

A Study on the Pathways of Empowering English Teaching and Cultivating Cultural Confidence through Hainan Culture from a Digital Perspective

Xiaochao Yao

Hainan Vocational University of Science and Technology, Haikou, Hainan, 571100, China

Abstract: In the context of intertwining digitalization and globalization, how to enhance students' cultural confidence and cross-cultural communication ability through foreign language teaching has become a significant issue in higher education reform. Based on the unique regional cultural resources of Hainan, this study explores the feasible pathways for empowering college English teaching and cultivating cultural confidence through Hainan culture from a digital perspective. By constructing a framework of "Teaching Theory Support Model + Teaching Implementation Pathway Guided by the Digital Expression of Hainan Culture," the research systematically explores areas such as the construction of bilingual resources for Hainan culture, the design of cultural expression objective systems, multimodal teaching practices, and the development of multi-dimensional evaluation systems. It aims to achieve the deep integration of language teaching and cultural education, promoting students' shift from "learning Western culture" to "telling Hainan's stories in English," thereby enhancing their cultural understanding, expression, and communication abilities, and providing instructional support for the construction of the Hainan Free Trade Port and the cultivation of international communication talents. This research possesses both theoretical innovation and practical promotion value, offering a replicable paradigm reference for integrating regional culture into foreign language curricula.

Keywords: Digital Teaching; Hainan Culture; Cultural Confidence; College English Teaching; Cultural Expression Ability

1. Research Significance

(1) Aligning with National Strategic Requirements and Responding to the Overall Plan for Building a Strong Educational Nation and Cultural Confidence

The report of the 20th National Congress of the Communist Party of China explicitly states: "We should have greater confidence in our culture. We should promote tourism by leveraging our cultural resources, and promote culture through tourism. We need to encourage creative transformation and innovative development of fine traditional Chinese culture." Cultural confidence is an important component of the "Four Confidences" in the new era and one of the core tasks that the education sector must undertake. The Guidelines for Ideological and Political Education in College Curricula requires universities to fully explore educational elements in the curriculum system to achieve the

unity of value shaping, knowledge imparting, and ability cultivation. The Guide to Foreign Language Teaching in Regular Higher Education Institutions (2020) further clarifies that foreign language courses bear the mission of "enhancing cultural understanding and communication capabilities, and strengthening the construction of national cultural soft power."

This research, with "Empowering College English Teaching and Cultivating Cultural Confidence through Hainan Culture" at its core, fully responds to national cultural strategies and foreign language education reform directions. It aims to provide theoretical support and practical pathways for strengthening the cultural expression capabilities, cross-cultural communication skills, and international communication awareness of university students in the new era.

(2) Complying with the Educational Digitalization Strategy and Exploring Innovative Pathways for Digital Empowerment in Foreign Language Teaching

The Educational Digitalization Strategy Action Plan clearly proposes to "promote the deep integration of digital technology into the entire teaching process, and create digital resources and digital classrooms [1]." Digitalization has become a key driver in promoting the transformation of higher education. Based on a digital perspective, this project explores the resource construction, teaching implementation, and evaluation mechanisms for integrating Hainan culture into college English teaching, effectively enhancing the interactivity, visualization, and learning outcomes of instruction.

This research proposes a digital teaching framework centered on a "Teaching Theory Support Model + Teaching Implementation Pathway Guided by the Digital Expression of Hainan Culture." This aims to form a replicable, promotable, and sustainable digital-empowerment teaching model, facilitating the transformation of college English courses from traditional knowledge-based teaching to a higher-order learning model that integrates "learning---production---communication" in multiple dimensions.

(3) Serving the Construction of the Hainan Free Trade Port and Facilitating the Cultivation of International Communication Talents

The Master Plan for the Construction of the Hainan Free Trade Port (2020) emphasizes the need to "build an internationalized education innovation system" and "enhance international communication capabilities, telling China's stories and Hainan's stories well[2]." Hainan possesses unique cultural resources—intangible cultural heritage, marine culture, overseas Chinese culture, festival culture, etc. These provide natural cultural materials and international communication scenarios for college English teaching.

