

REFORMING FOREIGN LANGUAGE TEACHING MODELS WITH GENAI TO EMPOWER ENGLISH MAJORS TO DISSEMINATE CHINESE CULTURE INTERNATIONALLY

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Abstract: The integration of generative artificial intelligence (GenAI) into foreign language education in China has predominantly focused on language skills courses and GenAI's textual function, leaving the multimodal potential of GenAI-enhanced foreign language culture courses for cultivating English-majored students' competence of disseminating Chinese culture internationally underexplored. To address this gap, this study constructs and implements a multimodal human-GenAI collaborative teaching model featuring teacher-student-GenAI triadic collaboration and a three-stage progressive framework within the undergraduate course *A Comparison between Chinese and Foreign Cultures*. Centering on Chinese culture short video production as the core task, the study employs a qualitative case study approach, drawing on multiple data sources including students' draft and final videos, GenAI collaboration worksheets, classroom evaluation records, reflection journals, and retrospective interviews. The findings reveal that students initially treated GenAI merely as a superficial reference and error-correction tool, resulting in macro narratives, unoriginal visuals, and ethnocentric perspectives. Following peer evaluation, teacher feedback, and a second round of deep GenAI collaboration, students underwent significant transformations: they shifted to micro narrative perspective in their storytelling, integrated AI-generated visual innovations and incorporated comparative Chinese-foreign cultural perspectives. This deep co-creative collaboration substantially enhanced students' audience awareness and digital storytelling competence, transitioning them from cultural knowledge presenters to culturally sensitive narrators oriented toward international audiences. This study provides practical implications for GenAI-enabled foreign language culture education and the cultivation of foreign language talents with the capacity of digital storytelling and dissemination of Chinese culture to international community.

Keywords: Generative artificial intelligence (GenAI); Human-GenAI collaboration; Multimodal teaching model; English majors; Chinese culture dissemination

1 INTRODUCTION

Human-machine collaborative teaching reform based on Generative Artificial Intelligence (GenAI) is a crucial topic in current foreign language education research. Recent studies in China focus on reading and writing [1,2], speaking [3,4], and translation courses [5,6], with emphasis on exploring instructional design and implementation pathways for integrating GenAI into foreign language curricula [7,8]. These studies have demonstrated the profound impact of GenAI on the ecology of foreign language education. However, existing findings primarily concentrate on the reform of language skills courses, while systematic investigations into how GenAI can be integrated into foreign language culture courses and how its multimodal generative capabilities can be leveraged to enhance cultural instruction and students' intercultural communication competence remain limited. Meanwhile, current research on human-GenAI collaborative foreign language teaching predominantly revolves around textual feedback, with particular attention paid to the cognitive [9], behavioral [10], and affective changes experienced by both teachers and students [11]. There is still a research gap about how the advantages of GenAI in generating multimodal resources such as text, images, and audio can further support foreign language students in carrying out international dissemination of Chinese culture.

Enhancing English majors' ability to tell China's stories effectively to foreign audiences and strengthening their capacity for international dissemination of Chinese culture constitute an important mission of foreign language education in the new era. In recent years, short videos have increasingly been introduced into foreign language classrooms as an emerging multimodal mode of communication, with digital storytelling employed to cultivate students' competence in disseminating Chinese culture [12-14]. Previous studies have found that when using short videos for intercultural dissemination, students generally demonstrate limited audience awareness and fail to incorporate the three key narrative strategies essential to "tell China's stories well," namely, "adopting a micro-narrative perspective", "employing original Chinese visual symbols", and "developing a comparative perspective between Chinese and foreign cultures" [12,13,15]. At present, research on foreign language teaching that integrates GenAI's multimodal functions is still in an exploratory stage [16-18]. How to promote deep multimodal interaction between students and GenAI through a systematic pedagogical model to further enhance students' digital storytelling capability, audience awareness, and competence for international dissemination of Chinese culture is an issue that urgently needs to be addressed in foreign language teaching.

