbooks published in Chinese as a foreign language in recent years have consciously absorbed the research results of second language acquisition theory, cognitive psychology, educational psychology, etc., which are different from the past in the standardization of language input, the stimulation of learning motivation, and the attention of language information processing process.[5]

(2) The compilation of the teaching material absorbs the concept of task-based teaching method and pays attention

to communication

The compilation of teaching materials often reflects some teaching theory and teaching method. With the development of the second language teaching theory, the latest research results are also reflected in the teaching materials compiled, among which the task-based language teaching theory is more influential. In terms of arrangement order, task-based teaching arranges content and structure in terms of communicative tasks rather than language knowledge system. After studying *abroad in China abroad* and *Boya Chinese* in China, Wang Yaomei believes that they both reflect the concept of task-based language teaching.[5]Wang Biao discussed the "fine reading" teaching mode and the relationship between the teaching material, the new teaching method and teaching mode will be limited video materials into language difficulty appropriate, learning steps step by step limited video material, and in the form of audio-visual intensive reading teaching, can deepen the students' understanding of the text content.[10]

4. The Language Elements and Components of the Textbook Content are Analyzed, and the Research Perspective is Increasingly Comprehensive

Language elements are an important part of the teaching material. *Language Teaching and Linguistic Studies* has the most documents about language elements in the teaching material, which shows that experts and scholars pay attention to language elements, which mainly focus on the study of vocabulary and grammar.

(1) Research on the vocabulary problems in the teaching materials

On the basis of the investigation, Xu Xiaoying determined the reference reference word quantity and the gradual method of the textbook, and took the average reference word quantity as the adjustment of the reference word quantity. [11] Zhou Xiaobing inspected the text vocabulary of 8 primary comprehensive Chinese course textbooks at home and abroad. After a horizontal comparison between home and abroad, he found that the vocabulary level of the foreign textbooks met the requirements of the Outline of *Chinese Level Vocabulary and Chinese Characters*, which is closer to the vocabulary usage of mother speakers. The investigation of the selected words found that different editors have great differences on which words should be taught.[12]In view of the fact that vocabulary accumulation generally does not reflect the characteristics of international Chinese textbooks, Zhang Rumei specifically analyzed three causes: the lack of vocabulary accumulation indicators in the compilation of textbooks, the textbooks do not fully reflect the attributes of vocabulary learning in reading courses, and the reading amount is insufficient.[13] From the perspectives of international Chinese education and teaching and modern Chinese word category research, Wang Hongyu discussed the perspective and processing principles of word category labeling in the textbook.[14]

(2) Discussion on the grammar of the teaching materials

Grammar teaching is not simply to let students understand the form and meaning of the grammar structure, but to hope that students can speak or write appropriate sentences.

Guo Xiaolin analyzed the current situation of many atypical examples in the grammar part of primary Chinese

textbooks, and believed that its solution depends on the change of the concept of the principle of grammar project arrangement, that is, from the focus on the grammatical system to the personality of the grammatical project.[15] Through the domestic representative of different periods of primary Chinese comprehensive materials, Yang defeng found that the grammar teaching material of teaching mode mainly deduction and induction, deduce class mainly has "explain-show" and "show-explain" two patterns, induction model, three patterns "explain-show" use the most, "show-inductive" use little.[16]

(3) Increasing attention is paid to the oral English, culture, practice and other contents in the textbook

The teaching goal of cultivating students' communicative ability in oral English teaching has gradually become a consensus and put forward some methods and principles to train students' oral communicative ability, which brings a lot of inspiration to teachers' lesson preparation.

Li Haiyan proposed that the focus of the textbook should be shifted from the grammar rules to the attention to communicative information; the conversation and monologue paragraphs of the text should not be long or long, and the strict boundaries of new words, texts, notes and exercises can be broken. [17] The learning goal of cultural textbooks is to make learners understand Chinese culture while cultivating learners' language skills. Zhou Xiaobing pointed out that the objects of some Chinese cultural textbooks are not clear, the contents are mostly ancient cultural knowledge, the high difficulty of the text language, too much language knowledge and skills practice and the lack of cross-cultural communication experience practice.[18] By examining the cultural auxiliary teaching materials of international Chinese textbooks, the author gives the development strategy of Chinese cultural textbooks from the aspects of learning objectives, learning objects, content selection, language difficulty, practice design and so on.

