

## Article

# Exploring Localization Pathways for Cultural Dissemination by International Chinese Teachers from the Perspective of Regional and National Studies

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**Abstract:** Amid globalization, international Chinese education has experienced remarkable expansion, with cultural dissemination serving as a vital foundation. For international Chinese language teachers, developing localized strategies for effective cultural communication has become increasingly essential. Grounded in the theoretical framework of area studies, this paper traces the evolution of research on overseas cultural dissemination by international Chinese teachers—from an initial focus on *standardized promotion* to a growing emphasis on *localized adaptation*. At the practical level, it identifies four key challenges: superficial cultural interpretation, uneven teacher competence, an unfavorable international environment for cultural outreach, and fragmented use of digital technologies. In response, this study proposes an innovative *five-dimensional localization* framework, which includes: (1) enhancing teachers' intercultural communication competence, (2) constructing a localized "ecological pathway," (3) improving region- and nation-specific dissemination systems, (4) drawing on best practices from foreign language promotion, and (5) building a new digital ecosystem for cultural dissemination. This framework aims to systematically address the "incompatibility" issues that hinder localized dissemination and to promote the high-quality, sustainable global communication of Chinese culture.

**Keywords:** regional and national studies; international Chinese teachers; cultural dissemination; localization path

## 1. Introduction

In the context of accelerating globalization, language and cultural dissemination have become vital conduits for connecting civilizations and strengthening people-to-people bonds. China's foreign policy explicitly emphasizes the strategic goal of "enhancing the dissemination power and influence of Chinese civilization," advocating efforts to "tell China's stories well and make China's voice heard." Through deepening intercultural exchange and mutual learning among civilizations, these initiatives aim to enable Chinese culture to reach a broader global audience.

As the primary front of cultural dissemination, international Chinese education—using language as the medium and culture as the bridge—plays a distinctive role in showcasing the spiritual symbols and cultural essence of Chinese civilization. However, there remains a significant contrast between the rapidly growing global demand for Chinese language learning and the uneven effectiveness of its dissemination across regions. In practice, international Chinese teachers encounter multiple challenges in promoting cultural understanding. These include superficial interpretation of cultural content due to insufficient alignment with local traditions and values; limited awareness of host-country cultures leading to structural imbalances in teacher competencies; unfavorable external

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environments that hinder dissemination efforts; and the fragmented and technologically lagging nature of digital dissemination, which constrains overall impact.

These issues collectively underscore the necessity for international Chinese teachers to strengthen their capacity for localization adaptation in cultural dissemination. They also signal the need for a strategic transformation—from a uniform model of standardized promotion to a more context-sensitive model of localized adaptation.

In recent years, the rapid development of area and country studies has provided valuable theoretical foundations for addressing these challenges. Drawing on this framework, the present paper examines the paradigm shift in the overseas cultural dissemination practices of international Chinese teachers—from a traditional standardized model toward one emphasizing localization and contextual sensitivity. It further proposes a five-dimensional localization framework, which integrates lessons from successful foreign language dissemination, the enhancement of national and regional cultural dissemination systems, the construction of digital dissemination ecosystems, the development of localized operational pathways, and the cultivation of teachers' cross-cultural competence. Through this approach, the paper aims to provide both a systematic theoretical framework and practical strategies to support the high-quality international dissemination of Chinese culture.

## **2. Research Status of Localization Paths for Cultural Dissemination by International Chinese Teachers from the Perspective of Regional and National Studies**

Driven by the ongoing wave of globalization, international Chinese education has evolved from a focus on language instruction alone to a more comprehensive practice that integrates cultural dissemination and cross-civilizational exchange. As the key agents of cultural communication, international Chinese teachers play a decisive role in determining the effectiveness of cultural dissemination. Their capacity for localization adaptation directly influences the global impact and sustainability of Chinese cultural communication.

### *2.1. Theoretical Integration of Area and Country Studies and International Chinese Education Research*

Within the academic community, several related concepts—such as Area Studies, Country Studies, and the composite term Area and Country Studies—have emerged in this field [1]. Although these expressions differ slightly in terminology, they essentially refer to a comprehensive research paradigm that takes specific geographic regions as the basic unit of analysis and integrates methods from multiple disciplines. To date, scholars have not reached complete consensus on the standard use of these terms. However, this diversity itself reflects the interdisciplinary and cross-regional nature of the field.

