



Research on the Construction of Indonesian Chinese Language Acquisition Case Resource Based on Building Learning Communities

基于构建学习共同体的印尼中文习得案例资源建设研究

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Abstract:

Acquisition case resources, as integrated accounts of experiences from Chinese learners, serve as high-quality resources for Indonesians to understand Chinese language and culture, thereby contributing to the construction of a local Chinese language learning community in Indonesia. Ultimately, they inject new vitality and momentum into the co-construction of the "China-Indonesia Community of Shared Future." This paper aims to explore the general principles, needs analysis, overall approach, and development path of constructing an Indonesian Chinese language acquisition case resource library. Finally, it proposes the role and significance of case resources in teaching and research. The construction of Chinese language acquisition case resources will provide new insights and support for the localization of international Chinese education in Indonesia.

Keywords: learning community; acquisition case; international Chinese education; localization

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摘要

习得案例资源作为中文学习者自述经验的集成,是印尼民众了解中文、感知中国的优质资源,有助于构建印尼本土中文学习共同体,最终为共建“中印尼命运共同体”注入新的活力与动力。本文旨在探讨印尼中文习得案例资源库建设的总体原则、需求分析、总体思路、开发路径,最后提出案例资源在教学和研究中的作用和意义。中文习得案例资源的建设将为印尼国际中文教育事业的本土化发展提供新的思路和支持。



关键词: 学习共同体; 习得案例; 国际中文教育; 本土化

1. INTRODUCTION

Indonesia is not only one of the initiators of ASEAN and the Regional Comprehensive Economic Partnership (RCEP), but also an important partner country in China's Belt and Road Initiative. Both China and Indonesia are developing major countries and emerging economies with extensive common interests. There is enormous potential for cooperation between the two sides (Wu Jianghao, 2022). Further intensifying the promotion of international Chinese education in Indonesia and accelerating its localization process can help maintain friendship between China and Indonesia, promote the smooth implementation of the Belt and Road Initiative and the RCEP agreement in ASEAN, and serve the national strategies such as the co-construction of the "China-Indonesia Community of Shared Future" proposed by the leaders of the two countries in July 2022.

Indonesia is currently in a rapid development stage of Chinese teaching resources, with active research and development, and the potential for industrialized development of resources is beginning to emerge, which can be classified as a "growing" type of Chinese teaching resource construction (Ma Jianfei et al., 2021). However, there is still a certain gap between Indonesia and "mature" countries in terms of independent research and development capabilities and local supply capabilities of Chinese teaching resources. As acquisition case resources, integrated accounts of experiences from Chinese learners, serve as high-quality resources for Indonesians to understand Chinese language and culture, they can help "dispel the sense of vigilance and defensiveness in the target country" (Lu Jianming, 2022), thereby constructing a local Chinese language learning community in Indonesia, and ultimately injecting new vitality and momentum into the co-construction of the "China-Indonesia Community of Shared Future".

2. REVIEW OF INTERNATIONAL CHINESE EDUCATION RESEARCH BASED ON LEARNING COMMUNITY THEORY

The concept of "community" originated from the book *Gemeinschaft und Gesellschaft: Grundbegriffe der reinen Soziologie* by the German sociologist Ferdinand Tönnies in 1887. John Dewey introduced the concept of "community" into education. He defined the concept of "school" as a place where various people form a shared culture through "communication" and constitute the basis of democracy—the place of "community". In the late 1980s and 1990s, the theory of learning community began to gain popularity in American universities, used to describe the theoretical framework of how people collectively construct knowledge, skills, and understanding through participating in common activities and social interactions.

In the field of international Chinese education, the application research of learning community theory has gradually gained attention. Researchers focus on how learners, in cross-cultural environments, promote language learning and intercultural communication skills development through community interaction. Particularly, there has been a notable increase in attention to online Chinese learning communities to explore interactive patterns and effects in online language teaching environments. Overall, the application research of learning community theory in international Chinese education continues to deepen, providing new theoretical support and insights for teaching practice.

