

# Under the influence of traditional culture, the innovation and practical exploration of the teaching model for AI etiquette document writing.

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**Abstract:** *With the rapid development of artificial intelligence technology, writing instruction is undergoing a profound transformation from traditional experience-based teaching to intelligent, human-machine collaborative teaching. As a special genre that combines normativity, cultural significance, and communicative function, etiquette documents play an irreplaceable role in cross-cultural communication, social governance, and business interaction in the new era. However, current etiquette document writing instruction in both higher education and basic education generally suffers from problems such as an overemphasis on formal standards at the expense of cultural connotations, outdated teaching methods, and fragmented application of AI tools. These issues make it difficult to cultivate interdisciplinary talents who possess cultural confidence, standardized writing skills, and competence in intelligent technology. Grounded in the core values of fine traditional Chinese culture and situated within the context of digital transformation in artificial intelligence education, this study systematically explores pathways and implementation strategies for integrating traditional culture and AI technology into etiquette document writing instruction.*

**Keywords:** *Infiltration of Traditional Culture; AI Assistance; Etiquette Document Writing; Innovation in Teaching Model*

## Introduction

Against the backdrop of the new era, cultural confidence has become a core component of national strategy, and the inheritance and promotion of fine traditional Chinese culture have emerged as an important mission in the field of education. As a significant vehicle of traditional culture, etiquette documents not only embody the spirit of propriety characterized by “respect, harmony, sincerity, and elegance” but also adhere to standardized stylistic formats and rigorous expressive logic, serving as an important means to cultivate students' humanistic literacy, etiquette character, and writing competence.

Meanwhile, the rapid iteration of artificial intelligence technology, particularly large language models, has brought revolutionary changes to writing instruction. AI writing tools demonstrate significant advantages in areas such as material retrieval, framework generation, grammar proofreading, and text polishing, and the application of AI tools can facilitate the transformation of writing instruction from traditional models to new models driven by artificial intelligence. However, in the teaching practice of etiquette document writing, the application of AI technology remains fragmented and superficial, with a common dual predicament of “technological supremacy” and “humanistic hollowing-out.” On the one hand, some instruction excessively relies on AI-generated content, neglecting students' independent thinking and cultural understanding; on the other hand, the infiltration of traditional culture and the application of AI technology remain disconnected from each other, failing to achieve an organic integration of technology-enabled empowerment and culture-oriented cultivation.

Furthermore, with the increasing frequency of cross-cultural exchanges, society's requirements for etiquette documents are no longer confined to formal standards and linguistic accuracy but also demand cultural depth and clear value orientation. Traditional teaching models have struggled to meet the demand for cultivating interdisciplinary writing talents in the intelligent era. Therefore, exploring a new model for etiquette document writing instruction under the infiltration of traditional culture and establishing a complete research system encompassing model construction, practical verification, and effect optimization have become inevitable requirements for writing instruction reform and traditional

culture education innovation.

## 1. The Connotation of Infiltration of Traditional Culture

The infiltration of traditional culture refers to the process in education through which the value concepts, spiritual connotations, and aesthetic sensibilities of fine traditional Chinese culture are internalized as students' core competencies by means of systematic cultural knowledge instruction, cultural context experience, and cultural practice participation.

In interpersonal, social, and official activities, etiquette documents serve to express propriety, convey emotions, and strengthen communication. In the teaching of etiquette document writing, the infiltration of traditional culture is specifically manifested in the integration of traditional etiquette culture, documentary paradigms, and the spirit of propriety into the entire process of writing instruction, guiding students to understand the cultural depth and value core of etiquette documents, and cultivating their cultural confidence and etiquette character.

In the teaching of etiquette document writing under the infiltration of traditional culture, the deep integration of AI into the entire process of conception, drafting, revision, polishing, and evaluation can provide students with services such as material support, framework guidance, grammar proofreading, and cultural prompts. At the same time, it offers teachers a new teaching model featuring instructional data analysis and personalized guidance, thereby achieving a dual enhancement of teaching efficiency and quality.

## 2. Realistic Challenges in Etiquette Document Writing Instruction in the AI Era

To accurately grasp the current situation and prominent problems in etiquette document writing instruction, this study conducted a questionnaire survey among students majoring in Secretarial Studies, Chinese Language and Literature, and related disciplines in higher education institutions. A total of 120 questionnaires were distributed, and 108 valid questionnaires were returned, yielding an effective response rate of 90%. In combination with interviews with 15 frontline teachers and classroom practice observations, this study conducted a systematic analysis from four dimensions: teaching content, teaching methods, tool application, and evaluation system. The results are as follows.

