English Language Teaching and Linguistics Studies
ISSN 2640-9836 (Print) ISSN 2640-9844 (Online)
Vol. 8, No. 4, 2026
www.scholink.org/ojs/index.php/eltls

Original Paper

Constructing a Blended Foreign Language Teaching Model Empowered by Generative Artificial Intelligence and Integrating Local Chinese Culture

Hua Li[1]

[1] School of Foreign Languages, Zhejiang Yuexiu University, Shaoxing, China

Received: June 15, 2026 Accepted: August 02, 2026 Online Published: August 17, 2026

doi:10.22158/eltls.v8n4p131 URL: http://dx.doi.org/10.22158/eltls.v8n4p131

Abstract

The deepening of globalization and rapid development of educational technology and artificial intelligence have posed higher requirements for foreign language education. There is an urgent need for foreign language education to apply educational technology and artificial intelligence for reform and innovation aiming to cultivate foreign language professionals who possess not only solid linguistic proficiency but also cultural literacy and intercultural communication competence. Taking the course English Pronunciation as a case course and Shaoxing culture as a representative example of outstanding traditional Chinese culture, this study explores the construction of a blended learning model that integrates outstanding local Chinese culture with the empowerment of generative artificial intelligence under the guidance of the Production-Oriented Approach. This study is of great significance for promoting the reform and innovation of foreign language education and enhancing the effectiveness of education.

Keywords

blended learning model, foreign language education, generative artificial intelligence, local Chinese culture, the Production-Oriented Approach

1. Introduction

In the context of globalization, the cultivation of foreign language professionals requires not only solid language proficiency but also cultural literacy and cross-cultural communication competence. These abilities are essential for successful international communication and collaboration between individuals and countries in this globalized world. Therefore, there is an urgent need for the reform and innovation of foreign language education. Meanwhile, the rapid development of artificial intelligence and

educational technologies has brought both challenges and opportunities for foreign language education innovation. It is an inevitable trend of this era to apply advanced technologies especially artificial intelligence for the development and innovation foreign language education.

In response to China's strategic initiatives that emphasized utilizing artificial intelligence to promote educational innovation, fostering the inheritance and dissemination of traditional Chinese culture, and promoting the integration of traditional Chinese culture into every stage of educational practices, this study aims to construct a blended learning model that integrates outstanding local Chinese culture with the empowerment of generative artificial intelligence under the guidance of the Production-Oriented Approach in order to reform the instructional model of the foreign language major courses and foster the deep integration of foreign language instruction with curriculum-based ideological and political education. This study takes English Pronunciation course which is a compulsory course for English undergraduate majors at Chinese universities as a case study course, and uses Shaoxing culture as a representative example of outstanding traditional Chinese culture exploring its educational value and the effective ways of integration into foreign language instruction. The study also leverages the technical support advantages of generative artificial intelligence, innovating its empowerment mechanism and application path. This model focuses on addressing the common difficulties in traditional English pronunciation teaching, such as the lack of Chinese cultural context, insufficient frequency and efficiency of output training, and week support for personalized learning. It aims to achieve the multi-dimensional talent cultivation goals which include language knowledge enhancement, language skills application ability improvement, ideological and political education in courses, and digital literacy cultivation, providing a replicable model reference for the reform and innovation of foreign language teaching in the era of artificial intelligence.

2. Literature Review

2.1 Research on the Application of Artificial Intelligence in Education

With the continuous and rapid development of artificial intelligence, there has been an increase of related research on its application in education. Many scholars have analyzed the practical value of generative artificial intelligence in education. Grassini (2023) explored the potential and problems associated with applying advanced AI models in education, and proposed possible actions and mitigation strategies in response to the impact of ChatGPT. Müjgan Bekdaş (2025) discussed the pros and cons of ChatGPT in foreign language teaching and revealed its positive impact on students' motivation. Likewise, Michel-Villarreal et al. (2023) explored the potential benefits and limitations of ChatGPT, as well as mitigation strategies for addressing the identified challenges, highlighting the urgent need for clear policies, guidelines, and frameworks to responsibly integrate ChatGPT in higher education. Similarly, Kurtz et al. (2024) also analyzed the potential for the integration of GenAI into higher education and recommended strategies for the integration. In addition, Farrokhnia et al. (2023) adopted the SWOT analysis framework to analyze ChatGPT's strengths and weaknesses and to discuss

its opportunities for and threats to education, stating that the strengths mainly include generating plausible answers, self-improving capability, and providing personalized and real-time responses while the weakness mainly include a lack of deep understanding, difficulty in evaluating the quality of responses, etc. of GenAI into HE and provides recommendations about this integration.

