

Feasibility of ChatGPT in International Chinese Education

Lechen Sun *

School of Humanities and International Educational Exchange, Anhui University of Chinese Medicine, Hefei, Anhui, China

* Corresponding Author Email: sunlecheng@ldy.edu.rs

Abstract. With the development and global promotion of Chinese international education, the insufficient distribution of regional resources and the complexity of Chinese learning have gradually emerged. Although the application of ChatGPT to international Chinese education can help solve these problems to a certain extent, there are still some shortcomings. While summarizing the development and characteristics of international Chinese education, this paper analyzes the benefits and negative effects of integrating ChatGPT AI into teaching and learning. Based on the above summary and analysis, this paper discusses the principles that can be adopted by strengthening educational exchanges and cooperation between different regions, actively transforming and improving teachers themselves, strengthening guidance and management of students, helping students cultivate their critical thinking ability, timely adjustment in the process of using ChatGPT according to the actual situation, and emphasizing the combination of theory and practice. Thus, ChatGPT can be better utilized in the teaching and learning activities of international Chinese education.

Keywords: ChatGPT, Chinese international education, Language interaction, Technology-assisted instruction, Intercultural communication competence.

1. Introduction

With the increasing trend of globalization and the deepening of China's reform and opening up, China is increasingly connected with the rest of the world. China needs to understand the world, and the world needs to understand China. As the most populous language in the world and a legal working language of the United Nations, Chinese plays an important role as a medium for information transmission and exchange [1]. More and more people are learning Chinese, the scale of teaching is also expanding, and the demand for international Chinese education is growing daily. Due to the complexity of Chinese vocabulary and grammar, it is difficult for foreigners to learn Chinese, and more in-depth research and exploration of teaching methods and textbook design are needed. At the same time, the distribution of Chinese teaching resources is uneven, and some countries and regions lack high-quality Chinese education resources and teachers.

2. Development and Characteristics of International Chinese Education

Chinese international education didn't develop into a career and a discipline until after the founding of China. With the advancement of reform and opening up and the comprehensive development of discipline construction, the theoretical research of Chinese teaching continues to draw on the theoretical achievements of other humanities and social sciences, change the path of purely theoretical research, and emphasize the combination of structure, function, and culture in teaching principle [1]. To avoid blindness, randomness, and disorder in teaching, teachers should make teaching activities scientific, standardized, and standardized. Chinese international education is first and foremost language teaching. Different from linguistics teaching, it aims to cultivate the second language learners' Chinese communicative competence, so that learners can use Chinese for listening, speaking, reading, and writing. Chinese international education is closely related to cultural factors. The teaching of Chinese as a foreign language is inseparable from the teaching of Chinese culture, which must serve the teaching of language. The teaching is based on language comparison. The difficulties

and key points of teaching are determined by the comparison between Chinese and the learner's mother tongue, and the mistakes of learners are analyzed and corrected.

At present, more and more countries carry out Chinese courses, but due to the differences in teaching resources, teaching modes, and teaching systems among regions, it is difficult for international Chinese education to carry out large-scale high-quality teaching. Compared with Western languages, Chinese grammar structure and Chinese character system have unique characteristics, which makes non-native speakers face many difficulties in learning Chinese [2]. The writing, pronunciation, vocabulary collocation, and grammar rules of Chinese characters require learners to spend a lot of time and energy to master. At present, the lack of construction of the international Chinese education system leads to a big difference between theoretical teaching and practical application [3]. In this process, teachers need to use advanced educational technology and theory to explore the teaching mode that conforms to the characteristics of Chinese. Make good use of ChatGPT to present abstract grammar rules and Chinese character structure to students intuitively and vividly to help them better understand and remember. At the same time, teachers can also combine the contextual teaching method and generate corresponding dialogue situations through ChatGPT, so that students can practice in the real language environment and improve their language application ability.

