# Research Progress of International Chinese Language Education Textbook

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**ABSTRACT**

With the vigorous development of international Chinese language education(ICLE), the number of ICLE textbooks is increasing sharply, and the textbook research is also emerging. Taking the Chinese periodical literature collected in CNKI database as the research object, this paper uses content analysis and bibliometric method to analyze the relevant research results in the database with the help of CNKI visualization and CiteSpace to sort out the development context and investigate the research hotspots, so as to provide references for the research on the collaborative development of ICLE and vocational education, and provide useful reference for promoting the high-quality development of international Chinese language textbooks.

*Keywords: International Chinese language education (ICLE), Textbook, CiteSpace, Visual analytics.*

## 1. INTRODUCTION

Teachers, Textbook and Pedagogy have always been the main research fields of international Chinese education, and the "three education" issues are related to the healthy, stable and sustainable development of international Chinese education [1]. Among them, the compilation of textbooks, as one of the important links of international Chinese language education, is not only an important basis for testing and evaluation, but also the main materials for classroom teaching, so it occupies an important position in international Chinese language education and teaching. Under the background of the vigorous development of the international Chinese language education, the related research of the subject has also made great progress[2]. As a key link between the previous and the next, textbook compilation can reflect the overall development of discipline theory and the change of teaching practice. To sort out the new development of international Chinese education textbook literature research is to understand the development trends and research trends of the subject and to better cope with the needs of high-quality textbook construction.

## 2. DATA SOURCES AND ANALYSIS TOOLS

Based on the China National Knowledge Network (CNKI) database search, based on the Chinese literature collected in the CNKI database, select the advanced search function, and set the theme word as "International Chinese Language" + "textbook" （"国际中文"+"教材"） until December 31, 2023. After the search, the number of periodical type literature is 194. Among them, 48 are core (CSSCI, PKU, AMI); The subject word was set as "Chinese Language International" + "textbook"（"汉语国际"+"教材"）. After searching, the number of periodical literatures was 894, of which 262 were core (CSSCI, PKU, AMI); The subject word was set as "Chinese as a Foreign Language" + "textbook"（"对外汉语"+"教材"）, and the number of periodical type literatures was 2102, of which 591 were core (CSSCI, PKU, AMI). The subject word was set as "Chinese education" + "textbook"（"中文教育+教材"）, and the number of journals was 200 after retrieval, of which 68 were core (CSSCI, PKU, AMI).

According to the statistics of the core periodical literature, among the four searches, the repetition rate of the literature retrieved by "Chinese as a Foreign Language+ textbook" and "Chinese education + textbook" and "Chinese Language

International + textbook" was high, and the repetition rate of the literature retrieved by "International Chinese Language + textbook" and "Chinese education + textbook" and "Chinese Language International + textbook" was high, The repetition rate of literature retrieved with the theme of "Teaching Chinese as a foreign language + textbook" and "International Chinese Language + textbook" is not high (as shown in "Figure 1").

