The 20th International Conference on Teaching and Learning Chinese in Higher Education

The 2023 Annual International Conference of the British Chinese Language Teaching Society

The 6th Conference on Chinese Teaching in Scotland

Teaching Chinese as a Foreign Language in the New Normal: Cross-Disciplinary Theory and Practice

新常态视角下国际中文教育的跨学科理论与实践

29 June to 1 July 2023 at the University of Edinburgh

Table of Contents

Welcome to the International Conference of Teaching Chinese as a Foreign Language in the New Normal Cross-Disciplinary Theory and Practice!

This Conference aims to foster learning, inspire new ideas and promote dialogue among the Chinese teaching community.

Jointly organised by the Confucius Institute for Scotland in the University of Edinburgh and British Chinese Language Teaching Society, the speakers will join us in-person or virtually from across the globe, delivering their experiences, insights and research. We are delighted to be able to host this Conference and hope that it will inspire you too.

Whether you have been involved in Chinese language teaching for many years or are new to the field, we are sure that you will encounter new ideas, develop your approach and further your understanding of learning and teaching Chinese in this Conference.

Chris YEOMANS
British Director
Confucius Institute for Scotland

#teachingChineseHE2023
#BCLTS
@CI4Scotland

尊敬的老师们：

欢迎参加 2023 年英国汉语教学研究会暨第二十届英国高校国际汉语教学研讨会！

　　非常高兴与大家在馨风煦日的初夏相聚于爱丁堡，这也是自疫情以来，英汉会首次整体性恢复线下年会。本次会议的主题立足于新常态视角，以跨学科理论与实践为引领，多元探讨国际汉语教学的现状与未来。

　　大会的重要议题包括汉语本体研究、二语习得与认知、教材和教学法、汉语水平标准与测试、语言政策与规划、教师培养发展、以及汉语在文学与翻译里的跨文化交际和传播。除此而外，科技辅助语言教学仍然是今年的热门话题，尤其是以 ChatGPT 为里程碑的智能革命时代的到来，为国际汉语教学的发展带来了难得的机遇，同时也提出了前所未有的挑战。

　　相信在接下来的几天中，各位老师和专家们会有机会从不同领域充分交流切磋，深度以"研"会友，相互促进和提高。为此，我们由衷地感谢爱丁堡大学苏格兰孔子学院给予本次会议的大力支持和密切合作，为大家提供了这个宝贵的平台！
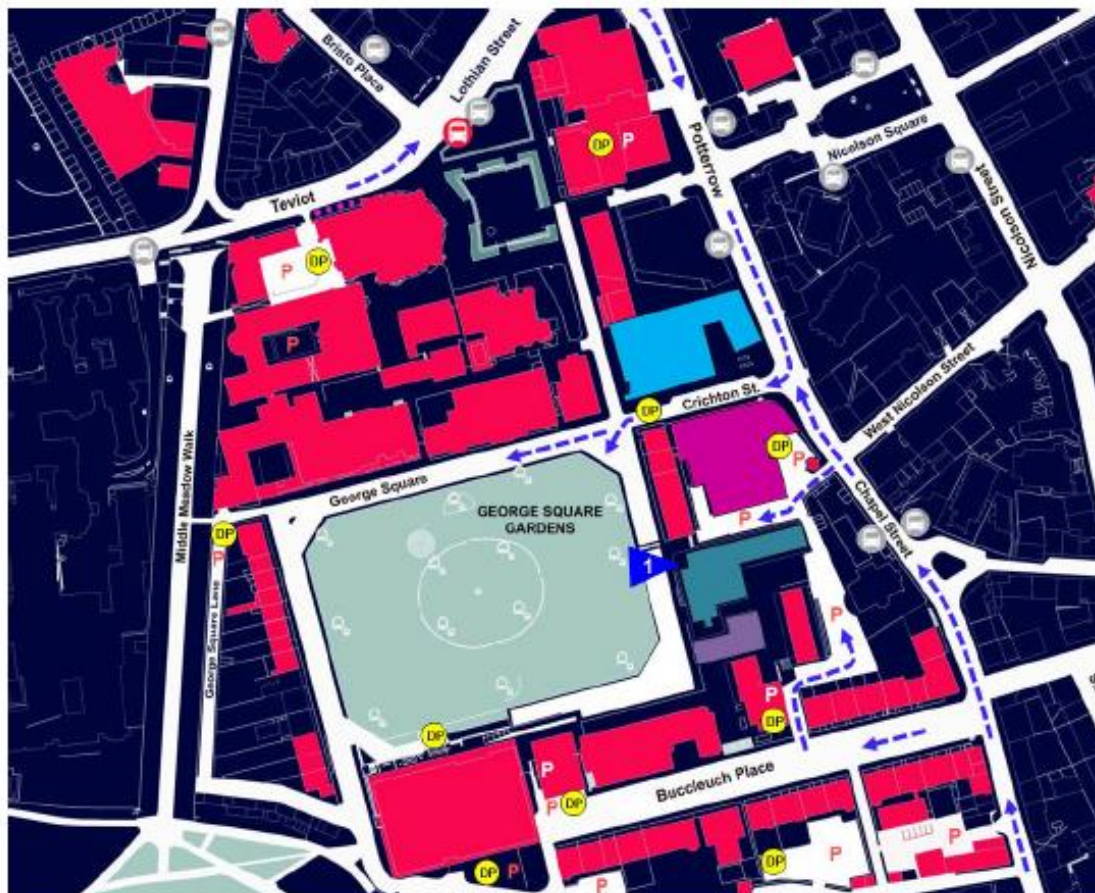
Xuan Wang

王璇
英国汉语教学研究会会长

KEY INFORMATION

The Conference will take place at the ground floor of the **50 George Square**.

50 George Square Location Map

Outside Access

There is one entrance to Number 50 George Square. **See Ground Floor Plan for location.**
Entrance **1.**

This entrance is located to the front of the building on a level paved surface. Entrance **1** provides access to the Ground Floor of the building and can be accessed via a paved footpath with a shallow gradient.

Please note that there are wireless door opening devices for building users who require use of the accessible entrance out with normal building opening hours. These devices are distributed by the facilities manager and are for the use of staff/ students based at Number 50 George Square. **See Contact Information for more details.**

Footpath leading to Number 50 George Square

Entrance **1** consists of two wide single doors and a set of double doors. These doors incorporate a small threshold and lead to a large vestibule area. The single width door located to the left of the entrance and the central set of double doors are automated. The single width door located to the left of the entrance is the wheelchair accessible entrance for out of hour's access.
From the vestibule area there is an additional set of automatic double doors which open inward and lead to the building's main reception. All doors at Entrance **1** will permit the passage of a wheelchair and incorporate door handles/ viewing panels at an accessible height.

Entrance **1**
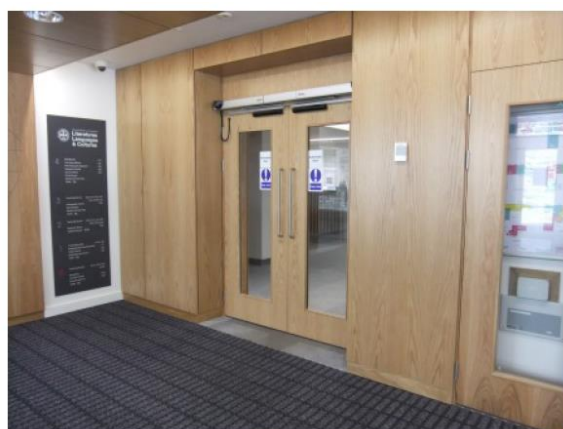
Internal doors at Entrance **1**

TEACHING CHINESE AS A FOREIGN LANGAUGE IN THE NEW NORMAL: CROSS-DISCIPLINARY THEORY AND PRACTICE

Ground Floor Plan

Ground Floor Plan – Number 50 George Square

Legend: Wheelchair Access Route; L - Lifts; Platform Lift; Fire Exits; Reception; F - Female Toilets; M - Male Toilets; Standard Toilets; Accessible Toilets; Teaching Room; Evacuation Call Point
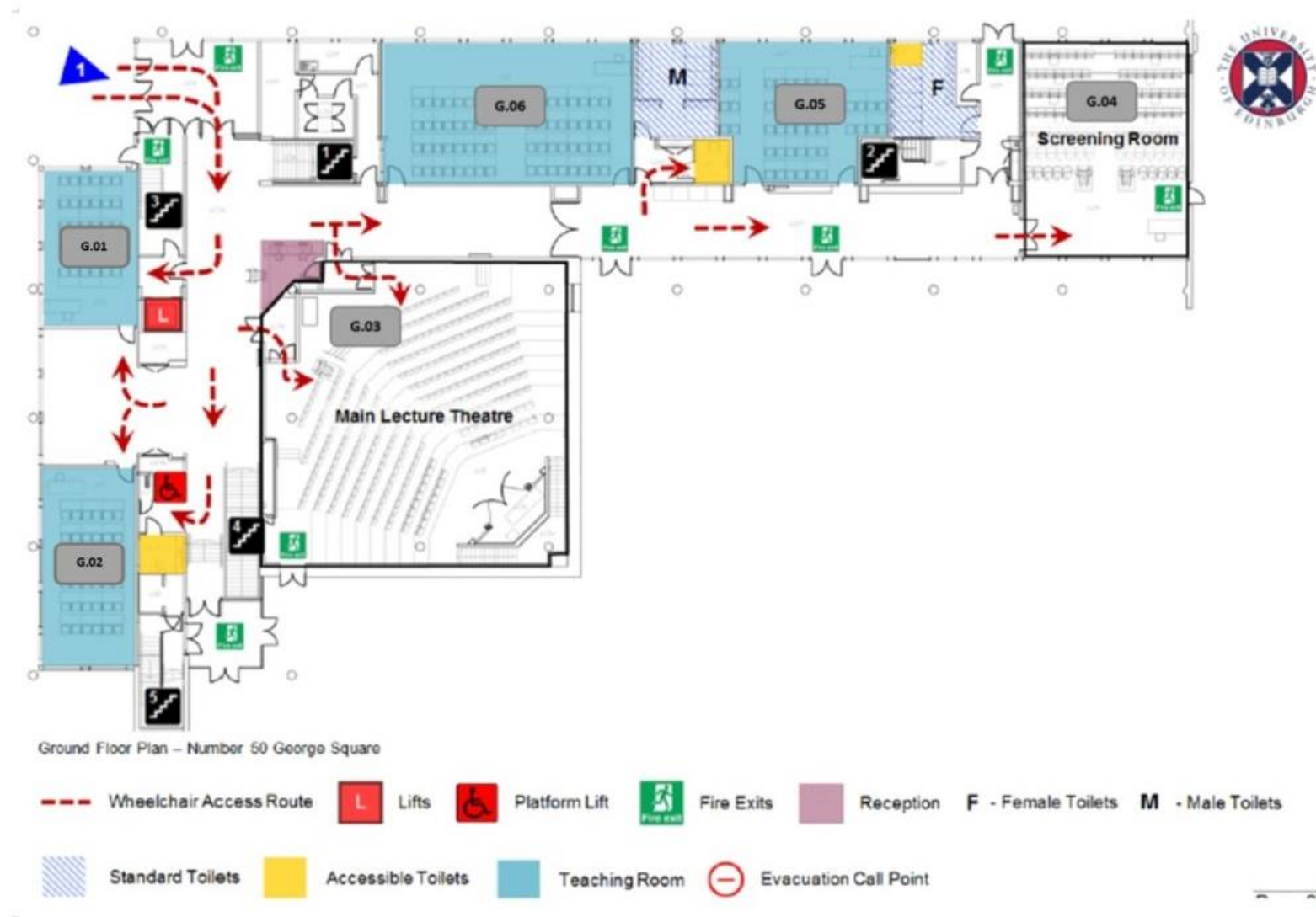
PROGRAMME OVERVIEW

DAY ONE

Thursday 29 June 2023

Registration with Tea and Coffee
11:30 – 12:30
Venue: Foyer at the 50GS

Welcome and Opening Remarks
12:30 – 13:15
Conference Host: LUAN Duo
Venue: G.03

Chris YEOMANS
Director of the Confucius
Institute
for Scotland

Alex THOMSON
Head of School of Literatures,
Languages and Cultures

WANG Xuan
Chair of British Chinese
Language Teaching Society
(BCLTS)

Keynotes
13:15 – 15:15
Chair: WANG Shaomei
Venue: G.03

13:15 – 14:15
Learning Chinese in the 21st Century: A Cognitive Neuroscientist's Perspective
Thomas BAK

14:15 – 15:15pm
The Chinese Proficiency Grading Standard for International Chinese Education and Teaching Chinese as A Foreign Language in the UK
George Xinsheng ZHANG

