

Innovative Models for Integrating Regional Culture into English Teaching

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Abstract

This study aims to explore innovative models for the integration of regional culture into English teaching in the context of the digitalization trend in education. Based on literature analysis and sorting out practical logic, it found that when technological application evolves from a "supporting tool" to an "empowering core", the integration of regional culture into English teaching can achieve three core transformations — the teaching content shifts from "homogenized cultural materials" to "AI-driven personalized regional cultural experiences"; the teaching objectives transform from "one-way language output" to "two-way cultural dialogue between China and foreign countries"; the evaluation system changes from "single language testing" to a multi-dimensional competence framework of "language - culture - communication". These transformations ultimately promote the coordinated development of students' language application, cultural cognition and intercultural communication competence, providing a practical path for the international dissemination of regional culture and the reform of English teaching.

Keywords

Cultural integration; AI; Mode

1. Introduction

The rapid advancement of artificial intelligence (AI) has positioned English class at a critical intersection of opportunities and challenges. On one hand, the surging demand for cross-cultural communication has expanded the development space of English education; on the other hand, the disconnection between traditional teaching models and the AI era has given rise to prominent issues, such as inadequate representation of local cultures, homogeneous teaching content, and superficial technology application, which severely hinder the cultivation of global-ready talents with both linguistic competence and cultural confidence.

Specifically, cultural integration in teaching lacks diversity, with insufficient attention to regional and ethnic diversities. Most curricula focus on mainstream cultures or general frameworks of traditional Chinese culture, ignoring the unique value of

regional cultures. Meanwhile, many students have a weak understanding of local culture and struggle to express it systematically in English, failing to meet Byram's requirement that effective cross-cultural interaction should combine "cultural details in specific fields and individual experiences"[1].

Notably, AI technology offers a solution with its capabilities in resource integration and scenario simulation, opening up new avenues for the in-depth integration of regional culture and English teaching. Against the trend of educational digitalization, this study aims to explore an innovative model of integrating regional culture into English teaching, expecting to enhance students' comprehensive abilities and provide support for the international dissemination of regional culture.

2. Literature Review

The domestic academic community has generally focused on the core value of cultural integration in university English teaching, relevant research can be checked widely. Pan et al. emphasized that language teaching serves as a vital carrier for cultural communication to foster skills of cross-cultural communication via four paths: multi-channel teaching mode, multi-stakeholder curriculum system, strengthening traditional cultural literacy, and cultivating multicultural awareness [2]. Zhang Jianying further proposed language is the core bridge of cultural exchange, and the integration of traditional Chinese culture into English teaching can not only achieve the inheritance and protection of local culture but also promote students' English learning and cultural integration [3]. Yu Shanshan's research also confirms that the integration of Chinese cultural elements into teaching helps improve students' English communication ability, humanistic literacy, and cultural identity [4].

Based on the above consensus, university English teachers have carried out multi-path practice exploration. At the technical level, auxiliary tools mostly on the development of computer algorithms. Relevant research proposes to combine multimedia and network technology, construct an online and offline integrated English translation teaching model, and integrate Chinese cultural elements [6]. Xin explores the path of cultural integration in a multi-data chain network environment, and develops a multi-dimensional teaching model to improve students' cross-cultural ability [7]. The cloud platform system realizes the scientific allocation and clustering of teaching resources through the load balancing algorithm and DP algorithm, and presents Chinese cultural content to learners in various forms [8]. These technologies enhance the nature of the research, but there are issues with technological barriers, and the breakthrough of AI technology is breaking this dilemma, making high-quality cultural teaching resources more accessible.

3. The Model Construction of AI-assisted Integration

The widespread application of artificial intelligence (AI) empowers education and

facilitates the cross-cultural communication of regional cultures in China.

For college English teachers in the Jianghuai region, integrating local culture into instruction aligns with the dual goals of knowledge transmission and intercultural competence development in college English courses. The model is constructed as follows:

3.1. Technological Role: From "Auxiliary Tool" to "Empowering Core"

Technology in teaching has evolved from traditional multimedia support to AI-driven empowerment, enabling innovation in approaches and methodologies. Core AI applications include: (1) Building a Jianghuai culture English corpus—AI collects and organizes historical anecdotes, folk customs and other materials, providing students with cultural information and English expression references; (2) Developing an intelligent platform integrating learning, practice and assessment, pushing personalized Jianghuai-themed language materials via listening, speaking, reading and writing based on proficiency and offering intelligent feedback; (3) Creating VR/AR-based virtual scenarios e.g., Huangmei Opera performances, Huizhou-style architecture tours, etc., to enhance students' cross-cultural communication skills through interaction.

3.2. Cultural Integration: From "Homogeneous Content" to "Personalized Experience"

To address student individual differences, cultural integration adopts three strategies: (1) Personalized resource recommendation—Jianghuai literary translations for literature enthusiasts and Huizhou architecture English introductions for architecture majors, tailored to majors and interests; (2) Hierarchical tasks—basic learners focus on Jianghuai-related vocabulary and simple expressions, while advanced learners conduct in-depth connotative analysis in English; (3) Diverse practices, eg. English speeches, drama, promotional videos, etc. to strengthen Jianghuai culture expression in English.

3.3. Teaching Objectives: From "One-Way Output" to "Two-Way Cultural Communication"

Given the inseparable nexus between language and culture, teaching objectives are refined: (1) Cross-cultural awareness—guiding students to recognize diversity via Sino-Western comparisons, e.g., Jianghuai vs. Phoenix etiquette; (2) Bidirectional expression competence—requiring mastery of articulation and nuanced interpretation of Jianghuai culture in English, enhanced through classroom discussions; (3) Cross-cultural practice—organizing video calls with overseas students to apply knowledge in real communication.

