

大语言模型辅助高中英语课堂教学研究

——以人教版必修三Unit 1 Reading and Thinking为例

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摘 要

本文面向高中英语教学, 构建了大语言模型辅助教学的“课前资源生成 - 课中互动优化 - 课后评价延伸”三阶段框架, 并以人教版高中英语必修三Unit 1 Festivals and Celebrations阅读教学为例, 借助ChatGPT-4-turbo展示提示工程驱动的课堂环节设计。文中具体展示了语篇解读、问题链设计、思辨活动创设、写作协同评改等环节的提示词与模型输出。该模式在课前用于生成多层级教学资源, 课中提供即时语料与互动支持, 课后辅助写作评价。该模式在课前、课中、课后的应用均需教师根据学情对AI输出进行筛选、转译与补充, 其有效性取决于人机协同的具体策略。

关键词

大语言模型, 高中英语教学, 提示工程, 人机协同

Large Language Model-Assisted High School English Classroom Teaching

—A Case Study of Unit 1 Reading and Thinking from PEP Book 3

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Abstract

This study proposes a three-stage framework for integrating large language models into high school English teaching: pre-class resource generation, in-class interaction optimization, and post-class evaluation extension. Using ChatGPT-4-turbo, this paper demonstrates prompt engineering-driven

classroom activity design around the Reading and Thinking section of PEP Book 3 Unit 1 “Festivals and Celebrations”. The paper documents actual prompts and model outputs across discourse analysis, question-chain design, critical discussion facilitation, and collaborative writing assessment. The framework generates multi-level teaching resources before class, provides real-time language data and interaction scaffolding during class, and supports writing assessment after class. The application of this framework in pre-class, in-class, and post-class stages requires teachers to filter, paraphrase, and supplement AI outputs based on student levels, and its effectiveness depends on the specific strategies of human-AI collaboration.

Keywords

Large Language Models, High School English Teaching, Prompt Engineering, Human-AI Collaboration

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1. 引言

以 ChatGPT、Gemini 等为代表的大语言模型(Large Language Models, LLMs)凭借其强大的自然语言理解与生成能力,正在重塑语言教学的工具体系。Cukurova 指出, AI 与教育的融合不应停留在“工具替代”层面,而应走向“人机混合智能”(hybrid intelligence),即通过 AI 扩展人类认知边界而非取代人类的学习机会[1]。2025 年最新修订的《普通高中英语课程标准(2017 年版 2025 年修订)》(以下简称《课标》)在课程资源开发、教学方式变革和信息技术应用等方面提出了新的要求[2],为大语言模型融入高中英语课堂提供了政策依据。

当前,学界对 LLM 在英语教学中的角色已有初步探讨。许家金、赵冲将其归纳为语言顾问、语言伙伴和语言评估专家三种角色[3];孔蕾以大学精读课程为例,探索了生成式 AI 对教学内容与教学模式的改变[4]。现有研究多集中于高等教育场域,且侧重学生视角。高中教师如何将 LLM 融入日常教学,相关探讨较少。本文构建了“课前资源生成-课中互动优化-课后评价延伸”三阶段应用框架,以人教版必修三 Unit 1 “Festivals and Celebrations” 阅读教学为例,借助 ChatGPT-4-turbo 展示提示工程驱动的课堂环节设计,以期为一线教师提供可复用的实践范式。

2. 大语言模型辅助教学的三阶段框架

2.1. 课前: 教学设计助手与资源生成器

备课阶段, LLM 可从多方面提供教学辅助。语篇解读是笔者使用频率最高的环节——将课文输入模型,可快速获得主题意义、篇章结构、语言特征与文化背景要点的分析,教师在此基础上做筛选、修正与本土化补充。问题链设计方面,依托英语学习活动观的三级层次框架[5], LLM 可生成覆盖不同认知梯度的课堂提问方案,由教师根据学情做难度与任务形式的二次调整。差异化教学材料的产出同样受益于此——针对同一主题,模型可快速生成不同难度级别的阅读文本,为分层教学提供便利。围绕课文主题推荐多媒体素材(视频、图片等)则是另一常见用途,有助于丰富教学资源的呈现方式。需要注意的是, AI 生成的语篇分析可能忽略本土文化视角(如对端午节意义的解读偏西方化),教师需结合教材和学情进行补充与修正。

