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Review

A CiteSpace-based review of cross-cultural communication in international Chinese language education in China (1994-2022)

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Abstract

This paper applies bibliometrics visualization analysis software CiteSpace-6.1.6 and CNKI as the data source and analyzes the literature published in domestic journals during 1994-2022 in China, in order to understand the development trend and main issues of cross-cultural communication in the field of international Chinese language education. The results of bibliometric cluster analysis show that in the past 30 years, the research topics in this field mainly focus on 17 clusters, including "*culture*", "*Chinese language*", "*cultural communication*", "*differences*", "*international students*", "*cultural differences*", "*Chinese as a foreign language*", "*cultural connotation*", "*foreign language teaching*" and "*cross-cultural*". According to the analysis of cited information, "*cultural difference*", "*pragmatic mistakes*", "*Chinese as a foreign language*", "*cultural communication*", "*cross-culture*", "*cultural teaching*" and "*cultural difference*" are the most concerned topics. "*Case study*" and "*teaching design*" are the research trends and hot spots in this field in the past two years. This paper not only reviews the history of cross-cultural studies in international Chinese language education, but also looks forward to the future development of cross-cultural studies in international Chinese language education.

Keywords international Chinese language education; cross-cultural communication; emerging trends; bibliometrics; visual analysis

1. Introduction

In recent years, the research on international Chinese language education has been fruitful, and the research theories and methods are constantly evolving (Li and Zhai, 2021). With Chinese language learned by more and more people (Ma et al., 2022; Gong et al., 2020), there are increasing cross-cultural communication problems in international Chinese language education. The number of Chinese as an additional language learners has exceeded 20 million by the end of 2020 (Li et al., 2021; Li et al., 2022). The International Conference on Chinese Language Education was held in Changsha in 2019, and the China Foundation for International Chinese Language Education was established in 2020. From the original "teaching Chinese as a foreign language" to the current "international Chinese language education", although international Chinese language education is a relatively new term, it can be used to refer to both the cause of international Chinese language education and the discipline. It is of great significance because it involves both the national language governance ability and the international influence of Chinese (Wang, 2021a). The name change of international Chinese language education brings a broader perspective to the discussion of teaching research. In the communication and interaction with different cultures around the world, we should think and discuss how to deal with the relationship between ourselves and others in the cross-cultural context (Wang, 2021b). Zhao (2014) proposed "Cross-cultural communication is generally regarded as a teaching method and a learning strategy". In the 21st century, the cultivation of intercultural communicative competence is the teaching goal of international Chinese language education, which is the requirement of social development for language talents and the inevitable trend of the development of international Chinese language education (Cui, 2022a;

Cui, 2022b; Zu, 2017; Zhang, 2017; Wang, 2015; Li et al., 2022). Therefore, cross-cultural studies play an important role in international Chinese language education. The goal of the curriculum for teaching Chinese as a foreign language in *the General Curriculum for Teaching Chinese as a Foreign Language* (2019) is the comprehensive ability to use Chinese language. The strategy and cultural ability in the four major contents (language skills, language knowledge, strategy and cultural ability) both mention cross-cultural communication. In view of this, this paper collects and collates all relevant studies on international Chinese language education research from the cross-cultural perspective of CNKI.

Compared with previous studies, this study has the following extensions and contributions:

1. The extension of research content: It gives statistical analysis of cross-cultural studies in international Chinese language education from the aspects of the number of literature, the distribution of literature sources, core authors and hot topics.
2. It is the expansion of the data cycle: the literature of nearly 30 years is collected to analyze the current situation of cross-cultural research in international Chinese language education in a longer time span.
3. The expansion of the database: with CNKI as the data source, the database is currently the largest full-text database in China.
4. The expansion of research methods: Visual mapping knowledge and bibliometric methods in CiteSpace 6.1.6 software are used to visually display the research hotspot, latest trend and evolution characteristics of cross-cultural communication.

2. Research Design

2.1. Research Questions

This paper addresses the following two research questions:

1. In the past 30 years, what is the overall development trend of international Chinese language education from the perspective of cross-cultural communication?
2. In the past 30 years, what are the research hotspots and main findings in the field of international Chinese language education from cross-cultural perspectives?

2.2. Data Source

The source of literature is from China National Knowledge Internet (CNKI). Literature collection and analysis includes three steps: retrieval, screening and analysis. Combined with the research theme, this paper defines the theme as the interdisciplinary research of international Chinese language education and intercultural communication. The search subject words in CNKI were "*Chinese language and Intercultural communication*", "*Teaching Chinese as a Foreign Language and Cross-cultural Communication*", "*International Chinese Language Education and Intercultural Communication*", and the time range is from the earliest to December 31, 2022. By setting the previous conditions, a total of 1850 literature records were retrieved. The conference papers were manually removed and finally sorted into 1,807 documents that met the conditions. The derived data were in Refwork format. There is no relevant literature before 1994, so the time span of the documents was from January 1, 1994 to December 31, 2022.

2.3. Analysis Tool

Literature visualization analysis software CiteSpace-6.1.6 was used in this study. At present, there are many kinds of document metrology software, such as VOSviewer, CiteSpace, Bibioshiny, HiteCite etc. By reading the literature comparing several software programs (Fu and Ding, 2019; Song and Chi, 2016; Chu and Zhang, 2019; Liao, 2011; Zhang et al., 2011, Hou and Hu, 2013), I tried several programs and finally decided to use CiteSpace. This software has certain advantages in data algorithm and clustering algorithm more in line with the requirements of this paper, more flexible data language (Both Chinese and English can be analyzed), and visual presentation methods of time and graph, especially when revealing the discipline research regular and research direction (Fu and Ding, 2019).

As a new method and a new field of scientometrics, scientific knowledge map or knowledge map is emerging and developing rapidly in academia. The science knowledge map is targeted at knowledge domain, and it is a kind of image that shows the relationship between the development process and structure of science knowledge with Knowledge domain as the object. It has the dual nature and characteristics of 'graph' and 'spectrum': it is not only a visual knowledge graph, but also a serialized knowledge lineage, showing the network, structure, interaction, cross, evolution or derivation among knowledge units or knowledge groups, and these complex knowledge relations are breeding the generation of new knowledge" (Chen et al., 2015; Chen, 2006).

