

Innovation and Practical Exploration of AI Etiquette Document Writing Teaching Models Under the Influence of Traditional Culture

Junxiu Sun*

School of Literature and Journalism, Jining Normal University, Ulanqab, Inner Mongolia, 012000, China

**Corresponding author: sunjunxiu329@sina.com*

Abstract: *With the rapid development of artificial intelligence technology, the form of teaching instructions has changed from traditional experience-based teaching to intelligent, human-machine collaborative teaching. Etiquette documents are a special type that integrates normativity, cultural significance and communication functions; thus, they will continue to be indispensable in cross-cultural communication, social governance and business interaction in the new era. However, there are still some issues with the current etiquette document writing instructions in both higher education and basic education: they are too focused on formal standards to the extent that cultural connotations are overlooked, the teaching methods are outdated, and the application of AI tools is dispersed. The above problems make it difficult to cultivate interdisciplinary talents with cultural confidence, standard writing skills and intelligence technology skills. Based on the fundamental values of traditional fine Chinese culture and in light of the digital transformation era for artificial intelligence education, this paper investigates how to integrate traditional culture and AI technology in the teaching of etiquette document writing systematically.*

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

Introduction

In light of the new era, cultural confidence has become an important part of national strategy, and the inheritance and promotion of fine traditional Chinese culture have been designated as one of the educational tasks. As a typical carrier of traditional culture, etiquette documents embody the spirit of propriety, which is characterised by "respect, harmony, sincerity and elegance"; they also have standard styles and strict expressions and are thus an important tool for cultivating students' humanistic literacy, etiquette consciousness and writing ability.

At the same time, with the rapid development of artificial intelligence and large language models, writing instruction has been transformed. AI writing tools have shown good results in material collection, framework generation, grammar correction and text refinement, and the application of AI tools can help change the writing instruction from the old way to a new way led by artificial intelligence. However, in the teaching practice of etiquette document writing, the application of AI technology is still scattered and shallow, and there is a common dual problem of "technological supremacy" and "humanistic hollowing-out". On the one hand, some teaching relies too much on AI-generated materials and neglects students' independent thinking and cultural awareness; on the other hand, traditional culture and the use of AI technology are not integrated properly, and thus the goal of combining technology-enabled empowerment with culture-oriented cultivation has not been achieved.

With the increasing frequency of cross-cultural communication, the demands of society for etiquette documents are changing; they no longer need to be in traditional formats or linguistically perfect, but should also carry cultural connotations and clear values. The old way of teaching cannot meet the requirements for nurturing interdisciplinary writing talents in the intelligent era. Therefore, it is necessary to explore a new model for etiquette document writing instruction under the influence of traditional culture and build a complete research system that includes model construction, practical verification and effect optimisation for the reform and innovation of writing instruction in traditional culture education.

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 absorbed as students' core competencies by means of systematic instruction in cultural knowledge, experience in the cultural context and participation in cultural activities.

Etiquette documents in interpersonal, social and official activities help people express themselves appropriately, show emotion and communicate better. In the teaching of etiquette document writing, the infiltration of traditional culture is shown in the integration of traditional etiquette culture, documentary paradigms, and the spirit of propriety into all stages of writing instruction; students are led to learn about the cultural depth and value core of etiquette documents and cultivate their cultural confidence and etiquette character.

With the infiltration of AI into all stages of conception, drafting, revision, polishing and evaluation in the teaching of etiquette document writing under the umbrella of traditional culture, students can be provided with various services such as material support, framework guidance, grammar proofreading and cultural prompts. At the same time, it can provide teachers with a new way of teaching based on analysis of instructional data and personalised guidance to improve the efficiency and effectiveness of teaching.

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

In order to learn more about the current status and main problems in etiquette document writing teaching, this paper has distributed a questionnaire among students from various majors at universities, such as Secretarial Studies, Chinese Language and Literature, etc. A total of 120 questionnaires were distributed, and after collecting the valid ones, 108 were obtained; thus, the collection rate was 90%. Based on the interviews with the 15 front-line teachers and classroom observations in this paper, the four aspects of teaching content, teaching methods, use of tools and assessment were systematically investigated. The results are as follows:

2.1 The teaching content only covers the formal norms and ignores the cultural connotations

The main structural defect in the content selection of the current instructions for writing etiquette documents is that they focus too much on external norms, such as form and organisation, and fail to address intrinsic values, including 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

According to the survey, 72% of the students believe that the instruction "overemphasizes formal standards and neglects cultural connotations." The main content of teaching mainly covers the format, forms of address and structure of documents such as invitations and letters of invitation, but it does not provide sufficient explanation of the traditional cultural connotations behind etiquette documents, the spirit of propriety (respect, harmony, sincerity and elegance), literary aesthetics and cultural connotations. For example, when teaching traditional letters, teachers only introduce the form of these letters but fail to delve into the etiquette terms, emotional expression logic and cultural allusions in them. Therefore, the documents produced by students are "standardised but shallow", appear emotionally flat and un-warm, and do not show cultural confidence.

