

Original Paper

Integrating Beijing's Cultural Resources into International Chinese Language Education: Multidimensional Values, Practical Dilemmas and Improvement Paths

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Abstract

Boasting profound heritage and diverse forms, Beijing's cultural resources constitute vital teaching materials for international Chinese education. This paper systematically explores four dimensions: multidimensional values, integration models, practical hurdles and optimization strategies. Beijing's culture features unique merits in urban positioning, cross-cultural communication and learners' communicative competence cultivation. Its integration spans textbooks, classroom instruction, offline experience and AI application, yet problems persist: unfocused textbook content, rigid teaching modes, insufficient local support and disjointed in-class-out-of-class activities, plus superficial AI adoption. Accordingly, solutions are put forward: develop graded textbooks, innovate task-based teaching and immersive activities, expand school-community cooperation, and deepen AI-culture integration via a Beijing cultural knowledge graph.

Keywords

Beijing's Cultural Resources, International Chinese Language Education, Multidimensional Values, Practical Dilemmas, Improvement Paths

1. Introduction

International Chinese language education serves as a vital bridge connecting Chinese and foreign cultures and linking people across the globe. Language and culture are inseparably intertwined; the deeper learners understand cultural connotations, the more precisely they master a language. The systematic integration of Beijing's culture into international Chinese education "enables international students to gain an intuitive perception of the host country's real features, helps them obtain authentic immersive experiences, and empowers them to tell Chinese stories in their own voices and present a

genuine, multi-dimensional and comprehensive image of China.” (Li, 2025) As Guo Huaigang, Director of Beijing Municipal Bureau of Culture and Tourism, put it at the 2025 “Discover the Beauty of China – Hello Beijing” tourism promotion conference: “Beijing is striving to develop into China’s top inbound tourism destination by adhering to stringent capital-level standards and comprehensively upgrading its international service environment... We invite foreign tourists and expats residing in Beijing to bring their relatives and friends to visit the city.” (Beijing Municipal Bureau of Culture and Tourism, 2025) This vision aligns closely with the core mission of international Chinese language education.

Nevertheless, abundant cultural resources do not guarantee effective transformation into educational content. Current integration practices are confronted with multiple hurdles: textbooks tend to prioritize ancient culture over contemporary development with insufficient exploration of in-depth cultural meanings; classroom teaching remains monotonous while many teachers lack the competence to translate cultural resources into teachable content; overseas students receive inadequate institutional support for offline cultural experiences and there exists a disconnect between in-class learning and out-of-class practice; and AI technologies are mostly applied in a superficial, perfunctory manner. These interwoven challenges reduce Beijing’s rich culture to disjointed symbolic labels in teaching, making it hard to improve learners’ linguistic proficiency and cross-cultural literacy. Against such a backdrop, this paper conducts systematic research from four perspectives: multidimensional values, integration models, practical predicaments and optimization approaches. It intends to provide theoretical foundations and practical references for the in-depth transformation of Beijing’s cultural resources in international Chinese education, shift Beijing-style culture from “displayed symbols” to “lived experiences”, and help the world develop a true understanding of China through Beijing.

2. The Value of Beijing’s Cultural Resources from the Perspective of International Chinese Language Education

International Chinese language education serves as an important cross-cultural communication platform that imparts linguistic knowledge alongside Chinese wisdom. (Cui, 2018) There exists an intrinsic organic bond between Beijing’s local culture and Chinese language teaching. On one hand, as an essential component of Chinese civilization, Beijing’s distinctive cultural system and abundant cultural connotations constitute precious learning materials for global Chinese learners and act as a key for international communities to explore Beijing and broader China. On the other hand, spreading Beijing’s culture via international Chinese education facilitates the inheritance, promotion, renovation and reshaping of local Beijing culture, assisting it in securing a precise cultural positioning amid the new era. Hence, researching Beijing’s culture within international Chinese education emerges as a noteworthy academic topic, whose value is elaborated in three aspects below:

First, the educational value of Beijing’s cultural resources stems from its unique municipal status. As China’s capital and world-class metropolis known as the preeminent regional center, Beijing enjoys

unparalleled political standing and global cultural influence, making it the most preferred inbound study destination for international students. Modernization of Capital Education by 2035, a municipal official document, sets the goal: “to achieve advanced educational modernization by 2035 and build Beijing into a leading global overseas study center favored by outstanding young talents worldwide.” (Beijing Municipal People’s Government, 2019) International students generally demonstrate stronger interest and recognition toward Beijing’s culture thanks to its abundant historical heritage, high-quality higher education resources and promising career prospects. These natural merits derive from Beijing’s privileged urban positioning and continuous long-term devotion to the global promotion of Chinese language and culture.