In China, the research on the application of generative artificial intelligence in foreign language has attracted wide attention of scholars. Wang (2023) stated that foreign language education should actively face the challenges posed by generative artificial intelligence represented by ChatGPT and achieve a successful transformation towards the world, the country and the future. Likewise, Kong (2024) studied the impact of generative artificial intelligence on teaching content and teaching modes of English and explained its application contexts and value of in English teaching. A study on the mode oral English teaching assisted by generative artificial intelligence demonstrated that this mode has a positive impact on students' lexical complexity, syntactic complexity and fluency (Wu, 2024). Additionally, research showed that large language models can create meaningful contexts through collaborative conversations, generate input resources, promote skill output, track psychological experience and provide real-time feedback, which can effectively empower second language acquisition (Yang, 2024).

To sum up, these studies indicate that generative artificial intelligence has a great potential for enhancing the teaching effectiveness and improving the learning experience, and can bring innovative reform of those traditional teaching models. However, research on the application of generative artificial intelligence in foreign language blended learning mode and foreign language curriculum-based ideological and political education is still scarce.

2.2 Research on the Application of Integrating Local Chinese Culture in Higher Education

In China, many scholars have explored the educational value of local Chinese culture in higher education. Peng et al. (2025) explored effective pathways for integrating excellent traditional Chinese culture into public English teaching in higher vocational colleges. Wang (2023) proposed the integration methods of local revolutionary culture with foreign language teaching under the concept of curriculum-based ideological and political education. Zeng (2021) explored the integration of outstanding local culture into curriculum-based ideological and political education of Tourism major courses in Chinese universities. Similarly, Zhong (2019) put forward the strategical methods of applying the local characteristic cultural resources into the curriculum-based ideological and political education reform of local university. In addition, other scholars also studied the educational value, functions, application principles and strategies of various local Chinese culture like Zhanjiang culture and Yangzhou culture in the teaching of ideological and political courses.

Furthermore, concerning the application of Shaoxing culture, Zhang (2020) explored the implementation content and plan of integrating Shaoxing culture into the teaching of Environmental Art Design major courses. Zhang (2019) analyzed the integrating strategies of Shaoxing shaoxing celebrity culture into the curriculum-based ideological and political education in universities from the aspects of innovating teaching system and improving campus environment. In addition, Xu (2017) also

studied the application of the moral culture of Shaoxing in ideological and political courses teaching.

It can be concluded that the application of local Chinese culture in the higher education has already received the attention from many scholars. However, research on the application of local Chinese culture particularly Shaoxing culture in foreign language teaching is still limited.

2.3 Research on the Production-Oriented Approach

The Production-Oriented Approach (the POA) is a theory of foreign language education with Chinese feature. In the ongoing process of innovative reform of English education, the POA proposed by Wen (2015) has provided a new teaching approach emphasizing output-driven tasks and contextualized communication. The POA encourages English learners to engage in meaningful, real-life communication tasks, thereby promoting both communicative competence and active engagement. The POA consists of three core components: teaching principles, teaching hypotheses, and teaching procedures. The teaching principles include “learning-centered”, “learning-using integration”, “cultural exchange”, and “key competencies”. The teaching hypotheses include the output-driven hypothesis, input-enabling hypothesis, selective-learning hypothesis, and assessment-being-learning hypothesis. The teaching procedures include three stages, namely motivating, enabling, and assessing. (Wen, 2018). In the “motivating” stage, teachers design appropriate communicative scenarios and tasks with potential communicative value to stimulate students’ interest in learning. In the “enabling” phase, teachers provide corresponding input materials, design a series of output activities, and guide students to complete the output tasks after acquiring knowledge. In the “assessing” phase, teachers and students collaborate to conduct both instant and delayed assessment of the activities and outcomes, using assessment to promote review, consolidation, and enhancement.

Research on the application of the POA into English instruction in universities and its effectiveness on students’ English competence have been conducted. For instance, Zhang (2020) demonstrated two rounds of motivating practice in teaching College English by using the POA-based textbook iEnglish, which received a positive teaching effectiveness according to both the teacher’s and students’ retrospective evaluations. Similarly, a study on the application of the POA into college English classroom instruction in the EFL context revealed that the POA played a positive role in stimulating students’ learning motivation and enhancing students’ communicative competence, especially in speaking and writing (Zhang, 2020). Likewise, Du (2022) studied on the application of blackboard writing images in College English writing teaching guided by the POA with a focus on the three key teaching links of driving, facilitating, and evaluating, and found that the effectiveness of blackboard writing image teaching and English writing teaching guided by the POA was significantly enhanced. Zhang (2020) also investigated the effects of the POA on EFL learners’ writing performance in China’s tertiary education, and indicated that the POA might have an advantage over the traditional text-centered intensive reading approach in facilitating learners’ writing development. In addition, Asmawi and Sun (2023) applied the POA to Chinese undergraduates’ oral English classes based on online teaching and learning, and the results reveled that this application was effective in improving

Chinese undergraduates' speaking skills.

To sum up, there has been an increasing number of studies on the innovative application of the POA in English instruction and its effectiveness has been discussed from various aspects. However, research on the integrated application of the POA and blended learning mode is still scarce.

