

The 21st International Conference on Teaching and Learning
Chinese in Higher Education
The 2024 Annual International Conference of the British
Chinese Language Teaching Society (BCLTS)

Critical Perspectives on International Chinese Education: Synergising Language, Culture, and Technology in the Era of Digital Intelligence

4TH- 6TH JULY 2024

Organized by:

The British Chinese Language Teaching Society
(BCLTS)

Hosted & Co-organized by:

Confucius Institute at Newcastle University and
School of Modern Languages, Chinese Studies at
Newcastle University



In partnership with



廈門大學
XIAMEN UNIVERSITY

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Contact Information

For conference enquiries, please contact:

conference@bclts.org.uk

INTRODUCTION

The British Chinese Language Teaching Society (BCLTS) and Confucius Institute at the Newcastle University are delighted to announce the 21st International Conference of BCLTS, Critical Perspectives on International Chinese Education: Synergising Language, Culture, and Technology in the Era of Digital Intelligence. This event will take place at the Newcastle University on the 4th – 6th of July 2024.

The BCLTS is a UK registered charity for Chinese language teachers and researchers from UK universities and beyond.

Newcastle University is a founding member of the prestigious Russell Group and a member of the N8 University Alliance. In the 2024 QS World University Rankings, Newcastle University is ranked 110th, its Translation Studies being one of the top three globally. The university not only excels in various disciplines but also provides a diverse range of academic programmes, committed to creating an international academic environment, offering cutting-edge research and resources, and providing ample opportunities for academic and career development.

Established in 2012, the Confucius Institute at Newcastle University is a partnership between Newcastle University and Xiamen University of China. The Institute delivers and promotes Chinese culture, by providing Chinese language education at different levels for local schools and community and fostering exchanges and collaboration between the people of China and the UK.

Newcastle City, the fifth-largest city in England, is known for its extensive history, vibrant communities, high-quality life, and relatively low cost of living. The city is acclaimed for its outstanding hospitality, and diverse cultural experiences, making it particularly welcoming for international students. With its rich cultural traditions, picturesque river views, and modern shopping and entertainment facilities, Newcastle offers a colourful array of experiences to residents and visitors.

CONFERENCE SCHEDULE

4TH JULY

11:30-12:30	Registration
12:30-13:15	Opening
13:15-14:05	KEYNOTE 1 应用GPFLib构建个性化BCC语料库 荀恩东 XUN Endong, Professor
14:15-15:05	KEYNOTE 2 A Universal Infrastructure for Learning Chinese Language through Cultural Activities: The ENACT Web App Paul Seedhouse, Professor
15:05-15:30	Tea break / Publisher Display
15:30-16:45	Parallel Session 1
17:00-18:00	Digital Kitchen Lab Tour (non-BCLTS member, optional)
17:00-18:00	AGM (BCLTS members)

CONFERENCE SCHEDULE

5TH JULY

9:30-10:20	KEYNOTE 3 学习科学视角的汉语二语教与学研究 冯丽萍 FENG Liping, Professor
10:20-10:45	Tea break / Publisher Display
10:45-12:00	Parallel Session 2
12:00-13:00	Lunch / Poster Display
13:00-13:50	KEYNOTE 4 理论与教学：试论构式语法与网式语言教学法 朱永平 ZHU Yongping, Professor
14:00-15:15	Parallel Session 3
15:15-15:40	Tea break / Publisher Display
15:40-16:30	SPECIAL LECTURE Critical Gender Pedagogy in the Chinese Language Classroom Dr. Derek Hird
16:35-17:00	GUEST SPEAKER PAN Chaoqing, Professor
17:00-17:50	Digital Kitchen Lab Tour (optional)
18:00-20:00	Conference Dinner (optional) After-dinner City Walk (optional)

CONFERENCE SCHEDULE

6TH JULY

9:30-10:20

KEYNOTE 5

Changing Dynamics of Language and Culture: What Can We Do with Folk Theories of Language and Culture?
祝华 ZHU Hua, Professor

10:20-10:45

Tea break / Publisher Display

10:45-12:00

Parallel Session 4

12:10-12:30

GUEST SPEAKER

Dr. Andrew Law

12:30-13:00

Closing



KEYNOTE OVERVIEW



4TH JULY 13: 15-14:05

荀恩东 XUN Endong, Professor
Beijing Language and Culture University

应用GPFLib构建个性化
BCC语料库



4TH JULY 14:15-15:05

Paul Seedhouse, Professor
Newcastle University

A Universal Infrastructure for
Learning Chinese Language
through Cultural Activities: The
ENACT Web App



5TH JULY 9:30-10:20

冯丽萍 Feng Liping, Professor
Beijing Normal University

学习科学视角的汉
语二语教与学研究



5TH JULY 13:00-13:50

朱永平 Zhu Yongping, Professor
University of Notre Dame

理论与教学：试论构式语
法与网式语言教学法
Theory and Pedagogy: A
Discussion about the
Construction Grammar
and the Network Teaching
Strategy



6TH JULY 9:30-10:20

祝华 Zhu Hua, Professor
UCL Institute of Education

Changing Dynamics of
Language and Culture:
What Can We Do with
Folk Theories of
Language and Culture?



4TH JULY 13:15-14:05

荀恩东 XUN ENDONG, PROFESSOR

BEIJING LANGUAGE AND CULTURE UNIVERSITY

应用GPFLib构建个性化BCC语料库

ABSTRACT

在线BCC语料库 (bcc.blcu.edu.cn) 是汉语研究和应用的首选语料库之一。本报告首次发布构建本地语料库工具GPFLib。GPFLib为Python编程的汉语分析框架，其中包括汉语句法分析功能。输入用户本地语料库，自动生成各种句法结构的数据，利用这些数据，构建本地个性化的BCC语料库系统。

BIOGRAPHY

荀恩东，教授，博士生导师，北京语言大学语言资源高精尖中心主任，研究领域为自然语言处理和语言教育技术。主持开发了BCC语料库；提出了汉语结构分析框架理论和方法；为北京语言大学国际中文智慧工程总工程师，带领团队研发了国际中文智慧教学系统。



4TH JULY 14:15-15:05

PAUL SEEDHOUSE, PROFESSOR
NEWCASTLE UNIVERSITY

A Universal Infrastructure for Learning Chinese Language through Cultural Activities: The ENACT Web App

ABSTRACT

ENACT is a free web app <https://enacteuropa.com/> developed at Newcastle University UK, co-funded by the European Union. The app enables people to learn aspects of foreign languages while performing a meaningful real-world task which enables them to experience the culture of the foreign language. Users can learn aspects of a foreign language through the foreign culture by carrying out a cultural activity. Learn Chinese while you're making Tanghulu! Devices will guide users through the stages of doing the activity through structured interactive content using photos, text, audio and video to help them. People can use the ENACT Author to create their own favourite cultural activity in their own language so that anyone else round the world can use it to learn the language and culture. ENACT has been used by over 11,000 people in 153 countries.

In this presentation, I will provide an overview of the project aims, introduce the task-based language teaching (TBLT) principles underlying the app design, and briefly demonstrate the key features of the ENACT app: the interactive player, the author, and the community. I will also update on the latest materials we have produced for learning Chinese <https://enacteuropa.com/?q=node/437> and on a project and in-press publication on learning Chinese in China using the Chinese Digital Kitchen.

BIOGRAPHY

Paul Seedhouse - Professor of Educational and Applied Linguistics at Newcastle University, researches what is universal about human spoken interaction, arguing that all human populations use the same basic interaction engine, with diverse overlaid languages. The ENACT web app aims to provide a universal infrastructure to help people around the world appreciate their commonality and diversity. His in-press book with Aki Siegel *Human Spoken Interaction as a Complex Adaptive System* demonstrates that talk involves 2 complex adaptive systems - the interaction engine and language(s) - the combination of which provides talk with both enormous generative power and the stable infrastructure necessary for us to understand each other.



5TH JULY 9:30-10:20

冯丽萍 FENG LIPING, PROFESSOR
BEIJING NORMAL UNIVERSITY

学习科学视角的汉语二语教与学研究

ABSTRACT

学习科学由认知神经科学、教育学、生物学等多学科交叉而成，在人的心智、行为与大脑之间建立关联，该学科的理论与研究成果可为基于“学习者为中心”的理念进行教学设计与评估提供实证支撑。本报告结合学习科学关注认知、具身、情境的特点，以及“基于设计的研究”的方法论取向，介绍学习科学领域关于语言学习神经机制的研究成果，分析师生在互动式教学过程中因多因素共同影响所形成的认知神经机制，以及互动过程与学习者知识学习、技能提升、情感体验的关系。基于上述研究所揭示的促进语言学习的认知、具身、情境因素，提出数智时代结合技术开展汉语二语教学与研究的相关建议。

BIOGRAPHY

冯丽萍，博士，北京师范大学国际中文教育学院教授，博士生导师，世界汉语教学学会常务理事。研究方向为汉语第二语言认知与学习。出版专著《现代汉语词汇认知研究》《认知视角的对外汉语教学论》；主持国家社科基金项目“面向第二语言习得的汉语句法复杂度测评指标研究”、教育部人文社科项目“汉语特殊句法的认知与习得研究”、汉语国际教育专业学位教指委项目“汉语国际教育专业硕士实践能力测评研究”、教育部中外语言交流合作中心“国际中文教育学科体系与学术体系构建”“国际中文在线教学模式创新与优化”等课题研究。近年来，主要采用脑电、眼动、近红外等技术，开展汉语第二语言句法加工与学习、汉语第二语言学习与教学的神经机制研究。



5TH JULY 13:00-13:50

朱永平 ZHU YONGPING, PROFESSOR
UNIVERSITY OF NOTRE DAME

理论与教学：试论构式语法与网式语言教学法 Theory and Pedagogy: A Discussion about the Construction Grammar and the Network Teaching Strategy

ABSTRACT

本文结合新近流行的构式语法理论并通过对现今通用汉语教材的调查与学生习得偏误的分析探讨网式教学法的可行性。基于使用的构式语法 (Usage-based construction grammar) 不但强调语言形式与意义的统一性，同时还特别指出语言作为一个整体的网状特点 (“language as a whole is a network” [Croft, 2007])。据此推理可知，语言不仅仅是一个由语法规则掌控的平面体系，而是由一个个微小的语言单位且互相关联的语法节点 (grammatical knot) 组成的网状立体系统。故此，在教材编写和语言教学中，如何联缀相关的语法点从而组成较大的语法构式，是一个具有相当挑战和值得我们深刻思考的话题。具体来说，当错句“他把书放在桌子”出现时，就不单是一个把字句的错误，也不单纯是方位助词“上”缺失的疏忽，而是牵涉到网状系统中一系列链接点不够顺畅的问题。为阐明此观点，本文从学生出现的把字结构中的错句入手，调查一些通用教材在把字句的编写以及把字结构相关的语法点搭配语料，分析把字句方位助词“上”缺失的原因，探讨如何建立以方位助词为基点建立起方位短语以及动词与方位短语的语法节点，最终构勒出有关把字结构中位移式的立体联系网。关联网状体系一旦建立起来，教师便可设计相应的网式教学方法，从而细化把字句位移式的教学步骤，更有效地教授学生掌握把字句中常用的位移构式。

BIOGRAPHY

朱永平，美国圣母大学(University of Notre Dame) 副教授，博士。曾任圣母大学东亚语言文化系系主任，美国中文教师学会会长；现任中文部主任。发表专著：《汉语介词的语法化》，合著：《汉语教师专业技能指导手册》和《学生中文语法》。



6TH JULY 9:30-10:20

祝华 ZHU HUA, PROFESSOR

UCL INSTITUTE OF EDUCATION

Changing Dynamics of Language and Culture: What Can We Do with Folk Theories of Language and Culture?

ABSTRACT

The rekindled interest in the Shanghai dialect, triggered by a popular Chinese TV series, Blossoms Shanghai (繁花), serves as a poignant illustration of the interplay between language, culture and the associated folk theories that influence individuals and their communities. Folk theories of language and culture are informal beliefs and assumptions about languages, language users, and cultures, and language users. Whilst previous studies in sociolinguistics (e.g. Preston, 1993) and applied linguistics (e.g., Wilton & Stegu, 2011) have attempted to understand the nature and significance of folk knowledge and attitudes, recent shifts towards concepts such as language ideologies have somewhat diluted the interest in folk linguistics. In this talk, I seek to redirect attention to the overlooked ordinariness of folk theories that reflects and sustains hierarchies and inequalities in languages and human relationships. Drawing on my lived experiences in China and in the UK with linguistic and cultural hierarchies, I illustrate the omnipresence of folk views and the forces shaping and sustaining these views. I then reflect on how folk knowledge has been navigated in my research about family language policy and practice and potential avenues for further exploration. I argue that we need to take folk theories, particularly those related to hierarchies seriously, due to their profound impact on ordinary, everyday linguistic practices and social inequality.

