Research on the Educational Paradigm Construction of Integrating Chinese International Education and AIGC

Lin Zhu[1] Huiling Huang[2]

[1,2] *Beijing International Studies University, Beijing 100024, China*

ABSTRACT

AIGC stands for Artificial Intelligence Generated Content. This article analyzes the impact of generative artificial intelligence on language education paradigms through a questionnaire survey. This study clarifies the reconstruction of the roles of language teachers and students by AIGC, and constructs a tripartite interactive teaching model of "teacher-AIGC-student" that is suitable for future education. This article proposes the following strategies and future development trends: firstly, by improving the curriculum system, promoting resource construction, and developing different localized language textbooks, language education can be transformed from traditional paradigms to new paradigms; Secondly, generative artificial intelligence technology can be integrated into the teaching of "Chinese International education+", optimizing the composite talent training model of "Chinese + generative artificial intelligence". Through these measures, it is necessary to promote the sustainable development of the "Chinese + AI + vocational skills" education model.

Keywords: *AIGC (artificial intelligence generated content), Language education, Educational paradigm, Transform.*

1. INTRODUCTION

With the integration of artificial intelligence technology into daily life, AIGC (artificial intelligence generated content) technology is applied in the field of education. Chinese scholars have begun to pay attention to the application mode and effectiveness verification of AIGC technology in teaching courses. In the past two years, Chinese researchers have conducted initial research on how AIGC can promote the transformation of teachers' roles from "knowledge transmitters" to "learning facilitators". In foreign countries, AIGC is being utilized to develop personalized learning tools. In China, researchers in the field of Chinese international education have hardly conducted research on this, and there is still no research that combines enhanced technology integration, ethical review, and Chinese international education. The world is currently undergoing a great transformation that has not been seen in a century. In this era, various fields such as culture, education, and technology are accelerating their changes. Therefore, there is more uncertainty in this era, and the field of language education needs to actively adapt to the times, innovate and break through. For the long-term development of language majors, breaking down barriers between disciplines and utilizing generative artificial intelligence can better coexist with future uncertainties.

2. THEORETICAL CONNOTATION AND IMPLEMENTATION OF "CHINESE+"

In 2020, the “Action Plan for Improving the Quality and Quality of Vocational Education (2020-2023)” was officially launched. This document clearly points out the direction of interdisciplinary development, therefore, in the field of Chinese international education, the "Chinese+" route has begun to enter research and practice. In recent years, "Chinese+" has become a high-frequency term in the field of Chinese international education “Chinese+” can be understood as an interdisciplinary group based on

Chinese language foundation. More and more scholars believe that "Chinese+" can serve as a fusion of Chinese with other disciplines, as well as the integration of Chinese with other industries, technologies, skills, etc. Its main purpose is to cultivate talents that meet future needs in the market and meet today's demand for diversified talents “Chinese+” breaks the traditional disciplinary boundaries, has strong practicality, is market-oriented, and cultivates compound talents with practical abilities. At the same time, "Chinese+" has obvious international and cross-cultural characteristics, so "Chinese+" is helpful for the dissemination and application of Chinese internationally. In 2020, influenced by the pandemic and global digital transformation, the "Chinese+" teaching model shifted towards digitization and intelligence. For example, the combination of online and offline teaching models utilizes technologies such as virtual reality (VR) and augmented reality (AR) to create various scenarios using Chinese language. In 2019, Zhu Lin pointed out that there are problems with local vocational teachers in Chinese international majors: from the perspective of overall teaching, there is still a lack of vocational skill teachers proficient in both Chinese and local languages for "Chinese+". These local teachers either have a weak foundation in Chinese, lack professional skills, or are unable to conduct interdisciplinary teaching. For example, K-12 Chinese language teachers in the United States find it difficult to meet the teaching needs of "Chinese+".

