

Research on Promotion of the Collection of International Chinese Language Education Materials in University Libraries: Based on the Library of Qingdao University of Science and Technology

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Abstract: This paper aims to comprehensively discuss the current situation and challenges of the construction of international Chinese teaching resources in Qingdao University of Science and Technology Library, and put forward some improvement strategies. Through the method of literature investigation and analysis, this paper finds that the library's international Chinese education collection resources lack diversity and low utilization rate. The findings clearly point to the need to take measures to increase the diversity of international Chinese learning literature, improve resource utilization, promote the development of electronic resources, and strengthen internal and external cooperation. This paper especially emphasizes the importance of optimizing the creation and acquisition of international Chinese learning resources to improve the quality of education and meet the needs of readers. Through the implementation of these measures, the service level of libraries can be improved effectively, and the development of international Chinese education and the learning needs of readers can be better supported.

Keywords: International Chinese Language Education; University Library; Qingdao University of Science and Technology; Collection Resources

1. Introduction

C With China's growing national strength, more and more people are learning Chinese not only because of their interest in the ancient oriental culture, but also in consideration of their future career development and other aspects, hoping to acquire an indispensable role to improve their competitiveness. As a

carrier of culture, language plays an indispensable role in promoting national development and international exchanges and cooperation [1]. The Financial Times reported that according to a survey conducted by the British Council, Chinese has become the language that British parents most want their children to learn and "the most useful for the future".

As a result, the number of international students is also growing year by year. According to official statistics from the Ministry of Education, in 2018, there were 492,185 foreign students of various types from 196 countries and regions studying in 1,004 institutions of higher education in 31 provinces (autonomous regions and municipalities), an increase of 3,013 students or 0.62% compared with 2017. In recent years, our education quality has been continuously improved and the education structure has been gradually optimized, attracting more high-level students to study in China [2]. During the "13th Five-Year Plan" period, according to the overall deployment of comprehensively deepening education reform, the field of education will focus on strengthening institutional construction and institutional innovation, with the focus on improving the quality of students studying in China. International Chinese language education in many domestic universities is developing rapidly, and the discipline system of international Chinese education is becoming increasingly perfect. The library is positioned as a complement to the classroom [3]. However, as one of the important cornerstones of this discipline, the international Chinese education books and materials are not comprehensive enough, and there are problems of low utilization rate and low sharing degree. University libraries should make the overall plan in time, improve the

utilization rate of the international Chinese educational materials and improve the construction of the collection.

This paper takes the library of Qingdao University of Science and Technology as an example, through the investigation and analysis of the international Chinese language education collection resources, finds out the problems and puts forward countermeasures and suggestions, in order to promote the development of the international Chinese language education materials collection.

2. Current Situation of International Chinese Language Education Resources

2.1 The Current Current Status of Domestic Research on International Chinese Language Education Resources

Over the past 70 years since the founding of New China, especially since the 21st century, the construction of international Chinese language teaching materials has developed rapidly. The current multilingual and multimedia system of international Chinese teaching materials is applicable to Chinese learners of all ages and from different countries and regions, basically meeting the needs of domestic Chinese teaching, alleviating the plight of the lack of international Chinese language teaching materials, and strongly promoting the development of international Chinese language education.

Since the founding of New China to the end of 2020, a total of 19,530 international Chinese language textbooks have been published worldwide [4]. Among them, 4,213 textbooks were published before 2000, accounting for about 22% of the total; 15,317 textbooks were published after 2000, accounting for 78%. This shows that international Chinese language textbooks have entered a leapfrog development stage. In 2020, Zheng Mengjuan's team surveyed the latest bibliographies of six national authoritative publishers, including Beijing Language and Culture University Press, Peking University Press, Higher Education Press, People's Education Press, Foreign Language Teaching and Research Press, and Chinese Language Teaching Press, and counted a total of 1361 international Chinese language textbooks, nearly 5000 titles. From the perspective of applicable region, there are 1103 kinds of textbooks for domestic Chinese

as a second language, accounting for 81%; 258 textbooks for overseas Chinese as a foreign language teaching, accounting for 19%. In terms of age, there are 1,198 teaching materials for adults, accounting for 88%, and 163 teaching materials for minors, accounting for 12%. From the viewpoint of applicable fields, 587 kinds of basic teaching materials account for 83%; 121 kinds of special teaching materials account for 17% [5].

