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AI-Empowered Scenario Innovation and Practice in Undergraduate Foreign Language Reading-Writing Instruction: A Case Study of the Understanding Contemporary China Japanese Reading-Writing Course

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Abstract: Addressing persistent challenges in undergraduate foreign language reading and writing instruction in the new era—including insufficient personalized guidance, shallow cultural interpretation, delayed writing feedback, and weak practical components—this study explores innovative pathways for the deep integration of artificial intelligence (AI) technologies into reading and writing courses. As a case study, it takes the Understanding Contemporary China: Japanese Reading-Writing Coursebook as its textbook and Japanese major students from the 2023 and 2024 cohorts at Baoding University as its instructional practice subjects, with the 2023 cohort's teaching practice completed in fall 2025 and the 2024 cohort's ongoing in fall 2026. Aligned with the three-dimensional objectives of the Understanding Contemporary China: Japanese Reading-Writing Coursebook, namely "language proficiency + cultural confidence + international communication competence," the study draws on Constructivist Learning Theory, Formative Assessment Theory, and the Production-Oriented Approach (POA) to construct a "Three-Stage, Five-Ring" teaching model. The model encompasses Input Empowerment, Internalization and Construction, and Output Practice as its three stages, accompanied by five instructional components: collaborative vocabulary organization, interactive text deconstruction, multimodal cultural interpretation, iterative writing training, and digital communication practice. It covers the entire instructional process from pre-class preparation and in-class instruction through post-class practice to assessment and evaluation. These explorations aim to identify possibilities for enhancing vocabulary teaching efficiency and to provide new approaches for strengthening students' critical reading abilities, deepening their understanding of Chinese cultural translation, facilitating personalized writing feedback and process-oriented assessment, and cultivating students' intercultural communication competence.

Keywords: Artificial intelligence; Understanding Contemporary China; Foreign language reading and writing; Teaching model; Scenario innovation

I. Introduction

In June 2026, the State Council issued the Fifteen-Year Plan for Education Development (Guo Fa [2026] No. 19), which explicitly calls for "deepening the national strategy for digital education, launching the 'AI + Education' initiative, and driving profound transformation in educational philosophy, talent development models, examination systems, research paradigms, and governance mechanisms" (State Council, 2026, para. on advancing digital-intelligent transformation in education). The Outline of the Fifteen-Year Plan for National Economic and Social Development, in Chapter 36 titled "Enhancing the Reach and Influence of Chinese Civilization," proposes: "Accelerate the construction of China's discourse and narrative systems, enhance the effectiveness of international communication, strengthen exchanges and cooperation in culture, and present a credible, likable, and respectable image of China" (National People's Congress, 2026, Ch. 36). Against this backdrop, the training objectives of foreign language education have shifted from language skills training alone toward a comprehensive model integrating "language proficiency, cultural confidence, and international communication competence."

As China's demand for international exchange continues to grow, the cultivation goals for higher education foreign language talent have pivoted toward developing individuals who possess both linguistic competence and international communication literacy, making curriculum reform and textbook development a top priority. Sun (2022) argues that "higher foreign language education in the new era must proactively serve the nation's participation in global governance and national rejuvenation; it must stand at the strategic height of building China's external discourse system and enhancing soft power, and boldly innovate its knowledge, curriculum, and textbook systems" (p. 78). The multilingual textbook series Understanding Contemporary China has emerged as a core vehicle for realizing these new-era talent cultivation goals, fulfilling a triple function of language training, ideological and moral education, and international communication. It serves as a critical instrument for translating policy into practice. Nevertheless, the

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teaching of related courses faces numerous practical difficulties, and students' ability to "tell China's story well" remains difficult to operationalize.

A review of the relevant literature reveals that existing research has largely focused on macro-level policy interpretation and meso-level instructional design, with insufficient exploration of how AI can be concretely embedded in the teaching process—particularly the micro-level pathways that bridge the gap between policy requirements and classroom implementation. The classroom is the core arena for implementing the digital education strategy, and instructional model innovation is the critical link connecting policy aspirations with educational practice.