This paper firstly makes descriptive statistics and analysis of cross-cultural studies in the field of international Chinese language education, calculates the time distribution of the number of journal publications, and uses CiteSpace 6.1.6 to conduct visual analysis of relevant studies. In the section of literature analysis, firstly, the bibliometric analysis software Citespace is used to handle basic data, and then the literature is summarized and explored in depth by clustering. Secondly, key journals of outstanding publication volume, active scholars and academic institutions were presented by statistical ranking of keyword frequency. Thirdly, the key words co-occurrence function of Citespace was used to execute cluster analysis on the core topics according to the size and distribution of nodes in the co-occurrence graph (Van Eck and Waltman, 2017). Finally, combined with the atlas data, the original literature is further studied, and the overall development trend of the research is comprehensively sorted out and discussed.

3. Results and Discussion

3.1. Annual Publication Amount

Firstly, the annual statistics of literature information are made. In the past 30 years, there have been more than 1,800 cross-cultural related papers in international Chinese language education, and the annual average publication amount is about 60. The annual publication amount is shown in Figure 1.

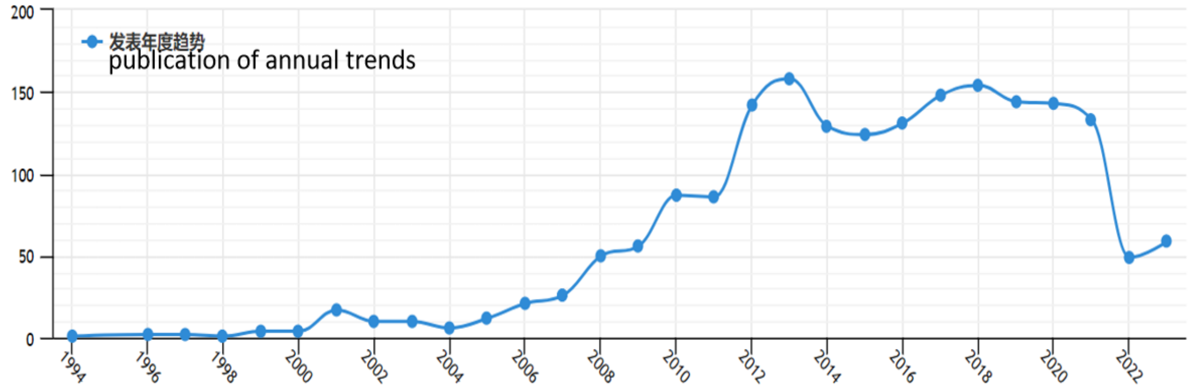


Figure 1. Annual Publication Amount (1994-2022)

As can be seen from Figure 1, the period from 1994 to 2007 was in the embryonic stage, and the number of relevant studies was relatively small, but the trend was rising slowly. The period from 2008 to 2021 was a booming period, with the number of relevant research surging and starting to decline in 2021. However, there was a new development trend in 2022, and the research trend began to rise again. The number of publications reached a peak of more than 160 in 2013.

In 2008, due to the improvement of China's comprehensive strength, the global Chinese language learning boom began. With the increasing number of Chinese learning groups, cross-cultural studies in international Chinese language education have become increasingly rich and developed rapidly with the development of "Chinese fever". However, the number of studies dropped rapidly in 2021, which could be closely related to the COVID-19 outbreak in 2019 and China's epidemic prevention policies. Due to the epidemic, most Chinese learners can only learn online instead of studying in China, which to some extent avoids some communication problems. As the increasing international migration of the 21st century has generated enormous social and cultural implications in the host countries (Peng et al., 2021), and cultural differences caused by cultural conflicts. Therefore, the number of papers published in 2022 dropped to about 50.

3.2. Authors

CiteSpace software was used to make statistics on the authors of literatures. Among the 1807 literatures examined, there were 533 authors (including the first author and co-authors), and three authors who published 3 relevant papers. 48 of them published two papers. The statistics of all authors of 3 papers and some authors of 2 papers are shown in Table 1 according to the publication frequency.

Table 1. Publication Frequency of Authors

No.	Author	Freq.	No.	Author	Freq.
1	Xiao Zhikui	3	10	Tan Ruwei	2
2	Wu Leya	3	11	Wang Yongyang	2
3	Liu Wei	3	12	Liu Li	2
4	Lin Tian	2	13	Liu Siyang	2
5	Guo Guangwei	2	14	Jiang Lili	2
6	Liu Wei	2	15	Zhang Xiaohong	2
7	Chen Lei	2	16	Gu Yutong	2
8	Wang Peng	2	17	Cui Youwei	2
9	Zhang Ning	2	18	Li Hong	2

CiteSpace software was used to process the authors of the literature, and the visualization map of co-occurrence of authors was obtained, as shown in Figure 2.