### 2.1 Teaching Content Emphasizes Formal Standards While Neglecting Cultural Connotations

Current instruction in etiquette document writing exhibits a pronounced structural imbalance in content selection, generally prioritizing external norms such as format and structure while overlooking intrinsic values such as etiquette culture, spiritual significance, and literary aesthetics.

*Survey on Students' Satisfaction with the Teaching Content of Etiquette Documents*

Evaluation Dimension	Percentage of Dissatisfaction (%)
Explanation of Formatting Standards	12.8
Explanation of Cultural Connotations	72.0
Interpretation of the Spirit of Propriety	73.2
Literary Aesthetics and Cultural Implications	66.7

The survey shows that 72% of the students believe the instruction “overemphasizes formal standards while neglecting cultural connotations.” The teaching content mainly focuses on the format, forms of address, and structure of documents such as invitations and letters of invitation, while providing insufficient explanation of the traditional cultural connotations behind etiquette documents, the spirit of propriety (respect, harmony, sincerity, and elegance), as well as literary aesthetics and cultural implications. For example, when teaching traditional letters, instructors only explain the elements of format but fail to offer an in-depth interpretation of the etiquette terms, emotional expression logic, and cultural allusions found in letters. As a result, the documents produced by students are “standardized but devoid of depth,” appearing emotionally flat and lacking warmth, which makes it difficult to reflect cultural confidence.

## 2.2 Prominent Traditionalization of Teaching Methods and Insufficient Intelligence

Teaching methods are still dominated by traditional lecturing, with low levels of classroom interactivity, contextualization, and intelligence, making it difficult to meet the demands of writing instruction in the new era.

### *Usage of Teaching Methods in Etiquette Document Instruction*

Types of Teaching Methods	Percentage (%)
Teacher Lecturing with Student Imitation	76.0
Case Analysis and Group Discussion	31.5
Contextual Teaching and Practical Tasks	22.2
AI-Assisted and Intelligent Teaching	18.5

As shown in the table above, nearly 80% of classrooms still rely primarily on traditional lecturing models, while intelligent teaching accounts for only 18.5%. The classrooms lack immersive contextual creation, authentic task-driven activities, and interactive experience design. Teaching cases are outdated and disconnected from real-life scenarios, resulting in low student learning motivation and making it difficult for students to transform knowledge into practical writing skills.

## 2.3 Fragmented Use of AI Tools and Lack of Systematic Integration

Although both students and teachers have been exposed to AI writing tools, their application in teaching remains fragmented and superficial, failing to establish a systematic, culturally oriented human-machine collaborative mechanism.

### *Usage of Writing Tools in Etiquette Document Instruction*

Application Status	Percentage (%)
Never Used	15.7
Occasionally Used, Only for Generating First Drafts	60.0
Used for Full-Process Assistance	16.7
Used Systematically in Combination with Cultural Norms	7.6

As shown in the table above, 60% of students only use AI as a “first-draft generation tool,” with only 16.7% employing it for full-process assistance, and merely 7.6% using it systematically in combination with traditional cultural norms. AI tools have not been integrated into the stages of conception, revision, polishing, or evaluation, nor have cultural ethics and etiquette norms been established as constraints. As a result, the application of AI remains superficial and arbitrary.

## 2.4 Single Evaluation Standard and Lack of Assessment for Humanistic Competence

Existing evaluation is predominantly summative, with one-dimensional assessment dimensions and a single evaluator, making it difficult to comprehensively reflect students' writing abilities and cultural competence.

### *Attention Given to Evaluation Indicators for Etiquette Document Writing*

Evaluation Indicators	Proportion of Attention (%)
Format and Language Accuracy	100.0
Structural Completeness and Logical Clarity	86.7
Cultural Connotations and the Spirit of Propriety	33.3
Emotional Warmth and Humanistic Aesthetics	26.7
Ethics and Normative Use of AI	13.3

The survey shows that all teachers pay attention to format and linguistic standards, but only 33.3% focus on cultural connotations, and less than 30% emphasize humanistic aesthetics and AI ethics. The evaluation system prioritizes skills over competence and results over process, leading students to focus merely on “writing correctly” rather than “writing well, writing with propriety, and writing with cultural depth.” As a result, the goal of comprehensive education remains difficult to achieve.

