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Practical Exploration of Generative AI-Assisted Teaching of Spoken Chinese as a Foreign Language

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Abstract: As international Chinese education enters the digital age, students' demand for oral communication training is increasing day by day. However, traditional oral classes cannot meet students' needs to fully practice speaking due to time and the number of students. Generative AI has the ability to provide real-time dialogue and text-to-speech, which to some extent enables human-machine communication. More and more teachers are trying to apply it to classroom teaching. Although technology brings convenience and speed to teaching, it also has its own limitations. When using it, it is necessary to consider the laws of language learning and conduct research to better assist students' oral learning.

Keywords: Generative AI; Teaching Chinese as a foreign language; Oral teaching

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1. Introduction

International Chinese education is an area that is always developing, with great emphasis being placed on training oral communication skills in teaching. Nevertheless, there are not enough opportunities for practice and specific guidance on language learning. Generative artificial intelligence has been growing quickly and has presented new concepts in oral teaching. It provides simulation of real-life communication situations through technology, live language feedback, and enhanced opportunities to practice speaking. The research is based on the appropriate theories of second language acquisition, which examine the methods of introducing technology into oral Chinese courses offered to foreigners, build a human-machine-based approach to teaching, summarize its principles of use and directions for improvement, and offer references for oral teaching.

2. Theoretical analysis of generative artificial intelligence intervention in teaching spoken Chinese as a foreign language

2.1. The intrinsic tension in acquiring spoken Chinese as a foreign language

The quantity of language input given by teachers in the classroom is restricted, and thus students have fewer chances to talk, which makes it hard to coordinate language input and output. Oral proficiency is a concept that can be achieved through a great deal of practice, and it is not possible to allow all students to have sufficient time to practice within a limited timeframe. To consider the diverse language levels, learning rates and speaking habits of every single student, it is also challenging to adopt a unified teaching approach and ensure that the requirements of each student are met. There are some students who cannot adapt to the pace and they cannot learn effectively. Oral anxiety causes learners to be reluctant to speak, psychological stress makes learners unwilling to express their intentions, and learners are fearful of making errors or mispronunciations, which does not help enhance their oral proficiency. These conflicting interactions are the point of departure in the study of generative artificial intelligence entering oral teaching as well as its space of effectiveness. Technology should not be used to substitute the work of teachers in the classroom but to overcome the constraints of oral learning that result from these contradictions by offering extra practice materials, enhancing the modes of communication, etc., making learning conditions better in the classroom.

2.2. The intrinsic mechanism of generative artificial intelligence in promoting oral language acquisition

The technology will change the level of complexity of dialogue according to the language proficiency of the learner automatically; thus, the information offered will be at the level of the learner, which is helpful in learning language knowledge. In the conversation, artificial intelligence will respond to the learner instantly after they speak, identify errors in pronunciation, vocabulary, syntax, and so on, assist learners in solving their language problems, and develop an effective feedback system. Artificial intelligence is still developing the concept of dialogue, allowing learners to constantly modify the content of language, achieve consensus by means of constant communication, and gain a better understanding of language rules and how to apply them. Technology also records the learner's speech that may be reviewed later in the learning process. The whole procedure can broaden the field of language practice, enhance the intensity of oral practice, reduce the stress during speaking English and allow students to enhance their linguistic level through constant communication and encourage oral development. With the help of technological facilities, oral practice is not restricted to class hours and the energy of teachers. Dialogue practice takes place out of the classroom, which offers sufficient opportunities to learn language input and output, which plays a significant part in the development of oral skills.

2.3. Theoretical limitations of generative artificial intelligence applications

Language communication is an act of symbol transmission, as well as having some social and cultural implications. Cultural differences might get ignored during the process of creating dialogue content with the help of technology. Artificial intelligence-generated language feedback may contain inappropriate language and cultural references. Occasionally, despite being grammatically sound, expressions do not fit into the speaking habits of Chinese people and must be detected and eliminated by teachers. Human-machine communication does not involve emotions that form part of genuine human-to-human interpersonal communication and the methods used in communicating are not similar to real interpersonal communication.

Technology cannot attain the quality of resonance and the transmission of nonverbal information as between people. Nonetheless, too much reliance on technology can very quickly remove the chance of students thinking about language issues on their own, which is bad to the development of their language metacognition. It has helped us to develop proper concepts by knowing the limitations of these theories, appreciating what artificial intelligence contributes to teaching, making use of its best and preventing the worst outcomes, and turning it into a useful assistant in teaching to support the oral learning of students. The implementation of technology should be done under the supervision of teachers, who are supposed to understand technology, review and revise the output of technology use, and make sure that the language exposed to students is correct and suitable so that technology can facilitate the learning of students.