2.2 Prominent Traditionalisation of Teaching Methods and Insufficient Intelligence

The teaching method is still mainly traditional lecturing; there is a lack of classroom interaction, context setting and intelligence, so it cannot 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, almost 80% of the classrooms are still led by traditional lecturing; only about 18.5% have been converted to intelligent teaching. The classrooms do not have rich contexts, real tasks or interesting interactive activities. The teaching cases are old-fashioned and not in line with current life, so students have low interest in learning and cannot apply what they have learned to practical writing.

2.3 Fragmented Use of AI Tools and Lack of Systematization

Although both students and teachers have been introduced to the AI writing tool, its application in teaching has been limited to a few cases, and it has not yet been organised into a culturally aware model of human-machine collaboration.

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 the students only use AI as a "first-draft generation tool", only 16.7% use it for full-process assistance, and only 7.6% are systematic in combining it with traditional cultural norms. AI tools have not been employed in the stages of conception, revision, polishing or evaluation, and there are no restrictions on cultural ethics and etiquette norms. Therefore, the application of artificial intelligence is still in its early stages.

2.4 A Single Evaluation Criterion and the Lack of Assessment for Humanistic Competence

The current evaluation is mainly summative, has only one dimension for assessment, and a single evaluator, so it cannot comprehensively reveal students' writing ability and cultural literacy.

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

According to the survey, all teachers are mindful of form and language standards; however, only 33.3% give attention to cultural connotations, and fewer than 30% pay attention to humanistic aesthetics and AI ethics. The evaluation system favours skills over competence and results over process; thus, students are only motivated to "write correctly" rather than "write well, write properly, and write with cultural depth", and the goal of comprehensive education has not been achieved.

2.5 Deficiencies in Students' All-round Competence

Based on the synthesis of results from teaching surveys, assessments and questionnaire statistics, it can be seen that students' current ability to write etiquette documents is generally limited by a lack of depth in content, although they have grasped the basic formal requirements. As shown in Table 1, only 12.9% of the items in the itemized statistics of 216 student etiquette documents relate to external formal aspects, such as format conformity, structural completeness and inclusion of essential elements; that is to say, students have learned some basic writing conventions for etiquette documents and are generally able to complete fundamental writing tasks. In contrast, serious problems such as a lack of cultural connotations, incorrect use of etiquette terminology, emotional emptiness and dull language expression accounted for 47.2%, 38.4%, 35.6% and 33.8%, respectively, and were the main reasons limiting the improvement 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

In general, the quality of students' writing is relatively low; it has the correct form but lacks spirit, meets the basic requirements but lacks depth, is complete in structure but devoid of cultural connotations, follows norms but lacks emotional expression, and is grammatically correct yet not literary. Therefore, it does not present the necessary spiritual features of Chinese etiquette, which are respect, modesty, harmony and sincerity. It can be seen that the traditional mode of teaching, which focuses on training in form, is no longer suitable for the requirements of culture-oriented cultivation in the new era; students have serious deficiencies in understanding etiquette culture, cultivating humanistic literacy, and self-expression.

Therefore, a new teaching model for etiquette document writing that integrates the inheritance of traditional culture with the help of artificial intelligence can address the deficiencies in students' current learning. Artificial intelligence will be employed to construct a basic norm system and add cultural depth to traditional Chinese culture; thus, it will be very practical and necessary to address the current problems in teaching and improve students' all-round writing abilities.

3. Implementation Pathways for AI-Assisted Etiquette Document Writing Instruction in Light of Traditional Culture

Given the background of digitalisation and the goal of building a culturally strong nation, the teaching of traditional etiquette documents now faces both technological empowerment and the transmission of culture. According to the constructionist learning theory and the theory of cross-cultural communication, this paper puts forward a three-dimensional teaching model of "cultural identity - technological empowerment - practical transfer". Systematically study the implementation paths of AI-assisted etiquette document writing under the influence of traditional culture by means of the five dimensions of cultural awakening, AI assistance, human-machine collaboration, cultural analysis and evaluation, and practical application.

3.1 Cultural Awakening and Contextual Introduction: Strengthening the Cultural Foundation of Etiquette Writing

With cultural identity as the foundation and authentic tasks as the motivation, we can solve the problem of students' lack of writing motivation and shallow cultural cognition by creating an environment that "connects the past and the present".