Tea & Coffee Break
15:15 – 15:45

Parallel Sessions + Workshop
15:45 – 17:05
Teaching Chinese in a Multilingual, Multicultural Context
Chair: LI Li
Session Coordinator: XIAO Yu

Session 1 Venue: G.01	15:45-16:05 多元文化背景下初级中文课程的教学策略与实践 ——以瑞士日内瓦大学为例 HOU Donghai Confucius Institute at the University of Geneva 16:05-16:25 李子柒类短视频中的逸文化在国际中文文化教学中的应用分析 雷思佳、肖妤 School of Literature and Journalism, Sichuan University 16:25-16:45 **Developing Meaningful Communication with Cultural Competence and Understanding** XU Li Duke Kunshan University 16:45-17:05 **An Evaluation of Collaborative Learning between Students of Chinese and International Students - a Case Study of the Centre for Foreign Language Studies of Durham University** LI Li and GU Yu Durham University
Session 2 Venue: G.02	**Technology-enhanced Language Learning** Chair: WU Daming Session Coordinator: HE Yun 15:45-16:05 「教授中文作為第二語言」大學服務研習課程的探索與實踐 曾潔、袁振華 香港理工大學中國語文教學中心 16:05-16:25 **A Study on the Effectiveness of Blended Learning in Beginner-level Chinese Reading and Writing Course** LIANG Xin and LUO Jing Centre for Language Education, School of Humanities and Social Science, the Hong Kong University of Science and Technology 16:25-16:45 **Understanding the Contribution of Gamification in Adult Chinese Learning and Teaching** GAO Ying University of Bath
Session 3	**Applied Linguistics and Science of Language Learning** Chair: YUAN Boping Session Coordinator: ZHANG Qihong 15:45-16:05 **Does Cross-linguistic Influence Occur in L2 Mandarin from L1 French?** LIAO Yu-Hui University of Edinburgh 16:05-16:25 **Third-Person Pronouns in the Chinese-language Classroom: A Critical Pedagogy Approach** Derek HIRD Lancaster University 16:25-16:45

Venue: G.05	**The Relationships between Teacher Instruction, Learner Belief, and Learning Strategies in Chinese Character Learning: A Structural Equation Modelling Study** YU Mingyang and CHAN Yuet Hung Cecilia City University of Hong Kong 16:45-17:05 **Building Bridges, Not Walls: Integrating Knowledge of Chinese Language and Culture into Different Modules for Learners to See Educational Issues from an International and Comparative Perspective** LI Xiuping Ulster University
Session 4 Venue: G.06	**Translation and Literature** Chair: XU Lisa Session Coordinator: HU Jialu 15:45-16:05 戲曲文學教學的跨學科實踐--以《牡丹亭》為例 LI Hoi Ping The Hong Kong Polytechnic University 16:05-16:25 《三体》系列英译本在英语世界的译介与传播研究 YU Yanling and XIAO Pei CIBL at London School of Economics and Political Science Wuhan University of Technology 16:25-16:45 **Translation as a Knowledge Path: Teaching for Non-specialist Undergraduates in the Time of ChatGPT** XU Lisa University of Edinburgh 16:45-17:05 人工智能 **ChatGPT** 背景下中国文化负载词的翻译 FANG Chen and YU Yanling Wuhan University of Technology
Workshop Venue: G.04	Workshop Coordinator: Wu Zimin 15:45-16:25 **A Case Study of Multi Video Feedbacks on Students' Writings for Chinese Language Learners** SHANG Yinghong University of Warwick 16:25-17:05 **A Supplemental Package of Vocabulary Teaching Tools for Improving Autonomous Learning and Metacognitive Abilities in Chinese Language Education: Integrating Paper Dictionaries and Digital Technology** YOSHIKAWA Tatsuo and FUKAYA Keisuke Keio University; Chubu University

Conference Dinner
19:00 – 21:00
Booking in Advance

DAY TWO

Friday 30 June 2023

Keynote

9:30 – 10:30

Chair: WANG Xuan

Venue: G.03

9:30 – 10:30

基于汉字属性资源库的对外汉字教学策略

WANG Lijun

Meet Exhibitors

10:30 – 11:00

Venue: G.03

Tea & Coffee Break

11:00 – 11:20

Parallel Sessions + Workshop

11:20 – 12:40

Technology-enhanced Language Learning

Chair: FANG Linlin

Session Coordinator: XIAO Yu

Session 1 Venue: G.01	11:20-11:40 **The Xu-based Chinese as a Foreign Language Instruction: Theory and Practice** YANG Mei and YIN Ziwei South China University of Technology, Lancaster University Confucius Institute 11:40-12:00 **AI and the Future of Chinese Writing Pedagogy: A Case Study of Writing Skill Development at the Upper-Intermediate Level** 虞莉 Williams College 12:00-12:20 自然语言生成系统 ChatGPT 在高校国际汉语写作教学中的应用以及相关的评估方式革新策略 MA Hongjun University of Manchester 12:20-12:40 **A Case Study on Multimodal Language Learning through Vlogging and Blogging** SHEU Hsui-Chih and Lucy ELWOOD Nottingham Trent University

Technology-enhanced Language Learning

Chair: ZHU Zhu

Session Coordinator: HE Yun

11:20-11:40

Enhancing Chinese Language Learning through Virtual Reality: A Case Study in a Chinese School

YU Tak Wing

Session 2 Venue: G.02	Confucius Institute at the University of the Western Cape 11:40-12:00 **Integrating Social Media to Empower Chinese Language Learners in Bangladesh** Aishowarza MANIK Dublin City University 12:00-12:20 **ChatGPT and Chinese Verb Complement Learning---an Exploratory Study** ZHOU Jocelin Lingxia Lancaster University 12:00-12:40 **Exploring the Application of CLIL with ChatGPT in the CSL Classroom** **ChatGPT 辅助下的汉语课堂内容型教学法初探** WANG Jing Dalhousie University
Session 3 Venue: G.05	**Design and Development of Teaching and Learning Material** Chair: KAN Qian Session Coordinator: ZHANG Qihong 11:20-11:40 中高级汉语阅读教学设计 LIU Li University of California, Berkeley 11:40-12:00 国际中文教育视域下海外语言景观调查研究——以爱丁堡大学周边中国商铺调查为例 ZHANG Qihong and TIAN Yan 中央民族大学国际教育学院 12:00-12:20 中國古代文學中的科技書寫對現代專業中文教材編寫的借鑒意義 鄒宇欣 香港理工大學中國語文教學中心 12:20-12:40 **Exploring the use of tutorial recordings for beginner distance learners of Chinese** Christine PLEINES and KAN Qian The Open University
Session 4 Venue: G.06	**Teaching Chinese for Specific Purposes** Chair: SONG Lianyi Session Coordinator: HU Jialu 11:20-11:40 大學專業中文的課程設計與教學實踐——以眼科視光學專業為例 袁振華、曾潔 Chinese Language Centre, the Hong Kong Polytechnic University 11:40-12:00 **Practical and Critical: Application of Translanguaging on Compiling Textbooks of Chinese for Tourism** GUO Yajing and YE Rong University of Bari Aldo Moro 12:00-12:20 商务汉语课程的教学设计研究：设计、实施与评估 刘莹雪 、宋连谊 北京师范大学国际中文教育学院

<div align="center">Workshop Coordinator: WU Zimin</div>

Workshop Venue: G.04	11:20-12:00 **Interact from Your Mobile Phones - the Technology Enhanced Classroom** SHAO Wei Cardiff University 12:00-12:40 **Help Students Overcome Anxiety in Speaking Chinese** PANG Zhaoxia SOAS

Lunch with Poster Session
12:40 – 13:30

Poster 1	國語文課程的潛能：價值教育的視角 Mandy AU 香港教育大学
Poster 2	香港中文准教师沉浸课程的跨学科学习 CHAU Lap 香港教育大学
Poster 3	浅析现代文学作品在国际中文教育中的重要作用 崔燕 伦敦大学亚非学院
Poster 4	基于语料库的同语格"X 是/归 X"调查及对外汉语教学研究 DENG Jie Confucius Institute for Scotland The University of Edinburgh
Poster 5	英国地区国际中文教育志愿者教师数字素养框架研究 贺赟 中央民族大学国际教育学院 爱丁堡大学苏格兰孔子学院
Poster 6	英国中小汉语教师胜任力调查研究 康国旗 南安普顿大学孔子学院 厦门大学国际中文教育学院
Poster 7	**Supporting Multilingualism in Schools in Wales** TANG Yuqi and CHAN Yuet Hung Cecilia University of Wales Trinity Saint David
Poster 8	基于续论的汉语口语教学策略研究 WANG Xianghui and HU Haiqian Lancaster University Confucius Institute Beijing Language and Culture University
Poster 9	完形填空练习的设计与答题偏误研究 王怡婷、张璐、宋连谊 北京师范大学
Poster 10	基于语料库的西班牙语母语者汉语"比"字句习得偏误分析 肖妤 Fudan University Confucius Institute for Scotland
Poster 11	**Challenges to Chinese Languages teachers' Intercultural Communicative Competencies (ICC) in the British multicultural context** ZHANG Wenwen Confucius Institute at Newcastle University

Poster 12	**COVID-19, Cancellation of International Travel, and Second Foreign Language Teaching: Chinese Year Abroad Programmes as a Case Study** ZHAO Yu and TIAN Ye Portsmouth University Queen's University and Scholar in Residence at Manchester China Institute, University of Manchester

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Keynote
13:30 – 14:30
Chair: SHI Lijing
Venue: G.03

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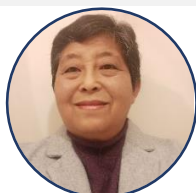
13:30pm – 14:30pm

Looking Forward: Formative Assessment and Its Importance to Learning and Teaching of L2 Chinese

LU Yang

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Parallel Sessions + Workshop
14:40 – 15:40

Teaching Chinese in a Multilingual, Multicultural Context
Chair: WANG Liang
Session Coordinator: XIAO Yu

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Session 1 Venue: G.01	14:40-15:00 **Investigating the Effectiveness of Xu-based Tasks in Promoting Chinese Characters Learning** XIAO Juan South China University of Technology; Lancaster University Confucius Institute 15:00-15:20 **Translanguaging in the Virtual Chinese Classroom: Students' Practices and Attitudes** GAO Man, YANG Tao, and WANG Xuan Dalarna University 15:20-15:40 **Interpretation and Implication of Mediation in CEFR Companion Volume** LI Zhiyuan Queen Mary University of London's Confucius Institute; Beijing University of Posts and Telecommunications South Pacific Research Centre

<div align="center">

National Language Policies
Chair: SHANG Yinghong
Session Coordinator: HE Yun

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Session 2 Venue: G.02	14:40-15:00 英国《威尔士新外语政策》及对国际中文传播的启示 付瑶、李琦、汪怡帆 班戈大学孔子学院 15:00-15:20 中文纳入罗马尼亚国民教育体系的现状、动因与发展对策 CAO Ruihong 罗马尼亚布加勒斯特大学孔子学院 15:20-15:40 **Multilingual Awareness in Learners of Chinese as a Foreign Language in UK higher education**

	WANG Chuyi University of Glasgow
Session 3 Venue: G.05	**Applied Linguistics and Science of Language Learning** Chair: XU Shejiao Session Coordinator: ZHANG Qihong 14:40-15:00 **基于 GCSE 中文考试的语法与话题关系研究** 张枫茹 南安普顿大学孔子学院 15:00-15:20 **British University CFL Teachers' Beliefs, and Orientations about Chinese Character Teaching and Learning** LIAO Jiahong University of Nottingham 15:20-15:40 **"主动反馈"（Active feedback）在汉语初、中级口语教学中的应用研究** 曾海燕 曼彻斯特大学东亚研究中心中文系
Session 4 Venue: G.06	**Applied Linguistics and Science of Language Learning** Chair: CHEN Qing Session Coordinator: HU Jialu 14:40-15:00 **汉语教材中的同译词问题：以媒介语为法语的教材为例** 谢红华 (Grace POIZAT-XIE) 日内瓦大学 15:00-15:20 **Material and Tasks for Multimodal Teaching and Learning: Action Research on Teaching Mandarin Chinese as a Foreign Language** XU Sujing University of Nottingham 15:20-15:40 **汉语接近路径型虚拟位移研究** WANG Shaoming and WANG Shan 澳门大学
Workshop Venue: G.04	Workshop Coordinator: WU Zimin 14:40-15:40 **An Investigation of the Alignment of A-Level Mandarin Chinese to the Common European Framework of Reference for Languages (CEFR)** ZHENG Ying and CHEN Yuhua University of Southampton
**Tea & Coffee Break** 15:40 – 16:00
**Special Lecture** 16:00 – 17:00 Chair: LUAN Duo Venue: G.03

16:00pm – 17:00pm

成人二语习得为什么难以完全成功？——以英语者学习汉语不及物动词为例

YUAN Boping

Walking Tours

17:00 – 18:00

Meeting Point: The front of 50GS Building

*A kind reminder: comfort shoes are required for the walk.

