

# 生成式人工智能在外语教材编写中的应用\*

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**摘 要:**生成式人工智能为新时代外语教育提供了新路径。教材作为外语教育的重要组成部分,其内容编写也将受到生成式人工智能的深刻影响。生成式人工智能以自然语言处理和语料库语言学为基础,能自动生成高质量教学内容。本文通过具体案例,探讨生成式人工智能在外语教材的语篇选择、练习设计和补充材料中的应用,以期提升外语教材编写中语篇间的匹配度、活动设计的有效性和教学资源的丰富性。不过,生成式人工智能在应用过程中也面临社会文化敏感性和知识产权保护等挑战,需要通过严格审核和法律咨询加以应对与化解。本研究可为生成式人工智能在外语教育改革和教材编写等方面的应用提供参考。

**关键词:**生成式人工智能;外语教材编写;自然语言处理;语料库语言学

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## 0. 引言

生成式人工智能(Generative Artificial Intelligence, GAI)是一种能根据自然语言对话提示词自动生成响应内容的人工智能技术,以深度学习技术为核心,在数据分析上展现出强大的能力,能捕捉并学习内容生成的模式与结构,创造出新颖独特的内容(刘邦奇等 2024)。随着大语言模型的相继推出与持续迭代,生成式人工智能已成为推动教育创新的重要力量(何伟,张雯姬 2024),并被广泛应用于外语教学实践中。

现有研究探讨了生成式人工智能在不同课程中的应用,包括各类输入性(秦颖 2023)和产出性技能课程(郭茜等 2023)以及教学实践支持(张震宇,洪化清 2023)等方面的应用。但此类文献多聚焦课程教学方法,教材编写研究相对缺乏。

教材是课程教学的重要依托,教材编写在很大程度上影响课程教学的质量(贾蕃等 2024;徐锦芬 2024)。然而,我国外语教材在编写上存在内容材料适用性不强、练习和活动设计缺乏多样性等问题(张虹等 2021)。文秋芳(2024)指出生成式人工智能在改进语言的地道性、提高编写效率和提供定制化教学材料等方面具有显著优势,对外语教材研发前景提供了思路。综观文献发现,在外语教材编写中,学界对生成式人工智能的研究较少,且缺乏对理论基础的深入探讨,研究的深度和理据性有待进一步提升。

为此,本文拟以教材的结构化内容板块为例,探讨生成式人工智能在外语教材编写中的理论基础,阐

释其在教材编写中的方法与案例和面临的挑战,为新时代外语教材编写与研发提供理论借鉴和实践参考。

## 1. 理论基础

作为一种先进的人工智能应用,生成式人工智能巧妙地融合了自然语言处理(Natural Language Processing, NLP)和语料库语言学,通过分析和模拟大量真实语言数据,实现了对语言使用模式的深入理解和应用。生成式人工智能的这一特点为其在外语教材编写领域的应用奠定了坚实的理论基础,并促进其在实际教学中的有效实施和广泛应用(Alshahrani 2023)。

### 1.1 自然语言处理

自然语言处理利用先进的算法和模型,赋予了生成式人工智能分析、理解和生成自然语言的能力(Gill & Kaur 2023)。神经网络语言模型和序列到序列模型是自然语言处理中的两个关键模型(Yousuf et al. 2021)。

神经网络语言模型能利用人工神经网络预测文本中单词或字符序列的概率分布(冯志伟,丁晓梅 2022);经过大量文本数据的训练,还能学习到语言的统计规律和模式,生成自然流畅的语言文本(Alshahrani 2023)。基于该模型,自然语言处理能通过对词汇难度、句子结构和概念深度等因素的分析,帮助外语教材编写者编写出符合不同学生学习水平的语篇。同时,自然语言处理还能生成符合特定文化背景和语言使用习惯的内容,帮助外语教材编写者捕捉和理解不同文化环境中的语言特点和习惯性表达方式,使教

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学内容更贴近学生的实际需求和语言环境(Berger & Packard 2022)。

序列到序列模型主要应用于将输入序列转换为输出序列时,如机器翻译、文本修改、问答系统等(Li et al. 2024)。该模型通过编码器与解码器架构,能理解输入序列的意图,并生成相应的输出序列(Keneshloo et al. 2019)。因此基于该模型,自然语言处理能根据学生的阅读水平和语言能力,自动调整外语教材中语篇和练习的语言难度,使学生在适合自己的难度水平上学习,减少因为教材难度过高而产生的学习挫败感。此外,自然语言处理还能在外语教材编写中生成针对不同语言能力的开放式问题,帮助学生逐步提高语言技能并促进其思辨能力的发展(Zhu et al. 2021)。