BIOGRAPHY

Zhu Hua is Professor of Language Learning and Intercultural Communication and Director of International Centre for Intercultural Studies at the Institute of Education, University College London (UCL). She is an elected Fellow of the Academy of Social Sciences, UK. and Fellow and Elected Board member of the International Academy for Intercultural Research. She is Chair of the British Association for Applied Linguistics (BAAL) since 2021. Her main research interests span across multilingual and intercultural communication and child language. She is book series editor for Routledge Studies in Language and Intercultural Communication and Cambridge Key Topics in Applied Linguistics (with Claire Kramersch) and Cambridge Elements in Applied Linguistics (with Li Wei)

SPECIAL LECTURE & GUEST SPEAKERS



5TH JULY 15:40-16:30

Dr. Derek Hird
Lancaster University

Critical Gender Pedagogy in
the Chinese Language
Classroom



5TH JULY 16:35-17:00
Pan Chaoqing, Professor
Xiamen University

厦门大学国际合作
交流及中文教育实
践分享



6TH JULY 12:10-12:30
Dr. Andrew Law
Newcastle University

China's Historic Link
to Newcastle



5TH JULY 15:40-16:30

DR. DEREK HIRD

LANCASTER UNIVERSITY

Critical Gender Pedagogy in the Chinese Language Classroom

ABSTRACT

From a critical pedagogy perspective, teachers of languages should discuss linguistic oppression and work collaboratively with students to develop nonoppressive ways of teaching and learning languages. As a practical step in this direction, drawing on the speaker's experience of researching gender in Chinese cultural contexts, this talk sets out a critical gender pedagogy toolkit for the Chinese language classroom.

Language curricula, textbooks and pedagogies still generally persist in framing language learning as a neutral process of technical skills development. The politics of language teaching and learning is thus often startlingly absent from the modern languages classroom. Consequently, many language teachers, whether unwittingly or not, reinforce oppressive and discriminatory linguistic regimes and structures. There is a great need for heightened awareness of how the metadiscursive regimes of colonialism/modernity and their intersection with locally embedded patriarchal, racial and linguistic hierarchies have resulted in gendered discourses pervading the contemporary use of languages, including Chinese. Such discourses frequently associate men with universal personhood, valorise masculinity, and devalue and disempower women and the feminine.

Drawing on current attempts to decolonise the languages classroom, this talk argues it is high time to de-masculinize the Chinese language classroom. It sets out a critical gender pedagogy to enable teachers to work with students to find inclusive linguistic solutions in Chinese language learning and teaching that do not reinforce social inequalities.

BIOGRAPHY

Derek Hird is Senior Lecturer in Chinese Studies at Lancaster University, UK. His research interests focus on critical pedagogies for modern languages, Chinese middle-class masculinities, Chinese male beauty cultures, and happiness in Chinese populations. He is co-editor of the Transnational Asian Masculinities book series (Hong Kong University Press). His book-length publications include the co-authored *Men and Masculinities in Contemporary China* (2013, Brill), the co-edited volumes *Chinese Discourses on Happiness* and *The Cosmopolitan Dream: Transnational Chinese Masculinities in a Global Age* (both 2018, HKUP), and the edited volume *Critical Pedagogies for Modern Languages Education: Criticality, Decolonization and Social Justice* (2023, Bloomsbury).



5TH JULY 16:35-17:00
 PAN CHAOQING, PROFESSOR
 XIAMEN UNIVERSITY

厦门大学国际合作交流及中文教育实践分享

BIOGRAPHY

潘超青，博士，教授，厦门大学国际中文教育学院副院长。主要从事戏剧文学、国际中文教育教学、中国文化传播等研究。主持教育部、语合中心、省社科等多项科研项目，在《民族文学研究》《戏剧艺术》等核心刊物上发表论文三十余篇。



6TH JULY 12:10-12:30
 DR. ANDREW LAW
 NEWCASTLE UNIVERSITY

BIOGRAPHY

Andrew Law's research examines the way in which societies and individuals understand, process, interpret and/or narrate their pasts; I have conducted research on social theory, the history of ideas, historical imaginaries, collective memory, national myths and narratives, nostalgia, the politics of history and the uses and abuses of history and/or the past more broadly. In my career, I have often examined these themes in relation to architecture, townscapes, urban conservation, built heritage, intangible heritage and urban place branding. While my early research explored British/English cases, since 2010 I have investigated Chinese case studies. In this respect, I have become an enthusiastic student of Chinese studies (Sinology).



PARALLEL SESSION 1

4TH JULY 15:30-16:45

Room 1 - AI in teaching and learning

CHAIR - 吴晓丽

SPEAKERS:
Zhou Sijia
陈钰, 徐来, 于杰
Wu Xiaoli, Kao I-Ting

Room 2 - Assessment model and methods

CHAIR - 路扬

SPEAKERS:
Yang Lu
Zhang Dongxia
Yishan Tong

Room 3 - Chinese for specific purposes

CHAIR - 宋连谊

SPEAKERS:
Xiaoxi Sun, Yan Wen-Thornton
Gao Yang
赵越

Room 4 - Language policy and resources

CHAIR - 李丹

SPEAKERS:
周微
刘杰



4TH JULY 15:30 -16:45

ROOM 1 - AI TEACHING AND LEARNING

CHAIR - 吴晓丽

15:30-15:55

Evaluating AI Chat Platforms in Facilitating International Chinese Language Education: a Comparative Analysis

This study undertakes an incisive evaluation of four leading AI chat platforms - ERNIEBot-4, GPT4, qwen-max, and IFLYTEK SPARK, exploring their potential to augment International Chinese Language Education. These platforms have been selected owing to their exceptional performance in the pioneering study "Large Language Model Assessment in the Chinese Context" (Jiang, Li, & Miao, 2024). The study dissects the platforms on four critical fronts: Chinese comprehension, interactive conversation ability, error recognition and rectification, and text generation. The Chinese comprehension component is measured by the platforms' performance on HSK tasks, revealing their command over Chinese grammar and vocabulary. The interactive conversation capability inspects the platforms' ability to maintain engaging dialogues with learners, enriching their learning experience. Error recognition and rectification evaluates the platforms' potential to identify language errors and provide constructive feedback - a crucial aspect of language proficiency enhancement. Finally, text generation measures each platform's capacity to generate precise and accurate text in response to specific prompts. In conclusion, the paper peels back the varying strengths and weaknesses of each AI platform, paving the way for informed selections of technological tools in International Chinese Language Education. This research underlines significant advancements in Chinese language learning through the lens of technological innovation.

Zhou Sijia sijia.zhou@xjtlu.edu.cn

ZHOU SIJIA is currently a Fellow of The Higher Education Academy and Senior Language Lecturer in Modern Languages Centre at Xi'an Jiaotong- Liverpool University. Her research interests are Technology-enhanced Language Teaching and Chinese for Specific Purposes.



4TH JULY 15:30 -16:45

ROOM 1 - AI TEACHING AND LEARNING

CHAIR - 吴晓丽

15:55-16:20

**人工智能时代的国际中文教育：我们做好准备了吗？
——倾听英国孔院国际中文教师的聲音**

近年来，数字技术的发展，特别是人工智能的突飞猛进，为重塑教育形态、推动教育创新带来了新的机遇和挑战。在国际中文教育界，随着《国际中文在线教育行动计划（2021-2025年）》的出台，数字化、智能化、泛在化的教学发展目标也成为了业界的普遍共识。然而，教学目标的实现和教学创新的实践离不开一线教师的践行。我们的一线教师是否已经做好准备：在观念上，他（她）们怎么看待各种人工智能工具对国际中文教育的（潜在）影响？在实践中，他（她）们如何运用各种人工智能工具开展教学设计与实践？一线教师的具体想法和做法对我们培养可以“把人工智能技术深入到教育教学和管理全过程、全环节……更加创造性地教”（怀进鹏，2024）的国际中文教师有什么启示？这些都是本研究试图探究的问题。本文聚焦在英国各个孔院工作的国际中文教师，通过调查问卷和焦点访谈的方式，倾听一线教师的“声音”；通过质性分析方法呈现教师在人工智能时代的教学实践，挖掘影响其实践的各种因素，从而为教师发展和教师教育提出可行性建议。

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博士，复旦大学国际文化交流学院副教授，爱丁堡大学苏格兰孔子学院中方院长。

徐来

博士，复旦大学国际文化交流学院副教授，诺丁汉大学孔子学院公派教师。

于杰

硕士，复旦大学讲师，爱丁堡大学苏格兰孔子学院公派教师。



4TH JULY 15:30 -16:45

ROOM 1 - AI TEACHING AND LEARNING

CHAIR - 吴晓丽

16:20-16:45

**Chinese and Japanese L2 Learners' Perceptions of the Use of
Generative AI in Language Learning**

In response to the escalating influence of AI in academia, the Russell Group, a consortium of leading UK universities, has endorsed a set of principles designed to cultivate AI literacy among staff and students. This study aligns with these principles, investigating AI-supported language learning among Chinese and Japanese L2 learners. Employing a mixed-methods approach, including an online survey and in-depth interviews, we aim to uncover the current perceptions of Chinese and Japanese second language learners concerning generative AI-supported language learning. The survey, adapted from Chan and Hu (2023), covers demographics, knowledge of generative AI like ChatGPT, perceptions of AI tools, and ethical considerations. It involves 50 Chinese and Japanese L2 learners from Cardiff University's School of Modern Languages, followed by in-depth interviews with select participants. This presentation aims to share findings on current perceptions of generative AI-supported language learning among Chinese and Japanese L2 learners. This type of investigation is timely in an era characterized by technological fluidity and uncertainty, where advancements in AI are rapid and profound. In many ways, we are standing at a crossroad of changes and for this reason, understanding current perceptions of students will be a great starting point for language instructors to update our teaching methods, tailor more engaging and relevant materials and enhance students' learning experience. By sharing our research outcomes, we aim to contribute to the ongoing discourse surrounding the use of AI, inform instructional practices, and guide future investigations in the ever-evolving landscape of second language acquisition.

Wu Xiaoli wuxla@cardiff.ac.uk

Dr., Lecturer in Chinese studies, Programme Director for Chinese Studies, Cardiff University.

Kao I-Ting KaoI@cardiff.ac.uk

Lecturer in Chinese studies, Cardiff University.



4TH JULY 15:30 -16:45

ROOM 2 - ASSESSMENT MODEL AND METHODS

CHAIR - 路扬

15:30-15:55

什么是二语汉语能力？

A Proposed Model of Construct Definition for Assessing L2 Chinese

What is exactly L2 Chinese competence? What does it consist of? Those questions seem easy to answer and the constructs or the elements that contribute to the overall proficiency in L2 Chinese seem to have been implemented in the standardised proficiency tests and our classroom-based assessment. The reality is in fact not as satisfactory as we assume due to the specific features of the Chinese language difficult to learn and the teachers' and assessors' different views about assessing those features. This presentation, therefore, is concerned with such a situation and the construct validity of assessment of L2 Chinese competence. First, the author briefly introduces the concept of 'construct' for language assessment and the approaches for defining constructs for assessing L2. Then, the proposed Model of Construct Definition for Assessing L2 Chinese (Lu, 2022) is presented and the rationale for such a model is provided and explained. As the model is based on research of extensive literature of L2 assessment, L2 acquisition of Chinese, literacy in Chinese and construct definitions by influential language frameworks and benchmarks, the paper will discuss the influences they have impacted on the structure and different components of constructs in the model for L2 competence in Chinese, for example, phonological and orthographical control as linguistic competence, strategic competence in language use and the importance of learner attributes and knowledge for communication in various tasks and on themes. Furthermore, the model has benefited from the notion for sinographemic control by the European Benchmarking Chinese Language project (2010-2012) and the detailed construct definitions by the International Curriculum for Chinese Language Education (2014) on Pinyin and character competence. More importantly, the model consulted studies on L2 Chinese acquisition and substantial experimental research on nature of language proficiency (e.g. Bachman and Palmer, 1982; Hulstijn, 2011; De Jong et al., 2012). As a result, the constructs for assessing L2 Chinese competence are separated into core and peripheral components so that tests or assessment can be implemented with justified validity and practicality. Experimental studies on the importance of handwriting (e.g. Guan et al., 2014; Cao et al., 2013; Tan et al., 2005; Medwell and Wray, 201) have also assisted to resolve the dilemmas about assessing Pinyin and orthographic competence in Chinese. The presentation also highlights the construct definitions for vocabulary, grammar, discourse and pragmatic competence which have been overlooked to certain extents by proficiency tests and classroom-based assessment.