3. The Benefits and Negative Effects of Integrating ChatGPT AI into Education and Learning

3.1. Benefits

3.1.1. Assist teachers in teaching

ChatGPT helps to reduce teachers' stress and improve teachers' teaching efficiency. ChatGPT can answer teachers' questions about teaching methods, curriculum design, and other aspects through the topics asked by teachers, provide teachers with relevant knowledge points, and help teachers save time in the initial collection and integration of materials. It can help teachers complete the lesson preparation work, generate a variety of textbooks, exercises, and classroom activity designs, help teachers reduce the pressure of lesson preparation, and improve teaching efficiency. It will help teachers to focus on more effective teaching, enrich teaching content, and provide diversified teaching resources. At the same time, ChatGPT can provide teachers with teaching advice and strategies to help them guide students in a more targeted way. In the course preparation, teachers can seek personalized teaching suggestions through ChatGPT, provide creative and innovative course design ideas, stimulate teachers' inspiration, and assist teachers in generating complete syllabuses, course plans, and reading materials, to make foreign language classrooms more flexible and innovative.

In addition, ChatGPT can provide teachers with real-time feedback and enhance teaching management. ChatGPT technology further facilitates personalized language instruction through separate or hybrid online models. At the same time, ChatGPT data provides a way for the realization of feedback teaching. Schools use ChatGPT technology to carry out teaching activities and collect, analyze, and feedback on students' behavioral data. Teachers use CHATGPT data feedback to understand students' mastery of subjects, assess students' learning ability and learning progress, timely understand students' learning situation, adjust teaching strategies, and develop targeted teaching programs. The integration of ChatGPT technology into classroom teaching is conducive to promoting the transformation of traditional teaching based on knowledge transfer, one-way teacher-student interaction, and exam-oriented education to literacy-first, multi-dimensional teacher-student interaction and development-oriented innovative education [4]. Improve the quality of Chinese teaching, solve the problems of traditional teaching mode learning is too mechanical, and difficult to meet social needs, to better integrate into the global educational knowledge system.

3.1.2. Help students to learn

ChatGPT can ease the impact of traditional classroom restrictions and personalize learning programs for students. Due to the limitation of time limit in traditional classroom teaching, teachers need to balance the allocation of time between theoretical teaching and practice. There are often a certain amount of course arrangements and teaching plans in a fixed time, which will compress students' practical practice opportunities. Such compression will not only affect students' reception of theoretical knowledge but also limit students' practical situational communication ability, which is not conducive to improving learners' Chinese communication level [5]. With the help of ChatGPT, learners can use spare time to watch relevant teaching materials and have additional practice and communication outside of class time. Learners can also focus on learning part of the lecture hall after class to absorb and digest the classroom knowledge, which is highly efficient and targeted and is conducive to breaking the limitations of excessive attention to short-term memory of knowledge and the lack of connection between theory and practice caused by such time constraints. Moreover, ChatGPT can conduct intensive training for students' language weaknesses, provide students with personalized learning suggestions and guidance, customize learning experiences according to students' differences and needs, and efficiently absorb uninternalized theoretical knowledge in class to improve learning efficiency. ChatGPT can also develop learning plans and strategies based on the individual needs and interests of learners, and provide relevant learning materials. Learners can constantly explore their learning methods and methods according to their own needs.

ChatGPT can create a positive language learning environment and improve students' enthusiasm for second language learning. American psychologist Horwitz first put forward the concept of foreign language learning anxiety and classified it into communication fear, test anxiety, and fear of negative evaluation. Students always show more anxiety in the second language class, and their anxiety mainly comes from the negative evaluation of their own mistakes in the second language communication and tests [6]. ChatGPT is essentially a language-processing machine, not a human being. To a certain extent, CHATGPT can reduce students' anxiety and sense of shame in communicating with others, and increase students' willingness to communicate in a second language. Language learning is a process of constant communication and interaction, and ChatGPT's real-time response is conducive to creating a positive language learning environment for students and enhancing their willingness to interact [7].

3.2. Negative Impact

3.2.1. Impact on traditional teaching mode and weaken teacher-student relationship

The generation of ChatGPT is random rather than a fixed template. Its generated course content challenges the authority, structure, unity, and stability of expert courses and traditional teaching textbooks. Furthermore, ChatGPT is a language model tool, not a search engine, and it is a computational mechanism, not a search mechanism. Some of the content generated by ChatGPT is illogical, some of the professional knowledge is wrong, maybe partially misleading, and the operation is risky. ChatGPT has a duality in promoting or weakening teacher-student interaction. The use of ChatGPT also has a certain impact on the teaching and learning responsibilities of both teachers and students and weakens the emotional connection between teachers and students. People's thinking is gradually affected by ChatGPT, and the education model will change from the traditional "teacher-student" dual structure to the "teacher-student-machine" tripartite structure. The ternary relationship is not only a simple addition of an element but may produce qualitative changes in the continuous quantitative changes, which will completely affect the cognition of education, threaten the stability of the teacher-student relationship, and complicate the existing teacher-student dual structure.