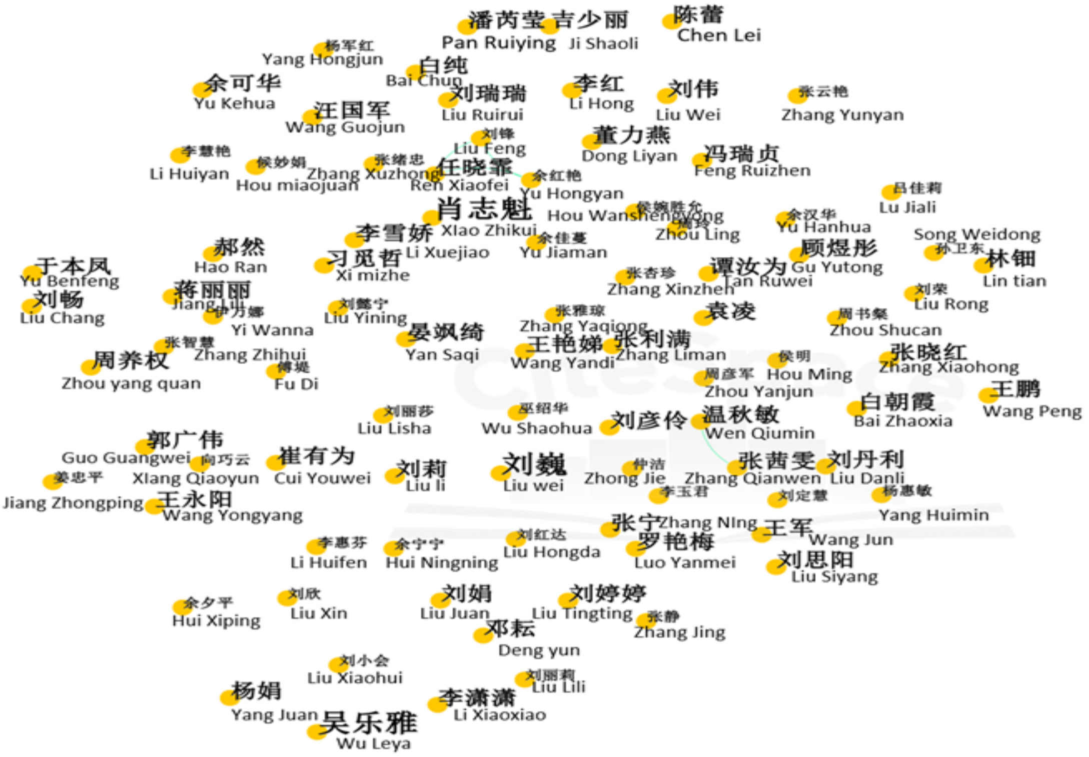

潘芮莹
Pan Ruiying
吉少丽
Ji Shaoli
陈蕾
Chen Lei
杨军红
Yang Hongjun
白纯
Bai Chun
余可华
Yu Kehua
刘瑞瑞
Liu Ruirui
李红
Li Hong
刘伟
Liu Wei
张云艳
Zhang Yunyan
汪国军
Wang Guojun
刘锋
Liu Feng
董力燕
Dong Liyan
冯瑞贞
Feng Ruizhen
李慧艳
Li Huiyan
侯妙娟
Hou miaojuan
张绪忠
Zhang Xuzhong
任晓霏
Ren Xiaofei
余红艳
Yu Hongyan
吕佳莉
Lu Jiali
肖志魁
Xiao Zhikui
侯婉胜永
Hou Wanshengyong
周玲
Zhou Ling
余汉华
Yu Hanhua
李雪娇
Li Xuejiao
余佳蔓
Yu Jiaman
顾煜彤
Gu Yutong
Song Weidong
孙卫东
林钿
Lin tian
于本凤
Yu Benfeng
郝然
Hao Ran
习觅哲
Xi mizhe
张杏珍
Zhang Xinzhen
谭汝为
Tan Ruwei
刘荣
Liu Rong
刘畅
Liu Chang
蒋丽丽
Jiang Lili
伊万娜
Yi Wanna
刘懿宁
Liu Yining
张雅琼
Zhang Yaqiong
袁凌
周书粲
Zhou Shucan
晏飒绮
Yan Saqi
王艳娣
Wang Yandi
张利满
Zhang Liman
张晓红
Zhang Xiaohong
张智慧
Zhang Zhihui
周养权
Zhou yang quan
傅堤
Fu Di
侯明
Hou Ming
周彦军
Zhou Yanjun
王鹏
Wang Peng
刘丽莎
Liu Lisha
巫绍华
Wu Shaohua
刘彦伶
温秋敏
Wen Qiumin
白朝霞
Bai Zhaoxia
郭广伟
Guo Guangwei
向巧云
Xiang Qiaoyun
崔有为
Cui Youwei
刘莉
Liu li
刘巍
Liu wei
仲洁
Zhong Jie
张茜雯
Zhang Qianwen
刘丹利
Liu Danli
姜忠平
Jiang Zhongping
王永阳
Wang Yongyang
李玉君
刘定慧
杨惠敏
Yang Huimin
张宁
Zhang Ning
王军
Wang Jun
罗艳梅
Luo Yanmei
李惠芬
Li Huifen
余宁宁
Hui Ningning
刘红达
Liu Hongda
刘思阳
Liu Siyang
余夕平
Hui Xiping
刘欣
Liu Xin
刘娟
Liu Juan
刘婷婷
Liu Tingting
张静
Zhang Jing
邓耘
Deng yun
刘小会
Liu Xiaohui
刘丽莉
Liu Lili
杨娟
Yang Juan
李潇潇
Li Xiaoxiao
吴乐雅
Wu Leya

Figure 2. Visual Map of Co-occurrence by Authors

As can be seen from Table 1, among the literature analyzed, Xiao Zhikui from Shanghai International Studies University, Wu Leya from Communication University of China, and Liu Wei from Beijing Youth University of Political Science published the most papers, each with 3 papers. At the same time, the co-occurrence map of authors in Figure 2 shows that although there are some co-published papers among a few authors, in general, researchers present a scattered distribution and a long-term stable academic community has not been formed. This not only shows that in the international Chinese language education, as a young science, cross-cultural research is a greatly promising field. The characteristics of the early development stage of "fighting alone" and "spreading in many areas" also mean that it is urgent to strengthen the construction of specialized academic organizations, academic conferences, academic journals and other disciplines in this field. It is necessary to actively promote the policy reform of the current academic evaluation mechanism and encourage interdisciplinary, cross-school and cross-industry cooperation. Moreover, the relationship between international Chinese language education and cross-cultural education is inseparable.

3.3. Author Affiliations

CiteSpace software was used to visualize the literature data sources, and the co-occurrence map of the institutions to which the authors are affiliated was obtained in Figure 3, as shown below.

