

A Study on Constructing AI-Enabled Digital Curricula to Integrate Lingnan Culture into College English Teaching

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Abstract

Against the backdrop of deepening educational digital transformation and the normalization of cultural confidence cultivation, this study takes New College English (Book 1) Integrated Course as the instructional carrier and, grounded in Second Language Acquisition Theory (SLA Theory) and TPACK theory, systematically explores pathways of AI-enabled digital curricula for integrating Lingnan culture into College English teaching across the full “pre-class, in-class and post-class” instructional process. The findings indicate that through the synergistic empowerment of various technologies within an AI-enabled digital curriculum ecosystem, it is possible not only to enhance the efficiency of transforming Lingnan cultural resources into instructional content and to innovate cross-cultural curriculum interaction models, but also to promote the coordinated development of language skills and cultural literacy. This provides practical insights and developmental momentum for the AI-enabled digital curriculum integration of regional culture into foreign language education. This study discusses the construction of AI-enabled digital curriculum with integration of regional culture within the Chinese context, yet it also holds certain reference significance for the development of AI-enabled digital curriculum in other countries.

Keywords

Lingnan Culture; College English Teaching; AI-enabled Digital Curriculum; Human-machine Collaboration; Practice Pathways

1. Introduction

Excellent traditional Chinese culture constitutes the spiritual lifeline of the Chinese nation. Integrating it organically into higher education curricula is a key measure for implementing the national strategy of cultural inheritance and development. In China, College English teaching, with its dual attributes of instrumentality and humanism, serves both as a core means for cultivating students’ language application abilities and as an important channel for cross-cultural communication. It thus carries the dual mission of fostering students’ cultural confidence and intercultural

tural communicative competence.[1] As an important branch of excellent traditional Chinese culture, Lingnan culture embodies both the openness and inclusiveness of maritime culture and the profound heritage of Chines Central Plains culture. Integrating Lingnan culture into College English enables students to experience cultural diversity during language learning while deepening their understanding of the spiritual essence and contemporary value of Chinese traditional culture.[2]

However, current integration of excellent traditional Chinese culture into College English still faces several practical challenges, mainly in three aspects: (1) cultural content is presented in a fragmented manner, lacking systematic and in-depth alignment with textbook themes; (2) cultural materials are often disconnected from language skills training, preventing an organic integration of the two; and (3) teaching formats remain relatively monotonous and rigid, lacking immersive cultural experience environments that stimulate student engagement.[3] For instance, at the author's university, three sets of College English textbooks have been used in the past three years: New College English (Second Edition) Integrated Course (4 volumes, 64 texts), New College English (Third Edition) Integrated Course (4 volumes, 80 texts), and College English (Fourth Edition) Integrated Course (4 volumes, 64 texts), totaling 208 texts. Statistics show that only 13 texts explicitly involve Chinese culture, accounting for merely 6.25%, and none of the textbooks include content related to Lingnan culture, which is closely tied to regional identity.[4] Then comes the question: how to effectively integrate excellent traditional Chinese culture, such as Lingnan culture, into college English teaching.

AI-enabled digital curricula, however, offer targeted solutions to this problem. Centered on technologies such as big data, artificial intelligence, and intelligent analytics, AI-enabled digital curricula enables data-driven decision-making, intelligent instructional optimization, and collaborative resource sharing, thereby reconstructing and upgrading the entire instructional process. It covers four key dimensions: resource digitization, intelligent teaching, precise assessment, and efficient management.[5] It can transform static Lingnan cultural resources into dynamic instructional materials, match students' cognitive needs through big data, and create immersive cultural learning environments through multi-modal technologies. These functions effectively address issues such as insufficient cultural integration depth and superficial technological application in traditional instruction.[6] Based on this, the present study employs AI-enabled digital curricula as a bridge to construct a culturally synergistic instructional model, providing practical guidance for resolving the disconnection between cultural learning and language learning.