Tour 1	**Confucius Institute for Scotland and Arthur's Seat** Tour Guides: DENG Jie and XIAO Yu	
Tour 2	**Meadows** Tour Guides: HE Yun and ZHANG Qihong	
Tour 3	**Enlightenment** Tour Guides: WU Zimin and HU Jialu	
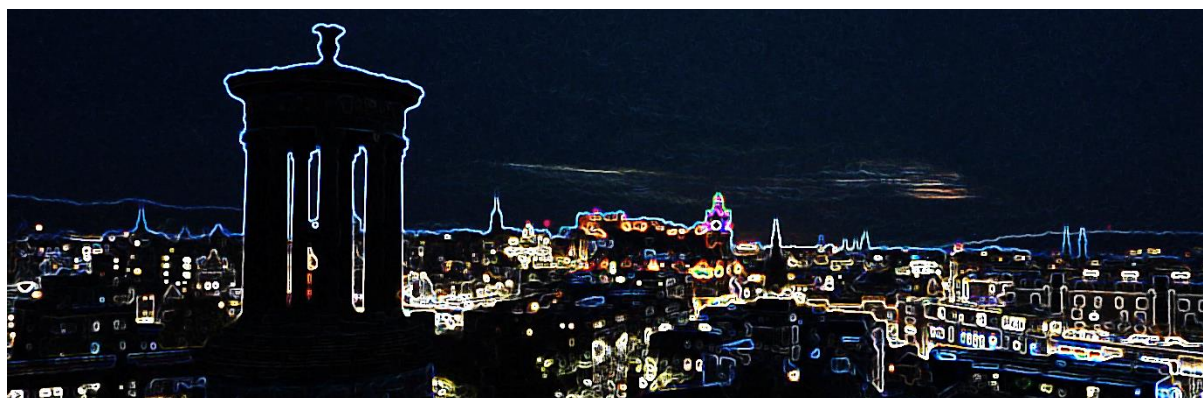
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DAY THREE

Saturday 1 July 2023

Keynote
9:30 – 10:30
Chair: LUAN Duo
Venue: G.03

9:30 – 10:30

Future of Chinese Language Teachers in the SMART Technology Era

LIU Shijuan

Parallel Sessions + Workshop
10:30 – 11:50

Technology-enhanced Language Learning& Teacher Education and Development
Chair: SHI Lijing
Session Coordinator: ZHANG Qihong

Session 1
Venue: G.05

10:30-10:50
AI 辅助初级汉语听力理解选择题命题： 一项基于 ChatGPT 的尝试
罗莲、魏少丽
中央民族大学国际教育学院

10:50-11:10
Using ChatGPT to facilitate Mandarin Chinese writing for advanced Irish CFL learners: a preliminary experiment
WANG Hongfei, Neasa Ní Chiaráin, ZHANG Chang
Trinity College Dublin

11:10-11:30
CFL students' and teachers' attitudes toward machine translation tools
SHI Lijing
London School of Economics and Political Science

11:30-11:50
基于《标准》的英国本土优秀国际中文教师胜任力特征及模型构建
付瑶
班戈大学孔子学院

Second language acquisition
Chair: WANG Naixia
Session Coordinator: HU Jialu

10:30-10:50
中级高等汉语学习者口语叙事语篇衔接方式习得过程个案研究
A Case Study on the Acquisition Process of Cohesion Devices in Oral Narrative Discourse Produced by Chinese Learners of Upper-intermediate Levels
陈婉秀
Confucius Institute at Newcastle University

Session 2 Venue: G.06	10:50-11:10 基于"产出导向法"的英国汉语口语教学实证研究 付瑶 、汪怡帆 、李琦 班戈大学孔子学院	
	11:10-11:30 **Exploring Language Learning Strategies and Cultural Background: An Empirical Study** WANG Naixia The University of Nottingham	
	11:30-11:50 **The Optionality of Numeral Yi (一) and its L2 Chinse Acquisition** CHEN Dongyan CIBL at London School of Economics and Political Science	

Workshop Coordinator: WU Zimin

Workshop 1 Venue: G.04	10:30-11:10 基于多元智能理论的英国中小学汉语课堂游戏与活动设计 谈晓露 Confucius Institute at Newcastle University
	11:10-11:50 泰国中高级汉语水平留学生塞音习得实验分析 WU Zimin Confucius Institute for Scotland Fudan University

Workshop Coordinator: HE Yun

Workshop 2 Venue: G.02	10:30-11:10 国际中文教育文化微课构建 ——以第四届全国研究生微课大赛一等奖作品为例 贺赟 、张齐红 中央民族大学国际教育学院

Closure
12:00 – 12:30
Venue: G.03

WANG Shaomei Chinese Director Confucius Institute for Scotland	Llinos JONES General Manager Confucius Institute for Scotland	SHI Lijing Vice Chair BCLTS

Take Away Lunch
12:30
Building Closed

Learning Chinese in the 21st Century: A Cognitive Neuroscientist's Perspective

Abstract:

Language learning is usually considered nowadays from one of two complementary perspectives. The first one is practical, focusing on language as a means of communication, a tool for travels and a useful asset in business. The second emphasizes more the cultural aspects, with language being the key to understand other nations and civilizations. However, for centuries and across different cultures, there has been also a third motivation, seeing language learning as a mental exercise, an intellectual equivalent of gymnastics.

I will argue that learning Chinese is a perfect example of all three approaches presented above. And Chinese offers also unique challenges and opportunities to a cognitive and neuroscientist interested in the impact of language learning on mind and brain. One of such aspects is Chinese writing system, allowing a much clearer distinction than in any other living language between sounds and their visual representations in characters. I will present recent studies examining whether learning to speak and to write Chinese might have differential impact on specific aspects of attention.

Biography：

Thomas BAK

School of Philosophy, Psychology and Language Sciences
The University of Edinburgh

Thomas Bak is a researcher at the University of Edinburgh whose work centres on the impact of bilingualism on cognitive functions, bilingualism and cognitive function across the lifespan, cross-linguistic studies of aphasia, and the relationship between language, cognition and culture in neurodegenerative brain diseases.

He also works on the design and adaptation of cognitive and motor assessments to different languages and cultures. 2010-2018 Thomas Bak was president of the World Federation of Neurology Research Group on Aphasia, Dementia and Cognitive Disorders. He is best known for his work on the impact of bilingualism on cognitive ageing, in particular the finding that in people who speak two languages (whether from childhood or acquired later in life), dementia is delayed.

KEYNOTE 2

The Chinese Proficiency Grading Standard for International Chinese Education and Teaching Chinese as a Foreign Language in the UK

Abstract：

《国际中文教育中文水平等级标准》（以下简称新标准）的发布与实施，标志着汉语国际教育进入新的国际中文教育新时期或新阶段。和以前的两个汉语能力标准及基于这些标准开发的汉语水平考试相比，新标准在汉语语言能力的诸方面要求明显提高，反映了国际中文教育新时期发展的方向和目标。除了新标准对汉语水平考试更新会有何影响之外，新标准和海外本土的汉语能力标准之比较和对接等问题也是业内同仁十分关注的问题。本发言将从文化多元、语言多样欧洲语言政策角度，结合欧洲外语教育现状及欧洲基于《欧洲共同语言参考框架》所开发的《欧洲汉语能力标准》和英国的汉语教学情况，就这些问题谈几点自己的看法和意见，和同仁们共同探索推动国际中文教育及汉语二语教育的学科建设与发展的方法与途径。

Biography：

George Xinsheng ZHANG

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张新生教授现为英国理启蒙大学 (Richmond, the American International University in London) 教授，校长顾问/助理。英国特许语言学家协会荣誉会员 (Honorary Fellow of Chartered Institute of Linguists)，世界汉语教学学会和欧洲汉语教学协会 (The European Association of Chinese Teaching) 副会长。同济大学客座教授。曾任伦敦孔子学院首任外方院长、伦敦大学亚非学院语言中心主任、欧盟汉语能力标准项目 (European Benchmarks for Chinese Language) 负责人和英国汉语教学研究会 (The British Chinese Language Teaching Society) 会长等职。在英从事汉语教学和教师培训工作多年，著有《英国成人教育史》并主编和参与编写了多种汉语外语教材，其主编的《步步高中文》(Chinese in Steps) 系列教材在 2010 年的第五届孔子学院大会上获"优秀国际汉语教材奖"。

基于汉字属性资源库的对外汉字教学策略

Abstract：

　　信息技术的快速发展为国际中文教育提供了强有力的支撑，使得国际中文教育的跨学科色彩日益浓厚。近年来建设的"汉字全息资源应用系统"，是在新型汉字学理论指导下打造的面向多元服务的汉字属性资源平台。该平台充分运用当前的数据库技术、信息挖掘技术、可视化技术等现代化手段，从形、音、义、用、码五大维度，较为全面地呈现古今汉字的属性体系，特别是平台的汉字构形自动分析、汉字形音义属性系联、汉字动态演化等功能，可以为对外汉字教学提供更为丰富的汉字属性资源，使对外汉字教学的内容更加科学、手段更加高效。

Biography：

王立军

北京师范大学文学院

王立军，北京师范大学教授，国家教学名师。现任北京师范大学文学院院长、中国文字整理与规范研究中心主任、民俗典籍文字研究中心主任、中小学国家语文教材基地副主任，兼任国家语委语言文字标准审定委员会委员、中国教育学会书法教育专业委员会副理事长、中国语言学会常务理事。主要从事汉字学、训诂学的教学与研究。

Looking Forward: Formative Assessment and its Importance to Learning and Teaching of L2 Chinese

Abstract：

This talk introduces the nature, theoretical notions of formative assessment and the ways it is carried out in classroom and teacher-learner interaction. It will also explain why formative assessment greatly affects our learners' motivation, confidence and independence. The five strategies for formative assessment will be presented and discussed to emphasise the fact that teaching and learning activities are all in fact intwined with formative assessment. It not only assists learning but also improves teaching.

Therefore, it is critical that teachers know those strategies and apply them appropriately and effectively. Specifically, as most our students are learning a very different language from their first language, they need vigorous formative assessment to know where they are in relation to the learning objectives and what to do next to meet the expectations.

Biography：

LU Yang

University of Nottingham

Yang Lu has an MA in TEFL and PhD in language assessment. She has taught Chinese of different levels, translation and supervised MA and PhD students in comparative literature and Chinese as a foreign language. Since 2000, she has organised and developed assessments of different purposes for L2 Chinese courses and acted as the external examiner for several UK universities. Her research interests have covered discourse analysis of learners' speech in English, validity of standardised tests of L2 English and Chinese tests. Yang has published a book, *Assessing Learners' Competence in L2 Chinese*, an edited collection, *Teaching and Learning Chinese in Higher Education*, and research articles on standardising L2 Chinese competence with the Common European Framework of Reference, the criterion-referenced validity of the HSK tests, explicit instruction of L2 Chinese grammar, Chinese EFL test-takers' spoken discourse competence, etc. Yang has also peer-reviewed for journals of language assessment and ESL.

Future of Chinese Language Teachers in the SMART Technology Era

Abstract：

New technology often brings new opportunities and challenges. Recently there have been heated discussions on applications and implications of ChatGPT and other artificial intelligence (AI) tools. What is the true value of language learning when technologies become more convenient and powerful, and are even expected to be smarter than humans in the future? What are the opportunities and challenges for language teaching professionals including Chinese language teachers in the SMART technology era? In addition to addressing these questions, this session will review strengths and weaknesses of ChatGPT and other popular AI tools for Chinese language teaching and learning. It will also share some of the new trends and initiatives in the field, and discuss how to prepare for the fast-changing world both personally and professionally.

Biography：

LIU Shijuan

Department of Foreign Languages
Indiana University of Pennsylvania

LIU Shijuan is Professor of Chinese in the Department of Foreign Languages, Indiana University of Pennsylvania. She has taught Chinese in both China and the United States since 1995, and received several teaching awards. She holds a doctorate in Instructional Systems Technology, and has published widely in language education and online education. Her work has appeared as book chapters and in various journals such as The Language Learning Journal, and Journal of Educational Technology and Society.

Dr. Liu is the editor of two new books: Teaching the Chinese Language Remotely: Global Cases and Perspectives (by Palgrave Macmillan), and Online Chinese Teaching and Learning in 2020 (by National Foreign Language Resource Centre). She has been serving as an editor for Journal of Technology and Chinese Language Teaching since its inaugural issue in 2010, and on the Board of Directors of Chinese Language Teachers Association, USA, 2018-21.