2.2. 课中：互动催化者与即时支架

课堂教学环节中，LLM 的角色更接近于随堂的即时支持工具，其应用场景主要体现在三个层面。课堂讨论中若出现教师预设之外的语言问题——例如学生对某个词汇的用法产生疑问，教师可当场向 LLM 索取例句、同义表达和用法辨析，使临时生成的语言问题得到即时回应，而非延后处理。围绕课文主题，LLM 还能即时生成对话范例或情境描述，为课堂提供即时的语境化语言输入。在语篇理解环节，利用 LLM 快速产出的对比表格、因果关系链等可视化工具，有助于学生把握文本的内在逻辑。此外，辩论活动对语言能力与思维品质的协同促进已得到研究证实[6]，LLM 在此环节可承担辩论对手的角色，以持续的互动方式拓展学生的思辨表达空间。但 AI 生成的辩论反驳句式往往过于学术化，需要教师进行口语化转译，否则低水平学生难以理解。

2.3. 课后：智能反馈与拓展延伸

课后阶段，LLM 应用主要涵盖写作评价与跨单元知识衔接两大方向。AI 负责语言形式层面的纠错，教师聚焦内容深度和写作策略的指导——这种人机协同分工模式[7]便于教师专注剖析文本内涵、指导写作思路。依托大观念单元教学理念[8]，还可借助 LLM 设计串联不同单元主题的探究问题，助力学生搭建新旧知识关联。同时需要认识到，AI 助力教师发展的核心价值在于数据支撑与过程监测，但技术素养不足仍是实践中的现实制约[9]。然而，AI 对作文的语体正式度判断依赖提示词精度，初始提示词若未明确要求，可能无法识别“give”与“present”的语体差异。

3. 教学实践：以人教版必修三 Unit 1 为例

本文选用人教版高中英语必修三 Unit 1 “Festivals and Celebrations” 的 Reading and Thinking 板块作为实践载体。该板块课文 “Why Do We Celebrate Festivals?” 是一篇说明文，从丰收节日的跨文化普遍性、节日习俗的时代变迁、商业化对传统文化的影响以及节日满足人类精神需求等四个角度展开论述，具有鲜明的跨文化对比特征和思辨讨论空间，契合《课标》中对学生文化意识和思维品质的培养要求。教学对象为某高中一年级学生，英语基础中等，教学时长为两课时(90 分钟)。以下按课前、课中、课后三阶段依次呈现 ChatGPT-4-turbo 辅助教学的提示词设计与关键输出。

3.1. 课前：提示词驱动的资源生成

3.1.1. 语篇深度分析

教师向 ChatGPT-4-turbo 输入以下提示：

Prompt: You are a senior high school English curriculum specialist. Analyze the text “Why Do We Celebrate Festivals?” from PEP Book 3 Unit 1 along the following dimensions: (1) genre, structure, and main idea of each paragraph; (2) thematic meaning and cultural implications; (3) key vocabulary items and complex sentence structures that warrant classroom attention; (4) cohesive devices (reference, substitution, conjunction, lexical cohesion); (5) three critical thinking entry points suitable for classroom discussion.

ChatGPT-4-turb 输出了完整的语篇分析报告。核心输出(经删减)如表 1 所示。

在 ChatGPT-4-turbo 输出的语篇分析基础上，教师进行了个性化调整——补充了端午节、中秋节的案例以丰富学生的传统文化认知。在审阅 AI 生成的三个批判性思维讨论话题(critical thinking entry points)中，笔者注意到“数字时代传统节日的意义”这一问法过于抽象。此前一周的课堂观察中，当问及“你最近一次过节时做了什么”，超过半数学生只回答“吃团圆饭”“收红包”，难以展开文化意义的讨论。这说明学生对“文化意义”本身缺乏感知。因此，笔者将话题替换为“你身边有没有人过圣诞节？你怎么