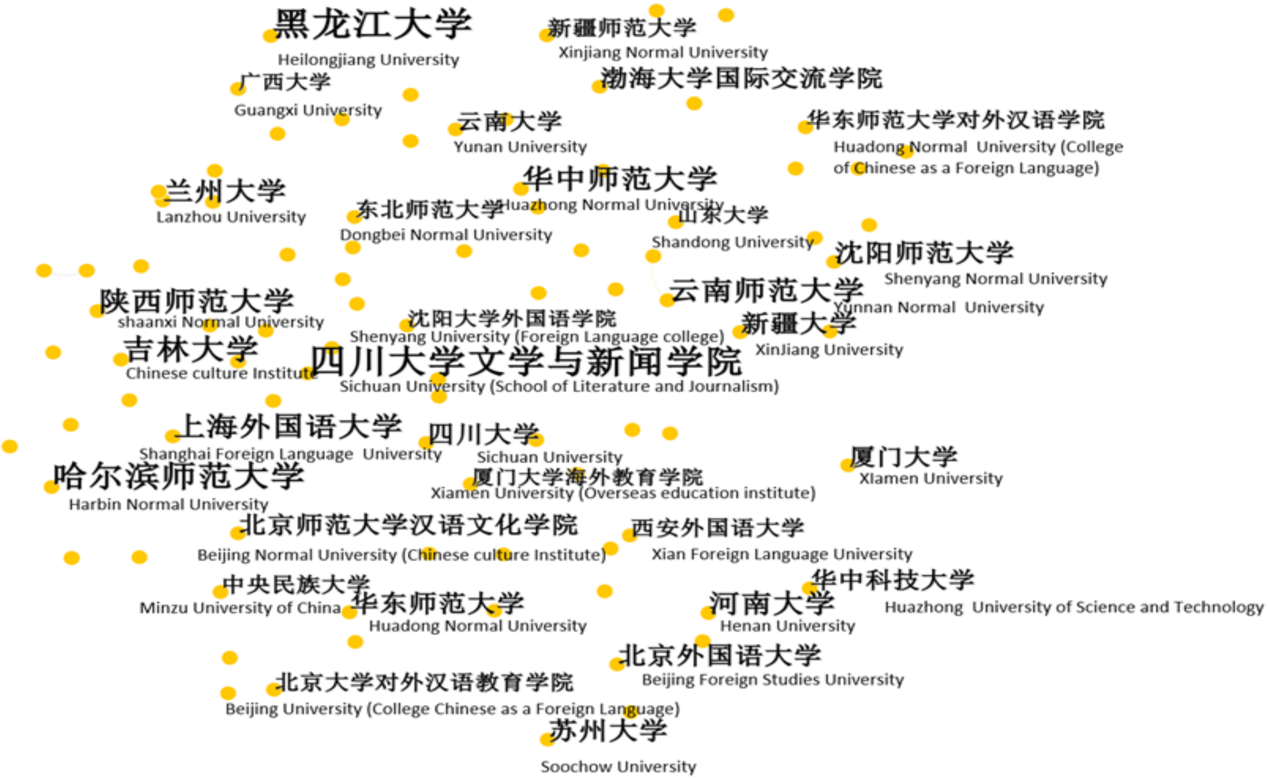

黑龙江大学
Heilongjiang University
新疆师范大学
Xinjiang Normal University
渤海大学国际交流学院
广西大学
Guangxi University
云南大学
Yunan University
华东师范大学对外汉语学院
Huadong Normal University (College of Chinese as a Foreign Language)
华中师范大学
Huazhong Normal University
兰州大学
Lanzhou University
东北师范大学
Dongbei Normal University
山东大学
Shandong University
沈阳师范大学
Shenyang Normal University
陕西师范大学
shaanxi Normal University
云南师范大学
Yunnan Normal University
沈阳大学外国语学院
Shenyang University (Foreign Language college)
新疆大学
XinJiang University
吉林大学
Chinese culture Institute
四川大学文学与新闻学院
Sichuan University (School of Literature and Journalism)
上海外国语大学
Shanghai Foreign Language University
四川大学
Sichuan University
厦门大学
Xiamen University
哈尔滨师范大学
Harbin Normal University
厦门大学海外教育学院
Xiamen University (Overseas education institute)
北京师范大学汉语文化学院
Beijing Normal University (Chinese culture Institute)
西安外国语大学
Xian Foreign Language University
中央民族大学
Minzu University of China
华东师范大学
Huadong Normal University
华中科技大学
Huazhong University of Science and Technology
河南大学
Henan University
北京外国语大学
Beijing Foreign Studies University
北京大学对外汉语教育学院
Beijing University (College Chinese as a Foreign Language)
苏州大学
Soochow University

Figure 3.Visual Map of Author Affiliations

As can be seen from Figure 3, most of the literature data comes from universities, such as Heilongjiang University, Xinjiang Normal University, Soochow University, Sichuan University, Peking University, Jilin University and Beijing Foreign Studies University. A small number of the literature data comes from non-university middle schools and technical secondary schools, such as Wuzhou Teachers' College, Xianning Hot Spring Middle School and Tunxi No. 1 Middle School.