### 1.2 语料库语言学

生成式人工智能的应用基于语料库语言学研究方法,通过对大量语言数据的收集和分析,对语言的使用频率、结构和风格进行深入分析,从而实现语言生成的高效性和准确性(张智义 2024)。在外语教材编写中,生成式人工智能不仅依赖于语料库中的数据,而且吸收了语料库语言学对语言现象的细致观察和量化分析,以此提高教材内容的真实性 and 代表性。语料库语言学提供的频率分析,使得生成式人工智能可识别出实际交流中出现频率较高的词汇和结构,从而生成高度实用的语言材料,帮助外语教材编写者设计出符合学生实际交流需求的内容。

此外,语料库语言学对语言随时间和空间变化的分析,为生成式人工智能揭示了语言演变的规律,丰富了外语教材内容的时效性和地域性,满足了不同背景学习者的需求(许家金 2020)。在外语教材编写中,语料库语言学对语言在不同社会群体和语境下使用的分析,为生成式人工智能提供了丰富的语境信息,使得外语教材能适应多样化的语言使用场景。这种基于真实语境的外语教材设计,能帮助学习者掌握在不同交际场合中自然、地道的语言使用方式。因此,语料库语言学为生成式人工智能在外语教材编写中的应用提供了坚实的理论基础,助力其创造出高质量、文化适应性强的外语教材内容(Curry et al. 2024)。

## 2. 生成式人工智能在外语教材编写中的应用案例

生成式人工智能利用其在训练过程中接触到的大量语料库,识别语言模式并模拟自然语言生成,从而为外语教材提供高质量的教学内容和语言材料(Alshahrani 2023)。正如程晓堂和赵笑飞(2021)所强调的,外语教材在编写中应注重语篇的选择、语言实践的设计以及语言和文化知识的培养。为此,本文将从语篇选择、练习设计和补充材料 3 个关键维度出

发,举例说明生成式人工智能在外语教材编写中所发挥的独特作用。

### 2.1 语篇选择

在外语教材编写过程中,语篇的选择是关键环节之一(贾蕃,徐晓燕 2023)。生成式人工智能在获取多元素材、定向生成内容以及匹配教学需求和优化语言表达等方面发挥着重要作用,它能根据教学目标和学生特点,智能选择和生成高质量素材(Adeshola & Adepoju 2023)。

#### 2.1.1 多元素材匹配与定向生成

生成式人工智能可根据不同课程的具体需求,匹配并生成特定主题的语篇材料,从而提升教材内容的相关性和适用性。这种智能匹配不仅可帮助教材编写者更精准地选择符合教学目标的材料,还能保证语篇的多样性和适应性,使教材能更好地应对不同教学情境和学生群体的需求(Wang et al. 2023)。此外,生成式人工智能可减少人工筛选和匹配的时间和精力,提高英语教材编写效率(Alshahrani 2023)。在英语教材编写中,往往需要为教学内容精心挑选多篇主题相关的语篇,以便形成有效的对比或补充。然而,手动筛选合适的语篇组合往往比较耗时,尤其在某些特定主题下,找到既符合教学目标又能彼此呼应的材料十分具有挑战性。例如,在综合英语课程教材中,每个单元通常由两篇主题相关但内容不同的语篇组成。由于可用素材的限制或特定主题的稀缺性,找到匹配性良好的语篇组合一直是英语教材编写中的一大难题。而生成式人工智能可根据英语教材编写者提供的关键词或主题,智能生成与语篇一主题一致且符合学习目标的语篇二。在为大一英语专业学生设计教材时,教师可利用生成式人工智能模型生成一个关于“中英两国课堂教育差异”的主题(见表 1)。这种个性化的素材生成不仅解决了素材匹配的难题,而且具有更多的选择性,满足了不同学习阶段和学习风格的学生需求。