2. Theoretical Foundations

2.1. Input and Output Theories in Second Language Acquisition

Core input and output theories in Second Language Acquisition (SLA) lay a foundational theoretical framework for understanding effective language learning pro-

cesses. Krashen's Input Hypothesis posits that language acquisition occurs when learners are exposed to "i+1" input—language that is slightly beyond their current proficiency level but still comprehensible with the support of contextual cues or prior knowledge.[7] This hypothesis emphasizes that authentic and appropriately graded linguistic input is the prerequisite for SLA, as it provides learners with the necessary linguistic materials to internalize grammatical rules and lexical items. Complementing this, Swain's Output Hypothesis argues that language output (including speaking and writing) plays a crucial role in promoting SLA beyond mere input exposure.[8] Output forces learners to notice gaps between their existing linguistic competence and target language norms, encourages syntactic processing and grammaticalization, and facilitates the transformation of passive linguistic knowledge into active communicative ability. Together, these two theories highlight that SLA is an interactive process requiring both high-quality input and meaningful output practice.

Second Language Acquisition research emphasizes that language learning must occur within authentic contexts of use, and intercultural communicative practices related to Lingnan culture can provide learners with real-life language-use scenarios that align with the "comprehensible input" requirement of the Input Hypothesis and create opportunities for "meaningful output" advocated by the Output Hypothesis.[9] Studies on the application of Intelligent Chatbots show that personalized interactive feedback can significantly enhance SLA outcomes: by adjusting the difficulty of conversational content to match the learner's "i+1" level, chatbots optimize input quality, while their real-time responses to learners' output help address linguistic gaps promptly, effectively supporting output training.[10] Meanwhile, Large Language Models (LLMs) can generate culturally appropriate linguistic materials tailored to learners' proficiency levels—such as Lingnan culture-themed dialogues, reading passages, or writing prompts—that precisely meet the graded input demand of the Input Hypothesis. Additionally, LLMs can act as interactive partners to elicit learners' output (e.g., asking questions about Lingnan customs to prompt oral or written responses), thereby facilitating the synchronized development of linguistic knowledge and cultural understanding through the integration of input and output processes.[11]

2.2. TPACK Theory

TPACK theory, namely Technological Pedagogical Content Knowledge, centers on the organic integration of Content, Pedagogy, and Technology to form a dynamic teaching knowledge system. Technology does not exist independently; instead, it serves as a tool for delivering teaching content and achieving teaching objectives. Its application must align with actual teaching needs to avoid technological misuse. In the ideological and political teaching of college English courses, TPACK theory has been proven effective in realizing the in-depth integration of cultural elements and language teaching, providing a referential practical framework for the integration of

regional cultures. We hold that this theory is equally applicable to the construction of an AI-enabled digital course that integrates Lingnan culture into college English teaching.[12]

3. Research Status and Existing Problems in AI-enabled Digital English Curriculum with Integration of Lingnan Culture

3.1. Research Status

Internationally, Johnson (2009) highlighted the value of AI in Culturally Synergistic Teaching,[13] while Risager (2018) focused on cultural representation in textbooks; however, these studies primarily address general culture and lack targeted exploration of Lingnan culture.[14] Kohnke et al. (2023) examined the use of ChatGPT in language instruction but did not involve cultural integration.[15] Davidson (2004) proposed the pedagogical value of storytelling, providing insights into incorporating Lingnan culture into English teaching through narrative forms.[16] Dong et al. (2024) explored the integration of the Internet of Things (IoT) and Generative AI in English education, offering technological support for personalized learning experiences.[17] Jeon and Lee (2023) focused on the complementary relationship between teachers and ChatGPT, emphasizing the importance of humanistic guidance in AI-enabled digital curriculum and offering references for clarifying the roles of technology and teachers in practice.[18]