3. RESEARCH ON INTEGRATING AIGC INTO THE CHINESE INTERNATIONAL EDUCATION PROGRAM AT BEIJING INTERNATIONAL STUDIES UNIVERSITY

Internationally, research on AIGC in ideological and political education within Chinese international education remains scarce, with most studies focusing on language skills and cultural dissemination. In recent years, Chinese researchers have concentrated on Chinese culture and national core values, but studies on integrating AIGC into education are limited. No systematic approach has yet emerged globally for achieving cultural adaptability through technological calibration.

About the research on technology application and risk governance, international academic attention is focused on the ethics and compliance of AIGC in education, such as the EU's “Artificial Intelligence Act”. In the Chinese context, research on the application and risks of technology, as well as the integration of Chinese international education, has not yet been conducted.

There has been some progress in the application and risk management of AIGC education both in China and foreign countries, but there are several gaps: the localized risk analysis of AIGC application in Chinese international education is lacking; research on the design and practical path of the "prevention and control guidance" collaborative mechanism is absence; there are few overall, comprehensive, and cross-disciplinary studies; and he cross disciplinary research of technology, education, and linguistics has not been deeply explored, especially lacking a three-dimensional theoretical framework of "technology Chinese international education" based on empirical evidence.

The teaching method of integrating theory and practice is also one of the characteristics of Beijing International Studies University. Chinese international education is a highly practical industry, therefore, the Chinese international education major at Beijing International Studies University focuses on combining theoretical teaching with practical teaching, allowing students to deepen their understanding and mastery of theoretical knowledge through practice.

AIGC has profoundly influenced many fields of education by disrupting the traditional paradigm of content generation and dissemination. It is helpful for teaching and spreading culture, but attention needs to be paid to the adaptability of culture, the credibility of content, ethics, and the guidance of correct values. Therefore, the educational process needs to prevent potential ideological and political risks.

From the perspectives of language, educational technology, AIGC, and other disciplines, the author proposes theoretical research on the intersection and integration of Chinese international education and AIGC technology into political science, promoting the improvement and development of the theoretical system of Chinese international education in the context of new era technology.

4. CHALLENGES AND OPPORTUNITIES FACED IN THE ERA OF AI

In the process of promoting the "Chinese + AI+" project, Beijing International Studies University has encountered a series of complex and challenging problems. These challenges cover multiple key areas such as the adaptability of language and cultural differences to Chinese education, integration of teaching resources, and talent cultivation standards.

Firstly, it is necessary to understand the significant differences between different languages and cultures, as well as the issues that arise during the process of mutual learning and understanding. For learners, Chinese characters, due to their uniqueness, have writing symbols that are different from other forms of writing, causing difficulties. The grammar, phonetics, and especially tones of Chinese also pose certain difficulties for foreign language learners. As an ideographic language, Chinese has a unique grammar structure, rich vocabulary, and complex Chinese character writing system, which differs greatly from many Western languages. This makes it easy for foreign students to develop a fear of difficulty in the learning process. For example, for some students whose native language is Pinyin, mastering Chinese tones is a great challenge, often leading to semantic misunderstandings due to tone errors. At the same time, Chinese culture has a long and profound history, unique values and customs, and significant differences from other countries' cultures. In the teaching process, how to help students deeply understand the connotation of Chinese culture and avoid misunderstandings and conflicts caused by cultural differences is an urgent problem to be solved. For example, when explaining traditional Chinese festivals, students may not have a deep understanding of the historical allusions and cultural meanings behind the festivals, making it difficult for them to truly appreciate the charm of Chinese culture.

With the development of technology, generative artificial intelligence (GenAI) provides a rich and emotionally supported learning experience for language learning. GenAI is bound to challenge the traditional language education paradigm. The traditional language education model of teacher led, student listening, and less participation in teaching will be impacted. While GenAI brings more convenient learning to foreign language learners, its timely multilingual translation will reshape traditional foreign language majors. Traditional foreign language majors that teach language (phonetics, grammar, vocabulary, writing, etc.) will not be able to cultivate students who can meet the needs of future talents. Therefore, the reform practice of "Chinese + AI+" is particularly important. In the process of language teaching, language teachers should try to integrate AI. For example, the introduction of conversational generative artificial intelligence chatbots in language teaching, represented by ChatGPT, will promote the development of students' higher-order thinking (such as creative thinking and critical thinking) through the intervention of generative artificial intelligence. At the same time, in the teaching process, other disciplines are intersected to form language + industry + AI.