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LU YANG has a PhD in language assessment and have taught BA, MA and PhD students on Chinese language, translation, comparative literature and teaching L2 Chinese courses. She has published fifteen research articles and chapters in peer-reviewed academic journals and books. Yang is the editor for the first collection of research articles, *Teaching Chinese as a Foreign Language in High Education* (2017) and the sole author for the first book that explores the validity and reliability for assessing L2 Chinese, *Assessing Learners' Competence in L2 Chinese* (2022). She has peer-reviewed for *Language Assessment Quarterly* and *English for Specific Purposes*.



4TH JULY 15:30 -16:45

ROOM 2 - ASSESSMENT MODEL AND METHODS

CHAIR - 路扬

15:55-16:20

**The Use of Student Self-produced Short Video as Oral Assessment
– a Project-based Learning and Assessment Approach in Teaching
Beginner Chinese Class in Higher Education**

Digital technology is developing rapidly in recent years. How to fully utilise this technology to boost students' motivation, engagement, creativity, team-work skills, digital technics such as editing, visual, auditory, authenticity of language and learning autonomy is on language instructors' agenda. Audio and video have been used in foreign language teaching to enhance students' listening and speaking skills for many decades, but the use of student self-made video makes a shift from its passive use to its active use. Some research in the use of student self-made video in teaching English can be found but little has been done in teaching Chinese as a foreign language. A research on the use of student self-produced video in teaching and oral assessment in Chinese beginner class of 22 Commerce Final Year students in an Irish university is carried. This research found that using student self-produced video as a tool in Chinese language teaching are welcome by most students. Students' motivation, engagement, creativity, team-work skills, digital technics are developed. The Pedagogy of this practice implies and integrates with Bloom's Taxonomy, PBL (Project Based Learning), AFL (Assessment for Learning) theories and task based learning. The research concludes that the use of student-made video is an efficient tool in these aspects of Chinese as a foreign language teaching. It has great potential in spite of challenges such as time-consuming for both students and instructors. Proper planning and scaffolding are essential. This paper also concludes that a further large scale of research and more detailed survey is needed to prove that students' language skill is improved in the process of video making to realize the full potential of student-generated videos as a valuable tool in Chinese as a foreign language education.

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ZHANG DONGXIA, a lecturer in Chinese language and culture at University of Galway, Ireland. She lectures not only Chinese language but also Chinese and Asian cultures including Chinese history, religions and philosophies, Chinese painting and calligraphy, cross cultural communications and doing business in China. With 30 years' experience in teaching Chinese as a foreign language, Dongxia is keen on innovations in teaching and learning with a research interest in Assessment for Learning, Project Based Learning and technology aided language teaching. She is a Committee member of Irish Association of Chinese Teaching and founder Vice President of Galway Irish Chinese Society.



4TH JULY 15:30 -16:45

ROOM 2 - ASSESSMENT MODEL AND METHODS

CHAIR - 路扬

16:20-16:45

Exploration of Self-assessment on Second Language Learners' Engagement in Online Education: Adult Learners in Online Chinese Language Class

In today's dynamic educational landscape, online learning has gained significant prominence, reshaping student engagement and interaction in online language education. However, effective engagement remains a challenge. The study aimed to explore the impact of self-assessment on student engagement in online Chinese language courses and examined students' perceptions of self-assessment's influence on their engagement. Utilising a mixed-methods approach and Creswell's explanatory sequential design, this research involved fifteen novice-level Chinese learners aged 19-55, representing a diverse range of nations. The study involved several phases: a pre-intervention assessment using the Online Student Engagement (OSE) Scale, followed by a three-lesson intervention progressively integrating self-assessment into the learning process. Ongoing data collection through monitoring, observation, and interviews captured students' responses and challenges. Subsequently, a post-intervention questionnaire, also employing the OSE Scale, assessed changes in self-assessment practices and engagement levels. Quantitative analysis confirmed the positive impact of self-assessment on online language learning engagement. Qualitative findings explained how participants' familiarity with self-assessment influenced its adoption and perceived value. While self-assessment exhibited the potential to enhance oral proficiency and motivation, its effect on writing skills deserved further research. Consequently, recommendations emerged, emphasising the importance of establishing clear assessment criteria, implementing external assessment mechanisms, and providing structured guidance to maximise the effectiveness of self-assessment practices. Furthermore, this study employed constructivist theory, portraying self-assessment as a scaffold that supports learners in comprehending their Zone of Proximal Development (ZPD). This study also identified several challenges in online language learning, including subjectivity, psychological stress, limited external input, and constrained interaction. In response, this study proposed pragmatic solutions, including scaffolding self-assessment with transparent criteria, integrating formative assessments, nurturing a growth mindset, fostering peer interaction, and creating interactive online learning environments. These measures aim to furnish learners with the necessary support structure to navigate these challenges effectively. In conclusion, this research contributes to the research on online education, pedagogical approaches, and motivated learners. The practical recommendations arising from this study have the potential to benefit educators and instructional designers seeking to optimise online language courses. Future research should consider adopting longitudinal approaches, increasing participant numbers, and conducting in-depth qualitative investigations to promote the development of online language education practices.

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Graduated from University College London, her research includes International Chinese Education, big data in international Chinese education, and education assessment. Her contribution involves various stages of the research process, which includes data processing, papers' English writing, revision, language improvement, and typesetting, as well as communication and coordination of the whole process.



4TH JULY 15:30 -16:45

ROOM 3 - CHINESE FOR SPECIFIC PURPOSES

CHAIR: 宋连谊

15:30-15:55

**Teaching Classical Chinese to Advanced Learners in Chinese
in a Global Context**

The current global context boasts a rich legacy in Chinese language education, with a diverse array of meticulously designed courses catering to learners with varying backgrounds and objectives. The surge in interest in traditional Chinese studies during the late 1990s in China prompted a growing global enthusiasm for classical Chinese education. Aligned with this global trend and with the departmental support at UoE, we introduced Classical Chinese I and II in 2023. This unique offering not only diversifies the curriculum but also provides a gateway for language learners to delve into Chinese culture through classical texts. This presentation shares the experiences gained from teaching Classical Chinese to advanced learners at UoE. The curriculum's key components will be introduced, accompanied by illustrative examples that highlight the primary teaching approaches and techniques, emphasizing their effectiveness in fostering a deep understanding of Chinese history, culture, philosophy in a global context, i.e. how these elements shaped the modern Chinese society and how they enriched cross-culture communication. Implemented for the first time in the academic year 2022/23, the modules saw an initial enrollment of 49 students, which increased to 67 students in 2023/2024. The overwhelmingly positive feedback received from students underscores the success of the modules. Students reported acquiring substantial knowledge of classical Chinese and acknowledged its instrumental role in enhancing their comprehension of modern Chinese society. This presentation will offer insights into the modules' success and their broader impact on Chinese language education at UoE.

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Dr Xiaoxi Sun is currently a Lecturer in Chinese at the Language Centre, University of Exeter. Their research interests include Second Language Acquisition, Language Assessment, and Teaching Chinese as a Second Language. Dr Xiaoxi Sun also has an extensive teaching experience spanning various modules (both language and culture modules) and learners across different proficiency levels (e.g. beginners, intermediate, and advanced).

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4TH JULY 15:30 -16:45

ROOM 3 - CHINESE FOR SPECIFIC PURPOSES

CHAIR: 宋连谊

15:55-16:20

**The Application System and Practice of Generative AI in
Ancient Chinese Language Course Teaching**

The continuous development of generative artificial intelligence technology has propelled ongoing advancements in the educational sector. ChatGPT 4.0, with its robust text comprehension and generation capabilities, has sparked widespread attention and discussion in the realm of language teaching. Based on specific practices in undergraduate ancient Chinese courses, this paper explores the application of ChatGPT 4.0 in three classroom teaching support areas: language instruction, applied teaching, and examination coaching, along with its use in the construction of six types of teaching resources—textbooks and auxiliary materials, multimedia teaching resources, online teaching resources, teaching software and applications, websites, learning platforms and management systems, and other teaching aids. ChatGPT 4.0 has the potential to transcend the temporal limitations of language materials, assist in the construction of teaching resources, facilitate classroom instruction by teachers, and enhance student learning, making it an effective tool for teaching ancient Chinese. However, there are still issues with ChatGPT 4.0's reservoir of professional knowledge and resource searching capabilities, sometimes failing to meet user needs adequately. Therefore, it's essential to objectively view the functionality and role of ChatGPT 4.0 in the teaching of ancient Chinese, to boldly experiment in specific teaching practices, and to expand the boundaries of its application.

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4TH JULY 15:30 -16:45

ROOM 3 - CHINESE FOR SPECIFIC PURPOSES

CHAIR: 宋连谊

16:20 - 16:45

**The Application System and Practice of Generative AI in
Ancient Chinese Language Course Teaching
高扬中医汉语教学及研究的现状与展望**

本文结合国际中文教育的“三教”问题，从要素教学与技能教学两个维度探析当前中医汉语教学及研究现状，据此预测中医汉语教学及研究在专门用途汉语教学及研究领域的发展趋势。作为从通用汉语到中医药专业学习的桥梁课程，在由语音、词汇、语法构成的中医汉语要素教学中，中医汉语应以专业的中医词汇为主要教学内容，其教学目的是让学生在习得通用汉语的基础上，依托中医汉语词汇大纲，循序渐进地习得中医专业词汇。在语言单位的习得顺序上，应遵循“词汇→句子→语篇”的三段式习得顺序。在由听说读写构成的中医汉语技能教学中，因中医汉语较强的专业性而应采取“读写”为先，“听说”跟进的教学原则。在数智化时代的大背景下，中医汉语教学如何提质增效，本文亦对此问题进行了相关论述。

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4TH JULY 15:30 -16:45

ROOM 4 - LANGUAGE POLICY AND RESOURCES

CHAIR: 李丹

15:30-15:55

中文纳入爱尔兰国民教育体系：特征、动因、挑战与对策

随着中国国际地位的日益提升和经济的稳定发展，海外中文学习的热度持续升温。截至目前，全球有81个国家和地区将中文教学纳入国民教育体系，标志着国际中文教育步入本土化高质量发展的新阶段。中文纳入海外各国国民教育体系是中文国际传播的重要组成部分，对提高中文国际地位和影响力有重要的作用。2022年，中文作为爱尔兰高考外语选考科目，是爱尔兰中文教育历史上的一个重要的里程碑，标志着中文已进入爱尔兰国民教育体系。研究发现，中文纳入爱尔兰国民教育体系呈现“高低并进”的纳入方式，目前处于“部分纳入”的状态，且具有已进入爱尔兰教育考试体系等特征，其驱动因素包括中爱两国互惠战略伙伴关系、积极的语言教育政策、互利共赢的经贸合作、高级别人文交流机制等。但目前，仍面临缺少统一的中文教学规划、本土师资紧缺、中文教学资源有待优化等挑战。对此，从顶层设计、人才培养、师资建设、孔院助力等方面提出可行性策略，以期全面推进中文纳入爱尔兰国民教育体系。

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4TH JULY 15:30 -16:45

ROOM 4 - LANGUAGE POLICY AND RESOURCES

CHAIR: 李丹

15:55-16:20

**葡萄牙汉学家江沙维汉语教学法及其双语辞典编撰
—兼论学习型汉外辞典与汉语教学**

葡萄牙传教士汉学家江沙维（Joaquim Afonso Gonçalves, 1781-1841）是十九世纪葡国、中国及澳门之间文化关系上的主要人物。他的《汉字文法》一书，站在拼音文字的角度分析和认知汉字，吸收前人成果，同时借鉴中国传统语文学对“字”的认识，由基本笔画到偏旁部首，再到字，由字组词，由词成句，由句成段，将汉字书写的基本单位和语素义的基本单位结合，形成了一套适应西人的汉语汉字教学的理念。《汉字文法》是江氏汉语教学书系的第一本，主要作为汉语教学和翻译教学使用，另配合《汉洋合字汇》（Diccionario china - portuguez）和《洋汉合字汇》（Diccionario portuguez - china），成为三卷一体的完整体系。《汉字文法》辞书部分，由字及词的编排方式，由字统帅词，同义、同类归并，简洁呈现，已经具备现代学习型汉外辞书的属性。对于学习型辞典而言，该书在当时具有非常重要的开创意义，对今天的汉外学习型词典编写也具有参考价值。本文从分析江沙维《汉字文法》汉外双语辞典的编纂入手，探讨江氏的汉语教学法及其双语辞典的学术价值，提出针对西方人汉语学习型双语辞典的编写基本原则：凸显汉语汉字特点，字词句、语法语及文化学习一体化的学习型词典编排模式。

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葡萄牙国立米尼奥大学亚洲学系访问助理教授，中国古典语文学博士，主要从事古代汉语、现代汉语及中国古代文明史教学与研究。独立出版学术专著一部，主编汉语教材一册，公开发表论文二十余篇。