Second, Beijing’s culture plays a pivotal role in boosting cross-cultural communication and mutual understanding from a global cultural dissemination perspective. For one thing, Beijing’s time-honored local culture stands out among global civilizations while maintaining openness to integrate and interact with worldwide cultures. Boasting China’s longest urban construction history and diversified cultural categories including imperial capital civilization, royal court culture, the Great Wall culture, postal courier and military cultures, (Yin, 2009) Beijing hosts the world’s largest number of UNESCO World Heritage Sites, surpassing Paris, Tokyo and other iconic international cities. Such rich historical endowment underpins Beijing’s status as a core global cultural hub and endows Chinese civilization with solid confidence for global outreach. For another, Beijing, as China’s capital, serves as a premier venue for international civilizational exchanges and the flagship showcase of Chinese culture to the world. Global cultures converge in Beijing while Chinese civilization expands outward from here. Events such as the Belt and Road Forum for International Cooperation held in Beijing, intangible cultural heritage workshops featuring antique cloisonné craftsmanship, Peking Opera facial mask sculpting and traditional cheongsam tailoring, plus world-renowned concerts and theatrical performances staged annually in Beijing, connect Beijing-style culture with global artistic trends, deepen cross-cultural recognition and embody China’s cultural confidence on the international stage.

Third, Beijing’s culture effectively improves Chinese learners’ practical communicative competence in language acquisition. Apart from phonetics, vocabulary and grammatical knowledge, comprehensive linguistic competence covers pragmatic skills, cultural awareness and sociolinguistic cognition, all of which can be fostered via authentic contextual learning rooted in Beijing’s local culture. To begin with, Beijing dialect and region-specific idioms such as *ju qi* (forthright and loyal), *you mianr* (having social prestige), *liao tiaozi* (quitting work abruptly) carry unique cultural implications reflecting local Beijingers’ interpersonal norms and social values; learning these culture-loaded expressions expands learners’ vocabulary and enables them to grasp the vivid regional features of modern Chinese. Furthermore, Beijing’s abundant cultural outputs ranging from Lao She’s literary dialogues, stage scripts of Beijing People’s Art Theatre to TV dramas like *Under the Zhengyangmen Gate* and *Shichahai* supply abundant authentic corpus for listening, speaking and reading training in classroom settings. In addition, field-based extracurricular activities including field trips to Liulichang Antique

Street and hands-on intangible heritage experiences help learners perceive Chinese language charm amid real cultural environments.

3. Integration Modes of Beijing's Cultural Resources in International Chinese Language Education

Beijing's cultural resources are integrated into Chinese teaching through four major channels: Chinese textbooks, classroom instruction, offline cultural immersion and AI-aided cultural experience. These approaches serve as key tools for overseas learners to acquire Chinese language and Chinese culture, as well as their primary access to Beijing's local culture.

3.1 Interpretation of Beijing's Culture in Chinese Teaching Textbooks

Integrating Beijing's culture into textbooks blends traditional Chinese civilization with contemporary urban development to build an authentic national cultural brand. Given varied Chinese proficiency among learners, textbooks compiled for elementary, intermediate and advanced levels differ drastically in cultural content selection, presentation depth and layout design regarding Beijing-related topics.

