

Teaching Practice and Application of Hanfu Culture in International Chinese Education

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Abstract

This paper aims to explore the teaching practice and application of Hanfu culture in international Chinese education. The research aims to clarify the teaching value of Hanfu culture in international Chinese education and to promote learners' understanding and recognition of Chinese culture. The research methodology combines literature review with teaching practice, delving into the specific application and effects of Hanfu culture in international Chinese education through case analysis and practical experience summary. The research sample consists of students and teachers in international Chinese education, and data was collected through methods such as questionnaire surveys, interviews, and observations. The data analysis method involves a combination of qualitative and quantitative analysis to comprehensively analyze the collected data. The research findings indicate that through the teaching practice of Hanfu culture, it can effectively promote learners' comprehensive understanding and recognition of Chinese culture, providing valuable reference and guidance for the development of international Chinese education.

Keywords: International Chinese education; Hanfu Culture; Teaching Practice

Introduction

With the rise of China on the global stage and the increasing international status of the Chinese language, international Chinese language education is facing unprecedented development opportunities. As an important part of Chinese traditional culture, Hanfu culture attracts attention from all over the world with its unique charm and profound historical heritage. In the teaching practice of international Chinese education, integrating Hanfu culture into classroom teaching can not only enrich the teaching content, but also improve the teaching effect and stimulate students' learning interest and participation.

Hanfu, as the collective name for ancient Chinese traditional clothing, carries thousands of years of cultural heritage and historical memory of the Chinese nation. The clothing structure, patterns, fabric materials and other aspects of Hanfu contain profound cultural connotations, reflecting the etiquette, hierarchy and aesthetic concepts of ancient society, and embodying the aesthetic taste and cultural taste of the Chinese nation. Hanfu culture is not only reflected in clothing, but also includes etiquette, traditional festivals, music and dance, etc., showing the lifestyle and cultural spirit of the ancient Chinese people.

In international Chinese education, the teaching practice and application of Hanfu culture are of great significance and value. First of all, the introduction and dissemination of Hanfu culture helps to enrich the teaching content of international Chinese education, allowing students to understand and experience the charm of traditional Chinese culture while learning the language. Secondly, the teaching practice of Hanfu culture can promote students' sense of

identity and emotional connection with Chinese culture, enhance students' understanding and respect for China, and cultivate students' cross-cultural communication skills and cultural tolerance. In addition, the teaching application of Hanfu culture can also stimulate students' interest in learning, enhance students' learning motivation and participation, and promote students' all-round development and growth.

However, it is worth noting that the teaching practice and application of Hanfu culture in international Chinese education also faces some challenges and difficulties. For example, issues such as how to effectively design and organize relevant teaching activities, how to evaluate teaching effects and guide students' learning, and how to overcome cultural differences and communication barriers all require further discussion and solution. Therefore, this article aims to explore the teaching practice and application of Hanfu culture in international Chinese education through in-depth research and analysis, and make a positive contribution to promoting the development of international Chinese education and promoting Chinese culture.

Research Objective

1. Explore the practical teaching methods of Hanfu culture in international Chinese education
2. Evaluate the impact of Hanfu culture teaching on students' learning effects and cultural identity
3. Discuss the application prospects and development direction of Hanfu culture teaching in international Chinese education

Literature Review

In recent years, more and more scholars have begun to pay attention to the importance of Hanfu culture teaching to international Chinese education and culture teaching, and have discussed the necessity and feasibility of integrating Chinese traditional clothing culture-Hanfu culture into the international Chinese education and culture teaching system. Existing research mainly focuses on three aspects:

The first is research on the necessity of adding Hanfu culture teaching to the cultural teaching of international Chinese education. Xu Jialu (2000) discussed that clothing culture belongs to folk culture. Huamei (2010) proposed that clothing culture contains a variety of cultural concepts. Wu Ying (2013) believes that professional, systematic and unique content to spread Hanfu culture should be developed as early as possible. Cheng Yuzhen (2014) believes that the culture of a nation can be understood by studying its costumes. Different national costumes reveal different costume cultures. Zhang Xiaolin (2017) proposed to construct a signification system for "Hanfu" clothing. Chinese traditional clothing is a symbolic image of the Chinese nation and should deepen people's impression of Chinese traditional clothing, thereby arousing people's attention to the inheritance of Chinese traditional culture. Yang Shuhui (2017) explained the importance of the spread of clothing symbols on the international stage. The second is research on the teaching of Hanfu culture in international Chinese education. From the perspective of research content, Long Shuling (2015) introduced traditional Chinese women's clothing into international Chinese education and cultural teaching, focusing on ladies' clothing in the Tang Dynasty, women's clothing in the Ming