如表 1 所示,生成式人工智能在多元素材的匹配与定向生成方面展现了主题相关性高、难度适配性强等特点。其一,生成式人工智能可有效匹配语篇一的主题,具体从教学方法(pedagogical approach)这一维度对比了中英两国课堂教育的差异,详细阐释了英国教育的“以学生为中心”(student-centered)及中国传统教育的“以教师为中心”(teacher-centered)两种教学方法,文章内容脉络清晰、紧扣主题,具有较高的相关性。其二,生成的文本能满足大一英语专业学生的学习需求。生成的文本从教学方法这一视角阐述了中英两国高等教育概况,有助于大一新生形成对高

表 1:生成式人工智能在匹配语篇材料中的应用

操作步骤	内容
输入提示语	Please generate a 250-word English text that describes the differences between classroom education in the UK and China, for foreign language major freshmen who may not be familiar with the educational systems of these two countries.
输出结果	<p style="text-align: center;">Understanding Classroom Education Differences: UK vs. China</p> <p>In the realm of education, the United Kingdom and China present unique pedagogical approaches that shape students' learning experiences across all levels. For foreign language students embarking on their academic journey, understanding these differences can provide a broader perspective on educational practices.</p> <p>In the UK, the educational system is known for its student-centered approach. Classrooms often encourage active participation and critical thinking. Lecturers act as facilitators, prompting discussions and debates to engage students in the learning process. The emphasis is on developing independent learners who can express their ideas confidently. Group work and project-based assignments are common, fostering collaboration and practical application of knowledge. This foundation naturally extends into higher education, where academic freedom and self-directed inquiry are core values.</p> <p>In China, education has traditionally placed a stronger focus on teacher-centered approach, creating a structured environment that emphasizes a solid academic foundation. This approach values thorough understanding and mastery of core knowledge, a focus that extends into university education, where specialized skills and in-depth study are priorities. While respect for educators and academic rigor remain key elements, recent shifts have introduced more interactive and student-centered methods, fostering greater engagement and adaptability.</p> <p>Both the UK and China are continually adapting their educational systems to address the diverse needs of today's students. As future linguists and cultural mediators, understanding these perspectives will help you adapt your learning strategies, enrich your academic journey, and navigate cross-cultural communication with confidence.</p>

等教育的正确认知。例如“*For foreign language students embarking on their academic journey, understanding these differences can provide a broader perspective on educational practices*”一句,强调了跨文化教育理解对学生的重要性,认知上难度适中,可适应性较强,有助于基础教育到高等教育的衔接过渡。

### 2.1.2 教学需求匹配与优化语言表达

通过深入分析教学大纲,生成式人工智能不仅能确保教材内容与课程目标和要求保持一致,还能根据学生的语言水平、兴趣爱好和学习习惯,进行有针对性的内容调整(金檀等 2023)。这种调整不仅限于语言的难度,还包括对外语教材内容深度和广度的把控,确保编写出的外语教材能满足初级水平学习者的需求,又能激发高级水平学习者的兴趣。

在外语教材编写过程中,生成式人工智能展现出极高的灵活性和适应性。例如,针对英语初级水平学习者,生成式人工智能可简化复杂的句子结构,使用更基础的词汇,使教材更加易懂易学;而针对高级水平学习者,生成式人工智能则可引入更丰富的词汇和更复杂的句式结构。这种灵活的调整能力使得外语教材编写者能编制出高度个性化和极具适应性的教材内容,大大提升了外语教材的教学效果和学生的学习体验。例如,如果外语教材编写者希望以“中英两国课堂教育差异”这一主题,基于表 1 生成的语篇再生成一个更高级和多样化的版本,以适合高年级英语专业学生,具体操作如表 2 所示。

本研究将改编前后的文本分别录入“阅读分级指南”(金檀,陆小飞 2023),分析结果如表 3 所示。

如表 3 所示,生成式人工智能改编后文本在词汇难度、句法难度和难度文本 3 个维度的语言量化指标均高于改编前文本,对标《中国英语能力等级量表》七级,适用于高级水平学习者。具体而言,改编后文本灵活选用更专业的词汇,如使用难度更高的“*educational ethos*”替代“*educational system*”,用“*cornerstones of this system*”替换“*key elements*”等。在句法复杂性上,改编后文本包含更难的从句和更长的修饰语,提升了语篇的难度。请看例[1]—[2]。

[1] The emphasis is on developing independent learners who can express their ideas confidently.(改编前)

[2] The goal is to cultivate self-directed learners, adept at confidently voicing their perspectives.(改编后)

