

Teaching Chinese through Taiwanese Film: AI-Supported Learning of Film Dialogue, Vocabulary, and Discussions of Love and Mental Health in *I WeirDO*

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Abstract:

Audiovisual materials could serve as a valuable resource in foreign language classes because they provide authentic input in a real context, allowing learners to develop linguistic authenticity while enjoying the content. This helps fill the gap beyond the reach of traditional textbooks. However, due to the large volume of dialogue, limited class time, and the preparation load, it is challenging for teachers to both teach the vocabulary used in the dialogue and the main themes presented in the film.

This study uses the Taiwanese film *I WeirDO* as teaching material, exploring how generative AI can be used to optimize instructional design. Previous research has shown that advance organizers can facilitate comprehension and reduce cognitive load, while AI tools have the potential to summarize large volumes of dialogue. This study integrates these approaches by using AI-generated introductory texts as advance organizers to support learners' understanding. In addition, AI can generate word lists including important vocabulary for students to review after viewing, thereby enhancing learners' language authenticity.

Regarding the thematic discussion, *I WeirDO* explores complex relationship dilemmas through two protagonists with Obsessive-Compulsive Disorder (OCD), resonating with contemporary society's focus on mental health. This teaching design encourages students to think about core questions in a relationship: When two people grow at different paces, should you wait for your partner, try hard to catch up, or just let go? Also, when you have a mental health problem, is it better to find someone who shares the same struggle, or a 'so-called normal' one? By leveraging AI tools, students can overcome language barriers and engage in meaningful discussions of these complex issues. This study demonstrates how AI can support teachers in transforming popular culture into meaningful language learning experiences.

Keywords: TCFL, generative AI, film pedagogy, advance organizers