Dynasty, and cheongsam. Yao Yingyue (2015) used the crown scarf culture of the Ming Dynasty as an example to explore the cultural teaching design of international Chinese education. Li Ruijing (2017) used the film and television resource "In the Mood for Love" to introduce cheongsam and carry out the teaching design of cheongsam culture in international Chinese education. Zhao Yajing (2018) started from the teaching materials and selected the Chinese clothing-cheongsam in the "Folk Customs" unit as the research content to design the folk customs and culture teaching design for international Chinese education.

Wu Liwei (2018) analyzed the characteristics of ancient Chinese traditional costumes to explore the commonalities of ancient Chinese traditional costume culture teaching in international Chinese education. Wang Danqiao (2019) used the clothing culture of scholars in the Ming Dynasty as the research content to conduct a teaching design on clothing culture in international Chinese education. Xu Caiyun (2020) used the Chinese culture courses of the Confucius Institute as an observation perspective to design an international Chinese education Hanfu culture teaching course. Nguyen Thi Minh Hui (2021) designed an international Chinese education cheongsam culture teaching course through a questionnaire survey on Vietnamese students' understanding of Chinese traditional clothing culture. The above-mentioned research on clothing culture teaching in international Chinese education shows that the existing research on traditional Chinese clothing culture teaching is more common in that the clothing of a certain dynasty in Chinese history is used as the research content of international Chinese education culture teaching, such as the Ming Dynasty crown scarf. Yao Yingyue (2015), who takes culture as the research content, and Wang Danqiao (2019), who takes the clothing culture of scholars in the Ming Dynasty as the research content, may choose the costumes of many dynasties in Chinese history as the research content of international Chinese education and cultural teaching, such as using ladies in the Tang Dynasty Long Shuling (2015) researches on clothing, Ming Dynasty women's clothing and cheongsam. There are also those who separately select the modern classic dress-cheongsam as research content, such as Li Ruijing (2017), Zhao Yajing (2018), Ruan Thi Minh Hui (2021), etc. In addition, Xu Caiyun (2020) designed Hanfu culture teaching courses from the perspective of cross-cultural communication, and Wu Liwei (2018) explored the commonality of Hanfu culture teaching design courses in international Chinese education.

The third is the research on the ontology of Hanfu. "History of Chinese Costumes" written by Huang Nengfu (2004) shows readers the long development and evolution process of traditional Chinese costumes from the Paleolithic Age to around the Revolution of 1911. 15 Huamei (2008) looks at history, society, and culture through clothing, and advocates that we should pay more attention to the unique clothing culture of our nation so that more foreigners can understand Chinese clothing culture. Shen Congwen's (2011) "Research on Ancient Chinese Costumes" pointed out that the cultural changes reflected in clothing can directly reflect changes in social history. Zhou Xibao (2011) systematically and completely introduced the evolution and inheritance of Chinese costumes in past dynasties. Zeng Yanhong (2013) explained in detail the cultural influence and educational effect of clothing in different regional cultures.

In summary, the research results on Chinese clothing culture are very fruitful, and there are many monographs on traditional Chinese clothing. Most of them study clothing from the perspective of historical development and evolution, and some even use clothing to study social and cultural changes. . Hanfu is developing rapidly in contemporary society. More and more foreigners like Hanfu and are eager to learn about Hanfu. Many scholars in the field of

international Chinese education have also conducted relevant research on Hanfu cultural courses. Generally speaking, most scholars mainly disseminate cultural knowledge related to Hanfu to students through visual senses such as multimedia. This paper is based on the experiential cultural teaching model. Design related Hanfu cultural experience activities so that students can absorb cultural knowledge related to Hanfu through multi-sensory personal experiences such as vision and touch. Through this method, Hanfu culture can be integrated into the cultural teaching of international Chinese education, and thereby This article explores the application and practice of Hanfu in international Chinese education and cultural teaching, hoping to enable Thai students to have a certain understanding and understanding of the traditional Chinese clothing - Hanfu.