Wen Ting and Liu Xiaohai (2023) proposed how to construct a learning community for Chinese and foreign teachers and students in teaching programs based on the theoretical and practical exploration of the "International Chinese Smart Education Project" at Beijing Language and Culture University. This aims to facilitate



communication between different languages and cultures, provide authentic language environments for Chinese learners, and enhance students' intercultural communication abilities.

Zheng Ying and Ye Jun (2024) conducted a survey on the social support levels and learning engagement levels of online international Chinese learners, finding a significant positive correlation between online learning community support and online learning engagement. However, issues such as poor quality of peer interaction and weak emotional support in online learning were identified. Therefore, they suggest strengthening online peer interaction, enhancing teacher emotional support, and encouraging students to interact with learning communities and local communities to construct a smart education learning community and social support system.

There are still some shortcomings in the research on learning communities in international Chinese education. Factors affecting the participation and impact of learners from different cultural backgrounds and language abilities in learning communities have not been deeply explored. Therefore, future research can focus on in-depth exploration of learning communities for Chinese learners in specific regional contexts and countries to better meet the social and emotional support needs of learners from different cultural backgrounds.

2.1 Review of Research on International Chinese Education in Indonesia

In recent years, the issue of international Chinese education from a regional perspective has attracted significant attention in academia. Indonesia has a long history of Chinese education and has made significant progress over time. Despite accumulating numerous research achievements in international Chinese education, there are still certain challenges: Firstly, while emphasizing the importance of regional studies, there remains a lack of "other" perspectives in localization research. Current studies on Indonesian international Chinese education often start from a "self" or "ego-centric" standpoint, as pointed out by Guo Shujian and Li Xiaoyang (2022). These studies primarily focus on what China wants to achieve and can achieve, rather than exploring what Indonesian learners want and can aspire to. Establishing a learning community for Indonesian Chinese learners would facilitate self-awareness and understanding of others, thus exploring practical pathways for the localization of international Chinese education in Indonesia.

Secondly, although there are numerous micro-macro level country-specific research outcomes, they are generally scattered and lack a systematic framework. A search on the China National Knowledge Infrastructure (CNKI) database reveals 399 related outcomes on Indonesian international Chinese education, with 304 being master's theses and only 16 articles indexed in the Chinese Social Sciences Citation Index (CSCD). While there is a significant quantity of related outcomes, they are predominantly presented in fragmented master's thesis form, making it difficult to form a comprehensive theoretical framework and research paradigm. Further in-depth research in this field is still lacking, with limited high-quality research published in international academic journals. Therefore, there is a need to strengthen academic exchanges and cooperation, and establish a more systematic and influential research framework and paradigm, starting from the path of localization.

Thirdly, there is a tendency to focus solely on traditional "San Jiao" (Teachers, Teaching materials, Teaching methods) issues, neglecting the development of localized and diversified international Chinese education resources. However, in a culturally diverse country like Indonesia, solely emphasizing teaching pronunciation, vocabulary, and grammar often fails to stimulate students' interest in learning and understanding the



Chinese language and culture. Therefore, there is a need for the development of localized and diversified international Chinese education resources to better meet the needs of learners, improve the quality and effectiveness of Chinese teaching, with particular attention to Indonesian Chinese acquisition case resources.

2.2 Review of Research on the Construction and Application of International Chinese Education Case Resources

The use of case-based teaching methods in the field of second language acquisition can be traced back to the 1980s. "A Case for Business English," compiled by Michel Poté and others in 1985, introduced case-based teaching theory, requiring students to complete language learning tasks in simulated scenarios through activities such as role-playing. Peter Daly (2002) also believed that case-based learning methods are very suitable for advanced language learners, and he specifically explained the organization of case-based teaching in business English classrooms. In the past decade, the development and application of case resources as an important part of international Chinese education resources have received unprecedented attention. The quantity and variety of case resource libraries are considerable, but there is still much room for improvement in related research and development:

Firstly, existing case resources focus on teacher training, and there is a need to develop case resources for learner purposes. Domestic research on case resources mainly focuses on the training of Chinese teachers, such as Yang Qing (2012) and Zhu Yong (2019), exploring the value, teaching models, and teaching processes of case resources. There are only a few case resources for learner purposes, such as business Chinese textbooks like Xing Xin (2006). However, as early as the 1980s, the international academic community began to recognize the enormous help of case resources in observing and understanding the complexity and situationality of language classrooms, as seen in Michel Poté (1985). Research on the acquisition themes of international Chinese education case resources, such as whether case resources can directly serve as Chinese learning materials and whether they can provide "scaffolding" assistance to learners, deserves further exploration.

