# Enhancing Chinese Language Learning with GenAI: From Tang Poems to Spoken Practice

Padlet ● yncmz

## Exploring the Works of 李白 and 杜甫

**Today's Journey: Li Bai & Du Fu**
We're exploring the powerful verses of two of China's most famous poets—Li Bai and Du Fu. Each group will work on a poem, exploring not just the language and meaning, but also the poetic form and aesthetics that make these works timeless.

**Steps for Today:**
1. **Claim Your Poem**
2. **Translate** the original text to pinyin and English. If you're stuck, ChatGPT is here to help!
3. **Analyze** the rhymes, rhythms, and parallel structures to get a feel for the craft with the help of ChatGPT.

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## Introduction

- ✓ This project integrates GenAI into advanced Chinese language teaching through a creative, non-graded classroom activity.
- ✓ Students explored selected Tang poems with AI support for translation, analysis, and expression.
- ✓ The focus was on collaboration, cultural insight, and confident language use.

### Course Design Question

How can we integrate GenAI meaningfully into advanced language instruction while preserving student agency, cultural authenticity, and critical thinking?

### Activity Overview

This GenAI-supported classroom activity used classical Chinese poetry as a medium for advanced language use. The instructor provided a curated set of Tang poems by Li Bai and Du Fu. Students worked in small groups to select and explore one poem.

Importantly, this was a non-graded, in-class activity designed to foster collaboration and open sharing rather than assessment. The focus was on participation, creativity, and building confidence.

## Method & Discussion

### Breaking Down the Poem

**Translation Practice**
Translated the poem into pinyin and English, using ChatGPT to clarify meaning and expression.

**Poetic Analysis**
Analyzed rhyme, rhythm, and parallel structures using GenAI and peer discussion.

### From Insight to Illustration

**Personal Reflection**
Reflected on the poem's meaning and tone in their own words.

**Creative Visualization**
Created AI-generated artwork to illustrate a key poetic line.

### Expressing and Refining

**Oral Presentation**
Presented their work to the class: sharing their translation, analysis, visual choices, and emotional response.

**Peer & Instructor Feedback**
Received feedback from both peers and the instructor to deepen interpretation and improve language accuracy.

### Challenges Addressed

- Students were guided to critically assess GenAI outputs, using translation errors and cultural inaccuracies as learning moments to deepen understanding.
- The activity was structured to support learners with varying levels of GenAI experience through peer collaboration and scaffolded steps.

### Reflections & Key Takeaways

- Students didn't just consume AI output —they learned to use it critically and creatively, especially in interpreting poetry and visualizing meaning.
- By combining language analysis, artistic creation, and oral sharing, the activity fostered engagement across multiple skill areas in an inclusive, non-assessed format.

### Conclusion

- ✓ GenAI can be a powerful classroom tool when thoughtfully integrated to support language learning, creativity, and cultural engagement.
- ✓ This activity moved beyond passive learning, encouraging students to explore, interpret, and share knowledge independently.

### Course Background: LAC4202 Chinese 6

- ✓ An advanced Chinese language course focusing on reading, writing, and formal expression for learners with strong listening and speaking skills.
- ✓ Students engage with contemporary and cultural topics using authentic materials to build precision, fluency, and critical thinking in Chinese.