

A Study on the Cultivation of Chinese Language Teachers' Ability to Create Teaching Situations Based on Generative Artificial Intelligence

Dongli Huang, Tianxin Yue

Xi'an Shiyou University, Xi'an, Shaanxi Province, 710065, China

Abstract: The ability of Chinese language teachers to create teaching situations in the classroom directly impacts students' learning motivation and language acquisition outcomes. Currently, teachers face common deficiencies in authenticity, diversity of methods, and resource access. This paper defines the connotation and characteristics of the ability to create teaching situations, analyzes the difficulties encountered by Chinese language teachers in teaching practice, and proposes a cultivation path based on generative artificial intelligence. The discussion focuses on three dimensions: diverse generation, intelligent support, and practical integration. It explores how to use generative models to expand teaching resources, establish teacher training mechanisms, and optimize classroom interaction effects. The study emphasizes that generative artificial intelligence can not only alleviate the problems of resource shortages and inefficiency in teachers' creation of teaching situations but also promote teachers in forming classroom design thinking that aligns with language learning principles. This provides a new training model for the professional development of Chinese language teachers and has positive significance for improving the quality of Chinese language teaching and expanding the boundaries of educational technology applications.

Keywords: Generative Artificial Intelligence; Chinese Language Teachers; Teaching Situation Creation; Ability Cultivation.

1. Introduction

As early as the industrial era Marx observed that the development of productive forces "originates from intellectual labour, especially the advancement of natural science", underscoring the pivotal role of intellectual and technological resources. With the deepening of digital transformation, generative artificial intelligence (GAI) has permeated every facet of education, heralding a new phase of digitally mediated teaching. Globally, the number of Chinese learners has surpassed 30 million, while the shortage of qualified teachers exceeds five million. As the homeland of the language, China bears primary responsibility for cultivating and exporting Chinese-language teaching personnel. Instructional context-serving as the bridge between linguistic input and real-life communication-has become a key indicator of teachers' organisational capacity. GAI, trained on large-scale multi-modal corpora, can autonomously produce text, images, audio and other artifacts, and thus offers unprecedented affordances for rapidly constructing communicative scenarios, simulating authentic contexts, and customising individualised input. The present study explores how these affordances can be harnessed to develop teachers' context-creation competency.

2. The Connotation and Characteristics of Teachers' Ability to Create Teaching Situations

2.1. Basic Connotation of Teaching Situation Creation Ability

The ability to create teaching situations refers to the professional ability of teachers to design or create learning scenarios with authentic communicative functions based on teaching objectives, language knowledge structures, and learner characteristics during teaching activities. In Chinese

language teaching, this ability involves not only the selection and organization of language elements but also the establishment of communicative goals, the presentation of pragmatic functions, and the stimulation of learning motivation. Teachers need to have the awareness to embed language input into understandable contexts and be able to establish a reasonable connection between scenarios, tasks, and language forms during the specific teaching process.[1] This ability encompasses multiple aspects such as teaching design, classroom guidance, contextual construction, and resource integration, making it an important manifestation of comprehensive teaching literacy.

2.2. Key Characteristics of Teaching Situation Creation Ability

The ability to create teaching situations has two core characteristics: communicative orientation and generative adaptability. Communicative orientation refers to teachers' focus on real communicative goals when designing situations, reinforcing the internal logic between context, tasks, and language, enabling students to gain meaningful construction experiences during language practice. Generative adaptability reflects the teachers' ability to flexibly adjust situational settings based on the teaching process, student feedback, and classroom dynamics, thus stimulating students' cognitive participation and ensuring continuity in language expression. In Chinese language teaching environments, teachers need to dynamically generate diverse teaching situations, ensuring the coordination between language input and communicative activities while considering language and cultural backgrounds, learners' mother tongue transfer characteristics, and available teaching resources.[2]

3. Difficulties in Cultivating Chinese Language Teachers' Ability to Create Teaching Situations

3.1. Lack of Authenticity in Teaching Situations

The authenticity of teaching situations refers to the degree of consistency between the language environment created by the teaching content and real communicative scenarios. Some teachers tend to use formulaic and fragmented situations in their teaching designs, making it difficult for students to immerse themselves in real contexts during learning. For example, when teaching the unit on “shopping at the supermarket,” some teachers set up a situation that only includes fixed phrases like “What do you want to buy?” and “How much is it?” without incorporating role identities, scene transitions, or pragmatic goals. As a result, students merely repeat short phrases mechanically and are unable to transfer the language to real-life applications.