In essence, Area and Country Studies involve interdisciplinary research into the history, politics, economy, society, culture, and language of specific regions or nations [2]. The overarching goal of this field is to construct an integrated body of knowledge that serves both national development and global understanding.

The rise of Area and Country Studies has provided new methodological perspectives and theoretical support for research in International Chinese Education. Through a three-dimensional analytical framework of "region-country-society," Area and Country Studies transcend the limitations of traditional macro-narratives in international Chinese education, highlighting the need for targeted research that incorporates meso and micro-level factors such as local historical culture, social systems, and educational policies [3]. Further research explores the connotations, content, and developmental paths of integrating Area and Country Studies with international Chinese education, discusses several practical pathways for the integrated development of these two research domains, and, through a systematic interpretation of the connotations, characteristics, and value dimensions of

Area and Country Chinese Communication Research, proposes that cultural dissemination from this perspective should follow a research paradigm characterized by being demand-oriented, difference-adaptive, and dynamically adjusted—a notion that aligns closely with the "localized adaptation" approach proposed in this paper [4-6].

## *2.2. Literature Review of the Current Situation of Research on the Localization Paths of Cultural Dissemination by International Chinese Teachers*

Since the First International Chinese Education Conference in 2019, the concept of International Chinese Education has officially entered both academic and professional discourse. With the ongoing transformation of the global landscape of Chinese education, its connotation has expanded in multiple dimensions. This field has transcended the boundaries of traditional language instruction and developed into a comprehensive system encompassing three major pillars: the inheritance of overseas Chinese education, the support of national strategic objectives, and international educational cooperation [7]. It not only continues to emphasize the dissemination of the Chinese language worldwide but also extends to strategic goals such as enhancing national soft power and contributing to the construction of a global discourse system for a community with a shared future for humankind. This evolution underscores the transformation of Chinese education from a language-teaching endeavor into a global public good that facilitates intercultural understanding and mutual learning among civilizations.

As one of the twelve principal research domains within International Chinese Education, cultural dissemination from a regional and national perspective has demonstrated growing strategic significance [8]. Current scholarship in this area can be broadly categorized into two major research directions. The first direction focuses on the systematic construction of dissemination elements, examining the selection and structuring of cultural content and exploring innovative digital media dissemination channels [9,10]. The second direction centers on localized practice pathways, with research proposing frameworks of multi-dimensional adaptation that address teachers, curricula, pedagogical methods, and teaching materials [11]. Other studies have analyzed the implementation of localization strategies through policy perspectives and extended discussions on the adaptation of teaching materials and teacher training using region-specific case studies [4,12].

While these studies have contributed valuable theoretical foundations for understanding the localization of cultural communication, several research gaps remain. First, most studies focus on the localization of individual elements, lacking a systematic integration of the entire dissemination chain. Second, at the practical level, the "combining hardness with softness" dissemination strategy has yet to be effectively aligned with diverse national contexts. Third, from a methodological standpoint, institutional mechanisms for practical training and think tank support remain underdeveloped [6]. Furthermore, interdisciplinary research that integrates international Chinese dissemination with localized cultural communication remains at an early stage, with limited exploration of region-specific implementation models.

In light of these limitations, the present study builds upon the evolving trend of cultural dissemination in international Chinese education—shifting from standardized promotion to localized adaptation. It aims to explore effective localization pathways for international Chinese teachers in cultural dissemination, providing both theoretical insights and practical guidance for the sustainable and high-quality development of international Chinese education.

## **3. Challenges in the Localization Path of Cultural Dissemination by International Chinese Teachers**

In promoting the overseas dissemination of Chinese culture, international Chinese teachers face multiple challenges in the process of localization. These challenges can be

broadly categorized into four dimensions: cultural interpretation, teacher competence, dissemination environment, and technological application.