### 2.5 Deficiencies in Students' Comprehensive Competence

Synthesizing the results of teaching surveys, writing assessments, and questionnaire statistics, it is evident that students' current competence in etiquette document writing exhibits a typical deficiency characterized by “sufficiency in formal standards but insufficiency in depth of content.” As shown in Table 1, in the itemized statistics of 216 student compositions of etiquette documents, issues related to external formal aspects—such as format compliance, structural completeness, and inclusion of essential elements—accounted for only 12.9%, indicating that students have generally acquired the basic writing conventions for etiquette documents and are capable of completing foundational writing tasks. In stark contrast, deeper issues—including a lack of cultural connotations, improper use of etiquette terminology, emotional vacuity, and insipid linguistic expression—accounted for 47.2%, 38.4%, 35.6%, and 33.8%, respectively, thereby becoming the primary factors constraining the enhancement of writing quality.

*Types of Problems in Students' Etiquette Document Writing and Their Proportions*

Types of Problems	Specific Manifestations	Percentage (%)
Problems with Format and Structure	Format errors, missing essential elements, and logical disorganization	12.9
Problems with Cultural Connotations	Cultural deficiency, insufficient etiquette connotations, and weak traditional expression	47.2
Problems with Etiquette Terminology	Improper use of honorifics, inconsistency with stylistic register, and lack of appropriateness in degree	38.4
Problems with Emotional Expression	Emotional vacuity, lack of sincerity, and rigidity	35.6
Problems with Linguistic Expression	Plain language, crude diction, and lack of aesthetic appeal	33.8

From an overall quality perspective, student writing generally exhibits a superficial characteristic of “having form but lacking spirit, having standards but lacking depth.” Their documents possess complete frameworks yet lack cultural soul; they follow norms yet lack emotional warmth; their sentences are grammatically correct yet lack literary beauty, making it difficult to truly embody the spiritual core of Chinese etiquette, namely “respect, modesty, harmony, and sincerity.” This situation fully demonstrates that the traditional teaching model centered on format training can no longer meet the requirements of culture-oriented cultivation in the new era, as students show significant deficiencies in understanding etiquette culture, accumulating humanistic competence, and expressing themselves appropriately.

Thus, constructing a new teaching model for etiquette document writing that integrates the infiltration of traditional culture with AI-assisted support can precisely address students' areas of weakness. Such a model not only relies on AI tools to solidify foundational norms but also supplements cultural depth through traditional culture, demonstrating strong practical necessity and urgency in addressing current teaching challenges and enhancing students' comprehensive writing competence.

### 3. Implementation Pathways for AI-Assisted Etiquette Document Writing Instruction Under the Infiltration of Traditional Culture

Under the historical context where digital transformation and the strategy of building a culturally strong country are deeply intertwined, traditional etiquette document instruction faces the dual

imperative of technological empowerment and cultural inheritance. Drawing on constructivist learning theory and cross-cultural communication theory, this study constructs a three-dimensional teaching model of “cultural identity – technological empowerment – practical transfer.” It systematically elaborates on the implementation pathways for AI-assisted etiquette document writing under the infiltration of traditional culture from five dimensions: cultural awakening, AI assistance, human-machine collaboration, cultural analysis and evaluation, and practical application.

### ***3.1 Cultural Awakening and Contextual Introduction: Consolidating the Cultural Foundation of Etiquette Writing***

With cultural identity as the core and authentic tasks as the driving force, this approach addresses issues such as students' lack of writing motivation and superficial cultural cognition through the creation of contexts that “bridge ancient and modern times.”

#### ***3.1.1 Creating Authentic Communicative Contexts***

Teachers use regional culture and contemporary contexts as entry points to construct highly simulated writing task clusters. For example, by incorporating the context of the 2026 Spring Festival of the Year of the Horse and the development of the China-Mongolia-Russia Economic Corridor, teachers design authentic tasks such as “a middle school in Inner Mongolia sending a letter of joint development for the Year of the Horse to a sister school in Mongolia” and “drafting international reception speeches for ports opening to the north.”

The context design balances traditional festival etiquette with modern official etiquette, enabling students to establish their writing stance under task-driven conditions.

#### ***3.1.2 Empowering Instruction Through Classical Culture***

Drawing on classics such as *The Book of Rites* and *The Rites of Zhou*, this approach selects core etiquette norms such as “respecting others,” “honoring kinship,” and “valuing integrity,” and employs AI tools to provide accessible interpretations of these classical texts.