Secondly, existing case resource construction aims for multi-form and multi-media formats, and there is a growing demand for country-specific resource construction. In recent years, a series of text-based and digital-based international Chinese education case resource achievements have emerged. Text-based case resources possess characteristics such as high quality, authority, and refined case processing, including comprehensive case compilations by Zhu Yong (2015, 2018) and Ye Jun (2015), as well as personal real teaching case analyses by Xiang Ping (2014) and country-specific case monographs by Wang Haixia and Liu Gang (2021). Digital case repositories have strong visualization and wide dissemination, with construction achievements from institutions such as Central China Normal University, the Chinese Language Alliance, and Beijing Language and Culture University available for open use. Currently, the quantity and variety of international Chinese education case resources are considerable, but they are still "in the stage of research exploration" (Hou Lei, 2018), especially regarding the processing degree, target audience, and country-specific adaptation of digital case resources, which still have much room for improvement.



2.3 Value and Significance of Establishing an Indonesian Chinese Acquisition Case Resource Library

The construction and application of Chinese acquisition case resources are necessary for establishing a Chinese learning community and have dual significance for the international Chinese education industry. Facilitating the Establishment of a Chinese Learning Community: Chinese acquisition case resources, told from the perspective of compatriot experiences, narrate stories of Chinese acquisition and adaptation to Chinese culture and society for Indonesian Chinese learners. They help construct an image of Chinese as "easy to learn, practical, and interesting" and of China as "trustworthy, respectable, and endearing," thus creating a platform for collective learning and progress. This fosters mutual understanding between China and Indonesia, promoting people-to-people connectivity.

Advancing Teaching and Research Activities: In terms of teaching, the construction of Chinese acquisition case resources addresses the pain points of resource scarcity and adapts to new teaching environments. In terms of research, it provides new materials and topics for international Chinese education research, serving as a paradigm for ASEAN member states and regions to autonomously develop international Chinese education case resources.

Providing Support for Indonesian Chinese Learners: Chinese acquisition case resource construction and application provide "scaffolding" assistance to learners. By integrating and validating theoretical achievements in the field of second language acquisition, they offer compatriot assistance to learners in overcoming language barriers, daily life challenges, interpersonal interactions, and psychological stress. This cultivates more witnesses, beneficiaries, builders, and disseminators of Sino-Indonesian relations.

3. DEVELOPMENT APPROACH FOR THE INDONESIAN CHINESE ACQUISITION CASE RESOURCE LIBRARY

3.1 General Principles of Case Resource Construction

(1) Reflecting the Universal Values of the China-Indonesia Community of Shared Future

Serving to promote the construction of a community with a shared future for humanity is the mission of international Chinese education (Wei Hui, 2022). The construction of case resources in this project will reflect the universal values of the China-Indonesia educational community, development community, and civilization community.

(2) Responding to the Development of ASEAN Partner Countries

Indonesian international Chinese education is rooted in the fertile soil of ASEAN construction, with Indonesia being an important member of ASEAN. Both disciplinary background and geographical conditions require Indonesian international Chinese education to enhance its service function, providing new viewpoints, propositions, and solutions for ASEAN co-construction.

(3) Demonstrating an Open Attitude of Civilizational Exchange and Mutual Understanding

Using Chinese acquisition case resources as a medium to present the "Indonesian expression" of Chinese and Chinese image while narrating "Indonesian stories" in education, culture, and society. This approach adopts an open-minded attitude to tell the



world that "the dissemination of Chinese is not solely for the purpose of exporting Chinese culture but to share each other's cultures with the world" (Hu Fanzhu et al., 2018).

3.2 Needs Analysis for Case Resource Construction

(1) Compilation of Existing Indonesian Chinese Education Resources

Utilizing field research methods to compile existing textual and digital resources in Indonesian Chinese education.

Gathering and analyzing relevant application data to assess the advantages and disadvantages of different forms and mediums of educational resources.