Li Yanxia (2025) proposed an “AI + Culture” model but did not anchor it to specific textbooks; Wang Zhen (2025) identified the problem of fragmented integration of Lingnan culture but did not provide a Digital-intelligence Technology – based solution; Zhu Huidong (2025) examined strategies for integrating regional culture into foreign language courses through AI-enabled digital technology, offering macro-level insights for the present study;[19] Xu Haobo (2024) argued from a Digital Literacy perspective that insufficient teacher competence is a key factor limiting the use of AI technology in intercultural teaching.[20]

3.2. Existing Problems

Based on the analysis of the aforementioned literature, existing studies have not yet developed a comprehensive four-in-one framework integrating "textbook units, Lingnan culture, AI technology, and TPACK theory." To be specific, on the one hand, cultural integration lack of systematization. Lingnan cultural elements are often added as fragmented supplements, insufficiently aligned with textbook themes, and selected cultural content is not coordinated with language skills training—failing to meet the core requirement of content integration emphasized in TPACK Theory. On the other hand, AI applications remain superficial. Tools are mostly used for vocabulary lookup or grammar correction, without leveraging the advantages of AI in cultural resource development or scenario simulation. Additionally, some teachers' insufficient Digital Literacy limits their ability to design activities that integrate

“technology – culture – language” in a meaningful way.

4. Pathways for AI-Enabled Digital English Curriculum with the Integration of Lingnan Culture

This study adopts the dual theoretical framework of TPACK theory and Second Language Acquisition (SLA) theory, with New College English (Book 1) Integrated Course published by Foreign Language Teaching and Research Press as the practical carrier (all research cases are sourced from this textbook). It focuses on the construction logic of the teaching path featuring "digital intelligence empowerment + Lingnan culture infiltration", and clarifies the core objectives, content carriers, and digital technology adaptation schemes for each teaching stage.

In traditional teaching, classroom time is mostly concentrated on explaining key and difficult points of texts, while language skill training is often carried out in the form of after-class assignments. This results in students lacking timely guidance and interaction, and their access to basic language knowledge and shallow cultural information is also limited by textbooks and curriculum resources. In the context of digital intelligence, digital tools have broken the constraints of time, space, and resources. Students can independently and efficiently complete basic language retrieval and shallow cultural collection, and achieve real-time practice feedback through online platforms without relying on centralized curriculum explanations.

The specific paths for each teaching stage are as follows: In the pre-class stage, with the objectives of laying a foundation for basic language, enlightening cultural cognition, and cultivating autonomous learning abilities, the core content includes preview of unit vocabulary and grammar, learning of Lingnan cultural knowledge, etc., which are supported by technologies such as intelligent dictionaries, large language models, digital learning platforms, and big data-based learning situation analysis. In the in-class stage, focusing on the objectives of language skill training and in-depth cultural understanding, the teaching integrates content such as the correlation analysis between textbooks and culture and intelligent interactive tasks, with the application of tools including natural language processing, VR/AR scenario experience, real-time feedback, and digital interactive platforms. In the post-class stage, aiming at consolidating and deepening knowledge, it relies on content such as cultural theme output and adopts intelligent means such as AI writing platforms and social digital platforms.

Based on this, this study reconstructs the "pre-class, in-class and post-class" process by virtue of TPACK theory, realizing the in-depth integration of teaching content, methods and technology, and promoting the in-depth integration of Lingnan culture into college English teaching. The following sections will explore the specific practical paths in combination with New College English (Book 1) Integrated Course in accordance with this framework.

