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## Connecting through Language, Cultivating through Culture: A Review of Professor Sun Yixue's *International Chinese Education and the Global Dissemination of Chinese Culture*

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**Abstract:** Against the backdrop of increasingly deepening globalization and cultural mutual learning, strengthening the international communication of Chinese culture and enhancing national cultural soft power has become an important historical mission for international Chinese education professionals and participants in the new era. Based on Professor Sun Yixue's book *International Chinese Education and the International Communication of Chinese Culture*, this paper constructs a framework for the international communication of Chinese culture with “language-education-narrative-communication” at its core. The work lays the foundation for cultural identity and communication through the inheritance and promotion of the national common language and script. Furthermore, it utilizes the discipline of international Chinese education to build a bridge for promoting the Chinese language globally and fostering people-to-people connectivity. Subsequently, by employing innovative narrative strategies, such as the advancement of projects like Tongji University's “Panda Dao Dao”, it aims to tell more relatable Chinese stories and present a truthful, multidimensional, and comprehensive national image. On this basis, enhancing cultural confidence, creating cultural products, and synergizing diverse communication actors will elevate the international communication power and influence of

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Chinese culture. The profound insights and forward-thinking case analysis in this book not only provide solutions for addressing current challenges in international Chinese education but also chart the course for the deeper development of China's cultural international communication, serving as a vital reference for confronting challenges and exploring future paths.

**Keywords:** Connecting through Language; Cultivating through Culture; Cultural Communication; *International Chinese Education and the International Communication of Chinese Culture*

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**标题:** 以言通心，以文化人：评孙宜学的《国际中文教育与中华文化国际传播》

**摘要:** 在全球化与文明互鉴不断深化的背景下，加强中华文化国际传播，提升国家文化软实力已成为新时代国际中文教育工作者和参与者的一项重要历史任务。本文基于孙宜学教授的《国际中文教育与中华文化国际传播》一书，构建以“语言——教育——叙事——传播”为核心的中华文化国际传播框架。该书通过国家通用语言文字传承推广为文化认同与传播奠定基础；且凭借国际中文教育学科架设起推动中文走向世界、促进民心相通的桥梁；之后借助创新叙事策略，如同济大学“熊猫叨叨”等项目的推进，讲述更加能够引发共鸣的中国故事，展现真实立体的国家形象；在此基础上，增进文化自信、打造文化产品、实现多元传播主体协同作用，提升中华文化国际传播力和影响力。本书所蕴含的深邃思考与前沿案例分析，不仅为国际中文教育应对当前挑战提供了方案，更为中华文化国际传播的深化发展指明方向，成为我们应对挑战、探索前路的重要借鉴。

**关键词:** 以言通心；以文化人；文化传播；《国际中文教育与中华文化国际传播》

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Culture is crucial to a nation's foundation and destiny, serving as the fundamental driving force for a country and a nation to thrive and move towards the future. General Secretary Xi Jinping attaches great importance to the significance of culture to the country and the nation, and clearly proposes in the Report to the 20th National Congress of the Communist Party of China that we should “uphold the stance of Chinese culture, extract and showcase the spiritual symbols and cultural essence of Chinese civilization, accelerate the construction of a Chinese discourse and narrative system, tell Chinese stories well, spread Chinese voices effectively, and present a credible, lovable, and respectable image of China.” Language is an integral part of culture and also undertakes the task of spreading culture. General Secretary Xi Jinping emphasizes that “language is a tool for human beings to communicate ideas, a carrier for inheriting civilization, and a bridge for enhancing understanding. Chinese, carrying the wisdom of the Chinese nation for thousands of years, is an important

public cultural product contributed by China to the world.” Chinese is not only the language of China but also of the world. With its intelligence, humanity, openness, and inclusiveness, it is gradually becoming a world language with international influence. As a discipline integrating language teaching and cultural communication, International Chinese Language Education is an important carrier for enhancing the international status and influence of Chinese, and also a direct path for strengthening the communication power and influence of Chinese civilization.