3. Research Methods and Materials

3.1 Blended Learning

Blended learning has become an emerging trend in the field of education all over the world because of the significant impact of digital technologies on education (Fernández-Batanero et al., 2021). Blended learning utilizes the strengths of both face-to-face instruction and online instruction. It is not an addition that simply builds another expensive educational layer, but a restructuring of class contact hours with the goal of enhancing students' engagement and extending access to Internet-based learning opportunities (Garrison & Vaughan, 2008). It is widely used in teaching and learning to meet the demands of today's digital generation, because it provides many benefits to learners such as boosting their motivation and engagement level with the help of social media, mobile applications (Annamalai & Kumar, 2020; Harun & Hussin, 2018); enhancing their interaction (Annamalai & Kumar, 2020); and increasing their enthusiasm (Shahzad et al., 2021). By using a blended learning design to reform and innovate the teaching and learning model, it means thoughtfully integrating face-to-face and online learning, fundamentally rethinking the course design to optimize student engagement, and restructuring and replacing traditional class contact hours with appropriate online learning experiences (Garrison & Vaughan, 2008).

3.2 English Pronunciation Course

English Pronunciation is a compulsory course for English major undergraduates in Chinese universities. Pronunciation is an essential part of foreign language proficiency, so acquiring pronunciation and intonation is not only a basic requirement for foreign language learning, but also a crucial part for a comprehensive improvement in language skills of listening, speaking, reading and writing. English Pronunciation course closely integrates theory with practice, emphasizing the practice of English pronunciation and intonation. The theoretical teaching contents consists of segmental and suprasegmental levels, such as vowels, consonants, word stress, sentence stress, strong forms, weak forms, linking, rhythm, intonation.

After studying this course, students are expected to systematically and comprehensively master the knowledge and skills of English pronunciation and be able to make correct use of them to achieve effective communication in English, thus laying a solid foundation for higher-level English learning and future career development. Therefore, the teaching objectives of this course mainly consists of three aspects, namely knowledge objectives, competence objectives and value objectives. The knowledge objectives include that students will be able to explain the pronunciation principles and spelling rules of all the phonemes; that they will be able to explain the concepts, rules for sound

variation and application rules of all suprasegmental elements. The competence objectives include that students will be able to correctly recognize the phonemes in normal spoken English flow and effectively understand the information; that they will be able to correctly pronounce each phoneme, appropriately use the skills of stress, strong forms, weak forms, linking, rhythm and intonation to achieve effective communication. The value objectives include that students will be able to understand multicultural knowledge and develop cultural confidence, multicultural awareness and cross-cultural communication awareness; that they will be able to enhance autonomous learning awareness and abilities.

3.3 Shaoxing Culture

Shaoxing, located in northern Zhejiang Province, China, is a city with a history of 2500 years and a profound cultural heritage. This ancient city is one of the first twenty-four approved national Famous Historical and Cultural Cities and is honored as the East Asian Culture City. Shaoxing has long been known as “Land of Waters”, “Home of Bridges”, “Hometown of Rice Wine”, “Cradle of Calligraphy”, “Hub of Traditional Opera”. Shaoxing possesses a profound humanistic tradition and has been home to numerous renowned literary giants such as Lu You, Wang Xizhi, Wang Yangming, He zhizhang. It also a great number of modern revolutionaries, educators, writers, thinkers such as Zhou Enlai, Lu Xun, and Cai Yuanpei. Shaoxing also has an abundant culture of local products, such as Yue Porcelain, Huangjiu, pearls, Chinese Torreya which are all highly reputed around the world. Many cultural items such as Brewing Techniques of Shaoxing Huangjiu, the Legend of Xi Shi, Yue Opera are included in the National List of Intangible Cultural Heritage. Known as “a museum without walls”, Shaoxing has numerous historical sites including Lu Xun’s Former Residence, Wang Yangming’s Former Residence, Lu You’s s Former Residence and so on. Moreover, this city is known as a holy land of calligraphy, where the distinguished master of calligraphy Wang Xizhi composed Preface to the Orchid Pavilion. In addition, recognized as the “Land of Waters” and the “Home of Bridges”, Shaoxing boasts over more than 10000 bridges in the city, including a great number of ancient bridges of different dynasties like the Song Dynasty, the Yuan Dynasty, the Ming Dynasty and the Qing Dynasty. In sum, the rich cultural heritage of Shaoxing provides valuable teaching resources for foreign language education.

3.4 Teaching Platform

The blended learning process in this study is mainly supported by Zhihuishu which is a globally large-scale online education platform. The supporting services offered by this platform ensures the essential elements of a successful blended learning model, such as multimodal teaching resources, diversified teaching activities, personalized learning process, multidimensional integrated interaction, and real-time feedback. Both teachers and students have the access to the course by using the website or the mobile app. The main functional sections on the platform are as follows:

(1) Teaching team: All the lecturers of the course are introduced briefly.