4.1. Pre-class: Resource Transformation and Personalized Preparation

Language acquisition takes place when learners are exposed to "i+1" input—linguistic content that is marginally above their existing proficiency level yet remains understandable through contextual hints or prior knowledge. Therefore, in the pre-class content and resource preparation stage, we will utilize digital technologies to appropriately increase the content difficulty and expand the relevant content based on students' actual situations. TPACK theory's emphasis on technological tools serving the accurate transmission of teaching content, this stage focuses on laying a foundation for students' basic knowledge and stimulating their interest. Digital technologies are employed to realize the digital processing, precise matching, and personalized delivery of *Lingnan* cultural resources, laying the groundwork for teaching. In line with TPACK theory's requirement for integrating teaching content, it is necessary to achieve precise alignment between textbooks and culture, and select *Lingnan* cultural elements based on unit themes. For example, Unit 1 of *New College English (Book 1) Integrated Course*, themed "Good to Great" (centered on ideals), can be linked to the pragmatic idealism of Zhan Tianyou and Liang Qichao in *Lingnan* culture. Zhan Tianyou (1861-1919) was a renowned modern railway engineer who presided over the construction of the Beijing-Zhangjiakou Railway, China's first independently designed and built railway, fulfilling the ideal of national strength through engineering practice. Liang Qichao (1873-1929) was a modern thinker and leader of the Reform Movement, promoting social innovation with the idea of "reforming to strengthen the nation." Both embody the *Lingnan* cultural trait of "applying knowledge to practical problems".

Teachers upload digital resources to the digital learning platform in advance: For materials about Zhan Tianyou and Liang Qichao, generative AI is used to generate three-level texts—elementary-level texts extract core biographical information with simple sentence structures; intermediate-level texts supplement engineering/ideological details and the impact of key events, incorporating more complex sentences; advanced-level texts integrate in-depth analysis of the connection between the figures' spirits and *Lingnan* cultural traits, using academic expressions. Meanwhile, AI can retrieve and integrate relevant documentary clips and speech audios from digital resource libraries, and intelligent annotation tools provide explanations for cultural vocabulary such as "railway construction" and "reform movement".

4.2. In-class: Culture In-depth Integration through Digital-Intelligent Interaction

During the in-class phase, a three-dimensional integrated teaching scenario of "Content-Method-Technology" is constructed based on TPACK theory. Classroom time is focused on cultivating high-order competencies and facilitating human-machine interaction, so as to achieve the synchronous improvement of language skills and cultural literacy. The specific practical paths are as follows.

4.2.1. Digital-Intelligent interaction for text analysis and cultural expansion

Digital Intelligence-Assisted Text Analysis and Cultural Expansion: In traditional teaching, teachers spend much time explaining long and difficult sentences without establishing cultural connections. With the natural language processing technology in the digital intelligence system, sentence structures can be quickly disassembled, and extended explanations can be provided in combination with Lingnan culture. For instance, using an original sentence from Unit 5, Text 2 (see 1), the system facilitates an organic integration of linguistic analysis and cultural immersion.

Table 1. AI-Enabled Digital curriculum System Analysis of Long and Complex Sentences and Cultural Expansion

Original Sentence in the Textbook	AI-Enabled Digital curriculum Analysis Instruction	Analysis and Expansion (Excerpt)	Value for Textbook –Culture Alignment
“That was, until three years ago, on Christmas Day, when I first made them tea.” (New College English(Book 1), Integrated Course, Unit 5, Text 2)	Use the DeepSeek to analyze the sentence, examine its syntactic structure, and illustrate—via examples from Lingnan food culture—how “understanding local customs can bridge cultural differences.”	1.Syntactic Analysis: The core structure of the main clause is “That was until three years ago on Christmas Day,” and when introduces a relative clause modifying the antecedent Christmas Day. 2. Cultural Expansion: Although the Lingnan region does not traditionally celebrate Christmas, it has distinctive tea-drinking customs during festivals such as Spring Festival and Mid-Autumn Festival. During Spring Festival family gatherings, people brew Gongfu tea, and younger family members are expected to serve tea to elders. A lack of understanding of these customs may cause misunderstandings in family etiquette—much like the interpersonal changes in the original sentence caused by cultural differences.	1.Helps students master the structure of complex sentences. 2.Uses Lingnan festival tea-drinking etiquette as a concrete example to contextualize the textbook theme of “intercultural communication.” 3. Provides real-world cases to support subsequent discussions on intercultural communication strategies.