3.4. Research Hotspots

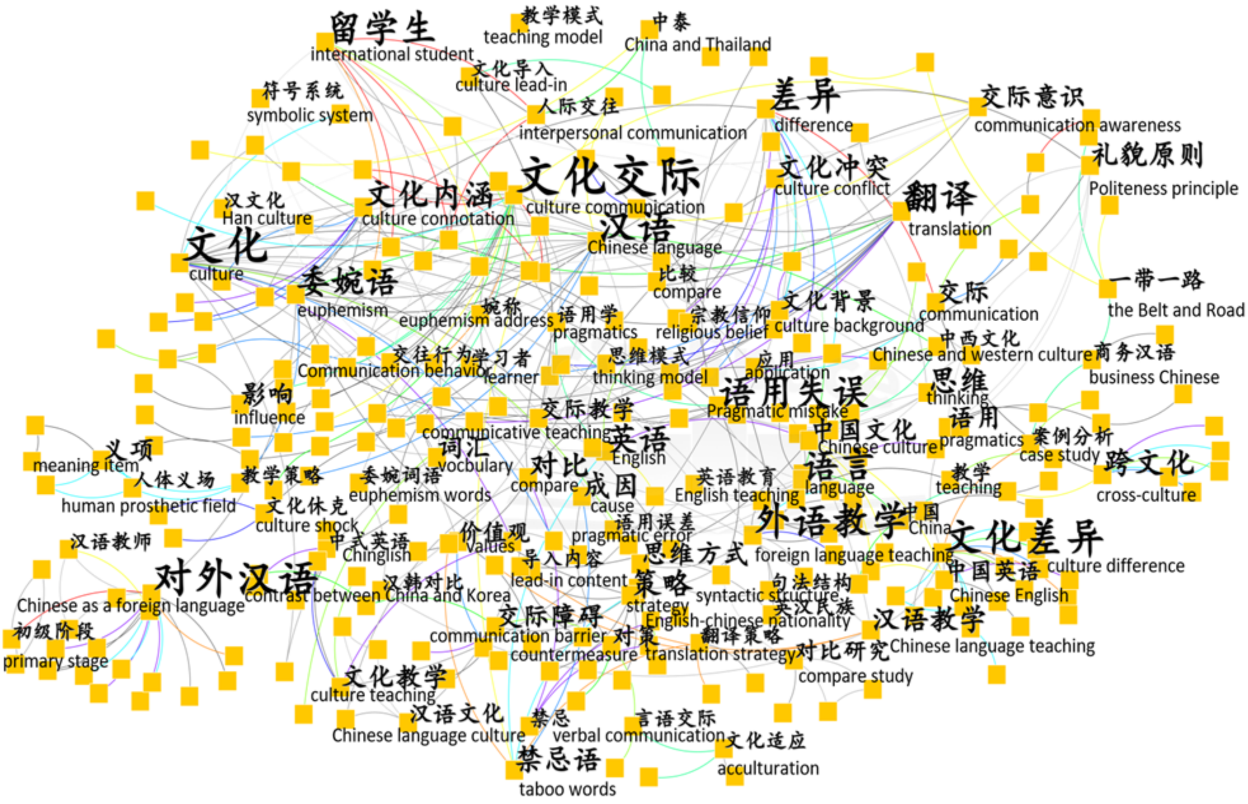
Keywords in literature extract and summarize research objects and core ideas. Geng and Gao (2022) concluded that "the occurrence frequency and co-occurrence of keywords can reveal research hotspots and central topics in a certain field". We imported the exported literature data into CiteSpace 6.1.6 software and used CiteSpace to conduct a preliminary analysis of keyword frequency and aggregation of all literature. Table 2 shows the keywords with 9 or more frequency, and Figure 3 shows the keyword clustering map, listing the main 12 keyword clustering. Table 2 and Figure 4 show the main research hotspots of intercultural communication in the field of international Chinese language education.

Table 2. List of High-frequency Keywords

No.	High-frequency keywords	Freq.	N	High-frequency keywords	Freq.
1	Culture difference	102	19	Case study	18
2	Pragmatic mistakes	98	20	Euphemism	17
3	Chinese as a foreign language	94	21	Teaching	17
4	Culture communication	66	22	Foreign language teaching	16
5	Culture	62	23	Communication barrier	16
6	Cross-culture	56	24	Cultural connotation	16
7	Difference	34	25	Chinglish	16
8	Translation	32	26	Contrast	15
9	Culture teaching	31	27	Communication	15
10	Strategy	29	28	Translation strategy	13
11	Language	29	29	Pragmatics	12

12	International student	28	30	Countermeasure	12
13	Cultural conflict	25	31	Chinese	11
14	Chinese	25	32	Chinese culture	11
15	English teaching	22	33	Teaching strategy	11
16	Chinese teaching	22	34	Cultivation	11
17	English	21	35	Communicative competence	10
18	Politeness principle	19	36	Culture lead-in	9

Visualization processing of keywords is carried out to get Figure 4, keyword co-occurrence map. Keywords and the relationship between keywords are displayed in an intuitive visual way, as shown below.



留学生
international student
教学模式
teaching model
中泰
China and Thailand
文化导入
culture lead-in
符号系统
symbolic system
人际交往
interpersonal communication
差异
difference
交际意识
communication awareness
礼貌原则
Politeness principle
汉文化
Han culture
文化内涵
culture connotation
文化交际
culture communication
文化冲突
culture conflict
翻译
translation
汉语
Chinese language
文化
culture
委婉语
euphemism
比较
compare
交际
communication
一带一路
the Belt and Road
婉称
euphemism address
语用学
pragmatics
宗教信仰
religious belief
文化背景
culture background
中西文化
Chinese and western culture
商务汉语
business Chinese
交往行为
Communication behavior
学习者
learner
思维模式
thinking model
应用
application
语用失误
Pragmatic mistake
思维
thinking
影响
influence
交际教学
communicative teaching
英语
English
中国文化
Chinese culture
语用
pragmatics
案例分析
case study
跨文化
cross-culture
义项
meaning item
人体义场
human prosthetic field
教学策略
委婉词语
euphemism words
词汇
vocbulary
对比
compare
成因
cause
英语教育
English teaching
语言
language
教学
teaching
文化休克
culture shock
汉语教师
中式英语
Chinglish
价值观
values
语用误差
pragmatic error
外语教学
foreign language teaching
中国
China
文化差异
culture difference
对外汉语
Chinese as a foreign language
contrast between China and Korea
中韩对比
导入内容
lead-in content
思维方式
策略
strategy
句法结构
syntactic structure
中国英语
Chinese English
初级阶段
primary stage
交际障碍
communication barrier
对策
countermeasure
英汉民族
English-chinese nationality
翻译策略
translation strategy
汉语教学
Chinese language teaching
对比研究
compare study
文化教学
culture teaching
汉语文化
Chinese language culture
禁忌
言语交际
verbal communication
文化适应
acculturation
禁忌语
taboo words