(2) Curriculum design: Curriculum background, teaching objectives, curriculum design principles are presented and explained for students to better understand the teaching and learning of this course.

(3) Online course: The teaching videos of all the units produced by the course leader are presented, and students can watch the videos according to the teaching schedule set by the teacher or their autonomous learning plan.

(4) Course resources: Additional materials for extended learning or self-practice are provided, such as videos of English songs, public speeches and film dubbing clips, articles on English pronunciation, tongue twisters, etc.

(5) Course announcement: The teacher can post course announcements for assignment requirements, exam details, resource updates and so on.

(6) Online forum: Teachers and students can have an interactive discussion about the important points and difficult points at the forum. Both teachers and students can start a new discussion at the forum, and others are encouraged to reply to that.

(7) Assignments and quizzes: After the study of each unit, students are required to complete the assignment and the online quiz, and submit their output outcomes online. At the end of the whole semester, students also need to complete the final online test for the theoretical part of the course.

(8) Assessment criteria: The assessments criteria for the online course learning are explained mainly consisting of continuous assessment, quiz scores, and final online test score.

3.5 Generative Artificial Intelligence

Generative artificial intelligence is a form of artificial intelligence which utilizes machine learning and deep learning techniques to generate new data (Yu & Guo, 2023). Generative artificial intelligence has the ability to respond to prompts and autonomously generate new content in various formats, including texts, images, audio, videos and simulations. Generative artificial intelligence tools like ChatGPT can generate text-based responses to prompts, create virtual images or artwork based on keywords, produce music from text, and potentially complete many other tasks, all within seconds (Mao et al., 2024). Recognizing the challenges and opportunities brought by the generative artificial intelligence technologies, there has been a growing research interest in the application of generative artificial intelligence in the field of education in recent years. In this study, different generative artificial intelligence tools such as ChatGPT, DeepSeek and Doubao are flexibly used according to different design and development requirements of each step in the blended learning process. For instance, generative artificial intelligence tools are used to generate creative and multimodal teaching resources, to design English communicative scenarios and tasks, and to design exercises, homework and tests. In addition, the online education platform Zhihuishu also provides several AI tools for the course teaching and learning. For instance, students can use the AI teaching assistant to make discussions about the difficulties and questions, conduct personalized practice and do extended research. Teachers can also apply the AI teaching assistant to search for more related teaching resources especially other high-quality online courses on Zhihuishu platform, to design more quizzes or tests based on the teaching content of the online course, and to analyze students' learning performance.

4. Research Procedures

4.1 Modular Organization and Integration of Shaoxing Culture

Shaoxing culture has a long history and rich contents, so the first step is comprehensively collecting and modularly organizing various Shaoxing cultural elements mainly focusing on five categories, namely humanistic and historical culture, social and folk culture, local product and resource culture, intangible cultural heritage, and landscape architectural culture. The educational contents and value of each cultural module is deeply explored and refined. At the same time, students' congnitive status, learning interest and demands of Shaoxing culture is comprehensively analyzed so that representative Shaoxing culture is selected and the entry point for integrating it into curriculum-based ideological and political education is identified, providing basic teaching materials for the construction of Shaoxing culture teaching resources database. In this study, the following Shaoxing cultural elements are integrated (as shown in Table 1).

Table 1. The Integrated Shaoxing Culture

No	Cultural Elements
1	Shaoxing celebrity culture: Lu Xun
2	Shaoxing celebrity culture: Wang Yangming
3	Shaoxing celebrity culture: Lu You
4	Shaoxing Huangjiu culture
5	Shaoxing Yue opera Culture
6	Shaoxing calligraphy Culture
7	Shaoxing folklore: Yu the Great
8	Shaoxing folklore: Xi Shi
9	Shaoxing ancient bridge Culture
10	Shaoxing ancient town Culture

4.2 Construction of the Teaching Resources Empowered by Generative Artificial Intelligence

This study takes English Pronunciation which is a compulsory course for English undergraduate majors at Chinese universities as a case for the course construction. Taking the knowledge system of English Pronunciation as a main thread, this study constructs the ideological and political modules of "cultural confidence + cultural dissemination", "patriotism and dedication + professional ideals", "social responsibility + critical thinking and innovation" to reshape the course content. One topic of Shaoxing culture is designed for each teaching unit and the cultural elements are applied into the instruction and practice of English pronunciation skills. It aims to break away from the constraints of the traditional teaching philosophy and teaching content focusing on skills only, adopt a production-oriented teaching approach, emphasize learning knowledge for practical application, and promote the achievement of the

teaching objectives. Based on the analysis of students' leaning interest and demands, this study gives full play to the advantages and roles of generative artificial intelligence in generating teaching resources, and create a series of customized, multimodal and dynamic teaching materials to stimulate students' learning interest and meet their practical communicative demands. Real-time and dynamic update and adjustment of the teaching resources are continuously conducted to ensure that students have the access to the latest language knowledge and cultural information.