During classroom activities, students first analyze the structure of complex sentences independently and then submit their analyses through the digital interactive platform. The teacher displays the AI-enabled digital curriculum system’s analysis and expansion, guiding students to compare their answers and focusing on explaining grammar difficulties. Based on the example of tea-drinking customs during Lingnan festivals, students engage in group discussions on “how understanding cultural practices can reduce intercultural misunderstandings,” thus deepening their comprehension of the textbook theme.

4.2.2. Human-machine interaction to optimize output tasks

Digital Intelligence-Assisted Optimization of Task Output: Based on the core view of second language acquisition that “meaningful language output reinforces knowledge internalization” and combined with TPACK theory, we integrate technological tools with output tasks. Taking Unit 3 as an example, its theme is “How to foster good relationships,” with the core objective of guiding students to develop positive interpersonal relationships through effective communication, covering diverse relational scenarios such as family, friendship, and interactions with strangers. The practical task of this unit requires students to work in groups to create English short plays, presenting the construction of interpersonal relationships and conflict resolution through specific scenarios. One student group chose the theme “Love can make a

difference", focusing on the father-son relationship in their script to demonstrate the impact of paternal love on children's growth. An excerpt from the first draft of their script is as follows:

Son: Mom, I haven't seen Dad for a week. Is he busy with work?

Mom: Yes. But he always asks about your study.

Son: He never says he cares about me.

Mom: He prepared morning tea for you last Sunday.

Son: Really? I didn't notice that. I think this is his love, but the scene feels not touching enough.

We used DeepSeek to provide feedback and optimize the draft. The instruction given was: "Please correct grammatical expressions, incorporate specific Lingnan morning-tea customs—such as seat arrangement, ordering preferences, and teaware etiquette—to strengthen the theme of 'silent rituals conveying affection,' and ensure alignment with the unit goal of 'fostering good relationships.'" The feedback and optimized content (excerpt) included:

(1) Language optimization:

For example, replacing "Mom: Yes. But he always asks about your study." with "Mom: He's been tied up with the project lately, but every time he calls, the first thing he asks is whether you've had your breakfast properly." This change makes the dialogue more realistic and emotionally nuanced.

(2) Cultural detail enhancement:

A vivid new scene was added "Mom: Last Sunday, he got up at 6 to queue at Lin Heung Tea House for your favorite shrimp dumplings. He even sat in the seat facing the window—the one you said has the best light for reading. (Pointing to the teacup on the shelf) He used your blue gaiwan, and left the lid slightly askew, which means 'waiting for you to come back to drink'."

This integrates three core Lingnan morning-tea customs:

- (a) the Cantonese dedication to "queueing for tea" at favorite teahouses;
- (b) seat-selection etiquette (e.g., entrance-facing or window seats as honor seats, normally given to juniors or valued guests);
- (c) the gaiwan "tilted-lid signal" —a silent message indicating "the person has not yet returned," whereas a fully covered lid means "no refill needed."

Further revision added the son's emotional response:

Son: (Picking up the gaiwan, touching its warm edge) I remember he used to scold me for tapping the bowl with the spoon...

Mom: That's right—he said tapping bowls is what beggars do, and etiquette is about respecting others, just as he respects your habit of reading while drinking tea. The taboo of "not tapping the bowl" deepens the authenticity of cultural detail.

(3) Emotional elevation:

The ending adds:

"Son: (Taking out phone) I'll book his favorite pork siu mai at Taotaoju, and tell

him I’ ll wait for him at the corner seat—his usual spot.”

Responding through “returning the morning tea gesture” reinforces the theme that ritual behavior communicates reciprocal care.

After revision, the content aligns more closely with the unit’ s theme of “building good relationships,” using morning-tea etiquette as a narrative thread to embody the core idea that “family affection resides in subtle rituals.” The revision addresses the emotional gaps in the original script and integrates specific Lingnan morning-tea elements—such as queuing culture, seat etiquette, gaiwan signals, and the taboo against tapping the bowl—thus anchoring cultural representation and avoiding superficiality. Language expression now supports cultural transmission and emotional progression, achieving a three-layer integration of “language – culture – affect” , and strengthening alignment between the task and the textbook.