例[2]未使用简单的定语从句,而是使用短语“*adept at*”充当“*learners*”的后置修饰语。相较于例[1],例[2]中句子的名词化和静态化特征更为显著,学术性和理解难度也相对更高。综上,生成式人工智能生成的语篇材料不仅满足了学生的语言学习需求,还在内容难度和表达方式上实现了对不同学习层次的精准适配。这种灵活的语言调整能力不仅提升了外语教材内容的匹配度和适应性,也为不同学习水平的学生提供了有效的学习支持。

### 2.2 练习设计

生成式人工智能可为外语教材编写提供多样化

表 2:生成式人工智能在语篇改写中的应用

操作步骤	内容
输入提示语	Please enhance the vocabulary and sentence structure of the provided text to create a more advanced and diverse version suitable for junior English major students with a high level of English proficiency.
输出结果	<p style="text-align: center;">Pedagogical Contrasts: British and Chinese Educational Approaches</p> <p>In the educational sphere, the United Kingdom and China offer contrasting yet complementary pedagogical philosophies that profoundly shape students' learning journeys. For foreign language students embarking on their academic pursuits, a nuanced understanding of these differences is instrumental in fostering a well-rounded appreciation of diverse educational practices.</p> <p>In the UK's educational ethos is characterized by a student-centered pedagogy. Classrooms are arenas where active intellectual engagement and the honing of critical thinking skills are paramount. Instructors serve as catalysts for learning, fostering an environment ripe for discussions and critical discourse, thereby galvanizing students' participation in their educational odyssey. The goal is to cultivate self-directed learners, adept at confidently voicing their perspectives. Collaborative projects and group assignments are staples, emphasizing the synergy of collective effort and the application of knowledge in real-world contexts. At the university level, this approach expands to embrace academic freedom, cultivating an environment where research, personal initiative, and intellectual exploration thrive.</p> <p>Conversely, China's educational model has traditionally emphasized a teacher-led structure, promoting a focused and structured environment that prioritizes foundational knowledge and technical expertise. This pedagogical stance was evident in education, where specialized training and rigorous academic standards guided students toward mastery of their disciplines. Respect for educators and a commitment to academic excellence are cornerstones of this system. However, recent educational reforms are gradually incorporating interactive and student-led methods, encouraging a balanced approach that supports both engagement and adaptability across learning contexts.</p> <p>As educational philosophies evolve in both countries, the UK and China continue to adapt their systems to better accommodate the diverse needs of contemporary learners. For students in foreign language and cultural studies, understanding these pedagogical frameworks equips you to adapt your learning strategies and enhances your ability to navigate academic environments. Whether in a participatory UK seminar or a structured Chinese lecture, an awareness of these underlying philosophies will not only enrich your academic experience but also prepare you for meaningful cross-cultural interactions in an interconnected world.</p>

表 3:阅读语篇难度指标报告对比表

内容	改编前文本			改编后文本		
	词汇难度	句法难度	文本难度	词汇难度	句法难度	文本难度
量化指标	7.0	4.18	6.94	7.12	5.38	7.07
对应等级	七级	四级	六级	七级	五级	七级

的练习类型,并且题目质量较高。从多样性看,生成式人工智能可设计各种类型的练习和活动,极大提高了外语教材的实用性和针对性。根据郑树棠和卫乃兴(1997)的研究,练习形式可从语言知识型和语言使用型两个角度展开。语言知识型练习包括词汇和结构方面的练习,如填空、同义词辨别、句子翻译、改错等。这些练习有助于学生巩固基础语言知识,掌握语法规则。语言使用型练习则包括完型填空、阅读理解、多项选择和正误判断等。通过这些练习,学生可提升实际语境中的语言能力。

此外,生成式人工智能可根据学生的学习进度和难度要求,生成适合他们并有一定质量保障的练习内容(Yang et al. 2023)。例如,基于表 2 生成的语篇,可设计多项选择阅读理解题,具体如表 4 所示。

如表 4 所示,生成式人工智能生成的题目在内容的准确性和干扰项的设计上表现出色。例如,在“中英两国课堂教育差异”这一主题的多项选择题中,正确选项 B 准确反映了英国“以学习者为中心”的教育理念,选项 A 和 C 对应的是对中国教育体系的描述,而选项 D 则是文本中未提及的干扰项。可看出,题目可有效测试学生对文本细节的理解和辨别能力。又如,基于表 2 语篇,生成式人工智能还可设计完形填空练习,具体操作如表 5 所示。