Therefore, the core journals retrieved with the theme of "Chinese as a Foreign Language + textbook" and "International Chinese Language + textbook" are 591 and 48, respectively, which are somewhat representative. Visualization analysis tools of CNKI can be used to analyze the overall situation of the literature in terms of subject, publication year, journal distribution and other aspects.
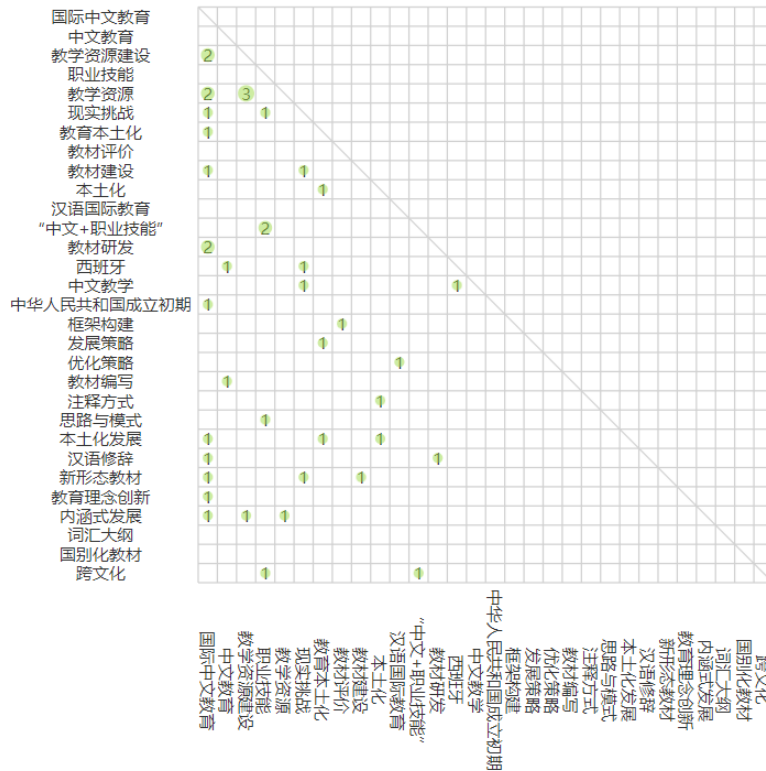


Figure 1 Analysis diagram of the contribution matrix of the main topics of core journal literature retrieved by "International Chinese Language + Textbooks".

In addition, there are many repetitions in the core journal literature samples retrieved for four times, and the visualization analysis tool of CNKI cannot visually cover the number of published papers by authors, publishing institutions, research turning points, etc. In addition, the visualization analysis tool of CNKI cannot visually analyze cross-topic literatures, and the number of selected literatures cannot exceed 500, while the literature objects of our research are not less than 500. Therefore, other analysis tools and software are also needed. CiteSpace software can be used for analysis, which can "explore the key paths and knowledge inflection points of the evolution of the subject area by reviewing the domain-specific literature (collection)." And through a series of visualization maps, it is to form the analysis of the potential dynamic mechanism of subject evolution

and the exploration of the frontier of subject development". In other words, the visualization software CiteSpace can be used to explore the past and future trends of research in a specific field. By manual intervention, literatures on unrelated topics such as duplicate, no author, call for papers, meeting minutes, and weak correlation of teaching material construction were eliminated, and 528 valid core literatures were finally obtained as sample data for this visualization analysis. The author, research institution and key words of the sample literature were analyzed by co-occurrence nodes, the knowledge graph was drawn, and the research topics were sorted out by the literature analysis method, so as to obtain the overall research situation of international Chinese textbook since the new century. This paper summarizes the characteristics of the research on international

Chinese educational textbooks, and predicts the future development direction.

# 3. VISUAL ANALYSIS OF RESEARCH LITERATURE

## 3.1 Subject Distribution

In terms of subject distribution of core periodical literature retrieved through the theme of "Chinese as a foreign language + textbook", Chinese language accounted for the vast majority, reaching 86.79%, followed by publishing, foreign languages and literature, accounting for 13.21%. In terms of the distribution of core periodical literature retrieved through "International Chinese Language + textbook", Chinese language and writing industry accounted for the vast majority, reaching 75%, but the proportion decreased somewhat compared with the former. The proportion of publishing, educational theory and management, computer software and other disciplines increased, accounting for 7.14% in publishing alone.

## 3.2 Annual Publication Distribution

By analyzing the number of published papers in the past 23 years, the visual results show that the research on textbook for teaching Chinese as a foreign language presents a phased change. From 1992 to 2014, the number of published papers on textbook as a foreign language showed an overall upward trend. Among them, the number of published articles reached the peak in 2006, and remained high for many years thereafter, indicating that since the beginning of the 21st century, there is a broad space for the study of textbook as a foreign language, attracting many researchers to participate in it. However, after 2006, the number of published articles on the study of Chinese as a foreign language textbooks gradually decreased, especially after 2014 and 2019, which showed two sharp declines. It can be seen that after 2014, researchers' enthusiasm for the study of textbook as a foreign language decreased slightly.