3.1.1 Beijing's Cultural Content in Elementary and Intermediate Textbooks

Statistical analysis of 57 mainstream elementary and intermediate Chinese textbooks confirms ubiquitous Beijing cultural elements with distinct characteristics: Firstly, textbooks prioritize tangible material culture, which covers architectural landmarks and traditional crafts among four cultural hierarchies (material culture, institutional culture, behavioral culture and spiritual culture). Landmark constructions including the Great Wall, the Palace Museum and Tiananmen Square dominate relevant content; for instance, Short-term Spoken Chinese Course elaborates on siheyuan compounds and classical Chinese gardens to interpret Beijing's traditional ethical ethos of courtesy and harmony. In food culture, Peking roast duck appears repeatedly yet receives oversimplified symbolic introductions. Institutional culture mainly contrasts old and modern Beijing alongside brief university profiles but occupies limited textbook space. Behavioral culture centers on Beijing vernacular dialect, while spiritual culture involves Peking Opera and excerpts from Lao She's literary works. Intermediate textbooks retain the above layout yet cut down the volume of architectural introductions with more detailed elaboration on street snacks and courtyard houses in textbooks such as Express: Intermediate Accelerated Chinese. Meanwhile, spiritual content expands remarkably, as seen in HSK Standard Conversation Course Volume 4, which depicts international students' first contact with Peking Opera art.

Secondly, direct narration plus visualized illustrations constitute the dominant presentation form of cultural knowledge. According to previous research on Chinese textbook compilation, cultural information is delivered via three mainstream formats: explicit direct narration, incidental attachment and implicit implication. (Li & Yang, 2011) Current elementary and intermediate textbooks adopt mostly explicit direct explanation paired with pictures and clips. Taking Experiencing Chinese (Elementary) Lesson 28 I Treat Today as an example, supplementary vocabulary lists iconic Beijing

catering brands including Quanjude and Donglaishun with content embedded explicitly in vocabulary lists, texts and annotations or implicitly in dialogues and illustrations. Such intuitive design lowers learning barriers yet fails to explore underlying cultural connotations behind symbols.

3.1.2 In-depth Analysis of Beijing's Culture in Advanced-level Textbooks

At the advanced Chinese learning stage, students are generally capable of reading and communicating in Chinese. Besides textbook learning, they read extensive publications on Beijing's culture to develop in-depth, all-round and systematic understanding of its distinctive features.

Tangible culture still dominates advanced textbooks, covering royal landmarks such as the Palace Museum and the Great Wall as well as folk elements including hutongs and siheyuan courtyards. For instance, the advanced volume of *Great Wall Chinese* cites an excerpt from Wang Zengqi's (2018) *Hutong Culture*:

"Hutongs in Beijing are laid out in neat squares, with orderly siheyuan compounds inside. Hutongs and courtyards shape Beijingers' lifestyle, and in turn, local residents' culture gives birth to these architectural forms. As the typical dwelling style of Beijingers, hutongs and siheyuan embody their cultural identity and constitute an essential part of Beijing's culture."

Compared with elementary and intermediate textbooks, advanced teaching materials contain substantially more content about institutional and spiritual culture. Institutional culture ranges from the ancient imperial civil service examination system, urban governance and healthcare systems to modern environmental protection policies. Spiritual culture falls into three categories: Beijing-style arts (Peking Opera, cross-talk, Jingyun dagu folk drum balladry), Beijing-style literature (works by Lao She and other local Beijing writers), and regional social ethos rooted in traditional courtyard values and the Olympic spirit. Advanced textbooks adopt diversified analytical perspectives. *Developing Chinese (Advanced)*, for example, compares Beijingers with Shanghainese, acknowledging Beijingers' strong patriotism and reflective mindset while pointing out their stereotyped traits of arrogance and patronizing demeanor. In addition, textbooks explore the preservation of Beijing's traditional culture amid clashes between Chinese and Western civilizations.

3.2 *Display of Beijing's Culture in Classroom Teaching*

Chinese classrooms, divided into domestic in-person courses for overseas students in China, overseas Confucius Institution classes and online remote teaching, form core scenarios for cultural dissemination.

3.2.1 Domestic Classroom Teaching for International Students Residing in Beijing

At elementary proficiency level with limited linguistic capacity, teaching prioritizes language training supplemented by basic cultural enlightenment featuring interesting tangible topics such as local architecture and delicacies. Teachers introduce daily Beijing greetings like *nin chi le ma* (Have you eaten?) alongside food-related vocabularies via images and short videos to cultivate preliminary cross-cultural sensitivity without profound theoretical interpretation.

