

Research on the Development and Application of AI-Empowered Chinese Language Teaching Resources

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Abstract: The study shows that AI can be successfully integrated into a contextualized teaching context for Chinese language teaching. The results from the empirical research that was carried out, it is evident that using an AI model can result in much better learning, not only in terms of how well one can use the language as a whole, but in being more engaged and motivated. Creating more immersive, personalized interactive learning environment to deal with the restrictions of classroom teaching. Students cease being passive recipients of information yet become engaged participants in their learning journey, applying linguistic know how amid natural situations thus improving retention as well as application. Great progress in conversational fluidity and cultural consciousness are seen and it proves that AI apps like VR scenarios and NLP chats really can change the game when they get students ready for real talks. In addition, this study points out an interdependence between technology and pedagogy; AI does not intend to take the place of teachers, but rather helps them. It automates some of their routine operations and gives them deep analysis that lets them give better and more individualized lessons. However, the establishment of the above model is not without its troubles. And it needs a lot of money for tech stuff, keeping teachers up to date on new things, and making special lesson plans that mix AI and people just right. Ethics related issues must be addressed properly as well. This is about data privacy and things like any inherent flaws in algorithms. In addition to these ideas, future studies should look at AI long term effects through ongoing studies, as well as see how these programs would work for different age groups and language skills. They should also keep improving the AI algorithms to make it as responsive and cultural appropriate as possible. Conclusion, the careful and purposeful use of AI in Chinese language teaching is a major step forward and we can expect a future where learning is more accessible, effective and deeply engaging.

Keywords: AI in education, Chinese language teaching, educational technology, intelligent tutoring systems, instructional design.

1. Introduction

Artificial intelligence has made huge progression, it's involved in almost all sectors, and education is one of the most promising ones. The world of language learning now has a lot of new chances for dealing with the regular problems in teaching and learning from far away. AI gives great chances to help make personal lessons, answer questions right away, and put people in places with fun, two-way ways of learning. Chinese language education, having such complications as tonal pronunciation and remembering Chinese characters, and complicated grammar, is more likely to be innovative. Traditional methods are basic and cannot give enough individual training and immediate correction. When there is a lot of people in a classroom. And AI could be a potent help – or even spur – to fix these problems with accessible, fitting, on-call, just-right-for-each-student resources. This study is born out of the urgent need to find a way to close the gap between theory, i.e., what the AI is capable of, and its actual, effective use in Chinese language teaching. We want to methodically produce a bunch of educational resources backed by good pedagogical thought and then seriously look at how these things affect what students learn and how teachers teach. In particular it will give detailed technical and design details of the tools plus analyse their practical application and users' attitudes towards them. To do this, we hope to give teachers, developers, and policymakers who want to use AI to change language learning a strong plan, so the next group of people who study Chinese can have better, funnier, and more personal ways to learn^[1].

2. Theoretical Framework

Design and development of such AI-backed education resources require a firm theoretical backing, to guarantee that they are sound in pedagogic terms and effective. This study is mainly inspired by constructivist learning theory, where learners create their own knowledge and mean from experiences. In this situation AI tools aren't simply storage locations for info, they're interactive places which make it possible for this active knowledge creation to take place. An AI-powered chatbot for conversation training can prompt students to start conversation, encourage students to test their own language hypothesis, and provide immediate feedback, thus building student's language skills from the ground up^[2]. Similarly, we designed our automated writing feedback tool by following the principles of scaffolding, one of the essential concepts from Vygotsky's social constructivism. The tool provides progressive support: starting at detecting basic errors, and eventually providing more sophisticated suggestion on how to write even better^[3]. This allows the student to own their learning more. In addition, we integrate aspects of connectivism, which focuses on the idea of learning through the web. Our AI resources connect students with an immense amount of real world linguistic data – from news articles to tweets – providing students with authentic linguistic data for them to practice on and develop a deeper understanding of the language. It allows this theoretical background to serve as technology rather than another technological thing to be pedagogical.

3. The Present Status of AI In Chinese Language Education

In the field of AI application to Chinese language teaching, the landscape of these applications is constantly expanding with a great variety of tools and platforms arising to solve different aspects of the language teaching process. These apps can generally be grouped by their main purpose, starting with basic skill development all the way up to higher order communications. AI-powered ITS have become more advanced, capable of analyzing students' performance data in real time in order to create an individualized learning path that adjusts the content and difficulty levels so that they remain challenging but not overwhelming. For example a platform may use machine learning algorithm to tell it what characters a students will be forgetting and then give them at just the moment they should be reviewed, which is called spaced

repetition. For a language like spoken, AI-driven pronunciation trainers use speech recognition tech to give very specific, sub-phonemic feedback on tones and how you're saying things, a huge help for people learning mandarin as a second language. As for writing, AI -based tools can automatically check spelling, grammar, syntax and even provide stylistic recommendation to users, rather than just spell-checker, these tools could be a more comprehensive writing assistant^[4]. Below is a table giving an outline of certain AI tools that are being used these days in Chinese language instruction. This table lists all sorts of different specialization of those technologies. How AI can help with different problems one might run into when trying to learn a difficult language. List of tools with each tool being an actual representation of a part of the learning experience made better via AI, thus acting as a system that is cohesive and provides support for both teachers and students as an ecosystem.

