

# Study on the Cross-integration of Local Culture and Oral English Teaching for English Majors

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**Abstract:** Integrating local culture into oral English teaching for English majors enhances students' cross-cultural communication skills and cultural identity. This study focuses on Sichuan local culture, exploring its value and application in oral English teaching. Through literature review and empirical analysis, it examines the characteristics of Sichuan culture and its integration with oral English, proposing strategies for teaching material design, teacher training, and practice. The findings show that incorporating local culture improves students' interest, oral skills, cultural confidence, and cross-cultural competence, offering a new approach to localized English education.

**Keywords:** Local Culture; English major; oral English; cultural integration

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## 1.Introduction

With globalization, English has become a vital international language. However, traditional English teaching often overlooks the value of local culture, leading to a lack of cultural identity and practical application skills among students. Recent studies highlight the benefits of integrating local culture into English teaching to enrich content and develop cross-cultural communication skills.

Sichuan, a culturally rich province in China, offers unique resources like Sichuan opera, hot pot, tea culture, and bamboo weaving, which are both regionally distinctive and historically significant. Integrating these elements into oral English teaching for English majors represents an innovation in teaching methods and supports the preservation and promotion of local culture. This paper explores the integration of Sichuan culture into oral English teaching, proposing strategies and practical approaches to aid the localization of English education.

### 1.1.Research background and significance

Regional culture plays a crucial role in language learning. Research indicates that integrating cultural background knowledge can greatly enhance students' cross-cultural communication and language abilities.

Integrating regional culture with English teaching fosters students' cross-cultural sensitivity and adaptability. In the context of globalization, intercultural competence has become a key benchmark for assessing language learners' overall quality. Combining local culture with oral English teaching allows students to improve both their "English language skills" and "local cultural literacy" through experiencing and practicing local culture (Zhang, 2015).

This integration also offers innovative ideas for improving teaching methods. Traditional oral English teaching often lacks real communicative contexts and cultural depth. Since most students in local colleges are familiar with local culture, introducing regional cultural elements makes learning more relatable and engaging (Chen, 2017). Teachers can design diverse activities, such as role-playing, situational dialogue, and cultural displays, to increase classroom interaction and enjoyment.

Integrating regional culture into oral English teaching enriches content, enhances cross-cultural communication skills, and inspires innovative teaching methods. Future research should explore effective approaches to combine regional culture with English teaching, guiding the development of globally competent, cross-culturally skilled talents.

### 1.2.Key points and difficulties

The key point of integrating local cultural elements into English teaching is to dig deeply into the connotation of local

culture and effectively integrate it with English teaching content, so that it cannot only become a material for language learning, but also stimulate students' learning interest and cultural identity. However, the difficulty lies in how to rationally use local cultural elements, balance the relationship between language skills training and cultural content transmission, and ensure the teaching effect while avoiding the one-sided teaching content or deviation from the language goal.

## **2.The integration path of Sichuan local culture and oral English teaching**

### **2.1.Research objects**

This study focuses on four key aspects: English majors, local culture, oral English teachers, and oral English textbooks. These research objects provide clear direction and relevance for the study.

#### **2.1.1.English Majors**

English majors are the core focus of this study. As future professionals in international communication, translation, and education, they require strong oral English and cross-cultural communication skills. However, traditional oral English teaching often centers on British and American cultures, lacking relevance to students' lives. This study integrates Sichuan local culture into oral English teaching to make learning more relatable, spark interest, boost cultural confidence, and enhance students' ability to express local culture in English.

#### **2.1.2.Local Culture**

Sichuan's rich cultural resources, including Sichuan Opera, hot pot, tea culture, and bamboo weaving, offer unique teaching materials. These elements provide diverse, localized content while helping students understand and inherit local culture, fostering cultural identity and pride.

#### **2.1.3. Oral English Teachers**

Teachers play a crucial role in implementing this approach. Their cultural knowledge and teaching skills directly affect the success of integrating local culture into oral English teaching (Wang, 2019). Teachers' feedback and practical experience also offer valuable insights for the study.

#### **2.1.4.Oral English Textbooks**

Current oral English textbooks primarily focus on British and American cultures, making it hard for students to connect language learning with real life. This study aims to integrate Sichuan cultural elements into textbooks through reading materials, dialogue exercises, and oral tasks, helping students learn English while understanding and promoting local culture.

