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

Applied Chinese Language Studies XIV

Edited by
Dan LI
Yi NING
Fang SU



Selected Papers from the British Chinese Language Teaching Society
The 2024 International Conference

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We would like to extend our gratitude to the Organising Committee of the International Conference, the Confucius Institute, Newcastle University and the School of Modern Languages, Chinese Studies, Newcastle University for hosting the conference and providing excellent resources and technical service. The conference would not have been a success without great assistance and support from the organising team.

前　言

英国东北地区夏季温和宜人，气候舒适。英国时间 7 月 4 日至 6 日，由英国汉语教学研究会主办、纽卡斯尔大学孔子学院和现代语言学院中文系联合承办的第二十一届英国高等教育汉语教学国际研讨会在纽卡斯尔大学成功召开。本次会议是疫情后英国汉语教学研究会举行的第二次大型线下国际会议，旨在为专家学者提供学术交流平台，推动国际汉语教学发展与研究。

大会历时两天半，共收到论文摘要百余篇，入选发言 63 篇，邀请主旨发言人 5 位，特别讲座发言人 1 位，嘉宾发言人 2 位，组织平行会议 46 场，举办主题工作坊 4 个，学术海报展览 8 张。135 位与会人员来自英国、中国大陆、中国香港、美国、加拿大、德国、葡萄牙、爱尔兰、瑞典、比利时等十个国家和地区。专家与参会人员一起参与了继爱丁堡会议之后的又一次学术盛宴。多元化的主题发言，相互呼应，精彩不断；实操性极强的平行会议，以及丰富的 digital lab tour 和 city walk 活动让所有参会者老师倍感纽卡孔子学院、中文系与英国汉语教学研究会的用心设计和周全组织。

会议邀请了五位在不同研究领域深度扎根的专家做主旨发言，期间掌声不断，精彩不绝。北京语言大学语言资源高精尖中心主任荀恩东教授分享了“应用 GPFLib 构建个性化 BCC 语料库”。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。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。

纽卡斯尔大学（Newcastle University）教育与应用语言学教授 Paul Seedhouse 介绍了 ENACT，一款由欧盟资助，由纽卡斯尔大学开发的免费网络应用程序。他介绍了应用程序设计背后的“任务型语言教学”（TBLT）原则并简要演示了 ENACT 应用程序的关键功能：互动播放器、作者和社区。另外，两天晚上为参会者准备的 digital lab tour 惊喜也备受参与者喜爱。

北京师范大学国际中文教育学院冯丽萍教授分享了“基于学习科学的汉语教学设计与评估”。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，介绍了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。

美国圣母大学中文部主任朱永平副教授结合新近流行的“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，探讨网状体系教学法的可行性。即语言不仅仅是一个由语法规则掌控的平面体系，而且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。关联网状体系一旦建立起来，教师便可设计相应的

网状体系教学方法，从而细化教学步骤，更有效地教授学生掌握“把”字句中常用的位移构式。

伦敦大学学院国际跨文化研究中心主任祝华教授由近期备受欢迎的中国电视剧《繁花》（Blossoms Shanghai）引发的对上海方言的重新关注，生动地展示了语言、文化以及影响个体和社区的相关民间理论之间的相互作用。通过自己在中国和英国的生活经验，阐述了民间观点的普遍存在，呼吁我们需要认真对待民间理论，特别是与等级有关的理论，因为它们对日常语言实践和社会不平等产生了深远影响。

兰卡斯特大学 Derek Hird 博士做了“中文课堂中的批判性别教育”讲座，通过对比东西方传统思想和语言文化的异同，并结合自己学习中文的经验和反思，以中文教学中与性别相关的语言为例，探讨了如何尝试在语言课堂上探索对殖民主义、性别和种族不平等的反思以及语言中的去殖民化和去男性化的可能。

此外，本次会议特邀厦门大学国际中文教育学院副院长潘超青教授和纽卡斯尔大学孔子学院英方院长 Andrew Law 博士分别做了嘉宾讲座。潘教授为与会人员回顾了陈嘉庚先生倾资办学，兴学育才的伟大影响，并分享了厦门大学国际合作交流及中文教育诸多成功的实践经验，将陈嘉庚执着办好教育的精神推进了另一个新的发展高度。Andrew 博士介绍了中国和纽卡斯尔在近代历史上的密切联系，将历史故事娓娓道来，再次成功吸引了所有观众的注意力，为我们的会议画上了一个完美且值得去憧憬的句号。

会议的平行会场、学术海报展示、主题工作坊的议题主要包括：多语言、多文化背景下的汉语教学、应用语言学和语言学习科学、教学材料的设计与开发、技术强化语言学习、评估中文学习的标准和基准、第二语言习得、语料库语言学、国家语言政策、教师教育与发展、翻译与文学、特定目的的汉语教学。各大平行分会场都针对不同的主题展开了互动性极强的热烈讨论。

本次会议组织有序，学术氛围浓郁，讨论气氛轻松而富有启发性。主办方、协办方以及志愿者团队通力合作、精心筹备，确保了每个环节的顺利进行，得到了业界专家和参会老师的高度认可与赞赏。一些老师分享，此次会议不仅是一场充满深度与高度的学术盛宴，也洋溢着温暖与友好，更是一次让参会者感受城市魅力的难忘旅程。在纽卡斯尔这座风景如画的城市里，学术与文化的交融为大家留下了深刻的印象。会议的成功举办，不仅极大地提升了英汉会的国际影响力，也为推动国际中文教学的交流与发展做出了积极贡献。

年会之后，我们进行了论文组稿的工作。本论文集整合了主讲人之一祝华教授的特别专题文章以及十篇关于国际中文教育的研究文章，涵盖了人工智能辅助教学、阅读与口语教学策略、传统文化教学、教育体系融入、教学资源优化以及学习者身份认同等多个主题。

特别专题：上海方言的复兴与语言文化的民间理论

中国电视剧《繁花》的热播重新点燃了人们对上海方言的兴趣，有力地说明了语言、文化

与民间理论之间的相互作用。祝华教授通过个人在中英两国的语言文化体验，以生活实践为镜，揭示了语言文化层级观念的普遍性及其维系机制。文中强调必须重视民间理论（特别是涉及语言层级的理论），因其对日常语言实践和社会不平等现象具有深远影响。

多元主题

人工智能与国际中文教育

人工智能技术的进步为国际中文教学带来了新的机遇和挑战。《AI 辅助下的国际中文教育：聊天机器人平台测评》评估了主流人工智能聊天平台在中文教育中的表现，分析了其优势与局限，为教师提供了参考；《Enhancing Chinese Reading Abilities Through Differentiated Instruction Using ChatGPT》利用 ChatGPT 支持个性化阅读教学，提高不同水平学习者的阅读能力。《人工智能时代的中文教学：我们做好准备了吗？》则以英国孔院教师为研究对象，探讨教师在人工智能环境下的适应情况和实践经验。为了提升学习者的阅读、口语和写作能力，多篇文章都提出了不同的教学策略。

创新教学方法

汉字学习是中文教学的难点。《汉字系统及对外汉字教学“三说”的适用性》提出了“归一说”、“笔顺结构规则说”和“变形关系说”三种理论，旨在减少学习者的认知负担，增强学习者的学习兴趣，提高其汉字书写的准确率，为汉字教学的全面优化提供了新思路。《视频资源在国际中文教学中的设计与应用》基于 ACTFL 交际模式，分析了如何通过视频资源提升学习者的交际能力。《Student Self-Produced Short Video as Oral Assessment》探讨了学生自制视频作为口语评估方式的应用，强调其对学习动机和创造力的促进作用。

传统文化与教材

传统文化是中文学习的重要组成部分，其教学方式也在不断创新。《Teaching Classical Chinese to Advanced Learners in a Global Context》介绍了在全球背景下教授古代汉语的策略，强调文化与语言教学的结合。《浅析老舍的唱片教材与三本小说的风格及翻译》回顾了老舍在英国的汉语教学贡献，并分析其教材和文学作品的语言风格，探讨了其对现代中文教育的启示。

中文教育体系的全球化进程

随着中文学习的普及，许多国家正将其纳入本国教育体系。《中文纳入爱尔兰国民教育体系：特征、挑战与对策》研究了中文在爱尔兰教育体系中的地位、面临的挑战及应对策略，为其他国家的政策制定提供了借鉴。

学习者视角：身份认同与语言学习

语言学习不仅关乎技能的掌握，也涉及学习者的身份认同。《英国学生在中国一年留学期间身份认同转换的个案研究》探讨了三名英国留学生在中国的文化适应和身份认同变化，揭示了跨文化经历对学习者自我认知的影响。

本论文集汇集了 2024 年英国汉语教学研究会国际会议的重要学术成果，集中呈现了与会学者的前沿研究和创新性贡献。本论文集既展现了当前国际中文教育研究的广度，也揭示了其未来的发展方向。从人工智能到教学策略，从文化教育到政策研究，这些研究为国际中文教育提供了新的理论基础和实践指导。希望本论文集能为学者、教师及政策制定者提供有价值的参考，推动国际中文教育的进一步发展！

我们衷心感谢主旨发言的专家们，在繁忙的学术事务中拨冗撰稿，为本论文集奠定了坚实的学术基础。同时，也向其他十篇论文的作者们致以诚挚谢意，他们在各自研究领域的不懈探索，使本论文集的内容更加丰富充实。

特别感谢现任主编李丹博士的严谨编审，使我们得以见证此次会议的学术结晶。此外，我谨代表英国汉语教学研究会，向会议组委会以及所有协作机构和团队表达由衷的谢意。感谢英汉会委员会成员王璇、施黎静、郭蓉、苏芳、李丹、褚菁、谷宇、尚映虹和 Don Starr 的辛勤付出。同时，我们深深感激纽卡斯尔孔子学院与现代语言学院中文系，尤其是孔院中方院长郑若娟教授，以及国家公派老师陈婉秀、谈晓露、陆春风、韦莹莹、姚娜，中文系老师方琳琳、郑新和 Linda Cheng，以及纽卡斯尔大学满有服务精神的一批学生志愿者。他们的精诚合作与鼎力支持，为会议的顺利举办提供了精心周到的高质量保障。

此外，我们还要衷心感谢世界汉语教学学会和英中协会伦敦高校中国委员会（UCCL）的长期信任与坚定支持，以及常青图书李涛先生的鼎力相助。同时，我们也要向华语教学出版社伦敦分社杜然然女士致以诚挚谢意，感谢她为每一期论文集的出版所倾注的时间与心血。正是所有专家学者、机构及出版团队的共同努力，使本论文集得以顺利出版。

在此，谨以此书，向英国汉语教学研究会的全体支持者、会员单位及合作伙伴致以最诚挚的谢意！

苏芳　博士

英国汉语教学研究会会长

2025 年 4 月

Preface

This volume is composed of eleven papers presented at the 21st BCLTS International Conference on Teaching and Learning Chinese in Higher Education. The conference took place at Newcastle University on 4th-6th July 2024. The aim of this volume is to disseminate research findings and showcase innovative pedagogical approaches, so that teachers, researchers, and postgraduate students are intellectually stimulated and encouraged to respond more fully to the implications of the digital era.

It is a privilege to present the featured contribution; the paper is based on a keynote speech delivered by Prof Zhu Hua on folk theories, particularly those related to hierarchies, which have impact on language uses and social inequality. Different ways of challenging linguistic and cultural hierarchies are discussed in the paper, which could resonate with language users, who are living in a multilingual society. The ten papers are organized into three parts. Part I focuses on Artificial Intelligence and Chinese Language Teaching. In the first paper, Zhou evaluated four AI Chat Platforms and compared their advantages and limitations, in terms of text comprehension, text generation, corrective feedback, and interaction. The findings are informative to both teachers and developers in the context of international Chinese language education. In a framework of Differentiated Instruction, Chen et al presented three ChatGPT-supported reading activities for learners of Chinese and native speakers of Chinese. The design of the activities illustrates the potential of ChatGPT as a tool for enhancing learners' reading ability and serves as a starting point for practitioners, particularly those who seek to foster personalized learning. In the third paper, Chen, Xu and Yu conducted a survey on Chinese language teachers' perceptions and uses of AI tools; the results reveal potential for and challenges in the integration of AI tools into teaching practices. There are needs for professional development and further investigation into factors that affect teachers' pedagogical beliefs and perceptions.

Part II is designated to second language instruction and assessment. Chen and Su conducted a synthetic review and proposed three hypotheses in teaching Chinese characters to speakers of other languages. The researchers placed an emphasis on optimizing learning the three features of Chinese characters: shape, strokes and structure. They suggested that, with the aid of digital technologies, handwriting Chinese characters should not be compromised. Sun and Wen-Thornton presented why and how to teach classical Chinese to advanced learners and demonstrated classroom teaching in two cases, which could be motivating to teachers, who seek to diversify their pedagogy at advanced levels.

Based on the Three Modes of Communication, Zeng discussed how to adapt video as a resource and design targeted learning materials. The researcher drew on a wide range of videos and incorporated them in classroom to improve learners' communicative skills. In a framework of Project Based Learning and Assessment for Learning, Zhang presented a case study of video-based oral assessment at beginners' level. Findings of the case study showed that students' perceptions of video-based assessments were positive and overall, their language fluency was improved.

In Part III, Zhou offered an up-to-date review of the integration of Mandarin Chinese into the Irish national education system, identified areas for improvement and proposed possible solutions. The second paper by Cui is in honour of Lao She, an acclaimed writer, who came to the School of Oriental Studies (later to become the School of Oriental and African Studies, London) in 1924 and taught colloquial Chinese for five years. The researcher reviewed the textbook Linguaphone Oriental Courses edited by Lao She and his colleagues and styles of translation in three novels written by Lao She during his London years. Li, in the third paper, examined the relationships between language learning, culture, and learner identity. The researcher conducted a longitudinal study on identity transitions through three British students' narratives about their one-year abroad in China, which provided a deeper understanding of bilingual individuals and evidence-based strategies for students before, during and after their year abroad.

Every effort has been made to assure that the papers are in complete form. As always, I wish to express my gratitude to reviewers, editors and colleagues for their insightful comments and invaluable advice. I hope this volume helps to connect practitioners and researchers and engages its readers with international Chinese language teaching and learning.

Dr Dan Li

April 2025

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Revisiting Folk Theories: Challenging Linguistic and Cultural Hierarchies

祝华 Zhu Hua
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Abstract: The rekindled interest in the Shanghai dialect, spurred by the popular Chinese TV series, *Blossoms Shanghai* (繁花), serves as a compelling illustration of the interplay between language, culture and the folk theories that shape individuals and their communities. Folk theories of language and culture are informal beliefs and assumptions about languages, their speakers, and cultural practices. Whilst previous studies in sociolinguistics and applied linguistics have explored 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 an earlier publication (Zhu, 2024), I reflect on my lived experiences in China and in the UK concerning folk theories of linguistic and cultural hierarchies and illustrate their pervasive influence and the forces shaping and sustaining these views. This article is a sequel. I will focus on the theoretical trajectories of folk theories and discuss ways of challenging linguistic and cultural hierarchies. It is based on my keynote speech at the British Chinese Language Teaching Society (BCLTS) Annual Conference 2024.

Key words: Folk theory, linguistic hierarchy, cultural hierarchy.

The resurgence of interest in regional dialects

The year 2024 began with encouraging developments for two dialects in China. One is the renewed interest in the Shanghainese dialect, driven by the popularity of a TV drama series, *Blossoms*

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Shanghai (繁花). The other is the increased attention to the Northeastern dialect, spurred by a tourism boom in Harbin (哈尔滨), the capital of Heilongjiang province, China, known for its International Ice and Snow Sculpture Festival.

What particularly interests me are the conversations and comments on social media about these dialects. There has been widespread support and praise for producing the TV series in both Mandarin and Shanghainese, as well as promoting local cuisine, Shanghai-style everyday food. The author, Jin Yucheng (金宇澄), once remarked, *"Dialect is a kind of flavour, the flavour that best represents the region"*. In the case of the Northeastern dialect, a growing number of playful social media posts offer lessons on the dialect, reflecting growing confidence and sense of humour among its speakers. This dialect became part of tourists' cultural experience and a source of regional pride and cultural identity. This is a marked departure from the past perception that labelled it as tu (土), meaning unsophisticated (Zhu, 2024).

While these trends bring some fresh energy to reducing linguistic and cultural hierarchies, they also highlight an obscure, unwritten, yet ever-present force that reinforces these hierarchies: folk theories of language. These theories manifest in everyday conversations when people claim that *Language X sounds much more beautiful than Language Y*, or *Language X is more useful than Language Y* (Miller, 2020). Folk theories of language are informal beliefs, attitudes, assumptions and values about languages, speakers and discursive practices. Although they are neither systematically formulated nor institutionally reinforced, they are embedded in everyday life. Their ordinariness makes them omnipresent and gives them legitimacy and power without accountability. They also appear in our research data. A Chinese participant in a research project once said, "Chinese (basketball) players just do what the coach tells them to do while European players would think why they are doing this".

In an earlier publication (Zhu, 2024), I reflect on my lived experiences in China and in the UK concerning folk theories of linguistic and cultural hierarchies and illustrate the omnipresence of folk theories and the forces shaping and sustaining these views. This article is a sequel. I will focus on the theoretical trajectories of folk theories and discuss ways of challenging folk theories of linguistic and cultural hierarchies.

Defining folk theories

Folk theories refer to the "ordinary, non-specialist understandings and ideas about languages held by speakers" in contrast with expert knowledge (Miller, 2020). The term *folk* is used in a non-pejorative sense to refer to everyday language user and does not imply rural, marginalised, or

uneducated groups (Preston, 2011). Although the folk is defined in contrast with expert, the boundary between them or between folk theories vs. scientific knowledge is not always clear-cut (Paveau, 2011). Knowledge about language is exclusive to linguists. Between expert linguists and ordinary speakers, a spectrum of individuals including non-linguist academics, amateur linguists, editors, proofreaders, writers, comedians, activists, lawyers, etc. have varying degrees of language-related knowledge. Anyone can hold and express folk theories about language.

At the same time, Wilton and Stegu (2011, p.3) caution that while folk linguistics focuses on lay theories about language and communication, "a *theory*, in its strict sense, is a complex structure, even when it originates from non-experts". They suggest using the broader expression "views" to cover related and similar concepts such as attitudes, beliefs, subjective theories, everyday concepts related to languages. These clarifications are useful in understanding the scope and limitations of the concept of folk theories.

The social life of folk theories

The concept of folk linguistics was first introduced by Henry Hoenigswald at a sociolinguistics conference held at UCLA in 1964. He suggested that scholars should collect examples of folk expressions of speech acts, folk accounts of language behaviour, and folk beliefs about linguistic correctness which have been dismissed by Leonard Bloomsfield as secondary and tertiary responses to language (some examples of folk theories about language are referred to as "language myths" in the collection edited by Bauer & Trudgill, 1998).

In the 1980s and 1990s, folk dialectology led by Dennis Preston generated insights into perceived dialectal variations, speech boundaries as well as discursive identities, solidarities or marginalisation. For example, Preston (1992) shows the consistent and elaborate nature of folk beliefs through an experimental method. In a cross-ethnic imitation study, Preston asked students to mimic speakers of different linguistic varieties. African American participants were instructed to imitate white speakers, while European American participants were asked to imitate black speakers. His findings revealed a striking contrast: European American students demonstrated a well-developed repertoire of phonological and paralinguistic features, including pitch range, rhythm, and vocal quality. However, their use of morphological and syntactic elements was minimal, and their vocabulary relied heavily on stereotypical terms. Despite this linguistic limitation, they displayed a rich and detailed understanding of roles and conversational topics associated with African American speech. In contrast, African American students attempting to imitate white speakers produced a much narrower range of roles and topics and appeared less certain about how to reproduce a stereotypically "white" speech style. Preston

argues that the ease with which European American students performed these imitations suggests that AAVE speakers function as "folk objects" for many white Americans. In other words, African American speech is a recognisable folk linguistic genre, often performed as a social act. Although some respondents acknowledged that these imitations could be perceived as racist, they admitted to having encountered and engaged in them before.

In the 2010s, the folk was brought into applied linguistics through a research network (ReN) on folk linguistics within AILA (International Association of Applied Linguistics) and a special issue with the title of “bringing the folk into applied linguistics”, edited by Antje Wilton and Martin Stegu in 2014. The topic areas cover language learning and teaching, first language acquisition, communication, language variation, and language policy.

However, in the last decade, folk linguistics seem to fall out of favour among linguists. Since folk linguistics focuses on everyday people's knowledge, it is no surprise that some people question its value as a research field. Apart from the negative connotation of the word “folk” discussed above, the criticism is mainly concerned with its empirical robustness and accessibility. For example, how to solicit one’s views about languages? When questioned directly, respondents may attempt to present an idealised self-image or assert that they have no knowledge or formed opinions on the research topic. When observed, they may be affected by the observer’s paradox, resulting in a researcher’s interpretation of language behaviour rather than a direct reflection of folk linguistic knowledge.

In the last two decades, folk linguistics was gradually replaced with the term “language ideology”. While both concepts cover an interest in the beliefs, attitudes, assumptions, and values about language held by speakers, folk linguistics provides, for some researchers, a comfortable focus on low-level, everyday understandings that does not need to reach to macro-level political, socioeconomic, or nationalist projects (Miller, 2020). In this sense, folk linguistics might be considered a subcategory of language ideology, which is a cluster concept (Kroskrity, 2000). Research on language ideology emphasises the social and personal dimensions of how language ideologies shape, are shaped by, linguistic and social structures.

There are different priorities and agendas of our time. Apart from language ideologies, alternative terms and notions have appeared in the last decade and some old terms were reclaimed to reposition approaches towards beliefs, views, attitudes and theories of the everyday language users. These include citizenship, indigenous, the local, the traditional community, and the vernacular (Abrahams, 2011). These terms were used to highlight marginalised perspectives, decolonise the production of knowledge and encourage the participation of the public in sociolinguistic exploration, which I will not go into details here.

But what is interesting is that recently folk theories have gained traction in social media studies,

particularly in exploring how users' understanding of algorithm influences the way they engage with social media platform or "digital irritation" (Ytre-Arne & Moe, 2021). The revival shows the evolving relevance of folk theories in contemporary digital and social contexts.

Why folk theories matter

Despite methodological challenges and competing priorities, I argue that folk theory offers an indispensable heuristic tool for understanding how everyday knowledge sustains linguistic inequalities and power structure. Heuristic tools do not necessarily provide answers but enable critical questioning and exploration. From a knowledge production perspective (Gibbons et al., 1994), folk views constitute socially distributed knowledge which embodies diverse positions and practices with their own practical and representational validity (Paveau, 2011).

The significance of folk theories lies not in their empirical accuracy but in their existence as dynamic processes that allow non-specialists to articulate their linguistic worlds (Preston, 1992). Folk theories serve as "local, shared, operable, socially- and culturally-situated logics,.. a window to programmatic systems of linguistic belief and understanding in a community" (Albury, 2014, pp.89-90).

The heuristic value of folk theories

To demonstrate the heuristic value of folk theories, I will discuss two cases.

Folk theory research and ontological presupposition

Folk linguistic research can reveal deeply ingrained assumptions about language that might be overlooked from a Western perspective (Albury, 2017). For example, during his fieldwork in Malaysia on multilingualism, Albury was puzzled about an apparent paradox: Mandarin serves as a lingua franca among Chinese communities and the sole language of instruction in Chinese-medium education, even though historical migrations brought a variety of Chinese languages/dialects to Malaysia, but not Mandarin. Using folk theories that were brought out from interviews such as the exchanges below, he found that this linguistic practice was influenced by a local, non-western ontology and epistemology of language embedded within folk linguistic discourse.

Researcher: So why is it Mandarin that you speak across Chinese groups? You know Cantonese is also a big language, why not Cantonese?

Student 2: Um, let's say from China, they put Mandarin as their mother tongue.

Researcher: Why not teach in Hokkien or Cantonese?

Student 1: Because we are Chinese so we must learn our mother tongue. (Albury, 2017, p. 46)

Albury argues that this exchange reflects an ontological presupposition that a mother tongue is inherently tied to an ethnic collective rather than individual proficiency, and therefore the mother tongue of all Chinese people must be Mandarin regardless of their dialects. This presupposition is likely to be explained by Mandarin's political, social, economic, or symbolic prestige which allows it to serve as the unifying language of Chinese ethnic identity (Albury, 2017). In a separate conversation with Li Wei, he points out that for Chinese, the mother tongue is the mother of all the tongues.

From a critical sociolinguistic perspective, folk linguistic knowledge helps explain why non-Mandarin Chinese languages are not widely used among Chinese communities in Malaysia. Western perspectives often define mother tongues as the languages one is raised with, rather than as the languages of an ethnic group. If researchers were to overlook the folk linguistic perspectives of Chinese Malaysians, they might impose an external, Western-centric interpretation that fails to capture the local, valid perspective. This case shows a key heuristic benefit of folk theories: they provide insight into how linguistic hierarchies are understood and maintained within specific cultural contexts.

Lived experience and folk theories of linguistic and cultural hierarchies: An autoethnography perspective

In Zhu (2024), I explore another heuristic benefit of folk theories in understanding linguistic inequality, in particular, the unspoken but widely circulated views about language superiority. This case highlights the "dark side" of folk theories: while they may not be institutionally reinforced or systematically formulated, they exist in everyday interactions and shape social perceptions of language and culture. Their ordinariness makes them omnipresent, giving them legitimacy and power without the burden of accountability.

To examine the critical impact of folk views, I turn to autoethnography, a method that brings together the "auto" (self), the "ethno" (culture) and the "graphy" (representation/writing/story) (Adams, Jones & Ellis, 2021, p.3). Autoethnography allows the researcher to research on themselves, and engage with both personal experience and interpretation in the form of narratives. As Ellis (2015, p.10) explains, autoethnography

…is not simply a way of knowing about the world; it has become a way of being in the world, one that requires living consciously, emotionally and reflexively. It asks that we not only examine our lives but also consider how and why we think, act and feel as we do.

Autoethnography, as part of an "affective turn" in research (Clough & Halley, 2007), brings in researchers' emotions and subjectivity.

My own autoethnographic journey (2024) traces my experiences with linguistic and cultural hierarchies — from childhood to adulthood, from being an outsider, a newcomer, and a foreign language learner to becoming a multilingual researcher and academic. Through these reflections, I uncover

how folk theories of linguistic and cultural norms, accents, and standards shaped my vulnerabilities, resilience, and research interests.

I recount moments that heightened my awareness of the dark side of folk theories, such as implicit linguistic hierarchies, deep-rooted biases against linguistic outsiders, and the unequal distribution of language as a resource. These experiences led me to new insights about linguistic and cultural hierarchies. I came to understand the root cause of my habit of self-monitoring and desire to fit in. Folk theories are not only imagined but also internalised by those they affect, creating what I term the predicament of internalisation. The hierarchical order is deeply ingrained in individuals' minds and behaviours. People begin to accept and believe in these hierarchies to the extent that they shape self-perception, influence interactions, and, in some cases, lead individuals to reinforce the very social structures that marginalise them. I "found" myself writing:

The culture shock I experienced (during the first few months living abroad) came more from the realisation that my Chineseness is in question rather than from being in an English-speaking "foreign" culture (Zhu, 2024, p.35)

In the case of fighting against linguistic diversity and discrimination, autoethnography becomes a "living" practice of resistance and storytelling (Metta, 2024). Matta argues that autoethnography is subjective, interpretive and inter-relational, underpinned by the premise that *the personal is political, the personal is scholarly and the personal is pedagogical* (p. 15) In my autoethnography, I trace the trajectory of my growth from a polite and norm-abiding English learner to a legitimate speaker, and from a "quiet" Chinese colleague to a transnational academic with developing symbolic competence. I argue that we need to literate ourselves from norms and standards and to reconceptualise differences as strengths, rather than as deficits. These lived experiences have fed into my research interest in politics of differences and similarities and steered me towards the social justice agenda of the translanguaging turn in Applied Linguistics.

This piece of writing was deeply personal, woven with both sorrow and love. It was a tribute to my late father who passed away in July 2022. Writing became an act of reflection on the meaning of life and the profound impact he had on me. It meant a lot to me to deliver a keynote speech about my personal and academic journeys on my father's birthday and in Newcastle upon Tyne, the place where he visited me and spent time with my family in the UK.

Connections and responses

Through writing and reflecting on my lived experiences, I have witnessed how these personal stories resonate with others. While opening up about oneself to large audiences can be nerve-wracking,

I have been moved by the connections and responses from those who have faced similar struggles. Some MA Intercultural Communication students at UCL draw on their own experiences with folk theories in their coursework, in response to my work. They have given me their permission to share their stories.

Losing a dialect. Losing an identity

En Feng (冯恩) from Nanchang, Jiangxi province, China:

Though I was brought up in a family where my parents speak Nanchang dialect, I cannot speak as fluently as them since they only talk to each other in dialect, instead of involving me. *My mother always tells me that our dialect is rude and useless,* forcing me to give up using it. I am upset about the fact that she regards our dialect as a symbol of lower social class and inferior educational background. For me, it is a precious heritage which represents where I come from, making me feel proud of being a member of that community. However, gradually, I am losing that sense of identity since right now I can only understand Nanchang dialect and speak some phrases in it with a nonnative tone.

The struggle of balancing standard and regional speech

Chengxi Li (李城熹) from Chengdu, Sichuan province, China:

My L1 is Southwestern Mandarin (Variant of Chengdu (成都话)), which is the only language used in my family. I started to learn Standard Mandarin (普通话) and English at the age of 6 in a public primary school. We were asked to only use Standard Mandarin in all types of events then…. Indeed, being a proficient Standard Mandarin (L2) speaker has significantly enhanced my competitiveness both in the university and in the Chinese job market. I also recognise the benefits that promoting a certain standard language has brought to our diverse society. However, achieving this level of proficiency is a struggling journey for an ordinary student with a strong dialectal background. To avoid being laughed at when speaking in class or rejected during job interviews, I have to constantly force myself to improve my accuracy and rectify my regional accent, no matter how uncomfortable and awkward I feel. *The compulsory use of standard Mandarin year after year makes me feel a disconnection from my roots.* I am anxious about getting my identity diluted.

Embracing multilingualism as a strength rather than a source of conflict

Sinuo Li (利思诺) from Guangdong Province, China:

Due to the diverse cultural backgrounds of my family members, I am fluent in three languages: Mandarin, Cantonese, and Hakka. My proficiency in these languages reflects the role each culture plays in shaping my identity. … For me, Mandarin serves as a tool for broader communication, but it does not replace the significance of Cantonese in my heart, nor does it make me feel that speaking

Mandarin diminishes my identity as a Cantonese person.

While En Feng and Chengxi Li express their concerns about the impact of social pressures favouring Mandarin, Sinuo Li is more optimistic about her multilingual competence. She attributes this to the strong local identity tied to Cantonese in her hometown, which has enabled her to see multilingualism as a strength rather than a source of conflict. These personal narratives highlight the diverse ways in which individuals navigate linguistic hierarchies and cultural identity and how the folk theories surrounding language status and hierarchy shape individuals' experience and identities.

Moving forward: Challenging folk theories of hierarchies through action

Folk theories of linguistic and cultural hierarchies, though often unnoticed in everyday life, have a profound impact on language use and sense of belonging. Rather than dismissing them as incidental or idiosyncratic, it is important to explore their heuristic potential, enabling us to recognise the practical and representational validity of these socially distributed knowledge. Autoethnography offers a valuable lens for this inquiry and allows individuals to reflect on how these hierarchies are internalised and reproduced in lived experience. Further research is needed to understand how such folk theories circulate, take hold, and at times, are resisted.

Educators and communities have an opportunity to disrupt folk theories that reinforce hierarchies. One of the most effective ways to do this is through student-led initiatives.

The responses to my story from Masters' students discussed earlier were facilitated by my colleague, Giuliana Ferri, in her *Intercultural Education* module. It is inspiring to see a new generation of intercultural scholars leading efforts to create more inclusive spaces for all languages and varieties. A group of students -- SOTO Constanza, LI Sinuo (利思诺), ZHOU Kaiyan(周恺妍), FENG En (冯恩), and LI Chengxi (李城熹) – developed initiatives that aim at creating a more inclusive language environment. Their ideas include a Dialect Festival to celebrate the cultural capital of dialects; a Canvas Painting activity where participants illustrate personal linguistic memories on tote bags; and a Dialect Relay Game which invites people to take turns to speak in their dialects. An emerging generation of intercultural scholars will continue to shape more inclusive spaces for all languages and varieties.

Creative arts also offer a compelling way to navigate and redefine folk theories of linguistic hierarchies. My colleague and an accomplished poet herself, Áine McAllister, incorporates poetry into her teaching. Áine encourages students to engage with poetry as a critical, introspective process through which one arrives at a strong sense of emotional knowing (McAllister, 2024). Using the poem *Dreaming in Gujarati* by Shailja Patel, Áine facilitates students to reflect on the significance of

changing cultural and linguistic repertoires in educational spaces. They do this through the lens of their own language hiSTORIES and lived experience:

• How does this poem reflect language hiSTORIES?

• How are you going to write your own poetic language hiSTORY?

• What does your poem tell about your language hiSTORY and what broader implications do they have?

Students from Aine's module *Intercultural Creativity* have given permission to share their poetic responses to Patel's poem. Quiyu Deng's (邓秋语) poetic response below brings us back to the introductory comment by Jin Yucheng (金宇澄), referring to dialect as a flavour. Born in Chengdu and having grown up speaking Mandarin and the Sichuan dialect, Quiyu Deng intensifies the potency of the earlier metaphor, engaging sensorily with flavour as "taste".

The tones in my dreams
are softly pronounced, rising, falling,
spiced like the food of home.
In walking, I hold back.
Eighteen, I leave home,
mouth full of words
that do not taste like my own.
Touched by one, distant from the other.
The tone of home,
I bury myself.

Quiyu Deng (邓秋语)

The tender images in Bochun Luo's poem below are in direct conversation with the earlier *Intercultural Education* student reflections on their connectedness to languages within their repertoire and their emotional imprint. While Sinuo Li reflected on *"the significance of Cantonese in my heart,"* Bochun Luo (罗柏淳 , born in Hunan province and grew up in Shenzhen, China) writes:

My favourite singer speaks Cantonese.
Language of falling raindrops
gentle kisses
as shy as a young maiden

smiling behind a veil.
Mysterious and exotic
its beauty
shows, when each note touches your heart
with a long lasting echo.

Bochun Luo (罗柏淳)

Such poetically generated insights highlight the potency of using the self as a lens to explore inevitably emotionally resonant ideas around languages. This kind of creative exercise encourages students to engage deeply with their own language experience and make the impact of linguistic hierarchies more tangible and immediate.

Both student-led initiatives and creative storytelling remind us that folk theories are not unchangeable – they can be questioned, disrupted, and reshaped. By encouraging critical reflections, we can challenge hierarchies that marginalise certain languages and cultures, making space for more inclusive perspectives.