如表 5 所示,生成式人工智能可总结文本的关键内容,并且考查的目标词汇(如 contrasting、interactions 等)准确反映了文本的核心信息,能有效评估学生对语篇主题的理解。另外,生成式人工智能生成的干扰项具有较强的教学指导意义,涵盖词汇、语法等多

表 4:生成式人工智能在命制阅读试题中的应用

操作步骤	内容
输入提示语	Please create a multiple-choice reading comprehension question based on the provided text, with four options for each question, including one correct answer and three distractor options.
输出结果	Question: What is a key characteristic of the UK's educational ethos as described in the text? A) A focus on rote learning and examination preparedness. B) Student-centered pedagogy with an emphasis on critical thinking. C) A strict adherence to educational hierarchy and teacher authority. D) Prioritizing practical language skills over grammatical precision.

表 5:生成式人工智能在命制完形填空中的应用

操作步骤	内容
输入提示语	Summarize this article in 200 words and transform it into a cloze test with ten blanks and five distractor options.
输出结果	The educational philosophies of the UK and China offer (1) _____ approaches that shape students' learning journeys. In the UK, the educational ethos is characterized by a student-centered approach, with classrooms fostering (2) _____ engagement and critical thinking. Instructors act as (3) _____ for learning, promoting discussions and critical (4) _____ to cultivate self-directed learners. This includes collaborative projects that emphasize the (5) _____ of collective effort and real world applications; (6) _____. China's model traditionally emphasizes a teacher-driven structure, prioritizing foundational knowledge and (7) _____ expertise. Students are guided toward mastery with a strong respect for educators and commitment to academic excellence. However, recent reforms are gradually incorporating (8) _____ and student-led methods, promoting both engagement and (9) _____ across learning contexts. For students in foreign language and cultural studies, understanding these pedagogical frameworks helps in adapting learning strategies to different academic settings. Awareness of these philosophies, whether in a participatory UK seminar or a structured Chinese lecture, (10) _____ academic experience and prepares students for meaningful cross-cultural interactions. Answers: contrasting; intellectual; catalysts; discourse; synergy; conversely; technical; interactive; adaptability; enhances Distractor Options: participatory; perseverance; collaborative; autonomy; engagement

项语言量化指标。以词汇考查内容为例,第 5 空答案“synergy”的干扰项为“collaborative”,二者虽语义相近,但“synergy”强调集体努力带来的整体效果,而“collaborative”更偏向描述合作的方式。生成式人工智能引导学习者关注近义词和同义词的细微差别,这对于学生正确理解词汇的语境意义至关重要。

### 2.3 补充材料

在外语教材编写过程中,除了上文提到的语篇和练习之外,还需要编写者提供一定比例的补充材料,而生成式人工智能可在语言知识的注释和跨文化知识的补充等方面发挥重要作用。

#### 2.3.1 语言知识的注释

通过生成式人工智能,外语教材编写者能为教材内容添加更为详细的注释,帮助学生更好地理解课文内容、语法结构和生词意义。对于生词,生成式人工智能不仅提供基本词义,还包括同义词、反义词以及词汇搭配,展示词汇在不同语境中的用法。对于语法结构,生成式人工智能可生成详细的语法规则说明,并结合具体示例帮助学生掌握复杂的语

法概念。基于此,学生能更好地理解 and 运用语言规则,提高其语言运用能力。例如,基于表 2 的语篇,生成式人工智能可对文中复杂句进行详细讲解,具体操作如表 6 所示。

如表 6 所示,基于“形式—意义—功能”的深度阐释,生成式人工智能不仅从语法单位的视角分析目标语言的复杂句法形式,识别出两个复合复杂句和两个关系从句,还帮助学生理解各个部分如何共同建构完整的句子意义。更为重要的是,生成式人工智能还强调了语法的功能,指出使用修饰“pedagogy”的关系从句可进一步描述以学生为中心教学法的表现形式。又如,生成式人工智能还可解释“odyssey”的隐喻用法,指代学习过程中的探索与自我发现,凸显学习是一场充满挑战和变化的旅程。

#### 2.3.2 跨文化知识补充

在外语教材编写中,生成式人工智能还涵盖跨文化知识的注解和补充,帮助学生更深入地理解目标语言国家的文化价值观、社会习俗和交流方式。此外,生成式人工智能可生成与社交礼仪和日常生活