Accordingly, this study takes the teaching of the Understanding Contemporary China: Japanese Reading-Writing Coursebook (general editor: Xiu Gang; volume editor: Zhou Yifu; Foreign Language Teaching and Research Press, 2022) as its specific vehicle and adopts a case study methodology. It embeds AI technologies throughout the entire instructional process and explores actionable pathways for AI-empowered undergraduate foreign language reading and writing instruction, with the aim of providing practical references for the digital transformation of foreign language teaching in higher education. The study takes Japanese major students from the 2023 and 2024 cohorts at Baoding University as its implementation subjects. The 2023 cohort's teaching practice was completed in fall 2025, and the 2024 cohort's teaching practice is currently underway in fall 2026. It should be noted that the AI-empowered instructional design involved in this study has been implemented and validated to varying degrees across the aforementioned teaching cycles.

II. Theoretical Foundations and Core Logic of AI-Empowered Foreign Language Reading-Writing Instruction

2.1 Core Theoretical Foundations

2.1.1 Constructivist Learning Theory

Constructivism holds that learning is a process in which learners actively construct knowledge rather than passively receive information. AI can function as a "cognitive scaffold," providing students with inquiry tools, guided prompts, and resource support, thereby helping them complete knowledge construction through autonomous exploration and collaborative interaction. This orientation aligns with the "student-centered" direction of instructional reform. As Hong, Qiao, and Chai (2025) observe, "generative learning environments are consistent with constructivist learning theory, facilitating students' shift from passive reception to active construction" (p. 14). In foreign language instruction, authentic communication projects serve as the driving force; the teacher provides scaffolding and situational context, while students use language to solve problems through collaborative dialogue and human–machine interaction, actively constructing transferable language competence in genuine communicative exchanges.

2.1.2 Formative Assessment Theory

Against the backdrop of continuous innovation in foreign language smart classrooms, traditional summative assessment alone proves inadequate for meeting the demands of deep learning cultivation. Formative assessment has thus emerged as a key theoretical foundation for optimizing classroom evaluation practices. Liu and Yang (2026) note that "Bloom (1968) introduced formative assessment into the instructional domain, arguing that assessment should not be limited to a summative measurement at the end of instruction but should permeate the entire teaching process, promptly diagnosing students' learning difficulties, adjusting teaching strategies, and promoting students' individualized development" (p. 64). Grounded in formative assessment theory and leveraging AI to comprehensively record learning trajectories, instructors can attend to students' learning process—including improvement, refinement, and error correction—rather than focusing solely on a single summative outcome. The emphasis falls on students' independent thinking and critical reasoning abilities as demonstrated through human–machine interaction, with dynamic feedback enabling real-time instructional optimization and promoting deep learning. Formative assessment requires teachers to continuously gather learning evidence and provide timely feedback; AI integration resolves this challenge by enabling real-time analysis and personalized feedback delivery, thereby embedding formative assessment authentically throughout the foreign language teaching process.

2.1.3 Production-Oriented Approach

The Production-Oriented Approach (POA) is an indigenized instructional theory proposed by Professor Wen Qiufang to address the chronic disconnection between learning and application in China's foreign language education. The theory holds that instruction should be production-oriented and learning-centered, emphasizing the organic integration of input-based learning and output-based application. Foreign language learning encompasses not only language skills training but also intercultural competence development. The instructional process under POA comprises three core phases—motivating, enabling, and assessing—which are mutually reinforcing and cyclical. The motivating phase creates authentic communicative scenarios to stimulate students' desire to produce; the enabling phase provides

targeted input materials and linguistic scaffolding to help students complete production tasks; and the assessing phase involves teacher–student collaboration in providing feedback and refinement on production quality. This "motivating–enabling–assessing" cycle resonates with the logic of the three stages in the present study's "Three-Stage, Five-Ring" model—namely "Input Empowerment, Internalization and Construction, and Output Practice." The former provides methodological guidance, while the latter represents its concrete instantiation in the AI-empowered reading and writing instruction context.