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第一部分

Part 1

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

AI 辅助下的国际中文教育：聊天机器人平台测评

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摘要：本文从国际中文教育的视角出发，对四大主流人工智能聊天平台——GPT-4 turbo、文心一言 4、讯飞星火 3.0 及通义千问 2.5 进行了评估。通过分析各平台在完成中文水平考试（HSK）任务中的表现，本文探究了平台在中文文本理解方面的能力。同时，文章还考察了平台的纠错能力，即识别学习者语言错误并提供建设性反馈的能力，以及它们根据特定指令生成目标文本的能力。此外，本文还评估了平台根据具体指令进行情景化对话的交互能力。通过这些测评，本文揭示了当前人工智能聊天机器人在辅助国际中文教育方面的优势与局限性，为教师选择适合的技术工具和确定其应用场景提供了有价值的参考和启示。

关键词：AI 辅助语言教学；国际中文教育；平台测评

一、研究背景

近年来，人工智能（AI）技术，尤其是大型语言模型的飞速发展，为语言教育带来了前所未有的机遇与挑战。AI 聊天平台凭借强大的自然语言处理能力和高互动性，在国际中文教育领域受到高度关注（蔡薇，2023；刘利，史中琦，崔希亮等，2023）。然而，市场上涌现的众多 AI 聊天平台在实际应用中的效果参差不齐，如何科学评价并挑选适合教学需求的工具成为亟待解决的问题。蒋镇辉，李佳欣和苗霄宇（2024）从自然语言处理的角度出发，对 14 个主流大语言模型在通用语言能力、专业学科能力及安全与责任三个方面进行了测评，并得出了在

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中文任务处理方面的综合排名。周立炜、饶高琦（2024）从语体能力的视角出发，通过语体分类、语体生成、语体转换三个任务，对四个大模型进行了考察。本研究基于上述学者的测评结果，选取了表现相对优异的四个平台：文心一言 4、GPT4-Turbo（简称 CPT-4o）、通义千问 2.5 和讯飞星火 3.0 作为研究对象，进一步探索这些平台在辅助国际中文教育方面的能力。

具体来说，本文旨在考察上述 AI 平台在中文理解、错误识别与纠正、文本生成以及交互式对话等方面的表现，并围绕以下两个研究问题展开讨论：

1）从国际中文教育的角度来看，不同的 AI 聊天平台的能力是否存在差异？

2）从整体上看，AI 聊天平台在国际中文教育中的优势与不足具体表现在哪些方面？

通过测评，本研究期望揭示 AI 聊天平台在国际中文教育中的独特优势与潜在不足，促进技术创新与中文教育的深度融合，推动科技辅助国际中文教育的发展。需要特别指出的是，由于 AI 技术更新迅速，本文所呈现的测评结果是基于 2024 年 6 月时上述平台版本的评估。因此，随着平台的持续进步，未来的表现可能会有所不同。

二、测评结果

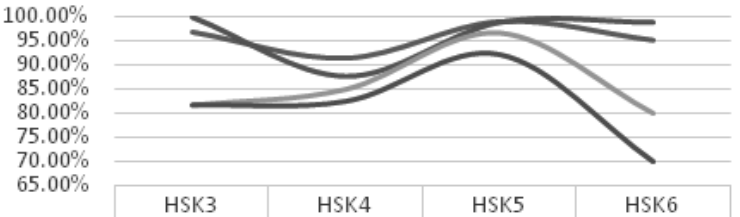
2.1 中文理解能力评估

本研究选用中文水平考试（HSK）3 至 6 级的阅读理解题目作为评估材料，针对每个级别挑选了两套试卷，以此考察四个 AI 聊天平台在中文文本理解方面的能力。评估材料的具体信息如下：

表 1. 阅读理解评估材料基本信息

HSK 级别	题型	字数范围
HSK3	41-50: 找出句子之间的联系，将它们一一对应 51-60：选词填空 61-70：阅读理解	1500 字左右
HSK4	46-55：选词填空 56-65：句子排序 66-85：阅读理解	2750 字左右
HSK5	46-60：完形填空 61-70：选出与语料内容一致的一项 71-90：阅读理解	5600 字左右
HSK6	51-60：找出有语病的句子 61-70：选词填空 71-80：选句填空 81-100：阅读理解	7350 字左右

评估材料涉及的所有题型均为单项选择形式。我们利用 AI 平台进行题目解答，之后将平台提供的答案与官方发布的参考答案进行细致比对，通过计算正确解答的题目数量与总题目数的比例，从而得出各平台的答题准确率，结果如图 1 所示。



	HSK3	HSK4	HSK5	HSK6
ChatGPT-4o	96.70%	91.20%	98.90%	95%
文心一言4.0	100%	87.50%	98.90%	98.90%
通义千问2.5	81.70%	85%	96.70%	80%
讯飞星火	81.70%	82.50%	92.20%	70%

图 1. AI 平台 HSK3-6 阅读测试结果

分析结果显示，GPT-4o 与文心一言 4.0 在准确率上明显优于其他平台。特别是 HSK5 级与 6 级的阅读部分，文本长度分别达到了约 5600 字和 7350 字，这无疑对 AI 平台的处理能力提出了较高要求。在这样的长文本阅读中，通义千问和讯飞星火遇到了挑战，无法一次性完成全部题目的阅读并给出答案。相比之下，ChatGPT-4o 与文心一言 4.0 展现出了更强的文本处理能力，能够顺利完成整个测试任务。另一方面，在面对较大工作负荷时，部分 AI 平台可能会出现系统不稳定甚至崩溃的情况，需要重启对话框才能恢复正常运行。在这一方面，GPT-4o 与文心一言 4.0 同样表现得更为出色，它们能够在只开启一次对话框的时候完成所有级别的测试内容，相较于通义千问和讯飞星火中途出现 7-8 次系统错误具有明显优势。

从不同题型的角度来看，各 AI 平台在阅读理解和选词填空这两种题型上普遍取得了较高的准确率，这表明它们对中文文本的基本理解和词汇运用具有较强的能力。尽管中文水平测试的难度通常随着级别的提高而增加，但 AI 平台的测试结果并未完全遵循这一规律。HSK5 级是所有平台表现最佳的级别，这主要得益于该级别阅读题型集中在平台擅长的阅读理解和选词填空上。而在另一些题型中，AI 平台的表现则存在明显短板。具体而言，HSK3 的 41-45 题（匹配合适答句）和 HSK4 的 56-65 题（句子排序）就是 AI 平台的薄弱环节。这反映出 AI 平台在语义理解，识别句子之间的衔接和逻辑关系方面较为薄弱。此外，HSK6 的 51-60 题（找出病句）是通义千问和讯飞星火表现最为欠佳的题型，错误率高达 60%-70%。这表明这两个平台在识别词语搭配、句法错误等方面存在较大的困难，相比之下，GPT-4o 和文心一言对中文语法知识的掌握和病句的判断要准确得多。总体而言，这些平台的表现与蒋镇辉，李佳欣，苗霄宇（2024）和周立炜、饶高琦（2024）的测评排名基本一致。

一个值得关注的例子是，尽管 AI 平台在选词填空上的整体准确率高达 98%，但在一道具体题目上，四个平台均给出了错误答案。题目如下：“一个姑娘和一个小伙子结婚了，婚后生

活幸福。小伙子酷爱足球，每逢电视转播足球赛，他即便不吃饭也要看。对此，年轻妻子毫无_49_。”选项包括 A 办法、B 意思、C 方式和 D 能力。所有平台均错误地选择了“B 意思”，而非正确答案“A 办法”。这一错误背后的原因值得深入剖析。从语义理解的角度来看，AI 平台在处理自然语言时，往往依赖于大量的语料库和统计模型。在这种情况下，“一点儿意思也没有”作为一个常见的短语，在语料库中出现的频率可能较高。根据大语言模型的机制 (Vaswani, Shazeer& Parmar, et al, 2017)，当 AI 平台遇到类似的语境时，可能会倾向于选择这个出现频率高的短语，而忽视了具体的上下文含义。上文这道题目里“意思”一词并不符合语境。这个错误暴露了 AI 平台在理解复杂语境和隐含意义方面的不足。孟凯（2024）在探讨 ChatGPT 在中文词汇教学中的应用时，也曾提出目前其在语义理解和分析方面仍有欠缺。在自然语言处理中，语境具有至关重要的作用。一个词语在不同的语境下可能具有完全不同的含义。因此，AI 平台需要能够准确地理解语境，并根据语境选择合适的词语。然而，在这道题目中，AI 平台显然未能做到这一点。

综上，通过测评结果，我们可以清晰地看到 GPT-4o 和文心一言在中文理解能力上表现更加优秀，另外总体而言，AI 平台在语义理解、文本结构和逻辑关系、语法知识和语境判断方面仍有待进一步改进。

2.2 纠错及反馈能力

在评估 AI 平台的纠错及反馈能力时，本文选择了句子与篇章两个维度，利用 HSK 动态语料库（http://hsk.blcu.edu.cn/Login）中留学生常见的语言偏误作为测试样本。具体而言，在句子层面，我们挑选了把字句、比字句、有字句、是字句（涵盖“是……的”结构）和形容词谓语句这五种高频错误类型进行针对性测试，每种错误类型在语料中随机选择了 5 个句子，共 25 句作为测试样本。具体语料请见附录。这些句型因其独特的语法结构和用法，成为学习者掌握中文语法过程中的难点。

测试结果显示，尽管所有参与评估的 AI 平台均能有效地将错误句子修正为正确形式，但在揭示错误本质及提供个性化反馈方面，多数平台的表现不尽如人意。以把字句“他决心把我们的语文能力提高”为例，通义千问、讯飞星火和文心一言都判断这句话没有语法错误，其中讯飞星火和文心一言提出尽管没有语法错误，但存在一些其他问题，图例如下：

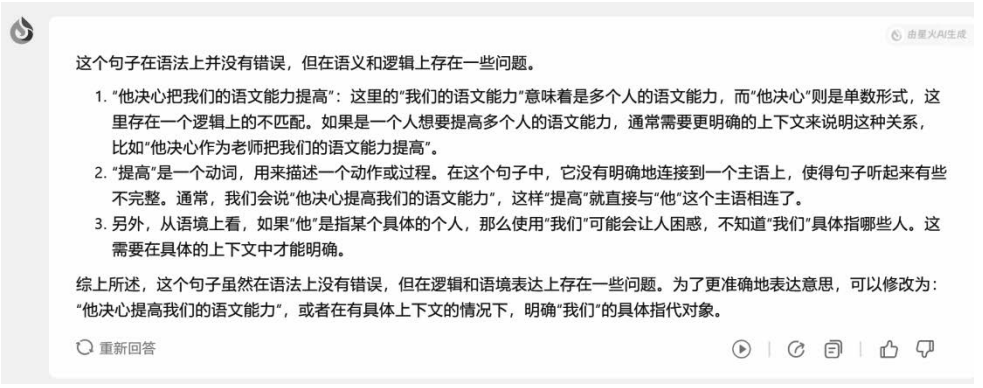


图 2. 讯飞星火把字句反馈截图

尽管讯飞星火和文心一言在回应中都给出了一个正确的表达——“他决心提高我们的语文能力 / 他决心帮助我们提高语文能力”，但都没能如专业教师般精准定位错误根源，即“把”字句后应跟动词短语而非光杆动词，并据此给出具有教学指导意义的反馈。相比之下，GPT-4o 的表现最佳，其反馈如图：

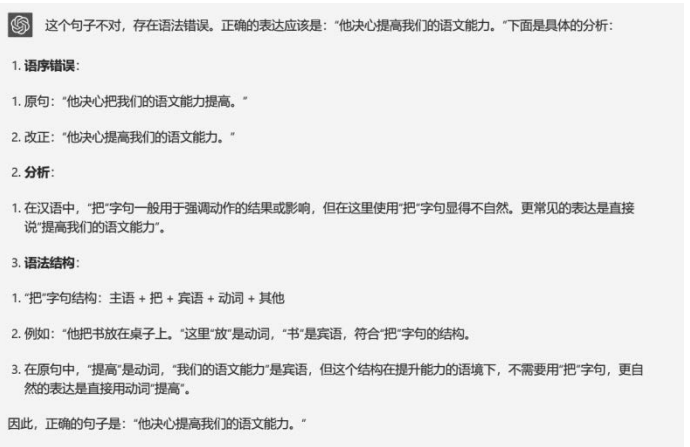


图 3. ChatGPT-4o 把字句反馈截图

四个平台中，GPT-4o 是唯一一个明确指出该句子存在语法问题的；其次，它给出了相对专业的反馈，例如给出了把字句的典型结构，然而它的分析也并不完全准确，GPT 的解释是这个句子表达的是“这个结构在提升能力的语境下不需要把‘把’字句”，这并不是该句子错误的根本原因，因为同样表达“提升能力”，如果将句子改为“他决心把我们的语文能力提高到一个新的水平”，这句话就成立了。由此可见，AI 平台在提供深入的错误分析和针对性的教学反馈方面仍有待进步。

在篇章层面的测试中，我们选取了动态语料库中考生的 HSK 作文作为分析对象，要求 AI 平台对整篇文章进行综合评价与修正建议。从我们收集的 AI 平台作文反馈意见来看，所有平台都能够准确识别出错别字，同时指出一些句子表达上的不通顺，并给出修改建议。然而，如果我们深入分析其反馈内容，就如 AI 平台在修改句子层面的问题一样，平台虽能一定程度上

识别并纠正表面错误，但在深入挖掘语言问题背后的逻辑结构、语境适切性及语言学习的深层次规律方面显得力不从心。其反馈多局限于“不通顺”“ 表达更清晰”等笼统描述，缺乏针对中文学习特性的专业分析与指导，仿佛是一位未经专业培训的母语者对文章进行了表面的润色，而未触及语言学习的核心要义。

在请 AI 平台给作文反馈的基础上，我们以五分为一个区间，在语料库中选择了 55-75 分五篇不同成绩的 HSK 作文，请 AI 打分。原语料为手写扫描版本，我们将之识别为电子文档后，输入到 AI 平台中进行测评。原文的错字在电子版中无法展现，均改为正确的汉字，原别字、标点错误及语法错误，包括繁简体字的使用，均保留原样不变。参考聂丹（2009）关于 HSK 作文评分标准的概述，请 AI 基于内容、语法、词汇、汉字书写和连贯性 5 个项目为评分标准对文章进行打分。评分结果如下：

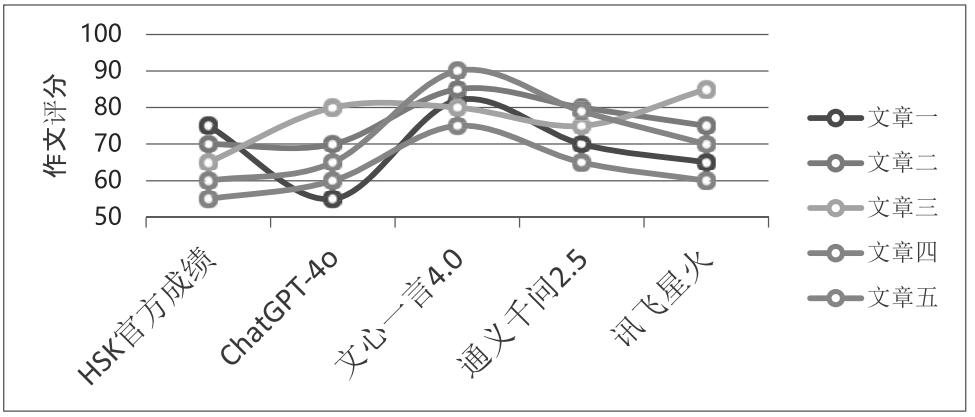


图 4. AI 作文评分比较

从图 4 可以看出，不同 AI 平台对同一组文章的打分存在显著差异，且与 HSK 官方成绩相比，这些差异更加凸显。这种不一致性表明，尽管 AI 技术在作文自动评分方面已经取得了一定进展，但在评估作文质量时仍面临诸多挑战和局限性。AI 平台打分的不一致性可能源于多个方面，包括算法设计、训练数据、评估标准不够细化等 (Wang, Li& Chen et al,2024)。不同平台可能采用不同的算法和模型，这些算法在理解和评估作文内容、语言运用、逻辑结构等方面可能存在差异。此外，训练数据的多样性和质量也会影响 AI 的打分效果，训练数据不够全面或存在偏差，也可能是导致 AI 在评估时产生误差的重要因素。因此，尽管 AI 作文打分技术具有一定的应用前景和潜力，但目前还远远没有达到可以广泛应用的程度。

综上所述，AI 平台在纠错与反馈能力上展现出了一定的潜力，尤其是在识别错别字、润色和修改文章的方面。然而，要真正实现智能化、个性化的中文学习辅助，AI 平台还需在深入理解语言错误本质、提供精准语言学反馈以及融入中文教学专业知识等方面取得突破性进展。这要求 AI 技术不仅要具备高效的错误识别能力，更要融合语言学理论与教学实践，从而为用户提供更加精准、有效的学习指导。

2.3 文本生成能力

在评估 AI 平台的文本生成能力时，我们设计了四项任务，以考察其在不同情境下的语言构建与表达能力：连词成句（模拟 HSK3 级的写作题型）、基于给定词汇创作 80 字短文（HSK5 的写作题型）、围绕特定话题的自由文本生成，以及同一文本在不同语体间的灵活转换。在这些任务中，AI 平台表现各异。

在连词成句任务上，参与测试的四个平台均展现出了高度的准确性，圆满完成了任务，这初步验证了它们在基础语法结构组合上的成熟处理能力。然而，当任务复杂度提升至短文撰写与话题式写作时，部分平台的局限性开始显现。例如，在要求以“健康生活”为主题，撰写一篇字数控制在 500-550 字、语言难度限定于 HSK5 级且不包含更高级别词汇的文章时，各平台的输出成果与预期存在较大偏差。

首先，平台对“字数”这一指令的理解和执行存在显著差异。例如，ChatGPT-4o 生成了 759 字，远超上限；通义千问 2.5 则达到了 813 字，同样大幅超出。相比之下，文心一言 4.0 的 542 字和讯飞星火的 565 字虽较为接近目标区间。这反映出目前 AI 难以处理字数指令，原因可能是语言大模型的基本单位“字符”，而非汉字。如果将汉字字数以 1 比 2 的方式转换成字符，则输出的精确度可得到显著提升。

其次，在文本难度把控的方面，所有平台输出的文章均超出了 HSK5 级的难度范围，有大量超纲词。我们通过汉语文本难度分级网站（http://120.27.70.114:8000/analysis_a）对四个平台生成的文本进行了一个初步评估，GPT-4o、文心一言 4.0、讯飞星火的评估结果为 HSK6 级，而通义千问生成的文本则达到了 HSK7-9 级（这很大程度上与通义千问所生成的文本长度最长有关）。这表明，当前 AI 平台对于 HSK 难度标准缺乏了解，难以精确调控文本难度，这对国际中文教育领域应用这些平台构成了挑战。因此，教师在利用 AI 生成的学习材料时，必须进行细致的审阅与调整，以确保材料与预期的学习水平相匹配。

至于文本改写能力，我们设计任务让 AI 将报刊中的评论文章转换为口语对话，指令如下“阅读下面这篇报刊评论，把它改成对话体，内容是两个人讨论 AI 时代大学生的毕业论文该怎么写。请给对话中的两个人设定具体的角色，注意对话体中语言要口语化。”总体来说，平台在这项任务中的表现相对出色。以文心一言为例，它不仅成功保留了原文的核心内容，还巧妙地融入了口语化表达，使得对话自然流畅，如图 5 中的“哦，这样啊”“哇，听起来确实很强大啊”“那可不行哦”等等，AI 给出的角色设定也贴合情境，展现了这些平台在语体转换上的潜力与灵活性。

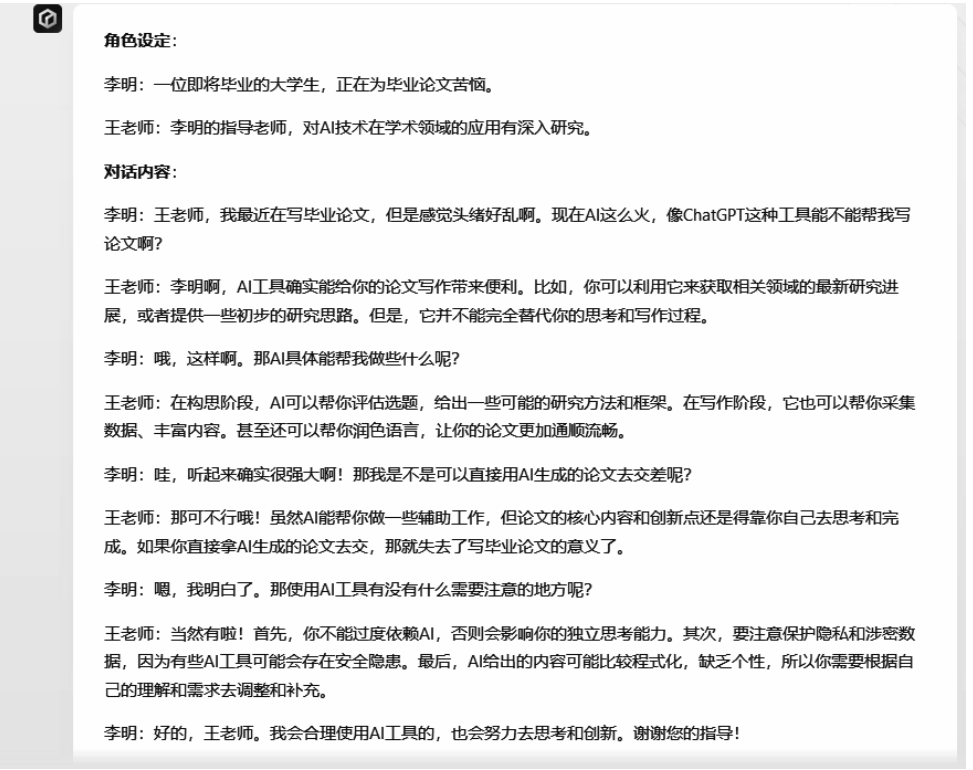


图 5. 文心一言文本改写任务截图

综上所述，AI 平台在文本生成领域虽已取得显著进展，但在字数精确控制、文本难度把握等方面仍有待进一步优化，才能满足教育领域更为精细化的需求。

2.4 角色模拟对话能力测评

AI 平台的角色模拟对话功能可以模拟真实场景下的中文对话，为学生营造沉浸式的语言环境，以及个性化学的习体验。鉴于此，我们对 AI 平台在角色模拟对话方面的能力进行了测评，设计了角色模拟对话的指令，对比四个平台的表现。指令示例如下：

我是学习中文的留学生，你是我的同学，现在我们开始一个关于性格类型的讨论。语言难度在 HSK5 左右，从你开始对话。如果我的句子有错误，请你指出并继续对话。

结果显示，尽管通用 AI 平台在对话生成上已取得一定成就，但仍存在机器人感过强、纠错能力不足以及语言难度控制不当等问题。首先，这些平台在对话中往往缺乏人类对话的自然流畅与情感色彩，而容易产出大量的信息内容，例如像一个知识库一样提供大量对名词的解释，而非交互式的沟通。其次，纠错能力的不足也是这些平台面临的一个挑战。就像上文中提到的 AI 平台常常无法识别病句，它们对于用户输入的错误信息往往缺乏有效的纠错机制，更无法在纠错的同时继续对话。此外，语言难度的控制也是通用 AI 平台在对话中的一个难题。上文已提到，AI 平台的输出内容常常超出指令要求的目标水平，这严重影响了学习者与之交互的

体验，因此初级中文学习者与 AI 进行模拟对话，难度较大。

随着 AI 技术的发展，目前专门的角色模拟对话机器人，如文心智能体、百川角色等，可以由用户来选择或设计角色形象，然后进行对话。这些专门的角色模拟机器人能动态调整其语言输出，一定程度上减少了机器人的生硬感，相较于通用 AI 平台更具优势。但是这些角色模拟对话机器人的纠错能力，以及语言难度控制的能力依然有待提高。

三、讨论

在对四大主流 AI 聊天平台在国际中文教育中的应用进行测评后，我们发现不同的 AI 聊天平台在能力上确实存在差异。具体而言，在文本理解能力方面，GPT-4o 和文心一言表现出了卓越的性能，能够高效准确地处理复杂的中文文本，尤其是在阅读理解测试中展现出了较强的优势。然而，通义千问和讯飞星火在面对高难度文本时相对逊色，这反映出它们在中文文本深层次理解和处理能力上的局限性。在纠错能力上 , 四个平台均能较好地完成文章修改、润色的工作，但 GPT-4o 能给出一定的语言学纠错反馈，而其他平台目前无法做到这一点。在文本生成能力上，四个平台对文本难度的把控上均存在不足，文心一言和讯飞星火的表现相对出色。综合来看，从国际中文教育的视野出发，文心一言优于 GPT-4o，优于讯飞星火 / 通义千问。

其次，AI 聊天平台在国际中文教育中的优势与不足具体表现在多个方面。优势方面，AI 平台凭借其强大的阅读理解能力和自然语言处理能力，能够为学生提供丰富的语言学习资源和即时的学习反馈，有效提升学生的阅读理解和词汇运用能力。此外，AI 平台能够将对文本进行语体转换，帮助老师生成想要的教学或考核素材，大大减轻了教师的工作量。然而，不足之处也显而易见。尽管 AI 平台在识别和处理简单文本时表现出色，但在涉及篇章逻辑、言外之意等深层次语言理解方面仍有待提高。此外，AI 平台在纠错与反馈方面，虽能识别并纠正一些基本语言错误，但在提供语言学专业分析和指导方面的表现不尽如人意。在文本生成方面，AI 平台虽能按要求生成较为自然的文本，但对文本难度的精确控制仍需加强。在角色模拟对话方面，尽管 AI 平台能够模拟真实场景下的中文对话，但对话的自然度和流畅度仍有待提升，难以满足高级别中文学习者的需求。

综上所述，本研究通过对四大主流 AI 平台的测评，揭示了它们在中文理解、纠错反馈、文本生成及角色模拟对话等方面的优势和不足。AI 聊天平台在国际中文教育中具有不可忽视的潜力和价值，但同时也面临着诸多挑战和限制。未来，随着技术的不断进步和优化，我们有理由相信 AI 平台将在国际中文教育中发挥更加重要的辅助作用，为学习者提供更加高效、个性化和智能化的学习体验。

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附录

文章 2.2 中修改病句的测试语料（语料及其错误分类全部来源于 HSK 动态语料库）

把	我有自信导游的工作做得很好。 我叫 ×××，今年把大学毕业了。 他决心把我们的语文能力提高。 这段故事描写了十分清楚它的形象。 那么把这样的问题怎么解决呢。
比字句	再说，学习汉语对韩国人来讲比别的国家人学习比较容易一些。 在外国留学的学生们比国内学生更多的困难。 北京的天气一天比一天变化比较大。 这时代比我们父母的时代变得太快。 现在社会生活水平比以前越来越高。
形容词谓语句	我不知道哪一种人是好。 这里的景色很难忘的。 我妈爱吃的菜跟我爱吃的菜也是不同。 我觉得那是又安全又安心。 这是对不吸烟的人很好。
是字句 / 是……的	我是个爱笑的人，而且很喜欢谈话的人。 我名叫 ××，男，24 岁，在清华服装学院学服装设计的四年级的学生。 虽然如此，学习汉语也有乐趣的。 我来中国以后认识她。 我现在已经大学生了。
有字句	抽烟对肺不好的影响。 您原来身体不好，我和我的丈夫有很多担心。 和性格不同的做朋友也是很多好处的。 所以我对这故事的看法是两个。 我觉得这样的做法很大的问题。

Enhancing Chinese Reading Abilities Through Differentiated Instruction Using ChatGPT

通过使用 ChatGPT 的差异化教学提升中文阅读能力

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Xinliang JIANG
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Abstract: This paper examines the potential of ChatGPT in enhancing Chinese reading skills across various proficiency levels. Drawing on the framework of differentiated instruction (Tomlinson, 2014), which emphasizes customizing the curriculum to meet diverse learner needs and fostering student autonomy, we present three ChatGPT-supported reading activities across different Chinese language classes. In a first-year Chinese as a Foreign Language (CFL) class, students generated personalized reading scenarios using ChatGPT, tailored to their interests and language levels. In a third-year CFL class, students with varying reading skills improved their comprehension by engaging with customized vocabulary and sentence patterns, enhanced by ChatGPT's adaptive feedback. In an advanced academic writing course for native Chinese speakers, ChatGPT assisted in literature analysis, summarization, and information extraction. Feedback from students and instructors suggests that ChatGPT enables more effective implementation of differentiated instruction, addressing students' linguistic and cultural diversity. This study contributes to the ongoing dialogue on AI's role in language curricula, particularly in fostering personalized learning experiences.

Keywords: differentiated instruction, personalized learning, ChatGPT, Chinese as a foreign language

1. Introduction

As language instructors, we understand that even though students are placed into our classrooms

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based on placement tests, they each bring different levels of preparedness, interests, and learning styles to the study of the target language. If we limit our teaching methods to a single approach—such as relying solely on memorization and rote practice—students who excel at these methods will thrive, while those less adept at memorization may struggle. Research has shown that learning is most effective and sustainable when students can harness their individual strengths and find personal meaning in the learning process (Dörnyei & Ryan, 2015; McEown & Oga-Baldwin, 2019; Oga-Baldwin et al, 2019).

One way to accommodate these differences is through differentiated instruction (Tomlinson, 2014), which is grounded in the principle of "choice". Differentiated instruction seeks to provide students with the autonomy to choose what they want to learn, how they want to learn it, and how they wish to demonstrate their knowledge. Incorporating differentiated instruction into the curriculum often faces challenges such as time constraints and limited teaching resources. However, the rise of generative artificial intelligence, particularly with the increasing popularity of ChatGPT in late 2022, offers potential solutions to these issues. ChatGPT, developed by OpenAI, a U.S.-based company specializing in natural language processing, can assist teachers by automating certain tasks, such as generating personalized materials, providing tailored feedback, and supporting student learning through adaptive interactions. This AI tool can help bridge gaps in instructional support, making differentiated learning more accessible and manageable.

In line with the principles of differentiated instruction, this paper presents three reading activities designed for Chinese language classes at varying proficiency levels. These activities utilize ChatGPT to create personalized reading scenarios, enhance comprehension through customized vocabulary and sentence structures, and support tasks such as literary analysis, summarization, and information extraction. In the following sections, we will first review the principles of differentiated instruction by Tomlinson (2014) and explore the role ChatGPT plays in supporting language learning. This will be followed by an in-depth discussion of ChatGPT-enhanced activity designs, as well as feedback from both students and instructors, concluding with overall insights.

2. Literature Review

2.1 Differentiated instructions

Differentiated instruction is a teaching approach that responds to the diverse needs of students in the classroom. In fact, we are already implementing various forms of differentiated instruction in our teaching. These include grouping students, fostering collaboration, utilizing technology to support

instruction, designing diverse activities and assignments, and adopting a range of teaching strategies. Whether through online courses, in-person classes, flipped classrooms, or offering different forms of student support, all these practices contribute to differentiated instruction.

Implementing differentiated instruction can be effectively guided by Tomlinson (2014) three dimensions: content, process, and product. In terms of content, teachers adjust what students learn based on their readiness levels, ensuring that each student engages with the material at a depth that is appropriate for them. Regarding process, students participate in varied activities to deepen their understanding of the content, with these activities tailored to their interests or learning styles. Finally, in terms of product, students are given the opportunity to demonstrate their understanding in different ways, enabling them to showcase their strengths.

While differentiation may seem overwhelming at first, a practical approach is to start by reviewing existing lesson plans and identifying classroom challenges. Are the lessons sufficiently diverse to meet the needs of all students? From there, adjustments can be made based on students' needs, interests, and learning styles, while also incorporating new instructional methods. For example, teachers can provide different materials aligned with students' preferences or learning methods or offer the same materials but with varying levels of support. Additionally, teaching formats can be adapted flexibly. For instance, large-group discussions on grammar and reading strategies can be followed by small-group activities that are customized to students' proficiency levels, interests, and preferred learning approaches.

When differentiated instruction is implemented, it communicates a powerful message to students. It shows them that their teacher is truly invested in their success and growth. Students come to understand that they have choices in how they learn, and they recognize that their teacher is there to support them throughout the process. Moreover, this approach allows students to make meaningful contributions to the class, fostering greater engagement and helping them achieve the desired learning outcomes.

2.2 ChatGPT in language learning

With advancements in artificial intelligence, chatbots have undergone significant development, integrating natural language processing and machine learning techniques to emulate human-like conversations. Contemporary chatbots are now more proficient in accurately interpreting and responding to natural language inputs, offering enhanced conversational capabilities that make them increasingly valuable in language education (Fryer et al., 2019; Kuhail et al., 2023). These technological innovations have paved the way for chatbots to be incorporated into language learning environments, creating new possibilities for interactive and personalized educational experiences (Li et al., 2024).

ChatGPT, the AI chatbot utilized in this study, is a language model developed by OpenAI, a U.S.-based startup specializing in natural language understanding and generation. Trained on a vast dataset of dialogues, ChatGPT achieves intelligent conversation capabilities by leveraging pre-training and fine-tuning techniques on real-world chat tasks. This allows the model to understand user inputs and generate coherent, contextually appropriate responses, effectively simulating human-to-human interaction. Its ability to engage in dynamic and responsive conversations makes it a promising tool for language learning applications. Cai (2023) highlights several ways in which ChatGPT can support second language (L2) acquisition, aligning with established L2 learning theories. First, ChatGPT's expansive knowledge base enables it to generate coherent responses that are relevant to learner input. When given well-crafted prompts, it can provide comprehensible input tailored to the learner's proficiency level, an essential aspect of language acquisition. Second, ChatGPT facilitates interaction where L2 learners can negotiate meaning, request clarifications, and recognize differences between their L2 and native language. This interaction promotes the process of interlanguage development. Third, ChatGPT delivers various forms of feedback, including explicit corrections, which are crucial for language learning. Fourth, it enhances input by emphasizing key vocabulary or structures, increasing learners' awareness of language forms. Lastly, ChatGPT encourages substantial L2 output, creating an environment conducive to meaningful language production through ongoing interactive dialogue and feedback. These features collectively make ChatGPT a valuable tool in supporting L2 learners at different stages of their language development.

While ChatGPT offers numerous benefits for language learning, its integration into classrooms is not without challenges. In a review of 12 journal articles addressing the integration of ChatGPT into language education, Liu (2024) identified several key issues. These include limited accessibility to the technology, inaccuracies in the information provided, and inappropriate feedback or responses generated by ChatGPT. Additionally, the language level produced by the tool may not always align with learners' proficiency, potentially hindering its effectiveness. Further challenges include concerns over learner privacy and ethics, as well as fears that AI tools could eventually replace human instructors in educational settings.

Building on both the advantages and limitations of ChatGPT in language learning, the following section will outline three ChatGPT-enhanced reading activities guided by the principles of differentiated instruction. These activities are designed to accommodate varying learner needs and proficiency levels, leveraging ChatGPT's interactive and adaptive capabilities. By tailoring reading experiences to individual preferences, students are provided with opportunities to engage with language content that aligns with their skill levels and interests.

3. ChatGPT-Supported Activity Design

In this section, we present three ChatGPT-supported reading activities aligned with the principles of differentiated instruction, with a particular emphasis on "content". The first two activities are tailored for second language learners in first- and third-year Chinese language courses, while the final activity is designed for native Chinese speakers enrolled in an advanced Chinese for academic writing course. Each activity will begin with a description of the students' backgrounds, followed by an overview of the challenges faced in the classroom. We will then explain how ChatGPT-supported activities are utilized to meet the diverse learning needs, proficiency levels, and personal interests of the students. This approach highlights how ChatGPT facilitates differentiation by adjusting the content to suit varying levels of readiness and engagement, promoting more personalized and effective learning experiences.

3.1 Second language learners

3.1.1 First-year Chinese Class

Background of the Class and Students

Introductory Chinese II is the second part of the elementary Chinese course, serving as a continuation of Introductory Chinese I. This course covers more practical Chinese topics, aiming to further enhance students' Mandarin language skills in listening, speaking, reading, and writing, while also developing their intercultural communication abilities. The goal of this course is for students to reach the Novice-Mid level of proficiency according to the ACTFL guidelines by the end of the course. The course content is drawn from Lessons 8 to 13 of *Modern Mandarin Chinese: The Routledge Course Book I* (Ross et al, 2018), addressing themes related to daily activities and geographical directions. Functional topics include making plans, asking about time and age, extending invitations, asking for directions, and making phone calls. The course spans 12 weeks, with two sessions per week, each lasting two hours.

The student cohort for this course is diverse, consisting of twenty-nine students. Among them, ten students have both parents of Chinese heritage, two students have one parent of Chinese heritage, and seventeen students are from various countries. Furthermore, the students' exposure to Chinese varies significantly, including differences in family language environments, duration and location of study, Chinese dialect exposure, learning methods, proficiency levels, as well as their motivations and

attitudes toward learning Chinese.

Challenges

The complexity of the Chinese writing system, along with the diversity of student backgrounds, poses substantial challenges to both the teaching and learning processes in Chinese reading. Firstly, the Chinese writing system is significantly different from the native languages of most students, making it virtually impossible to deduce pronunciation directly from the written characters. This forces students to invest considerably more time and effort in memorizing these characters and establishing connections between their sounds, meanings, and written forms. Secondly, the wide-ranging diversity in students' backgrounds and their varied learning objectives leads to noticeable differences in their reading interests and strategies, further complicating the teaching and learning process. In response to these challenges, we are exploring the use of ChatGPT to support the development of Chinese reading skills, particularly at the introductory level.

ChatGPT's strong capacity for generating personalized content allows it to create and tailor reading materials to match students' individual interests, familiar topics, and varying proficiency levels. Additionally, it provides real-time, user-friendly interactive support to help students overcome the complexities of the Chinese writing system. Through personalized feedback, students can assess their reading comprehension and adjust their learning strategies as needed. By offering materials ranging from simple dialogues to more advanced passages, ChatGPT can potentially facilitate students' progression to higher levels of proficiency. This study investigates how effectively ChatGPT can be integrated as a tool to enhance Chinese reading skills at the introductory level.

Activity Design

The instructional activity in this study is divided into three phases: pre-activity, during-activity, and post-activity. Adequate preparation before the activity is essential for its successful implementation, and the post-activity analysis provides insights for refining future instructional activities. The specific steps are as follows:

Pre-Activity Preparation

The instructor prepares topics, vocabulary, and grammar points that match the students' current proficiency level in Chinese.

During the Activity

1. Set Reading Context: Students create scenarios based on the course topics, tailored to their personal preferences.

2. Establish Reading Rules: Students provide clear instructions given by the teacher to ChatGPT regarding the vocabulary, grammar, and topic scope to ensure that the generated reading materials align with students' proficiency levels.

3. Generate Reading Materials: Students use ChatGPT to generate dialogue-based reading materials based on the provided information.

4. Reading Comprehension: As students read, they consult ChatGPT for clarification on unfamiliar terms or language points to enhance their understanding of the text.

5. Generate Exercises and Assess Understanding: Students request ChatGPT to generate exercises to test their comprehension, then submit their answers for evaluation.

6. Assessment and Feedback: ChatGPT provides an assessment and feedback summary.

7. Reading Challenge: Students challenge themselves by requesting ChatGPT to generate more complex reading passages and repeat the comprehension, testing, and feedback cycle.

8. Submit Feedback: Students provide overall feedback on their experience using ChatGPT for reading support.

Post-Activity

The instructor analyzes the students' feedback and makes necessary adjustments to the instructional design.

3.1.2 Third-year Chinese Class

Background of the Class and Students

The third-year CFL course, designed to reach the intermediate-high level according to ACTFL standards, included 15 students with diverse backgrounds and varying reading abilities in Chinese. Their first languages included Mandarin Chinese, Cantonese, French, and English. Based on their learning contexts (e.g., home vs. school), length of learning, and reading abilities, they were divided into three groups. The first group consisted of two native English speakers who began taking Chinese courses in this program two years ago. They had learned approximately 700 characters. The second group comprised four heritage speakers born in Canada who spoke either Cantonese or Mandarin Chinese at home. Their reading abilities were more advanced than those in the first group due to greater exposure to Chinese reading, often through communication with family members or Chinese-speaking friends via texting, social media, and other reading forms. The third group included six heritage speakers and one French speaker who had received two to four years of formal education in Chinese-speaking regions. Their reading abilities were the most advanced.

According to the ACTFL Can-Do Statements, learners at the intermediate-high level for interpretive reading can "understand the main idea of texts related to everyday life, personal interests, and studies, and sometimes follow stories and descriptions about events and experiences in various time frames" (ACTFL, 2012). To help students achieve these goals, the course adopted the textbook *Expressive Chinese*, which is designed to build advanced reading and writing proficiency (Gao & Sun,

2022). Students were expected to understand the main ideas of stories related to moods & feelings, physical appearance & personality, and digital behavior & preferences. They were also expected to use reading strategies such as activating background knowledge, predicting, scanning, and skimming to understand the texts related to lesson topics.