By constructing a bilingual digital resource library for Hainan culture and designing task-based learning activities centered on "telling Hainan's stories well," this project aims to enhance university students' understanding and expressive ability of local culture, cultivating a new generation of international communication talents capable of conveying China's voice and Hainan's stories to the world through foreign languages.

(4) Addressing the Practical Issue of "Cultural Absence" in College English Teaching and Promoting the Concrete Implementation of Cultural Confidence Cultivation

Current college English classrooms often face issues such as a "Western-centric" bias in cultural materials, weak expression of local culture, and insufficient training in cross-cultural awareness. This results in students lacking the necessary knowledge base and expressive ability when facing international communication tasks.

Focusing on cultural confidence cultivation, this project starts from the three dimensions of

"knowledge---ability---value," systematically integrating Hainan culture into college English teaching. It constructs a "comprehensive educational objective + digital literacy goal system" (language proficiency \times cultural confidence \times ideological-political literacy + digital literacy), aiming to tangibly enhance students' cultural understanding, expressive ability, and cross-cultural communication skills, thereby realizing the concrete implementation of cultural confidence cultivation in teaching.

(5) Enhancing Teaching Effectiveness and Student Learning Motivation through Real Scenario Teaching Integrated with Competitions

The project team has long been involved in high-level foreign language competitions such as the National Digital Literacy Enhancement Practice Competition for Teachers and Students, the Foreign Language Course Ideology and Politics Teaching Case Competition, the Foreign Language Micro-lecture Competition, the FLTRP "Understanding Contemporary China" College Student Foreign Language Proficiency Competition, the HEP "Telling China's Stories Well in Foreign Languages" Competition, and the SFLEP Hainan Provincial College Student Cross-cultural Competence Competition, achieving notable results and accumulating teaching resources.

These achievements demonstrate that the project team has established a "project teaching---classroom output---competition validation---teaching feedback" mechanism integrating competitions and teaching, providing a solid foundation for the smooth implementation of this project. This project will continue to deepen this mechanism, driving learning through real-world tasks to improve students' cultural expression ability and digital content creation skills, transforming classroom learning outcomes into communicable high-quality works.

(6) Possessing Significant Promotion Value and Regional Exemplary Significance

This project, relying on the cultural characteristics of Hainan, forms a unique paradigm for local cultural education. Simultaneously, through digital resource construction and learning behavior analysis technology, it can be promoted and applied across the province and even nationwide. Project outcomes such as:

The Bilingual Digital Resource Library of Hainan Culture, Teaching Case Database, "Telling Hainan's Stories Well" Task Clusters, Digital Evaluation System, and practically produced micro-lectures, short videos, and speech works can all be directly used in frontline college English teaching reform, possessing strong practical significance and exemplary value.

2. Analysis of Domestic and International Research Status

2.1 International Research Status

International research on foreign language education has long focused on the relationship between language, culture, and identity. In recent years, it has gradually shifted from "understanding other cultures" to "expressing one's own culture in a foreign language." Byram emphasized in his updated intercultural communicative competence model that learners must possess the ability to present their own culture and construct cultural identity in a foreign language [3]. Kramsch, based on the "Third Space" theory, pointed out that foreign language learners need to reconstruct the meaning of their own culture in cross-cultural interactions, making expressions more subjective and culturally profound [4].

Simultaneously, multimodal and digital expression have become important directions in international research. Hafner & Miller argue that Digital Multimodal Composing can promote learners' meaning construction and enhance the richness and authenticity of expression [5]. Research by Jiang & Hernandez indicates that multimodal video tasks can significantly increase students'

interest and effectiveness in cultural narrative expression [6]. Smith et al. note that mobile multimodal writing helps enhance the cultural presentation and narrative quality in student works [7].

Furthermore, emerging technologies are further reshaping the ecology of foreign language education. Brown & Adoniou propose that foreign language education is moving towards a three-way integration of "technology---content---value," emphasizing the important roles of VR/AR, artificial intelligence, and learning analytics in enhancing learning immersion, expression quality, and learning feedback [8].

Overall, international research demonstrates the importance of cultural expression ability, the trend of enhancing multimodal expression, and the expansion of technological integration. However, existing research still largely focuses on macro-cultural expression and classroom scenarios, with less involvement in the foreign language presentation of regional cultures, and lacks a comprehensive framework integrating "language---culture---technology---evaluation." Although international research is rich in achievements regarding cultural expression and multimodal technology, there is still room for further expansion in the systematic research of constructing regional cultural expression systems and digital expression models.