2.2 Core Logic of Technology Empowerment

Empowering foreign language reading and writing instruction through AI is not merely a matter of layering technological tools onto existing practice. Rather, it entails a systematic reconstruction of the instructional ecology around the core objectives of enhancing language proficiency, deepening cultural understanding, and operationalizing communication competence. This core logic manifests in three shifts. First, the instructional subject shifts from "teacher-dominated" to a multi-agent collaboration model comprising "student-centered, teacher-guided, and AI-supported" roles. Second, the instructional process transitions from a linear model of preparation–lecture–homework to a "data-driven, closed-loop optimized" dynamic model. Third, the cultivation objectives evolve from "single-dimension language skills" to a comprehensive enhancement of "language proficiency, critical thinking, cultural literacy, and digital literacy."

Throughout this process, the teacher retains a leading position, shouldering the core functions of instructional design, value guidance, and humanistic care. AI handles administrative, instrumental, and data-driven tasks, freeing instructors to focus on higher-order instructional activities. Technology should always serve instructional objectives, avoiding form overriding substance. Instructional practice is implemented through educational technology platforms including ChaoXing Learning Platform, "Hexiaotong" Platform, the Coze (COZE) Agent intelligent platform, and general-purpose AI tools (such as DeepSeek and Doubao), leveraging their modules for online collaboration, learning analytics, and resource management. Cross-validation and error correction mechanisms ensure the standardization and systematization of technology application.

III. Instructional Positioning and Practical Challenges of the Understanding Contemporary China Japanese Reading-Writing Course

3.1 Core Instructional Positioning of the Textbook

The Understanding Contemporary China: Japanese Reading-Writing Coursebook is a landmark textbook for ideological and political education in Japanese-major courses in the new era. It is characterized by "the deep integration of reading and writing skills, innovative compilation principles, timely content, and an emphasis on cultivating foreign language students' ability to accurately interpret the connotations of 'contemporary China' and to tell the 'story of contemporary China' through intercultural communication" (Zhu, Zhang, & Li, 2026, p. 111). Its core positioning is reflected in three dimensions. First, the language training dimension centers on formal-style reading and writing to consolidate students' academic Japanese literacy. Second, the ideological and moral education dimension uses Chinese development topics as input material to guide students in understanding China's development path and core concepts, thereby strengthening cultural confidence. Third, the competence development dimension focuses on the Japanese expression of distinctly Chinese discourse, cultivating students' intercultural communication ability to tell China's story in Japanese. The textbook's expansive themes and substantive content impose heightened demands on instructional depth, breadth, and format.

3.2 Practical Challenges of Traditional Instructional Models

3.2.1 Low vocabulary teaching efficiency and difficulty with differentiated instruction

The textbook contains a large number of Chinese-characteristic terms, formal-style vocabulary, and translations of classical Chinese expressions, while students' Japanese proficiency levels vary considerably. In large-class settings, instructors find it difficult to provide individualized vocabulary guidance. Students' independent word-lookup and pre-class preparation proves inefficient, with common errors and weak points going undetected. Classroom vocabulary instruction tends to be either too basic and time-consuming or too fast for struggling learners. Without dynamic learning analytics, teachers cannot monitor each student's vocabulary mastery in real time, making it difficult to design differentiated tasks.

3.2.2 Homogenized text interpretation and insufficient critical thinking training

Reading instruction constitutes the primary venue for cultivating critical thinking in the foreign language classroom. As Zhu, Zhang, and Li (2026) observe, "reading is an interactive process integrating information processing, cognitive

development, aesthetic experience, and psychological construction; through text interpretation, readers achieve meaning re-creation and engage in deep dialogue with the text" (p. 112). However, traditional reading classes typically adopt a "teacher-led paragraph-by-paragraph translation with knowledge-point explanation" model, or students resort directly to AI translation software for full-text translation, passively accepting pre-digested interpretations. Their understanding of text structure, argumentation logic, and rhetorical techniques remains superficial. In particular, some students exhibit over-reliance on tools and insufficient independent thinking; the resulting cognitive inertia can lead to regression in both language and critical thinking abilities.