Challenges

The varied reading abilities and exposure to reading Chinese among students posed challenges when reading the main text of each lesson. For the first group, whose members had the least experience learning Chinese, expanding their character recognition and vocabulary was their primary goal when reading the text. The second group had better character recognition and could make educated guesses when encountering unfamiliar words and phrases. However, they needed support in understanding more advanced grammar structures to grasp the main ideas of the stories. The last group, consisting of more experienced learners, was able to understand 80-90% of the stories but struggled with cultural-specific information, idioms, or metaphors within the texts.

To prepare students for reading the main text in class, they were given a preview assignment and a quiz to familiarize themselves with the vocabulary, grammar structures, and the topic. Additionally, students were trained in using reading strategies such as predicting, scanning, and skimming to comprehend several short texts related to the topic. In other words, before reading the main text, their background knowledge of the topic was activated, and some of the vocabulary and grammar structures were no longer entirely new to them. However, because the retention of vocabulary and grammar structures, as well as reading proficiencies, varied among students, the instructor utilized a series of prompts with ChatGPT to assist students at different reading levels in understanding the main text during class. The following outlines the steps implemented for reading the main text.

Activity Design

Pre-activity Preparation

The instructor created an activity board on an educational platform, where she copied and pasted the main text paragraph by paragraph, along with instructions for reading. The instructor could monitor each student's progress in real-time and share their answers with the whole class when necessary. All students were instructed to read the first paragraph of the text, highlighting the topic sentence and discourse conjunctions. They were also required to copy and paste any unknown words or structures into the platform.

During the Activity

1. Students were then asked to consult ChatGPT for unknown characters or words that they had listed in the first step.

2. Students of the first and second groups were tasked with summarizing the overall meaning of

the paragraph in English. Afterward, they asked ChatGPT to summarize the same paragraph. Finally, they were asked to write a brief comparison of the similarities and differences between their summary and ChatGPT's. They were also encouraged to interact with ChatGPT about their summaries or any questions.

3. The first group was required to answer questions aimed at achieving a global understanding of the paragraph. The second and third groups answered more specific questions about the text, though the complexity of the questions differed between these groups. The questions for the second group focused on comprehension of the text, while the third group answered questions related to and extending beyond the text. All questions and answers were in Chinese, and students were encouraged to discuss with ChatGPT if they needed help understanding the questions or answering them in Chinese.

4. Students took turns answering questions orally or discussing their answers with their groupmates. They repeated these steps until they had finished reading the main text.

Post-Activity

Students replied the questions related to their experiences of using ChatGPT in the reading activities. The instructor used the feedback to inform her next reading activity design.

3.2 Advanced Academic Writing Class for Native Speakers of Chinese

Background of the Class and Students

Chinese for Academic Purposes is a core course for students in the Chinese Language and Culture Minor, designed to develop students' skills in academic reading and writing in Chinese. The course's main objective is to guide students in producing a well-structured academic paper in Chinese. Spanning 12 weeks, the course consists of one three-hour session per week.

All 71 enrolled students were native Chinese speakers from China, with varied years of study abroad and differing use of Chinese since arriving in Canada. Surveys revealed two key findings concerning their general and academic reading abilities. First, their reading proficiency levels varied considerably, influenced by the age at which they immigrated and their exposure to Chinese reading materials. Second, their academic Chinese reading skills were significantly underdeveloped compared to their general reading abilities, largely due to the cessation of formal Chinese education and a shift to reading brief, simplified content on social media rather than academic texts.

Challenges

Academic reading is the foundational step in academic writing, essential for conducting literature reviews. Through extensive and efficient reading, students gain a comprehensive understanding of their topic, identify meaningful research questions, and deepen critical thinking. This process requires

proficiency in Chinese language skills, mastery of specialized terminology, familiarity with Chinese academic conventions, and the ability to read quickly, summarize findings, and critically evaluate arguments. However, disparities in reading proficiency and overall low competence in academic Chinese present significant challenges. While personalized guidance from the instructor would be ideal for improving students' Chinese academic reading skills, it is not feasible in a class of 71 students.

ChatGPT is particularly adept at supporting academic reading tasks, including skimming, extracting key arguments, conducting information retrieval, and clarifying specialized terminology. Additionally, its capacity for immediate feedback, adaptive interaction, real-time assistance, and consistent support makes it well-suited to addressing the Chinese academic reading challenges identified earlier, facilitating personalized instruction in academic Chinese reading.

To leverage these features, the instructor developed a ChatGPT-assisted learning activity centered on the literature review phase following the selection of research topics. In this activity, students engaged with ChatGPT to refine and enhance their summaries and reflections on Chinese academic literature, thereby deepening their understanding and improving their engagement with the material.

Activity Design

The ChatGPT-assisted Chinese academic reading activity is structured in three phases:

Pre-Activity

1. Building upon their research topics and outlines, students conduct a literature search to identify four Chinese journal articles closely related to the academic paper they are required to complete in this course. They then produce summaries and reflections for each journal article. The summary should concisely outline the article's main content while emphasizing its relevance to the research report. The reflection should articulate the rationale for selecting the journal article, such as how it supports the thesis with specific arguments or data, identifies gaps in the article’s arguments, or demonstrates how the research extends beyond the journal article.

2. Students complete the Pre-Activity Survey on Academic Reading in Chinese, which addresses personal background, general and academic reading experiences, and academic reading anxiety within Chinese contexts.

During the Activity

1. Students identify the most challenging Chinese journal article among the four they have read to summarize and reflect on.

2. Students input this Chinese journal article, along with their research topic and outline, into ChatGPT. They then explain the summary and reflection requirements, review ChatGPT's responses, and iteratively refine their prompts. This interactive process helps students critically engage with the article, enhance their understanding, and improve their submissions for the summary and reflection

tasks.

Post-Activity

1. Students assess ChatGPT's role in the collaborative task.

2. Students compare the quality of the summaries and reflections from before and after the activity. This involves analyzing differences, evaluating strengths and limitations, and providing justifications. The evaluation criteria include comprehensiveness, conciseness, and relevance for summaries, and depth, critical thinking, and accuracy for reflections.

3. Students reflect on their progress and experiences gained from collaborating with ChatGPT, focusing on two areas: in the summarization process, they assess improvements in articulation, comprehension, and information retrieval; in the reflection process, they evaluate advancements in questioning, associative thinking, creativity, and critical analysis.

4. Students complete the After-Activity Survey on Academic Reading in Chinese with ChatGPT, covering their experiences and how the tool alleviated reading anxiety.

To help students understand the activity requirements and ensure thorough completion of all steps, the instructor developed a worksheet for the ChatGPT-assisted academic reading tasks. Participation was voluntary: out of 71 students, 41 completed the Pre-Activity Survey, and 32 completed both the ChatGPT collaboration activity and the After-Activity Survey on Chinese Literature Reading.

4. Discussion

In this section, we will review the feedback provided by both students and instructors from the three aforementioned classes.

4.1 Second language learners

4.1.1 Feedback of the First-year Chinese Class

Student Feedback

15 students submitted valid feedback. Their responses reveal that students believe ChatGPT provides support in several areas, including vocabulary acquisition, reading fluency, reading confidence, cultural understanding, grammatical structure, and sentence comprehension. Among the specific reading areas where ChatGPT can help students improve, students found vocabulary learning was seen as the most beneficial, followed by improvements in reading fluency and confidence.

However, despite the benefits ChatGPT offers in aiding Chinese reading, students also reported encountering some issues and difficulties. Specifically, 33% of students noted limitations in their ability to understand the context of the reading materials generated by ChatGPT. Moreover, 25% of students experienced technical glitches or received incorrect answers while using ChatGPT for reading assistance. A smaller portion of students, approximately 8%, encountered unfamiliar words or informal expressions in the reading materials generated by ChatGPT, which posed challenges to their comprehension.

Teacher Feedback

The findings suggest that using ChatGPT to support differentiated reading instruction in introductory Chinese is feasible. ChatGPT demonstrated its strengths in assisting vocabulary learning, grammar structure, and reading fluency. However, teachers must address the challenges identified in student feedback and make appropriate adjustments to improve instructional design and better guide students in using ChatGPT. Additionally, teaching students how to provide accurate and effective prompts to ChatGPT is also an essential aspect of the pre-activity preparation.

4.1.2 Feedback of the Third-year Chinese

Student feedback

Among the three groups, the first group, which had the least experience reading Chinese texts, provided the most positive feedback on using ChatGPT to aid their reading comprehension. Their reading anxiety decreased, as they could ask ChatGPT questions without feeling judged. They also appreciated being able to interact with ChatGPT for clarification and follow-up questions. The second group's feedback was also positive, as they enjoyed the convenience and ease of using ChatGPT. However, they noted that ChatGPT did not always provide direct answers, requiring them to rephrase their questions to get the desired response. The most advanced group was more neutral about using ChatGPT. Since they could read and understand most of the texts on their own, they found ChatGPT to be of limited help.

Instructor feedback

To teach a class with varied proficiency levels, ChatGPT is an effective tool that provides personalized support to help students achieve learning outcomes. Students with lower proficiency levels were particularly motivated to participate in reading activities that had previously caused them stress, as ChatGPT eased their anxiety and provided accessible assistance. However, for more advanced students who found ChatGPT to be of limited help, the instructor can design more interactive and challenging prompts. These might include asking advanced learners to engage with ChatGPT in higher-order thinking tasks, such as analyzing the text's structure, discussing cultural

nuances, or comparing different interpretations. Additionally, students can use ChatGPT for language refinement, brainstorming alternative ways to express ideas, or receiving feedback on more complex writing assignments. This approach encourages advanced learners to leverage ChatGPT as a tool for deepening their critical thinking and enhancing their language production skills.

4.2 Feedback of Advanced Academic Writing Class for Native Speakers of Chinese

Student feedback

Of the 32 students who completed the ChatGPT-assisted reading activity, feedback indicated that the exercise significantly aided their Chinese literature reading. Pre- and post-activity evaluations showed improvements in academic reading experience, comprehension, reading speed, and confidence. The most notable benefits were the quick access to information relevant to research topics and help with understanding complex material. However, students pointed out the main drawback: occasional inaccurate or irrelevant responses from ChatGPT.

Instructor feedback

The instructor noted that dividing the academic reading task into summarization and reflection phases revealed distinct advantages of ChatGPT. In the summarization phase, ChatGPT was highly efficient and accurate, saving students time on literature searches while improving comprehension of difficult content. However, in the reflection phase, over-reliance on ChatGPT should be discouraged. The tool's limitations in offering personalized insights, along with its potential to hinder critical thinking development, make it less suitable for deep reflective tasks.

In summary, feedback from both students and instructors across the three classes highlights the potential of ChatGPT as a tool for supporting differentiated instruction while also pointing to its limitations. In the first-year Chinese class, students found ChatGPT particularly helpful for vocabulary acquisition, reading fluency, and cultural understanding, though some struggled with contextual comprehension and encountered technical issues. In the third-year class, students with lower proficiency levels benefitted from reduced reading anxiety and personalized support, while advanced students found ChatGPT less impactful for comprehension, requiring more challenging and interactive tasks. Native speakers in the advanced academic writing class noted improvements in reading efficiency and comprehension, particularly during summarization tasks, though they also identified occasional inaccuracies in ChatGPT’s responses.

These observations align with the principles of differentiated instruction outlined by Tomlinson (2014), which emphasize tailoring content, process, and product to meet diverse learner needs. ChatGPT’s ability to adapt content and facilitate personalized interaction reflects its alignment with

these principles, as seen in its support for vocabulary learning and interactive reading tasks for less experienced learners. The findings also corroborate Cai's (2023) insights on ChatGPT's potential to scaffold second language acquisition through tailored input and feedback, as well as Liu's (2024) discussion of its limitations, such as occasional inaccuracies and the need for better guidance on prompt usage. While feedback rather than experimental data informs these conclusions, the alignment with established literature underscores ChatGPT's practical applications and the need for thoughtful integration in pedagogical design.

5. Conclusion

Our study illustrates the potential of ChatGPT as a tool for enhancing differentiated instruction in language learning. Feedback from both students and instructors indicates that ChatGPT can effectively support learners with diverse needs by providing tailored assistance, reducing anxiety, and promoting engagement. However, its effectiveness depends on thoughtful integration and clear guidance, especially for advanced learners who require tasks that challenge their critical thinking and analytical skills. These findings align with established principles of differentiated instruction and highlight the importance of leveraging technology to address individual learner needs. At the same time, challenges such as inaccuracies and over-reliance on AI tools underscore the need for careful instructional design and student training. By viewing ChatGPT as a complement to traditional teaching methods, educators can maximize its potential while mitigating its limitations. Future research could build on this work by investigating the long-term impacts of AI tools on language proficiency, critical thinking, and learner autonomy. This will further inform the effective integration of AI in diverse educational contexts, ensuring that it meets the needs of both students and instructors.

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Chinese Language Teaching in the Era of Artificial Intelligence: Are We Ready?—A Survey Study of Chinese Language Teachers in British Confucius Institutes

人工智能时代的中文教学：我们做好准备了吗？——一项来自英国孔院中文教师的调查研究

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摘要：数字技术的发展，尤其是人工智能技术的突飞猛进，为教育创新带来了新的机遇和挑战。在国际中文教育界，数字化、智能化、泛在化的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改革的创新离不开一线教师的践行。在人工智能时代，身处国际中文教育最前线的孔子学院教师们是否已经做好准备？在观念上，教师们认为不同种类的人工智能工具对国际中文教育可能产生什么影响；在实践中，他们使用过哪些人工智能工具，效果如何……这些都是我们关心的问题。本研究以在英孔院任教的中文教师群体为研究对象，通过调查问卷的方法，“倾听”教师们的声音，呈现教师们在人工智能时代的教学实践，从而为国际中文教育在人工智能时代的发展提供建议。

关键词：人工智能；教师信念；教学实践

一、研究背景

近年来，数字技术的发展，尤其是人工智能技术的突飞猛进，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。在此期间，《世界汉语教学》、《语言教学与研究》等核心期刊组织了数次“论坛”，邀请业界专家畅谈人工智能给国际中文教育

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带来的影响（刘利等 a,2023；刘利等 b,2023）。

然而，教学目标的实现和教学改革的创新离不开一线教师的践行。在人工智能时代，身处国际中文教育最前线的孔子学院教师们是否已经做好准备？具体来说，教师们是否了解不同种类的人工智能工具？在观念上认为不同种类的人工智能工具对国际中文教育可能产生什么影响？在实践中使用过哪些种类的人工智能工具？如何运用？效果如何？ 这是我们关心的问题。

本研究以在英国孔子学院任教的中文教师群体为研究对象，通过调查问卷的方法，“倾听”教师们的声音，呈现教师们在人工智能时代的教学实践，从而为国际中文教育在人工智能时代的发展提供建议。

二、研究综述

在语言教学中，人工智能指的是“一种通过模仿人类行为来执行通常由人类完成的任务的技术”（Edmett 等，2023：24）。近十年来关于人工智能在国际中文教育中的运用这一主题，我们通过中国知网的关键词搜索和人工筛选获得相关文献 77 篇。

从发表时间看（见图 2-1），国际中文教育领域在十年前对人工智能关注很少，2019 年曾出现一个小高峰，2021 年之后再度引起关注，近三年来研究数量持续上升[1]，逐渐成为研究热点。

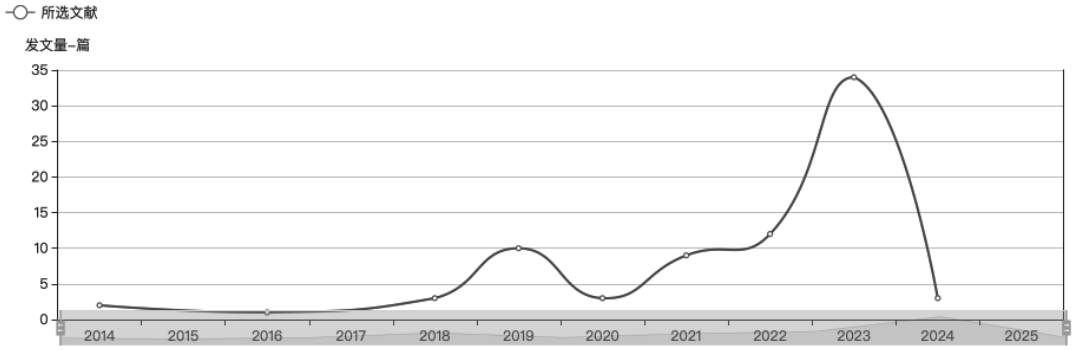

图 2-1

从文献资源的类别看（见图 2-2），发表在期刊上的论文超过一半（58.44%），其次是学位论文（29.87%），会议论文（6.50%）和“大家谈”等论坛发言（5.20%）数量较少。

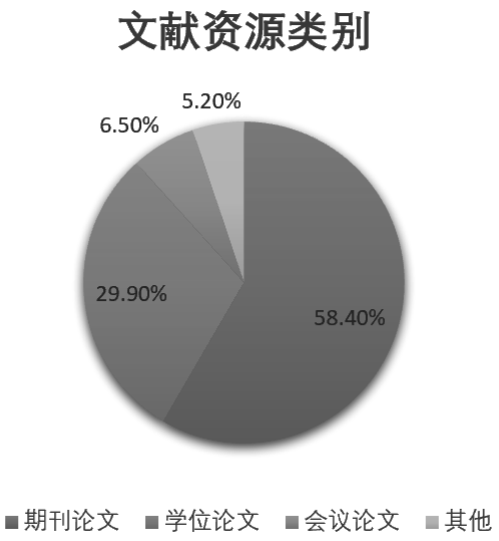

图 2-2

对这些文献的关键词进行分析后发现，国内目前的研究较多关注技术对国际中文教育的宏观影响，占比最大的关键词是如“中文教学、汉语教学、国际中文教育、对外汉语教学、语言教学、语言学习、汉语教师”等较为宏观的一类（如谷陵 2023；刘玉屏、欧志刚 2022；金旋 2023 等），而具体针对语言技能提升、语言知识发展等研究的关键词则很少，除了“汉字”外（如陈霖 2022；陈明 2023 等），其他相关关键词如“听、说、读、写、译”等几乎见不到，这与国外的人工智能对于语言教育影响方面的研究兴趣和研究热点有较为明显的差异。根据英国语言文化协会的调查报告（Edmett 等，2023），在人工智能与英语教学的相关研究中，将人工智能与英语口语、写作和阅读等技能结合的教学研究排在前三位，此后才是宏观的教学法和自适应学习研究。

对于人工智能工具，国际中文教育的文献中提到最多的是“ChatGPT”和“数字技术”，而“虚拟现实技术”、“增强现实技术”、“人机对话”等在教育中的应用研究则相对稀少，这与汪晓凤等（2022）的观察相一致。

三、本文研究方法

3.1 研究问题及理论框架

英国文化教育协会（Edmett 等，2023）于 2023 年在一线的英语教师中开展了将人工智能技术运用于外语教学的实践与信念调查，据此提出了智能时代外语教学的新策略。

教师的教学信念向来为教师研究的重要组成部分。Pajares（1992）指出，教师信念是教师教学的中心，它不仅会影响教师个人的认知，而且对教学目标与教学任务的确定、对教师在课堂中的教学行为有着重要的影响。郭晓娜（2008）认为，教师所处的社会文化环境和个人的学习经历等多方面因素均会影响教师教学信念，其中包括微观的家庭、学校、工作场域等；中观的大众传媒、公共政策、社区等以及宏观的社会文化价值体系。而人工智能在语言教学中的应用实践与前景展望对教师信念的影响显然不容忽视，因此，英国文化教育协会的此项兼顾教师实践与信念的研究显得及时而有意义。

在英从事中文教学的孔院教师与在英的英语教师群体相比，既有共性又有特殊性。共性在于两个群体同在英国的教育环境下从事语言教学；特殊性在于国际中文教育的方法与策略。因此，我们的研究以在英孔子学院的汉语教师为对象，关注其汉语教学中有关人工智能工具的使用实践及与此相关的教师信念，试图探究：

（1）在英孔院一线中文教师对人工智能工具的使用情况和信念态度如何？

（2）中文教师对人工智能工具的使用情况和信念态度与英语教师有何异同？

我们希望以此引发中文国际教育的同仁展开讨论，思考如何在国际中文教育领域“把人工智能技术深入到教育教学和管理全过程、全环节，……让教师更加创造性地教”（ 怀进鹏，2024）。

3.2 研究工具

研究借鉴 Edmett 等（2023）的调查工具，并根据国际中文教育的实际情境，对该研究使用的问卷进行了汉化处理和问题调整与修改。该调查工具共分为三个部分：

第一部分为教师个人信息。我们根据孔院教师的身份特点，设置了个人信息与分类，包括教师的性别、年龄段、从事国际中文教育的年限、执教机构、授课类型等五个问题。

第二部分调查教师对人工智能工具的使用情况。参考 Edmett 等（2023）的分类，我们首先将人工智能工具按照不同功能分成八类，分别为：语言学习应用程序、用于语言练习的聊天机器人、语言生成人工智能、语音识别软件、文本转语音工具、自动评估和评分、数据分析和学习分析等。根据国际中文教育的实践，我们将原问卷中不同类别人工智能工具的举例替换为国际中文教育领域较为常用的工具或平台，便于调查对象理解和选择。同时，结合目前已知的中文教师对人工智能工具可能的使用情况，将教师的使用目的分成六类，分别为：帮助学生练习使用中文、纠正学生的中文或提出改进建议、为中文课程制定教案、为中文课程制作教材、对学生的中文作业进行评分或评估、用于行政任务等。

第三部分调查教师对人工智能工具的态度与信念。为深入了解中文教师对“将人工智能工具融于教学”的观点与信念，本研究结合国际中文教育的现状，聚焦于国际中文教育本身，对 Edmett 等（2023）调查问卷的相应条目进行了保留、删除、合并与修改，最后形成针对具体语

言技能教学、学生中文学习、教师专业发展等方面的 10 条陈述意见，要求被调查者从“非常同意、同意、中立、不同意、非常不同意”中作出选择；被调查者同时也被邀请用文字对自己的选择作出解释，以便了解其态度背后的具体原因。

问卷初稿在两所孔院进行小范围预调查后，根据反馈进一步完善，最后通过“问卷星”随机向全英孔院教师发放（见附录）。

四、调查结果分析

4.1 调查对象特点

本研究收到来自全英各地区（英格兰、苏格兰、威尔士、北爱尔兰）等 15 个孔子学院的 42 份有效答卷，其中公派教师占 50%，志愿者占 38.1%，其他（本土教师）占 11.9%（见图 4-1-1）。

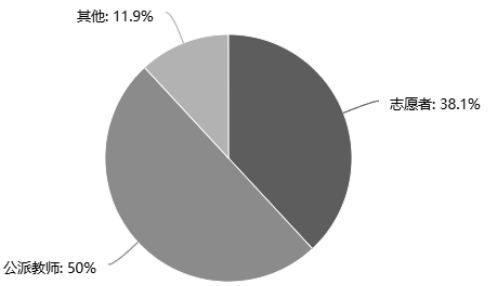

图 4-1-1

教师的性别分布为男教师占 19.05%，女教师占 80.95%。在年龄上，20-30 岁教师占 47.62%；31-40 岁与 41-50 岁的教师各占 21.43%；50 岁以上教师仅占 9.52%。从教龄看，3 年以下的新手教师占一半以上，为 57.14%；9 年以上的熟手教师占 26.19%；3-8 年教龄的成长型教师占 16.66%（见图 4-1-2）。

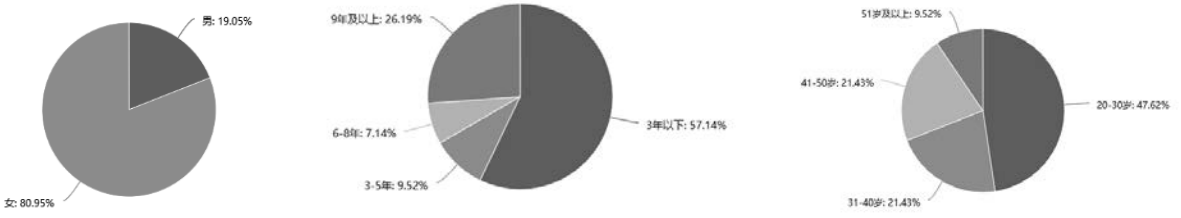

图 4-1-2

从教师的授课对象和内容看（见图 4-1-3），针对社会人员的课程数量最多，占 73.17%；其次是中小学课程和大学学分课程，分别占 39.02% 和 34.15%；其他类包括 HSK 考试辅导、一对一定制课等，占 12.2%。

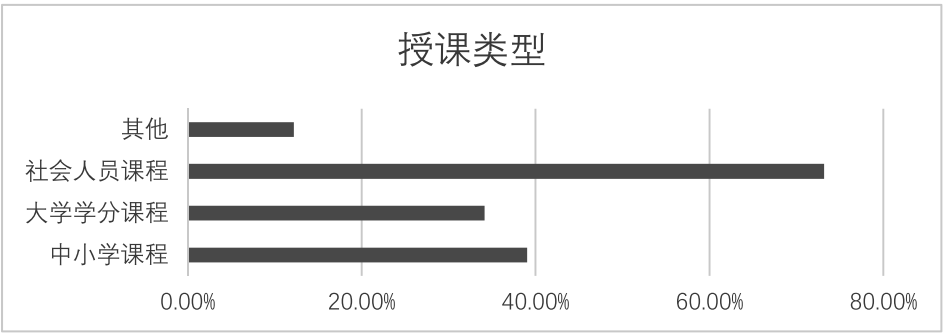

图 4-1-3

从以上数据来看，调查对象覆盖了英国不同地区的孔院；参与调查的教师性别和年龄比例基本符合英国孔院教师群体的特点。大部分教师处于职业生涯的初期和上升期，他们对新科技，尤其是数字科技比较敏感，对新技术融入教学有一定的热情。因此，对这一群体进行调查，具有较好的典型性和代表性。

4.2 教师对人工智能工具的使用情况

调查显示（见图 4-2-1），在列出的八类人工智能工具中，中文教师最常使用的是语言学习应用程序，然后依次是语言生成人工智能、用于语言练习的聊天机器人、语音识别软件、文本转语音工具、自动评估和评分、数据分析和学习分析，使用最少的是虚拟现实技术和增强现实技术。这与 Edmett 等（2023）的调查结果基本一致。

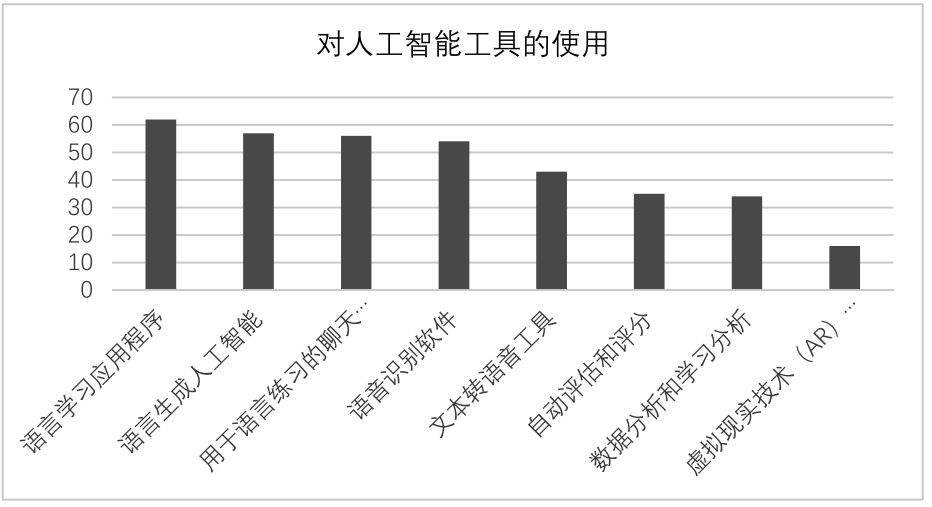

图 4-2-1

从使用目的看（见图 4-2-2），教师们使用人工智能工具最主要是为了“帮助学生练习使用中文”（78.5%），然后依次是“为中文课程制作学习材料”（58.54%）、“纠正学生错误或提出改进建议”（53.66%）、“完成行政任务”（43.09%）、“对学生的中文作业进行评分或评估”（39.02%），最后是“为中文课程制定教案”（36.59%）。

而 Edmett 等（2023）的调查结果显示，英文教师对人工智能工具的使用目的排序分别是：为英文课程制作学习材料（57%）、帮助学生练习使用英语（57%）、为英文课程制定教案（53%）、纠正学生错误或提出改进建议（43%）、对学生的英文作业进行评分或评估（33%）、完成行政任务（19%）。

比较这两组数据，我们发现“帮助学生练习使用所学语言”、“辅助教师制作课程的学习材料”都是中、英文教师使用人工智能工具最主要的目的。但是与英文教师相比，中文教师较少使用人工智能工具制定课程教案，而较多用于完成行政任务。

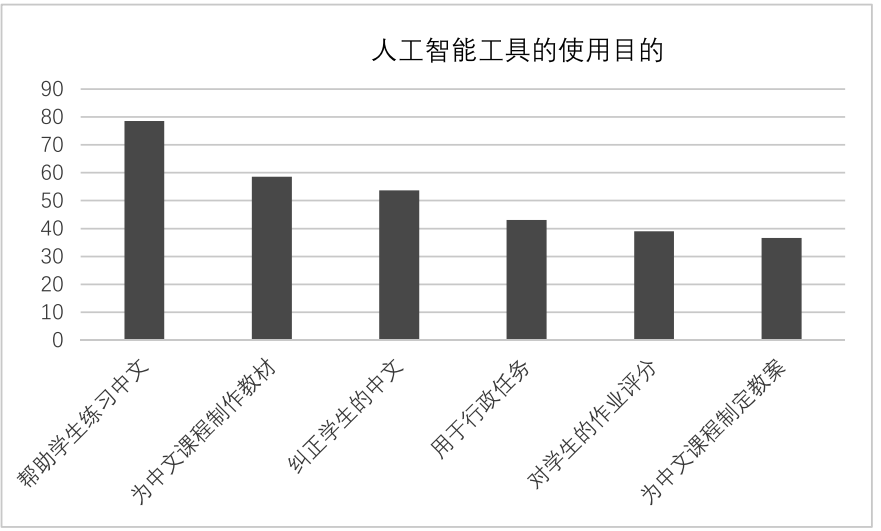

图 4-2-2

4.3 教师对人工智能工具的态度

从调查结果看，我们将其分为三类，一类是普遍同意的陈述，一类为普遍反对的陈述，第三类为存在分歧的陈述。

第一类，教师们普遍同意的陈述：1-5。（见图 4-3-1）

具体来说，教师们普遍同意人工智能“可以帮助提高中文听力技能、可以帮助提高中文口语技能、可以帮助提高中文阅读技能、可以帮助提高中文写作技能、可以帮助提高中文翻译技能”。选择“同意（包括“非常同意”）的比率均超过 70%，而“不同意”（包括“非常不同意”）的比率均低于 10%。这一调查结果与 Edmett 等（2023）的调查结果基本一致，英文教师对“人工智能可以帮助学生提高听说读写等四项技能”持同意与非常同意的人数也均超过 70%[2]。

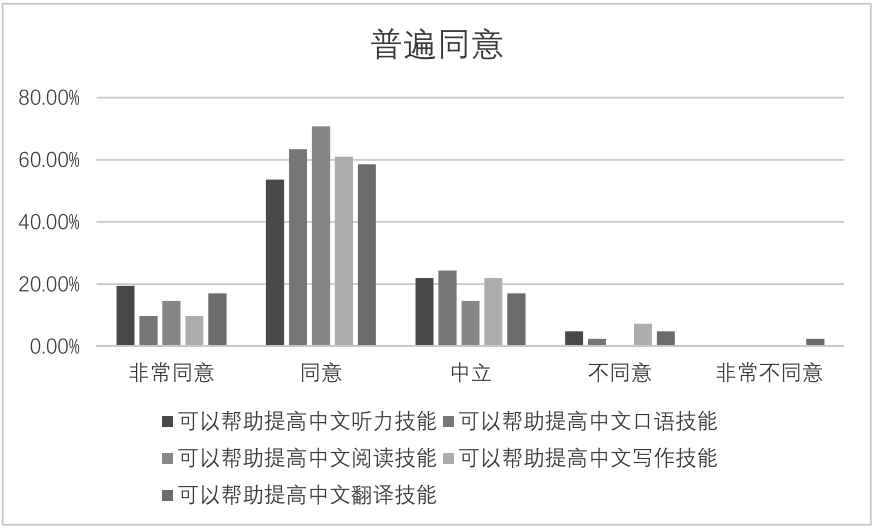

图 4-3-1

第二类：教师们普遍反对的陈述：7 和 10。（见图 4-3-2）

具体来说，教师们普遍反对“我已接受足够培训，可以将人工智能纳入教学”和“未来利用人工智能，可能无需老师教授中文”的陈述。尽管教师们整体上对人工智能对中文学习的帮助持乐观、正面的态度，但是调查结果显示，有接近 50% 的教师否认自己“已经接受足够的培训，可以将人工智能工具纳入教学”。有接近 30% 的教师对此持中立意见，只有不到 25% 的教师认为自己已经可以将人工智能技术纳入教学。

与此同时，尽管很多教师认为自己尚未接受足够的培训，无法将人工智能技术工具用于教学，但对人工智能技术对教师职业的威胁，绝大部分教师表达了足够的自信，仅有不到 10% 的教师表示担忧，而近 90% 的被调查者对“未来利用人工智能，可能就无需教师教授中文”的表述表示反对，其中将近 40% 表示“非常不同意”。

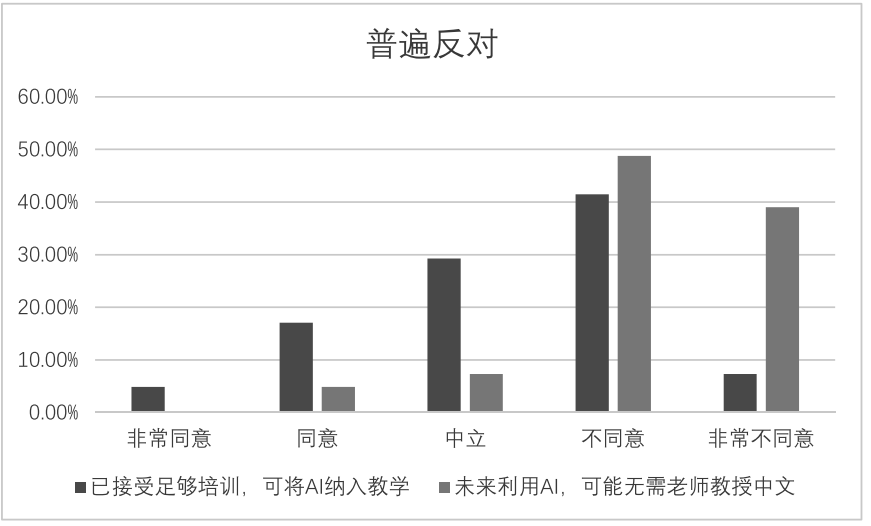

图 4-3-2

对比 Edmett 等（2023）的调查结果，我们发现，同样是几乎一半的英文教师否认自己已经接受了足够的培训，但与中文教师近 90% 否认“利用人工智能可能无需教师”的观点相比，仅有约一半（51%）的英文教师否认这一观点，可见，中文教师对自己职业发展的态度更为乐观。

第三类：教师们分歧较大的表述：6、8 和 9。

第 6 题（见图 4-3-3），关于“人工智能可以为教师制定有效的中文课程教案”这一表述，虽然选择“同意”（包括“非常同意”）的人数超过了 50%，表示“不同意”（包括“非常不同意”）的比例不到 15%，但也有将近 40% 的教师选择了“中立”，可见，有相当一部分教师们对此感到困惑。联系到“使用人工智能工具的目的”的调查结果，“制定有效的中文课程教案”被排在末尾，我们有理由推测，由于相当一部分教师对“使用人工智能工具制定中文教案”持怀疑态度，相应地，实践中也涉及较少，而缺乏实践经验也导致部分教师对人工智能工具的此项功能持谨慎的“中立”态度。

而在 Edmett 等（2023）的调查中显示，“利用人工智能工具制定教案”在英文教师“使用人工智能工具的目的”中占第三位，英文教师对其有效性的态度也更为积极，选择非常同意和同意的比例占 65%。

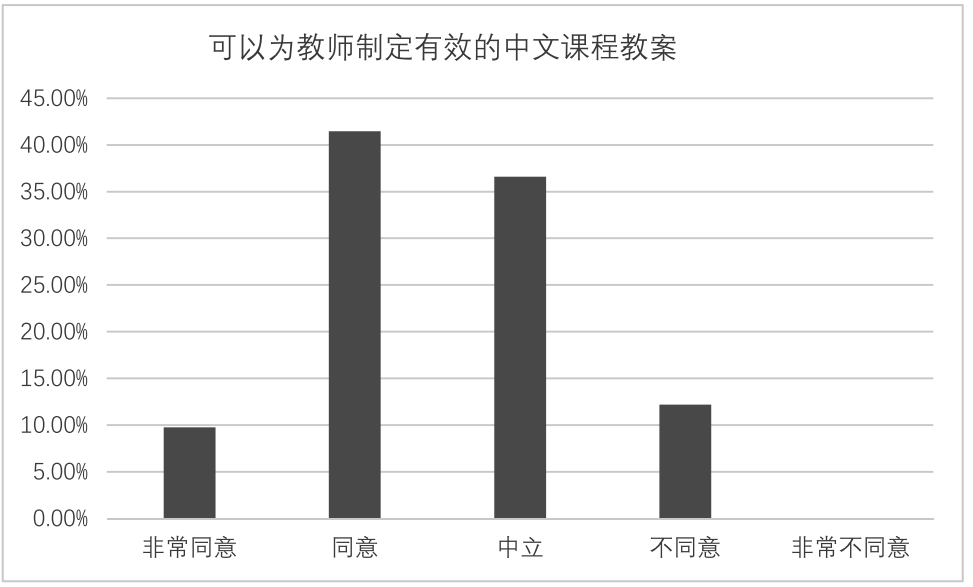

图 4-3-3

第 8 题（见图 4-3-4），对于“人工智能可能对学习者提高中文能力产生负面影响”，近 50% 的中文教师持中立态度。剩余约 50% 中，反对者（即认为人工智能工具不会对学生提高中文能力产生负面影响）约为 30%，约 20% 的教师同意人工智能工具会对学习者产生负面影响。可见，虽然教师们普遍认同人工智能工具可以提高学习者中文的各项技能，但对可能同时带来的“硬币的另一面”，尚未积累足够的经验。Edmett 等（2023）的调查显示，英文教师在