According to the annual distribution map of core journal literature published on the theme of "International Chinese Language +Textbooks" on CNKI, no articles were published before 2021. From 2021 to 2023, the overall number of research publications on international Chinese textbooks showed an upward trend, fluctuating within 15 articles per year. The highest number of publications was in 2022, and 2024 is not yet over,

indicating that the overall number of publications is relatively low.

Through two comparisons of publication volumes, we found that when the publication volume of the theme of "Teaching Chinese as a Foreign Language + Textbooks" decreases, it corresponds to an increase in the publication volume of the theme of "International Chinese Language +Textbooks", which also corresponds to a significant shift in the name adjustment of the international Chinese education major.

## 3.3 Published Journals

In terms of the distribution of core journals published by using the theme of "Chinese as a Foreign Language + textbook", "Chinese Teaching In The World"(《世界汉语教学》)accounted for the vast majority, up to 71.08%, and there were few types of core journals that published related research. In terms of the distribution of core journals published by using "International Chinese Language + textbook", the distribution is relatively average, which is related to the long average publication cycle of journals in the core area, the low average annual publication volume and the large number of core journals.

## 3.4 Distribution of Authors

In order to have a clear understanding of the core authors of textbook as a foreign language, the Author is visually analyzed, and the knowledge map of the core authors of textbook as a foreign language is finally obtained. At the same time, in order to better understand the number of papers issued by core authors, in CiteSpace software, Network Summary Table of Export is used to summary table the number of papers issued by core authors of Chinese as a foreign language textbook. From the perspective of core authors, during the period from January 1, 2000 to December 31, 2023, there are 15 authors who publish 3 articles or more chapters, 4 authors who publish 4 articles, and 4 authors who publish 8 articles or more, namely Li Quan (李泉) 12 articles, Zhou Xiaobing(周小兵) 9 articles, Wu Yinghui (吴应辉) 8 articles and Liang Yu (梁宇) 8 articles. It can be seen that Li Quan and Zhou Xiaobing are benchmarking figures in the field of textbook for teaching Chinese as a foreign language.

After selecting "Author" as the node type in CiteSpace analysis software and visualizing the author information in the literature, it was found

that, according to the calculation formula $M \approx 0.749\times$ of the core author of Price's law, the author whose number of publications is $\geqslant 2$ is the core author; A total of 99 papers were published by 44 core authors, accounting for about 18.75%, which is lower than the standard of 50% defined by Price's Law (Price et al., 1984). The core group of authors in this field has not yet formed, and they tend to conduct research independently. Except for the cooperation of Wu Yinghui and Liang Yu, which has formed a certain scale of cooperation, the others are basically pair-to-pair cooperation.

## 3.5 Distribution of Publishing Institutions

The "publishing institutions" of the 528 literatures collected in this study were sorted out, and the name of the first-level institution of the unit where the first author worked was taken as the basis for statistics, and the top 20 research institutions with the number of publications were obtained. Among the top 20 published institutions, there are 6 in Beijing, 3 in Guangdong, 2 in Shanghai, and 1 each in Yunnan, Fujian, Sichuan, Heilongjiang, Xinjiang, Jiangsu, Jilin, Guangxi, Liaoning and Shaanxi. Beijing ranks first in the country in both the number of publishing institutions and the number of publications. The top 20 institutions in terms of publication volume are all institutions of higher learning, more than half of which are teachers or language universities, such as Beijing Language and Culture University and Yunnan Normal University.