3.2.3 Monotonous teaching of cultural and translation content with insufficient interpretive depth

The textbook includes numerous historical scenarios and classical Chinese translation materials. These passages carry deep cultural connotations and complex translation strategies, yet classroom instruction relies primarily on teacher-led exposition, making it difficult to present historical contexts and cultural differences in an intuitive manner. Students' understanding of translation strategies largely remains at the level of "memorizing the standard translation"—they may know how a given sentence is rendered but cannot articulate why that particular translation choice was made, let alone explain the cultural communication logic underlying it. When cultural confidence cultivation depends solely on memorization and recitation, its effects remain limited, lacking experiential components that genuinely allow students to feel a personal connection.

3.2.4 Prolonged writing feedback cycles and difficulty implementing personalized guidance

In large-class instruction, the volume of writing to be graded is substantial. A single round of comprehensive feedback on all essays consumes considerable time, and by the time students receive it, one to two weeks may have elapsed. At that point, their memory of the original writing process has faded, undermining the motivation to revise. Moreover, a single round of feedback addresses only one essay; students struggle to identify persistent weaknesses or receive sustained guidance on how to improve in subsequent assignments. Writing proficiency inherently requires multiple rounds of refinement; when feedback lags, the iterative process simply cannot take root.

3.2.5 Weak practical output and lack of effective pathways for communication competence development

While the textbook provides ample vocabulary and expressions related to Chinese themes, enabling students to accumulate relevant linguistic knowledge upon completion, these resources lack authentic intercultural scenarios for application. Classroom tasks are predominantly comprehension-oriented—reading, understanding, and retelling. Tasks that require communication with international audiences, such as responding to questions arising from cultural differences or introducing China's current situation in simulated contexts, remain scarce. The disconnect between input accumulation and output application means that intercultural communication competence cultivation lacks a critical implementation stage. Realizing the textbook's educational objectives requires bridging this final gap.

IV. Construction and Practice of the "Three-Stage, Five-Ring" AI-Empowered Teaching Model

The "Three-Stage, Five-Ring" teaching model, as illustrated in Figure 1, comprises three learning stages—Input Empowerment, Internalization and Construction, and Output Practice—implemented through five instructional components.