这一问题上也同样出现了“反对”、“同意”和“中立”三种意见“势均力敌”的情况。

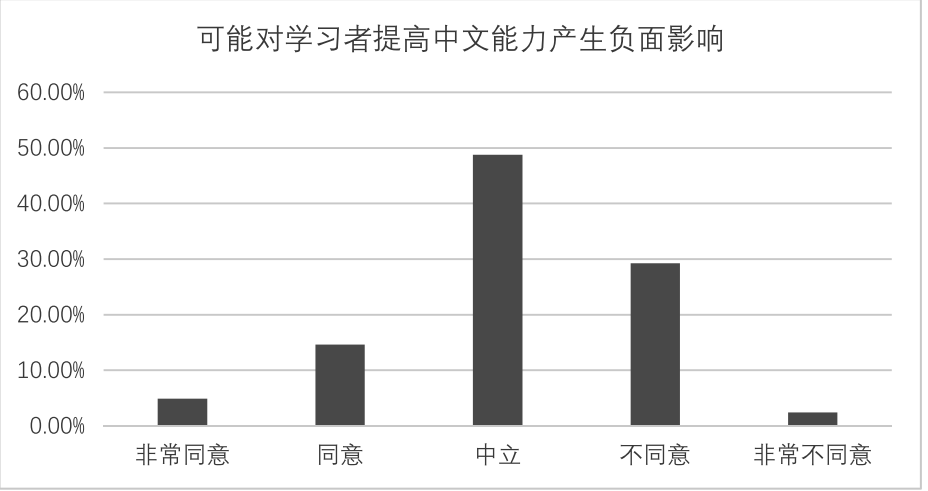

图 4-3-4

第 9 题为“学习者不该在人工智能工具的帮助下用中文写作”。（见图 4-3-5）之所以把写作从“听、说、读、写、译”这五项技能中单独抽取出来，专门围绕“人工智能工具和写作”这一话题进行调查，一方面是因为在中文学习中，写作一直被认为是难度最高的一项；另一方面，随着 ChatGPT 等大语言模型类人工智能工具的出现，使用人工智能辅助写作成为了第二语言学习的讨论热点。

调查结果显示，中文教师的意见分歧比较大：有近 35% 的教师表示学生在学习中文写作时不该使用人工智能的工具；约 20% 的教师表示应该使用；其余接近 45% 的教师选择中立。而 Edmett 等（2023）对英文教师的调查发现，70% 的教师对“使用人工智能工具进行写作”表示同意（包括“非常同意”），仅有 12% 的教师表示反对（包括“非常反对”）。

可见，在中文写作教学中对于“是否应该鼓励学生利用人工智能工具”、“人工智能工具能否提高学习者的中文写作水平”，目前依然有较多中文教师存疑，因此在教学实践中也比英文教师更为保守。

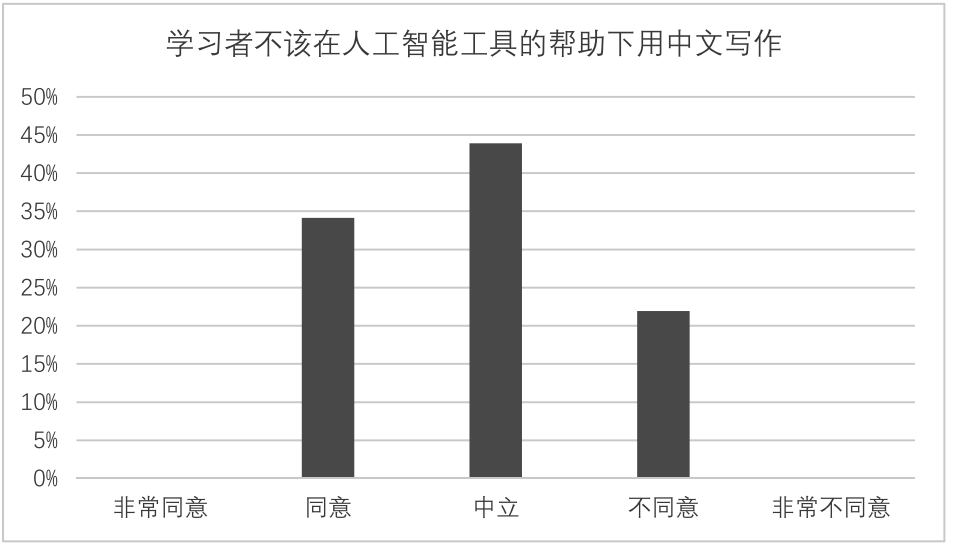

图 4-3-5

五、启示与建议

通过本次调查，我们发现了在英孔院教师对人工智能工具的信念态度及其在教学中的具体实践，他们与英语教师既有共性又有差异，这引发了我们更深层的思考。

首先，从在英孔院教师的整体态度看，中、英文教师普遍都同意人工智能工具的使用对语言学习的各项技能提高会有所帮助，同时也在思考其负面影响，并谨慎地使用，这体现了语言教师对新兴技术融入教学所持有的必要的审慎。这也引发我们的思考：具体到不同语言的不同技能，人工智能工具的有效性和负面性是否存在差异？更具体地说，人工智能在辅助中文的“听、说、读、写、译”等不同语言技能的提升时，是否会与英语有所差异？在各项技能上是否会体现出其独特性？后续针对人工智能工具在中文教学不同技能或要素方面的具体优势和潜在风险的探索，将为一线教师提供更为有效的支持和引导。

其次，调查显示，在将人工智能工具与语言教学融合的实践方面（例如使用工具为教师制定教学计划、为学生提供写作帮助等），与英文教师相比，中文教师对这类实践的支持度较为保守，这在一定程度上也减少甚至阻碍了教师在教学中对人工智能工具的实际利用。这引发了我们的进一步思考：孔院教师群体普遍比较年轻，理应对新技术的使用充满热情，但为何在实际教学中对新技术的融入实践较少？国际中文教师应用这类工具的障碍在哪里？该如何鼓励和支持中文教师更多地参与这类实践？

最后，在人工智能工具对教师自身的影响方面，尽管大多数中文教师承认自己在这些智能工具的使用上有所欠缺，但与英文教师相比，中文教师更强调教师自身在语言教学中的独特

性，认为教师不会被人工智能工具所取代。中文教师所普遍认同的这种教师独特性体现在哪些方面？它与孔院教师所处的独特教学环境是否相关？与其所教授的语言，即中文的独特性是否相关？抑或还有其他的相关因素？作为外语的中文，是否会在人工智能时代凸显出与其他的外语教学法所不同的特殊性？这些问题都有待我们进一步思考与探索。

教师的教学信念不是一朝一夕可以改变的，与此密切相关的教学行为的改变也因此而可能更加滞后。基于本研究的发现，我们提议，首先，宏观上需要制定政策，为孔院一线教师尝试使用人工智能工具进行教学创新实践提供激励机制；其次更要为孔院教师提供具体而实在的人工智能工具在中文教学中的使用培训，帮助教师能够亲自使用新技术、新方法，更新教学理念，加强利用技术有效教学的信念。

Lave 和 Wenger(1991) 认为，一个实践共同体包括一系列个体共享的、相互明确的实践和信念，也包括成员们对长期追求共同利益的认同和理解。我们认为，在孔院教师群体中构建基于人工智能辅助语言教学的反思性实践共同体至关重要。教师们通过在共同体中分享个人的反思和实践，不仅可以缩小由于对人工智能工具熟悉程度和使用技能的差别而拉开的教师之间的鸿沟，还可以促进研究和合作，形成以教促研、以研导教的良性循环，促进中文教学在人工智能时代的新发展。

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1 2024 年的文献统计截止在 3 月，因此文献数量受影响。

2 Edmett 等（2023）的调查没有包含“翻译”这一技能。

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附录

调查问卷

英国孔院中文教师对人工智能技术的使用与信念调查

问卷说明

本问卷旨在调查目前在英中文教师教学实践中对于 AI 技术的了解和使用情况，其中 AI（人工智能）是指一种通过模仿人类行为来执行通常由人类完成的任务的技术。

您的信息将被严格保密，您的答案仅用于本研究的数据分析，而非用于价值评判。

一 . 个人信息

1. 您的性别：

2. 您处于以下 ____ 年龄段：

20-30 岁

30-40 岁

40-50 岁

50 岁以上

3. 您任教的机构是 _____。

4. 您的身份是：

公派教师

志愿者教师

其他（如本土教师等）

4. 您的授课类型属于：

中小学课程

大学学分课程

社会人员课程

5. 您从事国际中文教育的年限：

3 年以下

3-5 年

5-8 年

9 年及以上

二 . 使用工具调查

1. 你对以下 AI 工具是否了解？

A 不了解　　B 有所了解但未使用过　　C 使用过

• 语言学习应用程序：提供自动化语言测验和互动练习（例如 Duolingo、Quizlet 等）；

• 用于语言练习的聊天机器人：让学生参与实时对话（例如 51talk、ChatGPT、比邻中文等）；

• 语言生成人工智能：生成语言内容，例如论文、故事或创意写作提示（例如 ChatGPT、文心一言、讯飞星火等）；

• 语音识别软件：进行转录并评估口语水平，帮助学生提高发音和流畅度（例如 Google Speech-to-Text、微信、讯飞等）；

• 文本转语音工具：将书面文本转换为口头语言（例如腾讯智影、讯飞星火、配音家等）；

• 虚拟现实技术 (VR) 和增强现实技术 (AR)：为学习者提供沉浸式语言学习体验（例如 Second Life 等）；

• 自动评估和评分：为作业、论文和测验等评分（例如 HSK online，Super Test 等）；

• 数据分析和学习分析：收集和分析学生的表现数据（例如 Canvas Analytics、超星等）。

三：使用目的调查

您使用 AI 工具的目的是什么？

• 帮助学生练习使用中文

• 纠正学生的中文或提出改进建议

• 为您的中文课程制定教案

• 为您的中文课程制作教材（例如示例对话、歌曲、阅读材料）

• 对学生的中文作业进行评分或评估

• 用于行政任务（例如管理和分析学生数据）

三：您对以下说法是否同意或不同意？

（对以下说法的同意程度进行选择：非常同意 / 同意 / 中立 / 不同意 / 非常不同意，您还可以选择以书面形式解释其选项，即“解释您为何这样认为”）。

1• AI 可以帮助学习者提高中文听力技能

解释您为何这样认为

2• AI 可以帮助学习者提高中文口语

解释您为何这样认为

3• AI 可以帮助学习者提高中文阅读技能

解释您为何这样认为

4• AI 可以帮助学习者提高中文写作能力

解释您为何这样认为

5• AI 可以帮助学习者提高中文翻译能力

解释您为何这样认为

6• AI 可以为教师制定有效的中文课程教案

解释您为何这样认为

7• 我已经接受了足够的培训，可以将 AI 纳入我的教学

解释您为何这样认为

8• AI 可能会对学习者提高中文的能力产生负面影响

解释您为何这样认为

9• 学习者不应该在 AI 工具（例如黑狐写作，ChatGPT）的帮助下用中文写作。

解释您为何这样认为

10• 未来，利用 AI 可能就无需老师教授中文了

解释您为何这样认为

第二部分

Part 2

The Chinese Character System and the Feasibility of Using Three Hypotheses in Teaching Chinese to Speakers of Other Languages

汉字系统及对外汉字教学“三说”的适用性

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摘要：汉字本体研究和对外汉字教学研究已取得显著进展（张旺熹，1990；李运富，2011；刘士红，2018 等），尤其在汉语最小意义单位与学习单位方面进行了深入探讨，提出了“字本位”、“词本位”及“部件本位”等教学理念。然而，对于二语汉语初学者，仍有三个方面有待进一步探索：（1）笔画作为最小认知与学习单位的认知表征及简明描述；（2）笔顺与结构规则的组主次规则；（3）部首变体的职用解释。

本文基于认知加工理论，主张汉字初级教学应回归“一个单位”的概念，并提出对外汉字教学的“归一说”、“笔顺结构规则说”和“变形关系说”。“三说”旨在解决二语学习者的汉字学习难的问题，提升汉字教学的兴趣和有效性。其中，“归一说“认为，汉字笔画始于“一点”，笔势分曲直，笔画无论繁简视为“一”，其中，曲线笔画源于对直线笔画的“弯”、“折”、“钩”操作。“一”的构式呈动态发展，独体字和部件，也为“一 “，是汉字记忆与学习的基本单位。“笔顺结构规则说“主张，对笔顺和结构进行主次分明的规则化描述。“变形关系说“关注独体字在合体字中的变形及其职用关联。

关键词：汉字、汉字教学、“归一说”、“笔顺结构规则说”、“变形关系说”

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1. 引言

与西方的表音文字不同，汉字除了语音系统以外，还有独立的汉字书写系统。汉字的形、音、义三者相辅相成，不可分离。早在 20 世纪初期，学者们就针对当时的繁体字提出了汉字难的问题：汉字的不仅总量大，且笔画繁多，还有多音字，所以汉字具有不易识读，不易记忆，书写难和使用难的特点。二十世纪五十年代，简体字的推行虽然降低了笔画的繁复程度，但对外汉字教学和习得中，汉字一直是汉语教学的难点。如何减少记忆单位，降低难度和提高效率成为了汉字研究的三个挑战。为此，许多专家学者进行了一些突破性的探索。例如，“字本位”理念下提出的“部件教学法”，重视部件作为语言构件在汉字教学中的作用，对汉字部件做了系统的分类和整理。近些年来随着 AI 技术的进步，对外汉字教学中要求学习者手写汉字还是电打汉字逐渐成为了讨论的热点。AI 时代的来临是否意味着对外汉语学习者对汉字的识别、存储、加工和提取完全可以通过键盘输入或语音输入由电脑来替代完成？我们是否要重新定义对外汉字教学的内容和目标？汉语教学研究仍然面临着不同的挑战，然而，因为汉字是汉语语言的独特特征，我们建议学者们关注的焦点应转向如何利用数智时代提供的技术支持推进解决汉字学习难的问题而不是利用现代技术回避汉字学习的问题。

本研究旨在探讨在数智时代下，如何改进对外汉字教学的难度及效率，由此我们首先提出汉字教学“三说”假说（归一说、笔顺结构规则说和变形关系说）。研究的具体内容包括通过最小的认知和学习单位减少学习者的记忆负担和加工压力，简化汉字学习过程，提高笔画、部件及独体字的学习效率；帮助学习者树立正确的结构概念，保持汉字的书写规则，思考并总结部件的变形规律，提高合体字的学习效果。

2. 文献综述

本文根据对外汉语教学中已有的理念和方法，把汉字教学研究划分为三个时代：1）非数智时代 (20 世纪中期至 20 世纪末)，以字本位理论 (徐通锵 , 1994；1999) 为基础，偏于传统的教学方法。2）前数智时代（21 世纪初至 2015 年中期）：随着信息技术的发展，多媒体教学和计算机辅助教学应运而生。3）数智时代（2015 年中期至今）：对外汉语教学进入数字化和智能化阶段。

2.1 非数智时代的对外汉字教学理念

非数智时代的对外汉语教学理念的基本争论聚焦在汉字教学应以字为本位还是以词为本位。

2.1.1 字本位理念

徐通锵 (1994) 提出了“字本位”理论，他指出字的形、音、义既有统一性，又有独特性。汉字的形体演变与其音义的变化密切相关，构建了以“字”为核心的汉语语法研究体系。在字本位的理念下，学者们提出了不同的教学方法，此处主要关注部件结构教学法。

“部件结构教学法”由张旺熹于 1990 年提出。他认为，通过总结并分析汉字部件的组合和变形结构，可以帮助学生更好地理解汉字的构造原理，掌握其书写规则。实际应用表明，部件数和笔画数都可影响汉字认知 (彭聃玲等，1997) ，拆分部件要从不同对象和需要出发，少而精，便于掌握（高家莺等 , 1993）。拆分和组合部件，可以帮助学习者掌握大量汉字；增强学生的学习兴趣和记忆效果（卞觉非，1999）。学习者掌握的部首信息越丰富，在汉字识别和词义推理方面越顺利 (Shen, 2000a) 。然而，“部件结构教学法”也存在一些局限性。例如：初学者缺乏对部件和组合认知，记忆能力受限，而且不是所有的字都能被拆分和组合（殷凌燕，2004）。如果学生把汉字拆分过细，容易破坏汉字的音、义联想功能（崔永华，1998）；除非用趣味性的方法来展示拆合，从而培养学习者对汉字整字的字感 (徐子亮，1999; 2003) 。

对于字本位的观点，特别是音、形、义的结合体的观念，有的学者从语用学的角度提出了质疑。

2.1.2 三平面理论

李运富（2011）认为把汉字作为音、形、义的结合体并不能全面总结汉字的特点，由此提出了“三平面理论”，即每个汉字都有形体平面、结构平面和职用平面。形体平面关注汉字的外部视觉特征和书写方式，包括汉字的形状和笔画。结构平面关注汉字的内部构造原理，以及部件之间的关系。职用平面专注汉字在交际中的语义和语用功能。

“三平面理论”在全面认知字的特征，特别是字的社会语用特征方面，具有突破性，但也存在探讨的空间。因为汉字的音形义属性为一体，所以忽视其中任何一个，都可能影响对汉字的理解和应用 (王力 , 1980)。没有音，学习者可能无法体会汉字的音韵之美 ; 而且比较难以辨识同音和近音字词 (Jen & Xu, 2000)。

2.2 数智时代的对外汉字教学理念

数智时代的到来为汉字教学带来了新的机遇和新的挑战。张霓（2021）的电打练习的的实

证研究表明，电打使学习者的词语记忆和汉字读写技巧都得到了提高。冯禹（2023）的研究发现，电打汉字使汉字学习的难度有所降低，而且注册汉语学习的学生有所增加。褚成志等（2024）提出“电写为主，手写为辅”的教学框架，强调通过电子输入来提高汉字教学的效率。

然而，也有研究揭示了不同的研究结果。Cao et al. (2011), Shen (2013) 和吴大明（2007）发现，手写汉字的学生在联系形与义方面有更好的表现。丁安琪（2024）指出，二语汉语学习者在电打作文中仍然存在大量的选字错误。陆剑明（2024）主张，学习者学习初期应该通过“电打”挪除畏难情绪，随后笔写跟进，这样才有助于学习者对汉字的认知、记忆和体会。

以上的研究显示，因为汉字学习的途径的多样化，研究者因而形成了两个阵营 - 手写阵营和电打阵营。这两类研究的结果并不连贯一致，相反，各执一词。这类实证研究简化了汉字习得的动因，忽略了语言学习复杂性。然而，在不同的阶段采用不同的方法，满足不同学生的需要。

根据上述的对外汉字教学理论和实践，本文提出了三个研究问题：

1）如何在保持汉字基本含义和识别性的同时，简化汉字的学习过程中对汉字的描述？

2）如何引导学生思考，总结汉字的笔顺和结构规则，培养学生的汉字学习的兴趣？

3）如何解释和教授合体字中的部件变体，降低难度？

3. 对外汉字教学的“三说”

古今学者对汉字要素的描述各有不同。早在魏晋南北朝时期，楷书书写就提倡“永字八法”，即侧（侧）、横（勒）、竖（努）、钩（趯）、提（策）、撇（掠）、捺（啄）、折（磔）等八种基本笔画。1988 年的《现代汉语通用字笔顺规范》将基本笔画简化为五种：横（一）、竖（丨）、撇（丿）、点（丶）、折（𠃌）。其中，提归类为横，竖钩归为竖，捺归为点，各种折笔归类为一折。这样看来，“归一”的概念早在 1988 年的《规范》中就已出现。

然而，从涵盖面和解释程度看来，对笔画的描述和归类仍值得商榷，主要的问题是对笔画的分类存在过度概括。例如，将捺归为点的理据不太清楚。汉字中的点有不同方向的指向 , 而捺的方向却是固定的。此外，楷书中的点是短直线，而捺的外形呈弯曲状。此外，将“竖钩”与“竖”被归为一类也有些不妥，两者之间的属性有所不同。这说明基本笔画系统亟需建立兼具全面性和简洁性的分析框架，认知维度的深化将促进其特征描述的范式简化。

3.1 归一说

针对对外汉字教学的“归一说”是指不同形态和大小的语言形式（笔画、偏旁和独体字）都被归结为一个学习和认知单位，要整体进行教授、习得和加工。笔画的描述可以融入空间认知，做出最简表达，合体字应以独体字的认知为基础，它是独体字 + 其他构件的组合。

3.1.1 汉字书写始于一点，笔画繁简为一

学者们对于字的起源的共识是，它始于图画，古人通过线条对外部世界进行描摹，线条凝固后，便兼具意义，再后被纳入语言，并有了音。一个图画就成了音形义的结合体！线条是造字的基础，笔画是汉字的基础。 线条是动态的。汉字的书写始于一点，随后书写走势有曲直，曲线笔画是对直线笔画的弯、折、勾等的操作或组合操作。

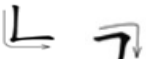
以点为基础，笔画可分为直线和非直线型笔画。前者包括“点、横、竖、提”，是对点的直线拉伸。点是起笔后向右下的拉动，提就是右上提升，在三维空间中，提也是对点的 90° 旋转，即提点合一。点平拉成横，纵拉成竖，虽然拉伸方向不同，但是在三维空间中，竖是对横的 90° 旋转，即横竖合一。由此得出笔画生于点，而点、横、竖、提合一。



非直线型笔画又可以分为弯型笔画、折型笔画和勾型笔画。弯型笔画包括撇捺，是对直线笔画弯曲操作的结果。在三维空间中，撇旋转 90° 即捺；反之亦然，即撇捺合一。



折型笔画包括横折和竖折，是对直线笔画“折”操作的结果。在三维空间中，横折即竖折，竖折即横折，即横折、竖折合一。



钩形笔画包括横钩和竖钩，弯钩和卧钩。横钩和竖钩在三维空间中通过旋转为同一事物，即二者合一。同样，斜钩和卧钩形态相同，方向不同，是旋转的结果，可归为一。



以此类推，横折折和竖折折合一，竖弯钩和横折钩合一。弯、折钩都不能独立操作。比如看似最复杂的横撇折折钩，也不过是不同操作的组合笔画。复合笔画可有两项或多项操作，横撇折折钩 就是四项操作。（附录 2：28 种笔画的归一分类表）

因此，学生掌握了点，横，折，弯、钩，学生就掌握了汉字的笔画的奥秘。点，横，折，弯、钩已经是学生认知世界的基本知识和技能的一部分。整个汉字系统的笔画是一笔操作的结果，这些操作组合的结果就是汉语的汉字书写系统。以 28 种笔画为基准的归一说分类表 2，详见附录 2。附录 3 提供可参照的现有的 28 种笔画的分类表 3。介绍这种归一的理念，能帮助学习者识别纷繁复杂的笔画的实质。

3.1.2 独体字为一

随着汉字的发展和演变，从书写结构的角度划分，汉字被分为独体字和合体字。独体字多是象形字，拟形或指事，是古人对事物的外部形态通过直弯折钩的描画的结果。人们的共识是独体字有独立的词汇意义，并且字形不能分割，因此独体字通常被作为一个单位独立识记。不言而喻，合体字是变形的独体字和其他构件（包括独体字）的组合。所谓的偏旁都是独体字的变形，这个变形可能发生在形旁，也可能发生在声旁。由此，学好独体字具有双重意义，既是学习独体字，又是学习与独体字的意义相关联的合体字的一部分。 这就意味着，在汉字学习过程中，扎实学好独体字，可以起到事半功倍的效果。因此，在实际的教学中，应重视独体字的教学，提升学生学习汉字的兴趣、信心和效果。这一点，与“部件教学”的理念一致。

比如：认知“日”和“月”，就知道“明”的含义。先认知“人”，“从”的认知也会水到渠成；即两个人一起，一人跟从另一人。先认知“木”，后认知“林”、“森”，即代表很多的树木。在独体字的教学基础之上，教导学生一些变形形式，即从独体字变形成为偏旁或构件，这样对学习者来说，也可以自然地将所学习的独体字的字形和意义作为一个认知单位迁移到学习的合体字中。独体字既有自己完整的读音和语义，其变形形式也是合体字整体认知的一部分，所以独体字作为一个单位的认知理念对学习者具有特殊意义。

汉字的形态具有丰富性和多样性，是古人造字时取法自然的结果。这些多样的形态及其组成部分，在三维的空间中，不仅存在关联性，而且其中大多数部件也可以归为形态或复杂程度不等的一个认知单位。

3.2 笔顺结构主次规则说

用笔画连线汉字或用部件构建汉字，或称手写汉字，需要遵循一定的规则，即笔顺和部件的空间排列方式和顺序。对于初级对外汉语的教学，目前存在三种现象：书写规则隐性呈现；教材用字繁简、难易无梯度；电打输入汉字，淘汰书写和结构规则。 书写规则隐性呈现体现在电脑应用软件中的电脑动画演示，它能直观地呈现笔画的走势和汉字的内部结构组合方式，但是这种呈现往往不明确总结笔画构建的规则。学生只能学一个，记一个，不能做到举一反三。没有规则可以迁移，词汇量一大，学生就对汉字书写产生畏难情绪，使汉字学习举步维艰。

现行的对外汉语教材多强调学习内容的交际功能的实现，因此词汇的引入是为交际的话题服务的，所以在以交际为导向编写的教材中，汉字通常难以混杂，其出现的顺序一般不会但从笔画和汉字书写的难易程度来考虑，于是就有了“随文识字“现象。这样的设计虽然符合完成交际任务的目的，但是它没有为学生提供一个系统学习汉字的空间。 以《走遍中国》第一册第一课出席见面的问候为例。第一节课，就出现了左下包围结构的汉字”起“和三面包围结构的”问。

因此，我们主张在汉字教学中，应当系统教授基本的书写规则，并根据难易程度逐步推进。教学不仅要涉及单个汉字，还应强调规则的总结，并分清主次。我们认为，主规则是从上到下、从左到右，先横后竖，先撇后捺，先中间后两边，从外到内。（见《通用规范汉字笔顺规范》），这些规则适用于大多数汉字。两面包围（比如，“起”）或三面包围的结构（比如“问”），属于初学者的次要规则，可以在稍后的课程中教授。

那些顺序和结构规则负载着中国文化中的和谐、秩序和顺从的行传统观念。电打汉字就意味着，摒弃笔顺和汉字的内部结构动因。

3.3 变形关系说

“变形关系说”解释独体字进入合体字后字形的变化。具体来说独体字成为合体字的一部分后，会出现某种形态变化，具体的变化可以概括为以下三种：

· 横卧（横向或纵向）：独体字横卧出现在合体字中，如“雨”横卧在“雪”之上；“山”居“巍”之上。

· 瘦身：独体字变窄出现在合体字中，如“月”瘦身在“腿”之左侧；“口”瘦身在“唱”之左侧。

· 倾斜：如“文”字的点笔反身在“放”之右上；横笔变提，“土”倾斜在“地”之左侧。

对于独体字的变形，我们建议引入“联姻关系说”来解释这种现象，即独体字是独身状态，合体字是婚姻状态。当独身变为有婚姻关系的状态时，为适应这种关系，独体字做出了横卧，瘦身以及倾斜等形态的改变，来达到合体字部件之间的和谐。用联姻关系来比喻独体字和合体字的变化，使抽象的字形变化更易理解，更易引起学习者的注意。

在汉字教学中，“三说”认同汉字是音、形、义的统一体，这三者不可分割，同时也认同汉字字形的变化有其职用的原因。通过“三说”，学习者可以更有效地归纳出统一的认知单位，减轻记忆负担。同时，这种方法有助于更好地理解和教授汉字的结构和演变。通过“联姻关系”解释合体字和独体字的变形，可以使抽象概念具体化，并理解这些部件和变形中蕴含的深刻文化内涵和哲学思想。

4.“三说”的认知加工理论基础

认知加工理论（Cognitive Processing Theory）的提出起源于 20 世纪 50、60 年代的认知心理学革命，这个理论的传播主要由心理学家如乌尔里克·奈瑟（Ulric Neisser）和乔治·米勒（George A. Miller）等人推动。这个理论聚焦语言学习者理解、记忆和使用语言的心理过程，强调语言学习是一个主动的认知过程，学习者需要通过不间断的练习和应用，逐渐对语言的全

面认识和深层理解（Ulric, 1967）。该理论在汉字教学中得到了广泛应用，用以阐释学习者如何处理和记忆汉字的过程。具体来说，认知加工理论研究学习者在语言理解、记忆和使用中的心理过程，比如学习者注意力、记忆和信息处理的方式。它也探讨学习者如何识别、记忆和书写汉字，以及这些过程在认知加工中的具体表现。

心理学家乔治·米勒（George A. Miller）在《神奇的数字七加减二：我们信息加工能力的某些限制》中提出，语块是认知加工理论的基本单位，将信息分组（即语块化）可以提高记忆效率。现在，语块（chunk）或者预制语块 (formulaic language) 已经成为了语言学习中的一个重要概念，可以概括为语言中固定或半固定的表达单位，如短语、习语等（Wray，2002）。

在“三说“假设中，语块概念就是在上面讨论的“一”的概念，一可以是点，可以是最复杂的笔画横折折折钩，也可以是独体字，其中独体字又是凝固书写规则的认知单位。它们不论在大小或复杂程度上都被认为是一个认知单位，以一个单位的形式被存储、加工和提取，可以大大减少分解认知加工的压力，降低汉字学习的焦虑，帮助学习者更有效地记忆并使用汉字。在掌握独体字后，将独体字以一个语音语义单位存储和提取，能加快对合体字的认知，学习者可以降低学习的难度，减少认知负担，提高学习效率。

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，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”。笔者们期待通过对三个假说的提出和探讨，为对外汉字教学提供有益的指导，帮助学生更有效地掌握汉字。

5. 讨论

本文从归一、笔顺和结构的主次规则以及字的变体关系等层面上，就降低汉字学习的难度，跨越汉语教学中汉字学习的难关，同时提高学习者对汉字整体的认知和掌握效率，提出了假设，下面我们就单位“一”的理念和汉字教学的热点问题进行讨论。

5.1 单位“一”的理念

“一”的理念是一种认知加工理念，将笔画、构词部件和独体字作为一个单位来处理，减少了加工的单位数量，也符合预制语块的认知加工理论（Wray，2002）。我们认为“一”的单位是在汉语文字学中已有的概念，但是在对外汉语教学中没有得到足够的重视，所以需要通过强调“一”的理念，来提升学生对汉字整体和构成成分的认知。

这种方法不仅能降低初学者的焦虑，还能加快他们学习汉字的速度，使他们更快地将汉字的形、音、义结合起来，使手写汉字的记忆、存储、加工和提取变得轻松可行。同时，学生在

学习过程中，也可以体会到古人创造汉字的智慧，并领略其中的美感；也使汉字学习变得生动有趣。

归一说在教学中可以通过实物演示实现：例如使用橡皮泥等可塑性工具，让学生制作不同的笔画和汉字，推动视觉、触觉和汉字记忆的同步进行。也可以通过 AI 辅助教学：在虚拟学习空间体验汉字构字的乐趣，帮助学生更直观地理解汉字的结构，演变以及书写顺序，而且可以通过联姻（即职用）的方法解释汉字笔顺，总结变形的规则，来帮助学生理解笔顺和变形关系的合理性。

5.2 电打汉字教学与手打汉字教学

电打汉字教学指通过电脑键盘输入或语音输入进行的汉字教学，有些学者认为它可能会成为未来汉字学习的主要途径。主张电打汉字教学的学者（Coss et al.，2024）认为 , 使用电子设备（如电脑、平板、手机）输入汉字，高速高效。电打不受场地和时间的限制，学生可以随时随地进行练习。电打汉字的教学软件通常能够及时纠正学生的错误，帮助提升汉字书写的正确率。此外，电打汉字教学可以结合多媒体资源，如视频、音频、动画等，增强学习的趣味性和互动性（Coss et al., 2024）。

电打直接依赖拼音和语音输入，看似减轻了初学者的学习负担，包括大脑存储、加工、提取和生成，实则将这些原本是学习者大脑学习的功能交由 AI 承担，学习者只需在终端识别出与语音匹配的字形，直接进入识读环节，从而将汉字教学直接切换到了语音教学或阅读教学。然而，对于大多数学生来说，缺乏深层次的语言加工和沉淀会使他们的语言能力受限，尤其影响到中高级阶段汉语学习者的综合能力的提升。

值得注意的是电打技能无需刻意教授，学生只要能认读拼音，就可以通过拼音输入法实施电打汉字。随之而来的一个挑战就是，学生在高级阶段的学习中，可能会因为过度依赖拼音输入或语音输入而忽视汉字的结构和书写规则，导致其对汉字的深层理解和记忆不足，同时学生也会缺乏对汉字以及汉字背后的文化内涵的深度理解。

手写汉字在记忆和理解方面具有显著的优势。研究表明，手写可以增强大脑对文字形状、结构和笔顺的记忆，从而更好地掌握汉字（Berninger et al.，2012）。此外，手写有助于细致地掌握汉字的细节和结构，增强对汉字形状的敏感性（吴仁龙，2010 年）。手写汉字还能更好地继承和发扬中国书法艺术，增强文化认同感（张维青，2013 年）。

综上所述，电打与手写汉字教学在学习方式、反馈机制、学习体验和技术依赖等方面存在显著不同，但是在革新的目的上一致，既要减缓学习者在学习汉字认知方面的压力，也要提升汉字学习的实际效果。我们需要的不是在电打还是手写这个问题上泾渭分明的争论，而是要充分利用数智时代提供的可行性技术，生动形象地教授汉字，让科技辅助教学，真正探索汉字费时又难学的问题，兼顾汉字难度的简化和书写效率的提升。

5.3 研究前景

在上文中，我们描述了“三说”假设的内容以及理论上的可行性，“三说”假设的适用性还需要通过对比实验研究的结果来修改、丰富和完善。在“三说”指导下的初步教学显示，减少认知单位有助于提高中文初级班学生的汉字书写效率、准确率和学习兴趣。进一步的实证研究正在进行中，我们计划提升学生对汉字构成成分中对于一个单位的认知，通过教授其笔画规则顺序和职用功能，借助数智时代提供的技术可能性，探索提高汉字教学和学习的途径。我们计划在 2025 推出“三说”指导下的教学实验，采集和分析学习效果的数据。此外，我们也会通过焦点小组讨论或个别访谈的形式探究学生学习中的挑战和原因。后续，也会推出教学案例，演示和探讨智能工具在教学中的具体应用，深入探讨学生对“三说”方法的理解应用及其学习效果。这些研究将为数智时代的对外汉语教学提供新思路，以及更加有效的实践策略，促进学生的汉字学习效率，并提升教学效果。

6. 结论

本文通过理论梳理和教学反思，认为汉字学习的重点在于使学生对汉字的字形、笔顺和结构规则及其变体有良好的认知。针对目前的汉字教学现状，我们提出了对外汉字教学的“三说”，即“归一说”、“笔顺结构规则说”以及“变形关系说”。

我们主张回归汉字的独特特征，结合数智时代提供的可能性，将已有的研究转化为视觉或语音材料，助力汉字教学，而不是大幅度减少汉字 / 手写教学比例直接进入电打时代。汉字的难度和效率问题相互影响。一旦解决了难度问题，效率自然会提高。相反，单纯提高效率而不触及难度，就无法解决本质问题。汉字作为对外汉语的最大瓶颈，如果不足够重视，未来的学习过程中会难以突破；因此，解决汉字难度问题是提高汉语整体水平的关键。

总之，我们期待此项研究能够在数智时代有效地推进汉字教学，减轻学生的学习负担，减少难度，提高他们的学习兴趣和效率，从而实现汉字教学的全方位的提升。

尾注：

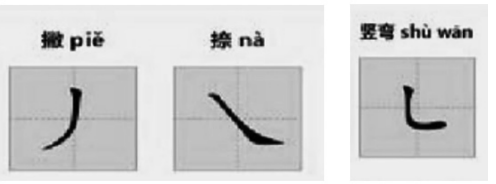
汉字 28 种笔画的分类

1. 直型笔画



2 非直型笔画

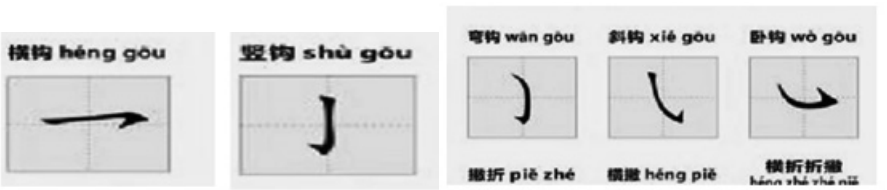
2.1 弯型笔画



2.2 折型笔画



2.3 钩型笔画

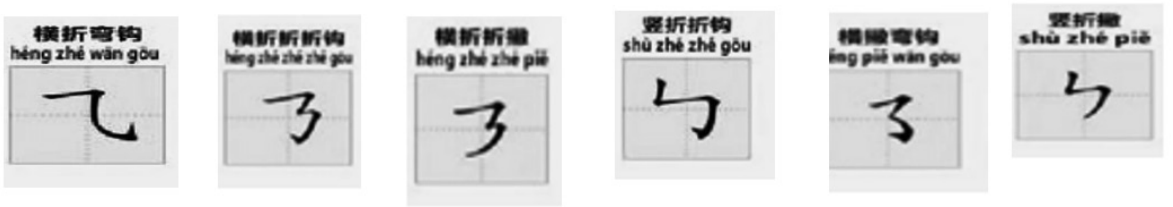


3. 复合笔画

3.1 两操作复合



3.2 复合笔画（三操作复合）



（注：分类的笔画的图形来自《汉字基本笔画书写》photo.cn；获取时间：2023 年 8 月）

3. 对比 1999 年 10 月 1 日发布的《GF3003-1999 GB13000.1 字符集汉字字序（笔画序）规范》中的有关笔画的分类。

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

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Abstract: The surge in interest in traditional Chinese studies during the late 1990s in China prompted a growing global enthusiasm for learning and teaching classical Chinese. Renowned institutions worldwide responded by developing dedicated courses on classical Chinese. Aligned with this global trend and with the departmental support at University of Exeter (UoE), we have offered Classical Chinese I and II since 2022. Tailored for students with near-native or native Chinese proficiency, these modules aim to enhance the learning experience by selecting representative and widely acclaimed works, organized chronologically to provide historical context, and strategically arrange instructions with a consideration of the global context. 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 paper 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-cultural communication. This paper offers insights into effective strategies in teaching classical Chinese in a global context.