To comprehensively improve the effectiveness of international communication of Chinese, form an international discourse power matching China's international status and comprehensive national strength, and truly implement General Secretary Xi Jinping's instruction delivered at the 17th collective study session of the Political Bureau of the 20th Central Committee of the Communist Party of China, which pointed out that “we should promote the restructuring of the international communication pattern, innovate in online international communication, and build a multi-channel, three-dimensional external communication pattern.” In response to General Secretary Xi's call, universities across the country have worked together, with Tongji University taking the lead in carrying out a series of positive explorations for the future. Among them, the “Panda Chatters – International Students Tell Chinese Stories” project has won widespread praise from all sectors of society by organizing international students to showcase a real and three-dimensional China through videos, articles, and other forms. Meanwhile, Professor Sun Yixue led his team to systematically summarize relevant experiences and compile and publish the book “International Chinese Language Education and the International Communication of Chinese Culture.” As one of the “Panda Chatters” series, this book provides theoretical references and practical guidelines for International Chinese Language Education and the international communication of Chinese culture. Published by Shanghai Sanlian Publishing House in October 2024, the book includes four major sections: international communication of Chinese culture, telling Chinese stories to the world, International Chinese Language Education, and inheritance and promotion of the national common language. It has a complete system, detailed content and high academic value and guiding significance. Based on the inheritance and promotion of language and characters, taking International Chinese Language Education as a bridge and carrier, the book tells Chinese stories to the world, thereby constructing a localized practice framework for the international communication of Chinese culture. The theoretical elaborations in the book are thought-provoking, and the cited practical cases are industry benchmarks, which are highly inspiring and referential.

### **1. Taking the Inheritance and Promotion of Language and Characters as the Foundation**

Language is an important symbolic system for human thinking and communication, as well as a carrier of national culture and identity. It includes at least three major elements: “basic elements of language and characters, cultural inheritance elements, and national identity elements” (Xie Chunlin & Yang Shengcai, 2024, p.165). Chinese language and characters are a bright pearl nurtured in the long history of the Chinese nation, carrying the uninterrupted history of Chinese civilization for thousands of years. They are the cultural blood connecting the past, focusing on the present, and continuing, and will surely play an irreplaceable role in

presenting a vivid and comprehensive China. Against this background, the book “International Chinese Language Education and the International Communication of Chinese Culture” deeply recognizes the practical dilemmas and strategic opportunities faced by the inheritance and promotion of Chinese. The book places the inheritance, promotion, and development of the national common language at a height related to the country's soft cultural power and the construction of an educational power and systematically demonstrates the extraordinary value of language and characters in consolidating the foundation of the national community, promoting social and economic development, and enhancing international influence.

When exploring the promotion and practice paths of the national common language, this book focuses on key groups such as college students, Hong Kong, Macao, Taiwan regions, and ethnic minority areas, advocating the implementation of precise promotion strategies. As the main force driving the construction of the new era, college students are the hope for building China's future. The book points out that we should go beyond simple language skill training and attach great importance to the in-depth cultivation of “one ability and two awarenesses,” that is, comprehensively improving college students' language application ability, and simultaneously strengthening their awareness of consciously and standardized use of the national common language and their awareness of consciously inheriting and promoting Chinese language and characters. For Hong Kong, Macao, and Taiwan regions, the book keenly grasps the inherent attribute of language and characters sharing the same origin, and points out that we should take this as the foundation to skillfully resolve the complex language ecological problems in these regions, strive to build and strengthen the sense of the Chinese national community, and make language and characters a link to enhance identity and unite people's hearts. Ethnic minority areas are weak in the promotion of language and characters. The book advocates starting from the source, and steadily increasing the popularization of the national common language through various means such as strengthening the construction of a high-quality teaching team, ensuring the effective use of unified textbooks, and improving the effectiveness of policy implementation, and ultimately building “a language ecology dominated by the national common language and harmonious coexistence of multiple ethnic languages” (Sun Yixue, 2024, p.263).