### *3.1. Superficial Cultural Interpretation*

A common issue in the practice of cultural dissemination is that international Chinese teachers often interpret Chinese culture only at a superficial level. In many contexts, explanations of Chinese cultural symbols are limited to their material or behavioral aspects, failing to convey the deeper value systems they represent. For example, in some Southeast Asian teaching settings, jade pendants are frequently presented merely as decorative ornaments, without elaboration on their symbolic significance within traditional Chinese etiquette—particularly their role in expressing social hierarchy and moral cultivation. Consequently, the cultural essence and symbolic depth of Chinese civilization are insufficiently conveyed, weakening the effectiveness of cultural communication.

### *3.2. Insufficient Cross-Cultural Competence among Teachers*

Another major challenge lies in the lack of cross-cultural teaching skills among international Chinese teachers. The growing diversity of teaching contexts imposes higher demands on teachers' comprehensive abilities. In today's era of glocalization, many teachers exhibit limited intercultural communication skills and insufficient understanding of local cultures, which hinders meaningful cultural exchange. In some Asian countries, local Chinese language teachers often have only a superficial grasp of Chinese cultural systems, while Chinese volunteer teachers abroad, despite their linguistic proficiency, frequently lack practical experience in intercultural pedagogy. This imbalance makes it difficult to achieve cultural dialogue based on the principle of "seeking common ground while reserving differences." Furthermore, the shortage of interdisciplinary literacy prevents teachers from integrating cultural instruction with local socio-economic realities, resulting in low contextual relevance and limited cultural resonance.

### *3.3. Unfavorable International Dissemination Environment*

The international environment for Chinese cultural dissemination has become increasingly complex and, in some regions, even unfavorable. The closure of Confucius Institutes in several Western countries reflects the presence of ideological bias, where the promotion of Chinese culture is sometimes misinterpreted as cultural expansionism. Additionally, the stagnation of the global economy has weakened the momentum of the so-called "Chinese language fever." Many countries, including Australia, the United Kingdom, the United States, and Canada, have scaled back or removed Chinese language programs from higher education curricula. Moreover, constraints such as limited resources, shifting policy priorities, and fluctuations in international relations have further affected the implementation and localization of cultural dissemination efforts. These external factors collectively limit the development of sustainable and context-sensitive dissemination models.

### *3.4. Fragmented Technological Application*

The fragmented application of digital technology presents another significant obstacle to effective cultural dissemination. In practice, international Chinese teachers often rely on scattered and uncoordinated technological tools. For instance, teaching management systems and learning platforms frequently serve isolated functions and lack systemic integration. The acquisition of digital cultural resources is also fragmented, as teachers lack unified platforms for data collection, analysis, assessment, and feedback. Disconnections across key technological links—including tools, resources, data, competencies, and evaluation mechanisms—substantially increase teachers' workload while reducing overall dissemination efficiency. Consequently, these shortcomings hinder the development of a coherent and adaptive localization pathway aligned with regional and national

contexts. Addressing this fragmentation requires integrated and coordinated solutions that combine digital innovation with pedagogical reform.

#### 4. Systematic Construction of Localized Paths for Cultural Dissemination

Amid the accelerating wave of globalization, international Chinese education is experiencing unprecedented development. Exploring localized pathways for cultural dissemination has therefore become a central issue affecting the overall effectiveness of Chinese culture's global outreach. The construction of such pathways not only determines whether Chinese culture can overcome the "cultural discount" effect and achieve a qualitative shift from language symbol transmission to recognition of cultural value, but also relates to the broader question of whether Chinese civilization can accomplish creative transformation and innovative development within heterogeneous cultural contexts. Accordingly, adopting a multi-dimensional approach to systematically construct localized pathways for cultural dissemination has become an urgent necessity.

##### 4.1. *Drawing on the Successful Dissemination Experiences of Other Languages*

The global dissemination of major world languages—such as English, French, Spanish, Japanese, and Korean—has accumulated a wealth of valuable experiences and insights that can inform the international promotion of other cultures [1]. As the saying goes, "One may use the stones of other mountains to polish jade." In the process of "going global," Chinese culture should draw fully upon these successful models while integrating them with its own contextual realities to explore a dissemination path suited to its unique characteristics.