3. Application Design of Generative Artificial Intelligence Assisted Teaching of Spoken Chinese as a Foreign Language

3.1. Application principles of generative artificial intelligence assisted oral teaching

Stable application principles must be followed when conducting generative artificial intelligence-assisted oral teaching, and the fundamental conditions for using technology in oral classes should be fulfilled. Focus on the subjectivity of students, arouse their interest in participating in oral communication, and let technology meet the educational purposes of the students but not eliminate their cognition. Regulate the amount of technology used in teaching appropriately, so that the technology would facilitate the language development of the students, not over-influence their communication experiences. Take into account the cultural elements found within the language messages, adjust the communication messages to the cultural peculiarities of the Chinese language, and allow the students to learn the culture through the study of language and enhance their cross-cultural communication. We need to be serious and responsible about language correction, make a careful distinction between the different types of errors, provide correct guidance to students, and avoid misleading feedback due to errors. The interconnectedness and influence of the principles form the basis of designing and implementing a set of teaching activities in the future. According to this, technology can be implemented as part of oral teaching and enhance the oral communication abilities of students. When it comes to specific teaching processes, teachers need to flexibly utilize these principles depending on the content of teaching and the situation of students and implement technological tools at the proper time and in the appropriate manner, so that they can combine both technological and traditional approaches to teaching and benefit more from the teaching goals.

3.2. Application scenarios of generative artificial intelligence in various stages of oral teaching

The inclusion of generative artificial intelligence at different levels of oral teaching expands the range of teaching activities, develops a comprehensive learning support system, applies AI to produce communicative scenario materials prior to class, assigns preview tasks and hierarchical exercises, enables students to be exposed to appropriate language points before they are taught in order to enhance their oral performance in class, and implements different difficulty preview tasks based on different student levels in order to support hierarchical learning. AI has become both a conversational partner in the classroom that helps in identifying pronunciation or sentence expression problems among the students and adds to the methods of teaching in the classroom. Teachers are the primary providers of high-level language instruction and cultural instruction

with the desired result of human-machine cooperation. AI is used by teachers in the classroom to assist in organizing activities like choosing a topic randomly, arranging role play and so forth. Once the class ends, students are followed by artificial intelligence in oral training, giving them extra training questions to increase the range of oral training along with evaluating recordings made by students. The staged approach gives students additional chances to put things into practice, making the oral training go beyond the classroom, and develop a long-lasting language output climate. Students may obtain help at any step, including preparation before a class to ease the stress in the classroom, interaction during class to boost motivation, and practice after class to recapitulate what has been taught. Each part is coherent to form a cohesive support system in oral learning.

3.3. Construction of human-computer collaborative oral teaching mode

The human-machine cooperative oral teaching system explains the interconnection between all those who take part in the teaching process and the links between teachers, students and artificial intelligence. Teachers have a central place in the overall teaching process as they define the teaching goals, guarantee the quality of teaching, offer high-level language instruction, introduce the culture, and assess the performance of the students in learning. Tasks assigned to artificial intelligence should be determined by teaching objectives, the content of technical outputs should be monitored, and the direction of teaching should be aligned with the principles of language learning. Artificial intelligence is a kind of auxiliary that helps teachers repeat language exercises, enriches the field of communication possibilities, supplies learners with appropriate feedback and training resources, and lessens the amount of work teachers do on elementary exercises. Under the supervision of teachers and assisted by artificial intelligence, students engage in a lot of repetition of English; they are actively involved in communication, and their oral English develops through consistent practice. Using such a procedure allows the application of all the benefits of the parties to create a technically equipped classroom. Teachers are in charge of high-level teaching responsibilities, whereas technology does the low-level tasks of servicing. Students are presented with many practical opportunities to develop their oral communication abilities over time. All three parties support each other and the professional support of teachers guarantees the right direction of teaching. Technical support creates more opportunities to learn and the engagement of students actively contributes to effective learning, thus enhancing the quality of teaching in oral classes.

4. Optimization path of generative artificial intelligence-assisted teaching Chinese as a foreign language

4.1. Update the concept of human-machine collaborative teaching

In order to enhance the generative AI-assisted oral teaching, it is important to start with the creation of an effective human-computer collaborative teaching idea and manage the relationship between technology and teaching. It is essential to make it clear that language learning is the final objective, and technology is merely a device that facilitates learning. Technology must not take precedence and ought not to be able to dictate the course of instruction. The right teaching concept needs to be developed, allowing teaching staff to have the correct perception about the role of AI in teaching, to enjoy the convenience provided by technology but also to have a good awareness of technology. In the teaching process, we should adhere to the principle of teaching being the center of attention, using AI to develop oral communication skills in students and not to

use technology as an end, and avoid formalism. Teachers need to actively learn the idea of human-machine collaboration-based teaching, understand the role of technology in teaching, and apply technology properly in teaching design. Clear thinking will guide all subsequent teaching efforts, ensuring that technology is effectively incorporated into oral teaching, such that technology can really help students learn and enhance the level of oral teaching. Simultaneously, educational authorities need to focus on the dissemination of the human-machine collaboration idea, arrange relevant training or conduct teaching and research work to assist teachers to develop a proper perception of technology, and build a rational attitude towards technology as well as rational use of technology.