PARALLEL SESSION 2

5TH JULY 10:45-12:00

Room 1 - Technology enhanced teaching and learning

CHAIR - 朱维瑾

SPEAKERS:
Lijing Shi
Liang Xin
Ren Simin

Room 2 - Chinese characters

CHAIR - 马洪骏

SPEAKERS:
马洪骏
陈冬燕
Peng Tao

Room 3 - Grammar and pedagogy

CHAIR - 张姜知

SPEAKERS:
张姜知
黄坤琦
宋连谊

Room 4 - Creative teaching practice

CHAIR - 许秀治

SPEAKERS:
Shang Yinghong
李春普
Hsiu-Chih Sheu

Room 5 - Workshop

CHAIR - 李丛霞

SPEAKERS:
袁方
曾海云



5TH JULY 10:45-12:00

**ROOM 1 - TECHNOLOGY ENHANCED TEACHING AND LEARNING
CHAIR - 朱维瑾**

10:45-11:10

**Bridging the Gap between Research and Pedagogy in Technology-
Enhanced Teaching of Chinese as a Foreign Language**

Both Second Language (L2) researchers and teachers share a common goal which is to develop students' L2 language skills more effectively and efficiently. And yet, there is often a gap between research and pedagogy due to epistemological and practical obstacles (Sato & Loewen, 2022). To bridge the gap, more language teachers are needed to take on a research-perspective in practice and adopt context-appropriate research methods. Based on the seven papers recently published in the JCCALL Special Issue on technology-enhanced teaching of CFL (Shi & Kan, 2023), this presentation discusses ways that a group of CFL teachers narrowed the gap when integrating technology in their teaching. By taking an insider's point of view, these CFL teachers exemplified and examined how technology had been deployed in their unique contexts. Such a research perspective can empower teachers, validating their innovations and observations. It is also more sustainable. Through mixed-method research and reflection, these teachers produced practical and inspiring ideas for future course design, task design, assessment design and validation, recycling tutorial recordings, as well as online intercultural and language exchanges. By using these latest examples in teaching CFL, this presentation also hopes to shed some light on this question -- How can language educators engage with emerging digital technologies and prepare for the future, cognisant of the pace of technological development?

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Dr Lijing Shi, SFHEA, is a multi-award-winning pracademic at the London School of Economics and Political Science (LSE). She is a recognised expert in the field of education with decades of experience. She is also a PhD supervisor at the Open University (UK). Her research publications are related to eyetracking, online teaching/learning, dynamic assessment and intercultural communication. She is on the editorial board of JCCALL, IJCALLT, and IJAITL; and a frequent reviewer for leading research journals such as CALL, ReCALL, SYSTEM and LLT. Since 2020, she has been the Chair and Vice Chair of the British Chinese Language Teaching Society.



5TH JULY 10:45-12:00

**ROOM 1 - TECHNOLOGY ENHANCED TEACHING AND LEARNING
CHAIR - 朱维瑾**

11:10-11:35

**Exploring the Pedagogy in a ChatGPT and PBL Integration
Chinese Course**

To cater for diverse learning needs of the advanced learners, the researchers proposed a short course design with the integration of ChatGPT and project-based learning (PBL). In the curriculum, we pre suppose that students are the owner of the learning, deciding their learning outcomes and project topic; teachers act as a guide, facilitator and monitor, solving student's questions, providing learning conditions, materials and supervision for proceeding students' project and their language enhancement; while ChatGPT plays as a teaching assistant providing course materials aligned with students' project topics, an Exploratorium for students to search and comprehensive the recourse needed for their project, and a personal tutor providing feedbacks on their language expression (Liang & Luo, 2024). After the first-round course offering, we found that the pedagogy teachers adopted is the key to the successful implementation of the curriculum. Pedagogy is the combination of teaching methods (what instructors do), learning activities (what instructors ask their students to do), and learning assessments (the assignments, projects, or tasks that measure student learning). In this study, we will focus on the teaching methods adopted and utilization of Chat GPT, therefore the research questions are 1. What are the teaching methods considering the utilization of chat GPT, design of teaching activities? 2. Why teachers adopt these teaching methods? 3. What are the students' perceptions of these teaching methods? 4. What are the teachers' perceptions of these teaching methods?

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Dr. Xin Liang is currently associate professor in Language Education, School of Humanities and Social Science, the Hong Kong University of Science and Technology. She conducts research in the area of teaching Chinese as a foreign language, Chinese language curriculum design, Chinese language pedagogy, and the professional development of Chinese language teachers.



5TH JULY 10:45-12:00

**ROOM 1 - TECHNOLOGY ENHANCED TEACHING AND LEARNING
CHAIR - 朱维瑾**

11:35-12:00

**Learner Agency in a Technology-Mediated Language Learning
Environment: The Chinese Digital Kitchen**

Responding to calls for empirical research on materials use in technology-mediated second language (L2) contexts, how students' self-initiated use of materials and resources for language learning in non-instructed, real-world settings has been under-researched. Our study employs multimodal Conversation Analysis (CA) to examine the demonstration and management of learner agency by two Norwegian students learning Chinese. They utilise the Linguacuisine App to cook a Chinese recipe in their student dormitory kitchen, while being undergraduate students in China with an intermediate level of Chinese proficiency (HSK 3-4). Through their cooking, they employ verbal and non-verbal resources to influence their language learning and understanding of vocabulary related to cooking utensils and ingredients. In this technologically diverse environment, we explore two main questions: 1) How is learner agency displayed by L2 learners and how does it impact their learning process? 2) How do participants collaboratively establish a focus on language learning and develop a multimodal speech exchange system tailored to their interests and needs? Of particular interest is the fact that learners have not received explicit instructions on interacting with each other or the App; they have only been introduced to the functions available on the tablet for accessing video, audio, text, and image-based assistance in Chinese. Our study underscores how technology-mediated language learning environments empower L2 learners to activate their agency, thereby accessing a variety of multimodal resources to enhance their understanding of the target vocabulary. Furthermore, considering the rapid proliferation of technology-mediated environments, we conclude by highlighting challenges in three key areas that may arise in fostering L2 interaction within such settings.

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Simin Ren is a PhD graduate of Applied Linguistics and currently working as a visiting lecturer in the School of Education, Communication and Language Sciences at Newcastle University. Her PhD research was in the Linguacuisine Project, looking at international students in three universities learning Chinese by using Linguacuisine App in China, using multimodal conversation analysis.



5TH JULY 10:45-12:00

ROOM 2 - CHINESE CHARACTERS

CHAIR - 马洪骏

10:45-11:10

**英国高校本科汉语教学中汉字手写教学的意义与挑战
-以曼彻斯特大学本科一、二年级的汉字教学实践为例**

手写和打字都是重要的汉字能力，它们在不同场景和目的下都具有独特的意义和价值。在现今的电子打字时代，手写汉字教学在实践中面临着巨大的挑战。本文基于笔者10多年在英国曼彻斯特大学本科一、二年级的汉字教学实践，深入探讨了在数字打字普及的背景下，手写汉字教学的意义、面临的障碍。一方面，手写可以帮助学习者真正了解汉字这个中国文化的重要符号，为融入中国文化打下坚实基础；另一方面，面对交际交流的实际需求，必须适时地教给学生打字的技能，促进学生汉字输入能力的全面发展。为此，本文同时探讨了有针对性的课程与考试设计方案。本研究的调查问卷针对本科学生的学习实践，旨在为教育工作者、决策者和技术开发者提供见解，帮助他们有效应对数字进步与保持文化和教育传统带来的复杂挑战。

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Ma Hongjun，英国曼彻斯特大学中国学系资深汉语教师。已在汉语国际教育领域躬耕25年有余，先后执教于国内外四所大学。所授课程涵盖汉语言本科专业听、说、读、写及口、笔译各种技能。有十多年英国本科汉字与写作教学经验。



5TH JULY 10:45-12:00

ROOM 2 - CHINESE CHARACTERS

CHAIR - 马洪骏

11:10-11:35

汉字系统及对外汉字教学“三说”的适用性探索

近年来，关于汉字本体和对外汉字教学的研究取得了显著进展。张旺熹提出了“部件结构教学法”(1990)，李运富主张汉字的“三平面理论”(2011)，刘士红对汉字笔画进行了系统的描述(2018)等。然而，现有研究在三个方面仍待深入探讨：(1)字形的最简概括；(2)笔顺和结构的规则；(3)部首变体的职用解释。本文结合“语块概念”和“认知加工理论”，提倡汉字的初级教学应回归“一个单位”的概念，并提出了对外汉字教学的“三说”，即“归一说”、“笔顺结构规则说”和“变形关系说”。“归一说”认为，汉字的笔画始于“一点”，例如：“丶”“横”纵向延伸可变为“一”，纵向为“丨”，而“一”旋转90°即为“丨”。36个基本笔画可视为对“点”进行不同方向或角度的旋转，或外加“弯”、“钩”及“折”等操作形成。独体字/部首应强化为汉字记忆的一个单位，笔顺和结构描述应分主次规则。变形关系说则尝试从部首结构、关系状态和职用角度解释独体字到复合字字形的变化。在“三说”指导下的初步教学显示，认知单位的减少有助于中文初级班的学生汉字书写的效率、准确率和学习兴趣的提高。进一步的实证研究正在进行中，计划通过数据收集和分析、焦点小组讨论或个别访谈的形式，深入了解学生对“三说”方法的理解和感受，并为对外汉语教学提供新的思路和更有效的实践策略，促进学生的汉字学习过程并提升教学效果。

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Dr. Dongyan Chen is currently working part-time at University College London, where she teaches Mandarin at various proficiency levels. Her research is dedicated to the development and instruction of Mandarin as a second language for adults and children alike. Specifically, she is interested in the acquisition and teaching of Chinese morpho-syntax within multilingual environments. She is also passionate about better methods of teaching L2/L3 Chinese learners the complexities of the Chinese writing system.



5TH JULY 10:45-12:00

ROOM 2 - CHINESE CHARACTERS

CHAIR - 马洪骏

11:35-12:00

Research on Chinese Character Teaching Based on the Flipped Learning of "Visit to China" Project

In the post-epidemic era, more and more empirical research has revealed the positive effects of immersion projects such as "Visit to China", which can facilitate "macro flipped learning", to improve motivation and cross-cultural adaptability among British secondary school students. Previous studies show students often struggle to learn Chinese characters, especially in the early stages of learning Chinese in the Confucius Institute (CI) at the University of Southampton. Therefore, in this study, the "Visit to China" is considered as flipped learning for Chinese character learning. To evaluate the effectiveness of this approach, a pre-project and post-project experimental design was compared to demonstrate the correlation between the tour as a flipped learning and tour members' motivation for the learning of Chinese characters. In addition, future research could explore existing empirical research as well as the extension of perspectives and provide suggestions for improvements for future project to experience Chinese language and culture.

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5TH JULY 10:45-12:00

ROOM 3 - GRAMMAR AND PEDAGOGY

CHAIR - 张姜知

10:45-11:10

语法体系的体与用——也谈理论语法和教学语法的关系

1. 过分看重理论语法和教学语法的区别，或过分看重汉语语法和用法的区别，都是构建汉语（教学）语法体系的错误思想前提。2. 中国哲学史上对体用关系的认识，语言学史上对语法和用法关系的认识，都经历了由浑沌到区分，再到不太区分的过程。理论语法和教学语法是体和用的关系，二者只有量的不同和表现形式的不同，不应该有质的区别。3. 理论语法的标准和问题也适用于教学语法；过去诸多被视为教学语法特点的，也是理论语法的属性。

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11:10-11:35

基于葡汉比较的对葡汉语语法教学：案例分析与教学探索

葡萄牙语属印欧语系罗曼语族西支，是一种屈折形语言，名词形容词有性、数之属性别，动词系统复杂，变位形式较多。现代汉语是一种分析语，几乎没有词形变化，动词本身无人称、时态、语态及语气的变化，但是虚词和词序具有重要的语法意义。葡语和汉语差距巨大，葡语母语者学习现代汉语，常常会产生大量的规律性偏误，究其原因很多都是葡语母语的负迁移导致。本文利用长期在成人汉语教学收集到的各类语料素材，基于葡汉语法对比，对学生的语法偏误案例进行归类分析，分析原因，总结教学方法和训练策略。本文是对葡汉语语法教学的一个思考和探索。对于罗曼语族其它语言的汉语教学，也具有一定借鉴和参考价值。

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5TH JULY 10:45-12:00

ROOM 3 - GRAMMAR AND PEDAGOGY

CHAIR - 张姜知

11:35-12:00

成语分级教学的设想

成语是中文中极为重要的部分，但是在中文教学中成语似乎都在中级以上才逐步出现，而在初级阶段几乎没有或很少。我们通过对《新实用汉语课本》和HSK词汇和试题的考察就不难说明这一点。本发言通过对成语所涉及的字词的等级难度的考察后，兼顾成语的使用频率与交际场景等，梳理出可供初级教学的300个成语，并对此提出分级的建议。我们还通过教学实践提出若干具体的教学操作的实施建议，其中包括 (1) 成语构词特点和类别；(2) 成语不同译文的对比分析，(3) 成语字面义与比喻义的对比，(4) 利用成语及其例句学习字词和语法，(5) 成语故事的介绍，以及(6) 成语比喻义与英文（或学生其它母语）中相同或相似的习语加以对比参照等教学法。我们还会对中高级教学中讲解成语提出一些建议。比如一些字面义与实际意义易混淆的成语，再如一些“谐音梗”的例子等。我们希望我们对成语的分级及提出相关教学建议会有助于拓展和加深教学的实践，有利于起到基础教学为中高级教学筑基与铺路的作用。”

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宋连谊，伦敦大学亚非学院东亚系中文教师。在英任教30余年。研究兴趣包括教学法，教材，语言测评及汉字教学等。



5TH JULY 10:45-12:00

ROOM 4 - CREATIVE TEACHING PRACTICE

CHAIR - 许秀治

10:45-11:10

Using Microsoft Teams Private Channels in Mandarin Teaching

Online platforms and apps, such as Microsoft Teams have played an important role in collaborating people together When distancing is essential, i. e. during the pandemic. However, people have realized the detachment from each other due to working online and missed in-person interactions. As a result, teaching and learning has been moved back to the classroom. Shall we just forget about the great efforts, advanced technologies and abundant experiences of teaching and learning online? Of course not. Application of Microsoft private channels in Mandarin Teaching can enhance communication, collaboration and personalized teaching and learning experiences. I will introduce several applications of Microsoft Teams private channels in my daily teaching practice in this paper, which include assignment for group homework, one-to-one tutoring and feedback, homework storage and revision etc.