Future of Chinese Language Teachers in the SMART Technology Era

Abstract：

本讲座将讨论中国人学习英语，外国人学习汉语的情况，并以汉语不及物动词为例，对这一现象进行讨论。不及物动词的使用常常被认为相对简单容易，不太需要进行特殊处理。但一项汉语二语习得实证研究显示，以母语为英语的汉语学习者，在学习掌握带不及物动词的汉语语序时，遇到很多困难，即便到了高级阶段也是如此。他们可以轻松自如地学习掌握"名词+不及物动词"的语序，但是他们无法学习掌握汉语中"不及物动词+名词"语序在何种情况下是符合汉语语法的。本文在句法-语义界面关系的基础上分析了汉语二语习得者在学习掌握这一语法点的表现，针对二语学习者对目的语进行语言处理的局限性、对目的语资源分配的低效、以及对各类语言信息之间瞬间协调整合的能力进行了尝试性的探讨。

Biography：

YUAN Boping

University of Cambridge

YUAN Boping is a Professor Emeritus in Chinese Language and Linguistics at the University of Cambridge. He continues to be a PhD supervisor at Cambridge and Fellow of Churchill College, Cambridge. He is currently also a Distinguished Professor in Linguistics at Shanghai Jiao Tong University.

His research interests are in linguistic approaches to second/third language acquisition, particularly in non-native language acquisition of Chinese. He has recently developed interests in bilingualism and aphasia and is involved in a joint project in this area at SJTU. He is the editor-in-chief of *Journal of Second Language Studies* (John Benjamins), and has published numerous articles in internationally prestigious journals. His forthcoming *monograph Interlanguage Grammars of Mandarin Chinese* is going to be published by Cambridge University Press soon.

* The abstracts are arranged in the alphabetical order of the first authors' surnames.

A

國語文課程的潛能：價值教育的視角

Mandy AU

Abstract:

中國語文科課程的教學目標著重語文能力的訓練，也強調思想的啟發和品德的培養，課程教材為文質兼美的作品，有豐富的文學、文化內涵，既鞏固學生語文學習，也可以促進文化和品德情意等範疇的學習，是語文教學的重要部份。學生通過學習材料的的價值取向，可培養個人品德，完善自身修養。本文以對教材進行價值取向分析，探究語文科課程的潛能，以增加中文學習的廣度和深度，建立學生個人氣質、內涵、品格、操守，至於關心社會、盱衡世界的可能性。

Key Words: 中國語文科課程，課程的潛能，價值教育

Mandy AU 香港教育大学

C

中文纳入罗马尼亚国民教育体系的现状、动因与发展对策

CAO Ruihong

Abstract:

中文纳入世界各国国民教育体系是中文走向世界的重要标志。在罗马尼亚"拉力"和中国"推力"的"合力"作用下，中罗两国政治高度互信、经贸频繁往来、教育人文积极互动，成为中文纳入罗马尼亚国民教育体系的重要驱动因素。罗马尼亚教育部通过颁布部长令的形式，将中文纳入学校正规课程体系和考试体系，在高等教育和中等教育进行中文教学。中文课程设置同时包含必修课和选修课，基础教育阶段开展中文作为第二外语的教学。但中文纳入罗马尼亚国民教育体系面临广度和深度欠缺的现实挑战。为逐步实现中文的全面有效纳入。基于此，应以需求为导向，精准设计多元学习课程；以有效经验为指导，平稳扩大纳入规模；以标准建设为统领，有效助推规范化纳入。

Key Words: 中文纳入罗马尼亚国民教育体系，现状，动因，发展对策

曹瑞红系罗马尼亚布加勒斯特大学孔子学院院长助理、中文教师，布加勒斯特大学传播学博士研究生。拥有近 10 年当地一线教学和管理经验，熟悉罗马尼亚中文教育方方面面的情况，主持、参与多项国际中文教育课题。主编了首部罗马尼亚中文教育国别化论著和罗马尼亚初中本土中文教材；翻译了罗马尼亚教育部颁布中文教育相关的官方文件，包括初高中中文教学大纲，第一、第二外语教学政策，外语教材评审任务书等；在《云南师范大学学报（对外汉语教学与

研究版）》、《国际中文教育（中英文）》和《Sinología hispánica. China Studies Review》等国内外专业期刊公开发表罗马尼亚中文教育相关主题学术论文数篇。

香港中文准教师沉浸课程的跨学科学习
The Cross-Disciplinary Learning in Immersion Programme for Prospective Chinese Teachers in Hong Kong

周立 CHAU Lap

Abstract:

本文以香港教育大学中国语文教育荣誉学士课程的沉浸（Immersion Programme）课程为例，介绍、检测、反思香港中文教育准教师的跨学科体验式学习成效，以期为新常态视角下的国际中文教育的跨学科理论与实践和师资培训提供参考依据。

沉浸课程包括普通话研习、学科专题研习、学校体验和文化考察等四个跨学科学习范畴。本文采用评核成绩、反思报告和问卷调查等方法研究沉浸课程的学习成效。

研究发现，参与沉浸课程的准教师除了普通话有一至两个等级的进步，更在解决问题能力、批判思考能力、创造性思维能力、语言沟通能力、社交能力、伦理决策、全球视野、积极的价值观念与心态等 7 个现代社会需要的共通能力有所提升。由此可证，以跨学科理论指导规划体验式学习能够取得超越预期的学习效果。

Key Words: 跨学科，沉浸式学习，共通能力，中文国际教育，香港

周立 实验语音学专业，研究兴趣包括应用语音学、汉语国际教育、体验式学习。现任香港教育大学高级讲师，中国语言学系副系主任（知识转移）。长期从事中文师资培训。担任教育部门和教材出版顾问。发表论文多篇。

The Optionality of Numeral Yi (一) and Its L2 Chinse Acquisition

CHEN Dongyan

Abstract:

The numeral yi can be optional in Chinese, as shown in the following examples:

    a. 我吃了（一）碗面。
    b. 她看了（一）下表。

The optionality has resulted different interpretations. From the pragmatic perspective, the omission suggests an informal interpretation of the meaning of the text; and vice versa, the numeral offers a formal account （See a & b）. This approach is clearly in line with Feng's (2023) prosodic approach of the differences between mono-syllabic and double syllable perspective. The monosyllabic 碗 indicates informality; rather, disyllabic 一碗 suggests formality. The semantic perspective assumes that the omission of numeral yi projects a generic understanding, while with the numeral, the sentence stresses the quantity of an object or an action.

This paper argues that the foreknowledge is insufficient in understanding the nature of yi optionality, as there is a consistent syntactic numeral yi optional pattern:

1) Yi is optional when a nominal phrase is in object position, but not when it is in subject position.
2) Yi is optional in post-verb phrase position but not in pre-verb position.

Key structural search of verbs like tiao (run), ting (listen) etc in Global Chinese as Interlanguage Corpus displays that L2 Chinese learners consistently keep yi in their data, which suggests that they are largely unaware of the optionality feature of the Chinese language. The study does not contribute to the asymmetrical interpretation of sentence structure but also raise L2 Chinese teachers' aware of yi optionality, thereby providing pertinent instruction.

Key Words: optionality, pragmatic perspective, prosodic approach, asymmetrical syntactic structure, L2 acquisition and teaching

CHEN Dongyan obtained her PhD from Newcastle University upon Tyne. Her research interests are L2 Chinese acquisition in multi-lingual contexts and L2 Chinese-English bilingual development.

中级高等汉语学习者口语叙事语篇衔接方式习得过程个案研究

A Case Study on the Acquisition Process of Cohesion Devices in Oral Narrative Discourse Produced by Chinese Learners of Upper-intermediate Levels

CHEN Wanxiu

Abstract:

在口语叙事语篇表达中，连贯性是中级高等汉语学习者语言能力的重要组成部分，而衔接方式在其中发挥重要作用。本文在一年间每月跟踪采集一组同年级汉语学习者（中级高等水平、六名）的口语叙事语篇，选取指称关系、省略替代、连接、结构衔接、词汇衔接五种衔接方式，深入探讨其习得过程的特点和规律，发现：中级高等汉语学习者对口语叙事语篇衔接方式的习得发展缓慢，各类衔接方式的使用率和正确率变化呈负相关，若以后者为判定标准，则五种衔接方式的习得顺序依次为词汇衔接和结构衔接、省略替代、指称关系、连接。此外，在所采集的历时语料中，词汇和结构衔接均未出现偏误，其余三者的主要偏误类型则皆为冗余，其次为缺失和错用。据此，研究提出五条建议：注重词汇与结构的意义联结；重视衔接方式偏误并积极反馈；增加中高级教材语篇连贯性知识和练习比例；加强语篇连贯性训练；注重课外阅读积累，增强语感。

Key Words: case study, cohesion device, acquisition process, oral narrative discourse, upper-intermediate levels

CHEN Wanxiu 陈婉秀 is a Chinese lecturer of Confucius Institute at Newcastle University, with her M.A. and B.A. both in Teaching Chinese to Speakers of Other Languages from Beijing Language and Culture University. Her main research interests lie in second language acquisition and discourse analysis, with some of her works also on online interactive Chinese teaching and design of Chinese teaching materials.

浅析现代文学作品在国际中文教育中的重要作用

CUI Yan

Abstract:

中国现代文学作品用于国际中文教育有着很重要的作用。本文中笔者将在构建主义理论框架下，结合教学实践，讨论分析中国现代文学作品用在国际高级汉语教学中所起到的不同作用，以有效提高国际中文教育水平。这些作用包括使学习者们：1. 进一步深入了解和学习中国文化；2. 进一步深入学习汉语语言知识和丰富的表达法；3.了解现代汉语的发展；4. 了解包括不同时期的中国现代文学作家及不同的语言风格与叙述特点；5. 进一步提升学习者的语言技能，即：使用语言的能力：听、说、读、写、译；6. 进一步培养学习者独力学习、独立思考和研究的能力。本文还将分析使用文学作品教学时的难点以及在选择和使用文学作品，如：诗、散文、中/长/短篇小说等教学中应考虑到的问题。对于教学中所遇到的难点和问题提出处理和解决这些问题的方法和建议。处在由于疫情而改变和促成了新的教学模式的时代；在新常态视角下的国际中文教育中适当、合理地使用现代文学作品的教学更显其重要性。

Key Words: 中国现代文学作品，国际中文教育，风格特点，现代文学作家，叙述方法

CUI Yan 崔燕博士研究领域包括国际中文教育及中国现代文学语言风格。出版代表作包括: 专著《老舍的文学语言风格与发展-复旦大学出版社》；论文 "试论海外大学汉语教师应具备的基本能力"， 该论文北收入世界汉语教学学会秘书处编论文选（高等教育出版社）。

D

基于语料库的同语格"X 是/归 X"调查及对外汉语教学研究

DENG Jie

Abstract:

同语格结构"X 是/归 X"是在文学作品和日常交际中经常被使用的一个句式，由前后成分相同的"X"和"是/归"两部分组成。同语格"X 是/归 X"看似是简单的语义重复，但在一定程度上起到了某些特殊的语用表达效果。以往学者关于同语格"X 是/归 X"的研究多集中于本体研究，主要集中于句法、语义、语用和修辞方面的分析与具体描写，多采用列举的方法分析论证，较为笼统。针对于对外汉语教学方面的研究较少，少有学者对汉语二语学习者使用该构式的情况进行调查，教师在教学活动中没有相关理论和教学策略可以借鉴。近几年来，语料库的日益完善和发展为研究这一结构提供了便利。作为对外汉语教师，我们需要的不仅仅是对汉语本体的理解，更多的是要关注学生的使用情况。因此本研究将对 HSK 动态作文语料库和中介语语料库中汉语二语习得者使用该构式的语料进行分析，总结其中偏误的类型、分析偏误出现的原因，致力于提出一些有效的教学建议。

Key Words: 同语格，语料库，二语习得，偏误

DENG Jie, a graduate student at Fudan University, is majoring in Teaching Chinese to Speakers of Other Languages. Currently working as a volunteer Chinese teacher at the Confucius Institute for Scotland in the University of Edinburgh.

F

人工智能 ChatGPT 背景下中国文化负载词的翻译

FANG Chen and YU Yanling

Abstract:

人工智能生成内容（AIGC）发展日益蓬勃，引起了业界与学界的广泛讨论，ChatGPT（Chat Generative Pre-trained Transformer）是美国人工智能研究实验室 OpenAI 推出的人工智能技术驱动的自然语言处理工具。文化负载词是指在不同文化中承载文化内涵信息、反映人类社会生活的词汇。这类词汇具有鲜明的民族色彩和文化特色，一般不能在其他文化中找到完全对等的表达。本文旨在研究使用 ChatGPT 翻译中国文化负载词的特点。选定 ChatGPT 对过往博鳌亚洲论坛领导人发言稿进行翻译，将 ChatGPT 译文与人工外宣译文进行平行比较与分析，从翻译方式、文化差异、一词多译以及转译四个方面说明目前 ChatGPT 处理中国文化负载词存在的难以攻克的翻译困境，指出目前采用 ChatGPT 翻译文化负载词的优点与不足，为优化翻译策略，提升外宣翻译质量提出建议，让世界各国对中国文化有更加正确的认识，更好促进中国与世界各国的文化交流。

Key Words: ChatGPT, 民族文化负载词, 机器翻译, 人工智能, 博鳌亚洲论坛

FANG Chen is from Wuhan University of Technology. I am a second-year graduate student majoring in English interpretation. I have many hobbies. I like to pay attention to the frontier, and I am very interested in cross-cultural research and cultural exchange.