Research Methodology

This paper will be structured as follows: firstly, it will start by introducing the background and origin of the research, outlining the value and significance of Hanfu culture courses in international Chinese education. Secondly, it will elucidate the theoretical foundation of the study, including an analysis of academic research findings on Hanfu culture and research methodologies. Subsequently, it will design the overall teaching plan for Hanfu culture courses, including curriculum design and content arrangement. Next, it will propose a plan for implementing the teaching, illustrating how to translate theoretical frameworks into practical teaching actions. Finally, it will summarize the evaluation and recommendations for Hanfu culture courses, providing guidance and suggestions for the implementation of Hanfu culture courses in international Chinese education.

In terms of research methodology, this paper will adopt various research methods, including literature review, inductive reasoning, exploratory research, survey research, and teaching experiments. Firstly, through literature review, academic literature and databases will be collected and analyzed to provide theoretical support and foundation for this paper. Secondly, inductive reasoning will be used to summarize existing research and, combined with relevant teaching theories, to analyze and summarize the literature on Chinese traditional clothing culture, presenting original viewpoints. Exploratory research will involve exploring new findings by conducting practical teaching with students from Thai public schools, aiming to explore higher-level Hanfu culture teaching methods. Survey research will involve investigating the learning status of fifth-grade students in Thailand regarding traditional Chinese clothing—Hanfu culture, in order to understand the teaching effectiveness and student feedback. Finally, teaching experiments will design Hanfu culture courses for international Chinese education based on students' Chinese proficiency levels, conduct practical teaching, collect student feedback, and summarize experiences to provide suggestions for cultural courses in international Chinese education.

1、 Population:

The study population/sample group comprises students and teachers participating in international Chinese education programs. Specifically, fifth-grade students from Thai public schools are the primary research subjects, with teachers engaged in international Chinese education serving as secondary research subjects.

2、 Research Tools:

Research tools mainly include literature review, questionnaire surveys, interviews, and observations. Literature review is used to collect and organize academic literature and

theoretical materials related to Hanfu culture and international Chinese education. Questionnaire surveys are employed to understand the attitudes and opinions of students and teachers towards Hanfu culture courses. Interviews are conducted face-to-face or online to gain in-depth insights into participants' experiences and perceptions of Hanfu culture teaching. Observations involve recording and observing the teaching process and learning outcomes of Hanfu culture courses through active participation in classes and activities.

3、 Data Collection:

Data collection involves literature search and organization, questionnaire surveys, interviews, and observations. Literature search is conducted by reviewing relevant materials and literature, questionnaire surveys are distributed and feedback collected, interviews are conducted face-to-face or online, and observations are made by actively participating in classes and activities and recording observations.

4、 Result Analysis:

The research results will be analyzed using a combination of qualitative and quantitative methods. Qualitative analysis will involve thematic analysis of data from interviews and observations to identify key issues and discoveries in Hanfu culture teaching. Quantitative analysis will involve statistical analysis of data from questionnaire surveys to analyze overall attitudes and opinions towards Hanfu culture courses.

5、 Conceptual Framework:

The conceptual framework of this study will integrate theories of cultural education, cross-cultural communication, and teaching practice. It aims to construct a systematic and scientific framework for Hanfu culture teaching. This framework will provide theoretical support and guidance to assist researchers in designing and implementing Hanfu culture courses, thereby promoting the development of international Chinese education.