Keywords: Classical Chinese; teaching practice; global context; UK

1. Introduction

The teaching of Chinese in the UK has a long history, but it wasn't until the late 20th century that Chinese Learning and Teaching experienced an unprecedented and rapid development when Britain began to reassess its foreign language policy and practice. This shift was driven by the forces of

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economic globalization and multilingualism, which were rapidly transforming the world and making the need for new and diverse language skills more apparent (Zhang & Li, 2010).

With China's increasing emphasis on traditional culture since the end of the 20th century, significant progress has been made in the study and promotion of Chinese classics, literature, and philosophy. Classical Chinese, the primary medium for conveying China's rich historical culture, has been passed down through generations (Wu, 2018). It remains deeply embedded in modern language, behaviour, and thought, as well as in everyday communication. The importance of classical Chinese for learners of Chinese as a foreign language is undeniable, contributing positively to the global teaching of Chinese. Prestigious institutions around the world, including the University of Oxford, Princeton University, and Stanford University, have developed courses specifically dedicated to classical Chinese. Teaching classical Chinese in a global context is a highly specialized task that not only involves knowledge of the ancient language and China's history, philosophy, and literature, but also requires proficiency in modern Chinese, English, and pedagogy. Discussions and debates on these aspects have continued over the past 20 years. Moreover, the process has seen many insightful and inspiring explorations and attempts (e.g., Bai, 2023; He, 2010). This paper shares the experiences gained from teaching classical Chinese to advanced learners at the University of Exeter (UoE).

2. The Current Situation of Classical Chinese Teaching in the UK

Classical Chinese courses are offered at only a few universities in the UK, such as Oxford, Leeds, Liverpool, Manchester, Durham, and the School of Oriental and African Studies (SOAS), either as compulsory or optional parts of degree programs.

Much like the decentralized nature of classical Chinese teaching in the US, where institutions operate independently and set their own curriculum (Wang, 2018), the UK sees a similar situation. Each university largely teaches classical Chinese in isolation, with limited discussion or collaboration regarding curriculum design, syllabi, teaching materials, or methodologies. This is partly due to the complex structure of higher education in the UK, where Chinese language courses can take various forms, including single honours, joint honours, part of a degree program, or as non-credit-bearing options. Broadly speaking, the teaching of classical Chinese in the UK has the following characteristics:

First, there is flexibility in curriculum structure, that is, the status of classical Chinese courses within degree programs varies across institutions. In some universities (e.g., Oxford University, SOAS), it is a compulsory course for obtaining a degree, while in others (e.g., University of Manchester, Durham University), it is offered as an optional. While the course duration and credits may vary,

whether there are significant differences in teaching objectives, content, and methods remains unclear.

Second, classical Chinese courses in the UK are accessible to students across wide range of year groups. For example, Oxford University offers Classical Chinese to students from the first to the fourth year, while Durham University provides courses specifically tailored to second-, third-, and fourth-year students. And these students are at different levels of Chinese proficiency.

Third, classical Chinese courses in the UK have diversity in objectives, content, and teaching methods. Although universities have considerable autonomy in choosing teaching materials and content, there is some consistency in approach. Some universities use established classical Chinese textbooks from China or abroad, while others adapt content to suit their specific needs. In terms of objectives and methodology, most UK universities centre their classical Chinese courses around text comprehension aiming at students' reading and translation skills in classical Chinese, which can be quite beneficial for understanding modern Chinese (e.g., vocabulary and idioms, grammar and sentence structure, historical and cultural context, etc.). As a result, vocabulary, sentence structure, and grammar from the texts often form a significant part of the teaching. Classroom instruction is generally organized around reading and translation activities. There are also some universities incorporating discussions on cultural phenomena related to classical Chinese. For instance, SOAS offers a second-year course which gives students the opportunity to discuss philosophical, historical, political, and literary themes. Similarly, University of Liverpool offers a fourth-year course on classical Chinese philosophy.

It is worth noting that empirical research on the teaching of classical Chinese in the UK is still scarce, and the above summary is not without limitations. Many questions, such as the medium language of instruction, the teaching format of a typical classical Chinese classroom, roles of the teacher and students, and the commonly used classroom activities, require more detailed investigation and wider discussion to be effectively addressed.

3. The Practice of Classical Chinese Teaching at UoE

3.1 The Module Design

In today's world, Chinese has been learned in a broader environment, shaped by increasing cultural integration, cross-cultural communication, and globalization. The global context deeply affects how and why students, both native and non-native speakers, approach the learning of Chinese. For example, non-native speakers often view learning Chinese as a way to access opportunities in

international trade, diplomacy, technology, and other industries, as well as to view Chinese as a bridge to deeper cross-cultural understanding. Native speakers may focus on maintaining or enhancing their language skills and knowledge in Chinese culture and history to stay competitive in a global market where bilingualism or multilingualism is an asset.

In addition, the number of Chinese students studying abroad has surged. In 2022/23, around 23% of students in UK higher education were international students from outside the EU (HESA, 2024) and a large number of them came from Asian countries such as China, Singapore, and Malaysia. Most of these students are proficient in Mandarin Chinese and are both eager to further develop their Chinese literacy, and are interested in exploring their ancestors' identity, worship, heritage and culture.

It is in response to this global trend that the Language Centre at UoE has offered Classical Chinese I and II since 2022, available to all university students. These modules are designed for advanced learners of Chinese including those with near-native or native proficiency in modern Chinese. Their knowledge of the shared elements of modern and classical Chinese—such as commonly used characters, overlapping vocabulary, and grammatical patterns—minimizes potential learning challenges. This prepares them to engage with classical texts more effectively. This identification of the target students is a crucial step towards informing the pedagogical practices for the two modules as unfolded in Table 1.

Table 1: Module Design of Classical Chinese I and Classical Chinese II

	Classical Chinese I	Classical Chinese II
Syllabus Plan	-Prose Works from Chinese Philosophy -Pre-Qin Poetry -Literature of the Three Kingdoms Period -*Tao Yuanming*'s Poetry -*Yuefu* Poetry	-Mountains and Streams Poetry & Poetry on Frontier Life -The Immortal Poet and the Poet Sage -Poets from the Late Tang Dynasty -The Two *Li*'s on *Ci* Poetry -Poets of the *Haofang* Style -Prose Texts from the Classical and Imperial Periods -*Qu* and Plays in the Yuan Dynasty -The Four Great Classic Novels -Short Stories from the Late Qing Dynasty
Credits	15	
Intended Learning Outcomes	1) Be able to explain the vocabulary, syntax and grammar of classical and literary Chinese with reference to the period of study and master the range of genres in which educated Chinese wrote in the past and their development; 2) Be able to read, write, translate, research, and provide further analysis of classical literature and interpretation of Chinese philosophy with reference to the period of study; 3) Be able to appreciate some of the ways in which classical Chinese from the period of study has influenced modern Chinese language and culture.	

Delivery of Teaching	2 hours/week or theme; Teaching is based on lectures and discussion on materials provided on the weekly topics.
Assessment	Formative: group presentation or play performance on self-chosen topic (20-30 minutes/ group) Summative: research essay on self-chosen topic (3000 simplified Chinese characters)

According to Table 1, the teaching materials consist of carefully selected works in classical Chinese that are representative and widely acclaimed to ensure that students' learning experience feels relevant and enriching. They are organized chronologically (from the Spring and Autumn period to the Qing dynasty) to provide historical context and enhance students' learning experience. Classical Chinese I offers a comprehensive introduction to the key philosophical and literary works of ancient China. Classical Chinese II focuses on the evolution of Chinese poetry, prose, and narrative traditions from the Tang to the Qing dynasties, as well as significant dramatic works from the Yuan dynasty. Students will explore the dynamic shifts in literary styles, philosophical themes, and the relationship between literature and the social-political contexts of these eras.

Due to students' high proficiency in Chinese language, the intended learning outcomes of the two modules encompass three levels of skills. The lower-level skills refer to student's ability to decode vocabulary and syntactic structures so that basic meaning of the texts can be constructed; at the second level, students are expected to provide in-depth analysis of the texts by using their prior knowledge (e.g. ancient history, culture, literature, etc.) or by referencing relevant studies; and the higher-level skills emphasize students' ability in appreciating the texts within the context of modern Chinese society, connecting classical works to contemporary cultural and social frameworks. This structured progression allows students to build foundational skills, deepen their analytical abilities, and cultivate a nuanced understanding of classical texts in relation to modern perspectives.

To achieve these goals, students in each of these modules engage with the course material through two hours of weekly contact time, which includes a blend of lectures and interactive activities. Specifically, during each session, core themes and concepts are introduced, providing a foundation for comprehension and in-depth analysis of the texts. Interactive activities that highlight the nuances of the selected literary works and cater to students' needs in the global context are incorporated, encouraging students to examine the material from various perspectives. This approach addresses both the "linguistic" and "content" aspects of classical Chinese teaching. It is grounded in an understanding of the students' needs and is believed to foster a deeper understanding, enabling students to appreciate the subtleties and complexities of classical Chinese literature while developing critical thinking skills.

Table 1 also shows that students on these modules are assessed via both the formative and summative assessment. The formative assessment is conducted through group presentations or role plays, where students collaborate in teams of three or four. Each group can select a topic related to

the themes and material covered in the module, allowing them to explore specific aspects of classical Chinese literature or philosophy in depth. The chosen topic for the formative task should also serve as a foundation for their summative assessment, ensuring a cohesive learning experience. For the summative assessment, students are required to write a research essay on a self-selected topic that aligns with the subjects discussed in the module. The essay should demonstrate a thorough understanding of the texts studied, as well as the student's ability to engage in critical analysis and develop their own perspectives on the material. This integrated approach ensures that students build on their formative work to produce a well-researched and thoughtful final essay.

In one word, the offer of the modules not only enriches the curriculum but also serves as a gateway for students to further explore Chinese culture through classical texts.

3.2 Two Cases of Classroom Teaching

As highlighted earlier, given the students' backgrounds and the globalized context, the approach to teaching classical Chinese at UoE is both language- and content-focused emphasizing both the connection between classical and modern Chinese and the cultural significance of ancient texts in understanding modern society. The former focus allows students to establish a solid foundation of classical Chinese grammar, syntax and vocabulary; and the latter helps students develop greater appreciation of the richness of the Chinese literary tradition, be able to read related literatures and gain a deeper understanding of people's values and behaviours in contemporary society.

Different teaching strategies have been carefully selected and implemented to support students in classroom instruction (e.g. collaborative learning, discovery learning, stimulus materials and props, direct instruction, etc). These strategies are chosen based on their suitability for the topic being studied, the learner's level of expertise, and their current stage in the learning process. Overall, they highlight two key features: "connecting the past to the present" and "mutual exchange between East and West."

3.2.1 Connecting the Past to the Present: How *"Journey to the West"* Teaches us about Teamwork?

As one of the four great classical novels of Chinese literature, *Journey to the West* is familiar to many Chinese learners. Given its lively language, engaging plot, and profound themes, our classroom teaching goes beyond mere reading and translation (into modern language or English). Instead, we focus on exploring the contemporary relevance of the novel, particularly the concept of teamwork, a highly valued skill in modern society. Analysing the teamwork depicted in the novel not only helps students deepen their understanding of the work but also enhances their critical thinking abilities.

Stage 1 (Introduction): The lesson starts with an initial discussion by students on "what factors

contributed to the success of the main characters' (*Tang Seng, Sun Wukong/the King Monkey, Zhu Bajie, Sha Monk, and the White Dragon Horse*) journey to obtain the Buddhist scriptures". It is worth noting that discussions are not isolated from the text itself but be grounded in the actual content of the work. When students articulate their viewpoints, they must rely on the text. For instance, if a student is arguing for the importance of one's capability for success, they need to find examples within the work to explain and analyse, thereby supporting their arguments. This process effectively assesses the students' understanding and mastery of the work.

Stage 2 (In-depth analysis): It is widely accepted that the team in *Journey to the West* consists of members with different personalities (For example, *Tang Seng* is devoted to Buddhism with a steadfast and persistent nature; *Sun Wukong* is known for his extraordinary skills and a clear distinction between good and evil; *Zhu Bajie* is fond of food and lazy, resourceful and creative; and *Sha Monk* is kind-hearted, honest, loyal and hard-working). Although none of the characters is perfect, each complements the others to form an effective team. This is a classic example of teamwork in Chinese history and remains highly relevant to modern society.

To get insights into key aspects that contribute to the group's success on their journey, Maslow's hierarchy of needs (1943) (such as physiological, safety, social, esteem, and self-actualization needs), which is commonly drawn upon in workplace motivation, education, counselling, and nursing, is used as a framework for students to analyse the characters. In this process, students have an opportunity to use a modern psychological theory, which offers them a new perspective, to interpret the classic literary work. To achieve the goal, they still need to refer to the original text and base their discussion on the analysis of the work.

Stage 3 (Extension): Students are prompted to think critically through the open-ended question, "If you had to eliminate one member from the team, who would it be?" This activity encourages students to draw lessons from the past and apply them to modern situations, demonstrating how ancient cultural wisdom remains relevant today. The students not only transcend the historical and temporal limitations to infuse new meaning into the classical work, but also use history as a mirror to find references for their own behaviour in real life. This process fosters students' understanding of how elements of Chinese history, culture, philosophy shaped the modern Chinese society.

3.2.2 Mutual Exchange Between East and West – the Image of Ghosts in Classical Chinese Literature

Pu Songling's *Strange Tales from a Chinese Studio* is a renowned collection of short stories that vividly portrays various supernatural beings, with the female ghost *Nie Xiaoqian* being particularly famous. Many films have been adapted from this story, making it familiar to students. As the Table below shows, our classroom discussions focus on analysing the portrayal of *Nie Xiaoqian*'s ghostly

figure, examining descriptions of her appearance, speech, and actions. To be specific, students are supposed to complete the table by locating examples (i.e., keywords, sentences, etc.) from the text. For example, according to "小倩，姓聂氏，十八夭殂", *Xiaoqian* is a young female, and her appearance is depicted as "仿佛艳绝" and "..... 端好是画中人……". At this stage, students would need to draw upon knowledge of vocabulary, grammar, and syntax in classical Chinese; and their understanding of the literary work is deepened.

Table 2: The Construction of Xiaoqian's image as a ghost

Description of *Nie Xiaoqian*	**Examples from the Literary Text**
Gender	小倩，姓聂氏，十八夭殂 (Xiaoqian, of the Nie family, died prematurely at the age of eighteen.)
Appearance	仿佛艳绝 (is of unparalleled beauty)；小娘子端好是画中人，遮莫老身是男子，也被摄魂去 (The young lady is truly like a figure from a painting; if I'm a man, my soul would be seized by her charm.)
Thoughts	意似蹙蹙 (appeared faintly troubled in thought)；辄被妖物威胁，历役贱务，腆颜向人，是非所乐 (Often threatened by malevolent spirits, subjected to lowly tasks, forced to face people with a shameless smile—none of this was her choice or joy.)
Behaviour	女惭 (The woman was ashamed.)；妾阅人多矣，未有刚肠如君者。君诚圣贤，妾不敢欺 (I have seen many men, yet none with as resolute a heart as yours. You are truly a sage and noble man; I dare not deceive you.) 请以兄事，依高堂，奉晨昏 (Allow me to regard you as an elder brother, to serve your honored parents, and attend to them morning and evening.)
Cultural Contexts	儒 (Confucianism)、释 (Buddhism)、道 (Daoism)

To help students grasp the cultural features of ghosts in Chinese literature, a comparison between *Nie Xiaoqian* and *Dracula*, a popular ghost image created by *Bram Stoker* is organised. A stark contrast emerges between the ghostly figures in Eastern and Western cultures. For instance, ghosts in Chinese culture are often female, beautiful, and kind-hearted, while Western ghosts, particularly male ones like *Dracula*, are typically ugly, terrifying, and evil. Additionally, whereas kind-hearted female ghosts in Chinese stories are often reborn, Western demons are usually destroyed in the end (Tjong et al, 2010). Students are then allowed to further explore the cultural influence underlying these contrasts. For instance, they would make effort to find specific examples from the text (e.g., description of *Xiaoqian*'s thoughts, speech, and actions) that reflect the Confucian influence on the people's roles and code of conduct.

Incorporating comparative analysis between Western and Eastern cultures into the teaching of classical Chinese offers a range of benefits for students. This approach deepens cultural understanding, enhances linguistic and philosophical appreciation, and fosters critical thinking, making it especially valuable for students from diverse backgrounds. In an increasingly globalized world, understanding

multiple cultural perspectives is crucial. Comparative analysis between Western and Eastern cultures helps students develop a more global mindset, equipping them with the cultural competence needed to navigate and appreciate the diversity of human experience.

3.2.3 Summary

The two cases of teaching practice presented above represent an exploration of how to teach classical Chinese effectively in the current context of globalization, highlighting two key features of the teaching strategies. It's obvious that such classical Chinese instruction reflects a traditional approach where the focus is on the linguistic aspect of the texts. But more importantly, attention is paid to enhancing students' abilities to apply their knowledge in real-world scenarios. That's to say, the teaching is not limited to simply interpreting the meanings of the selected texts. Instead, it chooses certain cultural or social perspectives based on the characteristics of the texts or works themselves, encouraging students to examine them from these angles. And by doing this, the content dimension of the teaching is highlighted.

3.3 Discussion

There is no doubt that learners play a crucial role in language learning (Ellis, 1985, 1992). Factors such as learners' cognitive levels, motivation, and learning styles are key determinants of learning outcomes. As noted earlier, students enrolled in these modules are native or near-native speakers of Chinese, giving them a strong foundation in the language and a deep familiarity with Chinese culture. Their primary goal in studying classical Chinese is to gain a deeper understanding and appreciation of ancient Chinese culture and literature while developing the ability to critically analyse literary works within the context of today's globalized world. Although majoring in a wide range of subjects (e.g. Business, Economy, Mathematics, Global literature, etc.), they share a passion for Chinese history, philosophy, and classical literature, and bring a nuanced understanding of these subjects to their studies. Now living and studying within a Western cultural context, these students find themselves at the intersection of Chinese and Western cultures, serving as a bridge for cultural exchange and dialogue. This unique position creates a need for a clearer sense of cultural identity, as they navigate between their own heritage and the new environment. Additionally, they seek to develop stronger intercultural communication skills to effectively engage with diverse perspectives.

Therefore, a teaching approach that focuses solely on the language aspect of classical Chinese is insufficient. Numerous studies (e.g. Sun, 2009; Zhao, 2004) have highlighted that a content-focused approach is better suited to addressing students' needs for in-depth comprehension and appreciation of

the texts. As demonstrated in the two teaching cases, each of the two weekly sessions incorporates a variety of interactive activities designed to build upon a foundational interpretation and understanding of the target text. And it is through these activities that the content-focused instruction is facilitated. These activities, by providing students with opportunities to work on subject-specific knowledge and concepts, engage with complex, authentic, and meaningful tasks, make autonomous decisions, and learn collaboratively with peers, help to cultivate students' broader cultural and philosophical understanding of classical Chinese and its relevance to contemporary society.

It should also be noted that both aspects—language and content—are essential to this approach. The content-focused dimension supports the development of advanced comprehension and critical thinking skills, while a strong foundation in the linguistic features of classical Chinese remains indispensable for achieving this understanding.

The effectiveness of this language- and content-focused approach is evident. As many students studied on these modules have noted, while they initially found certain works they had studied before to be dull, analysing them from different historical and social dimensions or new perspectives brought unexpected insights and renewed interest. One student, for instance, once shared that, as a Business Management major, it is both crucial and practical to consider who would make an effective team member. The discussion activity conducted in the session for *Journey to the West* provided valuable insights, proving to be highly beneficial, inspiring, and eye-opening. It encouraged them to think critically about team dynamics and the qualities that contribute to successful collaboration, offering perspectives that can be directly applied to real-world business scenarios. This experience not only broadened their understanding of teamwork but also highlighted the relevance of classical Chinese perspectives in modern management practices. This feedback from the student echoes one of the findings of a study on the teaching of classical Chinese at American universities (Wang, 2018) that apart from explaining grammar and structure patterns, and translating texts into English or modern Chinese, students take discussing topics reflected in the texts as their favourite teaching strategy.

How this dual focused approach facilitates students' in-depth comprehension and critical thinking is also demonstrated in their research essays during the summative assessment. For instance, one essay, titled "The Spirit of *Su Shi* and Guidance for Modern Chinese Youth: Breaking Away from 'Slack (*nei juan*)' and 'Lying Flat (*tang ping*)' ," explores the valuable lessons derived from *Su Shi*'s works for contemporary youth, encouraging active engagement with life's challenges. This analysis aligns closely with the module's intended learning objectives, showcasing the effectiveness of the approach in fostering deep cultural and intellectual engagement.

Another benefit of incorporating elements of both "language" and "content" into the classroom teaching of classical Chinese is that the instruction turns to be more communicative and student-

centred, as students are invited to engage in tasks such as decision-making, forming arguments, or solving practical problems. Rather than passively receiving information from the lecturers, they take initiative in interactive activities, contributing to a dynamic learning environment. They play a central role in shaping the direction of discussions and activities, allowing interactions to develop organically based on their interests and insights. This approach promotes critical thinking, collaboration, and autonomy in the learning process—skills highly emphasized by the Partnership for 21st Century Skills (P21, 2007) as essential in responding to the demands of a globalized world.

Finally, the importance of the social and cultural environment in learning and teaching is widely recognized by educators and researchers (e.g. Vygotsky, 1978; Kalpana, 2014). In the context of globalization and multicultural societies, cross-cultural communication has become an essential skill for students, especially for international students studying abroad. This experience often involves an exchange of cultural knowledge and values. Teachers play a crucial role in supporting students through this process, fostering self-reflexivity regarding their cultural identities and encouraging them to critically examine their assumptions about cultural difference.

The instructional approach attempted at UoE, as exemplified in the teaching of *Nie Xiaoqian*, has addressed these needs by enhancing students' ability to articulate and share Chinese cultural concepts, while also equipping them to understand and appreciate Western viewpoints, fostering a richer, more informed exchange between cultures.

Based on the above discussion, the teaching practice at UoE is an effective attempt to move beyond the traditional methods of grammar and structure analysis. Through studying on these modules, students are expected to gain a deeper understanding of the literary works in classical Chinese. They will develop the ability to explain grammatical and syntactical elements, translate and analyse classical texts, and understand the evolution of various genres in which Chinese intellectuals wrote in the past. Additionally, students will be trained to research, interpret, and critically assess classical Chinese literature and philosophy, while recognizing the influence of these classical forms on modern Chinese language and culture.

4. Conclusion

4.1 Characteristics of the Classical Chinese Teaching Practice at UoE

Learners of classical Chinese today come from a variety of cultural and linguistic backgrounds.

Non-native speakers of Chinese often bring different perspectives to the table, enriching the study of classical Chinese through their unique interpretations. At the same time, native speakers, especially those who study abroad, encounter challenges such as grappling with their cultural identity, understanding how other cultures view Chinese traditions, and dealing with the influence of foreign ideas.

To address the increasingly complex learning needs of learners, classical Chinese instruction at UoE extends beyond traditional language-focused teaching by integrating the content dimension. Student's learning is facilitated by strategies like "connecting the past to the present" and "mutual exchange between East and West." And the classroom instruction is defined by its language and content focuses, communicative-oriented and student-centred nature, fostering deeper engagement with both the material and cultural context.

Teaching classical Chinese through "connecting the past to the present" brings new life into classical texts, inviting diverse interpretations from modern perspectives. This strategy not only preserves and honours traditional culture but also highlights its relevance to contemporary society. By examining how historical ideas have shaped modern thought and societal values, students gain insights into the lasting influence of the past. This connection between ancient wisdom and present-day challenges equips learners with valuable lessons, offering guidance and inspiration for navigating today's complex world.

The strategy of "Mutual Exchange between East and West" in teaching classical Chinese serves as a powerful tool for fostering cross-cultural understanding and deepening students' appreciation of classical texts. By drawing parallels and contrasts between Chinese and Western philosophies, values, and historical contexts, students can more clearly see the unique features of classical Chinese thought while recognizing universal human themes. Moreover, this strategy not only enhances students' understanding of classical Chinese but also equips them with intercultural skills. By placing classical Chinese ideas within a global context, students learn to appreciate the richness of Chinese culture while becoming more adept at interpreting and engaging with diverse perspectives—a skill increasingly valuable in today's interconnected world.

Two years of teaching experience have shown that this integrated approach to classical Chinese teaching has yielded positive results. First implemented in the academic year 2022/23, the modules initially enrolled 49 students, increasing to 67 in 2023/24. The overwhelmingly positive feedback from students highlights the success of the modules. They reported gaining substantial knowledge of classical Chinese and acknowledged its value in enhancing their understanding of modern Chinese society. The effort has also been recognised by the External Examiner as shown in their feedback below:

(2023)"...I would like to congratulate the Mandarin team on their excellent work and great commitment to teaching. The new Classical Chinese module that they introduced this year is fantastic

and has opened up so many new possibilities for non-degree courses in the Chinese language at higher education institutions in the UK ! It's been a really successful endeavour, and I could see that the student's positive responses and enthusiasm during their oral exams…"

4.2 Challenges and Pedagogical Implications

There is no doubt that the teaching of classical Chinese in the UK faces significant challenges, influenced by several complex and evolving factors.

Firstly, the complexity of UK higher education curricula refers to the increasingly interdisciplinary nature of university programs and the integration of diverse subjects. The emphasis on developing transferable skills and critical thinking, which is a hallmark of UK education, means that teaching classical Chinese needs to go beyond rote memorization and translation of texts and instead focus on how students can apply what they learn from the classical and historical texts in broader academic and cultural contexts.

Secondly, globalization has brought a diverse range of students from different linguistic and cultural backgrounds into the classroom. This diversity is both an opportunity and a challenge. While it enriches the learning environment, it also means that students often come with varying levels of prior knowledge and different learning needs. Classical Chinese, being deeply rooted in Chinese culture and history, may pose difficulties for students who are unfamiliar with these contexts. On the other hand, some students may have studied classical Chinese before, either through formal education or personal interest, while others are completely new to it. Teaching students with varying levels of familiarity with classical Chinese can lead to issues with pacing. Finding a balance is challenging, especially in larger or mixed-level classrooms.

Furthermore, students studying classical Chinese often have varying motivations. Tailoring the content to make it engaging for all students, regardless of their motivations, is a challenge. Teachers must find ways to keep the course stimulating for those who want a deep understanding while not overwhelming casual learners.

Another challenge brought by globalization to classical Chinese teaching is that for native Chinese speakers studying abroad, the global context often presents challenges in reconciling their cultural identity with influences from other cultures. While learning classical Chinese abroad can deepen their understanding of their own heritage, it may also lead to questions about how their cultural roots fit into a modern, globalized world. They may face tension between maintaining a strong sense of their traditional identity and adapting to new cultural environments. In this global context, teaching classical Chinese becomes more than just help students master a language; it is an offer of ways for students to

explore their cultural identity, to understand cross-cultural dynamics, and to engage with China's vast historical legacy in a world that is increasingly interconnected.

Finally, the rapid development of technology adds another layer of complexity. While technology offers new ways to engage students, such as digital resources, interactive platforms, and online collaboration tools, it also demands that teachers adapt their traditional methods to these new mediums. In the case of assessment, the rise of generative-AI might present significant challenges for academic integrity. Given AI's ability to assist with or generate essays, teachers may need to rethink how they assess student learning. Essays could become more reflective, emphasizing original insight, critical thinking, and personal synthesis rather than factual recall or basic argumentation. Teachers will also need to teach students about the ethical use of AI tools, helping them understand when it's appropriate to use AI for research or writing assistance and when it crosses into academic dishonesty.

Given these challenges, teachers of classical Chinese face a long road ahead. Innovative approaches are necessary to address the intersection of curricular demands, student diversity, and technological advancements. Teachers will need to continuously experiment with new teaching techniques, including blended learning and project-based learning, to keep students engaged and ensure deep comprehension of the content.

In addition, there is an urgent need for further research into the teaching and learning of classical Chinese as a foreign language. Much of the existing literature on language pedagogy focuses on modern languages, and relatively little attention has been given to classical Chinese. Research is needed to explore effective methods for teaching its unique features—such as its literary style, historical context, and grammatical structure—to non-native speakers at different proficiency levels. Such research would help guide curriculum design, assessment methods, and teaching strategies, and ultimately contribute to the preservation and global understanding of classical Chinese.

In summary, the teaching of classical Chinese in the UK must evolve to meet the complex demands of a globalized, technology-driven, and interdisciplinary educational environment. Teachers must be innovative and adaptable, and more research is needed to ensure that the teaching of this ancient language remains effective and relevant in modern times.

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Incorporating Video Resources into L2 Chinese Classes: An Exploration Based on the Three Modes of Communication

视频资源在国际中文教学中的设计与应用—基于 ACTFL 的交流沟通模式

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摘要：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,如何以美国外语教学委员会（ACTFL）提出的“5C”标准中的交际模式为指导，设计和应用视频资源来进行国际中文教学，以提高学习者的交际沟通能力。本文为国际中文教学提供了新的教学思路和方法，有助于培养学习者在不同情境下灵活运用语言进行交际的能力。

关键词：国际中文教学；视频资源；交流沟通模式；教学设计

1. 引言

随着全球化进程的加速和中国国际地位的不断提升，国际中文教学在全球范围内日益受到重视。然而，传统的中文教学模式往往受限于课堂环境、教学资源及教学方法的单一性，难以满足学习者多元化、个性化的学习需求。在此背景下，视频资源作为一种生动、直观的教学工具，逐渐在国际中文教学中展现出其独特的优势与潜力。

视频资源是指利用数字技术和信息技术制作、处理和存储的，可以通过电视、计算机、手机等媒介进行播放和传输的视听内容，它具有真实场景再现、受众群体庞大、能够实现资源的再创造等特点 (孙宏文 et al., 2013)。这些资源可以是电影、电视剧、综艺节目、纪录片、广告、音乐视频、教育视频等现有的视频资源，能通过图像、声音、动画等多种形式的融合，打破时间和空间的限制，将学习的内容以更加直观、灵活的方式呈现给学习者。而教学视频资源指的是，直接用于教师与学生的教与学活动的所有视频资源的统称 (陈宗让 et al., 2009)。近几年在

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该领域的设计和应用方面的研究活跃度较高，主要探讨了视频资源在教学中的设计和运用，包括促进学习的教学视频设计原则、理论基础和评价工具研究等 (卜彩丽 et al.,2021)。

在语言教学中，视频的作用已经引起了广泛的关注，在上个世纪末 Garza (1996) 就讨论了在第二语言教学中使用视频材料的相关内容，特别是将其作为解决常用非交际性或仅限于文本教材问题的一种潜在方法。近几年的研究探讨了视频在语言教学中的作用，包括丰富课堂活动、提高学生理解力、激发学生兴趣等。这些研究一般采用实证研究方法，通过实验验证视频在语言教学中的有效性。一些研究侧重于开发和使用特定的视频教学资源 (Aminah, 2018; Unsiah et al., 2016)，而另一些研究则更关注评估视频教学的效果和满意度 (Abbas, 2018; Sanjadireja, 2020)，采用包括对比研究在内的多种分析方法。如马武林、杨玉顺 (2022) 对比了教学 PPT 与慕课视频在大学英语融合式教学中的效果，对英语慕课优化及融合式教学改革有所启示。

在国际中文教学中，视频资源的设计与应用已成为提升教学质量与效率的重要手段。通过精心挑选和设计视频内容，教师可以为不同水平、不同需求的学习者提供多样化的学习资源，满足其在学习词汇、语法、听力、口语、文化理解等方面的需求。目前研究的主要关注点在是在教学模式与策略的探索上，如牛长伟 (2014) 探索了开放视野下的“汉语新闻视听说”教学模式，强调利用新闻视频资源进行听说训练，提高学习者的语言实际运用能力；章欣 (2015) 提出了基于任务的汉语翻转课堂教学模式，其中视频资源被用作课前任务完成的重要工具，以提高教学效果；仲兰（2023）在慕课背景下，讨论了现代汉语教学模式的构建，其中视频资源作为关键组成部分，对提升教学质量和促进学生自主学习发挥了重要作用。其次，有个别学者对教学视频的内容做了研究，如谢仁敏、王天泽 (2023) 聚焦旅游类短视频在国际中文文化教学中的应用，指出这类视频不仅能增强学生的文化理解，还能激发语言学习兴趣，为视频资源的文化导向性设计提供了新思路。此外，随着技术的发展，也有基于 AI 技术设计的中文视听语料库，实现了视频资源的智能化管理、检索和应用，为视频资源在中文教学中的高效利用提供了技术支持和创新路径 (王涛 , 2024)。

然而，关于国际中文教学视频资源的更细致的教学设计和实践还较为鲜见。且由于视频资源的特点，较多学者在实践中将视频资源作为听力材料来应用。但在语言学习中，依据社会语言学的观点，中文教学应将培养学习者的交际能力作为国际中文教学总目标 (郑通涛 , 2011)。ACTFL（2024）也提出交际沟通是外语学习核心。因此，如何将视频资源与交际沟通任务结合起来，设计出更具针对性和实用性的教学任务，帮助学生在观看视频的同时，进行语言实践和交际练习，可以进行进一步探索。

2. 理论框架

美国外语教学委员会（ACTFL）提出的“5C”标准，即 Communication（交际）、Cultures

（文化）、Connections（连接）、Comparisons（比较）、Communities（社区），为外语教学提供了全面的指导框架。其中，交际作为其核心要素之一，强调了语言学习的多维度和实用性 (ACTFL, 2024)。在“5C”标准框架下，交际被细化为三种主要模式：理解诠释模式（Interpretive Communication）、人际沟通模式（Interpersonal Communication）、以及表达演示模式（Presentational Communication）。

理解诠释模式侧重于单向沟通，听众或读者无法与说话者 / 写作者 / 制作者进行互动 (ACTFL, 2024)。在这一模式下，学习者需要能够听懂或读懂各种形式的语言材料，包括口头和书面的信息，如讲座、讨论、新闻报道、学术论文等。

人际沟通模式强调双向或多向沟通，参与者可以进行互动 (ACTFL, 2024)，在真实情境中与他人进行有效交流的能力。这一模式涵盖了日常对话、社交互动、协商讨论等多种场景。学习者需要能够运用所学语言进行自然流畅的对话，表达个人意见、情感和需求，同时能够倾听并理解他人的观点。

表达演示模式也是单项沟通，侧重于培养学习者在正式或非正式场合下，通过口头或书面形式向他人传达信息、展示观点或解释概念的能力，说话者或写作者无法检查听众 / 读者是否理解 (ACTFL, 2024)。这一模式要求学习者能够组织清晰、连贯的语言，使用恰当的词汇和语法结构，以有效传达复杂的思想和观点。

综上所述，美国 ACTFL 的交际模式通过理解诠释模式、人际沟通模式和表达演示模式，全面覆盖了语言学习的各个方面，旨在培养学习者在不同情境下灵活运用语言进行交际的能力。这些模式相互关联、相互促进，共同构成了语言学习的完整体系。

3. 应用设计

在国际中文教学中应用视频资源时，首要步骤是依据教学目标，挑选或制作与教学内容高度相关的视频素材，确保其语言和内容具有针对性。播放视频时，教师应灵活运用暂停功能，适时抛出预设问题，激发学生即时思考，以此构建即时反馈机制。尤为关键的是，在视频观看前 / 中 / 后的阶段设计合理的任务，使学生维持注意力集中并积极参与学习进程。以下以交际模式为框架，列举若干实例加以说明。

3.1 理解诠释模式

理解诠释模式侧重于学习者对语言输入的理解与诠释能力。这包括听力理解和阅读理解，要求学习者能够准确捕捉语言信息，理解其深层含义，并能在不同语境中作出恰当的反应。学习者不仅要理解字面意思，还要能够解读言外之意、文化暗示等。ACTFL (2012) 特别提及到

该模式涉及听 (演讲，信息，歌曲) 或观看 (视频剪辑) 的真实材料。

填空

该任务可以对视频中出现的词汇进行练习，也可以对视频的关键信息处设置空白点。空白点的设计应遵循“适量、适度、适时”的原则。适量即确保填空数量既能引发学生思考，又不至于造成过大负担；适度指填空难度应与学生的认知水平相匹配，既具挑战性又具可达成性；适时则是在视频内容的逻辑转折或关键信息呈现时设置填空，以促进学生注意力的集中和思维的深入。

例：在电视剧《都挺好》的选段中，少时明玉去图书馆找她的爸爸苏大强要生活费。其语言点有“还没……呢”、可能补语“去不了”、固定搭配“挺……的”，也有时间、地点、人物等关键信息。可以设置填空练习如图 1。