2.2 Domestic Research Status

2.2.1 Research on Cultural Confidence and Foreign Language Education

Against the backdrop of cultural confidence rising as a national strategy, domestic foreign language education research continuously strengthens the role of foreign language courses in cultural expression and value guidance. The Department of Language Application Management of the Ministry of Education (2021) stated that foreign language education needs to focus on improving students' ability to express Chinese culture to enhance cultural subjectivity and international communication power [9]. Chen Guoming & Wang Yuan emphasized the important role of foreign language courses in constructing China's narrative capacity, requiring the formation of cultural expression pathways with Chinese characteristics [10]. Yang Jincai also believes that "telling China's stories well" has become an important task for foreign language education in the new era [11].

Domestic research in recent years has shown a trend of expanding from language skill cultivation to cultural expression and value cultivation, with foreign language education reform under the background of cultural confidence continuously advancing. Existing research mostly emphasizes the importance of foreign language courses in cultural expression but generally remains at the level of conceptual exposition. There is still a lack of in-depth discussion on the implementation mechanisms and structured pathways for cultural expression ability.

2.2.2 Research on Integrating Local Culture into College Foreign Language Teaching

With the development of regional cultural studies, the integration of local culture into college English teaching has gradually attracted attention. Zhang Jing pointed out that local cultural content can enhance learners' cultural identity and willingness to express [12]. Lin Lin & Chen Xiao, based on empirical research in the Hainan region, showed that introducing regional culture into foreign language classrooms can effectively improve students' ability to present local culture in a foreign language, providing a practical basis for the integration of local culture and foreign language teaching [13].

Research on integrating local culture into foreign language teaching is increasing, but overall, it is still dominated by case studies, resource compilation, and teaching attempts, with an incomplete

research system. The connections between the development of digital resources, the organization of expressive tasks, and the cultivation of regional cultural expression ability still need further integration, and a systematic theoretical framework has not yet been formed.

2.2.3 Research on Digitally-Driven College Foreign Language Teaching

The Educational Digitalization Strategy Action Plan has propelled college foreign language teaching into a phase of deep digitalization [1]. Sun Jianjun proposed that digital learning analytics can enhance the precision of classroom feedback and the visualization of the learning process [14]. Wang Qiang & Li Xiang believe that intelligent technology and multimodal expression will reshape the competency system of college English teaching while changing the presentation methods of language expression tasks [15]. Existing research generally affirms the positive role of digital tools in stimulating learning motivation, improving expression quality, and enhancing classroom participation.

Domestic research shows that digital technology is profoundly influencing the form of foreign language teaching, making multimodal expression, learning analytics, and smart classrooms core issues. However, relevant research mainly focuses on the use of technology itself, paying insufficient attention to the relationship between digital means and cultural content presentation, as well as the improvement of regional cultural expression ability. Research on the integration of technology and cultural goals needs further deepening.

2.2.4 Research on "Telling China's Stories Well in Foreign Languages" and the Integration of Competitions and Teaching

Driven by competitions from publishers like Foreign Language Teaching and Research Press (FLTRP) and Higher Education Press (HEP), the integration of competitions and teaching has gradually become an important direction in foreign language teaching. Chen Hui pointed out that authentic expression tasks such as short videos and speeches can effectively improve students' cultural narrative ability [16]. Li Tong proposed that linking classroom tasks with competition tasks helps construct authentic, open expression contexts and promotes the improvement of learners' language output quality [17].

Research on the integration of competitions and teaching has shown an expanding trend in recent years. Existing research is mostly based on experience summaries and case demonstrations, lacking systematic, stable teaching mechanisms and long-term practical pathways. There is insufficient discussion on the deep connection between classroom tasks, expression output, and foreign language competitions, and the integration of regional cultural themes is also relatively limited [18].