Research Scope

In order to gain a more comprehensive understanding of the Chinese language and culture learning situation among the target audience of this Hanfu culture course, the author designed a survey questionnaire and conducted a survey among fifth-grade students at public schools in Chiang Mai Province, Thailand. The questionnaire consisted of 6 questions, covering both single-choice and multiple-choice questions related to Chinese traditional clothing culture—Hanfu culture. Its purpose was to ascertain the students' motivation for learning Chinese, their level of understanding of Chinese Hanfu culture, their level of interest in Chinese Hanfu culture, the role of Chinese Hanfu culture in Chinese language learning, and their expectations for Chinese Hanfu culture courses. A total of 45 questionnaires were distributed in this survey, with 36 returned. There were 9 invalid questionnaires, which were left unanswered. Chiang Mai Province public schools categorize students by age, from preschool to sixth grade. The target audience for this Hanfu culture course design is fifth-grade students, whose ages range approximately from 12 to 13 years old. As a Chinese overseas school, students at Chiang Mai Province public schools begin learning Chinese from preschool, so the Chinese proficiency level of fifth-grade students is roughly intermediate. Students at this stage demonstrate strong learning abilities and a keen interest in both Chinese language and culture.

Research Results

The proposal of teaching design

<p>Topic: Traditional Chinese Clothing Culture—Hanfu Culture Class Class type: Chinese traditional costume culture class Class duration: 4 classes, total 180 minutes Teaching target: fifth grade students in public schools in Chiang Mai Province, Thailand, aged 12-13 years old, with Chinese proficiency at the junior to intermediate level.</p>		
Teaching Objectives	knowledge area	Learn some clothing vocabulary such as dark clothes, robes, undershirts, etc., as well as Chinese expressions related to Hanfu, understand the shape, style, accessories and wearing methods of traditional Chinese clothing - Hanfu, and understand the cultural connotation of traditional Chinese clothing behind Hanfu .
	Skill areas	You can skillfully use the vocabulary and Chinese expressions of Hanfu in specific scenes of Chinese traditional clothing culture - Hanfu culture, understand the etiquette culture contained in Chinese traditional clothing culture - Hanfu culture, and apply it to daily life.
	Emotional realm	Appreciate the charm of traditional Chinese clothing - Hanfu, and appreciate the unique classical beauty and harmonious beauty of traditional Chinese clothing represented by Hanfu. Cultivate students' cross-cultural awareness and enhance Thai students' recognition and love for Chinese traditional clothing-Hanfu.
Important and difficult points in teaching	Teaching focus	Understand the shape, style, accessories and complicated wearing methods of traditional Chinese clothing - Hanfu, and learn related vocabulary such as deep clothes, robes, undershirts and their Chinese expressions.
	Teaching difficulties	Understand the etiquette of Chinese traditional clothing culture - Hanfu culture, and apply it in daily life. Compare the Chinese traditional clothing culture - basic etiquette of Hanfu and basic Thai etiquette, analyze the similarities and differences between the two etiquette cultures, and cultivate cross-cultural awareness.
Teaching aids	(1) PPT courseware (2) Hanfu related videos (3) Ming-made Hanfu and Hanfu accessories.	
Instructional Design		
Classroom introduction (five points bell)	Teachers and students greet each other. Play a video about Hanfu. This video introduces the evolution of Hanfu, a representative traditional Chinese costume that appeared in history. The teacher asked students to watch the one-minute video and asked the students "What are the shapes of Hanfu?"	

<p>2. Language knowledge explanation and classroom experience. (50 minutes)</p>	<p>The teacher explains while playing the video.</p>	<p>Part One: Introduction to the style of Hanfu. (10 minutes)</p>	<p>After the students watched the first video, the teacher asked the students, "How has the style of traditional Chinese clothing - Hanfu evolved over the long history?". Based on the above-mentioned video, the teacher explained to the students the traditional Chinese clothing - Hanfu. Let students understand the evolution process of the above-mentioned shapes of Hanfu, and let students go on stage to describe the four types of Hanfu shape evolution. With the help of pictures, the teacher asked students to identify the four forms of Hanfu and asked them to tell the difference between each form. Then the teacher shows the students the Hanfu they are wearing and asks the students, "Which of the four shapes does this Hanfu belong to?" and asks students to answer randomly.</p>
		<p>Session 2: An introduction to the styles of Hanfu and how to wear them. (15 minutes)</p>	<p>The teacher plays the second video, which is about the four styles of underskirts and how to wear them. This video is about 2 minutes long. While students watch the video, the teacher briefly introduces the four styles of underskirts to the students. Then, based on the content of the above video, the teacher explains the style of the Ming Dynasty Hanfu he wears, and gives several style word cards, allowing students to choose the word card of the Hanfu style, and shows the students how to wear it. . Afterwards, the teacher allowed the students to experience the Hanfu in person, experience the style of the Hanfu and how to wear it "immersedly", and helped the student introduce the style and wearing method of the Hanfu to all students.</p>
			<p>The teacher plays the third video, which is an introduction to some accessories of Hanfu and lasts about 1</p>