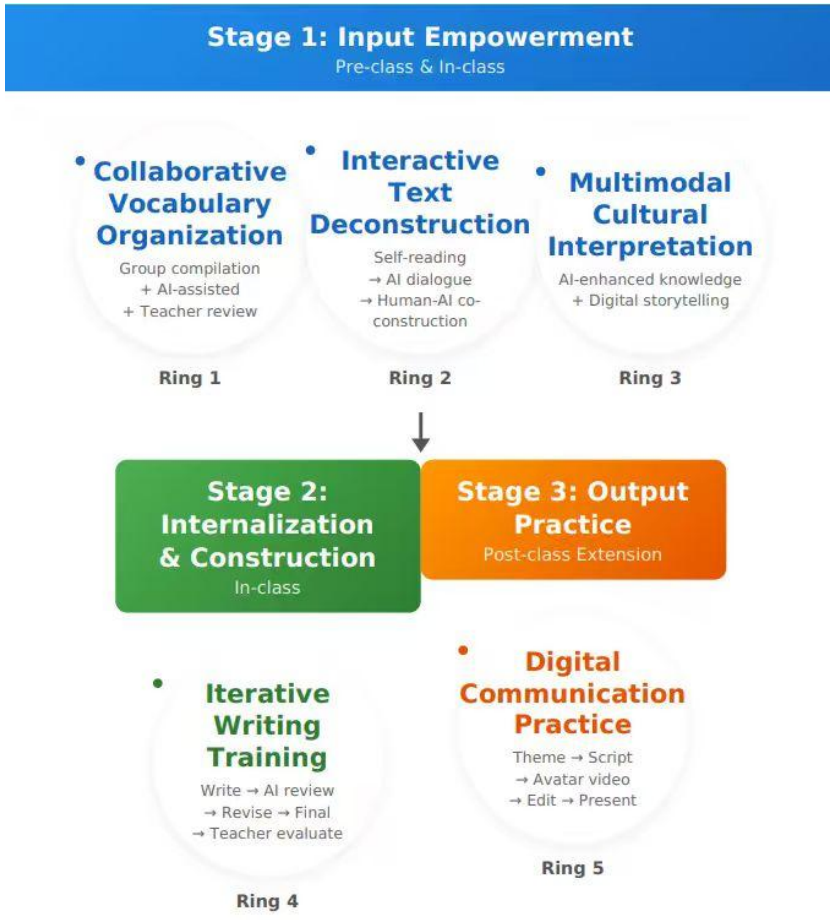


Figure 1 "Three-Stage, Five-Ring" Teaching Model Flowchart

4.1 Input Empowerment Stage

4.1.1 Collaborative vocabulary preparation

To address the low efficiency of pre-class vocabulary preparation, a "group collaboration + technology assistance + teacher focus" model was developed, extending vocabulary learning from the classroom to the pre-class phase and upgrading it from individual word lookup to collective knowledge construction. During pre-class preparation, the instructor assigns a unit vocabulary compilation task, dividing students into learning groups. Each group uses online collaborative documents to organize assigned vocabulary by part of speech or text paragraph, employing general-purpose large language models for collaborative word compilation. The compilation covers core definitions, pronunciation, fixed collocations, and exemplary sentences. For Chinese-characteristic terms in the textbook (e.g., "One Country, Two Systems," "a community with a shared future for mankind," and "high-quality development"), students distinguish official standard translations from contextual variants and usage scenarios. They flag commonly confused words, error-prone collocations, and frequently tested items, ultimately producing a class-shared unit vocabulary bank.

The instructor reviews, supplements, and finalizes the student-generated vocabulary bank, which then serves as the core pre-class self-study material. Building on this foundation, the instructor uploads the vocabulary bank to the COZE Agent or an online education platform to generate interactive learning pages and randomized quiz items. Students complete basic vocabulary memorization before class and take a three-minute in-class quiz at the start of the lesson; the platform automatically aggregates class-wide error distribution data. Based on these data, the instructor provides targeted explanation and elaboration of high-frequency errors and core terms during class. This process elevates pre-class preparation from "superficial browsing" to "data-driven, precise preparation," enhancing preparation efficiency while fostering autonomous learning and collaboration. It simultaneously shifts the focus of classroom instruction from "teacher presumption" to "learning-data-driven" teaching, realizing precision instruction.

4.1.2 Interactive text deconstruction

To address the superficiality of student text interpretation, this study developed an "autonomous initial reading – multi-round AI dialogue – human–machine co-construction" interactive reading model, positioning the AI large language model as a "scaffold for thinking" to guide students in independently deconstructing and reconstructing text logic.

Students first complete vocabulary preparation and a full reading of the text, independently mapping preliminary text structure and core arguments. They then engage in multi-round dialogue with AI, bringing their own understanding and questions. During the dialogue, the instructor constrains the prompts: students are required to instruct the AI as follows: "Based on my mind map, please do not provide a complete text framework directly. Instead, use guided questions and scaffolded hints to help me clarify paragraph relationships, argumentative chains, and writing purposes." Taking Unit 8, themed "harmony in diversity," as an example, the text addresses mutual learning among civilizations and cultural exchange. The AI guides students step by step through the narrative structure of "historical origins – contemporary practice – global significance." After the dialogue, students independently construct a mind map of the text, integrating their own thinking with AI guidance, thereby enhancing critical reading and logical analysis through active inquiry and fulfilling the requirements of deep learning. Throughout this process, students grasp both textual details and the overarching thesis from a holistic perspective. The instructor oversees the entire process, ensuring students use AI tools appropriately to acquire knowledge and develop abilities rather than passively accepting answers.

Student deliverables comprise two components: a mind map deconstructing the article's framework, and a complete transcript of the AI dialogue. The latter preserves the trace of question formulation, information screening, and viewpoint refinement that occurred during human–machine collaboration, providing evidence for subsequent classroom discussion and instructor diagnosis.