2.3 Comprehensive Review

Overall, relevant domestic and international research has formed a certain foundation in areas such as cultural expression, digital multimodal learning, integration of local culture, and authentic context-driven teaching, showing the general trend of foreign language teaching shifting from language knowledge to cultural expression ability and learner subjectivity development[19]. The introduction of multimodal technology and digital tools has made cultural narrative tasks a new hotspot in language teaching, and the value of regional culture in foreign language teaching has gradually gained attention. However, existing research still focuses on macro-cultural expression,

case studies, or technical application analysis, with insufficient exploration of the construction of digital expression systems in regional cultural contexts, the systematic integration of teaching pathways, and the deep connection between classroom tasks and real-world situations. The deep integration of regional culture, digital expression, and foreign language teaching is still in a continuous development stage, and related research still has room for further expansion and systematic construction.

At the theoretical level, this research proposes a "Teaching Theory Support Model" framework, including input model, objective model, process model, and evaluation model. It unfolds from dimensions such as resources, objectives, teaching pathways, and evaluation, reflecting both the integrity of teaching system construction and laying a theoretical foundation for the teaching pathway design and resource construction of this project. The construction of the model system follows the commonly used "Instructional Systems Design (ISD)" concept in educational research, while also absorbing theoretical achievements from the foreign language education field such as the "Production-Oriented Approach," "Multimodal Learning Theory," and "Cultural Expression Ability Framework." It aims to provide an operable, evaluable, and promotable teaching practice pathway guided by the digital expression of Hainan culture for integrating regional culture into college English courses.

3. Research Content

3.1 Research on the Systematic Construction of Bilingual Digital Resources for Hainan Culture

This section provides a "normatively usable, structurally presented, digitally expressible" regional cultural input system for college English teaching, promoting the transformation of Hainan cultural knowledge resources into teaching resources that can be used for language expression and cultural narratives. It aims to address the problems of scattered regional cultural resources, their non-direct expressibility, and difficulty in integrating into English teaching.

Research content includes:

- (1) Systematically sorting out the core themes of Hainan culture (such as intangible cultural heritage culture, marine culture, overseas Chinese culture, festival culture, etc.), constructing a thematic framework that can be transformed into college English teaching content;
- (2) Developing bilingual materials directly usable for teaching based on digital technology, including short videos, cultural micro-lectures, multimodal texts, visual cultural maps, etc.;
- (3) Constructing a bilingual digital resource library for Hainan culture, achieving material integration and retrieval for classroom teaching, extracurricular learning, project tasks, and work creation;
- (4) Exploring the foreign language expression modes of Hainan culture in digital environments, laying the foundation for cultivating the international communication ability of Hainan culture.

3.2 Research on the "Cultural Expression-Cultural Understanding-Cultural Confidence" Objective System in College English from the Perspective of Hainan Culture

This section aims to promote the transformation of college English courses from a "language knowledge---skill learning" model to a comprehensive educational objective system of "cultural expression---identity construction---value education," addressing the problems of vague course objectives and the lack of systematic cultural education objectives in college English courses.

Research content includes:

(1) Based on the cultural function of foreign language education, constructing a curriculum educational objective system integrating "language ability-cultural expression ability-cultural confidence";

(2) Clarifying the ability requirements for "telling Hainan's stories well in a foreign language" within the college English teaching system, constructing ability indicators including knowledge, skills, and [value][.mark];

(3) Constructing a cultural expression ability indicator system, including understanding of cultural content, cultural interpretation, value expression, cross-cultural expression logic, multimodal presentation ability, etc.;

(4) Exploring the specific mechanism of cultural confidence cultivation in college English courses, providing clear objective support for instructional design, task cluster construction, and evaluation systems.

3.3 Research on the Practice Pathway of Expression-Oriented College English Teaching for Hainan Culture from a Digital Perspective

This research content aims to form a promotable practice pathway for regional culture expression-oriented college English teaching in universities, realizing the deep integration of digital learning, cultural expression, and course objectives, and addressing the current issues of fragmented cultural expression tasks and unclear pathways.

Research content includes:

(1) Constructing a chain-like teaching process of "input-understanding-expression-creation -communication" based on the digital learning environment, achieving a complete closed loop from knowledge internalization to output expression;

(2) Designing multimodal expression task clusters, such as short videos, cultural explanations, digital stories, multilingual texts, bilingual presentations, etc., enabling students to express Hainan culture in multimodal forms;

(3) Introducing technologies such as AI-assisted platforms (e.g., Welearn learning platform, Feishu), learning analytics, and multimodal feedback systems into the teaching process to enhance the quality of expression output and the visualization of the learning process;

(4) Using the teaching implementation pathway guided by the digital expression of Hainan culture as a framework, constructing a progressive teaching model of "classroom-resources-tasks-works -communication."