Teachers and students, as the main body of education, constitute the basic interactive framework of traditional educational paradigms. However, in the current era of generative artificial intelligence intervention in language education, the closed field of teacher-student interaction has been broken, and the traditional binary relationship between teachers and students is gradually evolving into a "teacher-student-AI" ternary interaction model, with the educational subject showing a multidimensional reconstruction trend. Therefore, it is particularly urgent and important to reposition the roles of students, teachers, and generative artificial intelligence in language education.

While the benefits of generative artificial intelligence have sparked widespread discussion and recognition, some of its drawbacks have also raised concerns. The main concerns are focused on these aspects: the first is that the unethical use of GenAI may lead to academic dishonesty issues such as plagiarism and cheating; the second is that due to the lack of clear source labeling in the generated content, the originality of the answers provided by such AI tools has been questioned by scholars, and the intellectual property rights of content producers may be infringed upon; the third is that AI illusions lead to users receiving inaccurate information; the fourth is the potential bias problem originating from pre training databases, covering cultural bias, gender bias, racial bias, etc.; the fifth is data security and privacy.

Through the distribution of questionnaires by project members, the demand for language teachers in the AI era was identified as follows: the first is the change in the role of teachers, from traditional "knowledge authorities" to "cognitive curators".

Due to the large amount of content generated by artificial intelligence (AIGC), knowledge will become easily accessible. 78% of respondents believe that the role of teachers has shifted to that of "learning guides," while only 8% still adhere to the traditional role of professors. 16% of respondents support the "teacher led A1" language teaching model. This indicates that the majority of people agree that GenAI will be involved in the language education paradigm in the future. The leadership of teachers in teaching will shift. 86% of respondents believe that one of the core functions of language teachers is to guide students to use AI correctly and critically. 84% of respondents require language teachers to master AI skills (56% agree+28% strongly agree). This reflects the transformation of teachers' core competencies. Future language teachers not only need knowledge of language and culture, but also possess certain technical abilities; The second point is that future language teachers should be "cognitive curators" and need to possess the following qualities: The first is to guide students to filter knowledge: When GenAI is integrated into language education, AIGC will have a large amount of resources, and students will face the risk of cognitive overload while being exposed to massive knowledge. Therefore, based on a distributed cognitive framework, teachers should assume the function of "information metabolism center", and use advanced screening mechanisms to resolve GenAI's "cognitive overload risk" through methods such as defining course learning themes and providing prompt words, guiding students to gradually progress from shallow to deep language learning; The second is being the collaborative designers: 84% of respondents require teachers to master AI skills, essentially calling for "technology-enhanced instructional design capabilities". Teachers should apply professional and technical knowledge to balance the proportion of various parts in the teaching process while ensuring students' learning initiative. For example, in the initial stage, they should guide learners to use GenAI for grammar correction and obtain real-time feedback; In the advanced stage, students are prompted to shift their attention from how to use AI for error correction to specific error correction content and cultivate grammar awareness; The third is to be ethical guardians: GenAI has a series of issues such as AI illusion, bias, data security, and privacy, and teachers need to establish protective mechanisms to provide ethical supervision during student use.

