

The Embodiment of Cultural Collision and Intermingling in International Education: Taking Language Courses as an Example

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Abstract. Based on the theory of cross-cultural adaptation and cultural identity, this paper offers a thorough examination of cultural collision and interaction within language curricula. It explores how teaching materials reflect cultural diversity, how classroom teaching facilitates cultural exchange, and how subject evaluation incorporates multicultural values. The analysis reveals that the integration of diverse cultural perspectives in educational settings plays a crucial role in shaping students' understanding and adaptability in a globalized world. By scrutinizing the dynamics of cultural collision—where differing cultural norms and practices intersect—the study highlights both the challenges and opportunities inherent in international education. It emphasizes the importance of addressing these issues proactively to enhance the effectiveness of language teaching and foster a more inclusive learning environment. The paper concludes that the blending of cultures not only enriches the educational experience but also poses significant challenges that must be navigated thoughtfully to maximize the benefits of multicultural education.

Keywords: International education, language courses, cultural collision and intermingling.

1. Introduction

With the deepening of globalization, international education has flourished and become an important way to train talents with a global perspective and cross-cultural exchange capabilities. As exchanges between countries become more frequent, the importance of international education becomes increasingly prominent.

Research has shown that international education plays a key role in promoting cultural exchange and talent development. For example, Johnson argues that international education can significantly improve students' global awareness and cross-cultural understanding, but also face many challenges [1]. Garcia states in "Enhancing Intercultural Competence through International Education Programs" that effective international education programs help enhance students' intercultural communication skills [2]. Miller in "Opportunities and Constraints in International Education: A Comparative Perspective" emphasizes that international education provides students with abundant opportunities, but unequal distribution of education resources across countries and regions [3].

The above-mentioned research reveals the important value of international education and the practical problems it faces, and provides useful reference for this study. However, the phenomenon of cultural collision and interaction caused by language courses in international education still needs to be further explored.

This paper focuses on international education, takes language courses as the starting point, and analyzes the cultural collision and intersection phenomenon in depth. The aim is to explore the theoretical basis of international education, analyze the cultural collision and interaction of language courses in teaching materials, classroom teaching and subject assessment.

2. Theoretical Basis of International Education

2.1. Theory of Intercultural Adaptation

Cross-cultural adaptation theory provides important theoretical support for international education and helps students adapt to the new cultural environment. For example, Smith noted in his research "Adapting to New Culture in International Education: Insights and Strategies" that people experience stages of culture shock, adaptation, and integration as they enter a new cultural environment [4]. In international education, students come from different countries and cultural backgrounds, and they need to adapt to the new learning environment and cultural atmosphere. When foreign students first study abroad, they will feel uncomfortable with the local lifestyle and teaching methods. They may experience language barriers, cultural differences, social difficulties, etc. However, over time, they gradually adapted to the local cultural environment by actively participating in classroom learning, social activities and so on. Language courses play a key role in this process, by learning materials in different languages, participating in cultural exchanges in the classroom, and multicultural values in subject assessment, students can gradually adapt to and understand different cultures.

2.2. Theories of Cultural Identity

Cultural identity theory plays a key role in international education and helps students to form an identity with different cultures. As Brown points out in "Cultural Identity Formation in International Education Contexts", individuals grow up identifying with their culture [5]. This identity is the individual's perception and belonging to their own cultural identity, and it affects the individual's values, behavior and mode of thinking. In international education, students are exposed to different cultures, which can have an impact on their cultural identity. In the international classroom, students share traditional festivals and customs of their respective countries, and develop a deeper understanding of the unique characteristics of their own cultures by understanding the cultures of others. Language courses can help students understand and respect different cultures and promote cultural identity through cultural content in textbooks, cultural exchanges in classroom teaching and multicultural values in subject assessment. At the same time, international education also encourages students to actively integrate into a multicultural environment on the basis of maintaining their cultural identity, developing a global perspective and intercultural communication skills.

3. Cultural Collision and Integration of Language Courses in the International Curriculum System

3.1. Cultural Diversity in Educational Materials

The cultural diversity in language course materials is an important manifestation of cultural collision and interaction in international education. As an important part of language curriculum, the cultural diversity of teaching materials can clearly reflect the cultural characteristics of different countries and regions. For example, the International Baccalaureate (IB) Chinese language teaching materials not only cover rich Chinese classical literature, but also introduce the values of Confucianism, courtesy and Taoist culture. In the Advanced Placement (AP) French language course, students will learn more about French fashion culture and food culture, such as Paris Fashion Week trends and French cuisine, and the unique cultural elements of French-speaking Africa. As Johnson explains in "Cultural Diversity in Language Teaching Materials: A Comparative Analysis," these materials not only provide students with an understanding of differences and similarities between cultures, but also provide students with a wealth of cross-cultural communication [6].