In terms of intermediate language, international Chinese language textbooks are currently written in 54 languages, including English, Korean, Thai, Japanese, French, German, etc. In terms of medium, international Chinese language textbooks have developed from traditional media such as paper, CD, VCD, DVD, MP3, and point-and-reading pen in the early days to multimodal multimedia formats such as text, pictures, audio, and video using online platforms and application apps.

At present, the number and variety of international Chinese language professional theory books published have made great progress. Meanwhile, more and more research results on Chinese as a foreign language/second language teaching have been published in international journals, such as Yinghui Wu and Jing Guo (2019) found that second language acquisition, Chinese international communication, and database construction are popular selections for the National Social Science Foundation, the Humanities and Social Science Foundation of the Ministry of Education, and doctoral dissertations, while core and professional journals focus on Chinese language teaching, Chinese international communication, and textbook research. Yu Zhu and Wu Cai (2019) analyzed the hot spots and trends of Chinese language education research. A-Xin Dai et al. (2022) combed through the international Chinese language teaching literature in the Web of Science database from 2000 to 2020 and found that Chinese character and grammar teaching, learners' second language acquisition, and the operation mechanism of Confucius Institutes are the overseas research hotspots of international Chinese language education.

Jinping Ma (1995) talked about the characteristics and special features of foreign Chinese language materials and made suggestions for foreign Chinese language library materials in "Talking about the work of

foreign Chinese language materials"; Yurong Wu and Yaxin Lin (2009) pointed out the problems in the construction of foreign Chinese language collections in Heilongjiang science and technology colleges and universities, taking the library of Harbin Institute of Technology as an example, and made relevant solutions and suggestions; Lin Jiang and Bo Wei (2011) analyzed the current situation of the development of the domestic foreign Chinese book market and the collection of foreign Chinese materials in university libraries in their study on the construction of foreign Chinese library materials in university libraries. In contrast, there are fewer studies on international Chinese language education collection resources in libraries in the past ten years, and most of them study the situation of

international Chinese language education-related resources.

2.2 Overview of resources in the International Chinese Education of Qingdao University of Science and Technology Library

The library of Qingdao University of Science and Technology has a collection of 2002 volumes related to international Chinese language education. It contains 19 volumes of international Chinese professional theories, 54 volumes of textbooks and teaching aids, 6 volumes of books for international Chinese level examinations, 1419 volumes of Chinese and foreign language cross-references, and 504 volumes of dictionaries. The details of the professional theory and teaching materials are shown in Table 1.

Table 1. Number of Professional Theory Books and Teaching Materials

Category	Teaching method	Listening and speaking	Vocabulary	Grammar	Reading	Culture
Number	16	20	4	3	4	7

Among them, the collection of international Chinese education professional theory, teaching materials, and examination books is relatively small and single; the collection of Chinese and foreign language cross-reference books and dictionaries is relatively sufficient and highly utilized, but most of the audiences are Chinese students, for example, only 15 of the Chinese and foreign language cross-reference books are easy-to-understand books for international students.

The year of publication of 79 books of professional theory, textbooks and teaching

aids, and books for international Chinese language examinations is shown in Table 2.

It can be seen that there are more books published between 2001 and 2010. Only 7 of the introduced books have a publication year of the last 5 years, including 2 books with a publication year of 2018, 4 books with a publication year of 2019, and 1 book with a publication year of 2021. Compared with other books in the collection, books related to international Chinese language education as a whole have problems such as being updated more slowly and less frequently.

