

The Pedagogy of Performing Another Culture in International Chinese Education: Multicultural Adaptation and Innovative Practices

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ABSTRACT

As globalization accelerates, the importance of cultural teaching in international Chinese education has become increasingly prominent. The Pedagogy of Performing Another Culture integrates language and cultural instruction through simulated cultural scenarios, combining role-playing with interactive experiences. This approach serves as an effective means to enhance intercultural communication skills. This paper explores the theoretical foundations of the Pedagogy of Performing Another Culture, with practical case studies from Western, East Asian, and multicultural contexts, to analyze its adaptability and challenges in contemporary international Chinese education. Additionally, the study discusses how emerging technologies, such as Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI), further drive the development of this pedagogy. Despite challenges such as large class sizes and limited resources, the Pedagogy of Performing Another Culture shows promise for widespread global adoption through optimized instructional design and technological integration.

KEYWORDS

Pedagogy of Performing Another Culture; International Chinese Education; Intercultural Communication; Virtual Reality; Augmented Reality; Artificial Intelligence

1 Introduction

With the advancement of globalization, the international status of Chinese has risen significantly, and an increasing number of learners are choosing Chinese as a second language (TCSL). International Chinese education not only fulfills the task of language instruction but also carries the mission of cultural transmission. Effectively integrating language and cultural teaching to develop learners' intercultural communication skills has become a key research topic. While traditional methods, such as the Grammar Translation Method and Communicative Language Teaching, have achieved some success in language skill development, cultural instruction is often marginalized. This limitation leaves learners struggling to flexibly apply language in intercultural communication, frequently resulting in cultural misunderstandings or inappropriate expressions. In this context, the Pedagogy of Performing Another Culture has gradually attracted attention. By combining role-playing and scenario-based simulations, this method integrates language teaching with cultural experience, enabling learners to enhance their intercultural communication skills within authentic cultural contexts, making it an effective means to break through the limitations of traditional cultural teaching.

However, the promotion of the Pedagogy of Performing Another Culture faces challenges, such as large class sizes and limited resources. Additionally, exploring how to integrate emerging technologies to expand its application potential remains necessary.

2 The Perspective of Intercultural Communication in the Pedagogy of Performing Another Culture

The Pedagogy of Performing Another Culture, an innovative Chinese teaching method that has garnered attention in recent years, emphasizes the integration of language and culture through role-playing and scenario-based exercises. This method allows learners to internalize cultural knowledge and improve language proficiency within authentic contexts. Its core philosophy combines the Confucian concept of "unity of knowledge and action" with principles of simulation and practice drawn from Western performance theory.^[1]

2.1 Theoretical Foundations of the Pedagogy of Performing Another Culture

The theoretical underpinnings of this pedagogy derive from Confucianism's "unity of knowledge and action" and Western performance arts theory.^[2] Confucian philosophy emphasizes knowledge internalization through practice, while performance theory advocates for role-playing and scenario-based training, enabling learners to gain deep insights through language expression and cultural experience, thus fostering dual understanding of culture and language.

2.2 Perspective of Intercultural Communication

The Pedagogy of Performing Another Culture serves not only as a method of language learning but also as a means of developing intercultural communication skills. By simulating intercultural scenarios, students experience cultural differences within real contexts.^[3] For example, a simulated Chinese family gathering enables students to practice polite conversation and cultivate intercultural sensitivity.

2.3 Scenario-Based Simulation and Cultural Internalization

Through scenario-based simulation, students are immersed in specific cultural settings, transforming cultural cognition into communicative competence. For instance, simulating attendance at a wedding or festival in the classroom allows students to learn language alongside the behavioral norms related to identity and social status, preparing them to navigate intercultural interactions confidently. Role-playing helps learners deeply understand cultural norms of interpersonal communication and language habits.

3 Application Cases of the Pedagogy of Performing Another Culture in Multicultural Contexts

The globalization of international Chinese education brings notable differences in language and cultural understanding among learners from various cultural backgrounds. The Pedagogy of Performing Another Culture addresses this challenge through flexible scenario-based simulations and role-play, providing learners with personalized cultural learning experiences. Below are examples of its applications across different cultural contexts.