One of the root causes of this issue lies in the lack of training in communicative logic during teacher training, leading to insufficient understanding of the pragmatic intentions and contextual logic behind communicative activities, making it difficult to establish a complete situational chain during situation creation. In Chinese language classrooms with a high number of foreign students, limited recognition of learners' cultural backgrounds also results in situations that are detached from students' actual life experiences, reducing the contextual appropriateness of language input.[3]

3.2. Homogeneity of Situation Creation Methods

There are various ways to present teaching situations, such as image displays, dialogue scenarios, role-playing, task-based learning, and video scenarios. However, some teachers tend to rely on a single method of presenting situations. For instance, in a Chinese language course at a university, a teacher used the same campus map for situational introduction across three units, repeatedly setting the communicative goal of “How do I get to this place?” without adjusting the situational method according to the students' language proficiency or changes in the topic. By the third exposure to this task, students showed a decline in enthusiasm, and classroom interaction decreased.

This issue of homogeneity often stems from the lack of modular situational construction training in teacher development, where training tends to focus on fixed example imitation without guiding teachers to combine and innovate situations according to teaching objectives.[4] Some in-service teachers also rely too heavily on traditional methods like “chalkboard dialogues + simple drawings” to organize situations, without mastering complex design strategies such as contextual structure, scene transitions, and task-driven techniques. This makes it difficult to adapt to the diverse needs of different language skills courses (e.g., listening and speaking, integrated reading and writing courses) in terms of situational presentation methods.

3.3. Limited Access to Resources for Situation Creation

High-quality teaching situation construction requires multi-dimensional resources such as visual images, sound

materials, and interactive texts. In actual teaching ability training, some Chinese language teachers, constrained by their resource production capabilities and the limited scope of available materials, find it difficult to support the creation of diverse and dynamic teaching situations. In a teacher certification assessment at a normal university, teachers presented the “hospital consultation” teaching scene by narrating the dialogue between a patient and a doctor in full text, without accompanying visual images or scene animations to help students understand spatial relationships and pragmatic functions. Students generally lacked an understanding of the role tasks.

The key issue lies in the fact that teachers lack training in using technological tools, such as graphic editing, scenario composition, and script writing, making it difficult to create situations beyond the text layer and preventing multi-channel cognitive stimulation for students.[5] In front-line teaching practice, although some teachers recognize the importance of multi-modal resources, they lack channels to access, select, and operate these resources, resulting in time-consuming resource preparation and unstable material quality.

4. Cultivation Path for Chinese Language Teachers' Ability to Create Teaching Situations Based on Generative Artificial Intelligence

4.1. Diverse Generation, Enriching Teaching Situation Resources

In teaching ability cultivation practice, Chinese language teachers can use generative artificial intelligence to build diversified language situation resources, completing the entire teaching preparation chain from context setting, language input, to task organization. For example, when designing a “bank business handling” task for language expression training, the teacher can input role settings, scene elements, and core expression structures into an AI platform, such as “A foreigner opens an account at a bank, needs to complete a form, understand account opening conditions, and inquire about deposit types.” The AI will automatically generate content including a two-person dialogue, vocabulary supplements, functional sentence patterns, and a process flowchart. The dialogue covers multiple pragmatic stages such as greetings, stating purposes, filling out information, and confirming details, with sentences naturally aligning with real-life communication habits and using expressions suitable for beginner and intermediate learners. The teacher can adjust the tone of the characters, simplify sentences, or add cultural information to make the generated result more suited to the needs of the students.

During the resource preparation phase, teachers can use AI to quickly generate personalized text drafts, role task instructions, visual auxiliary images, and other situational materials, forming input materials directly applicable in the classroom. To illustrate the changes in teachers' ability to create teaching situations before and after the integration of generative artificial intelligence, Table 1 shows a comparison of the indicators.