4.2. Cultivate teachers' artificial intelligence teaching literacy

Teachers are required to constantly develop their artificial intelligence literacy to teach, enhance their theoretical background as well as practical performance in line with the demands of digital learning. Teachers ought to comprehend the theories behind second language acquisition and use them to come up with effective artificial intelligence learning activities, convert knowledge into actionable language oral teaching tasks, and let technology do its work in language acquisition. Learn to actively operate the different generative artificial intelligence systems, acknowledge the functional constraints of the systems, and, with these, employ technology to generate communication environments, perform oral exercises, and add fun to the classroom. Teachers should learn how to write simple prompts; they should be able to lead artificial intelligence to results that satisfy their own needs and also be able to evaluate the quality of technical outputs. The ongoing process of teaching experience summation, the adjustment of artificial intelligence task complexity depending on the student's level of English, the application of technology to diversify forms of oral training, and simplification of the teaching process. The enhancement of literacy will help teachers better organize classroom activities, play an important part in human-machine cooperation, and increase the effectiveness of teaching with the use of artificial intelligence. Institutions or schools may also create a learning resource sharing system among teachers where they can share what they know about the use of technology, exchange exemplary teaching practices, and improve their artificial intelligence teaching literacy in practice.

4.3. Polishing artificial intelligence prompt design to enrich communication context

It is possible to enhance the cultural and emotional deficits of artificial intelligence in addition to enhancing the quality of human-computer interaction by improving prompt design. In the process of developing prompts, teachers must consider the elements of traditional Chinese culture to allow artificial intelligence to create language that fits the Chinese manner of speaking, allowing language practice to have equivalent Chinese cultural material, and allowing students to learn about Chinese culture as they speak it. It is recommended to add the aspect of emotional communication into the design, which would increase the level of emotional transformations in the dialogue and make the human-machine conversation more similar to everyday communication, more real-life, and engaging. Different prompt framework designs are developed by teachers depending on the different learning goals, i.e., shopping, medical care, traveling, school life, among others, to address different requirements. The continuous refinement of prompt statements, the enrichment of dialogue activities and the possibility of AI to create language materials and feedback that will be more appropriate to oral learning. Purposeful design of prompts may enhance communication between humans and computers and enhance the degree of immersion in oral practice, as well as allow students to engage in oral training under more realistic conditions. Teachers also have an opportunity to share prompt

sentences, offer great examples of prompt sentences in their area of expertise, brainstorm to enhance the quality of prompt sentences, and allow AI to do more in oral teaching.

4.4. Developing learners' language metacognitive abilities

It is important to focus on developing language metacognitive skills in learners, as this will allow them to have an impartial perspective of the outcomes produced by artificial intelligence and enhance their self-learning. When learning orally, allow learners to consider whether what they express makes sense and decide on their own whether the advice offered by artificial intelligence is worth implementing or not, rather than thinking that technology is going to provide everything. Develop the ability to recognize the content produced by artificial intelligence over time, determine whether its language complies with grammar and whether it is acceptable, and eliminate its dross to get to its essence. Learners can use artificial intelligence in oral training whereby they can reflect on their issues and derive lessons from such issues, and they have some self-monitoring and adjustment skills. Some reflective tasks can be allocated to students by teachers such that students can write down the problems they encounter and the lessons they learn through the practice process so as to promote positive study habits. The development of metacognition allows learners to become proactive in oral practice, take full advantage of artificial intelligence resources, and constantly enhance their Chinese language skills with the help of technology, becoming independent of depending on others. As part of the teaching process, teachers must make a deliberate effort to foster students' metacognitive capabilities, help them concentrate on the process of learning, create beneficial study habits, and equip them with the opportunity to keep learning oral English even when they are outside of the classroom.

5. Conclusion

Generative artificial intelligence enriches the training approaches to Chinese as a foreign language and helps to overcome the challenges encountered in acquiring oral language. In accordance with the given acquisition theory, discuss how technology impacts oral learning and also consider the constraints of technology. Create a teaching technique between man and machine on the basis of the respective application principles and use technology to support all the steps. The constant enhancement and development of teaching philosophy, teacher quality, quick settings, and metacognition of learners can be helpful to maximize the use of technology to improve Chinese oral communication of the students.

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