According to the co-occurrence map of research institutions drawn by CiteSpace, it can be seen that there are a few cooperative relationships between different research institutions and different research departments of the same research institution, such as East China Normal University and Fudan University. On the whole, the cooperation between internal and external research institutions is not close enough, the cooperation form is relatively simple, and the cross-department, cross-institution and cross-industry cooperation needs to be strengthened. In CiteSpace software, "Institution" is taken as NodeType to get the graph of institutions that publish Chinese as a foreign language teaching material. From this, it can be seen that Beijing Language and Culture University and Peking University play an important leading role in the field of TCSL textbook research. The letter "D" in the graph represents the cooperation density among institutions. It can be seen that although the major institutions in the study of Chinese textbooks as a

foreign language show the characteristics of "a hundred flowers blooming", the cooperation density among institutions is only 0.0008, which indicates that the cooperation among institutions is relatively scattered. Therefore, the author believes that the cooperation density among different institutions and institutions can be improved by jointly holding seminars on teaching Chinese as a foreign language.

## 3.6 Co-occurrence of Research Hotspots

The "keyword" of an article can clearly reflect the research focus and main content of an article. If the same keyword appears in different articles in a particular field, then the "keyword" reflects the research hotspot in this field. In the software CiteSpace, this paper takes Keyword as the node type, sets the time slice to 1 year, and the Threshold value to 8, that is, hides the keywords that appear no more than 8 times, and finally draws the keyword map of the research of Chinese as a foreign language teaching material. The larger the font size of the keyword in the figure, the more times the word appears.

Meanwhile, in order to further understand the research hotspots in the field of Chinese as a foreign language textbook, the author uses the Summary Table function of CiteSpace to calculate the summary table of high-frequency keywords and the intermediary centrality of keywords, as shown in "Table 1" below. In the past 20 years, The research on textbook for teaching Chinese as a foreign language mainly focuses on Chinese as a foreign language, Confucius Institute ,textbook compilation, country-specific, compilation principles, countermeasures, oral textbook, learners, topics, and vocabulary. Through the analysis of Table 1, it is found that "TCSL", "textbook compilation", "country-specific" and "Chinese textbooks" are the key words that researchers mainly pay attention to. Intermediation centrality is a key index to analyze the importance of keywords. The higher the intermediation centrality of nodes, the higher the influence and importance of nodes. In short, the higher the intermediation centrality of a keyword, the greater the influence of the keyword in the research field. As can be seen from the "Table 1", in addition to the two subject words set by the author, "Chinese as a foreign language " and "textbook", the key words such as "textbook compilation", "Chinese textbook", "country-specific" and "vocabulary" have higher centrality and greater influence on textbook. In addition, it can also be seen that the ranking of the occurrence

frequency and the ranking of the centrality of the keywords are not completely consistent. For example, "Chinese as a foreign language" appears 105 times in the literature, indicating that it appears a lot in the literature and is a popular research topic.

However, from the perspective of influence, the influence of "textbooks" is higher. This shows that in a certain field, research hotspot and research influence are not consistent.

Table 1. Statistical table of high-frequency keywords and intermediate centrality in the research field of international Chinese education textbooks