YU Yanling is a professor of Translation Studies at the Wuhan University of Technology, China. Her expertise indudes translation principles and practice, translation project management and non-literary translation. E-mail address:yuyanling@whut.edu.cn.

英国《威尔士新外语政策》及对国际中文传播的启示

付瑶、 汪怡帆、李琦

Abstract:

《威尔士新外语政策》是英国威尔士政府颁布的面向 2022-2025 的新外语政策，该政策力图将威尔士打造成一个多语种国家，旨在提升学习者的全球竞争力，支持外语的官方化与国民化，巩固外语在威尔士地区的地位。本研究对其总体设计框架、具体内容和特点进行了系统性梳理与分析，吸收其先进的外语教学思想和理念，并以其中与国际中文教学相关的板块为线索，探讨语言政策对该地区未来汉语传播的影响，进而促进国际中文教学与威尔士中小学新大纲下各教学模块和教学目标紧密相连。研究表明：（一）《新外语政策》能与《国际中文教育等级标准》有机结合并促进中文在威尔士地区中小学的传播；（二）应注重提升学生已有知识体系，特别是思维能力、交流沟通能力、信息通信技术能力和数字能力；（三）增强中文学习和与之相关的职业意识，认识到中文学习能够为未来的职业生涯提供更多便利和创造更多机会。

Key Words: 英国；《威尔士新外语政策》；国际中文传播；特点与启示

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基于《标准》的英国本土优秀国际中文教师胜任力特征及模型构建

付瑶、汪怡帆、李琦

Abstract:

　　《国际中文教师专业能力标准》（以下简称《标准》）是世界汉语教学学会首个以团体标准形式发布，规范引领国际中文教师培养、培训、能力评价与认定及教师专业发展的准则。基于《标准》，我们考察了 15 位英国中小学本土优秀国际中文教师所应有的胜利力特征，构建基于 5 个模块 13 项特征的英国本土优秀国际中文教师胜任力模型。结果表明:(一)本土优秀国际中文教师的胜任力包括专业知识、教学技能、沟通协调能力、课堂突发事件处理能力、自我反思与调整能力、活动策划与执行、问题意识、批判思维、国际视野、文化应对、有效参与、价值取向、人格魅力等 13 项特征；（二）当前在岗本土优秀国际中文教师胜任力特征与《标准》高度契合，其中"多元化的能力"永远是本土优秀教师的关键特征，具体包括"问题意识"、"批判思维"、"有效参与"和"文化应对"；（三）研究结论对相关机构选拔选聘本土优秀国际中文教师和绩效考核评估、教师专业化发展提供了实证研究的依据。

Key Words:《标准》；英国；本土；国际中文教师；胜任力

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基于"产出导向法"的英国汉语口语教学实证研究

付瑶、汪怡帆、李琦

Abstract:

　　本研究基于产出导向法理论，选取 32 名英国汉语学习者和 2 名汉语教师为研究对象，通过课堂观察、深度访谈和分析学生口语产出等方式，从学生参与度、获得感、产品质量及教师 POA 体验感四个维度考察了 POA 在英国汉语口语教学实施后的目标达成性。研究发现：（一）学生的参与度明显增强，开口度频次增加，上课积极性更高且注意力更集中；（二）学生的获得感明显提升，语言产出目标达成性更高，口语输出更流畅，对任务型问题的思辨能力得以提升，知识面深度广度得到进一步拓宽；（三）学生的口语产出实践增多，产品质量更高，交际产出效果较现行教学模式更凸显；（四）教师 POA 体验感较好，师生课堂互动性更强，交叉互评较传统模式效果更好，教师的 POA 课堂胜任力明显提升。本研究初步表明了 POA 在英国汉语口语教学中的可操作性和有效性，对今后开展 POA 汉语教学有借鉴意义。

Key Words: 产出导向法；英国；汉语口语教学；汉语教师

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G

Translanguaging in the virtual Chinese classroom: students' practices and attitudes

GAO Man, YANG Tao and WANG Xuan

Abstract:

Translanguaging, which refers to the communication practice to shuttle between languages (Canagarajah, 2013), has attracted considerable attention in various disciplines. In the field of bilingual education, this term has been identified as an ideology, theory, and pedagogical approach (Mazak & Carroll, 2016). Nevertheless, very little work is done on examining the practice and perception of translanguaging in the online learning environment. This study aims to investigate the learners' uses of and attitudes towards translanguaging in online Chinese (CFL) classes. In order to gain a comprehensive understanding of this issue, data will be collected through 1) classroom observation of students' translanguaging practice in class, of two online CFL courses; 2) a survey with Likert-scale questions to collect the student's perception and attitude of translinguaging in class; and 3) interview of some students. Preliminary analysis of the ethnographic data suggests that translanguaging (Chinese, English and Swedish) is a common occurrence in the virtual classroom. Both intersentential and intrasentential translanguaging have been found, and students mainly use translanguaging due to the insufficient Chinese knowledge, lack of confidence, and possibly stress. Students' Chinese proficiency level appears to have a close correlation with the frequent uses of translanguaging in class. Subsequent survey and interview will reveal distance students' attitudes towards translanguaging for learning Chinese, which we hope can be compared to findings in previous studies (Canagarajah, 2013; Ollerhead, 2017; Fang & Liu, 2020). We hope findings from this study would contribute to the language classroom translanguaging research in the digital era and could provide useful information for the teaching practice and research of pedagogic translanguaging.

Key Words: Chinese as a foreign language, translanguaging, online Chinese courses, attitude

GAO Man Dalarna University (Sweden), Gao is an Assistant Professor and Head of the Chinese Program at Dalarna University (DU), Sweden. She received her Ph.D. in Linguistics in 2008. Her current research interests focus primarily on second/foreign language acquisition of Chinese, the phonology and phonetics of Chinese dialects, teaching Chinese as a foreign language, and varieties of English.

Understanding the contribution of gamification in Adult Chinese Learning and Teaching

GAO Ying

Abstract:

The use of Gamification as a strategy for enhancing language learning and teaching has become a hot topic in recent years, as it can offer engaging and immersive learning experiences, both in and out of the classroom, and improve learner engagement and motivation. As Higher Education institutions start to reflect on the remote learning experiences of the past few Covid affected years and consider the potential benefits of future use of remote and hybrid learning, it is of value to consider the potential contribution greater use Gamification could offer adult Chinese learning and teaching.

Through the use of Self Determination Theory (SDT) and Flow Theory (FT) as tools to understand language learning motivation and immersion, this paper considers how the use of gamification, which can include game elements and game-based learning activities can facilitate the learning process in adult Chinese language teaching.

A key contribution of this paper is in furthering understanding of potential barriers to the successful use and adoption of Gamification based learning by adult Chinese language learners in a UK Higher Education context. Drawing from a forthcoming study evaluating the embedding of gamification into the teaching curriculum, and utilising student questionnaires and in-depth interviews, the Technology Acceptance Model (TAM) is proposed as a tool which can provide insights into potential student acceptance barriers which could prevent learners from engaging with gamification-based activities and learning strategies. It is envisioned that Gamification based learning activities if successfully integrated as a key component of hybrid and remote learning courses, could actively assist in increasing learner's intrinsic and autonomous motivation levels.

Key Words: Gamification, adult Chinese language teaching, UK higher education

Gao Ying is a Teaching Fellow in Mandarin at the University of Bath's Foreign Languages and Skills Centre. She has an interest in the use of technology in foreign language teaching.

Practical and Critical: Application of Translanguaging on Compiling Textbooks of Chinese for Tourism

GUO Yajing and YE Rong

Abstract:

Compared to language for general purposes, language for specific purposes, especially Chinese for specific purposes (CSP), has not been regarded as an important field until recent decades, leading to a lack of learning materials and textbooks in related fields. Although there is an increasing number of textbooks to learn CSP, such as business Chinese, academic Chinese, and Chinese medicine, the field of Chinese for Tourism (导游汉语 Dǎoyóu Hànyǔ) does not call much attention comparing to the increasing number of Chinese tourists travelling abroad. After content analysis of several Chinese textbooks, the tourism resources in Central-Easter Europe countries are chosen to be the context considering the potential learners. This paper aims to discuss the possibility of translanguaging theory in Chinese language textbooks compiling process through the analysis of Chinese for Tourism-Traveling through Central and Eastern Europe, volume 2 and volume 3. Under the guidance of translanguaging theory, the content and activities of the textbooks create a space for critical thinking and practical application, aiming to boost learners' motivation.

Key Words: compiling textbooks, Chinese for Specific Purposes, translanguaging

GUO Yajing is a Chinese lecturer working in Confucius Institute at Comenius University, Slovakia. She has a bachelor's in teaching Chinese to Speakers of Other Languages and a MSc in Language Teaching from the University of Edinburgh. She has been teaching Chinese in Ljubljana Slovenia, Suzhou China, and Bratislava Slovakia since 2014. Benefited from multi-lingual and multi-cultural teaching

backgrounds, she has accumulated various teaching experiences. Since 2018, she focuses on translanguaging and its application on teaching and designing materials.

H

Third-Person Pronouns in the Chinese-language Classroom: A Critical Pedagogy Approach

Derek HIRD

Abstract:

Language curricula, textbooks and pedagogies often present language learning as a neutral process of technical skills development. Consequently, much language teaching often reinforces linguistic regimes that produce social inequalities. To address this problem, this paper argues for a critical pedagogy for languages education from beginners' level. It takes as its case study third-person pronouns, a key area of discussion in contemporary gender identity and expression debates.

In the Chinese language classroom, "他" and "她" are often introduced to students as if they have always existed as masculine and feminine third-person pronouns and are the only two third-person pronoun choices. However, such assumptions are incorrect: gendered binary third-person pronouns in Chinese are a twentieth-century invention that privileges the masculine. Drawing from feminist critical discourse analysis (Lazar 2007, 2014), performative linguistics (Conrod 2020) and critical anti-racist pedagogy (Kubota 2020, 2021), the paper highlights how metadiscursive regimes of colonialism/modernity intersected with locally embedded patriarchal, racial and linguistic hierarchies in China in the early twentieth century (Bauman and Briggs 2003; Dikötter 1996; Pennycook 1998). The resulting third-person pronoun framework of 他 and 她 associates men with universal personhood, discriminates against women, reduces gender options to a strict binary, reinforces normative Beijing Mandarin pronunciation, and dismisses inclusive non-Mandarin alternatives.

This paper argues that Chinese-language educators should adopt a critical pedagogy that challenges the gendered, linguistic and racial hierarchies in which binary third-person pronouns are embedded. Building on its critique of a neutral approach to teaching Chinese third-person pronouns, the paper lays out a practical and inclusive critical pedagogy approach for the language classroom.