In classroom practice, student groups produce an approximately 500-word script draft and submit it via the digital-intelligent curriculum teaching platform. The embedded Large Language Model provides real-time feedback and optimization suggestions. Groups revise their drafts accordingly. The teacher then guides peer evaluation focusing on “the presentation of cultural details” and “the design of communication strategies,” ensuring linguistic accuracy, alignment with the unit theme, and meaningful integration of cultural elements.

Thus, the AI-enabled digital classroom provides optimization feedback from three dimensions—language expression, cultural integration, and task alignment—thereby improving the quality of student scripts. The interactive feedback function of intelligent chatbots offers learners real-time linguistic revision support and enhances the quality of their output.[8]

4.2.3. Cross-cultural exploration

In this phase, classroom activities focus on higher-order thinking. Taking Unit 5 as an example, whose theme is “Bridge Cultural Gaps,” the teacher uses AI-enabled digital curriculum platform-generated comparative data on cultural differences between Lingnan and Western contexts to guide students in discussing intercultural communication strategies. Students analyze the limitations of cases and summarize communication pathways that combine “AI-enabled digital curriculum support+ humanistic understanding,” thereby cultivating critical thinking and intercultural communicative competence.

4.3. Post-class Stage: Digital-intelligent Support for Consolidation and Cultural Dissemination

The post-class stage focuses on knowledge internalization and practical application. Tasks are differentiated according to the requirements of each textbook unit, forming a pathway that integrates consolidation, cultural dissemination, and data-driven assessment through AI technologies. Students are required to complete individual-

ized consolidation tasks within three days:

- (a) Students with weaker foundations translate short Lingnan culture – related sentences and complete sentence-pattern imitation;
- (b) Intermediate-level students write short essays connecting “Lingnan culture” with the unit theme;
- (c) Advanced students complete an intercultural comparative research report.

The AI writing platform embedded in the digital-intelligent system provides real-time, multi-dimensional feedback, while the digital dictionary simultaneously pushes relevant vocabulary and expressions. This design aligns with the output hypothesis in second language acquisition, reinforcing learners’ internalization of linguistic and cultural knowledge through diversified output tasks.

Meanwhile, students engage in cultural dissemination practices through social digital platforms: using digital-intelligent tools to transform scripts, essays, and other works into bilingual short videos and digital posters to share stories of Lingnan culture; and interacting with international learners via the platform’s intercultural communication modules. Finally, students upload their assignments and cultural dissemination products to the digital learning platform. The Digital-intelligent assessment system generates data-informed evaluation reports, which teachers use to provide targeted feedback. Outstanding student work is selected and added to the teaching resource bank.

5. Conclusion

This study takes New College English (Book 1) Integrated Course as the carrier to explore the construction of an AI-enabled digital curriculum that integrates Lingnan culture into college English teaching. The "pre-class, in-class and post-class" digital foreign language teaching path designed in this study not only aligns with the thematic content of textbook units but also achieves in-depth integration of Lingnan culture, addressing the problems of fragmented teaching and superficial application of technology in traditional approaches. It is hoped that this research can provide a referential paradigm for the digital practice of integrating fine traditional Chinese culture (especially regionally distinctive cultures) into foreign language teaching. In the future, further exploration can be conducted on optimizing AI's ability to interpret the connotations of Lingnan culture, compiling digital resource packages of Lingnan culture, and continuously promoting the development of digital curricula in foreign language teaching, thereby offering new ideas for the coordinated cultivation of language skills and cultural literacy in foreign language teaching at Chinese universities. This study discusses the construction of AI-enabled digital curriculum integrating regional culture within the Chinese context, and it provides references for the integration of local cultures into second language teaching in other countries, as well as the development of such AI-enabled curriculum in their second language teaching practices.

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