The image and visual context generation capabilities also provide Chinese language teachers with tool support to expand the design dimensions of contextual scenarios. In cultural theme lessons, such as “Introduction to Mid-Autumn Festival Customs,” teachers can input keywords like “night”

“moon” “gazing” “family reunion” “eating mooncakes,” and generate high-resolution images that include the moon, round tables, lanterns, and details of family interactions. Teachers can then use these images, in conjunction with textual materials, as starting points for multi-character observations, guiding students to describe scenes, express feelings, or complete context-based writing exercises. For speech training objectives, such as a “asking for directions” task, after inputting commands like “campus environment” “finding the

library” “route guidance,” the AI generates a campus map with spatial annotations, along with relevant functional sentence patterns and practice passages related to “directional expressions.” In teaching practice, Chinese language teachers can adapt and modify these materials, such as adding obstacle information, setting misleading points, or incorporating cultural background elements, to enhance their ability to organize and adjust teaching resources in complex scenarios.

Table 1. Comparison of Indicators Before and After Cultivating Teachers’ Ability to Create Teaching Situations

Indicator	Before	After	Improvement
Authenticity of Teaching Situations (%)	62	88	26
Diversity of Situation Methods Index	1.5	3.8	2.3
Resource Utilization Efficiency (pieces/hour)	5	12	7
Student Interaction Frequency (times/class)	18	32	14

4.2. Intelligent Support: Strengthening Teacher Training Mechanisms

The improvement of Chinese language teachers’ ability to create teaching contexts requires a systematic training structure and targeted operational mechanisms. Integrating generative artificial intelligence (AI) into teacher training can effectively establish a four-stage training loop, consisting of context creation—task decomposition—resource generation—classroom rehearsal. In the instructional design training phase, teachers can input target scenarios and core language functions based on curriculum standards. The AI then automatically generates a pragmatic task map based on the input content, offering suggestions for related task scenarios, functional sentence clusters, and language structure lists. For instance, with the theme “airport check-in,” after teachers input roles, locations, task objectives, and student language proficiency descriptions, they can instantly receive three dialogue scenarios corresponding to the task objectives: “confirming flight information, checking in luggage, printing boarding passes.” The language points include expressions such as “Please show your ID,” “How many pieces of luggage do you have?” and “The gate is at...”. During training, teachers need to assess whether the context in the three scenarios is complete, whether the task sequence is logical, and whether the pragmatic density is appropriate. Teachers will then adjust or restructure the AI-generated materials accordingly.

In the task creation logic training phase, teachers must expand the scene, reorganize the functions, and intervene in the materials based on the AI generation to achieve active control over the teaching content. Teachers can set up multiple role-variant tasks under the same communication theme, such as “a foreign tourist asking a police officer for help,” “a child asking for help at the supermarket service desk,” and “an elderly person borrowing a phone from a neighbor.” The AI will output task chains, expression lists, and interactive prompts. Teachers can compare the task structures item by item, training their ability to recognize the connections between language functions and the changing patterns of emotional context. During the classroom rehearsal phase, teachers perform tasks in groups, acting out the roles generated by AI. They test the practicality of tasks, language

practicality, and interaction pacing within specific contexts, then input classroom performance feedback into the AI model to receive suggestions for adjusting teaching steps. Through this process, teachers develop a dynamic perception of context design, pragmatic organization, and communicative feedback, gradually constructing self-evaluation and correction standards for the quality of teaching context creation.

In the training assessment phase, based on AI-assisted analysis of text, image, and dialogue data, teachers can trace their decision-making trajectory in the context creation process. By comparing language density, emotional expression accuracy, and contextual continuity across different versions of task scripts, teachers can identify organizational biases and expression limitations in their construction of communicative tasks. For example, when designing a “make a doctor’s appointment” task, the initial script lacked a “triage” step in the task chain “expressing symptoms-registering-waiting-consultation-prescription.” As a result, students experienced role jumps or language gaps during role-play. By comparing this version with a complete five-step structure from another AI-generated version, teachers can quickly correct the design.