表 6:生成式人工智能在解释语言知识中的应用

操作步骤	内容
输入提示语	Please analyze a complex sentence from the provided text.
输入结果	<p>Complex Sentence: The UK's educational ethos is characterized by a student-centered pedagogy where classrooms are arenas where active intellectual engagement and the honing of critical thinking skills are paramount, and instructors serve as catalysts for learning, fostering an environment ripe for discussions and critical discourse, thereby galvanizing students' participation in their educational odyssey.</p> <p>Analysis: This sentence highlights the distinctive features of the UK's educational approach. The main subject is "The UK's educational ethos," which is described as "student-centered." The sentence then elaborates on what this means in practice: "classrooms are arenas" where "active intellectual engagement" and "the honing of critical thinking skills" are of utmost importance. The role of "instructors" is also crucial; they act as "catalysts for learning," creating a "discussions and critical discourse"-friendly environment that encourages "students' participation" in their own learning process ("educational odyssey").</p> <p>Grammar Explanation: Complex sentence structure: The sentence is a compound-complex structure with multiple clauses connected by conjunctions. The primary independent clause is "The UK's educational ethos is characterized by a student-centered pedagogy." The rest of the sentence provides additional information, explaining what this pedagogical model involves.</p> <p>Relative clauses: There are two relative clauses in the sentence. The first is "where classrooms are arenas," and the second is "where active intellectual engagement and the honing of critical thinking skills are paramount." These clauses provide further description of the type of environment described by "student-centered pedagogy."</p> <p>Vocabulary Explanation: Educational Odyssey: The use of the word "odyssey" metaphorically likens the learning journey to an epic journey. This emphasizes that students' learning experiences are long, challenging, and full of opportunities for discovery.</p>

相关的实际案例,帮助学生在不同情境中使用语言。这些实际案例和背景信息不仅能帮助学生掌握语言的具体使用方法,还能培养他们在跨文化交流中的灵活应对能力,加深对目标文化的理解(安丰存,王铭

玉 2024)。例如,基于上文所生成的有关中英两国课堂教育差异的语篇,生成式人工智能可提供一些跨文化知识注释,具体操作如表 7 所示。

如表 7 所示,生成式人工智能可为在中国学习的

表 7:生成式人工智能在跨文化知识中的应用

操作步骤	内容
输入提示语	Please provide cross-cultural knowledge based on the provided text.
输出结果	<p style="text-align: center;">Cross-Cultural Adaptation</p> <p>For UK Students in China: They may need to adjust to a more formal and structured learning environment, showing respect for teachers and following established academic norms.</p> <p>For Chinese Students in the UK: They may need to become more comfortable with taking initiative, participating in discussions, and working collaboratively with peers.</p>

英国留学生和在英国学习的中国留学生提供跨文化适应的建议,帮助他们逐渐适应并融入当地教育文化。

### 3. 生成式人工智能在外语教材编写中的挑战

在将生成式人工智能应用于外语教材编写时,编写者必须面对一系列复杂的挑战,包括社会文化敏感性和知识产权保护。这些挑战不仅影响到外语教材内容的质量和准确性,还涉及法律和伦理方面的重要问题。

其一,社会文化的敏感性是外语教材编写者必须审慎处理的问题。生成式人工智能在生成内容时可能会未经筛选地涉及政治、宗教或社会议题等敏感知识。一些生成式人工智能使用英美或其他英语国家的数据进行训练,往往缺乏对中国文化背景的

深刻理解和敏感度,这可能导致生成的内容无法真实客观地反映中国的实际情况,从而在教材中引起误解或冲突(陈永伟 2023)。为避免这些误导和争议,编写者必须对生成式人工智能生成的教材内容进行细致的人工审核,评估其文化适宜性,确保内容不仅符合教学大纲和语言标准,还要准确地反映中国的文化和社会实际。因此,编写外语教材时,需要建立严格的审核流程和监督机制,以确保教材内容符合社会伦理和道德标准,并能及时纠正任何不当内容。

其二,知识产权保护不容忽视。由于生成式人工智能生成的内容可能是基于现有的文本或数据,其版权归属存在不明确性,从而增加了侵权的潜在风险(同上)。因此,在采用生成式人工智能生成内容时,