The first insight highlights the importance of leveraging comprehensive national strength, technological advancement, and economic capability while actively integrating language and cultural promotion into local contexts. The global prevalence of major languages is closely linked to political influence, economic development, and scientific leadership. For instance, the worldwide dominance of English was historically supported by colonial expansion and later reinforced by strong economic and technological hegemony. Similarly, the global spread of Japanese and Korean languages is closely tied to their post-war economic growth and the international influence of their high-tech industries. Moreover, most leading language-promoting nations have established professional, government-supported institutions for global dissemination. Currently, over 250 such organizations—including national councils, cultural foundations, and linguistic institutes—operate across more than 50 countries, providing standardized teaching systems and unified global certification standards, including recognized international language proficiency examinations. In the context of Chinese cultural dissemination, international Chinese teachers should strengthen collaboration with authoritative professional institutions to enhance the credibility, structure, and institutionalization of local dissemination efforts.

The second insight concerns the deep integration of education, academia, and cultural industries. In promoting the localization of cultural dissemination, international Chinese teachers should actively participate in initiatives that position Chinese language learning as a mainstream, or even compulsory, component of foreign language education in host countries. Attracting outstanding international students to study in China also represents a key strategy for integrating education and culture. While acquiring academic and professional knowledge in China, these students naturally absorb Chinese language and culture, becoming important agents of localized dissemination upon returning to their home countries. Additionally, mass media—including films, television, music, animation, and digital entertainment—serves as a powerful vehicle for cultural communication. The participation of internationally recognized cultural figures or the creation of appealing, high-quality cultural products with universal resonance can further enhance the reach and attractiveness of Chinese cultural dissemination.



The third insight emphasizes enhancing the appeal of cultural exchange and lifestyle while establishing distinctive Chinese cultural brands. Successful cultural exchange often embodies values widely admired across societies—such as harmony, refinement, creativity, and vitality. In this process, Chinese language educators should focus on disseminating content that reflects authentic cultural values, strengthens the national image, and resonates emotionally with international audiences. Building recognizable cultural brands is equally essential. For example, some countries have successfully used literary or philosophical icons as cultural symbols to promote their languages globally. Similarly, China can leverage well-established cultural figures and philosophical heritage to develop and popularize distinctive Chinese cultural brands.

Ultimately, the successful dissemination of language and culture results from a synergistic interplay among comprehensive national strength, systematic strategies, high-quality content, modern communication channels, and adaptive dissemination methods. The internationalization of culture is not an overnight achievement—it requires sustained effort, practical investment, innovative approaches, and genuine respect for audiences. In the final analysis, it is the intrinsic charm and universal value of culture itself that determines whether it can achieve lasting global recognition and resonance.

#### *4.2. Establishing a Regional and National Cultural Dissemination System*

The concept of the "Ten Degrees" for international Chinese dissemination emphasizes ten dimensions—breadth, height, speed, precision, depth, intensity, warmth, tenacity, intelligence, and span—that collectively construct a multidimensional and effective international dissemination system [13]. Related studies further elaborate that the dissemination capacity of international Chinese is characterized by media dependence, multiple subjectivities, and situational differences, indicating that dissemination ability is a relative rather than an absolute concept [3]. Guided by the "Ten Degrees" framework and taking regional and national distinctions into account, the construction of a regional and national cultural dissemination system should focus on precise adaptation, in-depth integration, and multi-agent coordination. This process involves multiple dimensions, including target audiences, communication content, dissemination methods, role transformation, mechanisms, participants, and communication channels.

##### *4.2.1. Precise Positioning and Content Reshaping*

Accurate identification of target regions and audiences, along with the reshaping of communication content, is a top priority. The "one country, one policy" model provides an effective approach by emphasizing differentiated strategies based on national characteristics and regional education systems [14]. Teachers should conduct systematic field research, literature analysis, and big-data-driven studies to identify the cultural characteristics of specific regions. Based on audience dimensions such as age, occupation, and frequency of cultural exposure, audiences can be classified into distinct groups, and corresponding communication strategies can be designed.