By centering on students, using local culture as the foundation, teachers as guides, and textbooks as carriers, this study seeks to combine language learning with cultural inheritance effectively.

## **2.2.Teaching strategy design**

### **2.2.1.Textbook Design**

Integrating Sichuan local culture into oral English textbooks is key to combining language teaching with cultural inheritance. This can be achieved through the following approaches:

#### **Add Cultural Themes**

Include Sichuan cultural topics in textbooks, such as: "History and Characteristics of Sichuan Opera": Introduce its origins, classic plays, and performance forms. "Hot Pot Making Process": Teach related vocabulary and practice oral English. Other topics like "Teahouse Culture and Social Customs" or "Bamboo Weaving: Inheritance and Innovation" can enrich content and boost student interest.

#### **Cultural Comparison Activities**

Incorporate exercises comparing Sichuan culture with British and American cultures to develop cross-cultural thinking. Compare "Sichuan Opera and Shakespeare's Plays" to explore performance styles and cultural backgrounds. Contrast "Hot Pot Culture and British/American Fast-Food Culture" to understand the customs and values behind different cuisines. These activities enhance cultural sensitivity and build students' confidence in expressing Sichuan culture in English.

#### **Teacher Training**

Teachers play a critical role in cultural integration, and their skills directly impact classroom outcomes. Training can include:

#### Special Training

Organize lectures, seminars, and cultural experiences. Invite experts to explain Sichuan opera, hot pot history, and teahouse culture. Arrange activities like watching Sichuan opera, visiting bamboo weaving exhibitions, or experiencing hot pot making to deepen teachers' understanding.

Resource Sharing: Create a teaching resource platform offering cases like "Introducing Sichuan Opera in English" or "Hot Pot Dialogue Exercises". Provide multimedia resources (videos, images, audio) to support flexible lesson design. These measures enable teachers to confidently integrate Sichuan culture into classrooms, enhancing both teaching effectiveness and student engagement.

#### 2.2.2.Teaching practice

In teaching, integrating into local culture requires diversified activities to stimulate students' interest and improve their language ability. Here are a few ways to do this:

Role-playing: Design local cultural themed situations, such as students playing Sichuan Opera actors to introduce performances in English, or playing hot pot restaurant owners to communicate menus with customers. This not only exercises oral expression, but also deepens the understanding of culture.

Cultural experience: organize students to participate in local cultural activities, such as visiting museums or traditional festivals, and share their feelings in English, so as to improve their language ability and cultural identity by writing reports or expressing them orally.

Story retelling: Guide students to tell local cultural stories in English, such as Sichuan Opera The Legend of the White Snake or the origin of hot pot, not only to practice oral English, but also to feel the cultural charm. These activities combine language learning with cultural inheritance, which not only enhances cross-cultural communication ability, but also enhances students' understanding and recognition of local culture, and injects new vitality into English teaching.

### 3.Empirical research

To evaluate the effect of integrating Sichuan local culture into oral English teaching, this study uses classroom observation, focusing on interest, learning outcomes, and classroom performance. Methods include:

Observations: Record students' performance in activities, including participation, language fluency, accuracy, and interest in local cultural topics (e.g., confidence in expressing local culture in English during role-playing).

Observation Tools: Use a record sheet with dimensions like participation, language expression, and cultural understanding, along with audio and video recordings to collect comprehensive data.

Data Analysis: Analyze observation records and videos to compare students' engagement with local cultural themes versus traditional activities, evaluating the impact on classroom atmosphere and teaching effectiveness.

### 4.Data integration and effect evaluation

This study analyzed the impact of integrating local culture into oral English teaching on students' learning interest, participation, and language skills through classroom observation. Over 16 weeks, 200 students were observed—100 in the experimental class and 100 in the control class.