		<p>Session three: Introduction to Hanfu accessories. (10 minutes)</p>	<p>minute. The teacher selects an appropriate amount of accessories vocabulary that appears in the video and is suitable for the students' learning level to explain, and shows the cards of these accessories to the students. Through card practice, the teacher guides the students to name the accessories that the teacher has explained. After that, the teacher shows the students the accessories they are wearing, guides the students to name the accessories, and lets the students wear the accessories themselves, allowing the students to see the accessories of the Hanfu with their own eyes, touch the accessories of the Hanfu with their own hands, and even let the students wear the Hanfu with their own hands. accessories. Let students connect the accessories vocabulary they have learned with the accessories they experience, so that students can have a deeper understanding of these accessories vocabulary and learn Chinese better.</p>
		<p>Session four: An introduction to the basic etiquette of Hanfu, and a comparison of the etiquette of Hanfu and traditional Thai clothing. (20 minutes)</p>	<p>Since ancient times, China has been a land of etiquette, and the root of Chinese culture is etiquette. Therefore, this session focuses on introducing the basic etiquette of traditional Chinese clothing—Hanfu. The teacher plays the fourth video, which is about five common etiquettes that need to be performed when wearing Hanfu. The video is about 2 minutes long. After the students watch the video, the teacher introduces the hand-bowing rituals (Tianyili, Shiyili, and Tuyili) and Wanfuli that appear in the video to the students, and then demonstrates them to the students through actions. The teacher demonstrates and asks the students to follow along with the movements. After the demonstration, let the students listen to the teacher's</p>

			<p>instructions and perform the actions themselves. Five students were invited to the stage to perform these etiquette wearing Hanfu. Then the teacher guides the students to think about "What are the similarities and differences between the etiquette of Hanfu and the etiquette of Thai clothes?" The students can speak freely, and the teacher guides the students to summarize the similarities and differences.</p>
<p>3. Teacher's summary (5 minutes)</p>	<p>1. The teacher summarizes and summarizes the content of this Hanfu culture class. 2. Assignment: Design "your own Hanfu". Based on the content learned in this lesson and combined with the students' own understanding of Hanfu, design a set of their own Hanfu and explain the shape, style and characteristics of the Hanfu they designed. How to wear it, accessories, and etiquette required.</p>		

Discussion

1. Language Expression in Hanfu Culture Course:

Based on the actual learning level of Thai students, the language teaching content of the Hanfu culture course in this study mainly includes vocabulary related to Chinese traditional clothing—Hanfu and related specialized terms. The Hanfu culture course is divided into four sections, each introducing the structure of Hanfu, the styles and wearing methods of Hanfu, accessories, basic etiquette of Hanfu, and a comparison of basic etiquette between Hanfu and traditional Thai clothing. The first section begins with a video introduction detailing the evolution of Hanfu, introducing terms such as "Shangyi Xiajiang" (top and bottom garments), "Shenyi" (deep clothes), "Paofu" (robe), and "Ruju" (short jacket), and then briefly describes the characteristics of the four types of Hanfu, providing students with a clear understanding. The second section briefly introduces the four categories of Hanfu made from Ruqun, namely "Qiyao Ruqun" (Ruqun at the waist), "Banbi Ruqun" (half-arm Ruqun), "Duijin Ruqun" (Ruqun with parallel collars), and "Qixiong Ruqun" (Ruqun at the chest). These categories are introduced for expansion of vocabulary understanding without the requirement of memorization. After clearing the vocabulary barriers, detailed introductions are given on the Ming-style Hanfu derived from Ruqun, such as "Pipa sleeves" and "Ma Mian," along with demonstrations of their wearing methods, providing students with a deeper understanding. The third section introduces Hanfu accessories, with the author selecting accessory vocabulary suitable for the students' learning level, such as "waistband," "Jinbu" (forehead ornament), and "hebao" (purse), and briefly explains the function of these accessories through related videos. The fourth section mainly involves several basic etiquette of Hanfu, namely "Gongshou" (cupped hands gesture) and "Wanfu" (bending gesture), and the three classifications of "Gongshou" - "Tianyiji" (heavenly gesture), "Shiyiji" (temporal gesture), and "Tuyiji" (earthly