3.1.1 Create Authentic Communicative Situations

Teachers can take regional culture and current events as the foundation and create a very realistic group of writing tasks. For example, in light of the 2026 Spring Festival in the Year of the Horse and the development of the China-Mongolia-Russia Economic Corridor, teachers can design real-life tasks such as "a middle school in Inner Mongolia sending a joint development letter for the Year of the Horse to a sister school in Mongolia" and "drafting international reception speeches for ports opening to the north".

Context Design combines the traditional etiquette of festivals with modern official etiquette to have students write in a task-oriented way.

3.1.2 Boosting Teaching with Classical Culture

According to the classics in the Book of Rites and the Rites of Zhou, some essential norms of etiquette have been selected, such as "respecting others", "honouring kinship" and "valuing integrity", and AI tools are employed to present an easy-to-understand explanation of these classical texts.

Homophonic mnemonics and narrative storytelling are used to make the difficult parts of the text easier for students to remember. At the same time, teachers have students compare the structural evolution of old documents (such as letters and ceremonial addresses) with that of modern documents (such as official correspondence and invitation letters) to learn what has remained unchanged and what has changed in the concept of "propriety" over time and place, thus developing a sense of cultural inheritance.

3.1.3 Conduct Pre-instructional Cultural Diagnosis

Pre-class questionnaires and micro-tasks are used to find out what students do not know about etiquette in cross-cultural communication. For example, teachers can have students do some preliminary research on taboos in Mongolia regarding forms of address, numbers, and colours, and then organise structured writing in class to help them learn about the etiquette and understand the reasons for it.

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

By using the computational advantages of artificial intelligence large models, the problems of students "not knowing where to start, lacking structural organisation and insufficient materials" will be solved, and writing frameworks will be established scientifically with the help of intelligence.

3.2.1 Element Deconstruction and Task Modelling

Clarify the writing subject, target audience and purpose of the composition, and then have the AI break down these elements. Teachers provide standardised prompt templates to help students write clear instructions for the AI, and it needs to generate a structure that includes salutation, introduction, key points of the main body, conclusion and signature according to etiquette norms.

For example, the instructions require the AI to add auspicious phrases for the Year of the Horse, provide Mongolian translations, and follow the norms of cross-cultural communication between China and Mongolia; thus, it can serve as a "scaffold" for organised writing.

3.2.2 Multiple-solution Supply and Optimal Integration

Depending on the kind of question, there are several alternative answers, such as "A cooperation framework to promote cultural exchange between the ancient and modern eras" or "A correspondence framework focused on economic and trade cooperation". Then, the students can choose one of these options and combine them in their own way to use their thinking and organisational skills.

At the same time, AI can help construct mind maps to organise the requirements of abstract writing and reduce the initial difficulty for students in starting to write.

3.2.3 Constructing a Knowledge Graph and Material Repository

In line with the direction of regional research, AI is being used to construct a "knowledge graph of etiquette documents". All kinds of data in this graph, such as the form of official documents, etiquette terms, cross-cultural taboos, and special cultural features of Inner Mongolia, will be organised into an organised material repository for students and made available at any time. It will no longer be passive writing but active creation.

3.3 Human-Machine Collaborative Writing and Revision

Therefore, we can have intelligent assistance at all times during writing and combine the spirit of humanism with document standards through a workflow of "human-machine co-writing - intelligent proofreading - autonomous polishing".

3.3.1 Intelligent Assistance in Drafting

With the help of the AI framework, the students have finished the first draft. At the same time, as I write, the AI will suggest some words and correct grammar; it can also help me rearrange sentences. Teachers can have students add their own experiences from daily life and local cultural features (such as grassland culture and elements of the Nadamu festival) to create personalised expressions, so their writing will not be solely the result of AI generation.

3.3.2 Multi-dimensional Intelligent Proofreading System

A few are available that can carry out verification at any time during the process. AI tools are used to correct errors in the format of official documents, such as font, line spacing and punctuation. At the level of language, AI can correct inappropriate word choices and advise on the suitability of manners. AI can help to find hidden cultural conflicts in cross-cultural communication at the cultural level, such as differences in the use of honourifics between China and Mongolia, various expressions of emotional intensity, etc.

After the verification is done, a revision report will be issued that details the reasons for the problems and proposes corresponding countermeasures.

3.3.3 Autonomous Iteration and Emotional Infusion

Students make some handwritten corrections to the AI's report. The goal of the training is to help students know how to combine "formal norms" with "personal expression" and keep their own emotions and cultural views. Therefore, students will be more eager to learn actively and use technology to present their own ideas rather than just copying what AI has produced.

3.4 Cultural Analysis and Humanistic Elevation: Reaching the Height of Cultural Spirit from Technical Norms

The result of writing is not the end of teaching but an essential step in the process of cultural education. At this time, in conjunction with multidimensional analysis and critical discussion, students will be able to learn to write correctly, well, and finally with cultural connotations.