Key Words: third-person pronouns, critical pedagogy, gender equality, inclusivity

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

英国地区国际中文教育志愿者教师数字素养框架研究

HE Yun

Abstract:

数字化时代对国际中文教师的科研、教学、文化传播等都提出了新的要求。近年来，一些国家和组织对公民及教育者的数字素养做了深入研究，围绕国际汉语教师数字素养及框架的研究也逐渐增多。李宝贵（2021）探讨了后疫情时代国际中文教师信息素养提升路径探析，王乐、布占廷、王勃然（2021）回顾总结了国际语言教育领域数字素养研究，李晓东、刘玉屏、袁萍（2022）推出了相对完备的国际中文教师数字能力模型。但是，尚未见到以国际中文教育志愿者教师数字素养为题开展的专门研究，更未有结合英国地区特点的教师数字素养的框架研究。

本文将基于欧盟的数字素养框架，结合国际中文教育志愿者教师的工作教学维度、国际中文教育专业特点及英国地区特点，探讨并构建国际中文教育志愿者教师数字素养框架。研究发现，欧盟数字素养的公共维度为信息域、交流域、内容创建域、安全意识域、问题解决域；志愿者教师在海外的任务主要有教学活动、交流与工作、科研活动以及文化传播。

因此，本文构建的志愿者教师数字素养框架有 4 个一级维度，分别为教学活动、交流与工作、科研活动、文化传播。随后根据每个一级维度特点，下设 5-6 个二级维度，包括教学信息域、教学创建域、教学安全意识域、教学问题解决域、教学评估域、赋能学习者域等，共计 19 个。希望本文的国际中文教育志愿者数字素养框架能为后续理论和实证研究提供参考。

Key Words: 国际中文教育，教师素质，数字素养框架及评估

贺赟 爱丁堡大学苏格兰孔子学院志愿者教师（2022-2023），塞尔维亚诺维萨德大学孔子学院志愿者教师（2018-2019），中央民族大学汉语国际教育在读研究生，获第四届全国研究生汉语教学微课大赛一等奖，多次参与国内外学术会议并宣读论文。

国际中文教育文化微课构建 --以第四届全国研究生微课大赛一等奖作品为例

HE Yun and ZHANG Qihong

Abstract:

后疫情时代促使线上教学飞速发展，借助于新媒体传播的文化微课日益重要。国际中文教师在教学实践和课程研发中，对中国文化教学进行了积极探索，但文化与教学的融合、文化内容传播的呈现方式等仍值得探讨。文化课程设计制作需要全面地思考中国文化的内涵与呈现方式、大众传播的多元手段与新兴技术、国际传播的跨文化考量与文化自信、国际中文教育教学的基本要求等。

本文以第四届全国研究生汉语教学微课大赛一等奖文化课程作品《四方棋盘里的中国文化》为例，采用个案分析法、内容分析法、访谈调查法等方法，从表层、中层和深层文化三个层次探讨国际中文教育文化微课的构建，提出了适用于微课设计的文化分层。研究发现，案例微课在表层文化中较好地运用了媒介和教师呈现；中层文化中有效选择了主题内容和文本设计；深层文化上有机渗入了思维策略和精神哲学。期待本文能为文化微课教学实践提供指导，为规范文化微课教学建设提供思路。

Key Words: 国际中文教育，文化微课教学，课程设计

贺赟 爱丁堡大学苏格兰孔子学院志愿者教师（2022-2023），塞尔维亚诺维萨德大学孔子学院志愿者教师（2018-2019），中央民族大学汉语国际教育在读研究生，获第四届全国研究生汉语教学微课大赛一等奖，多次参与国内外学术会议并宣读论文。

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多元文化背景下初级中文课程的教学策略与实践 -- 以瑞士日内瓦大学为例

HOU Donghai

Abstract:

　　本文以瑞士日内瓦大学孔子学院的初级中文课程为例，旨在为多元文化背景下初级中文课程的教学策略和实践提供一些启示和参考，同时也为研究跨文化教育和跨学科教育提供一些有价值的实践案例。研究采用问卷调查和访谈的方式，对日内瓦大学孔子学院的中文教师和学生进行了调查，以了解在多元文化背景下初级中文课程教学实践中存在的问题和挑战，以及教师和学生对于教学策略和实践的看法和建议。

　　研究结果显示，在多元文化背景下，初级中文课程的教学需要采用灵活多样的教学策略和方法，如多媒体教学、游戏化教学、情境教学等，以满足学生的不同需求和背景。教师需要通过适应性教学、互动式教学等方式，提高学生的语言实际运用能力，注重文化差异和语言差异的融合，同时加强跨文化教育和跨学科教育的融合。在实践方面，本文提出了一些具体的建议和措施，如强化学生的口语交流能力，通过学生互相合作、角色扮演等方式进行语言实践，开展跨文化交流活动，以促进学生的跨文化交流和交融。

Key Words: elementary Chinese courses, teaching strategies and practices, multicultural context, language practical application, cross-cultural education

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K

英国中小汉语教师胜任力调查研究

KANG Guoqi

Abstract:

　　教师是"三教"问题的核心，是推动汉语国际教育事业迅速发展的必要条件。世界汉语教学呈低龄化趋势，英国中、小学汉语教学对教师胜任力要求也有所不同。本研究以英国中、小学汉语教师为研究对象，将 2022 年发布的《国际中文教师专业能力标准》同文献资料中海外中小学汉语教师胜任力特征、以及英国外派汉语教师职业发展需求等内容相结合，设定了专业理念、专业知识、专业技能、跨文化交际与适应、专业实践、专业发展以及个人性格七个胜任力一级特征以及 24 个胜任力二级特征，并据此制定问卷，调查英国中、小学汉语教师的胜任力情况。研究发现教师在专业理念、跨文化交际与适应以及家校沟通、差异化教学、学习者评估和反馈等专业实践方面还有待提升。研究还分析了年龄、在英教龄、英语满意度、教学对象（小学、初中、高中）、教师身份（本土教师、公派教师、志愿者教师）等因素对胜任力的影响，并通过访谈分析其原因，对教师、任教学校以及孔子学院提出相应建议。本研究不仅有助于教师的专业发展，也可以为汉语教师的培训、选拔提供一定的借鉴。

Key Words: 英国，中小学汉语教师，胜任力，教师发展

康国旗 南安普顿大学孔子学院；厦门大学国际中文教育学院。康国旗为南安普顿大学孔子学院公派教师、厦门大学国际中文教育学院讲师、BCLTS 会员。曾在美国、波兰、英国中、小学教授汉语，研究方向为汉语作为第二语言教学、海外中小学汉语教学、汉语教师研究和文化教学研究等。

L

李子柒类短视频中的逸文化在国际中文文化教学中的应用分析

LEI Sijia and XIAO Yu

Abstract:

　　互联网时代下，中国传统文化与新兴传播媒介的结合，成为了相关研究的热点之一。国际社交媒体上，李子柒类短视频获得了国内外观众的持续关注,成为颇具影响力的跨文化传播案例。通过分析李子柒短视频的传播内容和传播效果，发现其整体呈现出中国逸文化的特点。逸文化即隐逸文化，与中国酒文化、茶文化、养生文化等息息相关，其本质特征是崇尚自然、追求精神的自由超逸，与现代人追求"人与自然和谐统一"的主要思想相契合。本文从李子柒短视频的传播内容和效果出发，讨论其与逸文化的关系，并探讨其在国际中文文化教学的应用。

　　本文的研究成果有：

1) 通过平台数据分析李子柒视频的社会传播效果，得出社会传播效力良好，传播稳定性强。从热门评论及调查得出留学生及外网大众对"李子柒"短视频中的中国逸文化的感受。
2) 分类整理李子柒短视频的逸文化，从学生、老师、教学资源三个角度分析其视频在国际中文文化教学中的可行性。

3) 以李子柒视频为例，从外国学生的特征和需求提出教学模 式和具体应用方式。

Key Words: 高校汉语听说技能教学，网络工具辅助教学，人工智能，评估与测试

LEI Sijia 雷思佳, School of Literature and Journalism, Sichuan University（四川大学文学与新闻学院）I am currently studying in the School of Literature and Journalism, Sichuan University, majoring in Teaching Chinese to Speakers of Other Languages. My main research direction is International Education of Chinese and Communication of Chinese culture. I graduated from Jinan University and majored in Teaching Chinese to Speakers of Other Languages. As a host, I have participated in a national innovation and entrepreneurship project for college students in the field of "International Chinese Education".

XIAO Yu 肖妤, graduated from Jinan University with a bachelor's degree and am currently a postgraduate student at the International Cultural Exchange School ,Fudan University, China. My major is Teaching Chinese to Speakers of Other Languages. In September 2022, I joined the Confucius Institute for Scotland at the University of Edinburgh. With a strong passion for teaching Chinese, I have spent the last five and a half years studying and practicing in this field, accumulating a wealth of professional knowledge and teaching experience. My current research interests include second language acquisition and Chinese teaching.

戲曲文學教學的跨學科實踐---以《牡丹亭》為例

LI Hoi Ping

Abstract:

中國戲曲文學的教學一向著重於建立較爲完整的戲曲知識體系。然而在戲曲文學的教學研究中，前蘇聯文學理論家巴赫金的"狂歡化"詩學理論可以開闢一個新的方向。戲曲的藝術手法既有雅致蘊藉，又有俚俗戲虐，雅俗共存的雙重性非常符合狂歡化的特徵。以明代傳奇《牡丹亭》爲例，可以將以往研究中忽視的"俗"納入考察的視野，結合民俗、宗教、倫理思想去解讀當中的"俗"，將文本的對立性歸結到"狂歡化"詩學理論體系之中，打破傳統的"統一論"。科諢在中國戲曲中有悠久的傳統，戲曲的源頭便大致可以追溯到戰國至秦漢時代俳優的滑稽表演。明代傳奇作爲一種成熟的劇種，運用科諢藝術的技巧更趨成熟。《牡丹亭》中荒唐的情節與諧音仿詞，構成了狂歡化世界的廣場語言，在這表層語言下蘊藏著顛覆和重構的雙重意義。本文希望從《牡丹亭》入手，由淺入深，在西方理論和傳統戲劇教學之間建立合適的契合點，為漢語學習者在學習中國古典戲曲時提供一個可資藉鑒的案例。

Key Words: 戲曲文學教學，狂歡化詩學理論，《牡丹亭》

LI Hoi Ping, Instructor of Chinese language Centre at The Hong Kong Polytechnic University, research interest is Chinese Opera.

An evaluation of collaborative learning between students of Chinese and international students - A case study of the centre for foreign language studies of Durham University

LI Li and GU Yu

Abstract:

We have been inviting Chinese native speaking students to work with the students of Chinese during their practise lessons since 2019. A key concept relevant to this study is tandem language learning which enables two people to interact and learn each other's languages in reciprocal cooperation and learner autonomy (Karjalainen, 2011). However, existing tandem activities are mostly offered as an additional activity rather than integrated in the curriculum. Therefore, this study aims to:

- Explore the innovative approach of tandem learning by pairing up the students in class to participate in specifically designed activities. It is based on research which highlights that autonomy, relationships and communication with other students and staff (Bryson 2014).
- To gain an in-depth understanding, not only of the benefits for the students but also of any difficulties and barriers encountered throughout this approach.
- To investigate how it could support the Chinese students through regular intensive interaction with the learners. As Wang's (2006) study found that "going to social events/gatherings" and "making friends with British people" were identified as key challenges faced by Chinese students in the UK.
- The longer-term aim then is to facilitate a series of regular and ongoing multilingual "encounters" between learners and native speakers. This innovative collaborative learning is to encourage students to practise their developing language skills, whilst allowing our growing population of international students to bring their native language skills to help them integrate with their peers across the University.

Key Words: collaborative learning, language partners, student engagement

LI Li, Durham University. Dr Li Li is currently the Chinese coordinator at the Centre for Foreign Language Studies at Durham University. Her interest in teaching Chinese as a foreign language has been motivated by both her teaching and research experience. Prior to joining Durham University, she taught Chinese in the University of Reading, Royal Holloway University of London, University College Dublin, and The University of Warwick. From 2009 to 2013, she worked towards a PhD at the University of Warwick in the UK from 2009 to 2013, researching teaching and learning Chinese in English schools.

Building Bridges, Not Walls: Integrating Knowledge of Chinese Language and Culture into Different Modules for Learners to See Educational Issues from an International and Comparative Perspective

LI Xiuping

Abstract:

With the rapid increase in multicultural education (MCE) and international and comparative education (ICE), a huge number of strategies, and resources in these fields have been introduced to facilitate effective practices among learners. This paper reports recent practices at the School of Education, Ulster University (UU) by adding some sessions of introducing knowledge of the Chinese language and culture to the modules such as PGCE (Primary) Online Cultural Exchange programme, English Language

Teaching (ELT) Methodologies, as well as BSc Honours Food and Nutrition. These have proved highly desirable to learners of different cultural backgrounds and different subjects. Through the additional sessions in terms of multicultural practices from an international perspective, they have developed the knowledge, attitude, and skills needed to function as effective citizens in a diverse nation and world. The results of such additional sessions are reflected in the Banks' (1995) 5 dimensions of MCE: (1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure. It also reflects the reasons for ICE proposed by Marshall (2014, p. 17): To learn about our own education system and that of others; To enhance our knowledge of education in general; To improve educational institutions; their content, processes and methods; To understand the relationship between education and society; To promote international understanding; To find possible solutions to educational issues. In this current study, the writer focuses on some key aspects obtained from this practice, facilitating reflection on the development of internationally oriented and interculturally competent citizens such as diversity, inclusion, knowing, caring, and acting, the role of teachers, the teaching and learning styles in terms of cultural synergy, etc. As Edwards (2019), Education International (EI) General Secretary suggests "We need to build bridges, not walls".

Key Words: multicultural education (MCE), international and comparative education (ICE), diversity, inclusion

LI Xiuping Ulster University. Dr Xiuping LI works as a Lecturer in Chinese, Module Coordinator, Lecturer in Multicultural Education and Language Learning, Lecturer in Research, Design and Initiation (RDI), Associate Course Director for the M.Ed. with specialisms, and Chair of the Research Ethics Filter Committee at School of Education, Ulster University, UK. She has several decades' experience in teaching, researching, and supervising. Her research interests are mainly in language teaching/learning skills and strategies, intercultural communications, and adaptations.

