

Silk Road Chinese Textbook Series

Integrating Language and Professional Knowledge for Advanced Learners

Over the past few decades, international Chinese education has witnessed tremendous growth, marked by a notable increase in student enrollment and significant advancements in learning outcomes. As the field matures, it faces an evolving challenge: addressing the diverse linguistic and specialized needs of a growing and varied student body. A key response to this challenge has been the development of tailored teaching materials that integrate language acquisition with subject-specific knowledge. Led by Professor Dong Hongjie, a team from Xi'an University has designed a series of textbooks to meet the specialized needs of advanced-level learners across multiple disciplines.

The Silk Road Chinese Textbook Series comprises eight textbooks, each crafted by experts from various fields of the humanities. These include *Chinese Literature* (by Liu Ning), *Chinese Art* (by Wang Jing and Xue Yajun), *Chinese Films* (by Ma Na and Yuan Wanqing), *Chinese for Tourism* (by Dong Hongjie and Bai Xiaoli), *Chinese for Young Children* (by Duan Zhouyang), *Chinese Characters* (by Qin Ling), *Calligraphy* (by Li Yong), and *New Era Business Chinese* (by Chai Yan and Shao Bin). This series offers a comprehensive resource for students seeking to enhance their proficiency in Chinese while gaining insights into professional fields, enhance their proficiency in Chinese while gaining insights into professional fields.

The defining characteristic of this series is its thematic diversity. Covering multiple disciplines, the textbooks deliberately eschew uniformity in structure, instead embracing a flexible approach that integrates both regional and national cultural content. Grounded in Xi'an, the series draws from the rich cultural heritage of the Silk Road while incorporating contemporary academic research across fields. It provides a wide range of supplementary reading materials, accompanied by vivid illustrations to assist students in grasping complex cultural concepts. Additionally, certain textbooks incorporate practice-based elements, encouraging students to create artwork or participate in cultural activities such as museum visits and historical site explorations, further enriching their learning experience.

These textbooks have gained widespread adoption, not only in 10 universities across China but also in institutions in the United Kingdom, Thailand, Laos, Costa Rica, Kyrgyzstan, and Albania. They have attracted media attention in China, Thailand, and Central Asia, receiving high praise from academic peers and the broader community. More than just language-learning tools, these textbooks serve as conduits for professional discourse and intercultural exchange, offering new possibilities for the role of Chinese language education in fostering deeper global understanding.