3.4.1 Constructing the Four-Dimensional Evaluation Norm

Teachers can have students build a four-dimensional evaluation system consisting of "the standard of propriety, the beauty of language, the warmth of emotion and the depth of culture".

The Dimension of Standards determines whether the form and wording meet the requirements of etiquette; the Dimension of Beauty evaluates the conciseness and use of rhetorical techniques in language; the Dimension of Warmth studies whether the emotional expression is sincere and respectful; finally, the Dimension of Depth investigates whether the writing conveys a sense of community for the Chinese nation and avoids cultural stereotypes.

3.4.2 Conduct Cross-text Cultural Diagnosis and Analysis

A "Comparison and Diagnosis of Results Session" will be organised to present the details of the AI-generated model texts, the students' first drafts, and the finally revised ones. In a small group, discuss what AI can and cannot do, and how to add cultural flavour and emotional warmth to the work through manual revision. Therefore, the students can think about how technology can promote the spread of culture and learn about the modern value of traditional etiquette.

3.4.3 Strengthening the Spiritual Core of "Propriety"

At the same time, during the process of analysis and evaluation, students should be led to grasp the ideal of "respect, harmony and sincerity", and writing should not be reduced to the accumulation of formalistic conventions. The Goal of Value-Oriented Guidance is to shift students' writing from "technical correctness" to "cultural value".

3.5 Application and Transfer of Skills

In line with the principle of integrating learning and application, this way can help students connect what they learn in class with real life through specific cases and cross-cultural exchanges; thus, they will be able to transfer and internalise this knowledge, develop necessary abilities, and gain a sense of social responsibility.

3.5.1 Use cases in Campus Life

Based on the teaching results, some actual campus activities have been organised; for example, students have created a "Campus Civility Proposal", a "Parent-Teacher Conference Invitation Letter" and a "Club Activity Address". These documents are used by the corresponding departments in the school, and thus they form a virtuous cycle of "classroom writing - campus application - feedback for improvement" to test the application of students' writing skills.

3.5.2 Transfer Practice in Cross-cultural Scenarios

Students are organised into groups to prepare for the "Simulated Reception at the Mongolian Embassy in China" and the "Simulated Reception for International Friends at the Nadam Fair", etc. In practice or in simulation, they can independently write and present etiquette materials for foreign-country events, and AI can be employed to provide simultaneous interpretation and multi-language proofreading.

Thus, the students will be able to apply the foreign culture better in their daily lives and help promote the development of economic and trade cooperation between countries.

3.5.3 Consolidation and Promotion of Outcomes

Excellent student works are collected and used to create Model Essays of Cross-Cultural Etiquette Documents for Youth; these can be used as teaching materials at the school or given as gifts during foreign exchanges. Based on the above results, the extent of the impact of teaching practice will be known, and thus cultural dissemination and teaching research can be further developed together.

In short, the teaching of etiquette document writing under the influence of traditional culture and with the help of AI is a new way to integrate culture, technology and practice. By systematically implementing the five steps of the closed-loop process, it will be possible to ensure the uniformity and efficiency of writing instruction, promote the core direction of culture-oriented cultivation, and achieve the joint development of students' essential Chinese language proficiency, cross-cultural communication ability and cultural confidence.

Conclusion

The integration of the infiltration of traditional culture and AI-assisted writing is an unavoidable trend in the reform of etiquette document writing instruction in the intelligent era. The teaching model proposed in this paper can improve students' skills in writing etiquette documents, foster a sense of traditional culture among them, enhance their use of artificial intelligence tools, and achieve all-round development of students' general abilities. However, to promote the good implementation of this teaching model, it is necessary to use AI tools adaptively, improve the traditional culture resource system, strengthen the intelligence and cultural literacy of teachers, and optimise the multi-dimensional evaluation system. Only through the combined effect of the above factors can the model operate normally and achieve good results in the long run.

Fund Projects

Scientific Research Project of Jining Normal University: "Innovation and Practice of the Teaching Model for AI-Assisted Etiquette Document Writing Under the Infiltration of Traditional Chinese

Culture” (Project No.: JSKY202517)

References

- [1] Li, H. (2023). *Pathways and Strategies for Artificial Intelligence-Enabled Writing Instruction*. *China Educational Technology*, (5), 89-96.
- [2] Wang, Y. (2022). *A Study on the Integration of Traditional Culture into Practical Writing Instruction*. *Writing*, (8), 45-50.
- [3] Liu, Y. (2024). *Construction and Practice of a Human-Machine Collaborative Writing Teaching Model*. *Modern Educational Technology*, (2), 34-41.