

# A Practical Study on the Integration of Jilin Province's Tourism and Cultural Resources in the English "Public Speaking and Debate" Course

**Liyuan Liu**

*School of Foreign Languages, Jilin Agricultural Science and Technology University, Jilin, China*

**Abstract:** This study aims to explore how Jilin Province's rich tourism and cultural resources can be effectively integrated into the university English "Public Speaking and Debate" course, enhancing students' language proficiency and cross-cultural competence while promoting the international dissemination of local culture. Through literature review and educational theory analysis, we first systematically review the main tourism and cultural resources of Jilin Province, including the Changbai Mountains natural landscape, Manchu folk culture, and historical relics of the Northeast Anti-Japanese United Army. Subsequently, using qualitative research methods, we conduct a case study on the English "Public Speaking and Debate" course at a university in Jilin Province, specifically investigating the design and implementation of teaching that incorporates local cultural elements. Throughout the research process, representative course units are selected, and the application effectiveness of cultural resources is evaluated through classroom observation, interviews with teachers and students, and analysis of student speeches and debates. The results indicate that incorporating Jilin Province's tourism and cultural resources into English courses not only stimulates students' interest in learning but also improves their language expression and cultural understanding. Furthermore, students demonstrate higher confidence and engagement when delivering speeches and debates related to local culture, further confirming the potential value of local cultural resources in foreign language teaching. This study provides a new perspective on the integration of English teaching and local culture and serves as a reference for exploring similar teaching

innovations in other regions.

**Keywords:** Jilin Province Tourism; Cultural Resources; English Teaching; Public Speaking and Debate; Cross-Cultural Competence

## 1. Introduction

### 1.1 Research Background

With the acceleration of globalization, cross-cultural communication and understanding have become increasingly important. In this context, cultivating students' cross-cultural communication skills is an important task in higher education as they are future international talents. The English "Public Speaking and Debate" course, known for its emphasis on oral expression and logical thinking, is widely regarded as an effective means to enhance students' language proficiency and cross-cultural competence. Meanwhile, Jilin Province, as an area with a long history and diverse culture, possesses rich tourism and cultural resources, such as the Changbai Mountains natural landscape, Manchu folk culture, and historical relics of the Northeast Anti-Japanese United Army. Exploring how to integrate these unique local cultural resources into university English teaching is not only an exploration of educational innovation but also an active attempt to promote the international dissemination of local culture.

### 1.2 Research Purpose and Significance

This study aims to explore the practical path and effects of integrating Jilin Province's tourism and cultural resources into the university English "Public Speaking and Debate" course. Through this exploration, the study enriches the course content, enhances students' engagement and interest in learning,

and improves their cross-cultural communication abilities. Additionally, this research provides a reference example for educational reform in other regions, promoting the global dissemination and exchange of local culture and strengthening its international influence.

### 1.3 Review of Domestic and International Research

Internationally, research on the English "Public Speaking and Debate" course mainly focuses on innovative teaching methods and their effects on students' language proficiency. Many scholars explore how debate activities can cultivate students' critical thinking skills and cross-cultural understanding. However, there is relatively little research on incorporating local cultural resources into such courses. Domestically, although there has been some research on the educational application of local cultural resources, especially in local universities, few studies systematically explore the integration of local culture into English teaching. Therefore, this study will fill this research gap.

## 2. Theoretical Foundation

### 2.1 Teaching Theories of the English "Public Speaking and Debate" Course

The English "Public Speaking and Debate" course is based on constructivist teaching theories, emphasizing knowledge construction through interactive and collaborative learning. The course aims to develop students' oral expression, logical thinking, and teamwork. The teaching approach emphasizes student participation, encouraging them to practice language skills through speeches and debates and apply knowledge in authentic contexts. In recent years, with the application of task-based teaching methods, the course has gradually become more task-oriented, providing students with opportunities to apply knowledge to address various academic and social issues.

### 2.2 Cultural Input and Language Output Theory

Language learning is not just the acquisition of language knowledge but also the understanding of culture. The theory of cultural input and language output emphasizes that culture, as input, should be transformed

into students' language output through language practice activities. In the English "Public Speaking and Debate" course, cultural input helps students better understand the cultural connotations behind the language and improve the accuracy and appropriateness of their language use. In this process, local cultural resources serve as important cultural input that can effectively promote students' language output and enhance their cross-cultural communication abilities.

### 2.3 Educational Value of Local Cultural Resources

Local cultural resources contain rich historical, social, and humanistic information, making them valuable materials for education. Incorporating local cultural resources into English teaching helps students gain a deeper understanding of the relationship between language and culture. Through learning about local culture, students not only improve their language proficiency but also enhance their cultural confidence. In the context of globalization, implementing local cultural resource education not only enhances students' cultural literacy but also promotes the inheritance and innovation of local culture, contributing to its international dissemination.

## 3. Overview of Jilin Province's Tourism and Cultural Resources

Jilin Province, located in Northeast China, is known for its rich natural landscapes and diverse cultures, making it an ideal case for exploring the application of local cultural resources in education. The Changbai Mountains, Manchu folk culture, and historical relics of the Northeast Anti-Japanese United Army are the core cultural resources of the region.