4.1.3 Immersive cultural interpretation

Hou and Zhang (2026) note that "virtual reality, augmented reality, and digital twin technologies can construct highly realistic historical and cultural scenarios as well as political discourse practice situations, stimulating students' emotional resonance and cultural identification through 'concrete experience'" (p. 96). Technology, however, serves only as a supplement; the instructor's own preparation remains foundational. During lesson planning, the instructor may first use a general-purpose large model to substantially expand background knowledge related to the textbook's historical episodes and cultural concepts—for instance, Yanzi's discourse on "harmony," Zhang Qian's mission to the Western Regions, and Lu Xun's decision to abandon medicine for literature, as well as classical quotations such as "Things are inherently unequal—such is the nature of things" and "When the Great Way prevails, the world is shared by all." AI assists in expanding background contexts and sometimes offers perspectives the instructor had not previously considered, naturally broadening the depth and scope of preparation.

For resource preparation, the instructor may employ tools such as "Jianying Digital Human" and "LibTV" to create one-to-three-minute animated foreign-language short videos depicting abstract scenes or classical imagery, interspersing them throughout the class. In a forty-five-minute session, students reading only the textbook and listening to verbal explanations may struggle to fully grasp the concept of "harmony in diversity." A well-crafted short video with visuals and narrative, however, substantially lowers the comprehension barrier. This change in format not only regulates classroom pacing but also increases student engagement, helping maintain attention and quickly redirecting focus when it wanders.

4.2 Internalization and Construction Stage

Delayed writing feedback and the difficulty of implementing personalized guidance represent persistent pain points in large-class instruction. To address this, an iterative training approach was designed in which "students are the primary agents, AI serves as assistant, and multiple rounds of revision drive improvement." The process follows a cycle of "student writes – AI reviews – student revises – AI re-reviews – student finalizes."

Specifically, the procedure unfolds as follows. First, students compose an initial draft under timed conditions in class, working independently without AI-generated content—this boundary must be maintained. Second, the draft is submitted to a writing revision agent on the COZE platform, pre-configured to assess vocabulary, grammar, sentence structure, and discourse organization across four dimensions. The AI identifies typical errors and L1-interference expressions and offers revision suggestions without rewriting the text. Third, students revise their drafts based on this feedback, first clearing language-level issues. Fourth, the revised draft is resubmitted to the AI, with this round focusing on argumentative coherence, clarity of viewpoint expression, and appropriateness of Chinese discourse. It should be noted that AI's judgment of "Chinese discourse adaptability" serves only as a reference; final decisions rest with the instructor. Fifth, students produce a final draft, accompanied by the full record of human–machine interaction across previous rounds, and submit it to the instructor for final evaluation, with the instructor focusing on intellectual depth and content innovation and providing targeted commentary.

It is important to emphasize that teacher verification constitutes an indispensable and critical step in the above process. The grammar corrections, vocabulary recommendations, and textual adjustment suggestions provided by AI must all be reviewed by the instructor before serving as final references. This is especially the case when the content involves the expression of discourse with Chinese characteristics, the translation of political terminology, and the interpretation of cultural connotations—in these areas, the instructor's disciplinary judgment and value assessment play an irreplaceable role. During the final review, the instructor should focus on the following: first, the accuracy of AI feedback, checking

for possible misjudgments or omissions; second, the rationality of student revisions, assessing whether students have genuinely understood the revision suggestions and made appropriate adjustments; and third, the intellectual depth and academic integrity of the content, ensuring that the written product meets requirements in terms of stance and academic expression. Through this three-level mechanism of "AI initial review – student revision – instructor final review," a balance is achieved between technological efficiency and instructional quality.

Regarding the evaluation criteria for writing instruction, this study constructs a scoring framework across four dimensions: first, language accuracy (30%), encompassing vocabulary usage, grammatical conformity, spelling, and punctuation; second, discourse organization (25%), encompassing argumentative structure, logical coherence, and paragraph transitions; third, depth of content (25%), encompassing clarity of viewpoint, sufficiency of evidence, and intellectual innovation; and fourth, intercultural expression (20%), encompassing the Japanese rendering of Chinese discourse, target reader awareness, and cultural communication effectiveness. Each dimension is divided into four levels: excellent, good, satisfactory, and needs improvement. The instructor scores students' final drafts according to this framework during the final review and provides process-oriented assessment in conjunction with the human–machine interaction records.