选自电视剧《都挺好》

女：爸，我来拿这个月的的生活费。

……

那我先走了。

男：你站住，明玉。我还没说话呢。

明天晚上你得回家吃饭啊。

女：我有事去不了。

男：你都一学期没回家了。

我们都挺想你的。

你妈也想你了。

图 1：看视频填空的示例

复述句子

该练习要求学习者在观看视频后，对视频中的关键句子进行复述，以此锻炼其语言理解和表达能力。复述句子的原则在于准确捕捉原句的核心信息，可重复原句，也可用自己的语言进行重新表述，这既考验了学习者对语言输入的理解与诠释能力，也促进了其语言输出的流畅性和准确性。其次，复述任务的设计应多样化、层次化，以满足不同学生的学习需求。例如，可以要求学生在听后直接进行复述，或者给学生搭建支架、给出关键词语让学生补充完整。此外，还可以设置问题导向的复述任务，通过提问引导学生深入思考并准确复述相关内容。

例：在上述电视剧《都挺好》的选段中，教师可以引导学生：“学生 A，你是女儿，你看到爸爸，你说什么？”学生 A 复述：“爸，我来拿这个月的生活费。”教师继续引导：“然后呢，你不想跟爸爸说话了，你说什么？”学生 A 复述：“那我先走了。”老师问另一个学生 B，“学生 B，你是爸爸，你听到女儿说走以后你说什么？”学生 B 复述：“你站住，明玉，我还没说话呢……”通过这样的不断引导，老师帮助学生逐步完整地复述整个片段的内容。

回答问题

该任务要求学习者在观看视频后，根据视频内容回答预设的问题。问题的设置应紧密围绕视频的主题和情节，涵盖词汇、语法等多个层面，以全面考察学习者的语言掌握情况。问题设置可以是判断、选择、开放性问答、连线匹配、翻译等。这种练习方式侧重于锻炼学习者对语言输入的理解与诠释能力，通过回答问题，学习者可以进一步巩固对视频内容的理解，锻炼其语言组织和表达能力，从而提升其综合语言素养。

例：依旧以上述电视剧选段为例，根据情节可提问："她（明玉）在哪儿？""她在找书吗？"根据语言点可提问："明玉明天晚上能回家吃饭吗？为什么？"

3.2 人际沟通模式

此模式显著特征在于其双向互动性，即表现为一种相互往来的对话结构，通过提问与回答的形式促进人际间的有效交流。它全面融合了听、说、读、写四项语言技能，旨在实现口头或书面形式的深入沟通。该模式的核心优势在于，参与双方能够就欲传达的"意义"进行推测与深入探讨，借助肢体语言、面部表情等非言语手段以及其它辅助方式，共同验证信息的准确传达与理解程度。此外，该过程还强调根据对方的即时反馈，灵活地调整与修正自身的表达方式，以确保沟通的精准与高效。以下任务的设置能较好地实现语言的人际沟通功能。

学生问答

与理解诠释模式的回答问题不同，该任务鼓励学生主动提问并邀请同伴进行回答。教师首先引导学生观看视频，期间激发学生的思考，促使他们根据视频内容提出问题。视频观看结束后，学生被邀请分享自己的问题，这些问题需紧密围绕视频内容，涵盖知识点的理解、应用及评价等多个维度。在此过程中，学生自己提出的问题成为了双向互动的媒介，他们通过邀请同伴回答，实现了相互往来的人际交流。

视频配音

本练习任务聚焦于通过模拟视频配音过程，以提升外语学习者的语言技能及人际沟通能力。教师需先引导学生观看视频，分析视频内容，包括人物关系、情感变化及语言信息等，为后续配音练习奠定基础。随后，学生需根据视频画面进行配音，并可对台词进行创造性改编，但需确保沟通的流畅性及与画面情节的同步性。通过参与视频配音练习，学习者不仅能有效提升语言技能，还能深刻体验并实践人际沟通模式，增强双向互动性。例如，在上述电视剧《都挺好》的选段中，教师在引导学生准确复述完台词之后，可以将视频的声音关闭，随后指导学生根据视频中的画面内容，自行进行配音练习。

角色扮演

观看视频后，教师根据视频内容设计角色扮演任务。任务应明确沟通情境、角色分配、所需用语及沟通目标，确保学生能够在模拟的真实情境中运用所学语言。学生分组进行角色扮演，在过程中，学生主要通过对话来展现沟通过程，这要求他们不仅要准确理解角色设定，还要灵活运用语言和非语言沟通技巧，如倾听、表达、反馈等，以实现有效的双向互动，在模拟的真实情境中锻炼沟通技巧，提高语言表达能力。具体示例可见 3.4 课堂实例。

实时沟通写作

实时沟通写作是指利用互联网技术和实时通讯工具，多个参与者在同一时间或近乎同步的状态下，共同创作、编辑和讨论文本内容的过程，是书面形式的双向沟通。该任务要求学习者在观看视频后，根据视频内容或情境进行实时写作，并通过写作与其他学习者或教师进行实时沟通。实时沟通写作时确保写作内容与视频内容紧密相关，同时遵循语言教学的科学性、针对性和实用性，促进其语言双向沟通能力的提升。

例：在进行“礼物”等相关话题的学习时，课堂上选取了《汉语桥》节目中关于送礼的视频片段作为教学资料。为促进学生在视频观看后能够进行互动式的交流，特别设计了一项在微信平台上通过文字沟通来规划拜访朋友并赠送礼物的活动。此活动要求学生结合视频内容，围绕礼物的选择进行协商讨论。图 2 为该活动的具体实施中学生的实时沟通协作呈现。



选自《汉语桥》



图 2：看视频实时沟通写作的示例

3.3 表达演示模式

该模式构成了一种单向的信息传递机制，其核心在于运用口头表达（说）与书面表达（写）的能力，精准且有效地传达个体的思想、理念及具体内容给目标听众或读者群体。在此框架下，演示者被明确要求采用目的语文化圈内普遍理解与接受的语言表达习惯及文化内涵，以确保其信息内容能够准确无误地被接收者所领悟，从而促进跨语言、跨文化的有效沟通与交流。

视频内容分析与介绍

此任务要求学习者在观看视频之后，对所选视频片段或者相关画面进行介绍。他们需运用已掌握的语言技能，对视频内容进行剖析，并以书面形式呈现。为了促进这一目标的实现，教师宜提供支架式的语言结构支持，加强对词汇、句型及篇章结构等语言要素的训练，从而进一步提升学习者用中文进行书面表达及信息传递的能力。具体示例可见 3.4 课堂实例。

视频内容改写或续写

学习者在观看视频后，需要基于视频内容进行创意性的改写或故事性的续写。学生根据个人兴趣和理解，选择改写（即保持基本情节框架，但调整细节、语言风格或视角）或续写（即在视频结尾后继续发展故事）的方式。教师应注意提供改写与续写的基本技巧和方法，提供支架式的语言结构支持，以锻炼了学习者的书面表达能力。

例：《成功之路 - 进步篇 1》的第三课《给父母的一封信》采用的是书信文体形式。在教学过程中，引入了由好妹妹乐队改编的音乐视频作品《一封家书》，旨在让学生通过观赏该视频，学习并记录下书信文体的结构框架与核心要点。随后，学生需参照视频歌曲的内容，结合自身实际情况，创作一封个性化的书信，致予自己心中所想之人。图 3 展示的是学生在完成视频观赏后，所撰写的改编书信实例。

<table>
<tr>
<td>
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<td>给奶奶的一封信

亲爱的奶奶:
您好!
您别担心！我知道您看不懂中文。虽然您看不懂中文，但我想给您一封我用中文写的信，让您看我的中文水平已经提高了。我一回威尼斯来，就把这封信翻译成意大利语，这样您可以明白我写的意思。奶奶，您知道吗？我每天都在想您。您最近怎么样？身体好吗？
我来苏州学习已经三个月了，我在这儿挺好的。奶奶不要牵挂。苏州特别漂亮，对很多人来说苏州是东方的威尼斯。我给您一张照片，这样您可以看，然后告诉我你同意不同意。每个星期，从周一到周五我去上课，下课以后我要写作业，晚上的时候我跟朋友们一起去吃饭。我常常跟中国朋友一起去吃饭，他们可以帮我点菜。虽然在苏州有很多意大利餐厅，但是我一次都没去过。
我越在中国越爱中国。在中国，我去了很多有名的地方比如上海、桂林、张家界什么的。不但中国风景很美丽，而且中国人很热情。我遇到事情的时候，每次都有人帮助我。
好了，先写到这儿吧。我觉得时间过得很快。我还要在中国待两个月，快回国了。奶奶多保重身体，不要让我放心不下。祝您身体健康!
此致
敬礼

爱您的孙子: [redacted]
11 月 27 日</td>
</tr>
<tr>
<td>选自好妹妹乐队《一封家书》</td>
<td>学生作品</td>
</tr>
</table>

图 3：视频内容改写或续写的示例

观后感 / 影评

此任务要求学习者在观看视频后，记录下个人的感受、思考与评价，通过书面的语言向他人传达对视频内容的理解、情感反应及批判性见解。教师应引导学习者从多个角度对视频进行分析，如人物、背景、细节主题等，并提供支架式写作支持，设置一系列启发式问题或讨论议题，激发学习者的思考灵感，并鼓励他们运用所学的词汇、语法结构及表达方式，将这些分析转化为书面文字。

口头汇报

以上无论是对视频内容进行的分析与介绍、改写与续写，还是撰写观后感及影评，均为书面表达能力。教师可指导学生将这些书面成果转化为海报或幻灯片形式，进而进行展示并辅以口头报告。在报告环节中，教师应积极促进学习者的互动交流，鼓励提问与反馈，以此推动语言和知识的深度交流与共享。此教学设计策略，不仅有助于外语学习者深化对视频内容的理解与分析技能，而且在实践中能够有效提升其书面设计能力以及口头表达能力。

辩论

融入视频资源并开展后续辩论活动，是一种旨在激活学生思维、锻炼其语言表达与演示沟通能力的高级教学策略。在观看视频之时鼓励学习者记录关键信息、提出疑问，为后续的辩论准备奠定基础。在观看视频后，教师提供任务安排，如下图 4 所示。学习者根据任务安排，围绕视频主题或其中的争议点进行思考，准备充分的论据与观点，进而参与到辩论之中。辩论过程中，学习者需运用精准的语言及有力的证据来支持自己的立场，同时也要具备倾听对方观点、进行反驳的能力，所以也兼具理解诠释模式与人际沟通模式。

<table>
<tr>
<td>
</td>
<td>准备辩论赛：
首先：每组有6个人。3个正方（同意），3个反方（不同意）
正方一辩：看法　　反方一辩：看法
正方二辩：反对（你说的不对）+看法　　反方二辩：反对（你说的不对）+看法
正方三辩：总结（我方的看法）　　正方三辩：总结（我方的看法）　　（每个人>3分钟）
然后：自由辩论，每个人都可以说一说看法。　（一共5分钟）
最后：三辩总结。　　（每人3分钟）</td>
</tr>
<tr>
<td>选自综艺节目《非正式会谈》</td>
<td>辩论任务练习单</td>
</tr>
</table>

图 4：看视频辩论任务安排

制作视频

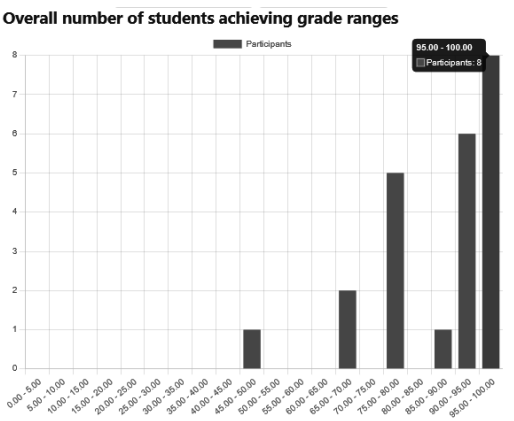
ACTFL(2012) 和 ACTFL(2024) 均列出表达演示模式中，学习者能以视觉方式展示视频，在

视频中展示口语能力。故此任务鼓励学习者在观看精选视频后，不仅吸收其内容，更要发挥创意，亲手制作视频作为学习成果的输出。这一过程中，学习者需深入理解视频主题，构思主要内容或框架，同时运用所学的语言知识进行脚本撰写、旁白配音或字幕编辑，全方位锻炼其语言表达与演示沟通的能力。例如，在进行“把”字句教学环节中，教师可以利用视频生动展示烹饪过程中“把”字句的实际应用案例，随后布置实践性作业，要求学生亲自拍摄一段视频，制作一道菜肴，并在这段视频中至少运用五个“把”字句，以此来加深理解和运用该句型的能力。

3.4 课堂实例

在交际语言教学模式下，任务设计并非孤立运用，而是需教师根据具体教学目标、学生语言能力及教学条件等多重因素，灵活整合与调配多种交际任务，以最大化教学效果。

以初级中文课程《这件衣服是中式的》为例，教师在该课程框架下，精选了与课程内容紧密相关的《你我他》教材配套视频资源，并依据教学内容进行了针对性剪辑，提炼出最符合教学需求、能有效激发学生兴趣与参与度的视频片段。随后，教师围绕这些精选视频，设计了一系列涵盖理解诠释模式、人际沟通模式和表达演示模式的教学任务，这些任务全面覆盖了听力理解、口语表达、阅读理解和书面写作等多个方面，让学生在实践中学习和运用目标语言，从而深化对“购买与描述衣物”这一主题的理解，并在实际语言交流中逐步建立运用中文进行有效沟通的能力。具体如下图 5 所示。

<table>
<tr><th>交际模式</th><th>教学任务</th><th>学习效果</th></tr>
<tr><td rowspan="2">理解诠释模式</td><td>
</td><td>
</td></tr>
<tr><td>观看视频并回答问题</td><td>听力练习正确率 84.67%(30)</td></tr>
</table>

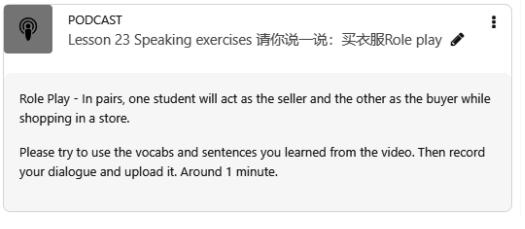
<table>
<tr><td rowspan="2">人际沟通模式</td><td>
</td><td>
</td></tr>
<tr><td>根据视频内容进行角色扮演</td><td>实时角色扮演的录音展示</td></tr>
<tr><td rowspan="2">表达演示模式</td><td>
</td><td>
</td></tr>
<tr><td>根据视频内容进行描述</td><td>书写练习成果展示</td></tr>
</table>

图 5：课堂教学实例

小结

综上，本文探究了交际模式理论视角下，视频资源在推动国际中文教育中的多元化应用模式及其实施策略。本研究围绕诠释模式、人际沟通模式及表达演示模式这三大核心框架，详细探讨了视频资源如何设计任务以促进学习者在语言理解、口头及书面表达能力上的提升。其目的在于丰富教学手段，优化教学效果，并推动学习者全面发展，特别是语言交际能力的增强。

在实际教学中，教师应根据学习者的认知水平和语言需求，灵活选择和组合这些模式，以期达到最佳教学效果。同时，教师还应注重提供支架式的语言结构支持，引导学习者深入分析和理解视频内容，鼓励他们运用所学的词汇、语法和表达方式，将语言知识与技能转化为实际的语言运用能力。

今后，进一步的研究应通过实证研究来验证视频资源在国际中文教学中的应用效果，并评估基于 ACTFL 交际沟通模式设计的任务的有效性。通过收集学生的反馈意见、学习成绩和交际能力等多维度数据，对教学效果进行客观评估，从而为后续的教学优化提供有力支持。

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注释

本研究中展示的学生作品部分已获得西交利物浦大学语言学院的伦理审查批准。

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Student Self-Produced Short Video as Oral Assessment – A Case Study of Chinese as a Foreign Language Beginner Class in Higher Education

学生自制短视频作为口语考核
——以高校对外汉语初级班为例

张东霞 Dongxia ZHANG
高威大学 University of Galway

Abstract: Language teaching in higher education faces the dual challenge of fostering proficiency and maintaining engagement. How to boost students' motivation, engagement, creativity, and team-work skills 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, the use of student self-made video to a shift from its passive use to its active use is becoming more popular for the past decade. There are researches in the use of student self-made video in teaching English, but little has been found in research on teaching Chinese as a foreign language in this aspect. Research on the use of student self-produced video in teaching and oral assessment in Chinese beginner course students in an Irish university is carried out. This research found that using student self-made video as a method in Chinese language teaching and assessment is welcome by most students. It has great potential to boost students' motivation, engagement, creativity, and team-work skills. The Pedagogy of this practice implies and integrates with PBL (Project Based Learning) or task-based learning and AFL (Assessment for Learning) theories. It has great potential in spite of challenges such as time-consuming and privacy protection issues.

Key words: Chinese as a Foreign Language (CFL), student self-produced video, Assessment for Learning, Task Based Language Teaching, Learning Orientated Assessment (LOA)

1. Introduction

The rapid development of information technologies, especially social media, has captured the

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attention of young people. Many students create videos and post them on platforms such as YouTube and TikTok to express themselves. This trend has inspired foreign language teachers to integrate students' interests into the learning process, using video creation to enhance listening and speaking skills.

Özgüç (2017) suggests that speaking ability is often considered the primary indicator of language proficiency by many learners, with speaking regarded as the most important skill in acquiring a foreign language among the four elements 'Listening, speaking, reading and writing'. Listening and speaking are prioritized over reading and writing Chinese characters in the elective Chinese modules studied in this paper.

Video began to be used as a tool for language learning and teaching in the 1980s, and many methodologies have since encouraged language teachers to incorporate video materials into their classrooms (Willis, 1983; Lonergan, 1984; Allan, 1985; Cooper, Lavery, and Rinvolucri, 1991 as cited in Bobkina &Romero, 2022).

Traditional oral assessments typically involve interviews in the target language, such as choosing a topic, performing a role play, or describing a picture. Most students are very nervous. In contrast, student-produced videos can serve as both formative and summative assessments, as well as engaging classroom activities. Students can watch each other's videos, offering feedback on grammar, pronunciation, and language use, or even sharing tips on editing techniques and creative ideas. This shifts the role of video from a passive learning tool to an active one, where students take ownership of their learning process.

Although there has been substantial research on the use of self-made videos in intermediate-level English as a Foreign Language (EFL) teaching over the past decade, there is limited research on this topic in Chinese as a Foreign Language (CFL) within higher education. This paper aims to enrich the research of video-based oral assessment by adding a CFL study and addresses the following two research questions:

1. How was video-based assessment implemented?
2. How do students perceive video-based assessment?

2. Literature Review on Student Self-Produced Videos in EFL

A search was initially conducted on Google Scholar, ResearchGate, and ScienceDirect using keywords such as "student-generated short video in EFL and CFL in higher education." Eleven papers from 2009 to 2022 were reviewed. No research on the use of student self-produced videos in

Communicative Language Teaching (CLT) in higher education was found. The following are the key findings from the 11 papers.

Zhang et al. (2022) conducted a literature review on the use of short videos in foreign language (English, French, German, Italian, Dutch and Korean) teaching and learning from 2013 to 2022, a research area they note is gaining increasing attention. They differentiate "short videos" from traditional audio visual materials, suggesting that short videos are more appealing to students and have greater potential to increase motivation and engagement (Lareta-Azelain et al., 2016 cited by Zhang et al. 2022). Ellis and Childs (1999) also found that students tend to lose interest after watching 15-minute video segments, recommending the use of shorter clips.

Zhang et al. (2022) classify short videos into three categories:

1. The use of Short Videos as a medium for listening exercises.
2. The use of Short Videos as an intervention by assigning students to make videos as homework.
3. The use of Short Videos as the central focus of studies as part of the curriculum.

This categorization allowed them to determine that short videos have become an independent research area in the field of foreign language teaching and learning, and to describe current trends. The review discusses the intrinsic characteristics of short videos in modern educational and multimedia environments, focusing on why short videos are used in classrooms and their potential as learning resources created by students, as well as their role as Open Educational Resources (OER). Finally, they highlight the innovative contributions of short videos compared to traditional audio-visual resources.

While Zhang et al.'s review emphasizes short videos as both a medium and a central research focus, they only briefly mention that while short videos were primarily used as teacher-provided resources in the studies they reviewed, they could also be used as student-created learning resources. This implies that the pedagogical implications of students as video creators are worth exploring.

In contrast, the literature review in this paper specifically focuses on short videos as an **intervention**. According to Couvaneiro and Pedro (2015), there is a growing need to focus on tasks that support student production in the classroom, enabling students to shift from being content recipients to content producers. Unlike traditional classrooms, which often emphasize passive reception of knowledge (Nikitina, 2009), these student-created productions encourage learner autonomy and ownership of learning, especially in communicative tasks involving real-life situations.

The use of student self-produced videos in teaching gained prominence only in the 21st century, as information technology shifted the focus from passive consumption aimed at enhancing listening skills to active production intended to improve speaking skills (Bobkina & Romero, 2022).

2.1 Research Methodologies used in the Literature Review Papers

The 10 empirical research papers reviewed primarily focus on the effectiveness of student self-produced videos in foreign language learning, mostly in English, with one study on Russian (Nikitina, 2009). The students in these studies ranged from elementary to intermediate levels (Gurman, 2014). Most video assignments were semester-long projects, although some were shorter-term assignments, such as four videos over a year (Hirat, 2009), a six-week project (Özgüç, 2017), and a seven- to eight-week project (Hanfner, 2011; Göktürk, 2016). One study involved video assignments every two weeks (Dang, 2022).

Peer feedback (Hirata, 2009; Hanfner, 2011; Bobkina & Romero, 2018) and self-assessment (Hirata, 2009; Özgüç, 2017; Li, 2018) were commonly used in these studies.

The data collection in these studies was typically conducted in small classes of 10 to 26 students, with the largest sample size being 100 university preparatory students from three different English proficiency levels (Aksela &Gürman-Kahraman, 2014). Several papers incorporated research frameworks, including Project-Based Learning (PBL) (Hanfner, 2011), Experiential Learning Theory (Li, 2018), Bloom's Taxonomy (Bobkina & Romero, 2018), and the Constructivist Perspective of Education (Nikitina, 2009).

The research methodologies included qualitative case studies (Hirat, 2009; Nikitina, 2009) with interviews and questionnaires, as well as a combination of qualitative and quantitative data analysis using statistical software (Hirata, 2009; Hanfner & Miller, 2011; Aksela & Gürman-Kahraman, 2014; Özgüç, 2017; Dang et al, 2022). Quantitative methods with quasi-experimental designs, using control and experimental groups, were employed in the studies by Li (2018) and Dang et al. (2022).

Table 1: A Summary of Literatures Reviewed

Reference	Theory Framework	Methodology	Participants	Language 2
1. Hirata, Yoko 2009	No	Qualitative and Qualitative SPSS used	16 First Year University students	English intermediate
2. Nikitina, Larisa 2009	Constructive perspective of education	Qualitative case study	24 Second Year University students	Russian
3. Hanfner & Miller 2011	PBL Learning Autonomy	Qualitative interpretive and qualitative data analysis. Software MaxQDA used	67 university students	English intermediate

4. Aksela & Gürman-Kahraman 2014	No	Qualitative and Qualitative case study	100 preparatory to university students	English (beginner and Intermediate and upper intermediate students)
5. Göktürk , Nazlınur 2016	No	Qualitative and Qualitative	10 students university students	English intermediate
6.Naqvi,S & AI-Mahrooqi, Rahma 2016	No	Qualitative and Qualitative	58 university students	English intermediate
7. Özgüç, Nadide 2017	No	Qualitative and Qualitative	20 university students	English language higher level
8.Li, Xiangdong 2018	Experiential learning theory (Schön, 1983; Kolb, 1984)	Quasi experimental - two-group pre-test post-test comparison	29 university students	English intermediate
9.1 Bobkina, J. & Domínguez Romero, E. 2018	Bloomer's Taxonomy	Quantitative	97 university students	English intermediate
9.2 Bobkina, J. & Domínguez Romero, E. 2022	No	Quantitative	97 university students	English intermediate
10.Dang Thi Ngoc Anh et. al 2022	No	Qualitative and Qualitative Quasi-experiment with control and focus group	26 University Students	English intermediate
11. Zhang et al 2022	No	A literature review	N/A	English, French, German, Italian, Dutch and Korean

2.2 Research Findings

The 10 studies unanimously concluded that students generally welcomed the use of self-produced videos and that it enhanced their motivation. Most of the studies also demonstrated that video-making can improve students' language skills. For example, Özgüç (2017) discusses how student-produced videos in EFL classrooms, particularly at Kocaeli University, helped improve speaking skills. The study, which used the same questionnaire as Hirata (2009), found that creating videos provided students with the opportunity to review their own performances, evaluate their speaking skills, and

become more self-critical. However, the research also noted that the improvement in language skills was based on students' self-evaluations, and that further studies with more detailed assessment criteria were needed.

A study of using video for improving presentation skill conducted by Guo (2013, cited by Bobkina & Romero, 2022) suggested that students gained self-confidence through video recordings and were better prepared for real-life presentations, including improvements in pronunciation, intonation, body language, and overall language use.

However, not all findings were entirely positive. Göktürk (2016) found that although students were motivated by video-making, it did not lead to significant improvements in oral fluency. Some students felt that eight weeks was insufficient to improve their oral accuracy, suggesting that longer video production periods might provide more opportunities for practice. Furthermore, the study did not include a control group, limiting its ability to draw definitive conclusions.

While many studies highlight the benefits of video-making, some also caution about potential drawbacks. For instance, some students felt intimidated by the idea of being recorded, with concerns about stress and being the focus of attention during video playback (Kinzer, 1985; Biegel, 1998 cited by Özgüç 2017). Biegel (1998, cited by Özgüç 2017) recommended strategies such as assigning shy students roles like director or cinematographer to mitigate these issues.

Despite these concerns, most studies emphasize the positive impact of video-recording projects on speaking skills (Garza, 1996; Glenn, 1996; Katchen, 1991; Schultz et al., 2013, cited in Özgüç, 2017).

2.3 Research Limitations

In summary, while many studies show a generally positive attitude toward video-making in foreign language learning, but have notable limitations. Most of the studies are short-term and involve small sample sizes. Although the studies consistently demonstrate that students enjoy creating videos, more research is needed to assess the impact of video-making on language skills from the perspective of formal language assessments. Further investigation is also required to evaluate improvements in creativity and teamwork, using more detailed and comprehensive criteria.

3. Theory Review

The use of student self-produced videos in learning and assessment falls within the frameworks of Task-Based Language Teaching (TBLT), Project-Based Learning (PBL), and Assessment for Learning

(AFL) or Learning Oriented Assessment (LOA).

3.1 TBLT in Foreign Language Teaching

Task-Based Language Teaching (TBLT) was first advocated by N. Prabhu in the 1980s. TBLT focuses on designing teaching materials around practical tasks in authentic language situations, such as meeting people, dining out, and shopping. Grounded in the principles of Communicative Language Teaching (CLT), TBLT addresses the limitations of traditional teaching approaches like the PPP model (Present, Practice, Produce) (Ellis, 2003).

Project-Based Learning (PBL) is another learner-centred approach that is widely used in fields such as engineering and medicine. It was applied to English as a Second/Foreign Language (ESL/EFL) teaching in Europe during the 1980s and in North America in the late 1990s. While TBLT and PBL share the same underlying philosophy, PBL tends to focus more on larger, curriculum-based projects, while TBLT is typically more task-oriented and smaller in scale.

Within the context of TBLT, the assessment of learning outcomes is centred on the successful completion of tasks. Learning-Oriented Assessment (LOA) extends TBLT further by emphasizing the integration of assessment within the learning process. Both approaches are student-cantered and promote teamwork to achieve communicative goals. In this framework, teachers take on the role of facilitators or coaches who design and manage tasks, provide feedback, and incorporate assessment into the learning process. Students work collaboratively to complete tasks, simulating real-life scenarios and building skills for further communication and independent learning.

3.2 Assessment for Learning (AFL)/Learning Oriented Assessment (LOA)

Assessment should be seen as an integral part of the learning process and should play a central role in motivating student engagement (Hargreaves, 1997). Learning-Oriented Assessment (LOA) shifts the focus of assessment towards learning itself, reconfiguring assessment design to emphasize its role in enhancing learning outcomes (Keppell & Carless, 2006). LOA shares similarities with formative assessment, particularly in its learner-centred approach. It can take the form of activities that are either formally credited or not.

Traditionally, assessments have been used primarily for certification purposes, such as standardized proficiency tests. However, assessments should also serve the broader purpose of promoting learning. Their goal is not merely to test acquired knowledge but also to foster student motivation, problem-solving abilities, communication skills, and, most importantly, the ability to engage in inde-

pendent learning beyond the classroom. The Learning-Oriented Assessment approach aligns with the ethos of "teaching how to fish, rather than giving fish"—a metaphor that emphasizes student autonomy in selecting tasks, designing activities, and participating in the assessment process, thus enhancing their understanding of the material.

LOA is underpinned by three core principles:

1. **Assessment as Learning Tasks**: Assessment tasks should be learning tasks, designed to engage students in the learning process.

2. **Student Involvement in Assessment**: Students should be actively involved in understanding learning goals, assessment criteria, and standards. This engagement enhances their motivation and commitment to the process.

3. **Feedback to Promote Learning**: Effective feedback is essential for helping students understand their strengths and areas for improvement. It serves as a "feedforward" mechanism, enabling students to apply insights to future work.

A content analysis of LOA practices identified several key themes: self-assessment, peer assessment, technology-enhanced assessment, feedback, and portfolio assessment (Carless, 2007). LOA can be either formative or summative, depending on its application. As Carless (2009) states, the key aim of all assessments, whether summative or formative, is to promote productive student learning. LOA is particularly valuable because it emphasizes learning outcomes rather than merely measuring them (Keppell & Carless, 2006). Effective feedback within the LOA framework also serves a metacognitive function, helping students reflect on their learning (Kim, 2009).

3.3 Summary

According to Race (2007), successful learning is underpinned by five key factors**: Wanting, Needing, Doing, Feedback**, and **Digesting**. These elements play a crucial role in enhancing motivation and sustaining student interest.

- **Wanting** represents motivation, interest, and enthusiasm, which are vital for student engagement.
- **Needing** refers to the sense of necessity and survival, emphasizing the importance of relevant and meaningful learning activities.
- **Doing** involves practice, repetition, and experiential learning through trial and error.
- **Feedback** encompasses reactions from peers and teachers, providing students with insights into their progress.
- **Digesting** is the process of making sense of what has been learned and internalizing it.

Learning through doing is essential, as students not only gain experience but also learn from their mistakes. Constructive feedback from peers and teachers facilitates both digestion and doing, ultimately nurturing motivation and supporting continuous improvement.

While student self-produced video assessments are typically summative in nature, the process itself can be viewed as a series of formative assessments. Research consistently shows that assessment should not solely be about testing students' proficiency but also about facilitating their learning and progression (See, for example, Black & Wiliam, 1998; Carless, 2006/2008/2009/2015). This can only be achieved through active student engagement, which includes selecting learning materials, participating in class activities, and engaging in self-assessment and peer-assessment.

In Chinese, the word " 学习 " (xuéxí, meaning "to learn") has two connotations: to learn and to put that learning into practice. The character " 学 " symbolizes the power of knowledge to enlighten a student, while " 习 " represents the wings of a young bird, suggesting that knowledge cannot be truly acquired without practice. This idea is encapsulated in the ancient Chinese text *The Book of Rituals* (6th century B.C.), which emphasizes the importance of self-reflection and continuous improvement in teaching and learning. This aligns with the modern concepts of **active learning** and **peer teaching.**

The Chinese philosopher Xunzi (荀子 , 316–237 B.C.) famously stated: "Not hearing it is not as good as hearing it; hearing it is not as good as seeing it; seeing it is not as good as knowing it; knowing it is not as good as doing it. Learning stops when it comes to practice. If you practice it, you master it" (Xunzi, 4th century B.C.). This statement resonates with the principles of Project-Based Learning (PBL), reinforcing the idea that learning is most effective when it is actively applied.

4. Methodology

4.1 Participant Information

The Chinese beginner's course at the University of Galway, Ireland, is offered to second-year and final-year Commerce students (approximately 20 students) and first-year BA language students (approximately 10 students). The students range in age from 17 to 23 years old and include both male and female participants. The BA Chinese module is a 5 ECTS, one-hour weekly course across two semesters, totalling 24 weeks. The Commerce Chinese course consists of two modules: Module 1, which is worth 5 ECTS and includes two hours of language instruction and one hour of culture per week for one semester; and Module 2, also worth 5 ECTS, held in the second semester with the same

contact hours. Students who successfully complete Module 1 can progress to Module 2.

4.2 Assignment Objectives

The video-based oral assignments aim to assess students' pronunciation, fluency, grammar, and the right use of language in everyday contexts, such as general greetings, meeting new people, making suggestions, asking for opinions, self-introduction, discussing timetables, shopping, and dining out.

4.3 Instructions

Students are required to create a short video using phrases they have learned during the course, and they may add new phrases based on the storyline of their videos. The assignment is introduced at the beginning of the semester, with a deadline in the final week. The process includes writing a script, rehearsing, and producing the final video, with continuous feedback provided by the lecturer. For new phrases, students engage in self-directed learning. While most videos replicate dialogues from the course, some students produce creative and humorous short films. For example, one group uses a quiz format, while another recreates a weather forecast to illustrate language use. The assignment encourages teamwork, collaboration, and creativity, and students report finding the experience enjoyable—though some are initially shy about watching themselves on the big screen at class. Some videos, with their consent, may be used as material for future classes.

Figure 1 Sample Assignment of Module 1

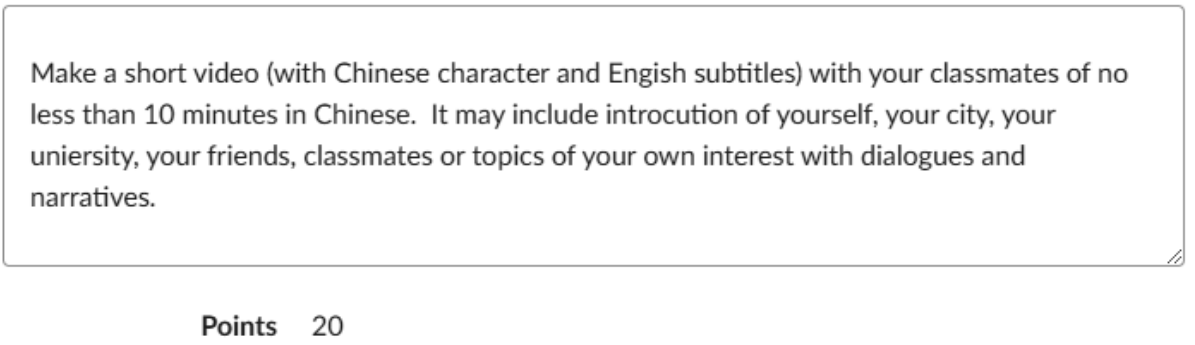


Table 2 Rubrics

Oral Test				
Criteria	**Ratings**			**Pts**
Pronuciation	**6 Pts** **Proficient** Close to perfect pronunciation with slight accent	**4 Pts** **Competent** can be understood with some accent	**2 Pts** **Novice** Difficult to understand with strong accent	6 pts
Fluency	**6 Pts** **Proficient** Very fluent and well prepared	**4 Pts** **Competent** moderate fluent	**2 Pts** **Novice** not fluent and not well prepared	6 pts
Grammar	**3 Pts** **Proficient** No grammar mistakes	**2 Pts** **Competent** Some grammar mistakes	**1 Pts** **Novice** full of grammar mistakes	3 pts
Content	**5 Pts** **Proficient** Content is interesting and covers all phrases.	**3 Pts** **Competent** Covers most phrases.	**1 Pts** **Novice** Content overs little phrases.	5 pts
				Total points: 20

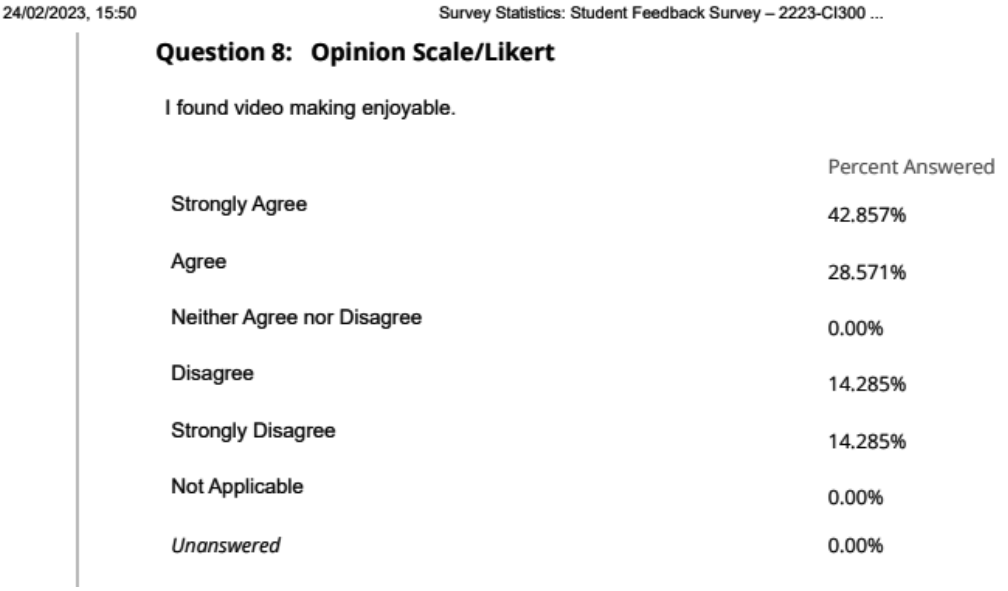
4.4 Findings and Discussion

Since the introduction of student-produced videos as an oral assessment, many students have expressed positive attitudes toward this method. The videos are also used as audio-visual materials for new students, with the video creators' consent.

According to end-of-semester student feedback, most students enjoyed this form of assessment. Only one out of 40 students in the 2019/20 academic year did not appreciate making the video, citing the time-consuming nature of the task. The majority, however, found it a fun and engaging way to learn the language. They rediscovered their creativity through acting, editing, and scriptwriting.