Intermediate and advanced learners equipped with basic communicative competence receive topic-oriented teaching covering modern urban development, heritage preservation and leisure lifestyles, incorporating in-depth spiritual culture including local operas and regional social psychology. Instruction combines classroom lectures with organized field visits to hutongs and temple fairs, adopting role-play and group discussion tasks to guide cross-cultural comparison and boost intercultural understanding capacity.

3.2.2 Beijing Cultural Dissemination in Overseas Offline Classes

Overseas teaching venues dominated by Confucius Institutes and Confucius Classrooms spread fragmented standalone Beijing cultural symbols through dual-channel arrangements: regular in-class theoretical lectures and supplementary after-school cultural workshops. Typical extracurricular activities include Peking Opera facial mask painting and staged excerpts from Lao She's Teahouse, practiced at Hamburg Confucius Institute in Germany and Università Cattolica del Sacro Cuore in Milan respectively. Multi-media resources such as documentaries 100 Scenes of the Palace Museum and Restoring Cultural Treasures in the Palace Museum are widely played during courses; emerging VR technology is deployed at Michigan State University Confucius Institute via the digital curriculum ZON New Wind Chinese, enabling immersive virtual sightseeing of Beijing urban landscapes.

3.2.3 Presentation of Beijing's Culture in Online Courses

Online teaching diversifies cultural delivery via four mainstream channels: live streaming lectures, refined micro-lessons, short documentary clips and panoramic VR roaming. Live projects include BFSU's cloud-based City Walk hutong live camps and Tianjin Foreign Studies University's themed live courses Learn Chinese While Visiting the Palace Museum with customized grade-based teaching on imperial porcelain, timepieces and paintings. Award-winning micro-courses such as Beijing Folk Residence: Unique Siheyuan Courtyards from national Chinese teaching competitions are open-access learning resources, while snippets from Hello China and 100 Scenes of the Palace Museum serve as auxiliary classroom materials. VR cloud hutong roaming further breaks geographical restrictions for global remote learners. Characterized by border-crossing accessibility and flexible on-demand study, online courses serve as vital substitutes for offline field trips for overseas students unable to visit Beijing physically.

3.3 *Embedding Beijing's Culture into Learners' Real-life Daily Immersion Activities*

Cultural immersion is categorized into three forms: daily local experience for international students enrolled at Beijing-based universities, intercity study tours and remote online cultural events.

3.3.1 In-person Local Experiences for Beijing-based International Students

Overseas students access Beijing's culture through self-initiated exploration and university-sponsored official programs. Independently, learners join campus clubs, visit scenic spots voluntarily and learn traditional Chinese crafts while acquiring vernacular culture via casual conversations with local residents including dorm administrators and market vendors. Institution-organized projects cover elite overseas summer training programs including Princeton in Beijing, Harvard Beijing Academy and

Columbia University's Beijing Chinese Program, which combine intensive immersive language training with structured field trips to the Temple of Heaven, the Palace Museum and community-based social surveys. Additional initiatives include Chinese Bridge Beijing sessions and domestic university second-classroom activities: Peking University organizes ecological village fieldwork, Renmin University of China arranges intangible heritage workshops and Beijing Normal University launches group excursions to the Great Wall and the Palace Museum.

3.3.2 Beijing-focused Cross-city Study Tours

Integrating sightseeing with academic learning, cross-border and intercity student tours explore Beijing from three dimensions: ancient heritage, folk civilian life and contemporary urban landscape. Historical site visits remain core content for global exchange programs; Princeton in Beijing arranges group tours to the Palace Museum, Prince Gong's Mansion and ancient temples while non-Beijing universities such as East China University of Political Science and Law organize student trips to the Great Wall, Temple of Heaven and Beijing Olympic Park. Folk-oriented itineraries enable participants to experience authentic local daily life via public transit rides, Dashilan shopping strolls and authentic local restaurant tastings. Modern Beijing-themed tours highlight contemporary urban landmarks: Leipzig University Confucius Institute autumn camp visits the Bird's Nest and Water Cube Olympic venues alongside local primary and secondary schools to learn about China's modern education development.

3.3.3 Online Remote Cultural Immersion Activities

Post-pandemic online cultural events evolve into indispensable supplementary learning channels, including themed webinars, real-time livestreams, online summer/winter camps and virtual Chinese corners. BFSU's China Impression European University Online Summer Camp introduces classic Beijing snacks (noodles with soybean paste, candied hawthorn rolls), historical landmarks (the Great Wall, Summer Palace), modern transportation and recreational landmarks including Houhai Bar Street and 798 Art Zone alongside iconic modern architectures such as the National Centre for the Performing Arts and National Stadium.