Although ChatGPT has certain communication and interaction functions, simply focusing on and relying on ChatGPT will reduce face-to-face interpersonal communication and exchanges between students and others to a certain extent, which is not conducive to the cultivation of students' language ability and cross-cultural communication ability [7]. Lack of communication and exchange with others, it difficult for learners to experience the real language communication environment. Blindly

human-computer interaction is easy to reduce learners' judgment and dialectical ability, and it is difficult for learners to experience the real psychological reaction and behavioral interaction in the context of interpersonal communication. Learners may not master the details of Chinese pronunciation, intonation, grammar, and other aspects, which is not conducive to learners' interactive communication and self-expression.

3.2.2. Limitations in Chinese international education

The use of ChatGPT is still limited in some areas, which limits the development of Chinese international education. For example, in the field of translation, the translation of ChatGPT is based on a large number of text databases. For real literary translation, the translator needs to "re-create" after having a high understanding of the author's emotions and the content of the work [8]. It is difficult to get the translation result of "faith, elegance, and elegance" by relying only on ChatGPT. According to the research, the current ChatGPT database still lacks Chinese language knowledge, and the Chinese processing ability presented by ChatGPT is "understanding" rather than "expression". In the process of translation, some understanding errors are inevitable, which still need manual modification and intervention [9]. Human beings are still of irreplaceable importance in the field of translation.

In addition, the humanities field is also one of the development difficulties faced by ChatGPT. Understanding the local culture and civilization is indispensable to learning a language. ChatGPT is trained on large-scale data, focusing more on linguistic forms than cultural connotations. Although the use of ChatGPT is helpful for second language learners to learn Chinese, if it is applied to the cultural field, it will increase the learners' stereotype of Chinese culture. Moreover, simply relying on ChatGPT without face-to-face communication and the cultivation of cross-cultural communication ability makes it difficult for learners to understand different communication scenes and different communication strategies in the Chinese cultural context, which is easy to make learners complacent, which is not conducive to achieving the ideal cross-cultural learning and communication effect.

4. Suggestions

4.1. Strengthen Exchanges and Cooperation among Countries to Jointly Meet Challenges

The application and development of ChatGPT is an inevitable trend. The scientific and technological revolution of artificial intelligence and its impact on education have the characteristics of globalization. It is necessary to strengthen exchanges and cooperation between countries, actively pay attention to the changes in the international situation, extensively absorb the new technological revolution, learn from the advanced experience of other countries, and jointly cope with various challenges brought by new technologies. The helper role of ChatGPT can be played more efficiently so that it can better empower the teaching and learning of Chinese as an international education. The deep integration of intelligent technology and foreign language teaching will not only bring about changes in teaching concepts and teaching methods but also make the teaching process and teaching scene more deeply intelligent, to promote foreign language intelligence education from theory to reality. Therefore, foreign language education needs to change its identity from "foreign language teacher" to "foreign language intelligent teacher" based on renewing its concept and clarifying its action logic.

4.2. Strengthen the Guidance and Management of Students

When facing the challenge of new technology and new knowledge, teachers need to maintain discipline concentration, and have firm belief in career orientation. No matter how intelligent technology evolves, teachers will always be an important link in the teaching community, and the main body of education is still the relationship between people. At the same time, teachers should learn to adjust their inherent concepts to adapt to the deconstruction of the traditional teacher-student relationship and the establishment of a new interactive construction relationship [4]. While actively

promoting their transformation, teachers should also return to their duties and adhere to the learner-centered education concept [10]. Strengthen their educational technology level, and digital literacy, and strengthen the digital classroom dynamic management.

Teachers should improve themselves from four dimensions: information awareness, computational thinking, digital learning and innovation, and information social responsibility [11]. It is necessary to cultivate students' ability to distinguish information and guide them to use ChatGPT reasonably. Encourage them to maintain independent thinking and problem-solving skills while using ChatGPT to help students develop critical thinking skills. Remind students at key nodes to avoid students falling into the rut of "technology supremacy" and ignoring the construction of "critical thinking". At the same time, teachers can combine the teaching resources provided by ChatGPT to design more interactive and inspiring teaching activities to stimulate students' learning interests and enthusiasm and strengthen interaction and communication with students. For the application of ChatGPT in some specific areas, teachers can select and adjust it according to the actual situation to ensure the maximization of its teaching effect.