Methods such as homophonic mnemonics and narrative storytelling are used to demystify obscure passages, thereby lowering the threshold for student memorization. At the same time, teachers guide students to compare the structural evolution between ancient documents (such as letters and ceremonial addresses) and modern ones (such as official correspondence and invitation letters), helping them understand what remains constant and what changes in the concept of “propriety” across time and space, thereby fostering a conscious awareness of cultural inheritance.

#### ***3.1.3 Implementing Pre-Instructional Cultural Diagnosis***

Through pre-class questionnaires and micro-tasks, this approach identifies students' blind spots in etiquette awareness within cross-cultural communication contexts. For example, teachers guide students to conduct preliminary research on taboos in Mongolia regarding forms of address, numbers, and color usage, thereby laying a foundation for structured writing in the classroom and achieving the goal of “understanding the etiquette while grasping its underlying principles.”

### ***3.2 AI-Assisted Material Generation and Framework Construction: Achieving Precise Modeling of Writing Logic***

By leveraging the computational advantages of artificial intelligence large models, this approach addresses students' pain points of “not knowing how to begin, lacking structural coherence, and having insufficient materials,” and accomplishes the scientific construction of writing frameworks through intelligent assistance.

#### ***3.2.1 Element Deconstruction and Task Modeling***

After clarifying the writing subject, target audience, and core purpose, students use AI tools to deconstruct the task elements. Teachers provide standardized prompt templates to guide students in inputting clear instructions to the AI, requiring it to generate a structural framework that includes salutation, introduction, key points of the main body, conclusion, and signature in accordance with etiquette norms.

For example, the instructions emphasize constraints such as “incorporating auspicious expressions

for the Year of the Horse,” “providing Mongolian translations,” and “aligning with cross-cultural communication practices between China and Mongolia,” thereby enabling AI to serve as a “scaffold” for structured writing.

### ***3.2.2 Multi-Solution Provision and Optimal Integration***

Based on the task type, the AI automatically generates multiple alternative solutions, such as “a cooperation framework emphasizing cultural exchange between ancient and modern times” or “a correspondence framework focusing on economic and trade cooperation.” Students then engage in comparative analysis to selectively absorb and integrate these options, thereby cultivating their critical thinking and independent structuring abilities.

Meanwhile, the AI is used to assist in generating mind maps that visualize abstract writing requirements, helping students quickly clarify logical relationships and lowering the difficulty threshold for starting the writing process.

### ***3.2.3 Constructing a Knowledge Graph and Material Repository***

In alignment with regional research directions, the AI assists in constructing a “knowledge graph of etiquette documents.” This graph encompasses content such as official document formats, etiquette terminology, cross-cultural taboos, and the distinctive cultural characteristics of Inner Mongolia, providing students with a structured material repository that can be accessed at any time. This facilitates a shift from “passive writing” to “active construction.”

## ***3.3 Human-Machine Collaborative Writing and Revision***

This approach focuses on intelligent assistance throughout the writing process, achieving the integration of document standards and humanistic warmth through the workflow of “human-machine co-writing-intelligent proofreading-autonomous polishing.”

### ***3.3.1 Intelligent Assistance in Drafting***

Students complete their initial drafts with the support of the AI framework. During the writing process, the AI provides real-time suggestions for wording, optimization of sentence structures, and prompts for adjusting paragraph logic. Teachers encourage students to incorporate their personal life experiences and local cultural characteristics (such as grassland culture and elements of the Nadamu festival) to achieve personalized expression, thereby preventing their writing from becoming a mere replication of AI-generated content.

### ***3.3.2 Multi-Dimensional Intelligent Proofreading System***

This approach introduces multimodal AI tools to conduct verification throughout the entire process. At the format level, AI tools are used to proofread official document standards such as font, line spacing, and punctuation. At the linguistic level, AI is employed to correct inappropriate word usage and provide prompts regarding etiquette appropriateness. At the cultural level, AI is utilized to focus on identifying implicit cultural conflicts in cross-cultural communication, such as differences in the use of honorifics between China and Mongolia and variations in the expression of emotional intensity.

After the verification is completed, the system generates a revision report that clearly identifies the sources of the issues and proposes optimization strategies.

### ***3.3.3 Autonomous Iteration and Emotional Infusion***

Students make manual revisions based on the AI-generated report. The training focuses on developing their ability to balance “formal standards” with “individual expression,” while retaining their own emotional attitudes and cultural perspectives. This process strengthens students' sense of agency, transforming writing into “personalized expression empowered by technology” rather than a homogenized reproduction of AI-generated content.