The book not only focuses on the development of language and characters in China but also expands its perspective to overseas, advocating a more open and inclusive attitude to “restore the basic functions of language in carrying civilization and connecting people's hearts, promote more sincere cooperation between different languages, serve more harmonious international cooperation, and realize the common progress of humanity” (Sun Yixue, 2024, p.266). Among them, the African Language Resources Research Center established by Tongji University in 2020 is playing this role. Based on a long-term perspective, the center builds a bridge for Sino-African cultural communication through the protection of African languages and characters. We respect the diversity of world languages, but we face numerous difficulties in the process of Chinese going global. Faced with misunderstandings in international Chinese communication, Professor Sun emphasizes that shrinking back is not a solution. Instead, we should show firm cultural confidence and an open dialogue attitude and actively participate in global language and cultural governance. At the same time, we should adhere to empowering language teaching and communication with technology, and use cutting-

edge technologies such as artificial intelligence and big data to develop new methods and platforms; vigorously cultivate international language communication talents with a global perspective and proficiency in international rules, so as to achieve a harmonious communication ecology of “mutual appreciation of different languages and each cherishing their own language” (Sun Yixue, 2024, p.267).

## **2. Taking International Chinese Language Education as a Practical Bridge**

The inheritance and promotion of the national common language is the foundation for us to carry out International Chinese Language Education. International Chinese Language Education undertakes the global communication of Chinese, including Teaching Chinese as a Foreign Language in China, International Chinese Language Teaching overseas, and Overseas Chinese Language Education. Its original aspiration and mission are to “serve the global Chinese learning population, support the overseas communication of Chinese language and culture, realize the mutual learning of civilizations through language and cultural exchanges, build a bridge for cultural exchanges between China and other countries in the world, reduce cultural misunderstandings, promote people-to-people bonds, promote exchanges and cooperation among countries, and build a community with a shared future for mankind” (Shao Yi & Huang Zhengfu, 2024, p.55). Professor Sun Yixue has always kept this original aspiration and mission in mind. In the book, he fully affirms the value and achieved results of International Chinese Language Education and objectively analyzes the challenges and bottlenecks in its development process.

From the perspective of disciplinary nature, this book clarifies the positioning of International Chinese Language Education, emphasizing that it is not subordinate to Chinese Language and Literature, Foreign Language and Literature, Journalism and Communication, or International Relations, but an independent interdisciplinary discipline under the category of Education. Its core feature is to realize the international communication of Chinese through educational approaches. In the development process of International Chinese Language Education, with government support, Confucius Institutes have successfully transferred their affiliation, their professional status has steadily improved, and the systematic thinking, dialectical thinking, innovative thinking, etc. in talent training have been continuously strengthened. In addition, learners' growing interest in Chinese dialects and ethnic cultures has also brought new opportunities for International Chinese Language Education. However, International Chinese Language Education still faces multiple challenges. In the international environment, the stigmatizing propaganda against China by some forces has hindered the development of Chinese education to a certain extent; the involvement of foreign capital in the international Chinese education market has intensified the risk of resource monopoly and affected the dominance of Chinese-funded educational institutions. Domestically, the strong position of foreign language education has weakened the mother tongue identity of teenagers to a certain extent, indirectly affecting the foundation of international communication of Chinese; in academic research, some scholars are still confined to “ivory tower” - style isolated efforts, and substantive cross-institutional and cross-field cooperation is still insufficient. In conclusion, it is evident that International Chinese Language Education requires further comprehensive development.