Interpretation and Implication of Mediation in CEFR Companion Volume

LI Zhiyuan

Abstract:

This qualitative research paper specifically focuses on the mediation scales provided in the online published "CEFR Companion Volume" in 2018 as the basis for investigation. Employing the text analysis methods, this study thoroughly examines and analyzes the new mediation expressions to interpret the textual, conceptual, and communicative aspects encompassed by the mediation ability outlined in the "CEFR Companion Volume." By delving into the core concept of "mediation," this research highlights the potential of qualitative mediation research in language learning, particularly in inspiring the creation of innovative learning situations and facilitating formative assessment.

Furthermore, this study emphasizes the significance of incorporating the necessary knowledge, skills, and abilities (KSA) for foreign language mediation into learning activities and promoting student self and peer evaluation. By integrating KSA seamlessly within the learning process, this approach provides valuable insights and guidance for various language education contexts, including international Chinese education, second language teaching, and trilingual education for ethnic group students.

Key Words: " CEFR Companion Volume," mediation, knowledge skills and abilities (KSA)

LI Zhiyuan 李智远 Queen Mary University of London's Confucius Institute; Beijing University of Posts and Telecommunications South Pacific Research Centre. LI Zhiyuan joined the QUML Confucius Institute as a Chinese teacher in August 2021. She served as an English teacher in Beijing University of

Posts and Telecommunications from 2008 to 2021. She holds a doctorate in Ethnology, a Master's and a Bachelor's degree in English Language and Literature. Her academic interests include language teaching as a second and a third language, multicultural and intercultural education. She has published 8 journal articles, completed over 10 educational research projects sponsored at China's national, provincial and ministerial levels. She has also co-authored 10 textbooks and 2 monographs.

A study on the effectiveness of blended learning in beginner-level Chinese reading and writing course

LIANG Xin and LUO Jing

Abstract:

In the field of Teaching Chinese as a Second Language, a limited number of empirical studies have examined the application of blended learning approaches in reading and writing courses and their efficiency in enhancing learners' reading and writing abilities. Following one semester of implementing blended learning in a beginner-level Reading & Writing course, the researcher observed a notable improvement in learners' Chinese reading and writing abilities. Consequently, this study aims to investigate effective teaching designs that promote learners' reading and writing abilities and to identify the factors contributing to the varying effects of different teaching designs. The study's research questions are as follows: 1. Which teaching designs in blended learning can improve learners' reading and writing abilities in beginner-level Chinese reading and writing courses? 2. Which teaching designs are ineffective in promoting these abilities? 3. What factors account for the differences in the effects of these teaching designs?

To address these research questions, a mixed-research method will be employed, consisting of quantitative research to answer research questions 1 and 2, and qualitative research to answer research question 3. 45 learners will be invited to answer a questionnaire for collecting quantitative data, while ten randomly selected learners will participate in a semi-structured interview to provide qualitative data. By answering the research questions, this study aims to develop a blended learning design model for beginner-level Chinese reading and writing courses and to identify effective teaching designs.

Key Words: blended learning, TCSL, reading and writing abilities

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About Chinese Character Teaching and Learning

LIAO Jiahong

Abstract:

In the field of teaching Chinese as a Foreign language (TCFL), teachers still have varied and controversial beliefs and practices in Chinese character teaching (CCT). This study used a mixed methods research design to explore in-service British university Chinese Foreign Language (CFL) teachers' contextualised CCT practices and beliefs. The quantitative study surveyed 50 British

university CFL teachers using a self-designed CCT beliefs questionnaire constructed from a conceptual framework derived from the literature regarding teachers' beliefs and pedagogical content knowledge (PCK). The survey results captured the teacher group's CCT beliefs and characteristics and discovered a result-focused teaching orientation. The qualitative study investigated individual teachers' personal CCT practices and their related beliefs through semi-structured interviews. The interview results revealed the teachers' systematic CCT practices with identified 12 CCT strategies. The individual beliefs of teachers behind these practices were also revealed through thematic analysis, which extended the study's original conceptual framework of teachers' beliefs and knowledge in CCT. Combining the results of the survey and interviews allowed us to construct the first-ever model describing teachers' contextualised CCT PCK in an English-speaking country. The aforementioned results of this study could potentially contribute to identifying the potential cultural disconnections between the foreign language learning beliefs of Chinese teachers and their local learners in an English-speaking context, improving the current development of our CCT pedagogy and better preparing future CFL teachers with sufficient cross-cultural teaching awareness in the field of TCFL.

Key Words: teacher beliefs, Chinese character teaching, TCFL, pedagogical content knowledge

LIAO Jiahong University of Nottingham. Jiahong Liao is a PhD researcher at the School of Education, University of Nottingham, and an associate tutor at the Institute for Language Education, Moray House School of Education and Sport, University of Edinburgh. She has 11 years of experience in Teaching Chinese as an Additional Language across three different countries. She won The First Prize and "Best Teaching Design" Awards of the "2021 UK Mandarin Teaching Championship" Central and Northern England Competition and The Third Prize in the national final competition. She is a CLEC invited judge of the 2022 U.K. Mandarin Teaching Championship and a judge of the 2022/2023 UK School "Chinese Bridge" Mandarin Speaking Competition.

Does cross-linguistic influence occur in L2 Mandarin from L1 French?

LIAO Yu-Hui

Abstract:

Space is central to human cognition. The relationships between cognitive and linguistic representations in the domain of space have received considerable attention from scholars in recent decades. According to Talmy's (2000) binary typology of motion events, the world's languages are classified into satellite-framed (e.g. English) and verb-framed (e.g. French) languages. Talmy argues that Mandarin falls into the satellite-framed category in that Mandarin uses post-verbal particles to encode the path, similar to English. Talmy's typological classification of motion verbs presents a problem in Mandarin since it is both S- and V-framed depending whether V1 or V2 is taken as the main verb (Tai, 2003). Slobin (2004) proposes that serial-verb languages such as Mandarin are equipollently-framed.

The present study aims to explore whether the effect of language typology can go beyond motion event description and influence motion conceptualization. The participants were a group of Mandarin learners whose native language is French (N=40) at three proficiency levels (Low, Medium, and High). So that baseline data can be gathered, monolingual native speakers of Mandarin and French (N=60) were recruited.

A set of 24 animated cartoon stimuli involving six types of manner that either involved the use of an instrument (bicycle, scooter, skates) or involved no such instrument (run, jump, crawl), two types of path, (boundary-crossing: out of, into, and across; without boundary-crossing: up, down, and along) were presented. The experiment asked subjects to choose path-matched or manner-matched screens after watching an initial animation which depicted both path- and manner-matched scenes. The

results show that the effect of language on cognition was limited regardless of the language people speak, which indicated that categorization during event perception was not affected by the perceiver's native language. Nevertheless, the study also revealed that preferences appear to be influenced by the nature of the event, with for example certain paths and manners of motion eliciting more Manner-matched responses than Path-matched responses.

Differences between languages arose in linguistic expressions of motion where French speakers demonstrate the features of their languages typologically and Mandarin falls on a continuum between these two. The L2 Mandarin data show that French L1 groups at Low and Medium proficiency levels retain framing patterns similar to their L1. At a higher level, however, L2 learners are able to reconstruct their framing patterns towards the typical ones in the target language.

Keywords: cognition, second language acquisition, motion event, typology

LIAO Yu-Hui I carried out my PhD research at Edinburgh, where I investigated the representation and expression of motion events in Mandarin as a first and second language. Specifically, my study examines how native speakers of verb-framed French and satellite-framed English, as well as Mandarin speakers, categorize and produce spatial language in both their first and second languages. My primary research interests include language acquisition, the linguistic, cognitive impact of bilingualism, and the implications of bilingualism for language teaching and learning. As a passionate linguistics instructor and Fellow of the Higher Education Academy (FHEA), I have been teaching pre-honour and honour courses in linguistics and language acquisition in the Linguistics and English Language department at the University of Edinburgh.

中高级汉语阅读教学设计

LIU Li

Abstract:

在教学过程中，教师总要根据学生的情况，添加一些更适合学生的教材。高年级则几乎完全要自己选材以适应学生的兴趣与要求。怎样选材最有针对性？给每篇文章设计什么样的教学活动？"逆向设计"为我们提供了很好的思考方法。

"逆向设计" (Wiggins & McTighe, 2001, Understanding by Design) 是教师从课程的最终目标和"学生想要什么"出发，用为达到这个目标而实施的教学方法来设计课程。以这个方法为指导思想设计课程，能使老师的目标更明确，选材和课堂活动更贴近学生的需求。ACTFL 在中高级说、写方面的标准都明确标明了对"叙述和描述"能力的要求。以帮助学生达到这个能力为目标，设计阅读和课堂活动时就可以从掌握好动词出发。这个切入点可以在达到目标的过程中起到提纲挈领的作用。

本篇报告将用实例介绍作者如何应用"逆向设计"的方法选材和设计具体的阅读活动，以及学生的反映和作文表现。

Key Words: 中高级汉语阅读，阅读教学设计，逆向设计

LIU Li University of California, Berkeley. I am a lecturer teaching Mandarin at the University of California, Berkeley for over 20 years. My research interests include Chinese historical phonology and pedagogy of language teaching.

商务汉语课程的教学设计研究：设计、实施与评估

LIU Yingxue and SONG Lianyi

Abstract:

商务汉语作为一门专门用途的汉语课程，近些年来在英国高校汉语教学中有了较大的发展。由于商务汉语是门相对较为新兴的课程，且涉及相当广泛的话题与领域，因此与之相关的研究也相对较少。本研究以伦敦大学亚非学院（SOAS）开设的商务汉语课程为例，从宏观角度对该课程所使用的英国本土教材——《中国商务文化导读》的编写体例和话题选择情况进行分析；从微观角度，结合定性定量分析评估，从该教材中的交际功能和词汇项目的选取情况、每一篇章思考题的编写情况入手，探讨如何更好地利用课本中所涉及的话题。最后依托行动研究，对教师和学生进行目标情景需求分析与学习需求分析，通过在学期前、中、后期的问卷调查与深度访谈，对学生课堂 Q&A、讲座反馈、课后作业和测验情况的记录等，对 SOAS 商务汉语课程的教学成效进行评估。本研究的成果主要包含以下五个方面的内容：一是学期前、中、后学生六次问卷的统计分析；二是，学生七次作业（五次作文、两次 Presentation）对中西文化异质性的分析；三是，对主讲老师和九位学生深度访谈的分析；四是，商务汉语课程教学链及其衍生设计和实施综述；五是，学生对课程的评估、反馈及改进建议。以期进一步提升该课程的教学效果，优化 SOAS 商务汉语课程本身及其教学链建设，提高学生商务文化交际与理解能力，培养专门用途汉语人才。

Key Words： 商务汉语，教材，教学链，教学设计，评估

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宋连谊 伦敦大学亚非学院东亚系

AI 辅助初级汉语听力理解选择题命题： 一项基于 ChatGPT 的尝试

LUO Lian and WEI Shaoli

Abstract:

2023 年，ChatGPT 成为人工智能和机器学习行业的明星。在语言教育领域，ChatGPT 是否可以帮助教师命题呢？目前，互联网上已经见到一些探讨，意见也有不同。本文对此进行了初步的实践和探索。

ChatGPT 是否可以写出质量较高的三选一听力理解选择题呢？本研究首先将 2015 版 HSK(一级)的话题大纲、任务大纲、语法点大纲和词汇大纲输入 ChatGPT 中并请其记忆；其次，给出例题，请其仿照命题；第三，进行命题训练，指出其命题不足，请其进行修订或改写。最后收集了 10064 字的语料。

研究发现，ChatGPT 命题常常存在问题：（1）题目答案项常常出现在题干中；(2)常常对上下义词语分辨不清，导致出现常识性问题；（3）忘记选择题只能有唯一答案；（3）简单的计算题出现错误；（4）忘记教给它的话题、任务大纲、语法点以及词汇大纲。在请其进行修改时，常常"屡教不改"，或者改得更错。因此，就选择题而言，要请 ChatGPT 帮助出题可能仅在选择话题方面有一定优势，还需较多人工干预才能得到符合期望的题目。

Key Words: ChatGPT, 听力理解，命题，选择题，汉语测试

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M

自然语言生成系统 ChatGPT 在高校国际汉语写作教学中的应用 以及相关的评估方式革新策略

MA Hongjun

Abstract:

本文以英国曼彻斯特大学本科专业二年级写作课教学为例，探讨了自然语言生成系统 ChatGPT 在高校国际汉语写作教学中的应用以及目前急需的评估方式方面的革新策略。对于学习汉语专业的本科学生来说，在听、说、读、写四种语言技能中，汉语写作一直是一个较难逾越的障碍。ChatGPT 的问世，在语言教学和翻译等方面产生了革命性的影响。具体到写作教学，ChatGPT 为汉语写作提供了一个自动化的评估平台，这一平台的出现，对写作课的各个环节都产生了深远的影响。在"形成性评估"方面，ChatGPT 可以帮助学生自动检查语法、拼写、词汇和表达，同时可以提供个性化的建议，有针对性地帮助学生改进写作技巧；同时，该系统还可以为教师提供异常丰富的教学资源和更为有效的评估手段。这种种变化使得对传统的评估方式进行彻底的改革成为目前最为迫切的任务。根据教学实践，从 "形成性评估"和"总结性评估"两个方面，本文提出了譬如给定情境作文、限定内容作文以及仿写等有针对性的考评方式革新策略。

Key Words: 自然语言生成系统，ChatGPT，汉语写作教学，考评方式革新策略

Ma Hongjun 马洪骏 University of Manchester 汉语国际教育领域资深教师。曾在国内外几所大学执教过。现任教于英国曼彻斯特大学艺术语言文化学院，在汉语语法教学、汉字教学、写作教学以及跨文化交流等方面都积累了丰富的经验。

Integrating social media to empower Chinese language learners in Bangladesh

Aishowarza MANIK

Abstract:

This study examines how social media supports Chinese language learners in Bangladesh to take ownership of their learning process and facilitate communication with peers in order to develop learner agency. A 3-cycle action research project was designed and implemented at the University of Dhaka with the aims of promoting active participation and the use of target language on a social media platform (i.e. WeChat). An analysis of learners' interactions on WeChat and their responses to semi-structured interviews reveals how students can use social media for educational purposes, take responsibility for their own learning and engage with peers in Chinese language. The findings emphasise that social media plays an essential role in shaping learners' roles, asynchronous communication and linguistic skills.