| Sort | | Keywords | Frequency | Sort | | Keywords | Centrality |
|---|---|---|---|---|---|---|---|
| 1 | 对外汉语 | Chinese as a foreign language | 105 | 1 | 教材 | textbook | 0.59 |
| 2 | 教材 | Textbooks | 67 | 2 | 对外汉语 | Chinese as a foreign language | 0.53 |
| 3 | 教材编写 | Textbook preparation | 43 | 3 | 孔子学院 | Confucius Institute | 0.45 |
| 4 | 汉语教材 | Chinese textbook | 31 | 4 | 汉语教材 | Chinese textbooks | 0.42 |
| 5 | 国别化 | country-specific | 21 | 5 | 教材编写 | Textbook preparation | 0.36 |
| 6 | 口语教材 | Oral teaching materials | 10 | 6 | 华文教材 | Chinese textbooks | 0.36 |
| 7 | 话题 | Topics | 9 | 7 | 东南亚 | Southeast Asia | 0.35 |
| 8 | 对策 | Countermeasures | 7 | 8 | 文化原则 | Cultural principles | 0.33 |
| 9 | 词汇 | Vocabulary | 6 | 9 | 话题 | Topics | 0.28 |
| 10 | 学习者 | Learner | 6 | 10 | 口语教材 | oral textbooks | 0.25 |
| 11 | 教学资源 | Teaching resources | 5 | 11 | 初级 | Beginner | 0.13 |
| 12 | 编写原则 | Writing principle | 5 | 12 | 俄罗斯 | Russia | 0.12 |
| 13 | 出版 | Publishing | 5 | 13 | 中级 | Intermediate | 0.11 |
| 14 | 偏误 | Bias | 5 | 14 | 写作教材 | Writing textbook | 0.10 |
| 15 | 孔子学院 | Confucius Institute | 5 | 15 | 学习者 | Learners | 0.08 |
| 16 | 写作教材 | Writing textbook | 4 | 16 | 词汇 | Vocabulary | 0.08 |
| 17 | 对比分析 | Contrastive analysis | 4 | 17 | 教学资源 | Teaching resources | 0.08 |
| 18 | 东南亚 | Southeast Asia | 4 | 18 | 国别化 | country-specific | 0.06 |
| 19 | 汉字教学 | Chinese character teaching | 4 | 19 | 对比 | Contrast | 0.06 |

### 3.7 Research Duration and Trend Co-occur

In order to intuitively see the diachraic research process and trend of textbook in the field of ICLE, we used the time-line cluster analysis function of CiteSpace to generate the time-line map of the clustering of the first ten keywords. Different research concerns in this field can be seen. The 10 largest keyword clustering in the research field of textbook for ICLE are Chinese as a Foreign Language (对外汉语), textbook compilation (教材编写), textbooks (教材),Chinese textbooks (汉语教材), oral textbooks(口语教材), country-specific (国别化), grammar textbooks (语法教材), topic(话题), compilation principles (编写原则), bias(偏误). According to the obtained keyword clustering information, the research concerns of textbook in the field of Chinese as a foreign language in the past over 20 years can be roughly divided into the following four areas: In the field of teaching Chinese as a foreign language, the macroscopic study of textbooks (Chinese as a foreign language, textbooks, Chinese textbooks, oral textbooks, and country-specific), the study of a certain grammar item in textbooks (grammar textbooks, topics), the study of the selection and compilation of textbook (textbook compilation, compilation principles), and the study of the combination of textbooks and problems in teaching (bias).

In addition, using the "burst term" analysis function of CiteSpace software, setting γ[0,1] to 0.4, a distribution map of the top 24 burst terms was finally obtained (see "Figure 2"). 'Emergence' refers to a sudden increase within a certain period of time, which can reflect the relative change trend of a research topic and can be used to observe the development trend of the research topic. The strength of emergent words represents the research attention of keywords, and the higher the value of strength, the higher the attention of keywords. From

the perspective of emerging words, the hot topics in the research of teaching Chinese as foreign language textbooks from 2004 to 2008 were the "National Hanban" and "Textbook Design", and the research enthusiasm lasted for 5 years. 'Chinese as a Foreign Language' has been a research hotspot since 2011, with a research heat lasting for 4 years and the highest mutation intensity, with a value of 3.94. This indicates that 'Chinese as a Foreign Language' textbooks have received great attention from 2011 to 2014. Although research hotspots such as "country-specific", "Confucius Institutes", and "textbook compilation" have been iterated since their emergence, they reflect the main research directions in the field of teaching Chinese as a foreign language before 2014. Chinese language education has maintained a strong position since 2015 and continued until 2021, while "teaching mode," "teaching materials," "teaching resources," and other aspects have iterated and become hot topics from 2019 to 2021, and will maintain vitality