Table 2. Statistics on the Year of Publication of Professional Theory Books, Textbooks and Teaching Aids, and Books for International Chinese Language Examinations.

Year of publication	2000 and earlier	2001-2010	2011-2020	2021-present
Number	5	57	16	1

3. Existing Problems of International Chinese Education Collection in University Libraries

3.1 The Variety of Materials in the International Chinese Education Collection is Incomplete

The main demand objects of international Chinese professional theory books are language researchers, international Chinese teachers and international Chinese major students. These books are the source of support for international Chinese teaching. With the development of international Chinese language

education discipline, the discipline system and theory are becoming more and more perfect and mature, the research results are getting richer, and the content of published theoretical books is getting more and more enriched. In order to cope with the increasingly specialized and complex situation of this discipline, university libraries should make targeted and goal-oriented selections in collaboration with international Chinese professionals, timely replenish their collections to meet the needs of teaching and research.

International Chinese language education is both professional and comprehensive, which is

different from other disciplines. In addition to treatises, tools and textbooks on Chinese language, there are also many books on literature, history and philosophy related to Chinese language majors, so it requires a wide range of resources [6]. However, most of the university libraries have a small collection of international Chinese language education materials, and there are very few cases of complete international Chinese language education collections. Qingdao University of Science and Technology is a university of science and technology, and the number of international students and their countries are small, so the international Chinese language education collection is not complete. Other universities with strong professional or disciplinary attributes also have the same problem.

3.2 Low Utilization rate of International Chinese language Education Literature Resources

The collection of international Chinese language education literature and the number of book borrowing in the library of Qingdao University of Science and Technology are not high. The number of borrowings of Chinese and foreign literature is high, while the highest number of borrowings of books on international Chinese language teaching is *Essentials of Chinese Culture*, which has been borrowed 42 times, while the number of borrowings of other titles is less than 30. The low utilization rate of international Chinese language education literature resources in Qingdao University of Science and Technology is due to the following reasons: First, the readership is single, usually only teachers, students and international students of international Chinese language education sometimes need literature resources in this field, while some international students do not know where to search for the books they want, so they give up going to the library to borrow them; second, teachers and students of international Chinese language education have difficulty in meeting the demand for books due to the lack of book types and slow update of resources. Thirdly, the literature resources in the field of international Chinese language education have not attracted relative attention and have not formed a virtuous cycle of mutual promotion with the development of

international Chinese language education disciplines, and the construction process lacks comprehensive and systematic planning and promotion.

4. Suggestions and Strategies for the Construction of International Chinese Language Education Materials Collection

4.1 Strengthen the Procurement of International Chinese Language Education Collection Resources

As China's foreign exchanges become more and more frequent and the number of students studying in China increases, the professional development of international Chinese language education becomes more and more critical. Libraries need to take into account the actual situation, reasonably plan the procurement of international Chinese language education literature resources, increase the types and numbers of international Chinese language education materials purchased, and increase the procurement of extracurricular and professional books to meet readers' needs as much as possible. Subject librarians can survey the demand for international Chinese language education literature resources, paying special attention to the demand for literature resources of international Chinese language education teachers and students and international students, and carry out the targeted acquisition of international Chinese language education literature resources according to the survey results.

In the selection of book materials, we should focus on highlighting the key points. The books belonging to Chinese and international Chinese language teaching should be complete and in various editions and take into account other book materials. In addition, we should focus on the systematization of book materials according to the logic and systematization of knowledge. Book resources on language should include text vocabulary, grammar, and rhetoric, and monographs, monographs, and indexes should also be available as much as possible. Literature books focus on systematization, pay attention to the division of language level standards and accurate positioning, so that teachers and students have a direction and a target to study [7]. Finally, in addition to the main tools, the resource room should also have famous works, such as

famous writings on language with greater authority, famous writings on literature, and famous works of celebrities and new works of newcomers, which can inform borrowers of the latest research results and research directions, and can play a better role in enlightening students.