Figure 4. Visualization of Keywords Clustering

As can be seen from Table 2 and Figure 4, "cultural difference" is the keyword with the highest frequency, appearing 102 times, while "pragmatic mistakes" and "Chinese as a foreign language", two topics closely related to international Chinese language education, are next with the frequency of 98 and 94 times respectively. The most prominent feature of international Chinese language education is always conducting the Chinese teaching under different cultural backgrounds, in which many key words are related to culture, such as "culture", "cultural differences", "cultural communication", "cross-culture", "cultural conflict", "cultural connotation", "Chinese culture" and "cultural introduction". The statistical data more directly reflect the importance of intercultural communication in international Chinese language education, as well as the close relationship between intercultural communication and Chinese teaching. Some other high-frequency keywords are also basically around the three main keywords, from the three aspects of cultural differences, pragmatics and Chinese teaching, in-depth discussion of cross-cultural issues in international Chinese language education from a more micro perspective, such as translation errors, euphemism expression, politeness principle, teaching strategies and communicative strategies. This study did not combine synonyms in the statistical analysis. The purpose of this study is not only to reflect the slightly different research perspectives of experts in the academic circle, but also to illustrate the current situation that consensus and unified standards have not been formed on the use of some basic concepts and terms in the academic field.

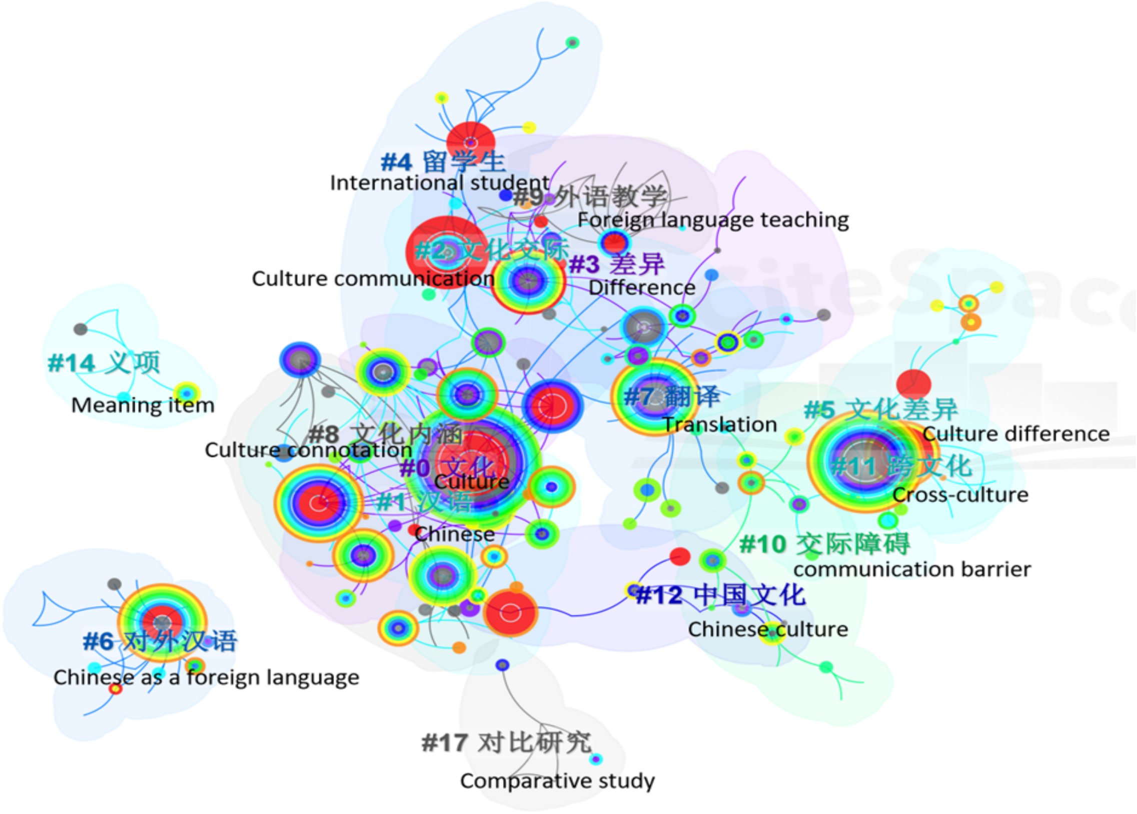

#4 留学生
International student
#9 外语教学
Foreign language teaching
#2 文化交际
Culture communication
#3 差异
Difference
#14 义项
Meaning item
#7 翻译
Translation
#5 文化差异
Culture difference
#8 文化内涵
Culture connotation
#0 文化
Culture
#11 跨文化
Cross-culture
#1 汉语
Chinese
#10 交际障碍
communication barrier
#12 中国文化
Chinese culture
#6 对外汉语
Chinese as a foreign language
#17 对比研究
Comparative study

Figure 5. Clustering Map of Main Keywords

Through the keyword clustering processing, as shown in Figure 5, 12 keyword clusters are shown, such as "culture", "Chinese language", "cultural communication", "differences", "international students", "cultural differences", "Chinese as a foreign language", "cultural connotation", "foreign language teaching" and "cross-culture". It can be seen from the keyword cluster map that "culture"and "Chinese language" are the two most important hot spots, which also proves once again that the two sciences of international Chinese language education and intercultural communication are permeated and connected.

3.5. Research Trends

The keyword clustering shows the overall research hotspot between 1994 and 2022. In order to further explore the internal changes in the popularity of relevant research topics in the past 30 years, we use the time-line clustering analysis function based on terms provided by CiteSpace to investigate the text information more deeply and comprehensively. Geng and Gao (2022) mentioned that this function can carry out text processing on the title and abstract keywords of the literature and form a term base by using TF-IDF (word frequency-inverse document frequency) algorithm, and then carry out co-occurrence correlation analysis on the terms of different articles, so as to more comprehensively reveal the main cluster of the study and the specific research dynamic changes of the cluster at each time node (in this study, it is every year).