3.2. Cultural Exchange Experience in Classroom Teaching

Cultural exchange experience in classroom teaching is an important way to promote cultural collision and interaction. Classroom teaching is a key part of language curriculum, and teachers can

promote cultural exchange in many ways in the process of language learning. In the vocabulary learning stage, teachers can guide students to explore the cultural connotations behind different language vocabulary. For example, when learning wedding-related vocabulary, organize students to discuss differences in wedding customs in each country. Students will find that wedding-related words in Chinese often carry the meaning of celebration and reunion, reflecting the traditional Chinese wedding ceremony's emphasis on good luck, prosperity and happiness represented by red. In English, the expression "wedding" reflects the cultural concept that Western weddings use white as the main color to symbolize purity. Through the in-depth analysis of these words, students can not only better grasp the meaning of vocabulary, but also deeply understand the differences in wedding concepts between different cultures. In grammar learning, teachers can reveal cultural differences by comparing the grammatical structures of different languages. For example, the grammatical structure of some languages may place greater emphasis on individual independence, echoing the individualistic focus in the culture of the country to which the language belongs, while others may prefer to embody collective concepts. While students understand grammar rules, they can also understand the value orientation of different cultures. During oral expression training, teachers can arrange role-playing activities. Students play roles in weddings in different countries and communicate in the language they learn. In this process, students not only exercise their oral expression skills, but also experience the wedding ceremony and atmosphere in different cultural backgrounds, and feel cultural differences more intuitively. In addition, teachers can organize cultural exhibitions. Students introduce their country's traditional wedding customs and share their cultural background and experiences in the language they learn. This improves students' ability to use the language as well as their understanding of different cultures. Teachers guide students to compare the differences between different cultures and analyze the reasons behind them, which can effectively cultivate students' cross-cultural thinking skills. As Miller puts it in "Enhancing Cultural Exchange in Language Classrooms: Innovative Approaches", inviting guest teachers or students from different countries to communicate also provides students with a real cultural exchange experience [7].

3.3. Multicultural Value Concept in Subject Assessment

The multicultural value concept in the subject evaluation is an important means to test the effect of cultural collision and blending. Subject assessment is an important part of language curriculum. In the international curriculum, the assessment and evaluation of language courses fully reflect multicultural values. The assessment is rich and diverse, including the examination of language knowledge and skills, but also covers the understanding and application of different cultures. For example, in some international language writing tests, students are asked to compare and analyze advertising ideas in different cultural contexts. Advertisements in different cultural contexts often reflect their respective cultural values, some Western advertisements may emphasize individualism and innovation, while Eastern advertisements may focus more on family concepts and collective interests. Through this assessment method, students can deeply understand the value orientation of different cultures and develop cross-cultural thinking skills. At the same time, the oral test may set up scenarios for students to communicate with examiners from different cultural backgrounds to examine students' ability to cope with intercultural communication and respect for different cultural practices. In the reading comprehension section, articles dealing with different cultural topics are also selected, and students are asked to analyze the cultural connotations and differences in values. As Garcia emphasizes "Assessing Multicultural Competence Language Learning: Approaches and Challenges," these reflect the importance international curricula place on multicultural values in subject assessments [8].

3.4. Multicultural Campus Environment

International education is a place where multiple cultures exist at the same time. On campus, cultures from different countries gather together, making the campus environment more open and inclusive. The campus culture is no longer singular, but also creates a good learning environment for

students. Language is not only a tool for spreading ideas, but also a carrier of cultural traditions. The protection of linguistic diversity is of great significance to the inheritance and development of human civilization. Each language has its own unique cultural background and historical flavor, and a diversified language environment helps to preserve and pass on these valuable cultural heritages.

4. Advantages and Challenges in International Education

4.1. Advantages

The international education system provides students with a wealth of opportunities that contribute to the overall development of students. Green mentions in "Opportunities for Personal Growth in International Education" that international education provides students with access to teachers and fellow students from different countries, enabling them to learn multiple languages and cultures [9]. Students who study at international schools meet friends from all over the world by participating in international exchange activities organized by the school, not only improving their English skills, but also understanding different countries' cultures. In addition, international education usually focuses on developing students' innovative thinking and practical skills, providing students with more opportunities for development. Students can participate in international exchange programs, academic competitions and other activities to expand their knowledge and skills and enhance their competitiveness.

4.2. Challenges

However, the international education system also presents some challenges for students. First, students face the challenge of cultural adaptation. Johnson shows in "Cultural Adaptation and Student Well-being in International Education" that a student who transfers from a domestic to an international school may find that teaching methods are very different from domestic ones [10]. Second, language barriers are also a problem for students. Although they are taking language classes, they may still encounter difficulties in actual communication. Miller states that proficiency in languages requires long-term practice and accumulation [11]. At the same time, the cost of international education is high, and there are certain requirements for students' family economic conditions. Students also face competition and pressure from students from different cultural backgrounds. In order to meet these challenges, students need to maintain a positive mindset, strive to learn language and cultural knowledge, and improve their adaptability and competitiveness.

5. Conclusion

After an in-depth study of the various aspects of language courses in international education, the following key findings have been made. In terms of "the theoretical foundation of international education", cross-cultural adaptation theory and cultural identity theory provide strong support for international education. Then in the part of "Cultural Collision and Integration of Language Courses in the International Curriculum System", it is clear that cultural diversity in teaching materials, cultural exchange experience in classroom teaching and multicultural value. Furthermore, the discussion of "opportunities and challenges facing international education students" reveals that international education brings opportunities for students to develop in a comprehensive way.

However, this study also has certain limitations. On the one hand, the research mainly relies on literature analysis and case studies, and the lack of large-scale empirical data may be insufficient in the universality and reliability of the conclusions. On the other hand, the specific differences between students of different age groups and disciplines in international education have not been subdivided in depth, and the target of the research needs to be strengthened. It is committed to exploring more effective international education teaching models and strategies to promote cultural integration and provide stronger support for the overall development of students. To sum up, this study provides some

theoretical reference for the phenomenon of language courses in international education, but more follow-up research is needed to enrich and improve the cognition in this field.

Authors Contribution

All the authors contributed equally and their names were listed in alphabetical order.

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