The literature resources related to teaching Chinese as a foreign language are characterized by a large variety, large quantity, rapid updating and iteration, and novel content. Journals are one of the main bodies of literature and information, for which journals should focus on screening, and a large number of subscription catalogs and tools can be used for preliminary screening, then teachers and international students can confirm them, and finally experts will review them. As well as some key journals such as Learning Chinese, World Chinese Language Teaching, Language Teaching and Research, Chinese Language, and Foreign Language Teaching and Research can be used as a kind of information supplement.

4.2 Improve the Utilization Rate of International Chinese Language Education Literature Resources

Books and periodicals related to international Chinese language education can be stored in a special area for the convenience of international students and international Chinese language teachers to access materials. At the same time, the internal management of the library should be strengthened, the opening hours should be extended, the opening range should be expanded, and a variety of services should be enriched to bring the readers closer to the literature.

Readers pay less attention to international Chinese language education literature resources, which leads to a low utilization rate of international Chinese language education literature resources. Colleges and universities can count and classify books with zero borrowing for international Chinese language education, formulate promotion plans, and increase publicity. In addition, they can also involve and recommend teachers specializing in international Chinese language education when purchasing book resources, to ensure that the purchase of book resources is more targeted.

4.3 Strengthen the Construction of Electronic Literature Resources

Documentary resources are divided according to the carrier form and can be mainly classified into paper books and materials, audio and video products, multimedia products, etc [8]. The diversification of the content and carrier forms of international Chinese language publications can provide Chinese language learners with diversified choices, meet the learning needs of Chinese language learners of different age groups and different countries, and promote the rapid development of the international Chinese language education profession.

Against the background of the normalization of the epidemic and the massive popularity of the Internet, the number of e-readers has soared and people's reading habits have begun to lean toward online and e-readers. Many international students are temporarily unable to come to school due to the epidemic and have to attend classes online and consult materials more often. Except for frustrations and difficulties, new challenges in the post-pandemic era also bring us more opportunities for innovation and development [9]. Therefore, electronic resources, multimedia resources, and network resources need to be vigorously developed to make a breakthrough in informatization, specialization, and specialization of international Chinese language education literature.

4.4 Improve the Cooperation System of University Libraries

The library cooperation system can be mainly divided into two categories: internal cooperation and internal and external cooperation. Internal cooperation refers to the cooperation between our library and our college. Librarians can work based on observations or surveys, and bilaterally with international Chinese language teachers to acquire literature resources, thus ensuring that the acquired literature resources are more in line with the needs and more relevant, that the readers' interest and participation could be stimulated to the utmost, and facilitating the students and faculty of the subject can become more familiar with the library's literature resources [10].

Internal and external cooperation means strengthening inter-library loan sharing and

alliance, enhancing inter-library cooperation and realizing resource sharing, including inter-library loan, documentary information transfer, virtual reference consultation, etc., and realizing the common sharing of resources and services and automated collaborative services in the province and even nationwide. At the same time, publicity efforts are increased to facilitate readers to understand and obtain the required literature resources in a timely.

5. Conclusions

Through the in-depth research and analysis of the current situation of international Chinese teaching resources in the library of Qingdao University of Science and Technology, the defects and deficiencies of educational resources are found. In order to solve these problems, the improvement measures such as increasing the diversity of resources, improving the utilization rate and promoting the development of electronic resources are put forward. Focusing on the present, with the rapid development of China's economic globalization and internationalization, the political, economic, scientific, technological and cultural exchanges between China and foreign countries are becoming increasingly frequent, and it is urgent for universities to strengthen the training of international Chinese education talents and the construction of international Chinese education disciplines. As a part of the university resource guarantee system, the university library also urgently needs to strengthen the construction of international Chinese education resources, attach importance to procurement, cataloging and resource sharing, and provide better services for international Chinese education disciplines and readers.

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