In the 2022/23 academic year, a survey conducted via Education Platform Blackboard (with 9 out of 14 students responding) found that 43% of students strongly enjoyed making the videos, 29% found it enjoyable, while 14% disliked it, and another 14% strongly disliked it. It is understandable that some students, particularly those with shy dispositions, feel uncomfortable in front of the camera, especially when the videos are shown at class.

Table 3: 2022/23 Module 1 (Total Commerce students 14)



24/02/2023, 15:50 Survey Statistics: Student Feedback Survey – 2223-CI300 ...

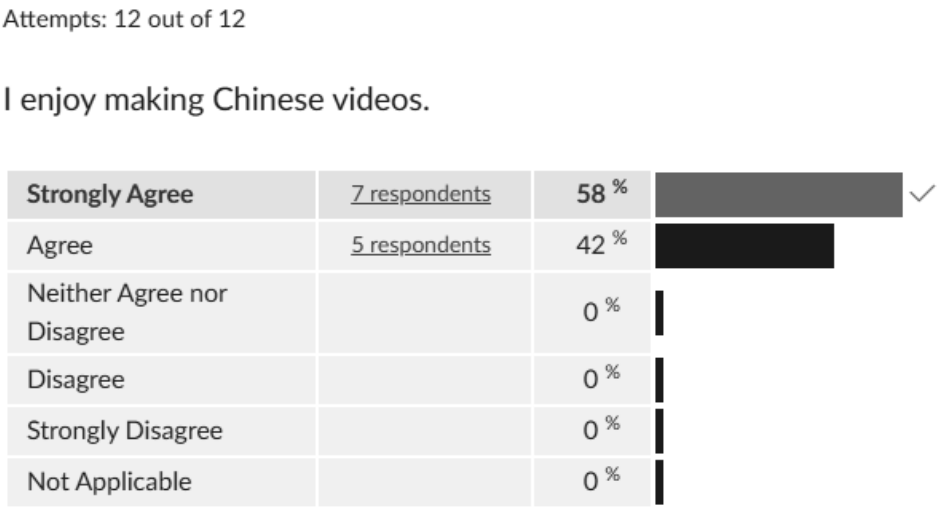
Question 8: Opinion Scale/Likert

I found video making enjoyable.

	Percent Answered
Strongly Agree	42.857%
Agree	28.571%
Neither Agree nor Disagree	0.00%
Disagree	14.285%
Strongly Disagree	14.285%
Not Applicable	0.00%
Unanswered	0.00%

9 out of 14 students responds to the survey on Blackboard (Education Platform used by the University then).

Table 4: 2023/24 CI301 Module 2 (Total Commerce students 21)



Attempts: 12 out of 12

I enjoy making Chinese videos.

Strongly Agree	7 respondents	58 %
Agree	5 respondents	42 %
Neither Agree nor Disagree		0 %
Disagree		0 %
Strongly Disagree		0 %
Not Applicable		0 %

12 out of 21 students responded to the survey on Canvas (Education Platform used by the University now)

The survey in 2023/24 shows in Table 2, no students did not like this form of assessment.

Table 2 (2022/23 Module 1) and **Table 3** (2023/24 Module 2) show survey responses from stu-

dents on their experience with video-making as an assessment tool. In the 2023/24 survey, no students reported disliked this form of assessment.

Interviews conducted with 4 students revealed that while video-based assessment was not used in other courses, students in the Chinese course particularly enjoyed it. Students were asked the following questions:

1. Is video-based oral assessment used in your other course?
2. Are you shy in front of camera?
3. Do you enjoy making videos?
4. What suggestion do you have for video making?

Student L from the BA Global Languages program noted that making videos was the most enjoyable aspect of learning Chinese and wished it could be implemented in other languages.

When asked about whether they were shy in front of the camera, Student A from the BA program stated that she had no issues with being on camera, while some students initially felt shy but became more comfortable over time. Student T remarked, "I was shy at first but got used to it as we progressed."

Creativity is a key factor in fostering motivation and enjoyment in learning (Torrance, 1962; Starko, 2014). Student videos from Module 2 (2023/24) exhibited significant improvements not only in pronunciation and grammar but also in the originality, humour, and appeal of the storylines. The second video projects generally showed greater quality in terms of length, content, and effort compared to the first video. Group work, which is incorporated into all assignments except for the final exam and class tests, fosters a sense of involvement among students and enhances their communication and cooperation skills—important competencies for life beyond university.

5. Conclusion

Questionnaire and interview results from students at the University of Galway, Ireland, over the past two years as shown in the previous section reveal that the use of student self-produced videos as a tool for teaching and assessing Chinese language skills is well-received by most students. A comparison between the first video assignment in semester one and the video assignment in semester two shows significant improvements in students' creativity (videos becoming longer and more interesting in plots) alongside the development of language skills (more fluent).

The pedagogy underlying this practice aligns with and integrates the principles of Project-Based Learning (PBL), Task-Based Language Teaching (TBLT), Assessment for Learning (AFL) or

Learning-Oriented Assessment (LOA) theories, as well as ancient Chinese philosophy of Xun Zi on learning. This research concludes that student-made videos are an engaging and effective tool for teaching Chinese as a foreign language. Despite challenges, such as the time-consuming nature of the project for both students and instructors, student-produced videos have great potential. Proper planning and scaffolding are essential to manage time effectively and avoid overwhelming students.

Further, a larger-scale study and more detailed surveys are necessary to more comprehensively evaluate the effectiveness of student self-produced videos in teaching and assessment. Such research could help confirm that this pedagogical strategy is indeed innovative and valuable in fostering creativity within language instruction. Peer assessment also plays a significant role in enhancing student engagement, as it encourages collaboration and reflection.

By embracing experiential learning, project-based assignments, and collaborative activities, foreign language instructors can create more immersive and meaningful learning experiences. These approaches not only enhance students' language skills but also have potential to help cultivate critical thinking, problem-solving, and communication abilities that are essential for success in today’s globalized world. This is valuable not only during students' university years but also as they prepare for their future careers.

6. Further Research and Challenges

This research opens several avenues for further investigation, particularly in areas such as peer assessment, creativity in foreign language teaching (FLT), and project-based learning (PBL). The immediate challenges and areas for future development can be summarized as below:

1. **Peer Assessment Process**: Incorporating peer review into the assessment process provides opportunities for students to give and receive constructive feedback. Facilitating discussions and reflections on the videos can deepen students’ understanding of the content and enhance learning outcomes.

2. **Privacy and Ethics**: Ethical considerations, including privacy and consent, must be carefully addressed when sharing videos, either publicly or within an educational setting. This requires a clear understanding of how to handle student data and content responsibly.

3. **Pedagogical Integration**: Integrating video projects into the curriculum requires alignment with learning objectives and instructional strategies across the institution. Ensuring that video assignments are pedagogically coherent with broader course goals is essential for maximizing their impact.

While research and anecdotal evidence from this study show that the majority of students have

a positive view of creating videos, it may take longer than one or two semesters to demonstrate measurable improvements in language skills, creativity, and teamwork. There is also a small number of students who are reluctant to appear in videos, a challenge that may stem from factors beyond mere shyness. Language teachers can play a significant role in addressing these challenges through encouragement, providing resources, offering support, and considering alternative assessment methods.

To build on these findings, further large-scale, longitudinal, quasi-experimental research is needed. This research should include control and focus groups, as well as more detailed questionnaires that could measure creativity, engagement, and language development.

Statements in students' perception on 'team work, creativity, self and peer assessment' may be added in the Likert scale (e.g., Disagree Strongly, Disagree, Neutral, Agree, Agree Strongly) questionnaire.

Interview questions could be further refined to explore students' perspectives on video assignments. Potential questions include:

1. How did you manage teamwork during the project?
2. How can the lecturer better support the video project?
3. What is your opinion on using peer assessment in future video assignments?

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Appendix 1: Interview Questions

1. Do you enjoy video assignments compared to traditional oral exams in foreign language learning?
2. Are you satisfied with the quality of your videos?
3. How did you find the process of creating your videos?
4. What have you learned from making videos?
5. Did you face any technical challenges while making videos?

第三部分

Part 3

The Characteristics, Challenges, and Countermeasures of the integration of Mandarin Chinese into the Irish National Education System

中文纳入爱尔兰国民教育体系：特征、挑战与对策

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摘要：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。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、“专业 + 中文”本土复合型人才不足等挑战。对此，从顶层设计、师资建设、孔院助力、人才培养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。

关键词：中文纳入国民教育体系，教育政策，爱尔兰中文教育研究

1. 引言

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。正如王辉（2023：11）指出：“据统计，当前全球 190 多个国家和地区开展中文教学项目，85 个国家将中文教学纳入国民教育体系，开设中文课程的各类学校及培训机构共 8 万多所，海外正在学习中文的人数超过 3000 万。”这表明，中文正逐渐进入越来越多国家国民教育体系的基础教育阶段，标志着国际中文教育步入本土化高质量发展的新阶段。

2022 年，中文成为爱尔兰高考外语选考科目。周微（2024）指出，这是爱尔兰中文教育历史上的重要里程碑，标志着中文已进入爱尔兰国民教育体系。本文通过对中文纳入爱尔兰国民教育体系的现状、特点、挑战及应对策略进行深入研究，为推动爱尔兰中文教学高质量发展提供参考。

2. 文献回顾

爱尔兰的中文教育研究始于 21 世纪初，研究主要集中在中文教学发展、各阶段中文教育推广和爱尔兰孔子学院的发展等方面。罗青松（2012：22）指出“主流教育中的汉语教学，是伴随孔子学院在当地的汉语推广工作，逐步获得生长点并发展起来的”。文章重点研究了中学课程设置和中文教学大纲，并在此基础上提出了大纲本土化的建议。吴琦（2018）对都柏林地区中学和大学的中文教学进行调查与研究，指出该地区教学中的可取之处，同时也发现存在的问题，并提出改进建议。王晓雨（2016）则针对科克地区的中学中文教学展开研究，分析了该地区的中文教学现状，并提出了具体的对策。这些研究为当地中文教学提供了重要的参考价值。蔡永强（2014：11-12）指出“孔子学院在爱尔兰挂牌运营以来，一直在大学和中学两个方向开设语言文化类课程，另外还有面向社会群体的各种类型的汉语短期强化课程、晚间课程等”。自 2006 年以来，爱尔兰的孔子学院 / 孔子课堂在全国范围内相继建立，并呈规模化发展趋势，这对中爱两国教育领域合作和中文教学的推广发挥了重要作用。

3. 研究方法和步骤

本文主要通过收集、分析来自知网等期刊、光明日报的新闻报道、中国人民大学孔子学院办公室官网、爱尔兰国家课程与评估委员会（National Council for Curriculum and Assessment，NCCA）官网、爱尔兰国家考试委员会（State Examinations Commission，SEC）官网、爱尔兰各大院校和孔子学院官网等资料和数据，研究爱尔兰国民教育体系中的中文教育现状、特点、现阶段发展过程中面临的挑战及应对策略，旨在推动中文全面纳入爱尔兰国民教育体系。

4. 中文纳入爱尔兰国民教育体系的概况

4.1 中文纳入爱尔兰国民教育体系的发展历程

爱尔兰中文教学起步较晚，但近年来发展迅速。2006 年都柏林大学孔子学院成立，这也是爱尔兰第一所孔子学院。随后科克大学和戈尔韦大学孔子学院相继建立。2012 年，爱尔兰在中学过渡年（Transition Year）引入中国语言和文化课程。2014 年，爱尔兰教育部将中文列入初中选修课程。2020 年起，将中文列为高中外语选修科目。2022 年，设立高中毕业证书（Leaving Certificate）中文科目考试，这是爱尔兰中文教学发展的里程碑，推动了爱尔兰中文教学标准化、规模化发展，标志着中文纳入爱尔兰国民教育体系进入新的发展阶段。此外，都柏林大学、科克大学和都柏林城市大学等多所重点大学先后开设了中文课程及相关专业，并授予学士或硕士学位，培养了许多中文专业人才。

4.2 中文纳入爱尔兰教育体系的现状

4.2.1 基础教育阶段中文教学

基础教育阶段是海外青少年提高中文学习水平、培养中文学习能力的重要阶段。爱尔兰基础阶段中文教学起步较晚，但发展迅速，成效显著。

从整体上看，爱尔兰开设中文课程的中学数量呈逐年递增的趋势。自 2020 年爱尔兰国家课程与评估委员会首次制定了《高中毕业证书中文课程大纲》(*Leaving Certificate Mandarin Chinese Curriculum Specification*) 以来，中文教学进入黄金发展期。

从课程设置上看，目前大多学校，如 St. Benildus College、St. Dominic's College、Our Lady's School 等开设的中文课以兴趣课为主，教学内容以文化课程为主，语言课程为辅。少数学校，如 Belvedere College S.J. 在初中阶段开设了中文选修课，教学内容则以语言教学为主，70% 为语言课程，30% 为文化课程。同时，也有部分学校如 St. Vincent's Castleknock College、Loreto Secondary School Bray 在高中阶段开设了面向高考的中文选修课程。

从教材使用上看，爱尔兰中学目前使用的教材多为通用型教材，也有少量本土教材和一些尚未出版的教材，包括《快乐汉语》《轻松学汉语》《轻松学中文》《GCSE Chinese》《中国语言文化入门》《爱尔兰中学过渡年中国文化及语言教学资源包》《爱尔兰中学初级汉语》（待出版）等。

从教学评估上来看，中学过渡年的中文兴趣类课程主要采用过程性评估，评估重点放在学生的课堂表现和任务完成情况，课程结束时教师会对每位学生进行综合评价并给予反馈。如果学校实行课程轮换制度，如每节课有不同学生参与，或每三到四周更换一批学生，则通常不设置评估要求，以培养学生兴趣为主要目标。初中阶段的中文选修课程，评估主要采用课堂评估(CBA, Class-Based Assessment) 的方式，学生经过三年的系统学习后，需在毕业时完成一个中文项目，设计 PowerPoint，并在全班同学面前进行展示，教师会根据项目的完成情况进行评估并给予反馈。高中阶段的中文选修课程，针对高考设置了多种评估形式，包括入学前的语言测试、课堂测验、课后作业以及期末考试等。通过这些评估手段，教师对学生进行全面的综合评价并提供反馈，帮助学生更好地准备高考中文科目考试。

4.2.2 高等教育阶段中文教学

随着中爱经贸往来的日益频繁，爱尔兰对中文人才的需求不断增加。目前，爱尔兰本土中文复合型人才的缺口很大。为了满足这一需求，爱尔兰多所高校，如都柏林大学、科克大学、戈尔韦大学、都柏林城市大学、都柏林理工学院、梅努斯大学、圣三一大学等，都纷纷开设了中文课程，致力于培养高端中文人才及“专业 + 中文”复合型人才。

以都柏林大学为例，该校中国研究院提供中国学辅修专业，商学院、社会科学学院和食品商务学院的学生均可选择中国学作为辅修科目。他们的主修专业涵盖国际商务、国际关系与政治学、经济学、食品商务等领域。

从课程设置上看，都柏林大学的中国学辅修课程不仅包含语言课程，还涉及中国文化、现代中国、商务等课程。学生在大学三年级有机会前往中国人民大学进行为期一年的交换学习，第一学期以中文强化课程为主，第二学期则主修英文授课的专业课程，并辅以少量中文课程。这种安排不仅让学生用英文学习专业知识，还通过中文课程和赴华留学的机会提升中文水平，深入了解中国的文化与社会，为他们毕业后从事与中文相关的工作奠定坚实基础。

从教材使用上看，都柏林大学的中国学辅修课程所使用的教材有《HSK 标准教程》系列教材、《成功之道——中级商务汉语案例教程》等语言类教材，此外，课程还使用了《Governance and Politics of China》、《Changing Media, Changing China》、《Doing Business with China: The Irish Advantage and Challenge》等，涵盖中国政治、媒体、商业等领域。这些教材的使用不仅帮助学生打下扎实的中文语言基础，还让他们深入了解中国的政治、经济与文化，为在中文相关领域的学习和职业发展提供全面支持。

从教学评估上看，课程采用过程性评估与总结性评估相结合的方式。语言类课程通常通过课堂测验、课后作业、项目展示和期末考试等多种形式进行评估，各部分成绩共同构成最终的总成绩。非语言类课程则主要通过小组作业、项目展示和论文等方式进行考核。这种评估模式不仅注重学生在学习过程中的表现，还通过多样化的评估手段全面衡量学生的综合能力与学习成果。

4.2.3 爱尔兰孔子学院中文教学

目前，爱尔兰国内有 3 所孔子学院和 12 个孔子课堂。第一所孔子学院是 2006 年在都柏林大学创办的。十八年来，孔子学院在都柏林、科克和戈尔韦等主要城市蓬勃发展。

以都柏林大学孔子学院为例，该院成立于 2006 年，与中国人民大学合作，是全球首批孔子学院之一。根据人民大学孔子学院办公室（2024）官网，多年来，都柏林大学孔子学院在爱尔兰中文教育和文化推广中取得了优异成绩，先后三次获得全球“先进孔子学院”荣誉称号。2013 年，被评为“全球示范孔子学院”。

都柏林大学孔子学院提供多种中文课程，比如开设高考中文培训班、中文兴趣班、舞蹈班、美术班、晚课班和远程班等，吸引了大批爱尔兰中文学习者，并通过丰富的文化活动，提升了中华文化的影响力。为了提升教师队伍的专业水平，学院定期组织中文教师技能培训，并举办 HSK、YCT 考试，进一步推动了中文在爱尔兰地区的发展。

此外，中爱携手共同支持孔子学院教学工作。例如人民大学为都柏林大学孔子学院选拔和培训教师和志愿者，提供免费的中文教材和多媒体教学资源等，显著地改善了当地的教学条件，提升了中文教育质量。

5. 中文纳入爱尔兰国民教育体系的特点

中文纳入爱尔兰国民教育体系的特点主要表现为逐步系统化的发展过程，通过政策支持、规范化的课程设置与考试体系，推动中文在基础教育和高等教育中的同步开展。目前虽然尚未进入基础教育的主课领域，但未来具备进一步拓展的空间和潜力。

5.1 中文纳入爱尔兰国民教育体系的形式

中文纳入国民教育体系的形式直接反映出当地中文教学所处的发展阶段。不同国家和地区的教育体制、教学模式不同，中文纳入国民教育体系的形式也不尽相同。总体来看，李宝贵、庄瑶瑶（2020）认为目前中文纳入国民教育体系的形式主要分为进入课程体系和进入考试体系两类。

2012 年，爱尔兰政府正式将中国文化与语言列为中学过渡年选修课程。2014 年，中文成为初中选修科目。2020 年，爱尔兰高中生可以选修中文，并在 2022 年高考中将中文作为选考科目。为促进各级教育系统中文教学的标准化和系统化，政府先后发布了《初中中国语言和文化短期课程大纲》（*Short Course Chinese Language and Culture Specification for Junior Cycle Short Course*）（2016）和《高中毕业证书中文课程大纲》（*Leaving Certificate Mandarin Chinese*

Curriculum Specification）（2020），规定了中文课程的内容和评估标准等。2022 年，中文首次成为国家高中毕业证书的外语选考科目，标志着中文已纳入爱尔兰基础教育阶段的考试体系，有助于促进中文教学的系统化和统一化，推动中文教育在各地中学的普及与发展。

5.2 中文纳入爱尔兰国民教育体系的程度

中文纳入国民教育体系的程度，既取决于对象国的国情，也取决于当地中文教学发展的实际和发展愿景。中文纳入各国国民教育体系的程度分为“完全纳入”和“部分纳入”两类。李宝贵、庄瑶瑶（2020）提出“完全纳入”指中文实现全面纳入对象国的各个学段；“部分纳入”指中文纳入对象国某一教育阶段的课程，尚未形成完整的中文教学体系。就爱尔兰情况而言，中文已在基础教育的选修课程阶段和高等教育阶段有所发展，尚未进入基础教育的主课领域。因此，目前处于“部分纳入”状态。尽管如此，爱尔兰在政策支持、教学规范、学生需求和推广资源等方面已具备进一步发展的基础，为未来中文教育在国民教育体系中的深入拓展提供了空间和潜力。

5.3 中文纳入爱尔兰国民教育体系的方式

中文纳入国民教育体系的方式，反映出各国和地区中文教学的优势层面与潜力层面。李宝贵、庄瑶瑶（2020）认为，中文纳入国民教育体系的方式主要分为先高后低、先低后高、高低并进三种。“高低并进”是指中文教育在几乎同一时间纳入对象国的高等教育和基础教育。爱尔兰中文教育起步较晚，其主流教育中的中文教学，是伴随孔子学院在当地的推广工作，逐步获得生长点并发展起来的。无论是中学中文课程，还是大学中文课程，大多都是伴随着孔子学院的建立而开始设置的。因此，中文纳入爱尔兰国民教育体系总体上符合“高低并进”的趋势。

6. 中文纳入爱尔兰国民教育体系的现实挑战

6.1 缺少统一的中文教学规划

当前，爱尔兰中文教学发展态势良好，但缺少整体规划，导致各学段之间的课程衔接不佳。中小学的中文课程与高中课程脱节，高中与大学的课程也未能有效衔接，这种缺乏系统化、统一化的中文教学使得学生的中文基础和语言能力参差不齐，难以满足中文纳入高考后对中文教学科学化和系统化要求，国家层面的顶层设计亟待加强。

6.2 中文师资仍显不足

爱尔兰的中文教学面临师资不足的问题。一是，当地中文教师紧缺，多数当地中文教师在大学任教，而中小学的需求不断增长，导致师资供需矛盾加剧。高水平中文教师稀缺，持有“国际中文教师证书”的教师非常少，教学效果欠佳。二是，受益于孔子学院和孔子课堂项目，每年都有一定数量的中国教师和志愿者来爱尔兰从事中文教学，但中方派遣教师流动性强、部分教师经验不足，影响了中文教学的稳定性和质量。这些问题制约了爱尔兰中文推广的成效，不利于中文教育的持续发展。

6.3 中文教学资源配置有待优化

6.3.1 教学资源分布不均衡

目前，爱尔兰中文学校、孔子学院 \ 孔子课堂及中文教育机构主要集中在都柏林、科克、戈尔韦等大中型城市，这些地区教学资源相对丰富，其它地区几乎没有。中文教学资源在爱尔兰的区域配置有待优化。

6.3.2 中文教材配适性不足

爱尔兰中学的教材包括《快乐汉语》《轻松学汉语》《轻松学中文》《GCSE 中文》《中国语言文化入门》《爱尔兰中学过渡年中国文化及语言教学资源包》《爱尔兰中学初级汉语》（待出版）等。这些教材有的内容相对陈旧，有的尚未正式出版，有的教材新近出版，但使用范围有限，适用于爱尔兰高考课程的本土中文教材尚属空白，任课老师往往需要自编教学材料，增加了教学难度。高校的教材大多使用国内出版的《新实用汉语课本》和《HSK 标准教程》，教材内容和话题远离爱尔兰生活。

此外，爱尔兰高校重视“专业 + 中文”教育，特别是商业领域，已意识到中文在本国商务贸易的重要性，但面向爱尔兰“专业 + 中文”的当地化教材仍然匮乏，亟待开发。

6.4“专业 + 中文”本土复合型人才不足

随着中爱两国在经贸、科技、文化等领域的合作不断深化，对既具备中文语言能力、又掌握特定专业知识的复合型人才需求愈发迫切。这类人才需要在经贸、科技、文化等多个行业中具备专业技能和跨文化沟通能力。然而，爱尔兰本土教育在“专业 + 中文”课程设置、资源配置和师资培养方面仍有不足。当前，教育系统内的“专业 + 中文”课程普及率不高，专业方向

相对单一，资源投入有限，难以有效支撑中爱之间日益增长的合作需求。

7. 对策和建议

7.1 做好顶层设计，形成完整的中文教育体系

当前，中文已纳入爱尔兰“高考”科目，基础教育及高等教育阶段的中文教学总体发展态势良好。然而，爱尔兰的中文教学仍缺乏整体规划，课程设置和教材编排自由度较大，各学段课程衔接不足，导致学生中文能力参差不齐。各类中文课程缺乏统筹，教学效果不佳。因此，国家层面的顶层规划设计亟需完善。

一方面，应制定统一规范的中文教学大纲。爱尔兰教育部发布的《中文选修课课程大纲》和《高中毕业证书中文课程大纲》相对独立，衔接性不强。应整合制定统一的大纲，以指导各级学校的中文教学、测试与评估等，提升教育质量。

另一方面，应完善中文课程体系。基于科学的大纲，整合课程资源，使爱尔兰的中文课程从基础到高等教育更加科学合理，确保不同年级课程有序衔接，避免内容重复。同时，优化课程设置比例，合理安排中文基础课与专业课，理论课与实践课、必修课与选修课，以实现最佳的教学效果。

7.2 重视本土中文教师的培养

目前，爱尔兰中文教学缺少持续稳定的师资力量，缺乏当地教师培养机制，不足以满足各阶段中文教学发展需求。

一是，重视培养当地中文教师。爱尔兰高等教育机构是培养高水平中文人才的主要基地。爱尔兰教育部门应积极完善中文师范专业建设，建立本、硕、博一体化培养体系，培养高水平的本地中文教师。

二是，输入型教师国别化培养。李东伟（2014：53-54）认为：“‘输入型教师’是指在某个国家从事汉语教学活动，已基本消除跨文化交际障碍，使用当地语言的能力和适应当地文化的能力已基本接近本土教师水平，从中国等国家或地区输入的以汉语为母语的教师。”在爱尔兰，可以通过增加爱尔兰文化课程和相关教学大纲的培训，提升输入型教师的本土适应能力。此外，应优化输入型教师的职业和待遇机制，延长服务年限，减少教资流失，确保中文教学质量稳定提升。

7.3 发挥孔子学院的助力作用，加快中文教学资源本土化建设

新时代，作为中文国际传播的重要平台，孔子学院承载着面向全球开展汉语教学、传播中华文化、促进多元文化交流的历史新使命。

首先，应利用孔子学院的优势，搭建合作交流平台，推动中文课程体系建设、本土教材研发和师资培养，促进中文教育的深入发展。其次，加快本土中文教学资源库建设，利用现代科技，如大数据和人工智能，打造智能化的中文学习环境，探索爱尔兰中文教育新模式，推动中文顺利融入爱尔兰教育体系。

7.4 发展“专业 + 中文”，为中爱各领域合作培养复合型人才

当前，中爱两国对“专业 + 中文”的复合型人才的需求不断增长。然而，爱尔兰的相关教育发展相对滞后。为了全面推进中文纳入爱尔兰国民教育体系，应加快爱尔兰“专业 + 中文”的本土化，满足市场需求，并支持中爱两国经济社会的高质量发展。

一是，以需求为导向，推动爱尔兰中文教育与专业教育融合。优化爱尔兰“专业 + 中文”课程体系，培养符合中爱合作需求的“专业 + 中文”复合型人才。

二是，完善激励机制，除了中国教育部中外语言交流合作中心提供一学期、一学年奖学金以外，鼓励中外企业和社会力量参与“专业 + 中文”教育合作，促进多元化人才的培养。

三是，采取试点推动、示范引领等方式，激发“专业 + 中文”教育的活力，打造高水平的教育品牌专业。目前，都柏林大学已成功开展多种“专业 + 中文”课程模式，如“国际商务 + 中国学”、“食品商务 + 中国学”、“经济学 + 中国学”、“国际关系与政治学 + 中国学”等，通过中爱两地教学，学生对课程反响良好，建议进一步探索更多领域的“专业 + 中文”课程，提升学生的专业中文水平。

8. 结语

中爱交流不断深化，为爱尔兰中文教育带来了广阔的发展机遇。爱尔兰政府和民众对中文教育持积极态度。今后，应不断深化两国教育合作，提升爱尔兰中文教学水平，满足多元化的学习需求，促进各阶段中文教学均衡发展。应完善中文课程体系，加强师资队伍建设，优化教学资源配置，构建科学规范的中文教学体系，加快中文教学当地化进程，并积极培养适应中爱合作需求的“专业 + 中文”复合型人才，从而为爱尔兰各阶段和各群体提供优质的中文服务，确保中文在爱尔兰国民教育体系实现全面、优质、可持续发展。

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Analysis of Recorded Textbooks and Styles of Three Novels by Lao She and Translation Issues—Commemorating the Centenary of Lao She's Teaching Modern Chinese in the UK

浅析老舍的唱片教材与三本小说的风格及翻译——纪念老舍来英教授现代汉语一百周年

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摘要：在数智时代的国际中文教育迅速发展的今天，尤其是把 AI 用于汉语教学后，我们更不能忘记老一辈教学专家们在海外开创汉教事业方面做出的贡献。今年是老舍（舒庆春：1899-1966）来英国教授现代汉语一百周年，为此，基于风格学理论（黎运汉，2000）、(Nikolas Coupland, 2007) , 笔者将以老舍在英国工作期间与同事编写并由老舍录制的唱片教材灵格风汉语课程（Linguaphone Oriental Courses – Chinese）和他创作的三本小说 :《老张的哲学》、《赵子曰》和《二马》为主题，浅析教材的结构特点、小说中的文学语言风格及翻译中出现的现象，以承上启下，使国际中文教育向纵深发展，并以此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。这种纪念，意义重大而深远。

关键词：国际中文教育；言语声片；语言风格；翻译中现象

1. 引言

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，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，边教书边写书。他参与了教材编写并录制了汉语留声机唱片《言语声片》。除教学外，老舍还开始了文学创作。老舍的写作生涯是在东方学院开始的，因此笔者的讨论将集中在老舍编写的教材的特点与小说的风格上以及小说翻译中出现的现象方面，并与作家对使用语言的看法及社会背景结合起来。

据了解，这套教材是最早出版的教非汉语为母语者的教学材料。综观历史，自上个世纪二十年代这套材料问世以后，随社会的发展，对 / 在外汉语教材无论从种类还是到涵盖的水平

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上都逐渐增多增高。如：John DeFrancis 和 Teng Chia-yee 编写的 *Intermediate Chinese* ；北京外国语学院出版的《话说中国》；P.C.T'ung 和 D.E. Pollard 教授合编的 *Colloquial Chinese*；刘珣教授主编的《实用汉语课本》和《新实用汉语课本》。除此之外，还有不少包括专门提高汉语口语与听力的教学材料，如：孙晖与 Theodore D. Hutera 主编的《开明中级汉语 》；张孝忠与田士其等编写的《现代汉语进修教程—口语篇》；由崔燕二零零五年创编，二零零九年网上网下出版的初级汉语听力教材 *Elementary Chinese Listening* 等。总体来说所有的教材基本上都离不开几个核心部分，即：生词、语法、对话、课文，但在结构、风格、内容等细节方面有很大差异。老舍与同事的教材的创编为国际中文教育打开了思路、开启了新模式，用他的才智和知识培养了汉语使用人才，为在世界范围内推广扩大汉语与中国文化做出了贡献。本论文将分成以下五个部分来讨论：1. 引言；2. 有声汉语教材的基本特点；3. 三本小说的语言风格；4. 翻译中的现象；5. 结语。

2. 有声汉语教材的特点

一百年前老舍来到东方学院教授汉语时教学条件艰苦，很多教材都需任课教师亲自准备。当时因为英国灵格风出版公司委托伦敦大学东方学院出版一套教以非汉语为母语的人学习中文的教材，并灌制唱片，于是同系的 Percy Bruce 教授、E. Dora Edwards 与老舍一起合编了教材并由老舍配了录音。

此教材包括文字与声音教材，文字的有英文本与汉字本，共三十课。从第十六课起至第三十课全部课文与语音和作品选段等都是由老舍编写和选编的。其中“会话”增添了题目，如：“火车站”、“游戏”、“商业谈话”、“洋服庄”、“银行”等，内容源于生活；语言生动、新颖，同时还表达了作者的某些思想、主张以及个人的生活经验。如第二十一课中的“看小说”。

英文本教材有完整的教学体系。除三十课里的每一课是用当时的“语音”展现的生词、词组、练习、课文外，还有讲解和对学习者的学习指导。以下是每课的结构内容。

- TRANSCRIPTION PART I：VOCABULARIES ，COUNPOND WORDS AND EXPRESSIONS，EXERCISE，
- TRANSLATION PART I：VOCABULARIES，COUNPOND WORDS AND EXPRESSIONS，EXERCISE，
- TRANSCRIPTION PART II：VOCABULARIES，COUNPOND WORDS AND EXPRESSIONS，EXERCISE，CONVERSATION，
- TRANSLATION PART II：VOCABULARIES，COUNPOND WORDS AND EXPRESSIONS，CONVERSATION，

从词汇到课文再到练习，在英文本中除用语音表现以外，还配有英文翻译与解释。英文

本最大的优点就是细致地介绍了中国文化和语言的发展变化，包括：语音、语法、句型、汉字（部首偏旁与书写汉字的顺序）。请看下面的例子：

DIRECTIONS TO THE STUDENTS

1. When Lesson has been mastered orally turn to the Chinese text.

11. When the student has learned both to recognize and write the characters in the vocabulary, he should write out the character from the translation. By the time he has finished this he will find that the characters are fairly fixed memory. His next and final step will be to write the exercise in character from the translation.

APPENDIX I: THE RADICALS

- In the following Table the Radicals with their pronunciations and meanings are arranged in the order of their numbers, which is according to the number of the strokes in each radical, and the order of the followed in all Chinese and Foreign dictionaries.

- It is not intended that the information should all be learned, but simply read and noted as an aid to memory. It is desirable, however, that the student should be able to recognize and write each radical, know its sound and meaning, and, in the case of those most commonly used, its number.