in the field of international Chinese textbooks in the coming period. From this, it can be seen that the research on teaching Chinese as a foreign language has gradually shifted from macro level research to micro level research on one or some textbooks. For example, from 2004 to 2014, the hot topics were "country-specific" of textbooks and "Confucius Institutes". In 2015, the hot topics shifted to the analysis and research of one or several textbooks, as well as the exploration of a certain section of the textbook, such as "textbook compilation" and "teaching resources". The research on micro level textbooks will continue to deepen in the coming period. Based on the emergence of keywords and analysis of relevant literature, it can be concluded that the intensity of "Liang Yu" at 2.94 is also quite prominent, with its first appearance in 2017 and its popularity continuing until 2023; The keywords that emerged relatively late include "teaching resources" and "Chinese education", and their popularity has continued to this day.

## Top 24 Authors with the Strongest Citation Bursts

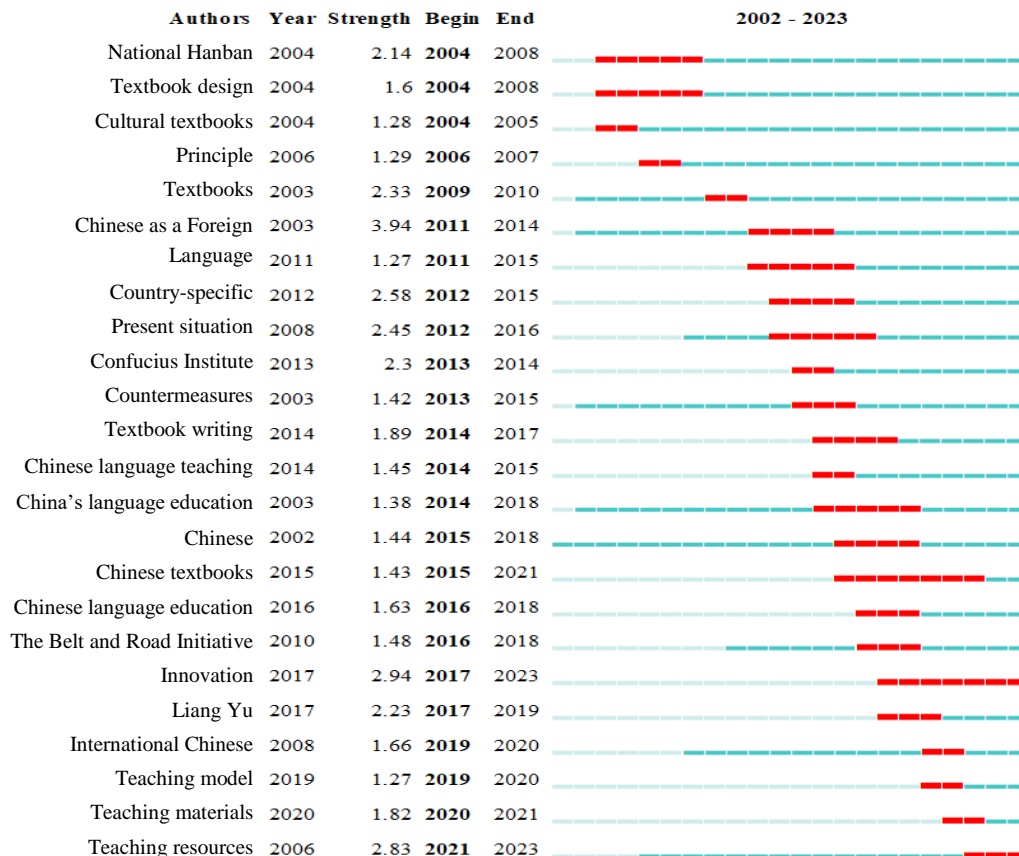| Authors | Year | Strength | Begin | End | 2002 - 2023 |
|---|---|---|---|---|---|
| National Hanban | 2004 | 2.14 | 2004 | 2008 | |
| Textbook design | 2004 | 1.6 | 2004 | 2008 | |
| Cultural textbooks | 2004 | 1.28 | 2004 | 2005 | |
| Principle | 2006 | 1.29 | 2006 | 2007 | |
| Textbooks | 2003 | 2.33 | 2009 | 2010 | |
| Chinese as a Foreign | 2003 | 3.94 | 2011 | 2014 | |
| Language | 2011 | 1.27 | 2011 | 2015 | |
| Country-specific | 2012 | 2.58 | 2012 | 2015 | |
| Present situation | 2008 | 2.45 | 2012 | 2016 | |
| Confucius Institute | 2013 | 2.3 | 2013 | 2014 | |
| Countermeasures | 2003 | 1.42 | 2013 | 2015 | |
| Textbook writing | 2014 | 1.89 | 2014 | 2017 | |
| Chinese language teaching | 2014 | 1.45 | 2014 | 2015 | |
| China's language education | 2003 | 1.38 | 2014 | 2018 | |
| Chinese | 2002 | 1.44 | 2015 | 2018 | |
| Chinese textbooks | 2015 | 1.43 | 2015 | 2021 | |
| Chinese language education | 2016 | 1.63 | 2016 | 2018 | |
| The Belt and Road Initiative | 2010 | 1.48 | 2016 | 2018 | |
| Innovation | 2017 | 2.94 | 2017 | 2023 | |
| Liang Yu | 2017 | 2.23 | 2017 | 2019 | |
| International Chinese | 2008 | 1.66 | 2019 | 2020 | |
| Teaching model | 2019 | 1.27 | 2019 | 2020 | |
| Teaching materials | 2020 | 1.82 | 2020 | 2021 | |
| Teaching resources | 2006 | 2.83 | 2021 | 2023 | |