In addition, "CiteSpace software also provides the 'burst term' analysis function based on terms, through which the preface dynamics and development trend of a certain research field can be analyzed. In other words, words with high frequency change rate and fast frequency growth rate are detected in a specified time period (See Figure 6). Different from the time line analysis function, emergent words reflect the relative change amplitude rather than the absolute number of word frequency of a certain term, so they can be used to observe the preface dynamics and development trends of research topics (Geng and Gao, 2022). CiteSpace 6.1.6 is used to analyze the emergence of cross-cultural communication in the field of international Chinese language education from 1994 to 2022. Figure 7 shows the time line development of 17 clusters and the distribution of the most significant 12 burst words.

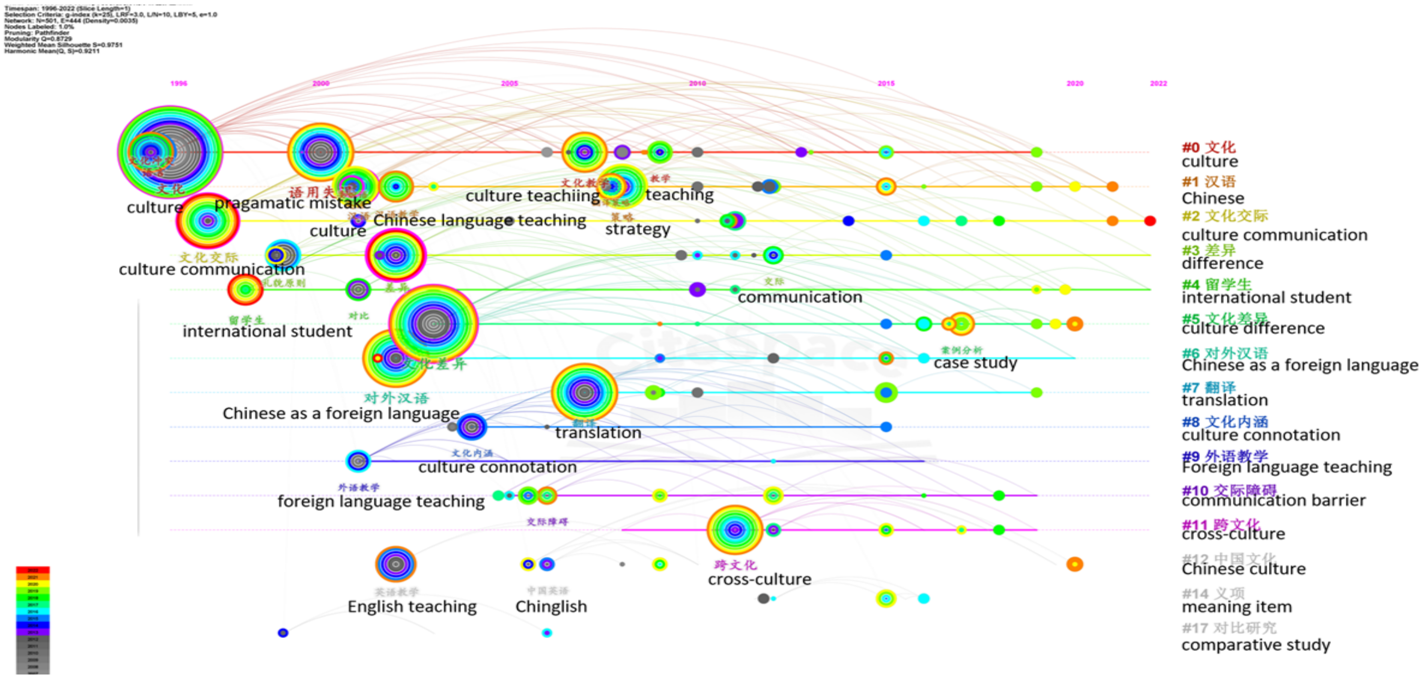
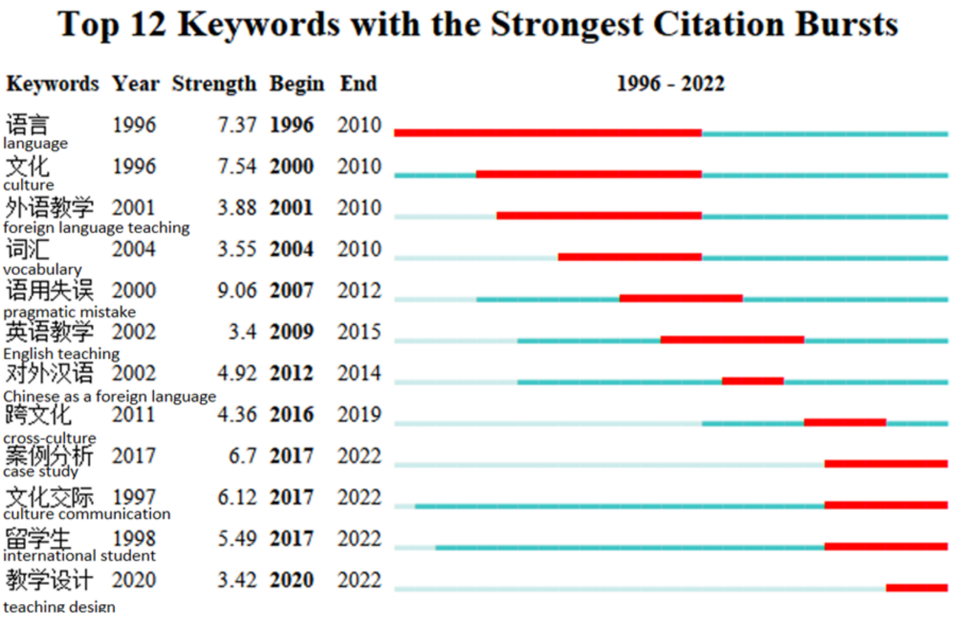


Figure 6. Analysis of Research Trends - Time Line



Top 12 Keywords with the Strongest Citation Bursts

Keywords	Year	Strength	Begin	End	1996 - 2022
语言 language	1996	7.37	**1996**	2010	
文化 culture	1996	7.54	**2000**	2010	
外语教学 foreign language teaching	2001	3.88	**2001**	2010	
词汇 vocabulary	2004	3.55	**2004**	2010	
语用失误 pragmatic mistake	2000	9.06	**2007**	2012	
英语教学 English teaching	2002	3.4	**2009**	2015	
对外汉语 Chinese as a foreign language	2002	4.92	**2012**	2014	
跨文化 cross-culture	2011	4.36	**2016**	2019	
案例分析 case study	2017	6.7	**2017**	2022	
文化交际 culture communication	1997	6.12	**2017**	2022	
留学生 international student	1998	5.49	**2017**	2022	
教学设计 teaching design	2020	3.42	**2020**	2022	