3.4 AI-assisted Beijing Cultural Immersion

Driven by the rapid advancement of artificial intelligence, AI has been extensively integrated into all facets of international Chinese language education, markedly boosting teaching efficiency and learning experience through automated text generation, multilingual translation and synonym discrimination. As Qu Ru and Mao Ganhang note: "For the international dissemination of Beijing's culture, digital intelligent technologies serve not merely as practical tools to improve efficiency, but as fundamental principles reshaping communication logic and modes of inter-civilization dialogue." (Qu & Ganhang, 2026) Specifically, AI applications including intelligent voice interaction and virtual cultural scenarios are gaining growing prevalence in cultural experiential learning, offering learners more vivid and immersive approaches to engage with Beijing's culture.

3.4.1 Intelligent Voice Interaction and AI Digital Human Agents

Smart interactive technology enables direct real-time dialogue between learners and digitized cultural icons. Launched in October 2025 by Talkmate, an intelligent Chinese education agent supports live conversations with over 100 digitized historical figures closely related to Beijing's civilization across six global languages including English, French and Arabic, covering more than 5,000 curated courses and virtual visits to over 3,000 cultural sites including the Palace Museum. Built-in speech recognition algorithms automatically score learners' pronunciation, word selection and intonation with instant corrective feedback.

3.4.2 Virtual Scenarios and Immersive Digital Experience

VR and AR digitalize intangible heritage resources for interactive learning. Beijing Institute of Graphic Communication released the mini-program Trace Beijing, Explore Central Axis in November 2025, building interactive digital exhibits themed around twelve core landmarks along Beijing's Central Axis to display architectural evolution and historical inheritance; the project has attracted 77 international students from 28 countries across 12 Beijing universities for on-site research. Besides, Tianjin Foreign Studies University's award-winning digital textbook series Explore the Palace Museum, Learn Chinese embeds interactive virtual sightseeing modules and customized exercises, winning the 2025 China Chinese Alliance Gold Award for digital teaching resources.

4. Prevailing Practical Dilemmas of Integrating Beijing's Cultural Resources into Chinese Language Education

Despite four-dimensional multi-scenario integration practices, deep-rooted structural challenges emerge within textbooks, classroom delivery, extracurricular experience and digital technology application respectively.

4.1 Textbook-related Drawbacks: Deficient Targeted Design, Monotonous Presentation and Superficial Cultural Interpretation

First of all, most textbooks lack clear learner positioning with excessive ancient historical content and overly complex linguistic structures; they prioritize repetitive language drills while neglecting task-based cross-cultural interactive exercises. Content selection suffers severe homogenization: over-repeated symbols of Tiananmen, the Palace Museum and the Great Wall dominate pages whereas Beijing vernacular dialects, ordinary hutong civilian lifestyles and contemporary international urban features get marginalized; iconic Peking roast duck occupies disproportionate food-culture coverage while daily staples such as stewed pork intestines and fried liver rarely appear in printed textbooks, resulting in separation between symbolic textbook representation and authentic urban life.

Moreover, direct descriptive narration remains the dominant presentation format with limited incidental and implicit content design; picture-based visual aids create fleeting superficial impressions without conveying intrinsic cultural connotations. The pervasive preference for ancient over modern culture disconnects textbook content from Beijing's rapid contemporary urban transformation.

Most critically, cultural connotation exploration stays superficial: textbooks reduce Peking Opera to memorized facial color codes and simplify hutong architecture into generic alley definitions, stripping away embedded local ethics, interpersonal values and urban spirits behind cultural symbols. Superficial symbol-based compilation restricts the core educational value of Beijing's cultural resources.

4.2 Classroom Teaching Deficiencies: Rigid Instruction Modes and Teachers' Inadequate Cultural Transformation Competence

Traditional teacher-centered cramming method prevails across most Chinese classrooms, featuring one-way knowledge indoctrination with scarce in-class interactive sessions and systematic on-site cultural visits. Even field trips organized by Beijing-based universities remain sporadic sightseeing tours confined to scenic hotspots and museum venues instead of authentic residential communities and modern urban neighborhoods.