gesture). Detailed explanations are given on the occasions and applicable objects for these basic etiquette, followed by demonstrations and student performances of these etiquette. After students understand the various basic etiquette of Hanfu, the teacher guides them to compare them with the basic etiquette of traditional Thai clothing, identifying similarities and differences, fostering cross-cultural awareness among Thai students, thereby enabling them to respect and appreciate Chinese culture.

2、 Chinese Character Content in Hanfu Culture Course:

The Hanfu culture course designed in this study aims to promote traditional Chinese culture and facilitate students' Chinese language learning. Chinese characters serve as the carriers of culture, and teaching Chinese characters is essential for spreading traditional Chinese culture. Considering the learning level of Thai students and the practical needs of teaching, the author selected some clothing-related vocabulary, such as "Hanfu," "Pipa sleeves," "Ma Mian," "waistband," "Wanfu," and "Gongshou," requiring students to read and write these characters correctly. In this course, games like "write characters based on images" and "write characters based on actions" were designed to encourage students to write Chinese characters happily. It is hoped that Thai students can gain a deeper understanding of Hanfu culture and etiquette through writing these characters, appreciate the classical and harmonious beauty of Chinese traditional clothing—Hanfu, and thereby gain a better understanding of traditional Chinese culture and develop a stronger love for the Chinese language.

3、 Principles and Objectives of Interview Tasks in Hanfu Culture Course:

The subjects of this interview are fifth-grade Thai students, aged 12-13. Based on the current situation of students' ages and levels, and guided by the principles of respect, friendship, harmony, and equality, several points should be noted during the interview process: Firstly, avoid any behaviors that demean, discriminate against, or insult Thai culture, cultivate cross-cultural awareness, respect Thai culture, and do not disparage one's own culture. Secondly, maintain an attitude of seeking common ground while shelving differences. In the event of conflicting views during the interview, avoid arguments with Thai students. Thirdly, treat Thai students equally, and do not filter students' expressions based on their academic performance. Lastly, maintain a friendly attitude towards each student. In situations where students are uncooperative or unwilling to participate in the interview, respect their choices, do not force them to participate, and maintain a friendly relationship between teachers and students.

The purpose of the post-course feedback interviews designed in this study is to understand the real learning situation of Thai students, namely, what knowledge points Thai students have truly learned from this course, which parts of the teaching they are more interested in, and which parts they find dull or boring. The aim is to identify the shortcomings and gaps in the Hanfu culture course designed in this study and continuously improve it, with the ultimate goal of enhancing the completeness of the cultural course system in international Chinese education.

Recommendations

1、 Preparations for Hanfu Culture Course:

To address the issue of some Thai students struggling with specialized Hanfu terminology, teachers should assess students' Chinese language proficiency before class. Tailor the teaching content to accommodate varying proficiency levels, ensuring that most students can comprehend the material. Consider replacing rare terms with standard Mandarin to avoid comprehension barriers. Additionally, provide a vocabulary outline with Thai translations before class to alleviate students' pressure to learn new words during the course.

2、 Teaching Content in Hanfu Culture Course:

Focus on teaching content that resonates with Thai students' daily lives. For instance, Thai students showed particular interest in comparing Chinese and Thai etiquette. Simplify complex topics like Hanfu structure and styles, and engage students through hands-on activities. Assign homework tasks related to Hanfu to reinforce learning and provide practical application opportunities.

3、 Teaching Mode in Hanfu Culture Course:

While experiential cultural teaching is effective, consider the limitations of resource-intensive preparations. Investigate emerging technologies like virtual simulation (VR) to enhance teaching effectiveness. VR technology can provide immersive cultural experiences without extensive physical props, making cultural teaching more accessible and engaging. Explore partnerships with VR developers or institutions to integrate this technology into Hanfu culture courses, thus enriching students' learning experiences and expanding teaching possibilities in international Chinese education.

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