3.4 Research on the Multi-dimensional Evaluation System for Cultural Expression Output

This section focuses on constructing a process-oriented, outcome-oriented, literacy-oriented, and data-driven evaluation system for cultural expression tasks, aiming to form a scientific, systematic, measurable, and promotable cultural expression ability evaluation system. It addresses the current lack of evaluation standards and the single evaluation method for cultural expression in college English courses.

Research content includes:

(1) Constructing process-oriented evaluation methods around cultural expression tasks, including learning behavior records, staged expression performance, interactive performance, teacher feedback, etc.;

(2) Establishing outcome-oriented evaluation indicator systems matching cultural expression

works, including cultural content accuracy, depth of interpretation, clarity of value expression, communication effectiveness of outcomes, etc., to evaluate the quality of final works;

(3) Constructing indicators related to cultural understanding, cultural identity, value interviews, digital expression literacy, etc., to reflect the development level of students' core literacy in cultural expression;

(4) Utilizing learning analytics and AI tools to build a big data evaluation model through behavioral data, language complexity, expression frequency, and other information, achieving traceable, visualizable, and dynamic monitoring of cultural expression ability.

4. Research Objectives

The overall objective of this research is to construct a "Hainan Culture + Digital Multimodality + Foreign Language Expression" practice pathway for college English teaching oriented towards cultural expression and cultural confidence cultivation. It aims to form a clearly structured, operable, and promotable teaching theory and practice framework, and provide instructional support for cultivating the international communication ability of Hainan culture.

Sub-objectives include the following levels:

(1) Theoretical Level Objectives

Construct a teaching theory support system comprising "input model, objective model, process model, evaluation model," clarifying the logical structure among Hainan cultural content, digital resources, expression tasks, and cultural confidence cultivation.

Clarify the elements of foreign language expression for regional cultural content and propose a content structure system for English expression of Hainan culture.

(2) Teaching Level Objectives

Design a multimodal expression-oriented system of college English teaching practice activities, forming a teaching practice process that combines classroom tasks, expression tasks, and authentic expression situations.

Establish a digital multimodal expression task framework, forming replicable "Hainan culture expression task clusters."

(3) Application-Level Objectives

Construct a bilingual digital resource library for Hainan culture (videos, texts, micro-lectures, short videos, cases, etc.). Produce a batch of high-quality teaching outcomes (cases, resources, student works, etc.).

Form a cultural expression ability evaluation system based on learning analytics and multi-dimensional assessment.

5. Implementation Plan

5.1 Plan for Constructing the Theoretical System

Using the input model, objective model, process model, and evaluation model as the structural framework, construct through literature review analysis, needs interviews, and theoretical integration:

Input Model: Hainan cultural resources (intangible cultural heritage, marine culture, festivals and folklore, etc.)

Student learning profile (English proficiency, digital literacy, cultural identity)

Teacher competency (foreign language teaching ability, awareness of curriculum-based

ideological and political education, digital teaching ability)

Platforms and tools (smart platforms, AI assessment tools, intelligent analysis systems)

Objective Model: Language ability (English expression, cross-cultural communication)

Ideological-political literacy (values, patriotism, sense of responsibility)

Cultural confidence (cognition, identification, and communication power of Hainan culture/Chinese culture)

Digital literacy objectives (information retrieval, digital expression, communication ability)

Process Model: Form a chain-like teaching process combined with the teaching practice pathway guided by the digital expression of Hainan culture.

Evaluation Model: Process evaluation (learning participation, interactive performance)

Literacy evaluation (degree of cultural identity, value interviews)

Data analysis (learning behavior and output data analysis, feedback)

Outcome evaluation (language, culture, value, and communication power of student works)

Target Tasks: Lay the theoretical foundation for teaching practice and form visual model diagrams and theoretical support documents.

5.2 Teaching Implementation Plan

(The specific teaching implementation plan details are not provided in the original text, so this section is noted as omitted for translation consistency.)