In response to these pedagogical limitations and practical challenges, this study proposes a “teacher-student-GenAI” multimodal teaching model characterized by a three-way collaboration among teachers, students, and GenAI, as well as a three-stage progressive instructional framework based on the existing GenAI-enabled pedagogical models. The proposed model aims to overcome the superficial use of technology in foreign language culture courses by fully leveraging the text and image generation functions of GenAI through teaching reform practices in the course *A Comparison between Chinese and Foreign Cultures*. The study specifically examines how students, during the sustained human-GenAI collaborative process, implemented the three strategies for telling China’s stories well—namely, micro-narrative storytelling, Chinese-featured visual originality, and comparative Chinese-foreign cultural perspectives—thereby enhancing their digital storytelling competence and audience awareness, and strengthening their international dissemination capacity of Chinese culture.

2 CONSTRUCTION OF A GENAI-BASED HUMAN-MACHINE COLLABORATIVE TEACHING REFORM MODEL

Wen and Liang argue that effective collaboration between students and GenAI should follow the teaching principle of “practice-orientation, gradual progression, and timely feedback” [19], among which “timely feedback” highlights the important roles of teacher intervention, teacher–student interaction, and continuous adjustment. Kong further proposes the “human–AI and interpersonal collaboration” principle, arguing that GenAI should not be regarded merely as an auxiliary tool, but rather as a mediator with social interaction and cognitive regulation functions involved in the learning process [20]. Within Kong’s “human–AI and interpersonal collaboration” framework [20], the co-construction mode emphasizes that learners, teachers, and GenAI systems collaboratively construct knowledge networks through continuous communication and negotiation.

Drawing insights from this framework, this study argues that human–GenAI collaborative teaching does not simply rely on GenAI for information retrieval or text revision; rather, it achieves the co-construction of knowledge meanings through sustained interaction between humans and GenAI, as well as negotiation and reflection among students and teachers around AI-generated content. In the process of human–GenAI interaction, learners establish dynamic feedback relationships with GenAI by posing questions, refining prompts, and evaluating AI-generated outputs, thereby positioning GenAI as an important cognitive support for facilitating thinking and creative production. In the process of interpersonal interaction, students engage in group discussions, peer evaluations, and critical analysis of AI-generated content, and continuously refine their works in light of peer and teacher feedback. Teachers play the roles of instructional designers and learning facilitators, guiding students to utilize GenAI resources rationally through task design, process guidance, and evaluative feedback, thereby enhancing the depth and effectiveness of collaborative learning.

Building upon the aforementioned arguments, this study develops a human–GenAI collaborative multimodal teaching model featuring teacher–student–GenAI triadic collaboration and a three-stage progressive framework within the teaching reform of the undergraduate course *A Comparison between Chinese and Foreign Cultures* for English-majored students, centering on the task of “Chinese culture short video production.” Specifically, it includes:

Stage 1: Preliminary “teacher-student-GenAI” collaboration. The teacher introduces to students the three major key strategies of “telling China’s stories well” to international audience, namely “micro-narrative perspective”, “original materials”, and “cultural comparison”, and guides students to analyze outstanding works from the most famous national short video competition organized by Foreign Language Teaching and Research Press (FLTRP). Students work in groups to select Chinese cultural themes and design scripts. After completing the initial creation, they conduct the first interaction with GenAI and record their interaction process in the course’s GenAI collaboration worksheet.

Stage 2: Deepened student–teacher–GenAI collaboration. Student groups present their preliminary short video drafts in class and receive peer evaluations and teacher feedback. After comprehensively analyzing multidimensional evaluation comments, students engage in the second round of interaction with GenAI to optimize textual expression, visual design, and communication strategies, and subsequently produce final versions of their works based on the discussions. The entire revision process is continuously documented in the course-sharing GenAI collaboration worksheet to demonstrate the developmental process of collaborative creation between students and GenAI.

Stage 3: Iterative teacher–student–GenAI collaboration. Students present their final short videos as the course’s final outcome for assessment, and the teacher provides final evaluation and feedback. Students are encouraged to further utilize GenAI to enhance their works and transform classroom outcomes into practical products suitable for international social media communication or participation in FLTRP national Short Video Competition, thereby extending classroom learning to sustainable cultural dissemination practices.