Presenting the necessity and feasibility of constructing Chinese acquisition case resources from a comparative perspective.

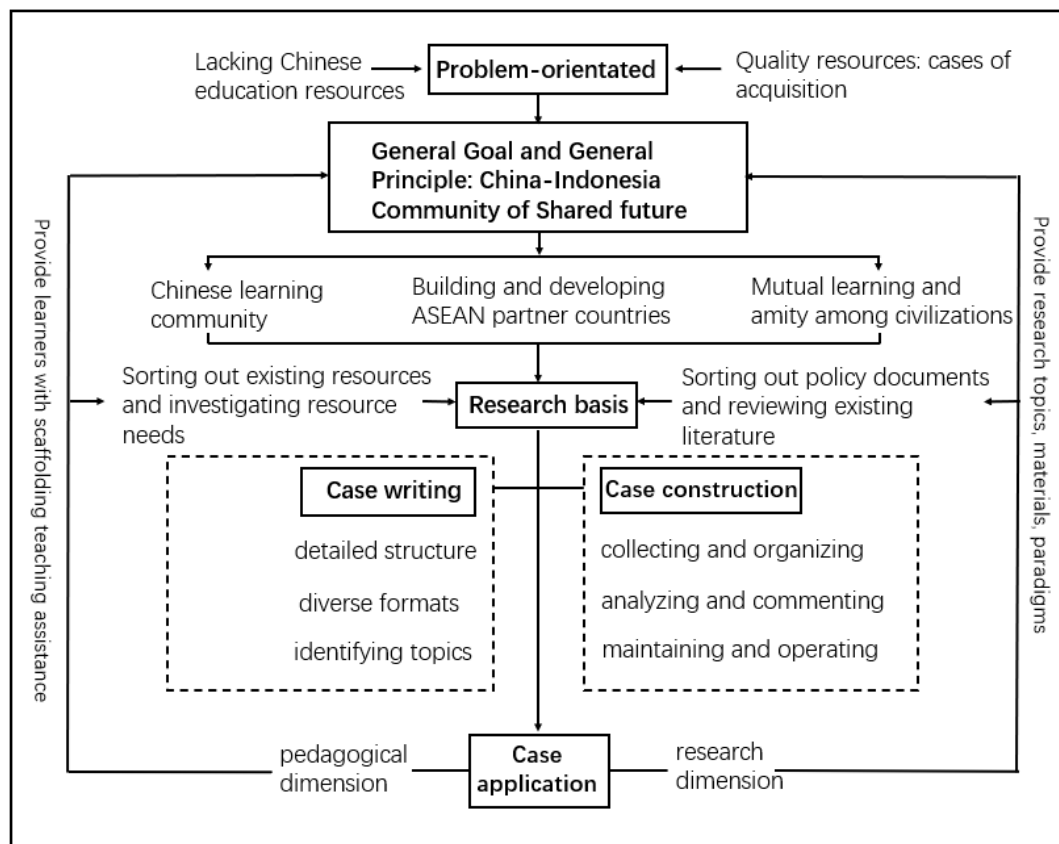
(2) Investigation of the Demand for Indonesian Chinese Acquisition Case Resources

Employing questionnaire surveys and interviews to understand the demand for Chinese acquisition case resources among Indonesian teachers and learners.

Specific areas of inquiry include the feasibility of using Chinese acquisition case resources inside and outside the classroom, the preferences for the form, medium, and content of Chinese acquisition case resources, and the demand for supplementary materials for Chinese acquisition case resources.

3.3 Overall Approach for Case Resource Construction

Given the current scarcity of localized Chinese education resources in Indonesia and the recognition of acquisition cases as high-quality resources for understanding Chinese and perceiving China, this project envisions constructing case resources focused on building a Chinese learning community, emphasizing the Chinese acquisition experiences of Indonesian learners, and promoting the Indonesian international Chinese education industry. With the overarching goal of building a Chinese learning community, this project will adhere to three principles: "Reflecting the China-Indonesia Community of Shared Future," "Responding to the Development of ASEAN Partner Countries," and "Promoting Civilizational Exchanges and Mutual Understanding." Following a path of target demand analysis, case writing, case construction, and case application, the research aims to expand the audience for international Chinese education case resource construction, deepen the methodology of international Chinese education case resource construction, and explore new topics and methods for telling Chinese and Chinese stories. The basic outline of the project's overall design is illustrated in the diagram below:



4. INDONESIAN CHINESE ACQUISITION CASE RESOURCE LIBRARY CONTENT ARCHITECTURE

4.1 Refinement of Case Structure

To address the issue of the current lack of sophistication in some digital case resources, this article proposes a refined and standardized case structure comprising four main sections: Basic Case Information, Analytical Insights, Reflective Exploration, and Reference Materials.