3.4. Assessment System: From "Single Language Test" to "Multi-Dimensional Competence Evaluation"

A multi-dimensional assessment system ensures comprehensive teaching evaluation: (1) Language proficiency tests, eg. to oral practice of Jianghuai culture elements in English, cultural article reading, thematic essays, etc.; (2) Cultural cognition—questionnaires and interviews to examine understanding of Jianghuai cultural connotations and value recognition of cultural differences; (3) Cross-cultural communication—scenario simulation and role-play to assess communication awareness, expression and cultural difference coping; (4) Learning process—recording participation and task completion to encourage engagement and foster autonomous/collaborative learning.

4. The requirements of implementing the model

In combination with the actual teaching situation of colleges and universities the Jiangbei area, the implementation framework needs to be constructed from three dimensions: teachers, technology, and resources to achieve the synergy of cultural integration and AI empowerment.

4.1. Teacher Capability Development

Create "AI Culture" dual-dimensional literacy. The improvement of teachers' capabilities is the primary premise. Colleges and universities need to build AI teaching training system of "online courses offline workshops", strengthen the skills of teachers in the application of the North Jiangsu Culture Corpus, VR/AR teaching operations, and invite experts and front-line teachers to carry out case discussions. At the same time, the local cultural hall, non-heritage center, and other organizations are organized to participate in teacher research, deeply cultivate the cultural connotation of Huangmei Opera, Anhui-style architecture, etc. Establish an interdisciplinary teaching and community, integrate the strength of English, computer teachers, and cultural scholars, build resources together, design activities, and make up for the shortcomings of a single discipline.

4.2. Landing Strategy

Realize "Tool Scene" Deep Integration The application of technology needs to focus on the teaching link. Before class, the intelligent platform pushes personalized pre-knowledge according to student data, focusing on cultural core vocabulary for those with poor basic knowledge, and focusing on extended materials such as English introductions to Anhui-style architecture for excellent. Use VR to create an immersive experience in class, let students "enter" Hongcun Yuezhaohao, and the teacher explains English expressions synchronously, and AI evaluate oral English in real time. After class, the platform pushes thematic exercises, encourages students to use AI to make cultural posters, and provides English subtitles for Huangmei opera, while establishing a feedback mechanism to optimize platform functions.

4.3. Resource Construction Path

Build a "Dynamic Open" Resource System High-quality resources are the core, and a dynamic library needs to be built with "AI collection teacher-student co-construction school-enterprise cooperation". AI uses natural language processing technology to crawl authoritative Jiangbei cultural English materials, classify them into a corpus and update them regularly. Teacher-student co-construction encourages students to put excellent practical results into the library after examination School-enterprise cooperation with local enterprises develops characteristic resources such as Huangmei Opera English subtitle videos, Anhui-style architecture VR scenes, etc., and implements sharing, which is available for free to teachers and students of regional colleges and universities.

5. Measures for smooth promotion

To ensure smooth progress and sustainable development of the teaching model, a comprehensive safeguard system needs to be established from three levels: policy, team, and evaluation, providing all-round support for practice process.

5.1. Policy and Financial

Strengthening Top-level Design Universities can integrate AI-assisted cultural integration into teaching innovation initiatives, clarify research goals through academic guidelines, and collaborate with local cultural institutions to form a synergistic network for educational practice. Set up special funding for equipment purchase, resource development, teacher training, and scientific research, actively seek support from local education and departments, and form an "education culture" synergy mechanism. Establish an incentive mechanism, commend and reward outstanding teachers in teaching reform, and stimulate their innovation enthusiasm.

5.2. Cross-disciplinary Team

Consolidating Collaborative Strength Form a cross-disciplinary team covering English education, AI, Jiangnan culture research, and technology, with clear division of labor: English teachers responsible for teaching design and implementation, AI experts providing technical support, cultural scholars auditing cultural content, and educational technology experts developing. Establish a regular communication mechanism, solve practice problems through regular meetings, carry out joint scientific research to provide theoretical support, and invite industry experts to optimize the teaching model.

5.3. Dynamic Evaluation and Feedback

Perfecting the Closed-loop Mechanism Establish a "teaching implementation - effect evaluation - feedback optimization" closed-loop mechanism. The evaluation subject adopts a diversified model of "teacher student self-evaluation peer AI," and the

evaluation cycle combines process and terminal evaluations. Collect through online questionnaires and offline symposiums, adjust teaching strategies, resource content, and technical application methods promptly according to the evaluation results, and ensure that the model meets needs and teaching trends.

6. Summary

In the context of globalization and the AI era, integrating regional culture into English class is a pivotal approach to fostering globally competent learners, with AI serving as core technological support. This study proposes a "Technology-empowered - Cultural personalized integration - Two-way communication - Multiple assessment" model for universities in the Jianghuai region, upgrading AI from "auxiliary tool" to "enabling core", and cracking the problems of teaching and cultural integration and implementation. Thereby students are supposed to achieve dual improvement in language and cultural literacy and teaching can gain interdisciplinary development momentum. In the future, the research will expand the sample to more universities, explore the application scenarios of generative AI, design cross-cultural comparative content, and through long-term tracking examine the long-term value of the model for students' involvement and cultural dissemination.

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