Figure 2 Map of the distribution of emergent words.

With the continuous development of international Chinese education, the ecology of

international Chinese teaching has undergone many changes. The new situation has changed the

traditional "textbook view", and textbook construction has gradually shifted from textbook writing to the construction of a three-dimensional teaching resource system focusing on resource development, integration, and utilization. The construction of international Chinese teaching resources is an important part of the development of international Chinese education and discipline construction. It plays an important role in the global dissemination of Chinese language and culture, enhancing cultural soft power, and shaping national image. Resource construction will inevitably become the "compass" for textbook research in the new era.

In summary, based on CiteSpace software and with the theme of "Chinese as a Foreign Language" + "textbook" and "International Chinese Language" + "textbook", this paper explores 528 core journal papers in CNKI database during the past 23 years from January 1, 2000 to December 31, 2023. This paper analyzes the number of publications, authors, major publishing institutions and research hotspots of Chinese as a foreign language textbook, and draws the following conclusions: In the past 23

## 4. ENLIGHTENMENTS FROM THE RESEARCH OF INTERNATIONAL CHINESE TEXTBOOKS IN THE NEW SITUATION

In the field of international Chinese education, the study of textbooks has attracted much attention. In recent years, fruitful results have been achieved in the study of Chinese textbook. Researchers have conducted in-depth discussions on the compilation, evaluation and localization of international Chinese textbook. Ma Suyang (2021) studied the arrangement of pragmatic knowledge in international Chinese textbooks and revealed the characteristics of textbook in conveying pragmatic knowledge. At the same time, Chen Nan et al. (2022) paid attention to the way of grammar localization annotation in international Chinese textbooks, which provided a reference for improving learners' grammar learning effect. In addition, Liang Yu et al. (2023) constructed an evaluation index system for international Chinese textbooks, which provided a basis for evaluating the quality of textbooks. However, the construction of "Chinese +", country-specific and information-based textbooks still faces some challenges, such as how to better meet learners' needs, improve teaching quality and integrate advanced technologies. Future studies should continue to focus on these issues and promote the three-