The construction methods of multimodal teaching resources by applying generative artificial intelligence are explained as follows, using Shaoxing Huangjiu culture as an example:

(1) Construction of English text teaching resources: Text teaching materials such as words, sentences, passages, dialogues about the history, brewing techniques, cultural value of Shaoxing Huajiu are generated to be used in teaching steps and activities for different purposes and levels.

(2) Construction of English audio teaching resources: Demonstration audio of word reading, sentence reading and passage reading about Shaoxing Huanjiu are generated.

(3) Construction of English video teaching resources: Short videos about Shaoxing Huangjiu such as its brewing process and cultural connotation are generated so that the culture of Shaoxing Huangjiu can be introduced and the pronunciation can be demonstrated in a interesting and vivid way.

(4) Construction of unique digital human lecture videos: By designing and creating a unique digital human image with the distinctive features of Shaoxing culture, the English pronunciation knowledge and Shaoxing Huangjiu culture are explained in English by this digital human. Compared with the traditional way of the teacher's introduction and reading demonstration which might not be so comprehensive and standard, this application of digital human is more likely to enhance students' learning interest and promote the effect of reading demonstration.

(5) Construction of graphical teaching resources: Resources like creative pictures or visually enriched English materials about Shaoxing Huangjiu are generated, such as English infographics presenting the brewing techniques, types and cultural connotation with necessary marks or notes about English pronunciation skills.

4.3 Construction of the Teaching Model Empowered by Generative Artificial Intelligence

With the aim of enhancing students' learning experience and the course teaching effects, this study gives full play of the advantages of blended learning mode with the application of generative artificial intelligence under the guidance of the POA, and constructs the "327" blended teaching model, namely "3 phases + 2 threads + 7 steps" blended teaching model. To be specific, "327" model means the complete teaching process is divided into 3 phases including pre-class phase, in-class phrase, post-class phrase. Moreover, the process follows two threads: the explicit thread of language production and the implicit thread of ideological and political education. All the language production activities assigned by the teacher form the explicit thread and the educational value embodied in each production activity form the implicit thread. In the teaching implementation, blended learning is conducted through seven-step teaching procedure. In the pre-class phase, the teaching and learning activities are conducted

online which consist of "motivating with production" and "autonomous learning". In the in-class phase, the teaching process is mainly conducted in offline mode, including "enabling with input", "selective learning" and "accomplish productive tasks". In the post-class phase, the activities are conducted both online and offline, including "higher-level productive innovation" and "teacher-student collaborative assessment". This blended learning process is shown in Figure 1.

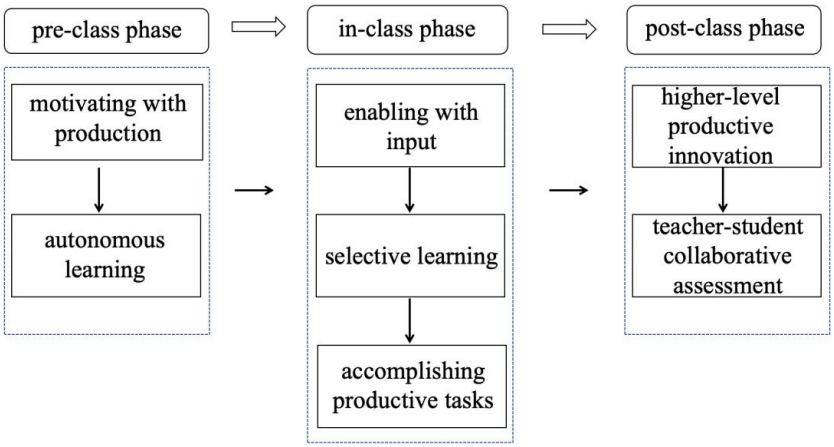

Figure 1. The "327" Blended Learning Process

In the pre-class phase, in-class phase and post-class phase of this blending teaching model, generative artificial intelligence can be applied to optimize the teaching process, enhance students' motivation and engagement and improving the teaching effectiveness.

In the pre-class phase, the teacher uses generative artificial intelligence to create English communicative scenarios related to a specific Shaoxing culture, and posts productive activities and learning materials on the online learning platform. Students need to learn the learning materials autonomously on the platform and try out try out the required productive activity. This process will make students aware of their problems in accomplishing the required productive activities and stimulate their desire for learning to overcome these deficiencies.

In the in-class phase, student-centered activities are conducted in the classroom. Generative artificial intelligence is applied to create diversified teaching and interactive activities on the theme of Shaoxing culture and generate corresponding multimodal teaching resources for students to learn selectively. The teacher can divide a large productive task into several mini-tasks in the form of individual task, pair work or group work, such as role-playing, short film dubbing, short drama performance, situational dialogue, and article recitation, etc. Students are also encouraged to apply generative artificial intelligence to search for learning resources, analyze materials and present production outcomes, aiming to enhance their active engagement and deep learning, their ability to comprehensively use English phonetic knowledge and skills to accomplish practice and production, as well as their digital

humanities literacy.