Faced with challenges, this book not only has a foresighted vision but also a down-to-earth attitude. It not only sees the development trend of world Chinese education but also provides many forward-looking and operable improvement plans. In terms of internal and external names of the major, the discipline name “International Chinese Language Education” is used domestically, while “Chinese Language Education” is used overseas to conform to international conventions and prepare for the gradual development of Chinese into a global language. In terms of talent training, the book emphasizes that around the country's second centenary goal, we should strive to cultivate students' “national awareness, international perspective, ecological awareness, and community awareness” (Sun Yixue, 2024, p.190-191), enabling them to have both the sense of responsibility to inherit and promote Chinese civilization and the vision and ability to participate in global governance and promote the mutual learning of civilizations. From the perspective of the future development trend of the major, Chinese language education will gradually become younger, the status of cultural education will increasingly rise, the professional level of teachers will improve, and Chinese textbooks will complete localized practice. As a practical model, Tongji University adheres to the guidance of correct values, emphasizes the equal importance of theoretical literacy and practical ability, and promotes the integration of production and education to improve the quality of talent training. Drawing upon its multidisciplinary advantages, the university has established cultural brands such as “Panda Chatters,” which features international students telling Chinese stories. In addition, the university is empowering teaching innovation through technology. In the future, Tongji University plans to further deepen theoretical research, build a metaverse Chinese learning platform, develop industry-specific Chinese textbooks for countries along the “Belt and Road”, construct intelligent learning systems and multimedia communication matrices, and comprehensively promote the high-quality development of Chinese language education.

In addition, the development of International Chinese Language Education requires market participation. Historical evidence suggests that purely public-interest initiatives are often met with skepticism about their underlying motives. Therefore, we should introduce a market competition mechanism to effectively enhance the sustainability and recognition of communication activities. At the same time, “the ideal model is 'public welfare + market’” (Guo Xi, 2023, p.5). On the one hand, we need to continue to rely on official platforms such as Confucius Institutes; on the other hand, we should attach importance to and guide the participation of market forces, so that public welfare has market motivation, and the market is not completely a market but has public welfare responsibilities. The book states that we should vigorously support institutions engaged in Chinese language education to expand financing channels, ensure the discourse dominance of Chinese capital, encourage increased investment in science and technology, and use modern technology to improve the effectiveness and convenience of teaching. By integrating Chinese language learning into staff training and trade partnerships, Chinese-funded enterprises can fulfill their cultural communication mission. They can thus become showcases for China's image and narratives, realizing a virtuous cycle of “promoting culture through enterprise and building trust through culture.”



### 3. Taking Telling Chinese Stories Well as an Innovative Attempt

The vigorous development of International Chinese Language Education has significantly improved the communication effectiveness of Chinese stories. Language makes human narration possible, but telling stories is not a simple narration. Based on ordinary narration, storytelling injects individual subjective experience, and through processing and refinement, forms a narrative behavior with a complete plot. Therefore, stories have the functions of endowing meaning and producing ideas and are the most popular communication technology carriers across different regions and cultural groups. Storytelling is the best way for international communication. From the perspective of communication rules, stories are the most attractive, and telling good stories can achieve twice the result with half the effort. General Secretary Xi Jinping has repeatedly mentioned “telling Chinese stories well” at various conferences on publicity and ideological work and literary and artistic work, which goes beyond the concept of storytelling within literature and has become a way of civilized dialogue with a global consciousness. Navigating an increasingly complex international situation, this book offers a multifaceted enhancement of the competencies required for effective Chinese storytelling. It focuses on the core elements of narrative, methodology, and communicators to achieve its dual objectives: fostering people-to-people bonds through shared Chinese sentiment and promoting the global dissemination of Chinese wisdom.

At the beginning, the book advocates that the narration of Chinese stories should focus on showing Chinese characteristics and participate in global civilization dialogue from a unique cultural perspective. We should tell stories of harmony in diversity to urge countries to recognize their differences and properly handle the relationship between their own nation and other cultures in mutual communication; tell stories of self-improvement of China, that is, through the arduous experiences of the Chinese people and the real life stories of ordinary people, to achieve a deep resonance with historical China, present China, and future China; tell human stories of mutual interdependence to promote the deep-rooted concept of a community with a shared future. Whether it is excellent traditional Chinese stories, stories of Chinese-style modernization, or stories of the Chinese Dream, these are wonderful, distinctive, positive energy stories that resonate universally with people around the world. Through the telling of these stories, we show the world a real and three-dimensional China that is both bold and implicit, respectable and lovable, thereby eliminating estrangement, enhancing understanding, and fostering trust.