At the same time, the role of language learners has shifted from traditional "passive knowledge receivers" to "co-authors of humans, teachers, and machines". 82% of respondents agree that students should become "active explorers" (58% agree + 24% strongly agree). However, 24% of language learners among the respondents have experienced a phenomenon of relying on AI in their learning process. Based on this, the author proposes to summarize the role positioning of students as "human-machine collaborative subjects" and refine it into the following specific roles: 1. Metacognitive managers: Metacognitive management refer to learners actively regulating their interaction with AI through "cognitive cognition" in the human-machine collaborative environment to ensure the achievement of learning goals. This role emphasizes the strategic use of AI tools by students, rather than passive dependence, and its core lies in "self-regulated learning"; 2. Technical drivers: this emphasizes learners' intelligent digital literacy, which can be broken down into a three-dimensional structure of tool operation ability, system integration ability, and fault response ability. Tool operation capability refers to the ability of learners to proficiently use the basic functions of AI tools, while system integration capability refers to the ability to collaboratively build personalized learning workflows with multiple AI tools. The ability to respond to faults emphasizes that learners should be able to identify and correct errors or deviations in AI output.

GenAI should be upgraded from a "tool" to a "cognitive collaborator". 86% of respondents believe that the positioning of AI should not only be defined as a tool, but also as a cognitive collaborative partner for teaching/learning; GenAI has unique advantages in assisting learners in language learning due to its rich knowledge reserves, powerful instant response capabilities, and personalized learning plan customization. Therefore, GenAI is positioned as a "cognitive collaborator" and refine its role into the following roles: 1. Instant feedback engine: using GenAI to achieve "learning feedback closed-loop immediacy", significantly reducing the internalization cycle of skills; 2. Personalized adapter: generating materials that meet the learner's hierarchy through prompt unification, resolving the contradiction between "unified textbooks" and "differentiated needs"; 3. Frontier knowledge collaborators: Real time accessing to the latest corpus, capturing cutting-edge language knowledge, and solving the problem of "lagging textbook updates".

5. CONCLUSION

Looking ahead to the future, "Chinese + AI+" has broad development prospects. The researchers also call on all sectors of society to pay more attention to and support the reform of "Chinese + AI+". Government departments can introduce relevant policies to encourage universities and enterprises to cooperate and jointly promote the development of projects; Enterprises in society can actively participate in project training, provide internship and employment opportunities for students, and also reserve talents for their own development; Educational institutions can strengthen cooperation with universities, jointly carry out teaching research and curriculum development, and provide intellectual support for the development of projects.

ACKNOWLEDGMENTS

This article is supported by the 2025 College Student Innovation and Entrepreneurship Training Program project, "Exploration of the Reconstruction of Language Education Paradigm Driven by Generative Artificial Intelligence" (Project Fund No. X202510031046, Guided by Lin Zhu and Huiling Huang).

REFERENCES

[1] The Website of the Ministry of Education of the People's Republic of China, "Notice of the Ministry of Education and Nine Other Departments on Issuing the Action Plan for Improving the Quality and Quality of Vocational Education (2020-2023)", 2020, http://www.moe.gov.cn/srcsite/zcs_zhgg.html.

[2] Larry A. Samowa, Richard E. Porter, and Aiden R. McDaniel Cross-cultural Communication [M]. Min Huiquan, He Wenfa, Xu Peixi trans., Beijing: Renmin University Press, 2013, 5.

[3] Zhu Zhu, Research on Innovative Methods of Virtual Reality Course Content for Tourism Education [J]. Applied Mathematics and Nonlinear Sciences, 2024, 9(1)1-20, https://www.scindo.com.

[4] Central Committee of the Communist Party of China, State Council, Outline of the Plan for Building a Strong Education Country (2024-2035) [EB/OL] [2025-01-19]. https://www.gov.cn/zhengce/202501/content_6999913.htm.

[5] State Internet Information Office, Ministry of Industry and Information Technology, Ministry of Public Security, State Administration of Radio and Television Method for Identifying Synthetic Content Generated by Artificial Intelligence [EB/OL]. [2025-03-07]. https://www.cac.gov.cn/2025-03/14/c_1743654685899683.htm.

[6] Institute of Artificial Intelligence, China Academy of Information and Communications Technology Guidelines for High Quality Construction Empowered by Artificial Intelligence in Industry Development (2024 Edition) [EB/OL]. [2024-12]. https://www.gov.cn/zhengce/zhengceku/202407/P020240702716282797987.pdf.