5.3 Digital Resource Development Plan

Bilingual Digital Resource Library for Hainan Culture

Centered on themes such as Hainan's intangible cultural heritage, marine culture, overseas Chinese culture, and festival culture, compile and produce bilingual texts, images, and audio-video materials usable for college English teaching, forming a structured teaching resource library to support classroom teaching and extracurricular self-directed learning.

Video Micro-lectures and Multimodal Task Cluster Templates

Develop several video micro-lectures on Hainan cultural themes, simultaneously designing multimodal task cluster templates such as "explanation, interview, short video script," facilitating teachers' one-click use and enabling students to carry out cultural expression and creation activities accordingly.

AI-Assisted Training Library and Student Work Collection

Establish an AI example library and online training library for English expression of Hainan culture, used for writing and oral expression training; systematically organize students' text and video works to form a displayable and researchable student work collection, providing materials for subsequent competition incubation and teaching improvement.

"Classroom---Work---Communication" Task Clusters and School-Enterprise Collaborative Outcome Optimization

Organize typical tasks into reusable expression task clusters following the "classroom → work → communication" sequence. Through school-enterprise cooperation, optimize and iteratively upgrade the output outcomes, enhancing the interactivity and usability of teaching resources.

The above resources will be integrated into the university's platform for use in classroom teaching, extracurricular training, and various competition practices.

5.4 Implementation Plan for the Multi-dimensional Evaluation System

(1) Process Evaluation

Record students' viewing, interaction, submission, and task iteration through digital platforms;

Track staged performance in multimodal tasks (drafts, scripts, discussions, presentations);

Combine multi-channel feedback such as teacher evaluation and peer assessment;

Focus on reflecting learning engagement, task progression, and performance in the cultural expression process;

Showcase the formative development trajectory of students' cultural expression ability through continuous records.

(2) Outcome Evaluation

Conduct summative evaluation of cultural expression works such as texts, videos, and speeches;

Score based on indicators like content accuracy, depth of interpretation, expression quality, and multimodal presentation;

Incorporate expert evaluations from competitions like those by FLTRP and "Telling China's Stories Well" as external validation;

Focus on presenting the quality, depth, and presentation effect of students' cultural expression output;

Ensure that students' final works reflect the overall level of cultural expression ability.

Literacy Development Evaluation

Evaluate around understanding of Hainan culture, cross-cultural interpretation, value expression, and cultural confidence;

Use comprehensive methods such as classroom observation, task performance, and student self-assessment;

Pay attention to students' initiative and expression of cultural stance in authentic expression situations;

Reflect the continuous changes in students' cultural literacy and expression awareness;

Ultimately present the comprehensive improvement in students' cultural understanding, expression attitude, and cultural confidence.

(3) Data-Driven Evaluation

Use platform data to monitor learning behaviors (effort value, challenges, improvement, etc.);

Utilize AI to analyze text structure, language complexity, and cultural element recognition;

Conduct multimodal video analysis to evaluate content relevance and speech clarity;

Present learning trajectories through data visualization, achieving dynamic and objective monitoring;

Support evaluation results with data, making the development of cultural expression ability more traceable.

6. Conclusion

This research systematically explores the pathways and educational mechanisms for transforming local cultural resources in foreign language teaching, centered on the theme of "Empowering English Teaching and Cultivating Cultural Confidence through Hainan Culture from a Digital Perspective." By reviewing relevant domestic and international research, it identifies the issue of "cultural absence" in current foreign language teaching and, on this basis, constructs a theoretical framework centered on a four-dimensional model of "input—objective—process—evaluation." The

research content encompasses the construction of a bilingual digital resource library for Hainan culture, the design of cultural expression objective systems, multimodal teaching practice pathways, and an evaluation system combining process and data-driven approaches, forming a complete closed loop from resource development to teaching implementation and outcome assessment.

The innovation of this research lies in the deep integration of regional culture, digital means, and foreign language expression, proposing a progressive educational objective of "cultural expression—cultural understanding—cultural confidence," and enhancing the authenticity and motivation of teaching through a "competition-teaching integration" mechanism. At the practical level, the resource libraries, task clusters, and evaluation tools developed can be directly applied to college English classrooms, helping students achieve a leap in ability from language learning to cultural communication. Simultaneously, the research outcomes also serve the demand for international communication talents in the construction of the Hainan Free Trade Port, providing instructional support for "telling Hainan's stories well and conveying China's voice."