In reshaping cultural content, it is essential to select and adapt Chinese cultural elements that align with the values of the target region. For example, integrating the Confucian concept of "harmony in diversity" with the inclusive social narratives prevalent in Southeast Asia illustrates how Chinese cultural symbols can achieve localized resonance. Narrative translation strategies can also be employed to reframe traditional stories within familiar cultural frameworks. For instance, the legend of "Chang'e Flying to the Moon" can be reinterpreted through a "Starry Night" narrative found in Arab culture, preserving the universal theme of pursuing ideals while fostering emotional connection.

Moreover, layered adaptation of content should be pursued. At the superficial level, explicit cultural elements such as cuisine, attire, and festivals can stimulate audience interest. At the intermediate level, teachers can interpret the philosophical connotations be-

hind cultural symbols—for example, exploring the coexistence of "emptiness and substance" in Chinese calligraphy and Taoist thought. At the deep level, the focus should shift to promoting comparative studies of cross-civilizational values, thereby enhancing understanding and dialogue among cultures.

#### 4.2.2. Innovating Strategies and Reconstructing Communication Roles

In the context of localization, teachers should actively integrate into local communities and educational settings, adopting development models that align with local needs [15]. Cultural dissemination strategies must consider audience receptivity, identify cultural elements that are easily internalized, and blend traditional heritage with contemporary culture using diverse and engaging forms that project an open and inclusive image of China [16].

Teachers can creatively leverage local educational, community, and media contexts to design region-specific cultural communication initiatives. For example, during India's Diwali Festival, Chinese teachers can organize activities such as Chinese lantern making and cross-cultural dialogues on "light symbolism," embedding Chinese cultural elements within local festivals. In redefining the role of cultural disseminators, teachers should shift from serving solely as "lecturers" to acting as "resource coordinators" and "project designers." In practice, they can train local teachers to become cultural inheritors—for instance, passing on traditional Chinese shadow puppetry—while co-developing programs with local educators who have firsthand experience with Chinese culture.

#### 4.2.3. Building Sustainable Support Mechanisms and Localized Channels

Constructing sustainable support and guarantee mechanisms is fundamental to ensuring the long-term effectiveness of regional and national cultural dissemination. Relevant organizations and institutions should strengthen regional resource databases, enhance teacher capacity matrices, provide modular training, and establish both short- and long-term support systems tailored to specific countries or regions.

Localization of dissemination subjects should also be promoted, involving collaboration among local governments, professional institutions, market entities, social organizations, and individuals. Partnerships with local schools, community centers, and cultural institutions can facilitate the organization of experiential cultural activities. Furthermore, localization of communication channels requires effective utilization of local media resources—including television, radio, and online platforms—to broadcast Chinese cultural content and programs that align with regional preferences and media habits.

#### 4.3. Empowering with Technology to Build a New Digital Dissemination Ecosystem

Technological empowerment has become a core strategy for achieving efficient, precise, and sustainable cultural dissemination. By moving beyond traditional one-way dissemination models, a new digital dissemination ecosystem can be established through data-driven insights, intelligent adaptation, and cross-platform collaboration. This emerging model, centered on audience needs, is reshaping the global dissemination of Chinese culture.

##### 4.3.1. Enhancing Data-Based User Profiling and Demand Identification

The first step in digital empowerment is to enhance data-driven user profiling and accurately identify regional needs. By leveraging artificial intelligence and social media analytics, user behaviors can be analyzed to generate regional cultural demand maps based on the learning habits and interests of online audiences. For instance, users in Southeast Asia tend to engage more with entertainment and television-related content, whereas audiences in the Middle East often show greater interest in trade and business culture. Integrating these data-driven insights allows cultural dissemination to be tailored to local characteristics, ensuring precision and relevance in communication.

#### 4.3.2. Optimizing Intelligent Content Adaptation and Contextual Transformation

The second measure is to promote intelligent adaptation in content generation and the dynamic contextual transformation of cultural materials. AI-based multimodal generation technology enables the creation of bilingual short videos that incorporate local cultural symbols and narratives. For example, integrating local festival elements into Chinese cultural themes can enhance emotional resonance. Teachers may also establish region-specific language corpora to support in-depth translation and contextual interpretation of Chinese proverbs and poetry. These localized adaptations help transform traditional cultural content into expressions that are regionally intelligible and aesthetically appealing, thereby strengthening cultural engagement and fostering mutual understanding.