看待这件事？”——这一问法可以直接调用学生的生活冲突，实际课堂讨论时，学生主动用了课文中的“commercial”和“cultural identity”两个词。这说明，将抽象话题(“数字时代的意义”)替换为学生生活中有切身体验的冲突话题(“过圣诞节”)，更能激活学生调用课文词汇进行表达的动机。AI 原本生成的三个话题中，有两个需要学生具备较高的抽象思维能力，而本班学生尚未达到。教师依据课堂观察做出的替换，体现了人机协同中教师对学情的判断作用。

Table 1. Discourse analysis output from ChatGPT-4-turbo (excerpt)
表 1. ChatGPT-4-turbo 语篇分析输出(节选)

分析维度	模型输出
Genre & structure	Expository essay with a general-specific pattern. The opening paragraph presents the core thesis; four subsequent paragraphs address harvest festivals, changing customs, commercialisation, and spiritual needs respectively, each beginning with a topic sentence followed by supporting examples.
Cultural implications	The text draws on harvest festival cases from ancient Egypt, Europe, and China to demonstrate cross-cultural commonality, while contrasting Spring Festival with Halloween to reveal the tension between tradition and modernity. The teacher may guide students toward the core concept of “cultural identity”.
Key vocabulary & syntax	Core vocabulary: gratitude, decorate, commercial, reflect, significant. Complex structures: the “with + noun + present participle” construction, e.g., “Festivals are becoming more and more commercial, with businesses taking advantage of the celebrations.”
Cohesive devices	Reference (“they”, “this”), conjunction (“however”, “for example”), and lexical cohesion (repetition of “festivals” alongside synonyms such as “celebrations”, “occasions”).
Critical thinking entry points	(1) Does commercialisation destroy or reshape traditional culture? (2) Is the global spread of Halloween cultural exchange or cultural appropriation? (3) Are traditional festivals gaining or losing significance in the digital age?

3.1.2. 三级问题链设计

教师基于英语学习活动观的学习理解、应用实践、迁移创新三层级框架，向 ChatGPT-4-turbo 输入以下提示词：

Prompt: Based on the text “Why Do We Celebrate Festivals?”, generate 15 questions at three levels aligned with the Activity-Based Approach to English Learning. Level 1—Learning and Understanding (5 questions): focus on extracting surface-level information from the text. Level 2—Applying and Practicing (5 questions): guide the application of language knowledge and discourse analysis. Level 3—Transferring and Creating (5 questions): involve cross-cultural comparison and creative expression. Label each question with the corresponding core competency dimension (Language Competence, Cultural Awareness, Thinking Capacity, or Learning Ability).

ChatGPT-4-turbo 生成的问题链(节选)如表 2 所示。

教师对 AI 生成的问题链进行了两处调整：表中第四个问题(衔接手段分析)需学生在短时间内辨识照应、连接、词汇衔接三种不同手段，难度较大，此前在分析另一篇说明文时，学生曾混淆“照应”与“连接”，故判断此处不宜让学生独立完成，教师将其改为小组合作任务；第五个问题(商业化利弊辩论)直接进入观点交锋难度较大，教师在此前增设了一个前置环节——让学生先从课文中找出 3 个描述商业化现象的关键词，为后续辩论提供语言和论据铺垫。

Table 2. Three-level question chain generated by ChatGPT-4-turbo (excerpt)**表 2.** ChatGPT-4-turbo 生成的三级问题链(节选)

Level	Sample Question	Core Competency
Learning & Understanding	What are the four main aspects of festivals discussed in the passage?	Language Competence
	Which three ancient civilizations are mentioned in the harvest festivals paragraph?	Cultural Awareness
Applying & Practicing	How does the author use the comparison between Spring Festival and Halloween to illustrate “changing customs”? Analyze the rhetorical effect.	Thinking Capacity
	Identify three cohesive devices used in paragraph 3 and explain how they contribute to the logical flow.	Language Competence
Transferring & Creating	Do you think the commercialisation of traditional festivals does more harm than good?	Thinking Capacity/ Cultural Awareness
	Design a new festival for your school community. Explain its purpose, customs, and the values it celebrates.	Cultural Awareness/ Thinking Capacity