## ***3.4 Cultural Analysis and Humanistic Enhancement: Achieving the Elevation from Technical Standards to Cultural Spirit***

The writing outcome does not mark the endpoint of instruction but rather constitutes a crucial juncture for culture-oriented cultivation. This stage employs multi-dimensional analysis and critical

discussion to guide students from “writing correctly” to “writing well,” and ultimately to “writing with cultural depth.”

#### **3.4.1 Constructing a Four-Dimensional Evaluation Standard**

Teachers guide students to establish a four-dimensional evaluation system consisting of “the standards of propriety, the beauty of language, the warmth of emotion, and the depth of culture” :

The dimension of standards examines whether the format and wording conform to etiquette requirements; the dimension of beauty evaluates whether the language is concise and whether rhetorical techniques are employed; the dimension of warmth analyzes whether the emotional expression is sincere and respectful; and the dimension of depth assesses whether the writing reflects a sense of community for the Chinese nation and avoids cultural stereotypes.

#### **3.4.2 Conducting Cross-Text Cultural Diagnosis and Analysis**

Using the “Outcome Comparison and Diagnosis Session” as a platform, teachers select AI-generated model texts, students' initial drafts, and their final revised versions for in-depth comparison. Through group discussions, students analyze the strengths and limitations of AI-generated content and explore how manual revision infuses cultural depth and emotional warmth into the writing. This process guides students to reflect on “how technology can serve cultural dissemination” and deepens their understanding of the contemporary value of traditional etiquette.

#### **3.4.3 Strengthening the Spiritual Core of “Propriety”**

During the analysis and evaluation process, the focus is on guiding students to grasp the spirit of propriety embodied in “respect, harmony, and sincerity,” thereby preventing writing from devolving into a mere accumulation of formalistic conventions. Through value-oriented guidance, the aim is to advance students' writing competence from “technical correctness” to “cultural appropriateness.”

### **3.5 Practical Application and Ability Transfer**

Emphasizing the principle of “combining learning with application,” this approach completes the transformation from classroom learning to social service through real-world scenario application and cross-cultural practice, thereby achieving knowledge transfer and internalization while enhancing students' core competencies and sense of social responsibility.

#### **3.5.1 Practical Application in Campus Scenarios**

Teaching outcomes are applied to authentic campus affairs, such as drafting the “Campus Civility Proposal,” “Parent-Teacher Conference Invitation Letter,” and “Club Activity Address.” These documents are actually adopted and used by relevant school departments, forming a virtuous cycle of “classroom writing-campus application-feedback for improvement,” which tests the practicality of students' writing abilities.

#### **3.5.2 Transfer Practice in Cross-Cultural Scenarios**

Students are organized to participate in activities such as “Simulated Reception at the Mongolian Embassy in China” and “Simulated Reception for International Friends at the Nadam Fair.” In real or simulated contexts, students independently complete the drafting and presentation of etiquette documents for international contexts, with AI assisting in simultaneous interpretation and proofreading in multiple languages.

This process not only enhances students' cross-cultural communication competence but also aligns with the national practical demands of foreign cultural exchanges and economic and trade cooperation.

#### **3.5.3 Consolidation and Promotion of Outcomes**

Outstanding student works are compiled into a collection to create the Model Essays of Cross-Cultural Etiquette Documents for Youth, which serves as a school-based curriculum resource or a gift for foreign exchanges. Through the display and promotion of these outcomes, the influence of the teaching practice is further expanded, achieving a bidirectional empowerment of cultural dissemination and teaching research.

In summary, the teaching of etiquette document writing under the infiltration of traditional culture,

with AI assistance, represents an innovative pathway rooted in culture, empowered by technology, and realized through practice. Through the systematic implementation of a five-step closed-loop process, this approach not only ensures the standardization and efficiency of writing instruction but also upholds the fundamental direction of culture-oriented cultivation, ultimately achieving the coordinated development of students' core Chinese language competence, cross-cultural communication skills, and cultural confidence.

## **Conclusion**

The integration of the infiltration of traditional culture with AI-assisted writing represents an inevitable direction for the reform of etiquette document writing instruction in the intelligent era. The teaching model constructed in this study can enhance students' competence in etiquette document writing, their identification with traditional culture, and their ability to use AI tools, thereby achieving a comprehensive improvement in students' overall competencies. However, the effective implementation of this teaching model requires the adaptive support of AI tools, the refinement of the traditional culture resource system, the enhancement of teachers' intelligence and cultural competence, and the optimization of a multi-dimensional evaluation system. Only through the synergistic effect of these elements can the long-term operation and maximum effectiveness of the model be ensured.

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