#### 4.3.3. Creating Immersive Communication Scenarios through Virtual Reality

The third approach is to leverage immersive technologies, such as virtual and augmented reality, to reconstruct cultural experiences. For example, virtual reality laboratories can recreate historical and thematic scenarios, such as the "Maritime Silk Road," allowing learners to explore Chinese cultural heritage in interactive environments. Similarly, employing 3D animation to visualize cultural symbols, such as the "deer" motif in Chinese and Indian civilizations, enables teachers to facilitate a visual dialogue between cultures. Technological immersion of this kind not only enhances the learning experience but also fosters emotional identification and cross-cultural empathy.

Ultimately, constructing a new digital ecosystem empowered by intelligent, informational, and network technologies allows for the integration of cultural commonality with expressive individuality. By respecting regional diversity while leveraging algorithmic precision, cultural communication can evolve dynamically. Through continuous technological advancement and localized innovation, a self-renewing and adaptive digital cultural dissemination ecosystem can be realized.

#### 4.4. *Optimizing with a Localized "Ecological Construction" path*

The localized "ecological construction" approach represents a fundamental pathway toward the sustainable development of cultural dissemination. To achieve high-quality international communication of Chinese culture, dissemination strategies must be implemented in accordance with regional contexts, temporal conditions, and cultural adaptability [17]. Regional differences, contextual responsiveness, and systemic synergy necessitate a macro-level ecological perspective—one that considers the interconnectedness and symbiosis among the various elements involved in localized cultural dissemination.

##### 4.4.1. Strengthening Teachers' Localization Competence and Community Network Ecology

Enhancing teachers' localization integration and cultural adaptability forms the foundation of ecological construction. This involves improving teachers' abilities in regional research, cultural perception, and local language proficiency, while cultivating skills in critical reflection and self-adjustment. Teachers should acquire a comprehensive understanding of local history, geography, values, religions, customs, educational traditions, and cognitive styles to communicate effectively across cultural contexts. Mastery of local languages or dialects, in addition to the target language, enables teachers to overcome linguistic barriers and foster a greater sense of cultural intimacy.

Furthermore, teachers must continually reflect on their own cultural assumptions, transcend ethnocentric perspectives, and exhibit intercultural sensitivity, adjusting content and pedagogy flexibly based on audience differences. In parallel, strengthening the community communication ecology requires teachers to move beyond classroom boundaries and actively engage in community events, volunteer activities, cultural festivals, and academic exchanges. By establishing broad social networks with local educators, parents,



and cultural practitioners, teachers can become active and respected members of the community.

#### 4.4.2. Enhancing Resource Support and Policy Coordination to Improve Environmental Ecology

A favorable communication environment relies on adequate resource support and policy coordination. International Chinese teachers should familiarize themselves with local foreign language and multicultural education policies, aligning their teaching and cultural dissemination with local curricula and standards to gain institutional backing. Based on local linguistic and cultural contexts, localized teaching materials, supplementary readings, and audiovisual resources should be developed. Concurrently, home-country institutions—such as language promotion agencies, university international offices, and overseas embassies—should strengthen coordination with local governments, educational departments, and Chinese communities. Such collaboration can provide timely assistance in policy consultation, resource sharing, and emergency support, forming a multi-level network that underpins localized dissemination.

#### 4.4.3. Establishing a Multi-Dimensional Evaluation and Feedback Mechanism

An effective feedback and evaluation mechanism is essential for optimizing ecological sustainability. A multi-dimensional evaluation system should include indicators such as student satisfaction, community response, partner feedback, media influence, and changes in cultural attitudes. Teachers and project coordinators should actively collect and analyze feedback from communities and local media to assess dissemination outcomes and identify potential sociocultural tensions. Based on these insights, dissemination strategies, teaching content, and project designs can be adjusted in a timely manner, ensuring continuous improvement and vitality of the communication ecosystem.

#### 4.5. *Improving Teachers' Cultural Cognition and Elaboration Capabilities*

International Chinese teachers are the core agents in advancing the localization of cultural dissemination. Strengthening teachers' cultural cognition and cross-cultural communication capabilities is therefore a fundamental requirement for enhancing the overall effectiveness and sustainability of international cultural communication.