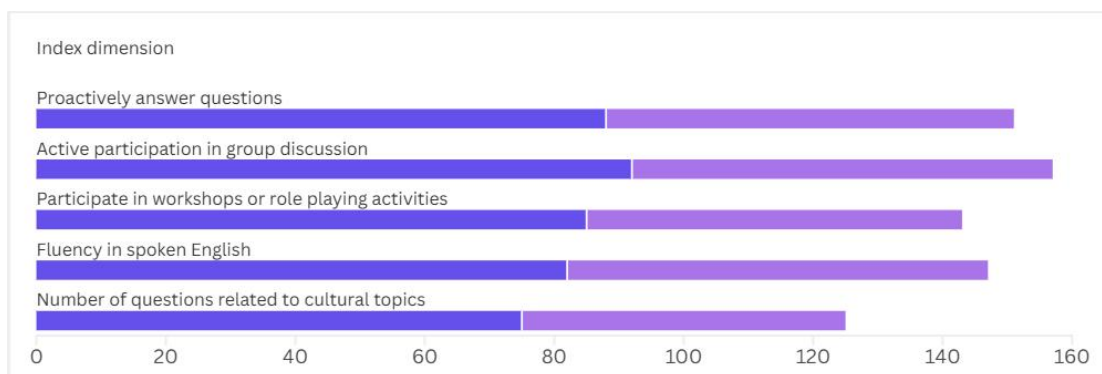


Table 1 Students Classroom Performance Observation Record in Oral English

As can be seen from the data in Table 1, integrating local culture into English classroom has significantly improved students' classroom performance. The students in the experimental class were significantly higher than those in the control class in the number of active speeches, group discussion participation and oral coherent expression time, which increased by 89%, 39% and 49% respectively. In addition, the frequency of advanced vocabulary uses and the accurate expression rate of culturally related content of students in the experimental class are significantly better than those in the control class (35% and 64% respectively).

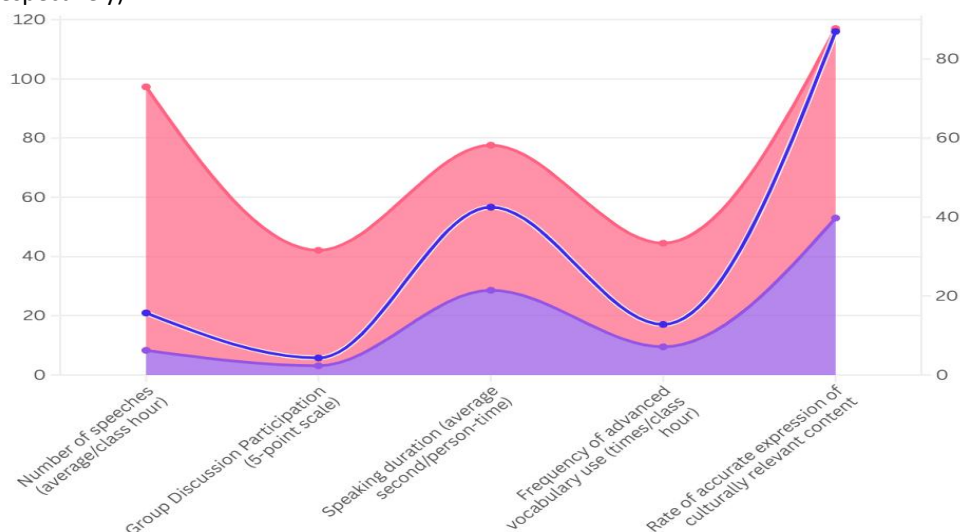


Table 2 Comparative Data of Students' Behavior in Classroom Observation

Table 2 clearly reflects the significant difference in classroom performance between the experimental class and the control class:

The experimental class outperformed the control class in all areas, particularly in active participation and cultural expression accuracy, showing that integrating local culture boosts student enthusiasm. The data also reveals significant advantages in coherent expression time and advanced vocabulary use, indicating that local culture enhances both classroom content and students' practical language skills.

## 5. Study Results

Research shows that integrating local culture into oral English teaching boosts students' interest, language skills, and cultural awareness, while improving classroom atmosphere and teacher performance. Relatable topics like hot pot and Sichuan opera increased engagement, with over 80% of students preferring this method. The experimental class demonstrated better language ability, cultural identity, and motivation. Teachers, through cultural training, created engaging activities like role-playing, making lessons more interactive and enriching for both students and teachers.

## 6. Conclusion

Integrating Sichuan local culture into oral English teaching for English majors can not only enrich the teaching content,

improve students' learning interest and oral expression ability, but also enhance their cultural self-confidence and cross-cultural communication ability. This research provides a new idea for the localization of English teaching, and at the same time opens up a new way for the inheritance and spread of local culture. Future research can further explore the application of other local cultures in English teaching, and provide more practical experience for building an English teaching system with Chinese characteristics.

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