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Dr. Yinghong Shang is an Assistant Professor in School of Modern Language and cultures of University of Warwick and a fellow of Higher Education Academy, UK. Her research interests are in second language teaching, and technology enhanced teaching and learning. She is the author of the One to One Dictionary published by Star Foreign Language Books.

11:10-11:35

依托数字技术教授面向香港粤语母语者的旅游普通话

本课程借鉴CBI (Content-based Instruction, 内容教学法) 的教学理念, 结合旅游普通话自身的特点和教学对象的独特性—以粤语为母语的、有一定普通话基础的香港学生, 借助数字技术, 将大华语区相关自然风光、地理历史、经济文化、风俗民情等内容与普通话学习有机地融合在一起, 使学生在深入学习和了解大华语区相关国家和地区情况的同时提高自己的普通话水平。整个教学过程中以学生为主体, 充分调动学生参与教学的积极性, 借助视频等现代传媒技术让学生充分接触真实的普通话语料、借助虚拟实境技术让学生感受某些旅游场景中的普通话语言环境, 从而使学生在实际分享与互动中有效地利用普通话进行交际, 最终实现提高普通话口语表达能力与了解大华语区社会发展的真实面貌及相关国家和地区的文化风俗、提升运用数字技术的水平等“共赢”的结果。

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李春普, 香港中文大学雅礼中国语文研习所讲师, 主要研究兴趣是汉语二语教学, 发表论文多篇, 合作主编学术著作五部, 并参与多部汉语教材的编写。



5TH JULY 10:45-12:00

ROOM 4 - CREATIVE TEACHING PRACTICE

CHAIR - 许秀治

11:35-12:00

Going Digital: Chinese Idioms Through Video Podcasting and Translation

This study reports on a bilingual video podcast project on introducing and disseminating Chinese Chengyu to learners of Chinese. Chengyu, a traditional form of Chinese idiomatic expression is a valuable source for understanding Chinese culture and society but often poses challenges for CFL students in terms of comprehension and translation due to the figurative meaning often hidden within their seemingly simple structure. This project explores how the application of podcasting technology and translation can be used to present Chengyu, thereby increasing its accessibility to a broad audience. This study focuses on two questions: 1) what are the opportunities and challenges of designing a bilingual Chengyu video podcast? and 2) how do viewers respond to the bilingual video podcast? This series consists of 10 episodes covering 10 respective Chinese idioms, and each episode is comprised of three segments: Introduction, Chengyu storytelling, and Chengyu in context. Both authors of this project are presenters of the podcast. In Q1, the researchers will document and reflect on designing this series. The discussion will provide insight and recommendations for teachers who are interested in conducting video podcasts in the future. In Q2, users' feedback for the podcast will be analysed to understand how they respond to this series. We have published 5 episodes on YouTube (双语成语) as of 30th March and will publish another 5 episodes by May. Our research project is currently in progress and has not yet reached its completion. Therefore, this presentation will primarily focus on Q1 while data collection for Q2 will evolve as we proceed with our research.

Note: 双语成语 <https://www.youtube.com/playlist?list=PLV3KoCBmygfceWnINoCAMz8cJwBhQs83D>

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Lucy did her BA in Chinese at NTU and an MA in Chinese-English Translation and Interpreting at the University of Nottingham. She is a freelance translator and a Chinese food blogger.



5TH JULY 10:45-12:00

ROOM 5 - WORKSHOP

CHAIR - 李丛霞

10:45-11:15

自媒体国际中文教学视频中的语法教学研究初探 ——以YouTube为例

随着信息技术的不断发展，通过自媒体进行国际中文教学也成为了一种新兴的教学方式。作为全球最大的自媒体视频分享网站，YouTube上有着各种与国际中文教育相关的语法教学视频，这些教学视频对于学习者来说不受时间和空间的限制。本文的研究问题是YouTube国际中文教学视频里语法教学的特点是什么？与线下传统课堂的语法教学相比，它有怎样的优点和缺点？本文的研究方法是非参与式课堂观察法和对比分析法，本文将根据笔者自己设计的标准来筛选教学视频，从教学层面进行分析和对比，得出相关的结论。本文的研究意义是希望可以帮助YouTube国际中文教学里语法视频的教学，也为其他网络教学形式的语法教学提供有益的借鉴，同时也希望为自媒体二语教学视频的发展贡献一份力量。

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11:15-11:45

视频资源在国际中文教学中的应用

在当今数字化时代，视频资源在语言教学中被广泛应用并证实具有有效性。视频资源通过生动的画面、声音和情境，可以更好地呈现中文语言和文化，增强学习的现实感和互动性。本研究旨在分享在高校的教学实践中，如何设计和应用视频资源来进行国际中文教学。通过介绍视频资源的应用目的、模式和选取标准等来探讨教师如何有效地利用视频资源，以提高学习者的语言技能和跨文化交际能力。希望通过对这一主题的研究，为国际中文教学提供新的教学理念和方法，促进教学质量的不断提升。

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Haiyun Zeng is a Language Lecturer at Xi'an-Jiaotong Liverpool University (XJTLU) and currently serves as the Coordinator of the Practical Chinese Programme at XJTLU.



PARALLEL SESSION 3

5TH JULY 14:00-15:15

Room 1 - CLT design and learners

CHAIR - 黄金

SPEAKERS:
Zhiqiong Chen
Jin Huang
Li Congxia

Room 2 - Literature and reading

CHAIR - 崔燕

SPEAKERS:
Chen Chiuhung, Xinliang Jiang
Guo Boyang
崔燕

Room 3 - Studies of teachers and learners

CHAIR - 郭蓉

SPEAKERS:
Li Mengke
时晶瑶
陈烨

Room 4 - Innovative trend and development

CHAIR - 徐社教

SPEAKERS:
郑艳群
Shejiao Xu

Room 5 - Language acquisition

CHAIR - 谷宇

SPEAKERS:
Gao Man
Wenhua Jin
Peng Yinyin



5TH JULY 14:00-15:15

ROOM 1 - CLT DESIGN AND LEARNERS

CHAIR - 黄金

14:00-14:25

**Designing Inclusive Teaching and Learning Materials:
Some Principles and Practices**

"Inclusive learning and teaching recognises all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences without directly or indirectly excluding anyone." (HEA) This principle extends across all aspects of education, including curriculum development, pedagogy, and, notably, the design of teaching and learning materials. The presentation will delve into the three principles of Universal Design for Learning (UDL), laying the groundwork for understanding how to create inclusive Chinese materials. Then it will explore what we should consider in the design process to produce materials that stimulate students' interest and motivation, ensure materials reach students, and provide students with various ways to express what they have learnt. The focus is on ensuring accessibility of multimedia content, promoting context and character diversity, and employing unbiased language. Alongside some practical examples, information on tools, technologies, and resources that support inclusive material design will also be provided. The application of applying UDL in material design is not about burdening teachers with extra workload; but rather, it aims to foster sustainable teaching practices. This is a practical presentation where the participants can immediately begin implementing some of the strategies and tips discussed.

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Ms Zhiqiong Chen is a senior teaching fellow at the School of Modern Languages and Cultures of the University of Warwick where she has been teaching various academic and non-academic Mandarin modules. She also taught distance Mandarin learners at the Open University from 2009-2020 and has since been working as a consultant on various projects, including co-authoring online Mandarin courses. Her research interests are in language teaching methodology, blended learning and student engagement.



5TH JULY 14:00-15:15

ROOM 1 - CLT DESIGN AND LEARNERS

CHAIR - 黄金

14:25-14:50

**Learner Strategies in Studying Chinese as a Second Language:
an Interview Study**

This study investigates the factors that contribute to variations in students' academic achievements, focusing on the diverse learning strategies employed by individuals studying Chinese as a foreign language. Drawing on Oxford's (2011) Strategic Self-Regulation (S2R) Model, a list of open-ended interview questions was designed to elicit different (meta-)cognitive, (meta-)affective, and (meta-)sociocultural interactive strategies adopted by three second-year university students exhibiting varying levels of academic performance. The findings indicated that the student with the highest academic performance exhibits strategic self-regulation, utilising strong cognitive strategies and tactics to excel in acquiring the Chinese language outside of the classroom setting. Conversely, the student with the lowest academic performance struggle with metacognitive learning strategies such as planning, organising, and monitoring, and required assistance in cultivating cognitive strategies and tactics to improve their learning outcomes. All students reported grappling with negative sentiments in their Chinese learning journey, yet those achieving academic success managed to tap into supportive emotions, beliefs, and attitudes to maintain their motivation to learn. In contrast, the student with lower academic performance needed support in developing a growth mindset and self-efficacy. Regarding sociocultural interaction strategies, the top-performing student tended to study independently and attend social activities to develop linguistic, social, and cultural competence, whereas the lower-performing student preferred peer-based learning. These findings present a valuable viewpoint on the learning needs of students acquiring Chinese as a second language. They emphasise the significance of paying attention to students' learning strategies and guiding them towards strategic self-regulated learning during the language acquisition process.

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Dr Jin Huang is an Assistant Professor in Chinese Studies at Durham University. She completed her MA and PhD in Translation Studies at Durham University and obtained an MSc in Translation and Technology (Audiovisual) from UCL. She is a full member of the Chartered Institute of Linguists and is a Chartered Linguist (CL Translator). She has translated for various companies on commercial, scientific, and legal texts. She also translated Oliver James' book *How to Develop Emotional Health* into Chinese. Her research interests include technology in Chinese language teaching and learning, self-regulated learning, the decision-making processes in subtitling, translating, and interpreting.



5TH JULY 14:00-15:15

ROOM 1 - CLT DESIGN AND LEARNERS

CHAIR - 黄金

14:50-15:15

Beyond the Basic: Investigating Post- beginners' Intercultural Communicative Competence through Virtual Exchange Programmes in Chinese and Japanese

Virtual exchange (VE), through online intercultural interactions and collaborations, is a powerful tool that addresses challenges such as internationalisation, mobility, and develops intercultural communicative competence (ICC) alongside formal foreign language education. However, much literature relating to intercultural communication theories and the design of VE programmes mainly focuses on at a beginners' level and exams in only one language. This exploratory study investigated the development of intercultural competence of IWLP Chinese and IWLP Japanese Stage 3 learners (CERF B1/2 level) at the University of Reading, who took part in a 5-week-long virtual exchange programme with native language partners in Nanjing University of Information and Technology, China and Ochanomizu University (Tokyo), Japan, respectively. Through analysing the data obtained from pre- and post- study questionnaires and focus group interviews, this research aimed to explore how VE programmes led to an increase in the intermediate language learners' ICC, and the similarities and the differences between L2 Chinese learners and L2 Japanese learners in the development of ICC.

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Cong Xia Li is a Lecturer in Chinese and the Language Lead for Chinese in the Department of Languages and Cultures, the University of Reading. She is also a doctoral student of Education at UoR. Her research project is to investigate the development of students' Intercultural Communicative Competence through the Task-Based Language Teaching Approach.