3 RESEARCH DATA AND METHODS

This study was implemented in the course of *A Comparison between Chinese and Foreign Cultures*, using the textbook *Intercultural Communication: A Comparison of Chinese and English Cultures* (2019) published by FLTRP. Students enrolled in this course were divided into six groups, each creating “short videos on Chinese culture” from a comparative perspective, centered on the six Chinese-foreign cultural themes in the textbook: “Food and Diet”, “Tea and Coffee”, “Alcoholic Beverages”, “Festivals”, “Medicine” and “Transportation”.

The specific teaching and data collection procedures are as follows: beginning from the 4th week, one student group was arranged each week to present its draft short video in class, followed by peer evaluation and teacher comments. All comments were recorded in real time in an online “shared evaluation sheet.” Throughout the entire process, the teacher tracked and monitored each group’s GenAI collaboration worksheet and conducted retrospective interviews with the six group leaders after the classroom presentation, aiming to gain an in-depth understanding of the dynamic collaborative processes between each group and GenAI. By the sixteenth week, after collecting the peer evaluation and teacher feedback, and completing two rounds of human-GenAI collaboration, students formally submitted their final short video products and their “GenAI collaboration reflection journals”.

This study adopted a qualitative case study method. The research materials constituted a multidimensional and complementary chain of evidence, primarily sourced from: 1) textual and audiovisual materials, including students’ preliminary and final versions of short videos; 2) process-oriented documentation, including students’ shared GenAI collaboration worksheets, classroom evaluation sharing sheets, and the teacher’s classroom observation notes; 3) self-evaluation and retrospective materials, including students’ individual GenAI collaboration reflection journals and retrospective interview transcripts from group leaders. The analysis was conducted through triangulation of multiple data sources based on all the aforementioned materials. Qualitative analysis was carried out through textual analysis, qualitative coding, and inductive theme development to enhance the reliability and validity of the research findings.

4 DISCUSSION

4.1 Major Problems in Students’ International Dissemination of Chinese Culture Prior to Deep GenAI Intervention

Previous studies have indicated that Chinese university students generally lack systematic training in story construction and communication practices [21]. In teaching practices that cultivate students’ international dissemination competence of Chinese culture through short video creation, scholars have found that students often manifest problems such as “pursuing macro narratives” and “lacking intercultural audience awareness” [13,15]. In the author’s teaching practice, the first round of initial short video drafts from the student groups highlighted the aforementioned problems, including:

(1) Macro and vague narratives. The content was mostly transplanted from official knowledge introductions, lacking a micro entry point. For example, when Group 3 told the story of Chinese wine culture, they interviewed the person in charge of the university’s wine association, but the footage merely showed that person sitting at a desk lecturing about wine knowledge and its development in China, lacking a vivid story line.

(2) Lack of originality in visual materials. The visual content relied heavily on screenshots of secondary online materials and lacked engaging representations of cultural symbols. For instance, when introducing Chinese tea culture, Group 2 extensively edited official documentaries and online videos. Due to this lack of originality, the disseminating effect of the visual scenes was greatly compromised.

(3) An ethnocentric dissemination approach. It lacked a two-way comparison between Chinese and foreign cultures, slipping into a one-way indoctrination of knowledge. Take Group 5 for example. When recounting traditional Chinese medicine (TCM) culture, they had a group member wear a white lab coat and directly face the camera to deliver a monologic exposition on TCM principles, making it difficult to trigger understanding and resonance among cross-cultural audiences.

In fact, the teacher introduced the three strategies of “micro-narrative perspectives, original materials, and cultural comparison” at the initial stage of instruction and emphasized that these strategies represented concrete manifestations of creators’ intercultural audience awareness. However, the first-round GenAI collaboration worksheets showed that most groups used GenAI merely as a superficial “information retrieval tool” and “error correction tool” (e.g., searching for cultural concepts and translating or polishing scripts), without fully mobilizing the multimodal potential of GenAI.

4.2 Transformations in Chinese Culture Short Video Production Empowered by Deep Human-GenAI Collaboration

Following peer evaluation, teacher feedback, and the second round of deep human-GenAI collaboration, students’ works demonstrated significant transformations in narrative approaches, visual expression, and intercultural perspectives. The fundamental transformation lies in students’ gradual shift from being “presenters of cultural knowledge” to becoming “cultural storytellers oriented toward international audiences.”