##### 4.5.1. Enhancing Teachers' Cross-Cultural Cognitive Competence

In the process of localized cultural dissemination, teachers' cross-cultural cognitive competence directly determines the depth and effectiveness of cultural adaptation. Drawing on both pedagogical practice and academic theory, teachers should engage in systematic training to deepen their understanding of regional and national cultures, enrich their cultural knowledge structures, and expand their local knowledge reserves. These efforts enhance cultural sensitivity and foster a more profound comprehension of the meanings, symbols, and evolutionary logic embedded within Chinese culture.

Simultaneously, teachers need to cultivate critical and reflective thinking to recognize that the essence of cross-cultural cognition lies in cultural translation rather than transplantation. This shift requires moving beyond the one-way logic of "cultural output" toward a two-way process of contextual adjustment and mutual understanding. By using regional realities as reference points and local contexts as guiding threads, teachers can achieve the "re-localization" of Chinese culture through dialogic adaptation rather than unilateral dissemination.

Furthermore, teachers should clarify their professional roles and cultural identities. Rather than positioning themselves as absolute cultural authorities, they should act as cultural consultants and facilitators, guiding learners toward deeper comprehension and appreciation. For example, when encountering misconceptions such as the belief that "Chinese people lack a sense of time," teachers can help students understand this notion

within the historical context of agricultural civilization, where temporal flexibility was rooted in environmental adaptability and collective harmony. Through such interpretive engagement, teachers become effective cultural mediators, bridging the gap between understanding and recognition.

#### 4.5.2. Strengthening Teachers' Cross-Cultural Elaboration Capabilities

Improving teachers' cross-cultural elaboration capabilities is another critical dimension of the localization process. These capabilities encompass several core competencies:

- the insight to identify and interpret cultural differences;
- the ability to transform abstract cultural concepts into comprehensible and relatable knowledge;
- the situational adaptability to modify expression according to diverse cultural backgrounds; and
- the capacity to critically reflect on one's own cultural stance.

Enhancing these competencies enables teachers to translate Chinese cultural knowledge into accessible and emotionally resonant narratives. During cross-cultural interpretation, teachers should employ diverse methods and integrate technological tools—such as multimedia storytelling, interactive platforms, or data visualization—to enhance engagement and contextual relevance. Such multimodal approaches make localized cultural dissemination more dynamic, inclusive, and aligned with regional characteristics.

Finally, cultural interpretation requires an attitude characterized by calmness, equality, sincerity, and authenticity [18]. Teachers should approach cultural communication with respect for diversity and openness to dialogue, presenting Chinese culture not as a rigid system but as a living, evolving civilization. By fostering empathy and mutual appreciation, teachers can encourage learners to naturally accept, identify with, and genuinely appreciate Chinese culture within a harmonious intercultural framework.

### 5. Conclusion and Outlook

With the rapid development of China's economy, the international dissemination of Chinese is entering a new stage of expansion and transformation. In the face of profound global changes unseen in a century, enhancing the global linguistic influence and dissemination capacity of Chinese has become increasingly urgent. Addressing the current challenges in the localization of cultural dissemination by international Chinese teachers fundamentally involves balancing cultural subjectivity with local adaptability.

From a regional and national perspective, this study has clarified the relevant theoretical foundations, revealed the research trend of "local adaptation" in cultural dissemination, identified the key challenges faced by teachers, and explored systematic localization paths for cultural dissemination. While regional differences present considerable challenges, they also offer rich opportunities for development.

In the future, it is necessary to continuously explore culturally adaptive dissemination models suited to regional contexts, deepen the theoretical system underpinning international Chinese dissemination, and strengthen the integration of digital technologies with cultural communication. Furthermore, constructing a global dissemination network that harmonizes local standards with international cooperation, and improving teachers' cross-cultural and cross-contextual competencies, will be essential for sustainable and effective dissemination.

It is anticipated that, in the near future, an integrated, multi-dimensional, high-quality, and highly impactful model of Chinese cultural dissemination will be realized across diverse regional contexts. The rich and diverse Chinese culture is poised to shine globally, enhancing its international influence and cultural status, and enabling the Chinese nation to stand prominently among the world's civilizations.

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