

Research on Intelligent Graded Reading of International Chinese Based on AIGC

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Abstract: Amid accelerating globalization, Chinese is rising in the global language system, and AIGC brings transformative opportunities for international Chinese education. This study adopts literature review and case analysis to examine AIGC's application in intelligent graded reading for international Chinese learning, dissecting its technical logic, application status, core strengths, cross-cultural challenges and targeted countermeasures, and exploring how AIGC reshapes Chinese graded reading models. It aims to provide personalized learning paths for global Chinese learners and boost the high-quality development of international Chinese education.

Keywords: AIGC, International Chinese Education, Intelligent Graded Reading, Cross-Cultural Communication

1. Introduction

The sequential nature of reading ability and individual differences among learners determine the necessity of graded reading in international Chinese education. Traditional graded reading relies heavily on manual compilation and difficulty evaluation, which is time-consuming, labor-intensive and subject to subjective bias. The development of AIGC technology provides a new path for intelligent graded reading, which can automatically generate and dynamically adjust reading materials matching learners' proficiency. This paper systematically analyzes the application status, core advantages, cross-cultural challenges of AIGC in this field, and proposes targeted response strategies.

2. Literature Review

Defined by the China Academy of Information and Communications Technology as technologies and production models for automated content generation, AIGC has been widely studied for its technical features and scenario-based applications, with its feasibility in generating multi-modal teaching resources for international Chinese education fully verified^[1].

In the field of intelligent Chinese graded reading, existing studies have explored automatic text difficulty classification using machine learning algorithms (e.g., SVM, Naive Bayes) based on HSK and textbook corpora, and analyzed the impacts of vocabulary and grammar on text difficulty. The prototype system developed by East China Normal University also provides key practical reference for the industry^[2]. However, research on AIGC's in-depth application in Chinese graded reading remains insufficient, especially systematic studies on cross-cultural adaptation in this process.

3. Application Status of AIGC-based International Chinese Intelligent Graded Reading

3.1 System Development and Practical Cases

The prototype system developed by East China Normal University is a cutting-edge achievement in this field. It integrates natural language processing and machine learning algorithms, builds a language knowledge model through multi-dimensional feature mining of texts, accurately identifies learners' Chinese proficiency, pushes personalized

reading materials combined with learners' interests, and supports customized graded reading teaching design for different proficiency levels, providing valuable practical experience for the industry^[3].

3.2 Technology Application and Reading Material Generation

The core feature of the system is the organic integration of language learning and cultural communication^[4]. It designs differentiated reading content for learners at different levels: for primary learners, it focuses on basic vocabulary and simple cultural knowledge; for intermediate and advanced learners, it provides in-depth interpretation of cultural connotations with complex language expressions. In addition, the system enriches the reading experience through multi-modal resource generation technologies such as speech synthesis and image generation.

3.3 Application Advantages of AIGC Technology

AIGC shows three core advantages in this field: first, it realizes accurate personalized customization of reading materials by analyzing learners' learning history and preference data; second, it has high efficiency in resource generation and updating, and can dynamically optimize content according to the latest teaching research and learners' real-time feedback; third, it effectively stimulates learners' learning motivation and participation by generating interest-based content, and improves their cross-cultural communication ability.

4. Challenges and Countermeasures in Cross-Cultural Communication

4.1 Difficulties in Cultural Review and Cross-Cultural Transformation

The application of AIGC faces two core cross-cultural challenges. On the one hand, the training data of AIGC models has inherent limitations, making it difficult to completely transmit the cultural connotations of Chinese idioms and proverbs with historical allusions, resulting in the loss and distortion of cultural meaning in cross-cultural transformation. On the other hand, significant differences in values, customs and cognitive modes among different cultures easily lead to cultural offense and implicit ambiguity in the generated materials, hindering effective cross-cultural communication.

4.2 Countermeasures and Innovative Practices

Two targeted countermeasures are proposed. First, promote cultural understanding through agent dialogue, simulate real communication scenarios to vividly present the connotation and application scenarios of Chinese culture, and reduce cultural misunderstandings. Second, strengthen cross-cultural research and build an optimization mechanism: conduct in-depth research on the reading habits and cognitive characteristics of readers from different cultural backgrounds, establish a cross-cultural expert team to strictly review the generated materials, and put forward revision suggestions for content that may cause misunderstanding, so as to ensure the accurate transmission of cultural connotations.

5. Future Development Prospects

5.1 Technology Innovation Driven Development

In the future, research will focus on optimizing deep learning and natural language processing algorithms, developing models that can accurately identify text semantics and emotional tendencies, improving the intelligence and accuracy of the graded reading system, and enhancing its adaptability to learners of different language levels and cultural backgrounds.

5.2 Integration and Sharing of Educational Resources

It is an important development direction to build a global international Chinese education resource sharing platform. The platform will integrate AIGC-based reading materials, teaching courseware and test question banks, to promote resource sharing and experience exchange among educational institutions, teachers and learners around the world, and realize the balanced development of educational resources.

5.3 Deepening and Expansion of Cross-Cultural Communication

Cross-cultural communication will be further deepened through the system. Cross-border reading exchange activities such as online reading sharing meetings and cultural theme discussions will be carried out, and multi-cultural

comparison content will be integrated into reading materials, to cultivate learners' global vision and cross-cultural communication ability, and promote the harmonious coexistence of diverse cultures.

Conclusion

The AIGC-based international Chinese intelligent graded reading system has significant value and great development potential in international Chinese education, which can create an efficient and high-quality learning environment for global Chinese learners. However, it still faces challenges in cultural review and cross-cultural transformation. Through the above countermeasures and continuous technological innovation, the system will be continuously improved, and play a more critical role in promoting Chinese learning and cross-cultural communication in the future.

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