Review on Applying Drama and AI on Chinese literature on 8 Nov 2025

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An applied drama workshop titled "Applying Drama and Artificial Intelligence in Classical Chinese Text Reading—Experimental Study of "Crossing the Lingding Sea（過零丁洋）" was held at Hong Kong Metropolitan University on November 8 , 2025 as part of the Applied Drama Symposium. The workshop was facilitated by Dr. Wong Lai-ping, Senior Lecturer at the School of Education and Languages. Using "Crossing the Lingding Sea " as a teaching case blueprint, the workshop demonstrated an innovative "dual-track teaching strategy"—combining drama pedagogy with artificial intelligence tools to pioneer new directions in classical Chinese teaching. Through hands-on experience, participants learned how to utilize drama conventions and AI tools to help students transcend temporal and spatial limitations and develop emotional resonance with classical literature. The workshop received enthusiastic response, with many attending teachers expressing that this teaching model is both creative and effective in enhancing learning efficiency.

Today's workshop on using AI technology and applying drama to teach the classical Chinese text 《過零丁洋》 offered an innovative approach to language teaching in a local Hong Kong school setting. The lesson demonstrated a structured, student-centered design that aimed to enhance students' speaking and interpretive skills through engaging group drama activities and AI interaction.

The workshop began with an interactive AI session where students engaged in dialogues with a chatbot programmed to simulate the speaker from the text. This approach made the text's themes and characters more modern, accessible, and relatable to the students. Overall, it helped students to empathize with the character's motivations and emotions.

Following the AI application was a group discussion phase, during which students used drama techniques to prepare frozen frames based on their AI dialogues. This phase encouraged collaborative learning among students of different levels and backgrounds. They were encouraged to discuss ways to capture the essence of a traditional Chinese piece.

The core of the lesson involved a role-play activity, where students adopted the roles of characters from the text and engaged in scene interactions inspired by their frozen frames. The role-play required a stronger grasp of character traits and the text's context, directly enhancing students' understanding of the literary work's historical and cultural background.

What stood out in this workshop was the blend of AI technology with traditional pedagogical methods in teaching a classical Chinese text. The use of the chatbot not only modernized traditional Chinese literature teaching but also aligned well with the workshop's goal of improving students' comprehension of the text. Such a student-centered learning environment allowed students to better understand the characters' perspectives and develop empathy for them.

However, while the AI conversations provided an interactive and engaging learning experience, it is worth noting that technology should always be treated as a tool rather than a replacement for the teacher's input and feedback when teaching Chinese literature.

Overall, the workshop successfully demonstrated how AI can be integrated into literature teaching to create a more interactive and collaborative learning experience. It provided a practical framework for teachers to adapt to similar contexts involving different languages and literary works. It also offered valuable inspiration for future AI-enhanced, collaborative language teaching practices.