3.1 Case Study in Western Cultural Contexts

Learners from Western cultural backgrounds tend to prioritize individualism and direct communication, contrasting with Chinese culture's emphasis on collectivism and indirect expression. ^[4]This difference often causes confusion in cultural education. The Pedagogy of Performing Another Culture allows learners to gradually understand these differences by recreating cultural scenarios. For example, in teaching Chinese New Year culture, instructors might design a "family reunion" scenario, enabling students to understand Chinese family structure and etiquette through role-play.

3.2 Case Study in East Asian Cultural Contexts

While East Asian cultures share many similarities with Chinese culture, certain nuances remain distinct. The Pedagogy of Performing Another Culture helps East Asian learners understand Chinese culture more accurately by highlighting these cultural nuances. For instance, instructors can design a simulated Sino-Korean-Japanese business negotiation scenario, where students deepen their understanding of business etiquette through role-play. Such activities not only help learners grasp behavioral norms in Chinese culture but also foster flexible responses in intercultural communication. Additionally, historical-cultural simulations, such as Sino-Japanese exchanges in the Tang Dynasty, allow East Asian learners to engage with historical modes of cultural exchange, enhancing their understanding of contemporary cultural relationships.

3.3 Case Study in Diverse Cultural Contexts

Learners from culturally diverse backgrounds, such as Africa, South America, and the Middle East, often face cultural challenges beyond language when studying Chinese. The Pedagogy of Performing Another Culture helps address these challenges by designing scenarios related to religious or social customs, facilitating students' understanding of secular etiquette and multicultural interactions within Chinese culture. ^[5]For example, Middle Eastern students may learn how to respect religious beliefs while engaging with Chinese culture through a simulated cross-cultural dining scenario, while African students may simulate a China-Africa business collaboration to understand how to balance cultural expectations in a cross-cultural business environment. These activities enhance learners' cultural sensitivity and language application skills.

3.4 Insights from Case Analysis

The cases above demonstrate that the Pedagogy of Performing Another Culture is highly adaptable and can flexibly incorporate scenario-based teaching based on learners' cultural backgrounds. However, implementing this pedagogy in large classes or resource-limited environments remains challenging. Teachers' cultural sensitivity and instructional design capabilities are crucial to its effectiveness. Therefore, future research should focus on refining the application of this pedagogy through deeper intercultural teaching studies and detailed case design.

4 Application of Emerging Technologies in the Pedagogy of Performing Another Culture

With the rapid development of digital technologies, the application of technology in education has expanded significantly, bringing unprecedented opportunities to language and cultural

teaching. As a teaching approach that emphasizes scenario-based simulation and experiential learning, the Pedagogy of Performing Another Culture can leverage emerging technologies to enhance teaching effectiveness, deepening learners' cultural understanding and language communication skills.

4.1 Innovative Practices in the Pedagogy of Performing Another Culture Enabled by Emerging Technologies

As digital technology advances rapidly, emerging technologies such as Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) present new opportunities for the field of education, particularly in language and cultural teaching. By incorporating these technologies, the Pedagogy of Performing Another Culture not only enhances the authenticity of cultural scenarios but also allows learners to intuitively grasp cultural meanings through immersive experiences.^[6]

Virtual Reality (VR) technology creates realistic virtual environments, enabling learners to "immerse" themselves in various cultural scenarios. For instance, when teaching about traditional Chinese festivals, students can participate in a Chinese New Year celebration within a virtual environment, experiencing cultural customs such as putting up spring couplets and making dumplings. This immersive experience greatly enhances students' understanding and perception of Chinese culture.

Augmented Reality (AR) technology superimposes virtual elements onto real-life settings, bridging cultural teaching with actual life experiences. Teachers can use AR devices to display traditional Chinese items, such as musical instruments or festive decorations, allowing students to interactively explore the cultural significance behind these objects. The interactivity of AR not only enhances classroom engagement but also makes cultural teaching more concrete and vivid.

Artificial Intelligence (AI) technology focuses on personalized learning. AI can analyze big data to tailor cultural teaching content and provide real-time feedback during instruction. AI-driven virtual characters can simulate cultural interactions with learners, enabling students to practice language and cultural adaptation in authentic intercultural scenarios.

4.2 Challenges and Breakthroughs in Integrating Technology with the Pedagogy of Performing Another Culture

While emerging technologies provide broad opportunities for implementing the Pedagogy of Performing Another Culture, their integration also poses challenges. Firstly, cost is a practical concern in education. In resource-limited settings, the high costs of advanced technology, such as VR headsets, AR displays, and AI platforms, limit large-scale classroom adoption.^[7] Rapid technological advancements require constant investment from schools to ensure equipment availability and maintain cutting-edge standards.