Of course, this research still has certain limitations, such as the mechanisms for continuous updating of digital resources and the adaptability of teaching pathways in different institutions, which require continuous adjustment and improvement in future practice. Future work could further explore the application of new technologies like artificial intelligence and virtual reality in cultural expression teaching and conduct long-term tracking studies to verify the long-term impact of this pathway on students' cultural confidence and cross-cultural abilities. Overall, this study provides a practical solution with regional characteristics and promotion value for foreign language teaching and cultural education in the digital era, also offering useful references for academic exploration and teaching reform in related fields.

Acknowledgment

This article was supported by 2025 Key Projects of Education and Teaching Reform of Hainan Vocational University of Science and Technology (HKJGZD2025-13): "A Practical Study on Empowering English Teaching and Cultivating Cultural Confidence through Hainan Culture from a Digital Perspective".

References

- [1] Ministry of Education of the People's Republic of China. (2022). Digitalization Strategy for Education. General Office of the Ministry of Education.
- [2] State Council of the People's Republic of China. (2020). Overall Plan for the Construction of Hainan Free Trade Port.
- [3] Byram, M. (2021). Teaching and Assessing Intercultural Communicative Competence: Revisited and Extended. *Multilingual Matters*.
- [4] Kramsch, C. (2025). Culture in language teaching: Recent perspectives and pedagogical implications. *Language Teaching*, 56(3), 345–360.
- [5] Hafner, C. A., & Miller, L. (2024). Digital multimodal composing and L2 learning: Theory, research, and practice. *Language Learning & Technology*, 24(2), 1–9.
- [6] Jiang, L., & Hernandez, R. (2022). Integrating digital multimodal composing into second language classrooms: Effects on learner engagement. *Computer Assisted Language Learning*, 35(7), 1356–1374.
- [7] Smith, A., Zhang, W., & Lee, H. (2023). Mobile-assisted multimodal writing: Improving cultural content expression in EFL contexts. *ReCALL*, 35(4), 422–439.

- [8] Brown, D., & Adoniou, M. (2024). Emerging technologies and the future of second language education. *Educational Technology Research & Development*, 72(1), 112–129.
- [9] Department of Language Application and Administration, Ministry of Education. (2021). Foreign language education should strengthen confidence in Chinese culture. *Chinese Social Sciences Today*, (29).
- [10] CHEN, G., & WANG, Y. (2023). Research on the reform and development of foreign language teaching in universities from the perspective of cultural confidence. *Foreign Language World*, (3), 15–22.
- [11] YANG, J. (2024). Research on ideological and political education in foreign language courses at universities in the new era. *Foreign Language World*, (2), 17–25.
- [12] ZHANG, J. (2022). Research on approaches to integrating local culture into college English teaching. *Modern Education Science*, (7), 112–118.
- [13] LIN, L., & CHEN, X. (2024). An empirical study on the integration of Hainan culture into college English teaching. *Journal of Hainan University (Humanities & Social Sciences)*, 42(2), 88–96.
- [14] SUN, J. (2023). Research on the construction of smart college English classrooms in the context of educational digitalization. *China Educational Technology*, (10), 74–81.
- [15] WANG, Q., & LI, X. (2024). Research on the digital transformation of college English courses in the era of artificial intelligence. *Frontiers in Foreign Language Education*, 3(1), 1–12.
- [16] [16] CHEN, H. (2025). Research on the integration of competition and teaching through the “Telling China’s Stories in Foreign Languages” short video contest. *Technology Enhanced Foreign Language Education*, (5), 66–73.
- [17] LI, T. (2024). Research on the construction of a competition-teaching integration mechanism in college foreign language education. *Modern University Education*, (2), 54–61.
- [18] Teaching Research Center, Higher Education Press. (2024). Analysis Report on the Outcomes of the “Telling China’s Stories in Foreign Languages” Contest. Beijing: Higher Education Press.
- [19] Department of Education of Hainan Province, College Foreign Language Teaching Steering Committee. (2023). White Paper on Foreign Language Teaching Reform and Contest Development in Hainan Higher Education Institutions.