Regarding “how to tell” Chinese stories, this book first emphasizes the need to have the literacy of storytelling, then analyzes how to tell good stories of excellent traditional Chinese culture and Chinese modernization and finally uses “Panda Chatters” as a case to improve the operability of storytelling. Storytellers should embody patriotism, sincerity, and a commitment to continuous learning, while mastering imaginative, novel, and emotionally engaging narratives. This is crucial for increasing the global appeal of Chinese stories. Their storytelling must also articulate the relationship between tradition and modernity, demonstrating how a single story can reflect broader truths and a small glimpse can reveal a larger panorama. We should stand at an overall perspective, connect the world with commonalities, and highlight Chinese attributes, that is, telling the Chinese nature within the world. For example, telling family and country stories,

family stories, friendship stories, and love stories in Tang and Song poetry, using the universality of family and country feelings, family love, friendship, and love to inspire students from all countries to learn Chinese well, develop the belief in serving their motherland, the feeling of gratitude to their parents, and the concept of sincere friendship and love. For another example, telling stories of Chinese-style modernization “is actually to tell the world the stories of China's past, present, and future, which is a complete history and general history of China” (Sun Yixue, 2024, p.118). We should have the attitude of telling stories wholeheartedly and without distraction and vividly outline vivid and universal daily stories of individuals and events through every word and action. “What is learned from books is superficial after all; it is crucial to have personal experience.” The continuous attempts and practices of the Tongji University team are a benchmark for us to tell Chinese stories well. Among them, the “Panda Chatters” project breaks away from the traditional model of “talking to oneself,” cleverly uses the perspective of international students, and lets them tell their personal experiences of China through emerging media forms such as short videos, which greatly enhances the authenticity, affinity, and penetration of the narrative, and provides an operable and replicable model for “how to tell.”

Focusing on the question of “who tells Chinese stories”, this book analyzes three key groups of narrative agents. Its core force comes from professional teams dedicated to education, namely international Chinese teachers and overseas volunteers. Relying on platforms such as Confucius Institutes, they carry out systematic and professional communication work. At the same time, social forces are also an important group. They are either Chinese enterprises operating overseas, overseas Chinese, or a wider range of people who know and are friendly to China. In various occasions and daily life, they consciously or unconsciously spread Chinese voices and tell Chinese stories. In addition, there are a group of lovely international students. With their unique external perspectives, they can often tell more credible and appealing stories through their personal experiences. A successful international discourse subject is good at speaking with their own microphone and also good at using others' microphones. The book specifically takes Tongji University's “Panda Chatters” project as a typical case to explore how to effectively cultivate and give play to the role of this group as a bridge in cross-cultural communication.

#### **4. Taking the International Communication of Chinese Culture as the Ultimate Goal**

Telling Chinese stories helps us better realize the grand vision of the international communication of Chinese culture. However, enhancing the capacity for international communication of Chinese culture is a long-term and arduous task, which needs to go through several stages: the first stage focuses on active “sending out”; the second stage centers on active “promoting and selling overseas”; the third stage involves being actively “sought after and adopted” by others, and further “integrated into” global cultures (Sun Yixue, 2019, p.85). Its importance is self-evident: “Cultural confidence is based on comprehensive national strength, and the improvement of comprehensive national strength can easily make a country a cultural power in scale, but transforming from a large cultural country to a powerful cultural nation requires long-term accumulation, as well as the enhancement of cultural communication power and influence” (Sun Yixue, 2024, p.4). Therefore, carrying out the international communication of Chinese culture is an inherent requirement for achieving the



goal of building a powerful cultural nation, and it is related to the improvement of national core interests and international discourse power. This book, with a lofty vision, elaborates on the challenges encountered in the communication of Chinese culture, explores the structural contradictions behind them, and puts forward constructive suggestions to break the deadlock.