4.2.1 Shifting to micro-narratives with local and personal characteristics

Students generally shifted from macro-narratives to the everyday routines around them. For instance, Group 3 documented the “National University Students’ Wine and Wine Science Culture Festival” held in the campus, vividly demonstrating the extension of drinking culture among contemporary Chinese youth. Group 4 visited a group member’s hometown in Chaoshan to record Qingming ancestor worship rituals, revealing the rich cultural meanings embedded in traditional Chinese festivals. Group 5 explored the oral history of a group member’s grandfather, who had worked as a rural barefoot doctor, using an emotionally engaging personal story to highlight the warmth and profound cultural significance of TCM.

4.2.2 Diversification and special effects in visual presentations

The final drafts of each group fully invoked GenAI’s image and special effect functions. For example, Group 5 utilized GenAI’s “face-swapping” effect to transform group members’ appearances into realistic representations of international

students, creating an immersive scenario of “Chinese and foreign young people experiencing TCM Gua Sha (scraping) together.” Meanwhile, the group employed text-to-image generation effects to recreate scenes of the student’s grandfather practicing TCM in rural areas during the 1970s and 1980s, significantly enhancing the historical atmosphere and visual immersion of the oral history narrative.

4.2.3 Distinct comparative perspectives between Chinese and foreign cultures

The cross-cultural comparative perspective was deeply extended in the final drafts. For instance, in their recording of the wine culture festival, Group 3 intentionally introduced the perspectives of foreign friends and Chinese-foreign couple exhibitors, intuitively presenting the differences between Chinese and foreign drinking cultures. Group 2 innovatively drew an analogy between “Cha Bai Xi” (tea opera) in the Chinese tea ceremony and Western “coffee latte art”, seeking commonalities within differences, which effectively closed the cognitive distance between foreign audiences and Chinese tea culture, promoting an understanding of the beauty of the Chinese tea ceremony.

The above transformations indicate that GenAI-supported multimodal creation encourages students to reconsider the logic of cultural dissemination. International communication is not merely a one-way transmission of cultural knowledge; rather, it involves seeking spaces for dialogue within cultural differences from a micro and personal perspective and with interesting and novel visual symbols.

4.3 Deep Human-GenAI Collaboration Facilitating International Dissemination Competence

The key to student groups’ transformation from draft to final work lies in their establishment of a deep “co-creative partnership” with GenAI, on the basis of interpersonal negotiation (peer and teacher-student evaluation). The second-round GenAI collaboration records showed that human-GenAI interaction shifted toward deep exploration around dissemination strategies.

Taking Group 5 as an example. According to both the GenAI collaboration worksheet and the retrospective interview, after experiencing multidimensional commentary, the group converted critical opinions into precise instructions to input into GenAI: “Our current story lacks a comparative perspective between Chinese and foreign cultures. Peer students and teacher evaluations state it is too much like a one-sided output of knowledge, lacking communication awareness and audience awareness. How do you evaluate this script? How can we more prominently highlight the comparative perspective between Chinese and foreign cultures?” After GenAI suggested incorporating a foreigner’s perspective, the group, through collective discussion, further consulted the GenAI for visual presentation solutions, and ultimately adopted the “face-swapping” effect it proposed. This collaborative process of “text optimization-visual upgrade” achieved an organic integration of intercultural perspective and multimodal visual symbols.

Such deep collaboration also facilitates the development of more mature cultural dissemination awareness among students. Students generally noted in their GenAI collaboration reflection journals that their greatest gain was recognizing that the international dissemination of Chinese culture should avoid mere knowledge transmission and instead emphasize storytelling, emotional engagement, and audience experience. The reflection journal of Group 3’s leader read as follows:

“I deeply realize that if we want our videos to be disseminated at home and abroad and achieve true cultural integration between Chinese and foreign cultures, we cannot solely focus on the professionalism of the content, but must also take into account the adaptability of the presentation form and the audience’s visual experience... This practice has further enabled us to comprehend the commonality between ‘telling the wine culture well’ and ‘telling China’s stories well’: neither can rely on rigid knowledge indoctrination, but must find the connection point between culture and daily life. Only by letting culture land on personal stories and making content arouse empathy can more people be willing to listen to, understand, and disseminate our culture.”