In the post-classs, the teacher applies generative artificial intelligence to design exercises, homework and tests related to Shaoxing culture and posts them on the online learning platform, encouraging students to consolidate and test their mastery of language knowledge and the enhancement of cultural literacy. Moreover, the teacher also assigns higher-level productive tasks and encourages the students to accomplish the tasks by making appropriate use of generative artificial intelligence, such as creating short play scripts, short video scripts, etc. Students are also required to apply English phonetic knowledge and skills they have learned to do short video dubbing or short drama performance so as to complete the productive outcomes. In addition, students can conduct human-computer interaction by applying AI teaching assistant to do practice of phonetic skills and discuss difficulties or questions. For instance, students can make voice conversations with AI teaching assistant to do oral practice about the topics related to Shaoxing culture or discuss English phonetic knowledge points with AI, achieving personalized and autonomous training, Q&A tutoring and extended research with spatiotempora flexibility. More effective post-class learning is achieved with the precise and personalized learning path and real-time feedback provided by AI tools on the online learning platform. Last but the least, in order to comprehensively evaluate students' learning performance and effect both in online and offline learning process, a assessment framework integrating "diversified assessment" and "teacher-student collaborative assessment" is adopted. The teacher and students make a diversified and collaborative assessment of the productive outcomes from the dimensions of the application of English phonetic skills and the integration and embodiment of Shaoxing culture. In this study, the proportion of course assessment score consists of 60% formative assessment and 40% summative assessment. Four specific parts are included:17.5% online learning performance, 17.5% performance in offline classes, 25% homework, 40% final oral exam (as shown in Figure 2).

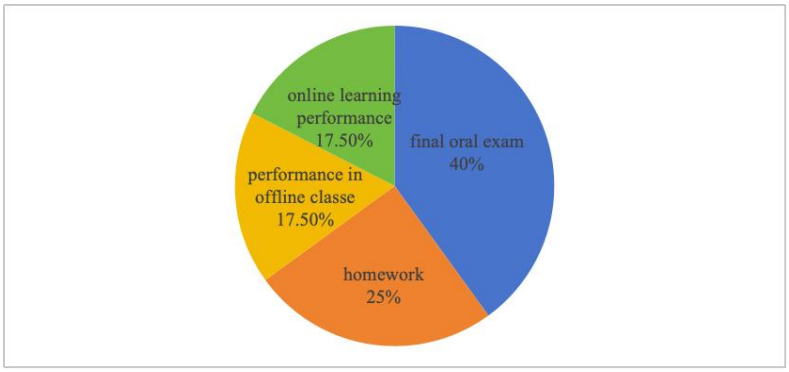

Figure 2. Proportion of Course Assessment

5. Discussion on Research Innovations

5.1 Innovative Integration of Generative Artificial Intelligence into Foreign Language Education

This study applies generative artificial intelligence in foreign language education to enhance the

comprehensive educational effect through technological application. Generative artificial intelligence is used to generate diversified, mutimodal and personalized foreign language teaching resources, optimize the teaching process, activities and assessment system, enhance students' learning experience such as learning autonomy, motivation and engagement, and achieve multi-dimensional teaching objectives.

5.2 Deep Integration of Local Culture into Foreign Language Education

At present, research on integrating local Chinese culture into the teaching of foreign language is still in the exploratory stage, and research on foreign language teaching with the integration of Shaoxing culture is especially scarce. Therefore, this study takes Shaoxing culture as a representative example of outstanding local Chinese culture is innovative and typical. The deep integration of local culture into foreign language teaching enables students to deepen their understanding of local culture while mastering foreign language skills, to stimulate their awareness of cultural inheritance and dissemination and to achieve a win-win outcome for language learning and cultural dissemination.

5.3 Scientific Application of the POA into Blended Learning Model

This study adopts the POA as the guidance framework for the blended learning process, and construct the innovative "327" blended teaching model, namely "3 phases + 2 threads + 7 steps" blended teaching model. Teaching and learning activities are conducted through pre-class phase, in-class phase, post-class phase to not only comprehensively improve students' language skills, but also enhance their moral literacy.

6. Research Significance

This study holds significant academic value from several aspects. First, it promotes interdisciplinary innovation by integrating generative artificial intelligence and foreign language education, thereby transcending the boundaries of single-discipline research and providing new theoretical insights for the application of artificial intelligence in foreign language education. Second, it expands the theoretical scope of foreign language curriculum-based ideological and political education by integrating Shaoxing culture into language teaching, providing an innovative implementation path and enriched teaching resources for culture-integrated instruction in foreign language courses. Third, this study foster the theoretical development of blended learning by applying the POA and integrating artificial intelligence technology, providing a pedagogical framework for foreign language instruction in the era of the internet and artificial intelligence.