The first chapter of the book lists the multiple challenges faced by the international communication of Chinese culture one by one. From the perspective of internal contradictions, the unreasonable institutional setting and overlapping functions of some departments lead to unclear division of labor, difficulty in overall coordination, resulting in repetitive work and low efficiency; the communication strategy is pursuing scale without deep cultivation, leading to some projects being “loud in voice but weak in action” with unsatisfactory implementation effects; the expansion of communication channels is insufficient, with strong dependence on traditional paths and poor innovation ability, making it difficult to grasp the discourse initiative in the digital age; the reserve of communication talents is limited and their abilities need to be improved, resulting in difficulty in differentiated and personalized communication. From the perspective of the external environment, the difficulties are equally severe. Western developed countries, relying on their long-accumulated media advantages and cultural discourse power, distort China's image through “cultural pollution,” making it difficult to reverse the “West-strong-East-weak” situation in the international cultural pattern in the short term.

The causes of the above problems are various. At present, the external cultural communication system is still under construction, and a clear and coherent top-level design, efficient operation mechanism, and high-quality talent team are yet to be improved. Many difficulties are not only crises faced in the inevitable stage of the construction of the international communication system of Chinese culture but also opportunities for our transformation and directions for action. Faced with challenges, we cannot stand still, but should take the initiative to change, courageously break through, and create a cultural communication path with both universal commonalities and its own characteristics. In addition, there are obvious differences between Chinese and Western value systems. The universal values promoted by the West are based on egoism, and their power operation is still for their own benefit. In contrast, traditional Chinese culture emphasizes harmony in diversity and “do not do to others what you do not want others to do to you,” and its communication logic focuses on “each cherishing their own beauty” on the basis of equality and respect. The differences in concepts have made China's cultural communication encounter great resistance in the international pattern dominated by the West. At the same time, the high-level cultural confidence of the whole society has not been fully internalized into a firm communication force, nor has it mobilized the extensive participation of the government, market, society, and civil society. There is a problem of scattered forces among multiple subjects, making it difficult to form a synergistic effect, thus greatly reducing the effect of cultural communication and failing to form a large communication pattern of coordinated efforts, which has greatly affected the depth and breadth of cultural communication.

In response to the above difficulties, this book believes that we should establish cultural confidence from the bottom of our hearts, view the “transplanting phenomenon” in international communication with a more mature attitude, consolidate the sense of the Chinese national community with the “pomegranate seed model,”

fully release cultural potential, and help the high-quality development of cultural communication. Therefore, we must build a professional communication apparatus and an independent discourse system. This will empower China to evolve from an “apprentice” in international communication into a mature protagonist, equipped with independent thought, predictive accuracy, and efficient execution, thereby seizing the initiative in narrating our own stories. At the practical level, it emphasizes creating high-quality cultural product creation and cultural tourism services, transforming abstract values into perceptible, touchable, and easily resonant cultural carriers, and enhancing the affinity and appeal of cultural communication. At the same time, we should use all available positive forces. Among them, mainstream media, enterprises, social organizations, and individuals construct multiple discourse spaces including official and civil, traditional and modern, academic and political, with different discourse natures, discourse goals, narrative positions, and narrative styles. Therefore, all communication subjects should form a communication synergy with unified direction, complementary advantages, and coordinated actions, and jointly unlock new possibilities for the international communication of Chinese culture.

In summary, “International Chinese Language Education and the International Communication of Chinese Culture” elaborates on the fundamental role of the inheritance and promotion of the national common language, highlights the bridge significance of International Chinese Language Education in the process of language and cultural communication, further explores how to tell wonderful stories with distinct Chinese characteristics that resonate, and finally draws a new picture of mutual appreciation between Chinese culture and the world. Therefore, the value of this book lies not only in theoretical innovation but also in its keen insight into practical problems and forward-looking vision. Today, with the irreversible wave of globalization and increasingly in-depth dialogue between civilizations, the profound thinking and practical exploration in this book will undoubtedly become an important force in addressing the challenges in the development of International Chinese Language Education and promoting the international communication of Chinese culture.

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