Secondly, technical support and teacher competence are crucial for successful implementation. Not all teachers possess the necessary skills to master emerging technologies, and the added complexity of instructional design increases teachers' workload. Teachers must not only be proficient in basic teaching techniques but also skillfully utilize these sophisticated tools to design culturally relevant scenarios. This necessitates higher demands for teachers' professional development and technical training.

Furthermore, assessment methods have not yet fully kept pace with the integration of technology and pedagogy. Evaluating learners' progress within immersive cultural scenarios, particularly in terms of cultural sensitivity and intercultural communication skills, remains an area requiring further research and optimization. Despite these challenges, as technology advances and

teachers' capabilities improve, the integration of technology with the Pedagogy of Performing Another Culture holds potential for global Chinese education innovation, helping learners from diverse cultural backgrounds more effectively acquire language and culture.

5 Effectiveness and Reflections on the Pedagogy of Performing Another Culture

The Pedagogy of Performing Another Culture has shown significant effectiveness in international Chinese education, particularly in combining cultural teaching with language skill development. Through scenario-based simulations and role-playing, learners not only improve their language proficiency but also deepen their understanding of Chinese culture. However, during its promotion, educators and researchers have also identified certain challenges and limitations in practice. Reflecting on these issues can contribute to the optimization and development of this pedagogy.

5.1 Analysis of Application Outcomes

The Pedagogy of Performing Another Culture, through rich cultural contexts and communication simulations, enhances students' language expression and cultural sensitivity. Students participating in this pedagogy show notable improvements in language fluency, accuracy, and cultural understanding. Activities such as Chinese New Year simulations help students learn culturally appropriate expressions and etiquette, not only strengthening oral skills but also deepening their understanding of Chinese cultural structure, addressing the overly theoretical limitations of traditional teaching. Additionally, this pedagogy excels in cultivating intercultural communication skills, enabling learners to flexibly navigate cultural differences in real interactions.

5.2 Implementation Challenges and Limitations

Despite the notable effectiveness of this pedagogy, its practical application faces challenges. First, it requires high levels of cultural understanding and instructional design skills from teachers. Teachers must possess extensive cultural knowledge and design effective scenarios, which may be challenging for those with limited experience. Additionally, resource constraints pose significant issues; in large classes, ensuring that all students can participate meaningfully and gain effective cultural experience remains challenging. Current assessment mechanisms also fall short in accurately reflecting students' progress in cultural communication, particularly in changes in emotional attitudes.^[8]

5.3 Teaching Reflections and Future Improvements

To address these challenges, teachers should enhance their cultural knowledge and instructional design skills, becoming proficient in scenario-based simulation techniques. Schools should also increase resource support, such as providing multimedia equipment and VR technology, to enrich the cultural teaching environment. Future developments should aim to refine assessment mechanisms, incorporating multidimensional evaluations of cultural communication skills and emotional attitudes to comprehensively measure students' growth in intercultural communication. This will aid teachers in refining instructional design while motivating students.

6 Conclusion

As an innovative teaching method, the Pedagogy of Performing Another Culture demonstrates

unique advantages in international Chinese education. Through scenario-based simulations and role-playing, learners can not only improve their language expression skills but also gain deeper insight into Chinese cultural connotations, enhancing their intercultural communication abilities. This paper discussed the theoretical foundations of the Pedagogy of Performing Another Culture, its application cases across multicultural contexts, and the role of emerging technologies in enhancing its instructional effectiveness, revealing the broad application prospects of this pedagogy in modern education.

However, the pedagogy also faces practical challenges, such as resource constraints and the demands on teachers' cultural competence and instructional design skills. As technology continues to evolve, the integration of VR, AI, and other technological tools is expected to provide new solutions for promoting the Pedagogy of Performing Another Culture. With improved assessment mechanisms, educators will be able to gain a more comprehensive understanding of students' progress and continuously optimize instructional design.

In summary, the Pedagogy of Performing Another Culture offers a practical and innovative approach to international Chinese education. With ongoing advancements in technology and pedagogical refinement, it is poised to play an increasingly important role worldwide.

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