Teacher competence constitutes another core bottleneck: numerous Chinese instructors lack systematic reading and research on Beijing's local culture, holding fragmented surface-level understanding of hutong heritage, Beijing dialect and regional social values; overseas local Chinese teachers face more severe limitations due to geographical barriers, collectively restricting in-depth localized cultural teaching implementation.

4.3 Real-life Experience Barriers: Restricted Access to Local Society and Imperfect Supporting Institutional System

Constrained by language obstacles and enclosed campus social circles, most international students live within isolated overseas student communities with limited spontaneous access to authentic daily Beijing life.

Institutional support construction falls behind practical demands: university management frameworks focus primarily on students' daily administrative affairs rather than systematic cross-cultural integration services; cultural experience projects remain marginalized as optional extracurricular add-ons instead of mandatory curriculum components due to limited class hours and exam-oriented assessment systems.

4.4 Superficial AI Application with Scarce Customized Localized Digital Resources

Current AI deployment in Beijing cultural teaching mostly serves as efficiency-enhancing auxiliary tools without in-depth cultural connotation delivery. Existing intelligent platforms can output basic factual introductions of the Palace Museum yet fail to interpret profound historical sentiments and cultural philosophy behind imperial architecture. A systematic Beijing cultural knowledge graph and exclusive customized educational intelligent agents remain underdeveloped. Although major Chinese language universities develop general smart teaching platforms with auto-grading and online interaction functions, specialized embedded modules targeting hutong culture, courtyard neighborhood customs and Beijingers' spiritual traits are still absent; mainstream large language models master macro Chinese civilization narratives but lack refined localized database supporting in-depth interpretation of grassroots Beijing folk culture.

5. Targeted Improvement Strategies for Deepened Cultural Integration

Corresponding optimization suggestions are proposed matching the four aforementioned problematic dimensions.

5.1 Optimize Textbook Compilation: Build Tiered Graded Cultural Module System

First, formulate hierarchical content screening standards aligned with learners' Chinese proficiency, overseas background and in-China residency duration. Elementary textbooks center on perceivable tangible culture including iconic architectures and featured snacks for interest cultivation; intermediate volumes add civilian daily behaviors and institutional norms such as hutong lifestyle and Beijing spoken dialect; advanced textbooks dig deep into spiritual culture via Beijing-style literature excerpts and local civic value discussions. Meanwhile expand contemporary Beijing-related content to reverse the long-standing ancient-culture-biased compiling tendency.

Second, upgrade presentation modes from single textual narration toward multi-modal layout combining graphics, task assignments and embedded digital resources. Apart from direct content explanation, add practical after-class assignments such as documenting local hutong cultural elements via photography or interviewing native Beijingers about dialect evolution; attach QR codes linking real-scene clips and panoramic VR resources to realize offline textbook-online digital resource linkage and boost implicit and incidental cultural infiltration in daily language exercises.

Third, deepen intrinsic cultural interpretation to shift from symbol display to value elaboration. Taking siheyuan as an example, textbooks ought to go beyond architectural definition to explore underlying traditional Chinese family ethics and neighborhood collectivism with guided reflective discussion topics in exclusive in-depth reading columns, transforming isolated cultural facts into accessible entry points for China's comprehensive cultural understanding.

5.2 Classroom Teaching Upgrade: Innovative Pedagogy, Enhanced Field Experience and Systematic Teacher Training

Classroom teaching is a pivotal link that transforms Beijing's culture from "static texts" into "dynamic practice". As Shan Yunming, Liu Cheng, An Ran et al. (2024) proposed, "Multiple interactive mechanisms should be established: interaction between teachers and students, among students, between in-class and extracurricular activities, between knowledge acquisition and practical application, as well as cultural input and output." Concrete improvements can be achieved simultaneously from three dimensions: teaching methodology, experiential learning and teacher development.