5TH JULY 14:00-15:15

ROOM 2 - LITERATURE AND READING

CHAIR - 崔燕

14:00-14:25

Enhancing Chinese Reading Abilities Through Differentiated Instruction Using ChatGPT

This paper investigates the potential of ChatGPT in supporting Chinese learners across different proficiency levels to enhance their Chinese reading abilities. We explore the concept of differentiated instruction (Tomlinson & McTighe, 2006), which allows educators to tailor curricula to meet the diverse needs of learners. This approach involves granting students autonomy in selecting learning materials and methods, fostering a personalized learning experience that resonates with their individual interests and proficiency levels. The study comprises three parts that highlight ChatGPT's utility in various learning contexts. In the first part, focusing on a first-year CFL class, students expressed anxiety while reading due to unfamiliar topics and numerous new words. To address this, the instructor integrated ChatGPT by designing prompts that encouraged students to create personalized scenarios aligned with their interests, needs, and language proficiency. In the second part, involving a third-year CFL class with a range of reading abilities, students used ChatGPT to enhance comprehension. They leveraged the chatbot for accessing vocabulary and sentence patterns suitable for their levels, and for comprehension checks. The third part of the study focused on an advanced Chinese academic writing course for native speakers. ChatGPT's strengths in reading speed, data background, and information extraction facilitate tasks like literature reading, summarization, information extraction, and reflection. We conclude that by leveraging ChatGPT's capabilities, educators are empowered to implement effective strategies that cater to the unique linguistic and cultural backgrounds and varying abilities and preferences, of their students. This paper also contributes to the ongoing exploration of AI's role in education and its potential to support personalized learning experiences.

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Chiu-Hung Chen is Associate Professor, teaching stream, in the Department of Language Studies at University of Toronto Mississauga. She also serves as the coordinator for the Chinese language and culture minor program. Her primary research interests include Chinese as a foreign language pedagogy and literacy development, second language pedagogy, and computer-assisted language learning.

Xinliang Jiang

Xinliang Jiang is Sessional Lecturer in the Department of Language Studies at the University of Toronto Mississauga. His main research interests include Chinese language acquisition and education, phonetics and phonology in Chinese Mandarin and Cantonese, and Chinese dialects.

Li Jing

Jing Li is Sessional Lecturer in the Department of Language Studies at the University of Toronto Mississauga. Her research interests focus on Chinese literature and culture, Chinese diaspora literature, Chinese for academic purposes, and computer-assisted Chinese academic writing.



5TH JULY 14:00-15:15

ROOM 2 - LITERATURE AND READING

CHAIR - 崔燕

14:25-14:50

**A Comparative Study on the Reading Process of Chinese Novels
from the Perspective of Reception Theory—Evidence from
British CSL Learners and Chinese University Students**

本文基于伊瑟尔 (Wolfgang Iser) 的接受理论, 旨在研究数智时代背景下英国在华留学生与中国本土大学生阅读中文小说的过程。本研究选取了英国在华留学生和中国本土大学生各15名, 通过前测提取了两组学生共同喜爱的小说类型关键词。为避免传统中文小说可能造成的两组学生在熟悉度上的差异, 研究者将关键词等条件输入ChatGPT中得到了小说文本, 并让学生同时集中阅读。本研究将文本分段, 在开头设必答题测量学生的期待视野 (Horizon of Expectations), 在每段之间设必答题测量学生对叙述者视点 (Narrator Viewpoint)、角色视点 (Role Viewpoint)、情节视点 (Plot Viewpoint)、环境视点 (Environment Viewpoint) 的理解以及对之后内容的期待 (Expectation) 和对之前期待的否定 (Negation) 情况, 并在结尾设必答题测量学生整体意义的构建。研究发现两组学生存在组内一致性和组间系统性差异, 初步分析差异原因可能与文化心理和对应的思维方式有关。本研究希望帮助国际中文教师更好把握不同文化群体的学生的阅读过程差异, 在数智时代实施更加精准的中文小说阅读教学。

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北京大学汉语国际教育在读硕士, 研究兴趣为中国当代文学的国际教育、中文小说在异文化群体中的接受等, 曾获“中国数据新闻大赛”一等奖、中国传媒大学优秀毕业论文等奖项, 另有多篇研究和文学作品获奖。

14:50-15:15

**浅析老舍唱片教材与三本小说的风格及翻译中的现象 ——纪念老舍来
英教授现代汉语一百周年**

老舍不仅是著名的现代文学作家与剧作家, 更是国际中文教育的鼻祖。一百年前, 作为讲师, 老舍来到伦敦大学东方学院即现在的亚非学院教授现代汉语。在教学期间, 老舍编写并录制了汉语留声机唱片教材《言语声片》。这是中国最早的一套在外汉语教学的有声教材, 老舍为以后教材的编写与发展奠定了基础。除工作外, 老舍还阅读了大量作品、帮助友人译书并开始了文学创作。《老张的哲学》, 《赵子曰》和《二马》是老舍在东方学院写成的三本小说。老舍的编写、写作生涯是在东方学院开始的。因此笔者的分析将集中在老舍一百年前编写的教材的特点与小说的风格上, 以及对某些风格语句翻译中出现的现象。分析讨论将客观地与作家的情况, 作家对使用语言的看法及社会背景结合起来。笔者认为: 今天国际中文教育的发展, 特别是在数智时代的国际中文教育的发展, 离不开老一辈的付出。我们今天纪念老舍来英汉教一百周年, 纪念老舍为中国语言与文化走向世界做出的贡献意义重大而深远。

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5TH JULY 14:00-15:15

ROOM 3 - STUDIES OF TEACHERS AND LEARNERS

CHAIR - 郭蓉

14:00-14:25

A Case Study of British Students' Identity Transitions during One-year Study Abroad in China

This research focuses on investigating the identity challenges, cultural engagement, and linguistic opportunities of three British students of Chinese at a UK Higher Education institution during a one-year study abroad experience—before, during, and after studying Chinese in Mainland China. Drawing on poststructuralist perspectives to establish a theoretical position and using narrative identity theory as a key conceptual framework, an instrumental case study was employed for data collection. Interviews and reflective diaries were used to gather rich data and insights into personal experiences. The findings revealed three main narrative strands: i) Linguistic self: After studying in China, Chinese language learners believed that they were 'not afraid to speak Chinese' and felt a sense of achievement as they engaged in diverse interactions and gradually gained some degree of acceptance as new Chinese speakers. ii) Social and cultural self: The acculturation process was significantly influenced by individuals' unique choices and experiences. The desire to speak Chinese, acceptance of and engagement with Chinese culture, and approval from native speakers for their efforts helped them develop a sense of belonging, leading to a shift in socio-cultural identity. iii) Hybrid self: The learners' original cultural identity, whether monocultural or intercultural, from their background played an important role in influencing their sense of self within the target language community. Through this transcultural journey, two participants felt they gained a stronger sense of British identity, while one felt he was more akin to a Chinese identity.

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Dr Mengke Li graduated from the Moray House School of Education and Sport at the University of Edinburgh. She has been learning, teaching, and conducting research of Teaching Chinese as a Second Language since her undergraduate years. Her primary research interests lie in culture, identity, and learning Chinese as a Second Language. She previously served as a Chinese language tutor at the Confucius Institute for Scotland and as the Teaching Lead at the Lancaster University Confucius Institute.



5TH JULY 14:00-15:15

ROOM 3 - STUDIES OF TEACHERS AND LEARNERS

CHAIR - 郭蓉

14:25-14:50

国际中文教师的文化教学信念与实践调查研究

语言教育的核心目标之一是培养学生的跨文化交际能力。国际中文教师的文化教学信念对其教学动机与策略具有重要影响。本研究基于Deardorff (2006) 的跨文化交际能力过程模型, 通过实证研究方法, 对天津市各高校的122位国际中文教师进行了问卷调查, 并深入访谈了8位名教师。本研究从教师文化教学态度、文化教学知识与理解、文化教学技能三个维度分析了教师文化教学信念与实践。研究结果显示教师普遍对文化教学持积极态度, 其文化教学信念与培养学生跨文化交际能力之间呈高度正相关。教师对文化教学的理解存在一定的差异, 但普遍重视培养学生的跨文化交际能力, 强调整理解和尊重文化差异的重要性。教师倾向于实施包容性文化教学策略, 结合语言和文化教学、运用非语言手段、精心选择教材并组织课外体验活动来提升学生的跨文化理解能力。本研究对深化国际中文教育领域中文化教学策略与实践的理解提供了实证基础, 强调了教师信念在发展学生跨文化交际能力中的关键作用。

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爱丁堡大学莫雷教育与体育学院在读博士生, 主要研究方向为跨文化交际, 对话主义, 汉语作为第二语言教学。

14:50-15:15

基于多国中文教师教学需求探究AI时代中文教学平台发展新趋势——以“中文联盟”平台为例

随着AI时代的到来, 中文教学平台也将面临全新改革。“中文联盟”是全球最大中文教学平台, 其改革方向极具研究意义。因此, 笔者对全球101位中文教师进行了中文联盟发展需求调研, 发现教师们对“主题视频”、“教材配套资源”和“制题工具”三者需求高。随后, 笔者进一步对英国本土教师和老挝志愿者两个群体进行调研, 探究差异化教学背景下的需求共性。从32位英国教师最常使用科技网站情况看出, 其对词汇练习、AI辅助和教辅资料需求高。从15位老挝教师半结构化访谈数据看出, 教学科技条件有限且华裔学生多的教师群体更需要教材配套资源及汉字、阅读和口语资源。因此, 笔者建议中文联盟等平台可利用AI技术优先发展其教辅资源生成和分技能资源搜索功能, 尤其是文本生成视频功能。其次, 可增加字词练习及习题生成、AI解答与对话功能, 兼顾华裔与非华裔生及不同科技环境下教师的需求。同时注意将AI与AR, VR结合制作交互课件与3D视频, 弥补海外学习者缺乏语言环境的劣势。

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陈焯是UCL CLEC教师。中文联盟全球数字化金牌讲师, 曾受邀为语合全球志愿者及加拿大/英国教师协会培训。23年完成语合词汇软件研发一项, 于欧汉会与中文联盟发展建设专家研讨会做报告。24年, 陕西省国际传播能力重点项目在研。



5TH JULY 14:00-15:15

ROOM 4 - INNOVATIVE TREND AND DEVELOPMENT

CHAIR - 徐社教

14:00-14:30

智能技术驱动的国际中文教育创新策略及主要任务

随着人工智能、大数据、云计算和机器学习等技术的发展，教育领域正在经历革命性的变革，国际中文教育也在变革中受到了积极的影响。智能技术为语言文化交流提供了许多新的可能，以创新教学拓展中文教育资源的覆盖范围，利于实现个性化和多样化的教学内容和方法。通过对智能技术及其在国际中文教育中的具体应用进行分析，揭示其如何通过具体任务实现既定策略。本文旨在为中文教育工作者、技术开发者和政策制定者提供有益的参考和启示，促进他们之间的交流与合作，共同促进国际中文教育的发展。

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郑燕群教授。世界汉语教学学会智慧教育分会副理事长。研究方向为教育技术等。出版《计算机技术与世界汉语教学》《语言教育技术研究》《多媒体汉字字典（光盘）》等。曾赴美国、澳大利亚、新西兰等地讲学及合作研究。

14:30-15:00

The Development of Interactional Competence in Computer-Mediated Learning

Interactional competence is widely researched in L2 learning; however, longitudinal studies are quite rare. Few studies focus on how interactional competence develops in video-mediated interactions. This study examines two years of interactions between a native speaker and a non-native speaker during instances of other-repair. A total of 643 episodes of other-repair were extracted from 131,145 words of transcriptions in 46 videos, each lasting 30 minutes. Conversation analysis was applied to this study. The research indicates that locating and identifying the trouble source remains a significant challenge during interactions. Problematic initiations, such as the initiator's uncertainty about the language, inconsistent initiations, and parallel sequences between interlocutors, serve as opportunities for interactants to gain social experiences, increase their confidence, and develop their interactional competence. The study concludes by proposing strategies for effective online teaching and learning.

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Shejiao Xu, PhD, Professor of English Studies Prof. Xu has extensive experience in L2 language teaching and learning. He has published in peer-reviewed journals, chaired research projects in China, and served as an editor for BCLTS (2019-2023). His areas of interest include language teaching, conversation analysis, intercultural studies, and translation studies.