Figure 7.Research Trend Analysis - Keyword Burst

As can be seen from Figure 6 and Figure 7 of the clustering time line development, the overall research is carried out around the three themes of “Chinese language (or as a foreign language)”, “culture (difference)”, “cultural communication” and “overseas students”, but the overall orientation of the research varies in different time periods. In addition, as shown in Figure 7, Year represents the year in which the keyword appears, Begin represents the year in which the keyword begins mutation, and End represents the year in which the keyword mutation is completed. Strength represents the intensity of mutation, and a large number of strength indicates a high frequency of keyword emergence (Xu & Zhao, 2021). From 1996 to 2010, the main themes were “language” “culture” “foreign language teaching” “vocabulary” “pragmatic mistakes”, “Chinese as a foreign language” etc., mainly from a macro level to explore the cross-cultural communication barriers caused by cultural differences in international Chinese language education. “Language” (1996-2010, 7.37) and “culture” (2000-2010, 7.54) have the tendency of early start time, high intensity and long duration. “Pragmatic failure” (2007-2012, 9.06), among the 12 major keywords, although the mutation duration was not long, the intensity was the highest, that is, the keyword “pragmatic mistakes” appeared the most frequently during the 6-year period. From 2011 to 2022, in the past ten years, the research gradually transients from macroscopic to mesoscopic, using specific cases to analyze problems in cross-cultural communication, analyze cultural differences, and explore how to design the teaching of Chinese as a second language, a foreign language or an additional language in a cross-cultural environment. The results of data analysis indicate that "case study" and "teaching design" in cross-cultural studies are the future development trend of international Chinese language education. "Case study" (2017-2022, 6.7), "cultural communication" (2017-2022, 6.12), and "international students" (2017-2022, 5.49), the beginning time of mutation is the same as the completion time of mutation, which belong to the keywords appearing in the same period. These three keywords and "teaching design" (2020-2022, 3.42) are new research hotspots emerging in recent years, and the mutation is still continuing, indicating that these are the research hotspots of cross-cultural communication in the field of international Chinese language education.

Through the above analysis, it is found that there are many similarities with previous research results. Gao (2022) proposed that "international Chinese language education should focus on the construction of the interdisciplinary system of language and culture education, learn to remain unchanged and change, adhere to language and culture, expand cross-cultural and cross-professional development, and devote to teaching materials and national and regional studies with culture as the main line. In the training of teachers, we should face up to cultural differences, cultivate cultural consciousness, enhance cultural confidence, and expand the international perspective." His views once again emphasize the inseparable relationship between international Chinese language education and cross-cultural communication.

4. Conclusion

In this paper, CiteSpace knowledge graph software is used to make a statistical analysis of cross-cultural studies in the field of international Chinese language education based on the academic papers database of CNKI in the past 30 years (1994-2022) in China. Through sorting out and summarizing the research results, it is found that the period from 1994 to 2007 is the embryonic stage, and the related research increases slowly. The period from 2008 to 2021 is a booming development period, with the number of relevant research surging. A rapid decline began in 2021, but there was a new development trend in 2022, and the research trend began to rise again. According to the data, the authors of the literature are basically in the mode of "fighting alone", and a large scale of authors research groups have been formed. This result is consistent with the findings of Ouyang (2022). The data showed that the key words in the literature included 17 clusters, including "culture", "Chinese", "cultural communication", "differences" "international students", "cultural differences", "Chinese as a foreign language", "cultural connotation", "foreign language teaching" and "cross-culture", and the main cluster was the first 12. The results of the analysis of cited information in literature show that "cultural difference", "pragmatic mistakes", "Chinese as a foreign language", "cross-culture", "cultural teaching" and "cultural differences" are the most concerned topics. "Cultural communication", "international students", "case study" and "teaching design" are the research trends and hotspots in this field in the past two years.

Based on this, this paper has the following prospects for cross-cultural studies in the field of international Chinese language education:

(1) Cross-cultural communication is the cornerstone of international Chinese language education. The most prominent feature of international Chinese language education is that it is conducted under the cross-cultural background. Cross-cultural activities in international Chinese language education need to be perceived and understood from the perspective of cultural theory. The concepts of "original vision understanding", "cultural context"and "stereotype" are used to analyze the cross-cultural interaction and generation. It is proposed that the relationship between ours and others should be properly handled in international Chinese language education, and stories of both China and other countries should be told well (Wang, 2021).

(2) At present, the international research on identity and cultural identity is increasingly prominent. In the context of the international promotion of Chinese language, the Chinese cultural identity of international students has a great impact on their Chinese learning motivation. Most of the knowledge, culture and values that foreign students learn in China will continue to influence their political attitudes and living habits after they return their countries. At present, lack of cognition, single way of understanding and cultural shock are serious problems that foreign students are facing in the process of cultural infiltration. In view of this, the campus should first start to build cultural environment (Hu et al., 2020; Gao, 2022).

(3) In recent years, there are relatively few cross-cultural studies in online international Chinese teaching. The outbreak of COVID-19 has had a great impact on international Chinese language education and brought great challenges to international Chinese language teaching (Cui, 2022a; Cui, 2022b), forcing international Chinese language teaching to be carried out online. Although the teaching mode has been transferred to online, the cross-cultural problems of Chinese language in international Chinese language education have still not disappeared, but there are relatively few research related to cross-cultural studies in the field of international Chinese language education. Therefore, future studies should pay attention to cross-cultural communication in online teaching mode, which is conducive to the training and guidance of international Chinese language teaching and helps teachers formulate teaching and classroom management strategies, so as to better cope with cross-cultural communication in online Chinese language teaching.

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