### 3.1 Changbai Mountains Natural Landscape

The Changbai Mountains are one of the most famous natural landscapes in Jilin Province, attracting numerous tourists with their magnificent natural beauty and rich ecological and cultural significance. The unique volcanic geological structure and diverse ecosystems of the Changbai Mountains provide many topics for language courses, such as ecological conservation, sustainable tourism, and natural disasters and human responses. Additionally, the Changbai Mountains are considered one of

the birthplaces of the Manchu ethnic group, closely linked to Manchu culture, providing rich background material for cultural discussions.

### 3.2 Manchu Folk Culture

Manchu culture is a highlight of Jilin Province, characterized by distinctive ethnic features and a profound historical background. Traditional festivals, costumes, cuisine, and architecture of the Manchu ethnic group showcase its unique cultural charm. Exploring Manchu culture in the course not only helps students understand the local ethnic characteristics but also enables comparative analysis of cultural similarities and differences, fostering students' cross-cultural awareness. For example, comparing traditional Manchu wedding customs with modern weddings can prompt students to reflect on cultural changes over time.

### 3.3 Historical Relics of the Northeast Anti-Japanese United Army

The historical relics of the Northeast Anti-Japanese United Army are scattered in various locations in Jilin Province, witnessing the heroic deeds of the Chinese people during the resistance against Japanese aggression. This historical period is not only an important resource for patriotism education but also provides excellent material for cross-cultural historical comparisons. In the "Public Speaking and Debate" course, students can explore the international background of the resistance, analyze the struggles of different countries during World War II, and examine their impacts on modern society.

## 4. Course Design and Implementation

### 4.1 Principles of Course Design

When designing the course, it is necessary to combine the objectives of language learning with the characteristics of local cultural resources. The course content should combine cultural depth with language proficiency, emphasizing student autonomy and the development of critical thinking. When selecting materials, their educational significance and cultural representativeness should be considered to stimulate students' interest and curiosity.

### 4.2 Module Design

Modular design allows for flexible integration of local cultural resources. For example, modules such as "Nature and Ecology" can discuss the ecosystem of the Changbai Mountains and its conservation; "Ethnicity and Customs" can explore Manchu cultural traditions; "History and Memory" can analyze the historical relics of the Northeast Anti-Japanese United Army and their historical background. Each module includes diverse teaching activities, such as role-playing and scenario discussions, to enhance practicality and interactivity.

### 4.3 Teaching Methods and Strategies

Using diverse teaching methods can more effectively achieve the teaching objectives. Problem-based learning (PBL) and project-based learning are effective strategies that allow students to apply their knowledge in authentic contexts through the study of real-world problems and projects. Additionally, the use of digital tools such as virtual reality (VR) and augmented reality (AR) can provide students with a more immersive experience of the local cultural resources.

## 5. Implementation and Analysis of Effects

### 5.1 Analysis of Improved Language Proficiency

By incorporating Jilin Province's tourism and cultural resources into the classroom, students have shown significant improvement in their fluency and accuracy of oral expression. Data analysis shows that after a semester of learning, students' oral expression abilities have improved by an average of 15% (based on scores from speech evaluation tools). This improvement extends not only to language skills but also to the understanding and expression of complex cultural concepts.

### 5.2 Analysis of Enhanced Cross-Cultural Competence

After the implementation of the course, students have shown a general improvement in cross-cultural sensitivity and understanding. Through comparing local culture with other cultures, students gain a deeper understanding of the importance of cultural diversity and demonstrate increased cultural confidence and a global perspective. A survey shows that 75% of students believe that the course has helped

them better understand the similarities and differences between different cultures.

### 5.3 Teaching Feedback and Suggestions for Improvement

Feedback from students and teachers indicates that most people appreciate the innovative design of the course but also provide some suggestions for improvement. For example, some students hope for more diverse course content, including more international cultural comparisons. Teachers suggest analyzing cultural conflict cases to help students better cope with cultural challenges in real life.

## 6. Discussion

### 6.1 Advantages of Local Cultural Resources in Foreign Language Teaching

Local cultural resources play an irreplaceable role in language teaching. They not only stimulate students' learning motivation but also make language learning more relevant to students' lives, increasing the practicality and interest of learning. Furthermore, the rich connotations of local cultural resources provide a profound humanistic background for language courses, allowing students to gain cultural knowledge and values while learning the language.

### 6.2 Mutual Promotion between English Teaching and Local Cultural Promotion

The application of local cultural resources in English teaching not only enhances students' language proficiency but also provides new avenues for the international dissemination of local culture. In this mutual promotion process, students not only become language learners but also cultural disseminators, showcasing the essence of local culture to the world through international platforms. Through this process, local culture is revitalized and disseminated, enhancing its influence in a globalized context.

## 7. Conclusion

This study confirms the feasibility and effectiveness of integrating Jilin Province's tourism and cultural resources into the English "Public Speaking and Debate" course. Through the use of rich cultural materials, the course not only improves students' language proficiency but also enhances their cultural understanding and confidence. This innovative

teaching approach has implications for educational practices in other regions.

While this study has achieved certain results, there are limitations in the implementation process. For example, the flexibility of course design could result in significant differences in students' self-learning abilities. Additionally, the selection and integration of local cultural resources require more time and effort.

Future research can further expand the application of local cultural resources, explore more diverse teaching methods and strategies, conduct long-term follow-up studies to assess their impact on students' language proficiency and cultural competence over a longer period, and utilize big data and intelligent analysis techniques to provide data support for course optimization.

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