Table 1. Key AI Tools in Chinese Language Teaching.

AI Tool Type	Primary Function	Example Application	Key Technology
Intelligent Tutoring Systems	Personalized learning paths, adaptive practice	Character and vocabulary drills tailored to individual mastery	Machine Learning, Predictive Analytics
Conversational Chatbots	Spoken practice, role-playing scenarios	Simulating conversations with an AI tutor on a variety of topics	Natural Language Processing (NLP), Speech Recognition
Automated Writing Feedback	Grammar checks, stylistic and structural suggestions	Providing instant feedback on essays and short-answer responses	NLP, Large Language Models (LLMs)
Pronunciation Trainers	Tonal and phonetic correction	Analyzing a student's speech and providing visual/audio feedback	Speech Recognition, Audio Analysis
Character Recognition	Digital handwriting practice and assessment	Evaluating stroke order and character shape for correctness	Computer Vision, Deep Learning

4. Methodology

This study uses a mixed method study design in order to thoroughly study the creation and usage of AI driven Chinese language teaching materials. The study took place in two distinctive phases, a development phase and an implementation/evaluation stage: In the development phase, DBR was implemented with a team of educator/designer as well as a team of designer/software engineer working together to create a suite of AI tools. It was a phase where prototypes were designed, a small group of educators were asked for their feedback and the tools were then changed according to their opinions. The final resources came directly from this co-design, with no other means of developing such technological and pedagogical robustness^[5]. The second phase was implementation and evaluation, it used a quasi-experiment design method. There were 120 high school students who took the intro Chinese course. They were split into an experimental group (those using the AI resources) and a control group (those following the traditional, textbook-based curriculum). Various information was gathered from many sources to achieve triangulation. Quantitative data: Pre-Post tests to gauge students' gain; logs from AI platform on how much time students engage with the material. Qualitative data was gathered by having semi - structured interviews with fifteen teachers from the schools which were chosen as well as focus groups with the students who were in the experimental group. Interviews and Focus Groups looked at peoples' experiences, the upsides, and hard bits about using tech in class. Combining quantitative and qualitative data gives a full picture of how well those AI resources are doing,

looking past just numbers to learn more about how it affects learners and teachers when using them^[6].

5. Development and Making of AI-supported Resources

Creating the AI-supported resources for this study was a multi-stage process which concentrated on a human-centered design method so as to guarantee the usability of the created materials as well as their educational worth. Designing the resources to tackle 3 major aspects of difficulty in Chinese study: speaking fluently, write better and recognize characters. LLM produces conversational chatbot called Li Bai which has been fined-tuned on a corpus of authentic Chinese conversations. Its interface was simple and easy to use, like a regular messaging app. The idea was to make it accessible for students. The chatbot was set up so as to tackle many different topics and alter its responses according to the student's skill level, supplying both corrective feedback and conversation cues. "The Wen Xin" as a writing tool was made to examine student essays and offer remarks about grammar, syntax, vocab choice, and composition. It uses a combination of NLP and machine learning to look for common errors and make suggestions^[7]. A really neat feature of Wen Xin is that it can give specific examples of how something is used correctly, which helps students learn about the "why" of the feedback. The character recognition app, which is called "Bi Hua," was made to assist those with the problem of stroke order and character structure, which is a frequent stumbling point for people. By using a computer vision model, bih ua gives students on-the-spot feedback on their written handwriting by

pointing out the errors and problems with directions and ratio of each stroke^[4]. The below table details the key features of the resources that show these to be both pedagogically as well as technologically well designed: Across all 3 tools, the unifying aim was to make it feel like a nice, integrated

learning experience where it could be less like a hard, inflexible piece of software and more like a supportive tutor, encouraging them to interact with the material more often and have more confidence doing so.

Table 2. Features of the Developed AI Resources.

Resource Name	Core Functionality	Pedagogical Rationale	User Interface Design
Li Bai Chatbot	Conversational practice, role-playing, vocabulary building	Facilitates communicative competence through natural dialogue and immediate feedback	Simple, chat-like interface with text and voice input/output
Wen Xin Writing Tool	Automated writing feedback on grammar, syntax, and style	Provides scaffolding for writing skills, encouraging self-correction and revision	Interactive text editor with colored highlights and expandable feedback balloons
Bi Hua Character Tool	Real-time stroke order and shape correction	Reinforces fundamental character writing skills through visual and immediate feedback	Digital canvas with stroke-by-stroke analysis and animated demonstrations