4.3. Focus on the Combination of Theory and Practice

Chinese as a foreign language education cannot be separated from practice, and traditional theoretical teaching methods are no longer adapted to the modern teaching environment. Therefore, science and technology should be actively applied in education to build a smart Chinese learning environment combining reality and reality [12]. In practical teaching, it is not only necessary to use human-computer interactive communication to help students relieve their anxiety in the early stage of second language learning, but also to pay attention to the interaction between people. To solve the imbalance of regional educational resources and other problems, an international Chinese education network platform can be set up to allow learners to break the limitations of time and space to further practice Chinese through online interaction and cultivate their cross-cultural communication skills. Through the online platform, teachers can not only impart theoretical knowledge, but also provide more opportunities for students to interact and show themselves, and increase students' confidence in second language learning. At the same time, professional teachers give feedback and assessments based on student's performance in the learning process, guide students to constantly improve themselves, and enhance students' Chinese application ability and cross-cultural communication level.

5. Conclusion

To sum up, the development and application of ChatGPT are conducive to promoting the transformation and development of international Chinese education. The use of ChatGPT can reduce teachers' teaching pressure, improve the quality of Chinese teaching, help teachers timely understand students' learning progress, and strengthen teaching management. Moreover, ChatGPT can create a personalized learning plan for students, break the traditional classroom time constraints, create a positive language for students, and increase the enthusiasm of students to learn a second language.

To avoid the negative impact of ChatGPT, education officials should strengthen exchanges and cooperation between countries, learn from the advanced experience of others, and play the helper role of ChatGPT more efficiently. In addition, teachers should actively promote their transformation and strengthen the guidance and management of students. While improving their professional level, teachers should also strengthen their communication and interaction with students. When using ChatGPT, they should make timely adjustments based on the actual situation to ensure the maximum teaching effect. In addition, teachers and learners should also pay attention to the principle of combining theory with practice to improve students' Chinese application ability and cross-cultural communication level.

References

- [1] Xun L. An introduction to pedagogy of teaching Chinese as a foreign language. 2000.
- [2] Wu X. Research on cultural teaching of international Chinese education in the new era. *Region Educational Research and Reviews*, 2023, 5 (4): 88 - 92.
- [3] Wang Y. Research on the development status and teaching strategies of international Chinese Language education. *Industry and Technology Forum*, 2020, 19 (02): 260 - 261.
- [4] Sun T. Thinking on numerically intelligent foreign language teaching based on ChatGPT: Game, challenge, and approach. *Journal of Guizhou Open University*, 2024, 32 (01): 7 - 13.
- [5] Ma L. Research on oral teaching of international Chinese language education assisted by ChatGPT. *Journal of Higher Vocational Education*, 2024, 1 (2): 129 - 134.
- [6] Horwitz E K, Horwitz M B, Cope J. Foreign language classroom anxiety. *The Modern Language Journal*, 1986, 70: 125 - 132.
- [7] Zhang Z, Hong H. Foreign language teaching supported by ChatGPT: Empowerment, issues, and strategies. *Foreign language circles*, 2023, (02): 38 - 44.
- [8] Shen L. The value of ChatGPT to foreign language education in the context of "Internet Plus". *China New Communication*, 2024, 26 (01): 206 - 208.
- [9] Geng F, Hu J. A new direction of AI-assisted post-editing: a case study of translation based on ChatGPT. *Chinese Foreign Language*, 2023, 20(03): 41 - 47.
- [10] Zhang Y. Digital literacy and skills are the foundation of teachers: Observation of the parallel conference on Digital literacy and Competence Improvement of teachers. *China Education Daily*, 2024.
- [11] The Editorial Department. The way to improve teachers' digital literacy and competency in the era of Artificial Intelligence--A summary of the parallel conference on teachers' digital literacy and competency improvement at the 2024 World Digital Education Conference. *Chinese educational informatization*, 2024, 30 (03): 37 - 42.
- [12] Wu Y. Some theoretical and practical problems facing Chinese international education. *Journal of Yunnan Normal University (Philosophy and Social Sciences Edition)*, 2016, 48 (01): 38 - 46.