years, the research on TCSL textbooks has presented a phased feature. According to the core authors and major publishing institutions, the main camps of the research on TCSL textbooks are Beijing Language and Culture University and Peking University. Li Quan and Zhou Xiaobing are the most prolific scholars in the field of TCSL textbook research. However, the author also finds that the cooperation among research institutions is relatively loose, and the cooperation intensity needs to be strengthened. From the perspective of research hotspots, the relevant researches mainly focus on the compilation of textbooks, localization, compilation principles, countermeasures, learners, topics, vocabulary, pertinence, bias and other aspects, and the types are mainly oral textbook. From the perspective of research trends, research shows different research hotspots at different stages, which generally reflects the transformation of related research from macro to micro. Starting from 2021, "International Chinese Language textbooks" and "Chinese + textbooks" will show a relatively strong momentum, and micro textbook research will continue to deepen.

dimensional development of Chinese textbook to a higher level.

### 4.1 The Form of Textbook Construction Should Be Three-dimensional in the Face of Big Data

With the progress of The Times, textbook are no longer limited to traditional paper textbook. On the basis of teachers' books, workbooks, wall chart cards, activity manuals, audio and video, and under the influence of modern information technologies such as networking, informatization and digitalization, multimedia textbook, media integration courseware, online learning platform, online database, intelligent teaching platform and other resources continue to emerge, which have gradually been realized The integration of intelligent and three-dimensional textbook. It can be said that the wisdom mainly includes the wisdom of writing, the wisdom of achievement and the wisdom of use[3]; Trivialization is to develop towards the trend of trivialization of content, form and service, and effectively promote the transformation of "textbook" into "teaching resources"[4]. For example, it includes textbook, exercise books, teacher manuals, tapes, videos, CDS, multimedia courseware, etc., which can meet the teaching needs in various situations.

### 4.2 The Construction of Textbook Should Pay Attention to the Country in Response to the New Situation

Country-specific, is also known as localization or native adaptation. The "International Seminar on Chinese Localization Textbooks" held by Xiamen University in 2009 was the first special seminar on Chinese localization textbooks in the academic circles, and it was pointed out that localization was the trend in the compilation of Chinese textbooks as a foreign language. In terms of the study of localization textbooks, the academic circles deepen their understanding of the connotation of localization by comparing the advantages and disadvantages of various types of textbooks. Cultural differences should be considered in the compilation of country-specific Chinese textbooks, the design of textbooks should adapt to local needs, and the communicative competence should be put first in teaching. The principle of pertinence is considered as the soul of country-specific textbooks. In addition, although the "secondary development" of "multiple editions in one edition" textbooks is not the real localization [5], it plays an important role in solving the shortage of localized textbooks and exploring the practice of compiling localized textbooks.

### 4.3 Textbook Construction Focuses on "Chinese +" in the Face of New Trends

With the promotion and deepening of the "Belt and Road" Initiative and the acceleration of Chinese enterprises' "going global", the trend of combining international Chinese education with professionalism has become a research hotspot on how to compile high-quality "Chinese +" textbook. According to the statistics of the Report on the Development of International Chinese Education and Teaching Resources (2022), the construction of textbook is no longer limited to language and culture, but continues to extend to different professions and fields such as medicine (Western medicine and traditional Chinese medicine), economics, management, engineering, law, business, science and technology, diplomacy, police, journalism, tourism, hotels, and military. "Chinese +" textbook are on the rise. In general, it presents the characteristics of "a hundred flowers competing and several branches showing off".

## 5. CONCLUSION

To sum up, both at home and abroad, the research on Chinese textbook is deepening. Future studies can continue to focus on the aspects of "localization" and "localization", "Chinese +" and "+ Chinese", "three-dimensional" and "wisdom" of textbook, with a view to contributing to the improvement of the quality of Chinese education. The "Chinese + tourism" for localization is a good research entry point.

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