3.1.3. 分层阅读材料生成

针对班级内不同英语水平的学生，教师使用以下提示词：

Prompt: Based on the theme of “Festivals and Celebrations”, generate supplementary reading materials at three difficulty levels. Level A (Elementary): ~150 words, vocabulary drawn from the junior secondary curriculum and previously taught senior high items, simple and compound sentences, introducing the Spring Festival. Level B (Intermediate): ~250 words, incorporating core curriculum vocabulary and limited complex structures, introducing Diwali (India). Level C (Advanced): ~350 words, incorporating a wider range of vocabulary and rhetorical devices, comparing Eastern and Western festival traditions with a debatable claim for student evaluation. Each level should include 3 comprehension questions and 2 open-ended reflection questions.

ChatGPT-4-turbo 为每个级别生成了完整的阅读语篇及配套问题。以 Level B (排灯节)为例，模型输出如下：

ChatGPT-4-turbo Output (Level B, excerpt):

Diwali, also known as the Festival of Lights, is one of the most significant celebrations in India and across South Asia. Lasting five days, it symbolizes the spiritual victory of light over darkness and good over evil. Families decorate their homes with clay lamps called *diyas*, exchange gifts, and share elaborate feasts. The festival is associated with the goddess Lakshmi, who represents wealth and prosperity, and many families perform prayers to invite her blessings into their homes.

Comprehension questions:

- 1) What does Diwali symbolize?
- 2) How do families prepare their homes for the festival?
- 3) Who is the goddess Lakshmi and what does she represent?

Reflection questions:

- 1) Can you think of a Chinese festival that shares similar themes with Diwali? Explain the connection.
- 2) If you were to introduce Diwali to a friend who has never heard of it, what three details would you highlight and why?

在课堂使用中，部分学生对“goddess Lakshmi”缺乏背景知识。教师当场用手机展示了一张拉克希米女神图片，并用一句话解释其象征财富。这一即时补充说明：AI 生成的跨文化内容需要教师做文化背景的即时支架。

3.2. 课中：AI 增强的课堂互动

活动一：跨文化对比。在讲解丰收节日段落时，教师即时向 ChatGPT-4-turbo 索取五大洲丰收节日信息(表 3)，学生据此对比课文内容，讨论发现：尽管文化背景迥异，丰收节日均围绕“感恩自然馈赠”这一核心主题展开。

Prompt: List 5 harvest festivals from 5 different continents, including their names, dates, typical customs, and the staple crop celebrated. Present in a table.

ChatGPT-4-turbo 生成的五大洲丰收节日信息表如表 3 所示。

Table 3. Harvest festivals across five continents generated by ChatGPT-4-turbo
表 3. ChatGPT-4-turbo 生成的五大洲丰收节日

Continent	Festival	Typical Customs	Staple Crop
Africa	New Yam Festival (Nigeria)	Dancing, feasting	Yam
Asia	Mid-Autumn Festival (China)	Mooncake sharing	Rice
Europe	Erntedankfest (Germany)	Church thanksgiving services, parades	Rye
North America	Thanksgiving (USA)	Turkey dinner	Corn
South America	Inti Raymi (Peru)	Sun worship ceremonies	Potato

活动二：与 AI 辩论。在讲解商业化部分后，教师设计辩论活动，学生围绕“Has commercialisation ruined the true meaning of festivals?”展开辩论。教师将学生论点输入 ChatGPT-4-turbo 以获取即时反驳与追问。例如，当学生提出“商业让更多人知道节日”时，AI 的反问为“有没有一个例子，商业化让人们真正理解了节日的文化内涵，而不仅仅是知道它？”(见表 4)。这一反问挑战了“知道即理解”的预设，将讨论引向节日功能的深层辨析。AI 的表述较为学术化，教师将其转化为课堂可理解的追问：“有没有哪个节日，因为商业化反而让人更懂它的内涵？”转译后，学生理解了问题并主动举例(如“圣诞节商业化让我只记得买礼物，但忘了为什么要送礼物”)。这表明教师的口语化转译是 AI 输出进入学生认知的关键环节，这一过程体现了人机协同：AI 提供思辨角度与逻辑框架，教师负责语境适配与语言转化，使生成式 AI 成为持续的“辩论对手”[6]。