Through this process, AI handles basic language error correction, freeing the instructor to attend to higher-order thinking. Each component addresses its comparative advantage, improving efficiency while preserving the humanistic depth of instruction.

4.3 Output Practice Stage

No matter how much input and training precede it, the ultimate test lies in whether students can apply what they have learned. Drawing on AI tools, the instructor creates simulated communicative situations in which students translate what they have acquired into their own discourse through intercultural communication tasks directed at virtual overseas audiences. When this step succeeds, the educational objectives of Understanding Contemporary China are genuinely realized. It should be clearly stated that the communication targets set in this instructional activity are simulated, not real overseas audiences; all communication tasks are designed based on simulated situations, with the aim of training students' intercultural communication awareness and competence, not producing actual overseas communication effects.

Chang and Wen (2025) observe that "the output phase, through diverse practical tasks, guides students to respond effectively to challenges in intercultural communication based on a thorough understanding of global issues, to articulate China's position, and to transform cognition and emotion into behavioral practice" (p. 13). The instructor selects three to four core themes from the textbook (e.g., ecological civilization, inheritance of fine traditional Chinese culture, and achievements of Chinese modernization), divides students into groups, and assigns each the goal of "presenting a Chinese theme to simulated overseas audiences." Groups complete the full workflow of short-video planning, foreign-language scriptwriting, digital anchor generation, and video editing. Students use digital human generation tools to customize anchor appearances and voices, converting their foreign-language scripts into digital-anchor broadcast videos; they are also encouraged to appear on camera and participate in voiceover recording. Various editing software tools handle subtitle generation and material matching, lowering the technical barrier so that students can focus on content creation and language expression. The entire project is task-driven, compelling students to revisit the textbook, conduct material retrieval, collection, organization, and selection, simultaneously honing their foreign-language writing skills and prompting deep reflection on strategies and techniques for international communication through content choices and output formats.

Each group presents its final product and engages in peer evaluation. The instructor assesses work across three dimensions: content accuracy, language expression, and intercultural communication adaptability. This practice component transforms textbook content into communicable digital works, enabling students to apply what they have learned in simulated communicative situations. It consolidates reading and writing abilities while enhancing intercultural communication awareness and digital literacy.

V. Practical Reflection and Safeguard Mechanisms

The innovative practice of AI-empowered foreign language reading and writing instruction, while enhancing instructional effectiveness, also requires clear boundaries and robust safeguards to ensure the rationality and standardization of technology application.

First, the process of AI-empowered instruction demands that teachers continuously update their knowledge systems and actively explore instructional model innovation. As Wen (2026) notes, "when preparing lessons, teachers must consider both online activities and offline arrangements, and also reflect on how to integrate AI functions into the process. This integrated cultivation model requires teachers to possess stronger instructional design capabilities and

proficient command of AI tools" (p. 45). In the preliminary stage, instructors must invest considerable time and effort in learning to apply the technology and in designing tailored instructional plans. Experience has confirmed that this investment is both necessary and worthwhile.

Second, academic ethical boundaries must be clearly established at the outset of the course. Students are encouraged to use AI as a learning aid, provided that clear usage norms are established—specifying which stages permit AI use and which do not. Writing assignments, homework, and examinations each carry different requirements, but one universal baseline applies: AI may assist with grammar correction and idea generation but must never generate complete texts. The initiative for learning always remains with the student. A dedicated session is recommended at the beginning of the term to discuss appropriate boundaries for AI tool use with students, establishing academic integrity awareness from the start.

Third, a content review mechanism for AI use must be established. AI-generated output must not be adopted uncritically, particularly in translation, cultural interpretation, and supplementary materials, where the risk of error is considerable. Content involving political terminology with Chinese characteristics and core cultural concepts permits no margin for error; instructors must verify each item to ensure accuracy and correct ideological orientation. Ultimately, AI may serve as an assistant but never as an arbiter—the instructor bears final responsibility for instructional content.