5TH JULY 14:00-15:15

ROOM 5 - LANGUAGE ACQUISITION

CHAIR- 谷宇

14:00-14:25

**Investigating Challenges in Identifying Tonal Errors in CFL
Learners' Chinese Speech: A Teacher Perspective**

This study investigates the complexities faced by Chinese as a Foreign Language (CFL) teachers in accurately identifying tonal errors when students read sentences or passages. Tonal accuracy is a crucial aspect of Chinese language learning and teaching, yet detecting and correcting tonal errors can present challenges for CFL teachers. Four experienced CFL teachers were recruited to participate in the study, during which they listened to recordings of 10 beginner-level CFL students' reading of a short paragraph. The teachers completed the error identification task independently, and their judgements are compared and analysed. Preliminary analysis reveals significant variability in teachers' assessments and comments regarding tonal errors. Interrater variability is less than 50%, with Tone 2 syllables showing the most disagreed errors, followed by Tone 3 and Tone 4; Tone 1 has the least disagreements. Subsequently, acoustical analysis will be conducted on the errors that were disagreed upon by the teachers, aiming to better understand the observed variability in identifying tonal errors. A discussion of potential factors, such as differences in teachers' pedagogical approaches, sensitivity to tonal nuances, and tolerance for tonal errors, will follow at the end of the paper. Understanding these challenges is crucial for enhancing pedagogical practices and developing targeted interventions to address tonal accuracy in CFL instruction. Overall, this work contributes to the ongoing discourse on effective CFL pedagogy by highlighting the complexities inherent in tonal error identification. By uncovering the challenges faced by CFL teachers, this study lays the groundwork for future research work aimed at improving tonal instruction and promoting more accurate pronunciation among CFL learners.

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5TH JULY 14:00-15:15

ROOM 5 - LANGUAGE ACQUISITION

CHAIR- 谷宇

14:25-14:50

**Feature Reassembly Hypothesis:
Evidence from Chinese Cleft L2 Acquisition**

Cleft structures in Chinese serve for the purpose of “focus” and “emphasis” and to “characterize or explain a situation by affirming or denying some supposition” (Li and Thompson, 1989), which is expressed by positioning a temporal, locational, manner, or instrumental adjunct or a subject immediately after the copula verb *shi* with *de* put at the end of the sentence. It’s counterpart in English is often considered to be it-cleft structures, but English it-clefts are in fact different from Chinese in terms of internal feature configuration in that [+past] and [+telic] features are not required for English it-clefts, nor are they bundled together in English it-clefts as they are in Chinese clefts. The superficial cross-linguistic correspondence between Chinese clefts and English it-clefts creates hidden pits for English speaking learners as they try to acquire Chinese clefts. However, not much research has been conducted on the L2 acquisition Chinese clefts. With an aim to help fill the gap in the literature, this study examined the acquisition of Chinese clefts by L2 learners from three different levels of classes at a university in the US. Data of this study consisted of the answers submitted by the subjects on Google Form, which included a brief questionnaire on subjects’ language learning background and a Chinese grammar test, including sentence completion, grammaticality judgment, multiple choice, and category recognition. Our findings revealed L2 acquisition patterns for Chinese clefts and proved the validity of Feature Reassembly Hypothesis as a potential universal principle, providing theoretical and pedagogical implications for the fields of Chinese as a second language.

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Dr., Professor of Chinese and Coordinator of the Chinese Studies program at Kennesaw State University in the US, teaching all levels of Chinese language and culture courses. Her main research interests include L2 Chinese acquisition and pedagogy, language change and variation, language attitudes, etc.



5TH JULY 14:00-15:15

ROOM 5 - LANGUAGE ACQUISITION

CHAIR- 谷宇

14:50-15:15

English-Speaking Students' Acquisition of Chinese Verb-Complement Structures' Word Order: from a Cognitive Linguistic Perspective

In the practice of teaching Chinese as a foreign language to English-speaking students, word order (WO) is an essential part. Among the five basic word order structures in Chinese, namely the subject-predicate, verb-object, verb-complement, adverbial-headword, and attributive-headword structures, the verb-complement (V-C) structure tends to be more challenging for English-speaking learners than the other four types and its word order can be particularly complex when the verb involves an object. As a significant yet difficult construction, the Chinese V-C structure has no equivalent in English, thus calling for more attention to research and teaching. Carrying out a longitudinal investigation of English-speaking learners' acquisition of V-C word order, this study recruits 45 English-speaking participants who are studying on a Chinese programme at a British university and from three different levels. Participants are administered with a carefully designed questionnaire that tests their knowledge about WO of the Chinese V-C structure. All the seven sub-types of the V-C structure, namely complements of quantity, direction, result, potentiality, degree, state and prepositional phrase, are covered in the questionnaire. This study finds out that the WO difficulty of each type of V-C structure varies and the position relationship between complements and objects is a tricky issue; moreover, higher-level students' performance does not necessarily surpass that of lower-level students. Through analysing students' performance in WO of the V-C structure from a cognitive linguistic perspective, this study aims to provide pedagogical implications for teaching and learning Chinese as a foreign/second language.

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PENG YINYIN did her Master (Applied Translation) and Ph.D. (teaching Chinese as a foreign language) at the University of Leeds and she is currently working at Zhejiang Normal University. Her research interest includes second language acquisition, L2 writing and teaching Chinese as a second language.



PARALLEL SESSION 4

6TH JULY 10:45-12:00

Room 1 - Transcultural language education

CHAIR - 吴大明

SPEAKERS:
Jianwei Xu
Wang Yibei
Tang Xiruo

Room 2 - Chinese in elementary and secondary schools

CHAIR - 宣力

SPEAKERS:
Lik Suen
Yu-Hua Chen
姚星焕

Room 3 - Digital and interactive learning

CHAIR - 徐苏静

SPEAKERS:
Hongyang Tao
Sujing Xu
韦莹莹

Room 4 - Workshop

CHAIR - 李丹

SPEAKERS:
Liu Li
Li Dan



6TH JULY 10:45-12:00

ROOM 1 - TRANSCULTURAL LANGUAGE EDUCATION

CHAIR - 吴大明

10:45-11:10

**Rethinking Language, Culture, and Identity in
International Chinese Education**

Recently, critical language teaching researchers have begun to challenge the traditional conceptualisation of the relationship between language, culture and identity in which the cultural dimensions of communication tend to be not only marginalised but also simplistically represented (e.g., Leung & Scarino, 2016; Baker, 2022). In order to match today's multilingual and multicultural contexts, language teaching should prepare learners to communicate, interculturally, through the language being learnt across multiple cultural groupings, be it the local, the national or the global (Baker, 2022; *italics mine*). In this process, multilingual learners are found to be capable of positioning themselves flexibly and construct transnational identities in a translanguaging space (Zhu Hua, 2017; Li Wei, 2018). This talk draws on a critical perspective to discuss the cultivation of critical cultural awareness through intercultural interactions in teaching Chinese in Brussels' multilingual and multicultural context. It is situated in an intercultural intervention project setting in which a number of Chinese international MA students were recruited as interns to assist Belgian BA students of Chinese Minor to learn Mandarin and to have informal cultural dialogues on a range of topics through weekly exchange over a semester. Next to semi-structured interviews, autoethnography was employed as one form of critical reflexive ethnography, involving self-reflections of the participants both recorded orally and documented in writing. The focus of the talk is upon the effects of the intervention on helping both the Chinese interns and the Belgian undergraduates stretch, transcend or reshape cultural boundaries and make cultural references of multiple groupings relevant.

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Jianwei Xu is a lecturer in multilingual and intercultural communication at the Vrije Universiteit Brussel (VUB), Belgium. Her research interests reside in the intersection between sociocultural dimensions of second language learning, sociolinguistics and intercultural communication. Her current work focuses on these areas: (1) the relationship between language learning and teaching and intercultural understanding, with the focus on how foreign language learning can help develop critical cultural awareness and promote intercultural communication; (2) the development of interculturality and intercultural education within the context of multilingualism, cultural diversity and migration; (3) heritage language education in multilingual and multicultural settings.



6TH JULY 10:45-12:00

ROOM 1 - TRANSCULTURAL LANGUAGE EDUCATION

CHAIR - 吴大明

11:10-11:35

Learning to Learn Together: Translanguaging and Transcultural Practices in a Chinese Complementary School in London

Complementary schools catering to immigrant and ethnic minority children and transnational families often witness a diverse range of expectations regarding cultures of learning, such as what counts as a good lesson, ways of learning together, and the role of learners and teachers. These different expectations, combined with student turnover and limited contact hours, pose significant challenges for teachers, particularly in managing classroom discipline and students' behaviour. This study delves into the interactional strategies and transcultural resources utilized by teachers to manage classrooms in the complementary school, with a specific focus on a reception class at the London Mandarin School. The central research question guiding this investigation is: What interactional practices do teachers employ to engage young children and to maximise learning opportunities in transcultural classroom settings? Employing a linguistic ethnography approach, data will be collected through participant observations involving a teacher and 15 bilingual children, all around the age of 5. The study will apply Multimodal Interactional Analysis to explore the range of linguistic practices and cultural resources such as translanguaging, seasonal holiday celebrations, games, etc. in the classroom. The impact of these practices (e.g., language learning enjoyment, transcultural competence) will be examined through the perspectives of the teacher, children and parents. The findings will offer insights into how schools and teachers navigate the complexities of transcultural classrooms in order to enhance the educational experiences of bilingual children of Chinese heritage.

Wang Yibei yibei.wang.23@ucl.ac.uk

Yibei Wang is a first-year PhD student currently studying at UCL IOE, under the supervision of Professor Zhu Hua and Professor Jim McKinley. She is deeply passionate about bilingual children education and her research focuses on multimodal conversational analysis, specifically delving into the intricate nuances of communication concerning both discipline and emotion in bilingual settings.

Zhu Hua

Zhu Hua is a Professor of Language Learning and Intercultural Communication and Director of International Centre for Intercultural Studies at IOE, UCL's Faculty of Education and Society, the Chair of the British Association for Applied Linguistics(2021-2024), an elected Fellow of the Academy of Social Sciences, UK and an elected Fellow of International Academy for Intercultural Research.



6TH JULY 10:45-12:00

ROOM 1 - TRANSCULTURAL LANGUAGE EDUCATION

CHAIR - 吴大明

11:35-12:00

**“你觉得呢 / What Do You Think?": Co-constructing Intercultural
Harmony in Transnational Families' Bilingual Talk**

Intergenerational conversations in transnational communities have been researched as a process of language socialization and interculturality in which parents attempt to transmit heritage values to younger generation. Previous studies have highlighted conflicts and differences in language preferences and identity orientations during these exchanges. This study takes a different perspective, considering these conversations between parents and teenagers not fraught with conflicts but a space for two generations to co-construct intercultural harmony whereby differing views co-exist. Two interactional episodes from a 2-year sociolinguistic ethnography project on the Chinese transnational families were selected and analyzed using the principles of interactional sociolinguistics. We examine how mothers and daughters negotiate, mediate or manage the differences in their views towards controversial issues related to social-cultural norms in these bilingual talks. The analysis revealed that mothers often use pre-expansion questions and post-expansion assessment to attempt to guide the conversation or make compromise, whereas daughters employ various discourse markers to state their opinions and actively sustain the ongoing discussion. Their shared linguistic and cultural repertoires also contribute to their equal participation in these conversations. These findings demonstrate transnational families' capacity to foster intercultural harmony and achieve bi-directional socialization by creatively navigating the boundaries of language, culture and family norms. Intercultural harmony is hence interpreted not as uniformity but a mindset for diversity that maximizes the possibilities for all family members to express their opinions without compromising their distinct and individual identities.

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Xiruo is currently undertaking her joint Ph.D. program in sociolinguistics at Fudan University and UCL under the supervision of Prof. Yongyan Zheng and Prof. Zhu Hua. Her research interest includes transnational families' multilingual education and intergenerational communication. Her Ph.D. project is a two-year ethnography conducted in Seattle, US, with a particular focus on 1.5 generation adolescents' bilingual debate practices and their families' cultural/ linguistic socialization. She has published a study on language ideology on *International Multilingual Research Journal*. Her recent work has been accepted by the *American Association for Applied Linguistics*(2023,2024) and the *International Association of Applied Linguistics* (2024).



6TH JULY 10:45-12:00

ROOM 2- CHINESE IN ELEMENTARY AND SECONDARY SCHOOLS

CHAIR - 宣力

10:45-11:10

**Learning to learn - Enhancing Metacognition through AI Tools:
A Case Study in Elementary Chinese Language Learning**

The process of learning is not innate but cultivated through effective guidance and extensive practice. As society advances towards an era characterized by the integration of artificial intelligence (AI), the cultivation of metacognitive skills becomes imperative. Derived from the Greek prefix "meta-" meaning 'beyond,' metacognition encompasses the cognitive processes that extend beyond mere knowledge acquisition. It involves planning, monitoring, and reflecting on the learning process, ultimately enhancing one's capabilities as a learner. In the context of language acquisition, the utilization of AI tools is pivotal for developing effective strategies and acquiring requisite language skills. This study investigates the impact of AI tools on metacognitive development within an elementary Chinese language course, highlighting the role of educators in guiding and monitoring students' progress. Through an examination of students' utilization of AI tools to augment learning beyond the traditional classroom setting, this study explores the direct benefits of such practices on academic performance and the enhancement of metacognitive abilities.