In addition to its academic value, this study also holds significant practical value. First, it implements China's national initiative for promoting the inheritance and development of outstanding Chinese culture and responds to the national policy requirement of integrating traditional Chinese culture into all steps and fields of education. Second, the integration of local Chinese culture into foreign language education and curriculum-based ideological and political education enhances its relevance to students' real-life experiences, thereby increasing the appeal and resonance among students and achieving better teaching effect. Third, the application of generative artificial intelligence into foreign language

instruction and curriculum-based ideological and political education enriches the teaching resources and optimizes the teaching and learning process, effectively addressing the issues of insufficient resources and monotony of methods in traditional foreign language education. Forth, this study enhances students' cultural literacy and cross-cultural communication competence, improves their cultural confidence and global perspective, enables them not only to acquire language knowledge and skills but also to engage actively in cross-cultural communication, thereby fostering the cultivation of interdisciplinary foreign language professionals in the new ear. Fifth, this study provides an innovative and replicable teaching model and implementation path for higher foreign language education, which integrates foreign language education with ideological and political education, applies generative artificial intelligence as the teaching tool, and takes local Chinese culture as the teaching resource. Finally, it promotes the inheritance, dissemination and innovation of Shaoxing culture by using foreign language courses as a medium, thus enhancing the international influence of Chinese culture.

7. Conclusion

The rapid development of artificial intelligence and internet education technology has brought new possibilities and driving forces for reform and innovation in foreign language education. Under the background of globalization, the cultivation goals of cultivation of interdisciplinary foreign language professionals has also put forward higher requirements for the high-quality development of foreign language education, which requires foreign language professionals to have not only solid language professional knowledge and skills but also comprehensive cultural literacy and international communication skills. This study explores the construction of a blended learning model integrated outstanding local Chinese culture and empowered by the generative artificial intelligence. This construction of this innovative model is to enrich the teaching resources, diversify the teaching methods, improves students' learning autonomy, enhance students' personalized learning, improves students' learning engagement, strengthens the vividness of curriculum-based ideological and political education, improves the practicality of foreign language education. In general, this study provides new insights and frameworks for foreign language education reform at the theoretical level, offers feasible paths for colleges and universities to make full use of local culture and artificial intelligence for educational innovation at the practical level, and proposes a new perspective for the inheritance and dissemination of traditional culture through foreign language education.

While this study provides valuable insights, several limitations should be noted. First, the construction of the teaching model is based on one representative course, which may not be fully applicable to different foreign language courses. Second, this study only takes Shaoxing culture as a representative case to be integrated into foreign language teaching, so the design and implementation methods may not be entirely fit for other local cultures in China and around the world. Third, the application of generative artificial intelligence in education is still at an exploratory stage, so its effectiveness may be affected by certain problems, such as technological stability, user operability and ethical regulations,

etc.

Therefore, future research may consider the following suggested directions. First, the construction of teaching model may be adjusted or optimized according to characteristics of more foreign language courses, thus improving its applicability and effectiveness. Second, more studies may be conducted on the integration of local traditional cultures of different regions and types into more foreign language courses so as to deepen the understanding of how various traditional cultures can be effectively applied into foreign language education. Third, given the continuous development of artificial intelligence, future research should further explore more advanced technological applications, investigate more appropriate operational approaches for different teaching and learning steps, and sets standardized ethical guidelines for more effective use.

Acknowledgement

This research is part of the research projects: 2025 Zhejiang Province Research Project on Laboratory Work in Higher Education Institutions (No.YB202569); 2026 Zhejiang Provincial Education Science Planning Project (No.2026SCG175); 2025 Zhejiang Association of Foreign Languages and Literatures Special Research Project (No.ZWZD2025021); 2025 Higher Education Teaching Reform Research Project of Zhejiang Yuexiu University (No.2506020002); 2020 Zhejiang Provincial First-class Course: English Pronunciation Training

References

Annamalai, N. & Kumar, J. A. (2020). Understanding smartphone use behavior among distance education students in completing their coursework in English: A mixed-method approach. *Reference & User Services Quarterly*, *61*(3-4), 199-215.

Asmawi, A., & Sun, L. (2023). The effects of online Production-Oriented Approach (POA) on Chinese undergraduates' English speaking competence development during COVID-19 pandemic era. *Journal of Language Teaching and Research*, *14*(2), 416-424.

Bekdaş, M. (2025). The pros and cons of ChatGPT in foreign language teaching and its impact on student motivation. *Arab World English Journal* Special Issue on Artificial Intelligence, 139-156.

Du, H. (2022). Research on the application of blackboard writing images in college English writing teaching aided by "POA" theory. *Mathematical Problems in Engineering*, *2022*(1), 6829622.

Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. (2023). A SWOT analysis of ChatGPT: Implications for educational practice and research. *Innovations in Education and Teaching International*, *61*(3), 460-474.

Fernández-Batanero, J. M., Román-Graván, P., Montenegro-Rueda, M., López-Meneses, E., & Fernández-Cerero, J. (2021). Digital teaching competence in higher education: A systematic review. *Education Sciences*, *11*(11), 689.

Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. Hoboken: John Wiley & Sons.

Grassini, S. (2023). Shaping the future of education: Exploring the potential and consequences of AI and ChatGPT in educational settings. *Education Sciences, 13*(7), 692.

Harun, F., & Hussin, S. (2018). Speak through your mobile app changing the game: English language in education 4.0. In *Proceedings of the 27th MELTA International Conference.* Johor Bharu.

Kong, L. (2024). Application of GAI in foreign language teaching: A case study. *Foreign Language Education in China, 7*(1), 11-18+90.

Kurtz, G., Amzalag, M., Shaked, N., Zaguri, Y., Kohen-Vacs, D., Gal, E., Zailer, G., Barak-Medina, E. (2024). Strategies for integrating generative AI into higher education: Navigating challenges and leveraging opportunities. *Education Sciences*, *14*(5), 503.

Mao, J., Chen, B., & Liu, J. C. (2024). Generative artificial intelligence in education and its implications for assessment. *TechTrends*, *68*(1), 58-66.

Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D.E., Thierry-Aguilera, R., Gerardou, F.S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education Sciences*, *13*(9), 856.

Peng, X., Hu, X., Cheng, C., & Yang, Z. (2025). On the integration of excellent traditional Chinese culture into public English teaching in higher vocational colleges in China. *Arab World English Journal*, *16*(4), 124-147.

Shahzad, A., Hassan, R., Aremu, A. Y., Hussain, A., & Lodhi, R. N. (2021). Effects of COVID-19 in e-learning on higher education institution students: The group comparison between male and female. *Quality & Quantity*, *55*(3), 805-826.

Wang, H., Ma, W., & Yu, B. (2023). Integration of ideological and political education into foreign language teaching: A Case Study of Local Revolutionary Culture. *Journal of Taiyuan Urban Vocational College*, (4), 143-145.

Wang, K. (2023). The transformation and development of foreign language discipline towards the AI era. *Technology Enhanced Foreign Language Education*, (6), 3-7+105.

Wen, Q. (2015). Developing a theoretical system of Production-Oriented Approach in language teaching. *Foreign Language Teaching and Research*, *47*(4), 547-558.

Wen, Q. (2016). Teacher-student collaborative assessment: An innovative assessment method for the Production-Oriented Approach. *Foreign Language World*, (5), 37-43.

Wen, Q. (2018). Production-Oriented Approach in teaching Chinese as a second Language. *Chinese Teaching in the World*, *32*(3), 387-400.

Wu, J., Zhou, W., Cao, C. (2024). An empirical study on empowering oral teaching with AIGC. *China Educational Technology*, (4), 105-111.

Xu, M. (2017). Application of regional moral culture resources in the course of ideological and moral cultivation and legal basis: A Case Study of Shaoxing, Zhejiang. *The Science Education Article*

Collects, (2), 34-36.

YANG, L. (2024). Second language acquisition in the context of large language model of ChatGPT. *Modern Foreign Languages*, *47*(4), 578-585.

Yang, Q. Practical exploration of integrating local excellent traditional culture into university ideological and political education. *Journal of Yangzhou University*, *23*(4), 62-65.

Yu, H., & Guo, Y. (2023). Generative artificial intelligence empowers educational reform: Current status, issues, and prospects. *Frontiers in Education*, *8*, 1183162.

Zeng, R. (2021). The implementation path of integrating excellent local culture into ideological and political education in tourism courses. *Tourism Today*, *19*(8), 89-90.

Zhang, H. (2020). Application of Production-Oriented Approach in college English instruction in China: A case study. *English Language Teaching*, *13*(10), 14-22.

Zhang, L. (2020). Motivating in the Production-Oriented Approach: From theory to practice. *Chinese Journal of Applied Linguistics*, *43*(3), 268-283.

Zhang, Q. (2020). Research on curriculum reform of environmental art design specialty based on Shaoxing regional culture. *China Journal of Multimedia and Network Teaching*, (3), 78-79.

Zhang, W. (2020). Effects of the Production-Oriented Approach on EFL learners' writing performance in China's tertiary education. *Chinese Journal of Applied Linguistics*, *43*(3), 323-341.

Zhang, Z. (2019). A study on the integration of Shaoxing local celebrity culture into ideological and political education. *Tea in Fujian*, *41*(8), 179.

Zhong, Z. (2019). Discussion on the integration of local characteristic culture into the "ideological and political curriculum" reform of local colleges and universities. *Journal of Honghe University*, *17*(2), 97-99.