(1) Basic Case Information

This section will include details about the case subject's background, learning objectives, and learning journey, providing users with a comprehensive understanding of the case context and enhancing its readability and comprehensibility.

(2) Analytical Insights

International Chinese language teachers or experts will provide commentary on the case using professional knowledge such as second language acquisition theory. Specific aspects covered may include predicting potential grammar difficulties for learners, assessing the balance between language input and output, describing the learner's motivations and strategies, and evaluating the learner's reflection and metacognitive abilities.

(3) Reflective Exploration



This part will delve deeper into the case's issues and challenges, prompting further reflection and exploration. By posing additional questions and discussing various solutions, learners will be guided to engage in deeper reflection on the case.

(4) Reference Materials

This section will list academic literature, empirical studies, textbooks, and other relevant materials, enhancing the case's academic rigor and authority and increasing its reference value.

This refined case structure aims to improve the quality and effectiveness of case resources, providing users with more comprehensive and insightful learning experiences.

4.2 Diversification of Case Formats

Textual cases are the most basic form of international Chinese education cases (Hou Lei, 2018), and compiling textual cases of Indonesian localized Chinese acquisition is the primary task of resource library construction. Compared to other forms of case resources, textual case resources have the following advantages: First, textual cases can provide more in-depth and detailed language content, conveying more accurate and rich language information through text expression, enabling learners to better understand the language details of Chinese. Secondly, learners can freely read textual cases at their own learning pace, repeatedly ponder and digest the content to increase the freedom of individual learning. Through reading textual cases, learners will exercise reading comprehension and reading skills, improve their ability to interpret Chinese texts, which is crucial in practical applications. In addition, the flexibility and operability of textual cases allow learners to study at any time and place according to their personal needs, without being restricted by devices and environments. Overall, textual cases provide Chinese learners with a deeper and more flexible learning experience, enhancing their learning effectiveness and satisfaction.

Furthermore, based on the limitation of existing case resources being confined to teachers' teaching logs, we believe that there is a need to enrich multimedia case resources such as acquisition experience videos. Compared to textual cases, multimedia cases have stronger visualization and are more vivid and interesting (Hou Lei, 2018). Firstly, video cases provide learners with more vivid and intuitive transmission of Chinese acquisition experience through visual and auditory stimuli. Secondly, the comprehensive presentation of multimodal information such as pronunciation, intonation, and expressions in video cases enables learners to understand language application more comprehensively, helping to cultivate an authentic sense of language. Additionally, video cases also help to enhance learners' interest and engagement in learning. Compared to reading text, watching videos can attract learners' attention more effectively, making learning more interesting and stimulating learners' learning motivation. Overall, video cases, through vivid visual and auditory information transmission, better meet learners' perceptual needs, and improve the practicality and attractiveness of learning.

4.3 Resonance of Case Topics

Based on the perspective of Chinese learners' acquisition, this project will explore the experiences or difficulties in language cognition and cultural adaptation during the process of Chinese acquisition in four topics: language elements, language skills, cultural adaptation, and social communication.



Through targeted, semi-structured, or in-depth interviews, materials will be collected for subsequent case writing and compilation, reflecting the common spiritual points, shared ideas, and emotional resonances among Indonesian Chinese learners.

Language Element Acquisition Case Resources mainly promote learners' experiences during the learning of Chinese language elements, including grammar, vocabulary, pronunciation, etc. Understand learners' feelings in these aspects, as well as the difficulties and breakthroughs they may encounter. By citing specific cases, describe how learners achieve more fluent and accurate Chinese expression through the acquisition of language elements, as well as the challenges and insights they encounter in this process.