Exercises are an important part of international Chinese teaching materials. The setting of exercises should not only have a certain amount, but more importantly, have quality assurance. Zhou Jian analyzed the gains and losses of the current textbook practice design from five aspects, such as "the amount", "classroom practice and after-class practice", "closely following teaching content and improvement", "fixed and diversity of questions", "teaching order and difficult order".[19] The paper proposes to design exercises from the core task of cultivating students' sense of Chinese language and implement the principles of communication, task and meaning. Yang Yi said that there is no research report on the effectiveness of exercises in the current academic circle, which defines the concept of the effectiveness of exercises in Chinese textbooks, analyzes the research content of the effectiveness of exercises, and discusses several methods of studying the effectiveness of exercises.[20] By comparing between domestic mainstream Chinese textbooks and foreign English textbooks, the macro level is the setting of exercises in the overall structure of the textbook, that is, the relationship between exercises and other sections (such as texts, new words, etc.); the relationship and configuration between exercises, that is, the internal combination of exercises.[21] Zu Xiaomei discussed the theoretical basis and principles of the practice of writing Chinese cultural textbooks, and illustrated the main types of writing cultural textbooks.[22]

(4) Some issues in the compilation of international Chinese language education teaching materials are

discussed

In recent years, the international Chinese teaching materials have developed rapidly, and all kinds of teaching materials have mushroomed, but scholars have also found that there are many contradictions and problems in the compilation of teaching materials.

Combined with the practice of writing the *Chinese Course*, Yang Jizhou believes that the primary Chinese textbook should take the grammar structure as the main line, improve the importance of texts in the textbook and the role of context in connecting the grammar. In addition, we should control the choice of words and the control of vocabulary, and pay attention to the level and quantity of exercises.[23]

From the perspective of learners, Xiao Lu puts forward the difficulties in compiling international Chinese textbooks, such as the old content of new words, too difficult and the standardization of textbooks is low.[9]

Zhu Yong summed up some contradictions in the compilation of international Chinese textbooks. First, the contradiction of positioning angle; second, the problem of form angle; finally, pay attention to the contradiction of content angle.[24]

In the compilation of linguistics teaching materials for second language teaching, Shi Chunhong mainly discusses the following problems: the compilation mode and arrangement strategy of linguistics knowledge; the absorption and integration of current linguistics theories; the nationality, language classification and family classification; the language sense cultivation and the language view in the compilation of teaching materials.[25]

Chen Yumin proposed that the existing textbooks of Chinese as a foreign language pay more attention to the teaching of language knowledge and the training of language skills, and often lack necessary attention to the emotional attitude and cultural awareness of learners.[26] The emotional attitude reflected in the textbook is the field that has not been paid full attention in the study of Chinese cultural textbooks.

Jiang Lei pointed out the existing communication topic list, and found that there were problems such as concept confusion, lack of age pertinence, improper preparation of specific content, and unreasonable topic arrangement.[27]

Reviewing the 20 years of the construction of Chinese language textbooks in the new century, Jiang Liping focused on the achievements of the textbook construction in basic work, diversified development, localization and special use, and discussed its presenting characteristics. It is pointed out that the shortcomings of teaching materials construction are mainly reflected in the failure of teaching materials construction to meet the demand, the lack of theoretical construction of teaching materials, and the uneven quality of teaching materials.[28]

The new form of international Chinese education is the product of the integration of information technology and educational technology. On the basis of clarifying the connotation and characteristics of the new form, Li Baogui discussed the current situation, challenge and promotion path of its construction. [29]

According to the above analysis, it can be found that there are still deficiencies in the research literature about the textbooks in this journal. First of all, from the perspective of scholars' focus on the compilation of textbooks, it mainly focus on the theoretical research and practical research in the compilation of textbooks. There are few documents on the use of textbooks and the evaluation of textbooks, among which

the theoretical innovation is obviously insufficient. Secondly, from the perspective of the number of published documents, there are many research documents on textbooks compiled in the early stage, and few recent textbook research documents, which shows that insufficient attention has been paid to this field in recent years. Finally, most of the research literature focuses on basic and traditional textbooks, while the hot topics of international Chinese textbooks in recent years, such as regional and national textbooks, specialized Chinese textbooks, digital teaching materials and related supporting resources, are rarely reflected in journals. The construction of international Chinese teaching materials resources is an important content of international Chinese education. International Chinese teaching materials are not only the carrier of national language and culture, but also play an important role in establishing national image and showing cultural soft power. With the advent of the information age, international Chinese language textbooks are also facing more challenges. The future international Chinese teaching materials should be a new type of international and professional resources.

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