编写者必须首先确保所有使用的文本、图像和其他材料均具有明确的版权。此外,为了符合不同国家或地区的版权法规和知识产权保护标准,编写者应向法律专业人士进行法律咨询,认真对生成式人工智能生成的内容执行严格的地域性审查并进行必要的调整,确保外语教材编写的每个环节都严格遵循不同国家或地区的版权法律规定,有效预防知识产权侵权行为。

#### 4. 结语

本文探讨了生成式人工智能在外语教材编写中的理论基础、应用案例及挑战。生成式人工智能凭借其在自然语言处理和语料库语言学方面的优势,为外语教材编写提供了强大的支持。在具体应用中,生成式人工智能在语篇选择、练习设计和补充材料等方面展现了显著优势,极大提高了外语教材编写的效率和质量。然而,生成式人工智能在应用过程中也面临社会文化敏感性和知识产权保护等复杂挑战,需要编写者通过严格的审核和法律咨询来解决这些问题,这对数智时代外语教师的教材素养提出了更高要求。需要指出的是,本文尚未探讨生成式人工智能在其他教学资源(如数字化教材、互动教学平台)中的应用,未来的研究可进一步探索其在这些领域的应用潜力。

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## Abstracts of Key Papers in Current Issue

### Lakoff & Johnson's Success and Failure: Constructing Localized Embodied–Cognitive Philosophy and Embodied–Cognitive Linguistics by WANG Yin, p.1

At the end of the 20th century, famous American scholars Lakoff and Johnson, on the foundation of criticizing traditional Western philosophy, proposed embodied philosophy and constructed cognitive linguistics, thus bringing linguistic research into the postmodernist era, which has significant theoretical value and historical significance. However, their philosophical theory needs to be deepened, and the horizon broadened. The present paper, on the one hand, briefly analyzes the merits and demerits of embodied philosophy and cognitive linguistics; on the other hand, it inherits some of their ideas and attempts to develop them into localized embodied–cognitive philosophy and embodied–cognitive linguistics.

Key words: embodied philosophy, cognitive linguistics, embodied–cognitive philosophy, embodied–cognitive linguistics

### Disagreement Between Hinton and Chomsky on the Source of Linguistic Knowledge

by DING Xiaomei & FENG Zhiwei, p.25

This article introduces the development history of large language models, analyzes their mechanisms and limitations, points out the disagreement between Hinton and Chomsky on the source of linguistic knowledge, explains that Solomonoff's inductive method is the theoretical foundation for large language models, and suggests combining digital intelligence with human intelligence to build a human–machine collaborative community. The article holds that linguistics will face another “artificial intelligence revolution”, which is another linguistic revolution after Chomsky's revolution. This artificial intelligence revolution will be more profound than Chomsky's revolution, reshaping the face of linguistics and pushing its development to a new stage.

Key words: large language model, digital intelligence, human intelligence, language faculty, solomonoff induction, human–machine collaborative community

### Application of Generative Artificial Intelligence in Foreign Language Textbook Compilation

by JIA Fan & MA Ying, p.55

Generative Artificial Intelligence offers new pathways for foreign language education in the new era. As a crucial component of foreign language education, the development of textbooks has also been profoundly influenced by Generative Artificial Intelligence. Based on natural language processing and corpus linguistics, Generative Artificial Intelligence can automatically generate high–quality teaching content. This paper explores the application of Generative Artificial Intelligence in texts selection, exercise design, and supplementary materials in foreign language textbooks through specific case studies. However, the application of Generative Artificial Intelligence faces challenges such as sociocultural sensitivity and intellectual property protection, which requires strict review and legal consultation. This paper provides valuable insights into the reform of foreign language education and the compilation of textbooks through the application of Generative Artificial Intelligence.

Key words: Generative Artificial Intelligence, foreign language textbook compilation, natural language processing, corpus linguistics

### The Spirit of Practical Rationality in Translation Studies by YANG Xiaorong, p.76

Rationality is a core concept throughout the history of modern philosophy, and practical rationality offers significant insights and guidance for translation studies, including translation criticism. This paper focuses on introducing the basic meaning of practical rationality and the fundamental spirit formed by its combination with Chinese culture. It explains the main approaches to applying this idea to translation studies, including translation criticism, which involve paying more attention to reality, methodology, problem–solving and clarifying reasons and factors in such studies. The paper also proposes specific suggestions by pointing out some relevant phenomena in translation practice and translation criticism today.

Key words: practical rationality, translation studies, translation criticism