Fourth, ethical and privacy issues in AI application must be given due attention. In the instructional process, students' written texts, learning data, and records of human–machine dialogue all involve personal information. When instructors use AI platforms to process student data, they should clearly inform students of the purposes, storage methods, and security measures, and obtain students' informed consent. At the same time, educational technology platforms that comply with data security standards should be selected to prevent students' information from being improperly collected or misused. When using AI to analyze students' learning behaviors, attention should be paid to anonymizing data to prevent individual learning profiles from being used for non-instructional purposes. Instructors should also guide students in developing proper data ethics awareness in class, helping them understand the importance of protecting personal privacy when interacting with AI tools.

Fifth, the limitations of AI technology application must be acknowledged. Current large language models still exhibit several inherent deficiencies that warrant full attention in instructional contexts. First is the "hallucination" problem: AI may generate content that appears plausible but is in fact erroneous, particularly in specialized terminology translation and cultural interpretation, potentially leading students to acquire incorrect knowledge. Second is the issue of cultural adaptability: AI models are primarily trained on English-language corpora and may harbor biases in their understanding of Chinese cultural connotations; when content involving discourse with Chinese characteristics and the telling of China's story is at stake, AI output requires professional review by the instructor. Third is disciplinary accuracy: AI performs relatively well in grammar correction and discourse-level suggestions but remains deficient in deep argumentation in academic writing, disciplinary conventions, and cutting-edge knowledge. Therefore, in instruction, AI should be positioned as an auxiliary tool rather than an authoritative source, and students' critical awareness of AI use should be cultivated so that they learn to evaluate and verify AI output.

Sixth, the risk of students' over-dependence on AI technology must be guarded against. In actual instruction, some students may treat AI as a "shortcut," becoming overly reliant on AI assistance in vocabulary memorization, text comprehension, and writing preparation, leading to a decline in autonomous learning ability. Prolonged dependence on AI for language error correction and text generation may weaken students' language sensitivity and independent critical thinking ability. To address this risk, instruction should include clearly defined "de-AI-ified" components—such as timed independent writing and in-class impromptu oral production—to ensure that students maintain the ability to use language independently. At the same time, instructors should guide students to correctly understand the positioning of AI tools: AI is a scaffold for learning, not a substitute, and the ultimate goal is to cultivate the ability to complete tasks independently even without AI. Instructional assessment should also attend to students' performance under AI-free conditions as an important reference for measuring genuine language proficiency.

Conclusion

Drawing on the Understanding Contemporary China: Japanese Reading-Writing Coursebook, this study has constructed a "Three-Stage, Five-Ring" teaching model that embeds artificial intelligence into key instructional components including vocabulary preparation, text deconstruction, cultural interpretation, writing training, and practical extension. The model features a clear design rationale and relatively comprehensive coverage, promoting substantive interaction between technology and classroom instruction and introducing positive changes to the classroom ecology. Preliminary practice suggests that the model contributes to enhancing vocabulary teaching efficiency, strengthening students' awareness of critical reading, deepening understanding of Chinese cultural translation, and providing constructive explorations in writing feedback and intercultural communication competence development. It should further be noted that the Understanding Contemporary China textbook series covers multiple

languages including English, Japanese, and Russian, and that the content systems and instructional approaches across languages share commonalities. Therefore, the “Three-Stage, Five-Ring” teaching model constructed in this study can be extended to foreign language reading and writing courses in other languages, providing a reference for the digital transformation of foreign language instruction.

AI-empowered foreign language teaching does not seek to replace teachers with technology but rather to achieve more precise and personalized teaching and learning through technology, with the ultimate goal of cultivating students’ abilities. Technology remains a means, not an end. As AI technology continues to develop, how to better align it with instructional objectives and how to maintain the humanistic warmth of education while pursuing efficiency remain open questions that require ongoing exploration and adjustment in practice. These constitute indispensable topics in the digital transformation of undergraduate foreign language instruction and also provide a referable pathway for the digital teaching reform of multilingual foreign language courses.

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