Evaluating Students' Attitude of the AI-integrated Tasks in TCSOL Classroom Using the CAC Model

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1. Background

With the rapid development of artificial intelligence, the integration of AI into education has become a global trend. While existing research often focuses on pedagogical applications from the teacher's perspective, limited attention has been paid to how students perceive and use AI in authentic classroom settings. In Teaching Chinese to Speakers of Other Languages (TCSOL) classrooms, students often lack sufficient language proficiency and foundational teaching knowledge, making it difficult for them to independently design and implement teaching activities. Given the one-semester structure of the CLT202 module, it is unrealistic to cover all fundamental knowledge before engaging in teaching practice. To address this challenge, XIPU AI was introduced as a classroom learning assistant, and students' attitudes toward AI-integrated tasks were systematically examined.

2. Solutions

This case introduced a series of AI-integrated tasks in the CLT202 course and adopted the Cognitive-Affective-Conative (CAC) model as an analytical framework. Key strategies included:

1. **AI orientation and demonstration:** Students were introduced to AI functions such as lesson planning, language explanation, task and assessment design through guided demonstrations.
2. **Designing AI-integrated classroom tasks:** Ten AI-supported tasks were implemented across the semester, aligning with core teaching methods and instructional content.
3. **Positioning AI as a teaching assistant:** AI was used to support exploration and practice, while teachers maintained guidance and final decision-making authority.
4. **Systematic attitude evaluation using the CAC model:** Questionnaires and interviews were conducted to examine students' cognitive, affective, and behavioral attitudes toward AI use.

3. Outcomes and Benefits

Results indicate that students demonstrated an overall positive attitude toward AI-integrated tasks. Cognitively, students believed AI enhanced their understanding of course content, particularly in lesson planning. Affectively, AI made learning more efficient, engaging, and flexible. Behaviorally, students expressed willingness to continue using AI in future studies and to recommend it to peers. At the same time, challenges were identified, including difficulties in prompt writing and concerns regarding data privacy and potential bias, highlighting areas for further instructional support.

4. Replicability and Promotion Value

This case is highly replicable across language education, teacher training, and practice-oriented courses. By integrating AI into task design and evaluating student attitudes systematically, it offers a practical framework for AI-enabled educational innovation.

5. Next Steps

Future plans include strengthening AI literacy training, particularly in prompt design and critical AI use, and conducting longitudinal studies to examine long-term learning outcomes.