The reflection journal of Group 5’s leader underwent a similar cognitive transformation:

“Our initial draft did not sufficiently consider the perspectives of foreign audiences. Through GenAI assistance, I finally realized that cross-cultural content creation requires attention to both linguistic adaptability and audiences’ cultural cognitive patterns, avoiding a communication approach of talking only to ourselves.”

As Yang and Li point out, cultivating competence in the dissemination of Chinese culture requires moving beyond traditional skill-based boundaries and paying greater attention to students’ emotional, cognitive, and behavioral changes during authentic writing and communication processes [12]. Students’ GenAI collaboration reflection journals indicate that with deep interaction with GenAI, their understanding of disseminating Chinese culture had progressed from a focus on culture introduction and translation accuracy to an awareness of communication logic, demonstrating significant cognitive transformation and enhanced cultural identification. In this teaching reform, GenAI’s multimodal potential served as a mediator, driving a leap in the quality of digital storytelling. After completing the second-round iteration, the teacher further guided students to initiate the third-stage collaboration, encouraging them to transform their in-class outcomes into competition entries (such as the 2026 FLTRP Short Video Competition), thereby constructing a sustainable capacity-building model.

5 CONCLUSION

Based on the development of GenAI-enabled foreign language education, this study addressed several challenges in current foreign language culture courses, including insufficient student engagement in the international dissemination of Chinese culture, students’ weak intercultural audience awareness, and the tendency to use artificial intelligence merely

as a supportive tool. Taking the course *A Comparison between Chinese and Foreign Cultures* as the practical context, this study developed and implemented a multimodal human–GenAI collaborative teaching model featuring teacher–student–GenAI triadic collaboration and a three-stage progressive framework. The findings reveal that the value of GenAI in foreign language culture courses extends beyond language refinement and information retrieval; rather, its significance lies in supporting students’ cultural meaning-making and digital storytelling innovation through multimodal functions such as text and image generation. Through the combined effects of teacher guidance, peer interaction, and human–GenAI collaboration, students gradually moved beyond traditional modes of cultural knowledge transmission, achieving transformations from macro-level cultural presentation to micro-level storytelling, from single-modal visual representation to multimodal creation, and from self-oriented cultural display to intercultural communication oriented toward international audiences.

The practical implications of this study are mainly reflected in three aspects. First, this study expands the application contexts of GenAI-enabled foreign language teaching reform. While existing research has primarily focused on language skill courses such as reading, writing, speaking, and translation, this study introduces GenAI into foreign language culture education and explores pedagogical pathways for cultivating dissemination competence through the Chinese culture short video production task. Second, this study emphasizes “deep collaboration” rather than simple tool use in GenAI applications, demonstrating that artificial intelligence can promote students’ higher-level thinking and intercultural communication competence only when embedded within clearly defined instructional tasks, diversified interactions, and evaluation feedback systems. Finally, this study provides practical implications for enhancing English majors’ competence in “telling China’s stories well” by using multimodal digital creation tasks to guide students in establishing connections among cultural understanding, audience awareness, and communicative expression.

Nevertheless, this study has several limitations. First, the study was conducted as a single-course pedagogical reform case, and the participants and instructional context possessed certain particularities. Therefore, the generalizability of the findings requires further validation across broader teaching contexts. Second, this study mainly analyzed students’ competence development based on qualitative materials, including students’ works, interaction records, reflection journals, and classroom observations. The sustained impact of GenAI on students’ intercultural dissemination competence development has not yet been further examined through longitudinal studies or quantitative measures. Furthermore, with the rapid development of GenAI technologies, their multimodal capabilities, ethical considerations, and educational applications continue to evolve. Future pedagogical practices should therefore continuously explore appropriate boundaries of artificial intelligence use and effective mechanisms of human–GenAI collaboration.

Future research may further expand research participants and practical contexts by conducting sustained investigations across different course types and instructional environments. Meanwhile, future studies could pay closer attention to the dynamic processes through which GenAI supports students’ development of cultural dissemination identities, enhancement of digital literacy, and formation of intercultural competence. Such investigations would deepen the understanding of the mechanisms through which GenAI empowers foreign language talent development and provide more systematic theoretical and practical foundations for foreign language education to contribute to the international dissemination of Chinese culture in the new era.

COMPETING INTERESTS

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