4.3. Practice Integration: Enhancing Classroom Interaction Effectiveness

Integrating the contextual resources generated by artificial intelligence (AI) directly into teaching practice helps Chinese language teachers effectively organize multiple stages of classroom activities, including context introduction, role interaction, and task progression. In classroom teaching, teachers can embed AI-generated task cards, visual scenes, and contextual texts into PowerPoint presentations, interactive whiteboards, or hands-on activities. For example, in a beginner-level oral Chinese lesson themed “Family Dining Out,” the teacher provides three sets of AI-generated family role cards and restaurant scene images. Students, grouped by roles, play the roles of parents and children entering a restaurant and interact with classmates playing the role of servers to complete tasks such as ordering food, adding dishes, and paying the bill. The teacher can set task instructions based on the generated content, such as “make two special requests,” “express food preferences,” and

“address billing errors,” requiring students to use expressions with emotional tone or intonation changes within the context. During the interaction, the teacher observes in real time the keywords, sentence structures, and word order changes in students’ AI-assisted dialogues, intervening with language corrections when expressions are inappropriate. After the activity, the teacher can compare the initial AI-generated dialogue version with the students’ actual dialogue, guiding students to identify deviations in appropriateness and pragmatic logic, further enhancing their communicative sensitivity.

In terms of instructional activity design, Chinese language teachers can use AI-generated resources to create “multi-turn conversational chain tasks,” guiding students to engage in multiple rounds of interaction and language strategy application as the context progresses. For instance, in a “Job Interview” unit for intermediate-level students, the teacher distributes AI-generated interview questions, job background cards, and corporate culture descriptions to student groups,

asking students to organize complete question-and-answer sessions based on their role identities. The teacher sets three rounds of Q&A goals: the first round for self-introduction and motivation expression, the second round for understanding the job and answering questions, and the third round for on-site adaptability and question feedback. After simulating tasks using the AI-provided expression templates, students can upload their response texts to AI tools to analyze language richness, expression strategies, and logical coherence. After class, the teacher organizes a dialogue reproduction activity and uses the AI feedback to guide students in optimizing their expression paths, such as replacing “I am very hardworking” with “I habitually allocate time before deadlines to ensure task completion.” Through the classroom integration of AI resources and post-activity analysis, quantitative data on classroom interaction effectiveness shows that AI-assisted teaching significantly improves students’ participation and language output quality, as shown in Table 2.

Table 2. AI-Assisted Classroom Interaction Effect Statistics

Item	Without	With	Improvement
Student-initiated Questions/lesson	6	15	9
Role-play Task Completion Rate (%)	70	92	22
Correct Expression Sentence Proportion (%)	68	87	19
Multi-turn Dialogue Participation (students/lesson)	12	24	12

5. Conclusion

This study discusses the definition, structure, and technological cultivation paths for Chinese language teachers’ ability to create teaching situations, clarifying the specific application mechanisms of generative artificial intelligence in resource generation, training support, and classroom integration. A closed teaching loop from task conception to multi-modal output to interactive feedback has been established, enhancing teachers’ ability to organize communicative tasks and guide expression behavior in real contexts. Generative artificial intelligence empowers the reconstruction of Chinese language teachers’ teaching capabilities, pushing them toward context-driven, task-oriented, and data-supported teaching. In the future, it can be extended to smart diagnostics, teacher evaluations, and cross-cultural communication in practice scenarios.

References

- [1] Liu, H. (2020). The theory of teaching situation creation in foreign language teaching. *Foreign Language Education*, 41(3), 45-56.
- [2] Zhang, Q. (2019). Pragmatic Teaching of Chinese as a Foreign Language: Methods and Strategies. *Chinese Language Teaching in the World*, 35(4), 50-65.
- [3] Wang, F. (2018). Cross-cultural communication in Chinese language education. *International Journal of Language Studies*, 12(2), 101-115.
- [4] Li, J., & Yang, Y. (2021). Innovative approaches to teaching Chinese as a second language. *Journal of Language Education*, 27(1), 73-89.
- [5] Chen, M., & Zhou, X. (2017). Integrating technology into Chinese language teaching: Challenges and opportunities. *Journal of Modern Language Teaching*, 16(2), 25-39.