Cultural Adaptation Acquisition Case Resources mainly promote learners' feelings during the process of cultural adaptation, focusing on emotional resonance and cultural adaptation experiences in cultural exchanges. By citing real cases, depict learners' inner journey in cross-cultural learning, allowing readers to deeply understand the complexity of cultural adaptation and individual differences among learners.

Social Communication Acquisition Case Resources focus on interpersonal interaction and emotional expression in Chinese communication, including interaction with other learners, native Chinese speakers, and communication experiences in practical situations. Vividly showcase learners' communication skills and communication experiences in social situations, highlighting their achievements and challenges in interpersonal interaction.

5. DEVELOPMENT PROCESS OF THE INDONESIAN CHINESE ACQUISITION CASE RESOURCE LIBRARY

5.1 Case Resource Development Process

(1) Collection and Sorting with Screening

Design a scientifically reasonable case review index system, determine the grading standards for case resources, and ensure the quality of case resources. Additionally, incorporate Indonesian characteristics into the standards, with a focus on collecting sensitive issue cases and key difficult cases.

(2) Analysis and Commentary with Guidance

First-line teachers will provide comments on the original case materials, building a bridge between Chinese acquisition behavior and second language acquisition theory, and creating Chinese acquisition case resources that are friendly to Indonesian learners and Chinese teachers.

(3) Maintenance and Operation with Follow-Up

The development of case resources should be dynamic, continuously collecting or accepting various vivid and typical cases to achieve dynamic updates and follow-up supplementation of case resources.

5.2 Evaluation of the Application of Case Resource Results

(1) Teaching Perspective: "Scaffolding" Teaching Resources Facilitate Learner Progress

Firstly, by sharing successful cases of Chinese acquisition, providing learners with "scaffolding" assistance on how to solve everyday life, language barriers, interpersonal communication, and



psychological stress, learners can draw on the experiences of successful individuals to accelerate their Chinese acquisition process.

Secondly, by eliciting resonance in the face of language learning difficulties, it helps to establish a mutual assistance Chinese learning community, where compatriots can share experiences, raise questions, and grow together. This further provides opportunities for cooperative learning, inquiry-based learning, and autonomous learning for learners, adapting to the new teaching ecology.

Lastly, by focusing on individual differences in Chinese acquisition, it helps Chinese teachers provide personalized support. The experiences in the cases can help other learners better understand their learning styles and needs, thus allowing them to choose suitable learning strategies and resources more effectively.

(2) Research Perspective: Providing New Topics, Materials, and Paradigms for International Chinese Education Research

Providing new topics for research on international Chinese education resources based on learners' acquisition experiences and insights, providing data materials for individual case studies and quantitative research in international Chinese education, and providing research paradigms for the expansion of related fields.

Firstly, the introduction of new topics enriches the research field of international Chinese education resources. Chinese acquisition cases can delve into the deep-seated problems faced by learners in their acquisition experiences, providing researchers with more refined discussion directions. This depth and breadth of research contribute to enriching existing theoretical frameworks in the field and promoting the development of the entire discipline.

Secondly, the introduction of new materials plays a crucial role in individual case studies and quantitative research. Through the practical experiences of learners, researchers can gain in-depth understanding of the details of the acquisition process, language cognition, cultural adaptation, and other aspects. These materials not only provide specific and rich materials for individual case studies but also provide empirical data for quantitative research, making the research more convincing and reliable.

6. CONCLUSION

In conclusion, the establishment of the Indonesian Chinese Acquisition Case Resource Library holds significant importance in promoting the localization of international Chinese education in Indonesia. By delving deeply into case resources, we can better understand the Chinese acquisition process of Indonesian learners and provide them with learning support that is more tailored to their practical needs, ultimately fostering the Indonesian Chinese learning community. Additionally, this endeavor will provide rich research materials and practical experiences for the field of international Chinese education, driving its continuous development and innovation. We look forward to collaborative efforts in making the Indonesian Chinese Acquisition Case Resource Library a crucial platform for promoting educational cooperation and cultural exchange between China and Indonesia, contributing to the construction of a closer community with a shared future for humanity.



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