6. Application and Implementation

Practical Application of the AI-Powered Resources was carried out inside a group of High School Chinese language classes within a span of six months. The implementation process was handled with care so that it would fit nicely with what’s already being studied. Before the study began, teachers involved were given a number of development workshops, these were conducted so as to acquaint the teachers to the tools, what the functionalities were as well as how these could be incorporated into their own lessons. Teachers could use the resources as an aid for giving homework and practicing in class but not as a replacement for teaching. The students in the experimental group were given access to the AI resources and were encouraged to use them for independent practice outside of class. Had some problems with getting things done. Initially encountering technical glitches like slow load times and compatibility issues with some devices got sorted out for us by the research team. The more serious problem is that

neither teachers and students were willing to accept the new technology fully at first. teachers worried that it was too impersonal when it came to teaching language skills and some students thought the automated feedback was too instructive^[8]. The challenges these created were alleviated through continuing support, with weekly check-ins and an open feedback line available at any time in order for any necessary adjustment could be done immediately and to assure everyone. | Key Engagements Metrics Collected from the AI Platform’s Usage Logs: || |--| |--| | The above table shows the key engagement metrics collected from the AI platform’s usage logs, offering a quantitative perspective on how students engaged with the resources. | The above metrics were used for assessing and judging as a groundwork for measuring how the above resources are used by students on a daily basis, so that we can see the performance level of the students day to day.

Table 3. Student Engagement Metrics (Experimental Group, N=120).

Engagement Metric	Average per Student (per week)	Standard Deviation
Total Practice Time (minutes)	115.3	28.7
Number of Chatbot Conversations	8.9	3.5
Number of Writing Assignments Submitted	2.1	0.8
Character Practice Sessions Completed	15.6	6.2

7. Findings and Discussion

Analyzing the collected data gave many interesting things to say about how useful things powered by AI were for teaching Chinese. The numerical data on pre-and post- also showed that there is a statistical improvement between the experimental group compared to the control groups mostly in terms of fluency in speaking and writing languages. the usage logs reflected very strong and significant student engagement with the resources, most if not all students had far exceeded the minimal recommend usage time^[9]. The qualitative data was taken from interviews and focus groups, which gave us more information about these results: Students often stated it is very convenient for them to practice using AI tools, very low-stakes for them, etc. Chatbots, on the other hand, were

highly commended for giving a judgment-free area to practice speaking without fear of embarrassment – something that many mentioned as a huge roadblock in the classroom. Teachers pointed out that the automated feedback from the writing tool saved them a lot of time, which meant they could use their energy to write more detailed, higher-level feedback on topics like content and organization. But also there were some limitations to it. AI tools were very good at developing skills and having organized practice, but both teachers and students thought that real people could not be replaced when it came to understanding different cultures and thinking critically. The discussion turned to the necessity for a human still to be overseeing the AI’s feedback so as to make sure it was suitable for the given situation, as well as the emotion and social aspects of learning^[10]. The following table is the

summary of qualitative feedback from both teachers and students, it gives an overall view to see the strengths and weakness of integrating AI in class. And this feedback loop is

crucial for the improving the tech so it stays helpful instead of just something to substitute human interaction^[11].

Table 4. Summary of Teacher and Student Feedback.

Group	Positive Feedback	Challenges/Suggestions for Improvement
Students	"Instant, non-judgmental feedback," "Can practice anytime, anywhere," "Chatbot feels like a real conversation."	"Sometimes feedback feels generic," "Wants more authentic cultural content," "Still prefer human teacher for complex questions."
Teachers	"Saves time on grading," "Provides detailed data on student progress," "Engages even reluctant students."	"Initial learning curve for the technology," "Concern about over-reliance on AI," "Need better integration into lesson plans."

8. Conclusion and Future Work

And this paper shows the huge potential of AI resources to improve chinese teaching. To develop and put into place a bundle of tools based on strong pedagogical ideas, we have shown that AI can go along with traditional teaching, which helps students be better at what they're doing and more interested in it. And those findings show the good points of personal, any time practice chances and how it saves time for teachers too. The project succeeded because it was comprehensive - it combined careful planning with a good evaluation method that included numbers AND important words from people. The study gives a clear path for bringing technology in language teaching, it makes the point that having a person in charge is key, AI is there to be a really helpful helper instead of taking the place of the teacher. Looking to the future there are many directions to further the research. One is to see how long AI tools can keep us from forgetting what we learned, and to learn more about it. Further studies can explore making AI development resources more conducive to teaching intercultural understanding and critical thinking, which is also a finding from this study. The applications of multimodal A.I., which combine text, sound, and images, can also bring about more rich and immersive learning. At last, with AI's development, we need to keep searching on moral issues, data confidentiality and algorithm bias, make it work for all students in the world. The path of AI in education has just started, and this research is the first step of many towards a world where technology plus people's knowledge can help all students get the best they can do.

Acknowledgment

This achievement is from the project "Collaborative Education between Schools and Localities: Practical Research on Enhancing the Core Competence and Professional Competence of Normal School Students" (25NJWKJZD01) of the Rural Education and Cultural Development Research Center, a key research Base of Humanities and Social Sciences in Hubei Province.

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