APPENDIX II: ANALYSIS OF CHARACTERS IN LESSONS

他：man with; also; i.e. the other man. … (in Lesson I Part II)

人：See Table of Radicals in all cases where the character is itself a Radical. (in Lesson I Part I)

本：the stroke in the lower part represents the ground from which the tree is growing and below which is the root. (in Lesson 2 Part II)

在教学时间安排上，我们可以说现在的安排是在一百年前的基础上形成的，包括学期、课时及教学模式。

2.1. 教材中的 “VOCABULARIES” 与 “EXERCISES”

本教材中的每一课里都有一定的生词量，数量随课递增。生词很有时代感，但随时代的发展，有些词汇后来便不被或少被使用了。例如：小锣匠、抽水烟（L26）、拢总（L15）、吃紧（L30）、铜元（L3）、卫生衣（L5）等。词汇里还有一些是老舍的惯用词，如：准保（L19）、末末了（L20）、敢保（L18）；这类词也出现在三本小说中。

每课中展现“VOCABULARIES”的方法是按四个声调的顺序排列的，并标有“Part I”（上）及“Part II”（下）。“EXERCISES”是带有生词（见下划线词）的单句。下面是教材中统计的数据和例子。

Vocabularies	Compound Words	Tone Practice	Exercise	Conversation + Story	
960	686	248	528	14 + 1	

按声调划分的词汇及声调练习词举例：

一声：修 靴 昌 颗 珍 珠（上） 抽 根 添 酥 司 標 蜂（下）

二声：锣 鞋 石 桥

三声：理 拐 挺 永 宝（上）卷 吕 葛（下）

四声：玉 匠 货 器（上）袋 叶 辣 照 桂 制 蜜（下）

声调练习：拿墨 砚台 洋钱 满月

下面是单句举例；单句就是教材作者为使学习者更加理解新词汇的使用而编排的句子（有下划线的是新词汇）。

1）叫木匠来，把这个箱子开开。

2）这把钥匙开不开门，叫小锣匠来，修理修理。

3）那件事，你和房东说开了吗？

4）要买一双靴子，哪个鞋店的好？

5）在青石桥西往南一拐，有一座楼，楼北边就是个顶好的鞋铺。

6）那个杂货铺的字号是永昌。

7）我上玉器铺去买一颗珍珠，一块宝石。

2.2. 课文与内容

老舍编写的第十六课以后的“CONVERSATION”中，语句由短到长，风格由口语转向书面语，话题从与讲话者熟悉的内容，如：“打电话”、“卖水果”、“遇友”、“贺友人结婚”逐渐过渡延伸到与讲话者距离稍远的话题，如：“谈新闻”、“故事（笑话）”、“红楼梦”选等。

下面是例子。注意；课本中的汉字全部是由老舍先生亲自书写的。对话中划线部分是新词汇，由笔者为方便分析而加上的。对话的题目是：“烟铺和卖糖的”。

甲：请给我一包黄丝烟。

乙：葛先生，还（huan）抽水烟吗？有点太不时兴了（liao）。

甲：我只是在家里吃水烟，出门的（di）时候总是抽烟卷儿因为水烟袋拿着不方便。

乙：你简直的（di）不吃叶子烟吗。

甲：不行，那个太辣，吕宋烟我也办不了。

乙：可是叶子烟也有柔和的（di）呀，况且比烟卷儿贱多了（liao）。

甲：买烟袋不也是钱吗。

乙：一根烟袋不是使好些（xie-3）日子吗。先生看我这些小烟袋每个至少能用一年多。

甲：啊，擦烟油子，带烟荷包太麻烦。我还（huan）是吃我的（di）三炮台吧！ 我说，你也卖糖吗。

乙：是新添上的。先生照顾照顾！刚下市的（di）桂花酥糖是真好！先生尝一块。

甲：我不大喜欢酥糖。你要是有果子糖可以给我一包。

乙：好，给先生拿一瓶杂样的（di）吧。

甲：现在中国制糖公司属哪一家最大呢（ni）。

乙：还（huan）是属马玉山吧！我给你的（di）那一瓶就是他们做的（di），你看瓶子上有蜜蜂商标。

在上面的例子中，括号与拼音也是笔者加进去的，这样我们可以知道一些与现在读音不同的词。这段会话的主题是买烟和糖，故事是发生在一个小铺儿里。这是买主与卖主的对话。从对话中我们可以判断出两者显然认识。他们不仅是在买卖东西而且还互动聊上几句，显示了卖主对待买主的热情、关心、客气、礼貌的态度。

生词使用有扩展方面的特点，如：抽烟、水烟、水烟袋、小烟袋、烟油子、烟荷包、抽水烟袋。

本教材最开始的内容与学习紧密相关。如：笔、墨、纸。十六课后的会话内容话题扩大，并增加了作者的思想与观点。譬如第二十一课（下）：《看小说》，请看例子：

甲：……我近来看小说的瘾非常的大。说真的，近来出版的小说实在比从前好的多。因为新小说是用全力描写一段事，有情有景，又有主义。旧小说是又长又沉闷，一点活气没有。况且现在用白话写，写得生动有趣，你说是不是。

乙：是，我也觉得新小说有意思，因为有一些文学上的价值。

在这段对话中，讲话者对当时出版的小说谈了自己的观点，并对新旧小说进行了对比。这是随课文中所教知识的增加进一步发展的一个特点。

2.3. 声音（录音）材料的特点

老舍是北京人，自然他用北京话录音，但在使用“儿”音时很谨慎，尽量不用或少用。他的朗读高昂、宏亮，吐字清晰。课文中对话双方全由老舍一个人完成录音。有些词和句型与语法我们现在依然在教。有些字的读音与现在的差别很大，有轻重音的不同，声调的不同。请看下面的例子。

桂花	老舍重读“桂”字，弱读“花”字。
些	老舍读第三声
的	老舍一直读 di 音
呢	老舍读 ni 音
还	老舍一直读 huan

请看下面例句（L25）。

甲：先生是要做绸子的（di），还（huan）是哔叽的（di）。

乙：夏天还是穿绸子的（di）凉快些，是不是。

甲：是，不但凉快还（huan）便宜呢（ni）。……

从声音教学材料中我们监测到了现代汉语在语音语调方面发展变化的轨迹。

2.4. 老舍教材的榜样作用与意义

于上个世纪二十年代出版的老舍与同事合编的教材，是最早的教授非汉语母语者在非目的语国家使用的汉语教材。这套教材的设计、安排、结构、内容、方法等各方面新颖、有针对性，实用性很强。用英文本与汉字本结合而成，对于有着多年与老舍教授汉语一样的在同一所大学同一个系教学经验的笔者来说深切地体会到这是很适合在非目的语国家的为非汉语为母语的学习者使用的教学材料。教材中具体介绍现代汉语及中国文化等知识的手段和方法独具一格。

这套教材为后来的国际中文教育在教材的发展方面树立了榜样并发挥了很大的影响力。教材条理清晰、逻辑性强、语言严谨，内容丰富：英文本中有说明、指导、解释；有用语音展现的课文、有汉英翻译的单句与对话、有对中国的语言文化知识的讲解；有具体对语音与汉字分析的附件等等。汉字本完全是老舍用手写的汉字编排的生词、单句及课文的教材。教材中课文内容与我们生活中的话题接近（由近而远），语体由口语向书面语体过度，有文学作品选段，语音语调有形象的图示，汉字有部首偏旁的历史演变发展的展示、有详细的解释说明，有不同的语音标注；汉字有部首偏旁分析举例；声音录制是用清晰的北京语音，朗读是用中等语速。教材为以后的研究和教学提供了宝贵、有价值的东西，为后来人的教材研发奠定了基础。

早期教授现代汉语的材料可用没有或匮乏形容，而这套教材的问世给国际中文教育开启了更大的门，在教材开发方面开了先河。从这套教材出现后的近百年时间里，我们看到了国际中文教育的队伍在不断发展壮大，教授汉语的教师越来越多，学习汉语的人数越来越多，教材研发的范围越来越广，教学方法更加多元化，高科技的引进越来越深入，特别是有了 AI 以后，国际中文教育的前景更加光明。这一切都离不开并体现出老舍言语声片教材的榜样作用与影响力。汉语在海外已越来越受到重视，这与国家的发展强大有关，也与为推广汉语到世界的从老一辈起的教师们有着密不可分的联系。有着优秀的教学系统的教材起着至关重要的作用。

最值得赞扬的就是有英文教材和汉字教材两种结合的教材。它们相辅相成，完美地在非目的语国家为非汉语为母语的学习者输出着现代汉语和中国文化。我们看到在老舍言语声片之后，也出现了在非目的语国家使用的英文与汉字本两种为一套的组合教材。笔者认为，这种中英文两种为一套的教材，很有针对 性，一方面学习者可把英文本作为自学手册，在课内外均可使用。汉字本可用来学习和掌握汉字并用汉字本学习新知识以训练并掌握使用汉语的能力。

除上述英中两种课本结合的特点外，笔者总结出老舍汉语教材在后世教学材料研发中继承保留了的以下的其他的主要方面。

1）对话形式的课文。这种课文口语化强，生活气息浓，文化背景真实，词汇语言实用。逐渐向书面语过度的方法可有效提高学习者的汉语水平和使用能力。

2）以单句形式学习生词、语法和句型。这在很多教材里都是一个主要教学环节。

3） 汉字笔顺书写进行法，即：学习写字时，书写汉字的顺序一目了然。

4）典故、真实作品的使用。在老舍教材中，有《伊索寓言》中的故事和《红楼梦》节选。这种方法给以后的教材中增加给母语者阅读的真实的文学作品提供了很好的例子。

5）手写汉字法。这在过去没有电脑打字的情况下是一个很好的展现汉字的方式。

6）用英文解释语音、语法、词汇、汉字以及现代汉语的发展。用学习者熟悉的语言来教授中国语言和文化知识是一种有效手段。

7）提供词汇翻译并注明词类。由英语母语者提供的英文翻译能使学习者清晰地理解目的语。

8）话题接地气，时代感强，可帮助学习者更能理解和掌握汉语。

教材发展到了今天，这些方法一直被沿用了下来。即使在有了 AI 的时期，以上各种方法大有用处。如：给 AI 含有以上一些特点的指令，便可达到事办功倍的效果。老舍汉语教材为国际中文教育的发展奠定了基础。在此笔者总结、归纳、强调三点：1) 英中文分而合之的教材设计方法，启示我们在教材研发方面，在教学教法上 ，一定要有针对性，要以学习者为中心，了解学习者的背景、能力与需求。2) 老舍教材在语言学习和技能训练方面，给出了听说领先的实例，有效训练学习者的语言接收与输出技能。3) 所教语言内容要与社会接轨，要缩短教学与社会真实的使用语言环境的距离，这一点，老舍在课文编写中做出了典范。 今天我们纪念老舍，学习前辈们的经验并发扬光大，意义深远。

3. 浅谈老舍最初的三本小说及文学语言风格

一般来讲，教书者同时又开始写小说的人不多，而后来又成为多产优秀作家的人更是少之又少。老舍无疑是个例外。在进入伦敦大学东方学院教授中文的一年后他开始了小说创作，在

四年里写了三本。

3.1. 第一本小说:《老张的哲学》

此小说是作为系列故事于一九二六年在《小说月报》上开始连载。老舍曾经的工作经验、生活经历和他的深度思想给了他动力以及评判教育界并揭露这一领域中存在的包括腐败等问题的能力。故事发生在北京，讲的是社会底层人受剥削压迫的境况故事，内容生动感人。

据笔者调查,(崔燕, 2015) 这部小说的主要的文学语言风格是由不同的语言特点混合而成。但文言与书面语的使用风格很突出，此手段对产生讽刺与幽默风格很有效果。请看下面的例子：

“洗尸是回教的风俗，老张是否崇信默哈莫德呢？要回答这个问题，似乎应当侧重经济方面，较近于确实。设若老张“呜乎（呼）哀哉尚飨”之日，正是羊肉价钱低落之时，那就不难断定他的遗嘱有“按照回教丧仪，预备六小件一海碗的清真教席”之倾向。（自然惯于吃酒吊丧的亲友们，也可以借此换一换口味。）而洗尸问题或可以解决矣。”（老舍：8）

以上这个段落说明了老舍在写第一本小说中使用了不少的文言表达方法。

3.2. 第二本小说:《赵子曰》

在成功发表了第一本小说后，于一九二七年老舍创作了第二本小说《赵子曰》。此作品讲的也是发生在北京的故事，主人公是一群住在公寓里的大学生们，他们的个人经历、家庭、之间的关系以及后来的发展。

《赵子曰》的语言风格特点与第一本小说的不同点是文言与书面语的使用量程递减趋势。而口语与北京话的使用量则是在上升。其他的文学语言风格特点依然存在。请看下面的例子。

“有两件事他稍微有一点不满意：住的房是第三号，和上学期考试结果的揭示把别人的姓名都念完，才找到“赵子曰”三个墨饱神足的大字，有点儿不高兴！然而（然而，一大转也）客人们都管第三号叫“金銮殿”，自然第一号之意寓其中矣。至于名列榜末呢，他照着镜子自己勉励：“倒着念不是第一吗！”于是那一点不高兴，一片雪花儿似的那一点，没其立足之地了。”（老舍：200）

在这一段里，我们可以看到对文言的使用相比第一本小说少了而其他的特点却相对增加了。

3.3. 第三本小说:《二马》

到了写《二马》时，老舍有了在英国生活的经验，对西方的语言与文化有了进一步的了解。同时老舍对于语言的使用也有了新的认识。与前两本小说不同的是：小说中故事不是发生在北京而是伦敦，但人人都讲着一口流利的北京话，无论是中国人还是英国人。故事的主人公是来自北京的一对父子。讲的是从他们一到伦敦开始找住房、到做生意、再到在日常生活中发生的包括爱情方面的一系列的故事。小说中各种人物也有着自己的讲话习惯。小说的文学语言风格仍然是混合语言的特点，但主要的风格特点是口语、北京话。文言与书面语在本小说中大量减少。请看例子。

“到了铺子，耳朵里还是嗡嗡的响：老是这么响，一天到晚这么响！但愿上帝开恩，叫咱回家吧，受不了这份乱！定了定神，把两盆菊秧子摆在窗子前面，捻着小胡子看了半天：啊，这一棵有个小黄叶儿，掐下去！半个黄叶也不能要，讲究一顺儿绿吗？”（老舍：508）

据笔者调查，老舍在二十年代创作的三本小说的文学语言风格特点是由文言与书面语和口语北京话及其他风格特点的混合体向着以口语与北京话为主的使用发展的趋势。五四运动后，老舍有意识地用白话进行写作。所以他的作品里文白混杂的风格特点极为突出。

老舍对使用文学语言十分重视。他有意提高语言能力以适应社会的发展。特别是在现代汉语形成和发展的重要时期：“我手写我口”，提倡白话文，推广标准语的时期。

三本小说的语言风格是随着老舍对语言的认识的改变而改变的。老舍曾用做菜来比喻用白话写作。他认为（老舍，1990: 174-175）写作的语言应该像做英国菜一样把原汁原味烧出来，所以第三本小说的语言风格变化很大。老舍的文学语言风格也反映了中国现代汉语发展的轨迹。

4. 翻译中的一些现象

根据翻译理论（Jeremy Munday, 2009）翻译其实也是再创作的过程，此过程中包括翻译者对语句和内容的理解，其中也涉及到文化、政治、宗教信仰等问题。一般来讲，翻译理论涵盖下面几个主要理论：翻译是跨语言文化的有目的的交际活动的理论；翻译应有意义上的准确性并在翻译中做些调换以考虑不同母语读者的感受的理论；翻译需要考虑文化差异和文化价值观的理论；翻译中要保持信息的准确与完整性的理论，翻译要考虑生态环境与文化背景的理论等等。实际上在翻译实践中，译者要结合多种理论进行综合运用。刘宓庆指出：“译文实际是原文＋原文文化背景＋译文＋译文文化背景＋原文作者的气质和风格＋译者的气质和风格的混

合体，”（刘宓庆，1999：5）本论文是限定在对文学作品中的句子，所以衡量对作家一些原句翻译的标准也限于译句是否把作家原句的意思翻译准确了，并且指出翻译中出现的哪些现象。

在阅读翻译了的文学作品时我们需要考虑到译者与作者的母语是否相同。本小节选出的例子来自老舍写的第三本小说《二马》。第三本小说翻译的例子是选自曾在爱丁堡大学任教的William Dolby（1936-2015）翻译的小说 *Mr Ma and Son* 里。据谷歌信息，William Dolby 是汉学专家，他对中国语言、文化和历史都有研究。他出版的书籍包括 *Chinese Allusions-Dictionary* 和 *Chinese Short Stories*。下面是笔者观察到在翻译中出现的一些现象。请注意下面各例句中的下划线部分。

4.1. 忽略、失去原句中的完整意思

	翻译	原句	出处
1）	He stood rooted there.	猛孤丁的他站定不走啦。	（老舍：385） (Dolby: 3)
笔者评	“猛孤丁”没翻		

例 1）原句中的猛孤丁是北京方言词（傅民、高艾军，1986：172），副词，是“突然”的意思。译句中把这个词完全忽略了。这说明在遇到目的语的方言词、文言、书面语词或口语词时，译者首先必须谨慎地搞清楚目的语的表达意思、手段及风格，还须具备一定的文化知识。其实，带有以上这几个特点的文学句子，正确理解原句对于母语是目的语者来说也是一种挑战，对非目的语者来说挑战性更大。

4.2. 翻译不到位

	翻译	原句	出处
2）	…… as if he felt that on attaining a certain age one should no longer lift a finger, but should pass the day in sleeping and eating, and eating and sleeping, without taking one more step than was necessary.	好像人活到五十就应该横草不动，竖草不拿的，一天吃了睡，睡了吃；多迈一步都似乎与理不合。	（老舍：399） (Dolby: 21)

例 2）原句中的下划线这个书面语词，是不附合逻辑或常理的意思，而英文翻译则没有把这个意思完全表达出来。

4.3. 丢失作家的语言风格特点

	翻译	原句	出处
3)	Just a crowd surrounding wizened old man with a red beard, looking at one another and laughing.	大伙儿光围着个红胡子小干老头儿，彼此对看着笑。	(老舍 ：386) （Dolby ：4)
4)	And her tears would patter down in rhythm with her typewriter keys.	……，她的泪珠随着打字机键子的一起一落，吧哒吧哒的往下落。	（老舍 ：407） (Dolby: 33)
5)	With her flushed cheeks and bright eyes, she was a tender, rosy apple new picked from the tree.	笑涡四围的红润，只有刚下树的嫩红苹果敢跟她比一比	（老舍 ：410） (Dolby:38)

以上的译句在风格方面与小说中的原意不大一致。例 3）原句中划线词有对老人的感情色彩，如：喜欢、亲切，而译句只是翻译了它的普通的意思。汉语中的“老头儿”、“老头子”、“老人”有着不同的风格，都可用没有风格的英文词“old man”翻译，但风格就与原意不同了。例 4）原句中的划线词很形象，还使用了象声词，而翻译句中却缺失了这一风格。例 5）原句中作者用了 拟人手法，但译文仅用了比喻的方法来表达。

以上翻译情况正如杨晓荣指出的：“原作文化特色能在多大程度上得以再现于译作之中，与译者对原作的理解及其在译文中的表达有着最直接的关系。”（杨晓荣 , 2002: 61）译者对原文句子的解理与译文的表达受到了一定因素的影响与制约。而对译者产生影响的主要因素包括：译者的文化背景、语言背景和语言修养以及译者的价值观。笔者在此无意批评译者而仅就一些译句指出在翻译中出现的现象以及对可能造成翻译失准现象的原因提出了自己的观点，做了浅分析。

上面出现的翻译现象说明在翻译过程中曲解、忽略或丢失原句中的意思、文化特色与风格是很普遍的。若想避免，首先译者必须要吃透原句。这需要译者有着综合性的知识与语言修养。无论是强调翻译的哪一个方面或目的，译者都要将原句的意思和风格尽可能地展现出来。否则便不能成功翻译（转换）成另一种语言。

5. 结语

一百年前老一辈汉语教学专家们为国际中文教育做出了重大贡献。他们的教材创编展现了他们的教学理念、方法与智慧，特别是英中不同文字即分又合的统一教材，更具匠心，对语音、词汇、语法、句型、单句、课文（对话）、汉字的发展等的介绍、解释、说明以及对学习者应

该如何使用教材都有明确的指导，这些很值得今天的我们认真学习和借鉴。教学要有针对性，教师要了解并满足学习者的需求，采用最合适的教学方法以有效提高学习者的知识水平与语言技能，这是亘古不变的。先辈专家在编写教材与声音录制方面，为我们后来者奠定了坚实的基础。老舍小说中的文学语言，使我们看到了现代汉语的发展变化。从文言文到白话文，从国语到普通话，再到今天普及了的普通话，老舍为现代汉语的发展和中文走向世界做出了突出的贡献。他的小说被翻译成多种文字使世界上更多的人了解中国、中国文化、中国语言。同时我们也看到翻译进程中出现的一些普遍现象，而这些现象更使我们意识到清楚目的语的必要性、具备语言文化知识与修养以及译者的价值观在翻译进程中的重要性。我们要向老前辈们学习。自觉地关注社会和语言的发展，紧跟时代，要随社会的发展而不断地向学习者提供新知识，有效地利用高、新科技、互联网、社交媒体等手段和资源与平台，把汉语教学与社会紧密联系起来，为国际中文教育增砖添瓦，使国际中文教育更加成功。

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A case study of British students' identity transitions during one-year study abroad in China

英国学生在中国一年留学期间身份认同转换的个案研究

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摘要：关于语言学习与身份认同的研究是近年来的一个热门话题，然而，有关中文学习者在留学中国过程中的信念、观点和自我意识的研究仍显不足。本研究旨在探讨三名在英国高等学府学习中文的学生在赴华学习期间所面临的身份认同挑战、文化参与及语言机遇。借鉴叙事身份理论，通过个案研究，采用半结构化访谈与反思日记收集数据。研究发现，学生在中国学习汉语后逐渐克服语言障碍，增强了对中国社会文化的认同，并通过跨文化经历形成了一个混合自我，但同时又保持着“局外人”的自我认同。

关键词：对外汉语；海外学习；身份认同转换；文化参与

0 引言

根据《中国统计年鉴》（2020），每年都有许多语言学习者前往中国学习中文。许多英国大学的中文研究课程 / 项目还包括一些强制性课程，要求中文专业学生前往中国学习中文（British Association for Chinese Studies, n.d.），这表明出国学习被视为学生体验的重要组成部分。

由于社会文化视角下的第二语言习得（SLA）研究的发展（Atkinson, 2011b；Block, 2003；Verspoor & Bot, 2022），越来越多的研究开始关注移民在新环境中的经历，以及他们与母语者之间不对等的权力关系中的定位（Norton, 2000b, 2013）。在这一背景下，在处理语言教育时，普遍认为语言无法与认同和文化分开（Kanno, 2003；Riley, 2007）。

当学习者沉浸在目标语言社区中时，从第二语言学习者转变为目标语言使用者，实际上意味着他们的社会身份和自我认知发生了变化（Norton, 1997）。最终，他们可能会在两种语言和文化之间找到平衡点（Kanno, 2003）。尽管关于认同与语言学习的研究已相对成熟，但针对英国留学生在中国学习中文的身份认同相关研究相对有限。本研究中，从学习者的立场出发，并

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将叙事身份理论作为主要概念框架，旨在调查在英国某大学本科中文项目中学习的学习者的经历、信念和感知，主要研究问题表述如下：

问题一：在上述项目中，学习者在前往中国学习之前和之后，如何与目标语言和文化进行互动?

问题二：从学习者的视角，他们在中国学习生活的经历以何种方式影响了他们与中文及中国文化的互动?

问题三：留学中国的经历如何影响学习者在不同教育和社会社区中的自我认知?

1 文献回顾

身份认同作为一个热门话题，在社会科学领域得到了广泛研究，涉及心理学、哲学、社会学和人类学等多个学科。在过去几十年中，关于身份的出版物数量迅速增加（Vignoles 等，2011）。随着这一主题的流行，可以发现“身份”这个术语有许多不同的定义，常常使用个性、自我价值观和信念、群体认同感以及民族主义等词汇，在社会、文化和历史背景下进行阐释（Brown，2000；Schildkraut，2007）。

不同的视角能够对身份产生不同的关注。从心理学的角度看，身份通常被视为一个内部因素，包括信念、价值观和对自我的理解（Côté & Levine，2014）。信念和价值观可以被外部因素塑造，例如社会交往、文化规范和社区价值观（Erikson，1968）。在社会学领域 Jenkins 将身份视为一种内部与外部世界之间的辩证的关系，这种关系是流动和动态的，并且包含了个体在不同背景下所经历的可能的紧张和对立（Jenkins，2014）。Norton 从社会文化的角度发展了身份的概念，并从后结构主义的角度定义身份为“一个人如何理解他或她与世界的关系，这种关系如何在时间和空间中结构化，以及这个人如何理解未来的可能性”（Norton，2013，第 45 页）。根据后结构主义理论，身份不是固定的，而是通过语言和话语在其社会和文化背景中不断构建和协商的，这些背景是多样的、矛盾的、动态的（Norton，1997，2013）。在某种程度上，Norton 的身份理论与心理视角的身份理论都强调自我构建和身份的复杂性，也都受学习者身份和社会环境的影响（Dörnyei & Ushioda，2009）。然而，与更关注内部因素的心理学视角不同，从社会文化视角理解身份时，更加关注外部社会互动和人际关系的复杂性和动态性（Norton，2000a）。

出国学习涉及接触不同的语言、文化和社区（Berg 等，2009）。通过这种经历，学习者可能会遇到多样的经历和挑战，这可能会影响他们的自我认知（Dervin & Risager，2014）。此外，出国学习提供了建立新关系的机会，学习者可以与来自不同文化和语言背景的人互动（Berg 等，2009）。在集体层面上，学习者可能会对新社区产生新的理解，并可能将自己视为该社区的成员；或者，他们可能会拒绝或被该社区拒绝（Dervin & Risager，2014）。这些出国学习的经历

都与 Norton（2013）的身份理论相关。

在本研究中，学习和使用一种新语言涉及身份的潜在转变是本研究的立场（Kanno & Norton，2003；Norton，2013）。作者建立了与学习者的深度沟通，通过讨论他们在中国的中文学习经历，从而试图从学习者的视角窥探身份认同的变化。身份并非固定不变，而是会随着时间与地点不断发生变化，且受语言权力不平衡以及学习者定位的影响，尤其是在出国学习的沉浸体验中（Norton，2013）。同时，一些内部因素，诸如信念、价值观和动机等也将被探讨。因此，本研究将结合社会文化视角与心理学视角，以便更细致地理解在中国学习中文的英国学生的身份构建。

2 研究概念框架——叙事身份理论

身份由多元叙事构成，Taylor（2009）将其比喻为叙事的网络。叙事身份理论核心是故事，个体通过叙述和重述自己的生活故事构建身份（McAdams，2011）。在本研究中，身份被视为关于自我的叙述性故事，是动态的、流动的，对外界具有反应性，并对时间和空间的转变有敏感性（Hamilton，2010）。在心理学视角下，本研究重点关注学习者如何通过自我叙述来整合其文化体验、价值观和信念（Côté & Levine，2014）；在社会文化视角下，研究关注社会互动和跨文化交流对身份重构的影响，从而揭示学习者如何在新的文化环境中对自我产生新的理解和认知（Norton，2013）。这种结合可以更加深入地探讨身份的复杂性与多样性，为跨文化情境下的身份转变提供了更为丰富的数据。

本研究收集数据共持续 12 个月，包括转录访谈内容和反思日记。首先，根据研究问题和访谈内容，初步将每份转录内容分为十个原始类别：对中国的第一印象、对中国文化的态度、文化差异反思、不适时刻、选择中文作为主 / 辅修的原因、学习中文的动机 / 投资、收获、个人改变、国际友谊以及未来规划。接着，将所有参与者的数据进行了整体比较，找到相似和不同之处。最后在此基础上，将数据分为三大关键叙事：语言自我、社会文化自我和混合自我。

2.1 语言自我

语言自我指语言学习者如何看待自己的身份和语言能力。在学习第二语言的过程中，不确定性和焦虑会影响他们的自我认知（Ellis，2004；Montgomery，2010）。本文将讨论学习者在前往中国之前、在中国期间及返回英国后，如何看待自己使用中文的经历，以及留学经历是否促进了语言自我的发展。

2.2 社会文化自我

借鉴 Ellison 等人（2010）的研究，本研究将社会文化自我定义为学习者在中国的经历使他们能够审视自我与新文化的关系。在中国的课堂、聚会和旅行中，学习者可能会在适应的过程中经历一些文化冲突和挑战。本研究将集中探讨这些经历如何影响他们的社会文化自我及归属感。

2.3 混合自我

混合自我指学习者可能形成的一种新自我的融合（Iredale，1994：7），它可能呈现出不同的形式的变化，甚至一些学习者可能拒绝这一变化。本研究着重放在学习者返回英国后的自我反思，以及他们的身份认同和人际关系是否发生了变化。

3 方法论

3.1 研究目的与方法

本研究为定性研究中的个案研究，旨在探讨英国学习者在中国留学过程中如何定义和重新定义自己的身份。研究采用半结构化访谈（访谈问题节选见附录）的方式，对三名学生进行纵向研究，访谈分别在他们出发前和返回英国后进行，共计 12 个月。在中国学习期间，则通过用英文撰写的反思日记收集数据，以深入了解他们的留学经历。反思日记以每篇 800 字左右为宜。

3.2 数据分析

根据 Thomas（2006）的观点，归纳分析通过仔细阅读原始数据来推导概念和识别主题。本研究首先转录了三位参与者共七个访谈，以及四份反思日记（因有一位参与者中途回英国用一次访谈代替了两份反思日记），将文本分为十个初步类别，如前文所述。随后再使用语言自我、社会文化自我和混合自我三种主要叙事，汇总了从数据中出现的类别。在总结现有数据时，本研究也参考了一些理论和先前研究，采用了演绎方法（Bradley et al., 2007; Braun & Clarke, 2006），其目的是在数据中寻找核心概念（Azungah, 2018; Thomas, 2006）。

这种演绎与归纳的分析方法有助于识别数据间的重叠，分析不同数据间的关系。整个分析过程是递归的（Neeley & Dumas, 2016），在数据与参考文献之间反复交错，使研究更具意义。

4 发现和讨论

本研究的三名参与者分别是维基、吉姆和安迪。他们在英国时是同学，维基前往中国杭州学习，吉姆和安迪则在北京学习。在去中国之前，他们已在大学接受了两年的中文专业教育，具备一定的中文读写能力（相当于 HSK 3-4 级），并掌握了一定的中国历史、文化和政治知识。接下来，本文将介绍三人的叙事故事，并根据语言自我、社会文化自我和混合自我三个主题展开分析和讨论。

4.1 维基

起初，维基对即将开始的中国交换项目既感到兴奋又紧张。她曾在中学学习汉语，但因学业繁重中断。大学期间受中国同学影响重新学习汉语，并希望通过交换项目提升语言能力。她意识到在陌生环境中会面临挑战，但这也激发了她的探索欲望。

在中国的初期，维基感受到生活的不便，尤其是支付方式和湿冷的气候。在课堂上，她与老师和同学的交流顺畅，但走出课堂后，汉语成为生活必需品，这让她感到不安，尤其是与当地人交流时，她常常感到与中国人之间存在文化与语言的隔阂。例如，她在与出租车司机的互动中，因对方的冷漠表情而感到无所适从，最终选择放弃汉语，转而用英语沟通。

随着时间推移，维基逐渐适应文化差异，并通过朋友和社交活动增强了自信，主动寻找机会练习汉语。在最后一次访谈中，维基反思了一年的中国生活，认为最大的收获是中文的提高，以及自信心和独立性的提升。尽管她的语言能力仍是与中国学生沟通的主要障碍，但她通过这段经历增强了对本民族的认同感，也更理解了文化差异带来的复杂性。

4.2 吉姆

吉姆此前已两次去过中国，因此对中国文化有一定了解。他认为他的中文阅读能力较好，但口语较弱，因此希望通过交换项目提升口语能力。但在中国的课程完全使用中文，这让他又感到压力。尽管他需要付出更多努力适应这种教学方式，但他依然保持了有条理的生活方式，并通过足球俱乐部和语言交换 APP 寻找更多学习机会。

在寄宿家庭中，吉姆得到了“爸妈”的支持，逐渐克服了语言障碍并感受到归属感。吉姆也在球队中结交了中国朋友，并在尝试用中文表达自己的想法时获得了更大的信心。

一年后，吉姆认为自己最大的收获是语言能力的提升，但他意识到自己在中文中的身份与英语中的身份不同，这影响了他与中国人的真实互动。同时，通过这段经历，他重新审视了自己的文化认同，认为对英国的民族认同得到了加强，同时也对中国有了更深入的理解。

4.3 安迪

安迪，作为一名混血儿，拥有台湾（地区）母亲和英国父亲的背景。他的早期教育在台湾的一所国际幼儿园中度过，此后又回到英国学习。虽然在大学前他从未学过中文，但他选择以中文为主修专业，主要是希望与台湾的家人更好地沟通。安迪在大陆选择了高级汉语课程，学术压力让他感到挑战，但他依然努力克服这些困难。在学术之余，安迪通过实习进一步体会到中国职场的复杂性，尤其是与同事的沟通和文化差异让他感到不适应。

安迪的语言能力在大陆得到了显著提升，但他在与大陆同龄人交流时依然感受到文化隔阂。由于混血背景，他觉得他在中国被视为英国人，而在英国又感到自己是中国人。在某些情况下，他希望被视为外国人以避免麻烦，但同时也希望融入中国社会。

安迪的身份认同经过变得更加复杂，与维基和吉姆不同的是，安迪在探索与中国社会的联系时不断增强了对中国的归属感。

4.4 讨论——挑战与机遇

4.4.1 语言自我

三位本科生都选择了中文作为专业。维基和吉姆在只有英国背景的环境中长大，他们在上大学之前就学习了中文，而安迪则是英国台湾（地区）混血，出生时就受到中国文化的影响，但在此之前并没有学习过中文。在这种情况下，他们的语言地位似乎是平等的——由于知识的局限性，他们都认为很难把中文作为沟通的工具。由于听说能力的限制，他们对自己能否在真实的中文社区中成为合法的说话者（Bourdieu, 1977）缺乏信心。作为单纯的语言学习者，而不是在真实场合中合法的沟通者，这也激励他们将自己的语言自我意识转向与中文更复杂、更流利的互动。这种渴望也是他们去中国的目的所在。对维基和吉姆来说，刚到中国时遭受了一定程度的文化冲击（Ward et al., 2020）和语言困惑，因为他们从在英国的母语者转变为作为“局外人”而无法如愿以偿地与当地人交流。当维基第一次面对母语者与自己之间的权力不平衡时，她不知道该如何应对用中文交流的挑战，只好藏起自己的中文，以避免感到脆弱和犯错误。吉姆也感到沮丧，觉得自己说中文被当作小男孩看待。然而，他们没有放弃；相反，这最终激励他们更加努力学习，与中国人多交流。渐渐地，维基和吉姆获得了认可和接纳的感觉，并有了一定的归属感。从某种程度上说，他们成了新中文使用者。

4.4.2 社会文化自我

与维基和吉姆不同，安迪在北京学习前对中国文化已有一定了解，因为他拥有华裔背景。他的中国外貌帮助他避免了明显的“外国人”标签，使他能更好地建立新的身份。尽管语言对他是障碍，但在融入中国社区方面并不困难。他迅速适应了中国的教育体系，逐渐认同自己的中国背景。相比维基和吉姆，安迪更少参与社交活动，主要将时间投入学术交流。与他们不同，安迪没有明显的文化挣扎，而是更专注于学术任务。

维基是唯一一个之前从未去过中国的学生，对中国的了解仅限于电影和非正式对话。她对独自前往中国感到紧张，尤其在初期面临了较大挑战。她担心自己的中文会打扰当地人，因此缺乏自信。这种不安让她觉得自己没有被中国社区接纳，进一步强化了她“局外人”的身份感。与此相反，吉姆和安迪在北京这种国际化城市生活，感受到更多的接纳和宽容。

维基和吉姆所在的城市差异也影响了他们的体验。北京比杭州更国际化，居民可能对外国人更加宽容。尽管遇到挑战，维基并未放弃，而是继续寻找与中国人交流的机会，与安迪和吉姆一样，他们都努力通过在公共场所使用中文来融入中国社会。

学习语言与文化不可分割（Hall, 2013），三人通过与邻里、足球队等群体的互动，发展了语言能力，并尝试融入中国的生活方式。维基的中文专业背景促使她不断练习，而安迪则通过参与学术活动加强与中国的联系。

与维基不同，吉姆的焦虑主要来自于语言能力。他觉得自己在与中国人交流时像个“孩子”，未被视为平等的交流者（Norton, 2013）。这种权力不平衡让他最初感到无力，但通过共同的兴趣和户外活动，他逐渐建立起与中国人的联系。在这种互动中，吉姆认识到交流的内容并非最重要的，而是频繁的互动和建立关系的意图，使他在中国逐渐获得归属感。

最终，吉姆通过这种方式提高了语言能力，并增强了自信。他不仅在语言方面取得进步，还通过社交活动获得了文化上的合法性（Bourdieu, 1977），并找到了自己的位置。维基、吉姆和安迪的经历表明，学习中文不仅是语言的提升，也是与中国文化的深度互动。

尽管每个人的身份认同旅程不同，三人在中国的经历都揭示了语言学习与文化适应之间的紧密联系。他们逐步克服了初期的困惑，并通过与中国社区的互动建立了新的自我认同。这一过程不仅提升了他们的语言能力，也促进了文化理解和身份认同的重构。

4.4.3 混合自我

在跨文化和语言环境中学习可以深刻影响学习者的个人发展（Iredale, 1994）。通过成功的真实对话，学习者能够在中国社会中获得归属感，并在两种语言和文化之间构建新的混合自我。对于三位本科生来说，他们认为在中国的生活增强了他们的独立性、自信心和解决问题的能力。然而，维基和吉姆认为语言障碍妨碍了他们深入的跨文化理解，尤其在与中国人交朋友时表现突出。吉姆尽管融入了足球队和寄宿家庭，但始终感觉自己是“局外人”，与社区其他成员有

所不同。

在中国生活还让他们反思自己的国家和文化。例如，维基在中国的日常生活中注意到很多中英文化差异，如气候、人口和作息，回到英国后她重新获得了归属感。吉姆在对比中英文化时，发现了英国的优点，如可以直接饮用自来水和较少的人口。他意识到每当注意到这些差异时，他的英国身份感就被强化，这也印证了 Montgomery（2010）关于自我身份的研究，即使适应了中国的生活，回国后仍觉得自己更强烈地归属于英国。

与此不同，安迪由于成长于中英双文化背景，具备一定的“跨文化能力”（Byram & Golubeva, 2020），能更好地理解两种文化的观点。他在中英两国都能找到归属感，但同时也感到自己不完全属于任何一方，总是在两者之间进行调和。语言作为理解他人的媒介，帮助认识自我身份（Montgomery, 2010），正如安迪的经历那样。在中国学习期间，他尽管不常参与广泛的社交活动，但通过学术交流增强了与中国的文化联系。相比吉姆，安迪更倾向于中国的学习环境，回到英国后他感到与原来的同学格格不入。

5 结论

本研究揭示了语言学习、文化与自我认知三者之间复杂的关系。首先，参与者在前往中国之前，尽管已具备一定的中文基础，但在适应新环境时仍面临语言和文化的障碍。在初期，他们在与当地人交流时常感到不安，面临语言沟通的困扰。然而，随着时间的推移，积极参与社交活动和与他人互动，使他们逐渐增强了自信，从一个语言学习者逐渐过渡到语言使用者。其次，三位参与者的故事表明，留学中国不仅是语言能力的提升，也是一种文化适应的过程。面对最初的文化冲击，他们都没有选择退缩，而是努力以开放的心态去面对。随着中文水平的提高，他们与中国人的互动性越来越强，也逐渐感觉到自己被这个群体所接纳。最后，留学经历促进了学习者在不同教育和社会社区中的自我认知重建。维基和吉姆的经历让他们认识到文化差异的复杂性，在与中国人交往中建立了联系，获得了归属感，但同时也增强了对自己本民族文化的认同。而安迪则因双文化背景，能够在两种文化中找到平衡，但始终感到不完全属于任何一方。

基于本研究的发现，出国学习前，学习者应重视语言能力和文化知识的准备，通过真实情境的模拟对话和参与跨文化培训来减少文化冲击；出发后，积极建立社交网络并保持开放心态以适应新环境；返回后，从持续自我发展的角度，应进行自我反思，并保持对语言和文化的学习，从而保持在留学过程中获得的新的认同。这些策略有助于学习者更好地适应跨文化生活，并促进个人的成长与发展。

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附录

访谈问题节选（针对学习一年返回英国的参与者）

访谈根据参与者偏好由英语或中文进行。

1. 回到英国感觉怎么样？你是否想念在中国生活和学习的某些东西？

2. 你在哪个城市学习？你还记得对那个城市的初始印象吗？比如对中国文化、食物、语言、你的第一堂课，或者你想说的其他任何事情。现在还和当年的想法一样吗？

3. 你在中国的课堂上学到了什么？

- 提示：你在课堂上学到了有关中国文化的知识吗？如果有，这些知识和你在去中国之前学到的相同吗？语言呢？

4. 你在中国时有中国朋友吗？还是你总是与中国人沟通？

- 提示：你在课堂上学到的中国文化与实际生活中经历的有什么不同吗？尤其是和你在英国学到的课程相比。如果有，请给我一些例子？你认为这种现象的主要原因是什么？

5. 在中国，你有来自其他国家的朋友吗？我指的是母语完全不同的朋友。

- 提示：如果有，你们通常用什么语言交流？如果答案是英语，为什么不选择中文？如果答案是中文，你认为与中文学习者和母语为中文的说话者交流时感觉有什么不同吗？

6. a) 根据以上回答，你现在认为自己对中国文化的想法有所改变吗？

- 提示：如果有，具体是哪个部分，这些想法对你的中文学习有积极还是消极的影响？如果没有，你对中国文化的看法一直是怎样的？

7. 你认为在中国这一年的学习给你带来了什么好处？在文化、语言、社交等方面？其他方面呢？

8. 在过去的一年中，你认为自己在个人方面有改变吗？如果有，是怎样的改变？

9. 你计划在未来再次去中国吗？

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