First, reform teaching approaches to abandon the one-way lecture-based model dominated by teacher lecturing and passive student listening. Task-based language teaching is adopted to design a series of *Beijing Urban Exploration* assignments, such as locating the nearest hutong via mobile map and shooting a 30-second introductory video, or ordering local Beijing snacks at campus canteens and communicating with staff using newly-learned Beijing dialect. Project-based learning requires students to conduct field research, interviews and final presentations on selected Beijing cultural themes within a semester, for instance, the past and present of the Central Axis or intangible cultural heritage in

hutongs. In short, classroom linguistic training needs to be closely linked with social practice to revitalize Beijing's culture through real-life tasks.

Second, enrich cultural experiences by expanding classroom learning to real-life settings across Beijing. Local universities in Beijing should leverage their geographical edges to turn superficial sightseeing-style outings into standardized, systematic curricular arrangements. Folk-custom courses may organize fixed-site field observations and resident interviews in siheyuan compounds inside hutongs; contemporary literature courses can arrange theatre trips to watch Beijing People's Art Theatre dramas followed by themed seminars; business Chinese classes may visit time-honored brands including Tongrentang and Quanjude to learn about their brand history and modern industrial transformation.

Third, improving teachers' capability to translate cultural resources into teachable content serves as the fundamental guarantee for high-quality teaching. Systematic and regular teacher training is essential. Pre-service training shall include special modules on Beijing culture delivered by cultural researchers, hutong preservation specialists and inheritors of intangible cultural heritage. In-service teachers take periodic field trips to cultural landmarks such as Hutong Museum, Lao She Memorial Hall and 798 Art Zone; teachers' firsthand experience further facilitates students' immersive learning. For overseas local Chinese instructors, online micro-courses and remote workshops together with guidebooks and video materials help them overcome geographical restrictions and build intuitive understanding of Beijing's culture.

5.3 Improve Real-life Immersion: Establish University-community Collaborative Supporting Framework

Broaden multi-channel cultural access by signing long-term cooperation agreements between universities, local urban communities, cultural institutions and time-honored enterprises to build fixed off-campus Beijing cultural practice bases for international students.

Complete comprehensive localized supporting systems: compile bilingual Beijing Cultural Exploration Handbook including categorized hutong traveling routes, public transport guides, venue opening schedules and daily Beijing dialect expressions as freshmen enrollment gifts; set up dedicated cross-cultural counseling service to resolve overseas learners' adaptation confusion and mitigate setbacks arising from cultural shocks.

5.4 In-depth AI-culture Fusion: Develop Intelligent Beijing Cultural Teaching Ecosystem

First, construct systematic Beijing cultural knowledge graph and matching multi-functional intelligent Q&A system aggregating categorized data of imperial relics, hutong folk customs, Peking Opera arts and time-honored catering brands to build exclusive Beijing-culture intelligent agent responding to natural-language student inquiries with level-adapted vivid explanations.

Second, develop full-scenario VR/AR virtual Cloud Tour Beijing platform enabling remote global learners to digitally wander hutongs, climb the Great Wall and stroll along Beijing Central Axis without physical inbound travel.

Third, launch personalized intelligent content recommendation engine linked with learners' language proficiency, national origin, learning preferences and study track records: automatically push Beijing snack origin stories for food enthusiasts and Central Axis World Heritage application documentaries for history-focused learners with synchronous curriculum-aligned resource embedding across mainstream teaching platforms.

Fourth, organize regular digital literacy training workshops for Chinese teachers to master AI pronunciation evaluation, automatic exercise grading and virtual scene production tools; build shared high-quality AI-assisted Beijing cultural teaching case database to facilitate instructors' shift from passive tool users to active digital curriculum developers.

6. Conclusion

Integrating Beijing's abundant cultural heritage into international Chinese language education not only strengthens Beijing's urban soft power construction but also improves the overall quality of global Chinese teaching and facilitates deeper cross-civilization exchanges. Beijing's unique cultural charm originates from the perfect combination of millennia-old imperial historical legacy and contemporary international metropolitan vitality, blending traditional courtyard neighborhood warmth with cutting-edge digital innovation. Converting such distinctive cultural assets into high-quality international Chinese teaching resources demands joint efforts of textbook compilers, frontline Chinese instructors, cultural management practitioners and digital technology developers. It is expected that future academic research and practical teaching will transform Beijing's culture from detached textbook knowledge points into immersive lived experience, empowering global Chinese learners to understand authentic China through Beijing and advance inclusive civilizational communication worldwide.

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