Table 4. AI-facilitated debate: prompt and model response
表 4. AI 辅助辩论：提示词与模型回复

Prompt	ChatGPT-4-turbo Response
You are a debate opponent. The student’s argument is: “Commercialisation helps spread traditional culture to more people through advertising and products”. Provide a respectful but challenging counterargument in 3~4 sentences. Then ask a follow-up question.	That’s a fair point—commercialisation does increase visibility. However, when a festival like Christmas becomes primarily about buying gifts, the deeper values of family connection and spiritual reflection risk being drowned out by consumerism. Advertisements often reduce centuries-old traditions to shopping opportunities. So here’s my question: Can you think of an example where commercialisation actually <i>deepened</i> people’s understanding of a festival’s cultural meaning, rather than just making it more visible?

活动三：即时语料库。针对学生对“with + 名词 + 现在分词”结构的疑问，教师即时使用 ChatGPT-4-turbo 生成 5 组节日主题的例句，并附带每种句式的两种替代表达。这一方式可在数秒内提供多组语料。

Prompt: Generate 5 example sentences using “with + noun + doing/done” in the context of festivals. Also provide 2 alternative expressions for each.

ChatGPT-4-turbo Output (excerpt) (节选):

- 1) With families gathering around the dinner table, the aroma of traditional dishes fills the air. → As families gather around the dinner table, the aroma of traditional dishes fills the air.
- 2) With red lanterns hanging from every doorway, the village was transformed into a sea of warm light. → The village was transformed into a sea of warm light as red lanterns hung from every doorway.

学生观察例句后，能够自主归纳“with + 名词 + 现在分词”的结构特点，并尝试模仿造句(如“With Spring Festival approaching, my family is busy cleaning the house.”)。相比教师自己花 5 分钟写出 3 个例句，AI 生成不仅速度快，而且提供了替代表达，便于学生对比结构差异。

3.3. 课后：人机协同的评价与延伸

3.3.1. 作文协同评改

课后写作任务为：“Write a short essay (about 120 words) to introduce a Chinese festival to an international pen pal, explaining its origins, customs, and cultural significance.”教师将一份学生习作输入 ChatGPT-4-turbo，按照魏静怡提出的人机协同分工策略，由 AI 负责语言形式反馈、教师聚焦内容与思维指导，学生能够获得结构化写作反馈[7]：

Prompt: Assess this student essay by 4 criteria (1~5 each): (1) Content relevance, (2) Language accuracy, (3) Cohesion & coherence, (4) Appropriateness of tone. Then give an overall improvement suggestion in 2~3 sentences.

Student essay: “In China, the most important festival is Spring Festival. It have a long history about 4000 years. At that day, family members get together and have big meal. The old people give lucky money to children. People also set fireworks and pasted red couplets. It is a happy time for everyone...”

ChatGPT-4-turbo 输出的分维度评估如表 5 所示。

Table 5. AI-assisted writing assessment output
表 5. AI 辅助的写作评价输出

Criterion	Score	Feedback
Content relevance	4/5	Covers key customs, but lacks explanation of origins and cultural significance.
Language accuracy	3/5	Errors: “have” → “has”; “At that day” → “On that day”; “pasted” → “paste”.
Cohesion & coherence	3/5	Sentences are somewhat choppy; could benefit from linking words (e.g., “Additionally”, “More importantly”).
Appropriateness of tone	4/5	Friendly tone suitable for a pen pal.

Overall suggestion: Add one sentence about the origin (e.g., the legend of Nian) and one about cultural meaning (e.g., family reunion and renewal). Use “In addition” or “Another important custom is” to connect ideas more smoothly.