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Lik Suen graduated from Beijing Language (and Culture) University, majoring in TCAFL. She is now principal Lecturer in Chinese at SOAS, University of London. She is an examiner of PSC Chinese pronunciation test (China). She has good experience in teaching Chinese in China, Hong Kong, US, and UK for UG and PG levels. She was involved in the EU's EBCL project which set up Chinese a proficiency portfolio under CEFR. She is one of the writers of Chinese in Steps.



6TH JULY 10:45-12:00

ROOM 2- CHINESE IN ELEMENTARY AND SECONDARY SCHOOLS

CHAIR - 宣力

11:10-11:35

How Many Words Do We Need to Teach? A Lexical Investigation of A-Level Chinese Vocabulary in Relation to the CEFR

This study aims to investigate the lexical validity of A-Level Chinese by aligning the vocabulary used in A-Level Mandarin Chinese tests with the Common European Framework of References (CEFR). A-Level is the British equivalent of Gaokao (the National University Entrance Exam in China), and there is a growing demand for the teaching and learning of Chinese as a second language in light of an increasingly important role that China has been serving in the world. There is, however, a general lack of empirical evaluation of Chinese language education in the UK (Zhang & Li, 2020). In particular, there is little evidence to support the validity of current standards and assessments of Chinese language education. In the current study, lexical items from A-Level's two past test papers will be extracted by the corpus tool AntConc (Anthony, 2018), and a panel of experienced teachers and experts have been invited to determine A-Level's lexical alignment to the CEFR. According to Li et al. (under review), a general perception from the practitioners in England indicates that A-level Chinese appears to be too challenging for local British students, and our findings will be used to determine to what extent this perception may or may not be true from the lexical perspective. This project aims to shed light on the lexical demands of A-Level Chinese language, especially in its alignment with the widely recognized language framework CEFR.

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Dr Yu-Hua Chen received her PhD in Linguistics from Lancaster University. She is interested in how corpus approaches can facilitate the ways we teach, learn, and assess languages. Her research has been published in international journals such as *Applied Linguistics* and *Language Learning and Technology*. She co-developed the Academic Collocation List (ACL) and also led the development of Transcribear (an online transcription tool available at <http://transcribear.com>) and the CAWSE Corpus (the Chinese Corpus of Academic Written and Spoken English available at <https://cawse.transcribear.com>).



6TH JULY 10:45-12:00

ROOM 2- CHINESE IN ELEMENTARY AND SECONDARY SCHOOLS

CHAIR - 宣力

11:35-12:00

ChatGPT在英国中学汉语教学中的应用研究

人工智能技术的持续发展，推动着语言教学领域的不断革新；大语言模型ChatGPT的诞生，更是为语言教学提供了全新的机遇与挑战，国际中文教学也不例外。本研究基于在英国中学使用ChatGPT辅助中文教学的具体实践，探索了ChatGPT在英国青少年汉语教学领域的应用与实践，总结出简易高效的ChatGPT辅助教学使用策略。此外，由于英国中学生群体的汉语学习与提升的重要目标是提高其GCSE Chinese考试成绩，因此，本研究也从ChatGPT在考试备考领域的应用与有效性展开探索，以GCSE Chinese考试为例分析ChatGPT能够给学生提供的具体备考辅导和帮助，总结展示出一系列有效的指令范例，并在考后检测其辅导的有效性。研究发现，ChatGPT在青少年汉语教学中不仅能够导入、复习、操练、布置作业等教学环节为教师展开汉语教学提供辅助，也在语音、词汇、语法、汉字等具体语言要素的教学中发挥有效作用，还能够在听力、口语、阅读、写作等考试模块为学生备考提供帮助。根据问卷调查和访谈结果，多数学生认为ChatGPT能够为其考试备考提供有效的帮助，但并不能完全满足备考需求。综上，我们应客观看待ChatGPT在汉语教学和学习中的辅助功能，科学探索、合理使用。

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姚星焕，北京师范大学国际中文教育学院研究生，现于英国 Carisbrooke College担任中文教师。



6TH JULY 10:45-12:00

ROOM 3 - DIGITAL AND INTERACTIVE LEARNING

CHAIR - 徐苏静

10:45-11:10

Utilizing Virtual Museum as a Flipped Classroom Model in Intermediate-Level Chinese Language Teaching and Learning

There have been research suggests that flipped classrooms lead students to good usually better performance than simply attending lectures in many practical engineering courses (Reidsema, 2017). This research explores the impact of a student-centred flipped classroom model, integrating active learning strategies and advanced teaching technology, on language education, particularly in intermediate-level Chinese courses at UBC. Drawing on research by Deslauriers et al. (2011), the approach emphasizes "interactive learning" and "peer learning." The case study will shed light on the redesign of Chinese lessons across key steps of the course description, uploaded content, student-centred learning, micro lectures, and assessment. The redesigned curriculum begins with a comprehensive course description and instructional guidelines to enhance student success and engagement. Students engage with course materials and get the panorama of Chinese history, including major dynasties, significant events, and prominent figures by watching provided videos. They are armed with relevant vocabulary and grammar patterns by reading pre-provided lecture slides based on Integrated Chinese II Level 2 Lesson 18. Students then select a dynasty of interest, forming groups for a flipped classroom experience. Each group curates two representative artifacts for the creation of a dynasty-themed virtual museum exhibition hall, blending textual information, images, and videos. The artifacts are relics spanning politics, economy, ideology, art, philosophy, culture, notable figures, clothing, food, architecture, and transportation. The culmination involves group presentations to the entire class as an interpreter virtual museum. The instructor is providing concurrent micro-lectures for real-time formative assessments. This research endeavours to examine the effectiveness of the flipped classroom approach in enhancing language learning, focusing on students' self-study, synthesizing, and communicative skills in the target language. The study contributes insights into optimizing language education through innovative pedagogical methodologies.

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Hongyang Tao started teaching Chinese at UBC as a sessional lecturer in 2022. Before joining UBC, Tao was involved in Chinese teaching at various institutions globally, such as Beijing Language and Culture University and Capital Normal University in China; Universita de Ca'Forscari in Italy; Nanyang Girls High School in Singapore; and Confucius Institute of New South Wales in Australia. Tao is currently a Ph.D. Candidate at UBC. Her research focuses include the Mandarin Chinese language in diasporas, heritage language maintenance, language socialization, and commodification of language teaching and learning.



6TH JULY 10:45-12:00

ROOM 3 - DIGITAL AND INTERACTIVE LEARNING

CHAIR - 徐苏静

11:10-11:35

**Personalised Learning in Mandarin Education: A Digital
Storytelling Project**

The recent launch of ChatGPT and the exponential development of AI have sparked debate in the education sector. Some have expressed concern that it will make traditional education obsolete, while others argue that it will usher in a golden age of personalised learning. Given the development of AI, how would it affect Chinese language education? According to the authors, educators need to explore new methods and approaches to create personalised learning activities. In this paper, we discuss a digital storytelling project that aims to address this need in Mandarin language teaching. We also show that digital storytelling can promote personalised learning in Mandarin education. Researchers have found that students' creation of digital images and videos enhances their learning of English. While digital storytelling has been shown to be beneficial for English learning, to increase learner motivation, and to receive positive feedback from students, its application in Mandarin education has yet to be explored. This paper presents the design and implementation of a storytelling project in the Mandarin curriculum. Classroom observations, student work and interviews with course tutors indicated that the project significantly improved students' writing, speaking and communication skills. It also enabled students to become autonomous learners. Furthermore, the authors suggest that scaffolding processes are essential to ensure successful implementation, including providing listening and reading texts, helping learners understand the structure of a good story, and ensuring they understand the purpose of the story and how to engage the audience.

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Sujing Xu is an Assistant Professor of Mandarin Chinese in the School of Cultures, Languages and Area Studies at the University of Nottingham. She has been teaching a diverse group of undergraduate and postgraduate students from different cultural backgrounds for almost twenty years. Her modules at Nottingham include both optional and compulsory Chinese Studies modules as well as university-wide Mandarin courses.

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May Li received her master degree of Linguistics and Applied Linguistics from Shanghai International Studies University, China. She joined The University of Nottingham Ningbo China in 2010, and works in the Language Centre as a language tutor in Mandarin. She teaches the Mandarin in the advanced level and the Mandarin for Business. Her areas of research includes the Syntactics, Semantics, Etymology and the Second Language Acquisition.



6TH JULY 10:45-12:00

ROOM 3 - DIGITAL AND INTERACTIVE LEARNING

CHAIR - 徐苏静

11:35-12:00

基于国际中文在线口语直播课的交互式教学研究

本研究以中文联盟网站的两门国际中文在线直播口语课作为典型教学案例进行研究，结合改进型弗兰德斯互动分析系统（iFIAS）量表和课堂师生互动分析系统（CLASS）量表对两门课程教学过程中的交互式教学情况进行观察、分析及对比，并通过访谈职前和在岗国际中文教师和中文作为第二语言的学习者探究国际中文在线口语交互式教学在情感支持、教学支持等方面的有效性，并对在线直播口语课中的交互式教学质量提出改进建议，主要包括：在保证学生自主性的前提下开展交互式教学，设计和采用更多开放性讨论话题、交际性练习和小组合作活动，同时对学生言语行为和非言语行为应具有较强的敏感性和随时调整课堂节奏的灵活性；在重视学生反馈的同时提供及时有效的教师反馈，并基于学生的特点调整教学语言，给予学生适当有效的教学支持和情感支持；充分利用线上技术优势，为学习者创设符合线上教学特点的、课堂交互形式丰富和参与度较高的交互式教学环境，高效培养学生的语言交际能力。

韦莹莹 nyw52@newcastle.ac.uk

Chinese Mandarin teacher in the Confucius Institute at Newcastle University



6TH JULY 10:45-11:45

ROOM 4 - WORKSHOP

CHAIR - 李丹

10:45-11:15

科技在汉语教学中的应用

在疫情期间，我通过网上教学的经验发现，网络教学在某些方面非常有效。同时，随着人工智能科技的迅猛发展，科技与语言教学的结合已成不可阻挡的大趋势。诸如Google Translate、ChatGPT等工具对语言学习的帮助日益可靠，其功能也日渐丰富。作为汉语教师，我们应当引导学生充分利用这些优秀资源，以提高学习效率和自学能力。由于网络语言学习工具的广泛应用，教师在设计教学活动时也需与时俱进，不应墨守旧有的教学模式，而应增加教学模式的多样性，例如采用“混合教学模式”，以尽可能给予学生在学习时间和地点上的灵活性。这样的做法既有助于提高中文课学生的注册率，同时也能更好地适应时代发展的需要。在本次报告中，我将介绍我为初、中级班设计的教学活动，以及在实施过程中所遇到的挑战，包括如何及时调整活动的有效性，以及如何激励学生主动完成学习任务。我将分享学生的反馈，并期待与其他老师分享经验、建议和心得。

Liu Li liuli@berkeley.edu

Liu Li earned the Ph.D. degree in Chinese linguistics and taught Chinese for more than 20 years at UC Berkeley.

11:15-11:45

Music in the L2 Chinese Classroom: Why and How

Music and language are considered as two unique traits of humans. Both involve structured and meaningful sound sequences and are used in social interaction. Music plays a role in the development of first language in infants and young children; for instance, musical babbling. A body of research finding has shown the importance of music and songs in the field of second language acquisition; particularly, in English language learning. There has not been abundant literature on the use of music and songs in teaching Chinese as a second language. This paper presents varied ways to integrate songs and pieces of music into the L2 Chinese language classroom, discusses the effectiveness and challenges of using music and songs and addresses pedagogical implications.

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Dr Dan Li joined the Department of Language and Linguistic Science, University of York in 2013 and coordinates Chinese and less commonly taught language programmes. She has taught Chinese language in a variety of settings. She is interested in and published papers in second language development and learner strategies. Since 2023, she has been the Editor of the British Chinese Language Teaching Society.



5TH JULY 12:00-13:00

Poster Presentation

数智时代下汉字认读教学策略探究

胡雨田 yhu@bohuntworth.com
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**Analysis the Biased Errors of Separable Words from the
Perspective of Prosodic Grammar**

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**Challenges and Improvement Strategies for International
Chinese Teachers from the Perspective of Heritage Language —
Taking Luxembourg Case as an Example**

Cuihua Ma macuihua@xmu.edu.cn
Xiamen University & Confucius Institute Trier

Work Placements - the Alternative Year Abroad Experience

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5TH JULY 12:00-13:00

Poster Presentation

Effects of Modal Configuration on Online Chinese Learning of Second Language Learners

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HSK考试形式与试题的利用与再利用

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"Chinese Plus TVET" under China's "Belt and Road": The Decade Past, the Decade to Come

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