在本次写作批改中，AI 将 “The old people give lucky money” 中的 “give” 判为正确。但优化提示词

为“请从语体正式度角度评价”后，AI 推荐了“present”，并解释其更贴合节日的仪式感。这说明 AI 能否区分语体取决于提示词精度。

教师在此基础上复核了 AI 的评价准确性，并手写添加了情感鼓励。例如，教师批注：Your description of the big family meal really brought the scene to life! Next time, try using “present” instead of “give” for a more formal tone. 这样既肯定了内容，又给出了可操作的修改建议，实现了 AI 管形式、教师管情感与具体策略的分工。

3.3.2. 跨单元主题延伸

教师利用 LLM 生成跨单元桥梁活动，回应了王蔷等[8]提出的大观念统领单元教学的理念：

Prompt: This unit is about festivals. Next unit is “Morals and Virtues.” Create a 5-minute “bridge activity” connecting these themes.

ChatGPT-4-turbo 设计了讨论话题 “What moral values do festivals teach us? (e.g., gratitude at Thanksgiving, respect for ancestors at Qingming Festival, generosity during Spring Festival)”，帮助学生在单元主题之间建立认知联系。

4. 反思与建议

上述教学实践显示，LLM 在语篇解读、问题链设计、分层材料生成、辩论辅助、即时例句提供和写作评价等环节均能提供支持，但其有效性依赖于教师的筛选、转译和补充。以下从两个维度反思实践中遇到的问题：

教师主导与 AI 辅助的边界。以活动二为例，AI 的学术化反问虽然逻辑严密，但学生无法直接听懂，教师必须进行口语化转译。这说明 AI 提供的思辨框架需要教师充当“语言转换器”，这正是人机协同中教师不可替代的角色。许家金、赵冲强调，LLM 在英语教学中的三种角色本质上都是辅助性的，教学决策权始终属于教师[3]。本文案例中，从语篇分析的筛选调整到问题链的难度适配，再到作文评价的情感补充，每一个环节都依赖教师的专业判断。杨帆等指出，AI 助力教师发展的核心价值在于“提供数据基础、保障过程监测、拓展研修场域与定制培训方案”，但技术素养不足和制度保障缺位仍是现实制约[9]。对此，本文建议提示工程能力应纳入教师信息技术培训体系。孔蕾在其大学精读课实验中已初步验证，提示策略的优劣直接决定 AI 输出质量的高低[4]。教师需掌握明确的任务描述、分层指令设计、角色设定、输出格式约束和迭代优化等基本技能。

文化适配局限与事实核查。LLM 的训练数据以英语文化为主，在涉及非西方文化(如中印节日)的描述中可能存在偏差或简化。Albeih 与 Rice 的研究指出，大语言模型多以标准英语语料为训练基础，容易固化主流英语表达范式，存在一定的文化视角单一性[10]。教师在利用 LLM 生成文化相关内容时，须以教材和权威资料为基准进行核实。例如，在 3.2 节活动一中，AI 生成的五大洲丰收节日表格将非洲的“New Yam Festival”列为尼日利亚的代表性丰收节日。教师查阅资料后发现，该节日在尼日利亚的具体日期和庆祝方式在不同地区存在差异，AI 的呈现过于简化。因此，教师在课堂上补充说明：“AI 给出的信息是一个概括版本，实际情况可能更复杂。课后有兴趣的同学可以进一步查证。”这一处理不仅核对了信息的准确性，也向学生传递了“AI 输出不等于绝对事”的批判性态度。本文案例中，对 AI 生成的五大洲丰收节日表格，教师特别注意核对了非洲、南美洲节日信息的准确性——这一核实行本身也可以转化为课堂上的批判性信息素养教学环节。

5. 结语

本文以人教版必修三 Unit 1 为案例，展示了课前、课中、课后三阶段应用 LLM 的具体操作，验证了

提示工程在高中英语教学中的可行性。但本研究仅基于一个单元、一个班级的实践，未进行量化对比实验，且所用大语言模型为 ChatGPT-4-turbo，其他模型或免费版本的输出质量可能存在差异。未来研究可进一步对比不同提示策略对学生学习效果的影响，并探索在没有实时网络条件下如何模拟 AI 辅助功能。

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