Key Words: learner agency, social media, WeChat, target language use

Aishowarza MANIK PhD student Aishowarza Manik is a PhD student at Dublin City University, Ireland; her current project is funded by the Irish Research Council (IRC). She has obtained BA and MA degrees in Linguistics from the University of Dhaka, Bangladesh. She has also accomplished a professional MA degree in Teaching Chinese to Speakers of Other Languages (MTCSOL) from Guizhou University in

China as a Chinese Government Scholarship (CGS) awardee. She has worked as a Chinese language instructor in China, Bangladesh and Ireland. Her primary research interest is in the area of Applied Linguistics with a specific focus on the use of technology in second language learning, second language acquisition and learner agency.

P

Help Students Overcome Anxiety in Speaking Chinese

PANG Zhaoxia

Abstract:

Foreign language speaking anxiety is the feeling of unease, worry, nervousness and apprehension experienced in learning or using a second or foreign language. Research has shown that such anxiety is a significant problem in language classrooms throughout the world especially in terms of the skill of speaking in a foreign language. Attending a foreign language competition, thus, could be the most difficult and most frightening skills for students to achieve.

The Chinese Bridge Competition started in 2002 and it has been known as the most prestigious Chinese proficiency competition for foreign university students in the world. SOAS contestants have attended all the competitions in the UK area and all of them, so far, have achieved excellent results. As a coach of four Grand Prize winners in the UK area, I would like to take this opportunity to exam and share my experience of how to help students overcome foreign language speaking anxiety, how to help them achieve self-confidence, and how to get them prepared to face this most stressful and most daunting situation with determination. I would also identify challenges the coaches need to address.

Key Words: anxiety, speaking, competition

PANG Zhaoxia, SOAS. Zhaoxia Pang who has over 20 years experience in teaching Chinese as a foreign language in UK HE. She is now a lecturer in Chinese (education). She is now course teacher and convenor of elective modules CH1, CH2, CH3 and CH4. She is the first author of the textbook Complete Mandarin Chinese published by Hodder & Stoughton Ltd. She has a particular interest in Chinese language teaching and pedagogy.

Exploring the use of tutorial recordings for beginner distance learners of Chinese

Christine PLEINES and KAN Qian

Abstract:

Previous research into listening to recorded tutorial interaction highlights the potential of tutorial recordings as a scalable resource in online contexts. Dialogue between tutor and learner or between peers may mediate the understanding not just of direct participants, but also of listeners, and listening to interactive recordings may facilitate deep learning. In language learning, both direct and indirect interaction have been shown to contribute to language development. This is relevant for online learning design, and especially so in contexts where no tutorials are provided, and students are confronted with a challenging language such as Chinese.

This paper reports on a small-scale project which explored potential learning benefits of watching tutorial recordings in a non-accredited, self-directed course for beginner learners of Chinese through surveys and stimulated recall interviews. Our analysis of the data shows that viewers focused on different visual and auditory elements of the recordings; they participated vicariously in interactions between teacher and students, and they reported benefits for language learning and motivation. Findings suggest that these perceived benefits and preferences are linked to linguistic competence in comparison with direct attenders. The study aims to feed into a larger research project including more languages and including accredited courses at the next stage.

Key Words: recorded tutorials, beginners Chinese, online courses, vicarious learning, online learning design

Christine PLEINES The Open University, Milton Keynes, UK. Dr Christine Pleines is Lecturer in German and Academic Lead at the School of Languages and Applied Linguistics, The Open University (UK), with extensive experience in curriculum design for online language learning. Her research centres around online learning design including MOOCs, vicarious participation, teacher education and older language learners. She is a Senior Fellow of the Higher Education Academy (UK).

KAN Qian Dr KAN Qian is Senior Lecturer in Chinese, and Head of Chinese at the School of Languages and Applied Linguistics, The Open University (UK). She is also Senior Fellow of The Higher Education Academy (UK). Her research centres around the use of technologies to enhance the learning and teaching of languages such as mobile-assisted language learning, e-tandem learning, online language learning design as well as learning community building using online discussion fora.

S

A Case Study of Multi Video Feedbacks on Students' Writings for Chinese language learners

SHANG Yinghong

Abstract:

Based on my experiences teaching CSL, I have developed a model for teaching Chinese writing which incorporates multi-video-feedbacks with writing tasks that progress in difficulty. In this article, I call this model "MVFW". After examining current scholarship on effective instructor feedback and discussing how I came to develop this feedback model, I evaluate the effectiveness of MVFW by analysing 66 sets of writing papers—half of which were written before the MVFW model was implemented, and half after. These papers were written by students in Chinese 2 module from 2015 to 2019. In addition, a survey has been conducted among students about the video feedback.

After analysing past papers and conducting a student survey, I conclude that MVFW is effective in improving CSL writing skill. First, there are markedly reduced character mistakes and grammatical errors in student papers after I implemented MVFW. Second, the survey on learner's opinion on multi-video-feedbacks shows that learners think they are useful, convenient, informative, valuable and comprehensive. Alongside the implementation of MVFW, I also discuss other things that might have contributed to the reduced errors and improved marks, in particular class cohort size which directly affects teaching results.

Key Words: technology-assisted Chinese teaching and learning, audio/video feedback, Chinese writing

SHANG Yinghong Assistant Professor, School of Modern Language and cultures, University of Warwick, Fellow of Higher Education Academy, UK. Her research interests are in second language writing teaching, intercultural communication, language acquisition, Mandarin Teaching, Chinese characters and reading, and technology enhanced Teaching and Learning. She is the author of the One to One Dictionary: English-Mandarin, Mandarin-English Dictionary published by Star Foreign Language Books.

Interact from your mobile phones - the technology enhanced classroom

SHAO Wei

Abstract:

Web browser-based, interactive Student Response System (SRS) programmes, such as Mentimeter, allow learners to use their own mobile devices to participate in the learning task in real-time. Mentimeter reaches multiple learners simultaneously through their own portable devices and provides anonymity. Links between pedagogical theories and recent research on SRS demonstrate that it is an effective tool in promoting online learning engagement across a diverse student population.

A survey was administered to a sample of 20 students on a Chinese undergraduate programme regarding their experiences of using Mentimeter. Learners reported that Mentimeter is a digital aspect of the language module which enhances their learning experience through its anonymous, interactive, and fun learning tasks. Furthermore, learners reported that the anonymity of Mentimeter tasks makes them more willing to engage with online classes, especially those who wouldn't normally do so. Thus, Mentimeter provides an effective and immediate means for learners to interact with their instructor and fellow peers.

This chapter reflects on how Mentimeter helps to create an inclusive, safe and varied learning environment in online teaching practice. The functionalities of Mentimeter are demonstrated through practical examples, including how the tasks can be adapted for both online and in-person language classes. The intention is that the examples will benefit language teaching instructors should they wish to explore an innovative way to interact with their class. This is particularly relevant today given that many language teaching instructors have been facing the challenge of how to use technology aids to promote student engagement since the transition to blended learning in the wake of Covid-19.

Key Words: interaction, anonymity, engagement, participation, Mentimeter

SHAO Wei, Cardiff University. Wei Shao is a senior lecturer and the BA Chinese Programme Director at Cardiff University. He has taught at the Universities of Manchester, Leeds and Sheffield, the Open University as well as several independent and public British secondary schools. Wei's research interests are language pedagogy and second language acquisition. His recent publication features the textbook series, 社会视角 Social Perspective: An Intermediate-Advanced Chinese Course: Volume I&II (Routledge, 2021).

A Case Study on Multimodal Language Learning Through Vlogging and Blogging

SHEU Hsui-Chih and Lucy ELWOOD

Abstract:

Vlogs as a form of multimodal communication have attracted a great deal of attention in language learning and teaching. With the advancement of digital technology, some language learners have become regular users of vlogs, and some even become creators themselves. This study investigates the potential of Chinese food vlogs in facilitating language learning and intercultural discussion. It uses one young British individual as a case study to explore how she initially used food vlogs to immerse herself within a Chinese learning environment following which she transitioned from a user to a blogger. Tracing back to the starting point of her journey as a GCSE student, this study follows her language journey as a BA student in a Chinese joint degree, an MA student of Translation, and now as a translator and food blogger to understand how she engages with the use of food vlogs in different stages of her Chinese language learning journey. Data collection includes 1) a semi-structured interview 2) a collection of Chinese food blogs by the participant 3) a collection of online users' comments from the participants' blogs. This study aims to provide an in-depth understanding of how learners of Chinese can make use of Chinese food vlogs at different stages of language learning. It also addresses how the multimodality of social media can contribute to language learning from the perspective of consumption and production. Additionally, it highlights the value of intercultural exchange with fellow users (native speakers of Chinese) in promoting communicative competence among language users through language use in real-life contexts.

Key Words: multimodal language learning, intercultural discussion, food vlogs

SHEU Hsiu-Chih 许秀治 Nottingham Trent University. Hsiu-Chih leads Chinese at Nottingham Trent University (NTU). She has extensive experience in teaching Mandarin Chinese in wide-ranging contexts. Her research interests are in language learning/teaching and intercultural communication.

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

CFL students' and teachers' attitudes toward machine translation tools

SHI Lijing

Abstract:

This current study focuses on investigating both CFL students' and teachers' attitudes toward MT in a British university. It documents and discusses the existing use of MT amongst CFL teachers and students. Based on surveys' and focus groups' data, the findings show the widespread use of MT by CFL learners, in ways which are often ineffective and pedagogically as well as ethically questionable. The data from CFL teachers came with a mixture of excitement and fear. This study aims to bridge the gap between teachers' scepticism towards MT and concerns about academic dishonesty on the one hand, and students' effective use of MT for CFL learning on the other. It ends with recommendations for pedagogically appropriate use of MT in CFL learning and teaching.

Keywords: technology, machine translation, AI, pedagogy innovation

SHI Lijing (MEd, PhD) is a multi-award winning teacher at London School of Economics (LSE), UK. Her research publications focus on eyetracking, online language teaching, dynamic assessment and

intercultural communication. She is a reviewer for several leading research journals. She was elected as the Chair of British Chinese Language Teaching Society (2020-2022) and the vice Chair (2022-present).

T

基于多元智能理论的英国中小学汉语课堂游戏与活动设计

TAN Xiaolu

Abstract:

近年来，汉语学习者低龄化已经成为了全球汉语学习的重要趋势。随着越来越多的英国中小学开设汉语课程，学习者低龄化的趋势在英国也同样表现得非常明显。中小学学生由于仍然处于成长阶段，其认知发展规律、学习需求、爱好特点等有别于成人；而英国中小学汉语课堂存在着汉语课程频次少、课时短，学生人数多、课堂管理难度大等问题。因此，如何使英国中小学学生在汉语课堂中有效习得汉语，是我们必须考虑的一个问题。

我们认为，在英国中小学汉语课堂中采用游戏教学和活动教学，是使学生在有限的时间内快速习得汉语的一个有效方法。汉语课堂游戏和活动既能增强学生的学习兴趣，也能有效吸引学生的注意力，从侧面改善课堂管理。游戏教学和活动教学，既适用于英国中小学学生，也适用于英国中小学汉语课堂。

本文拟在多元智能理论的指导下，探索适用于英国中小学课堂的游戏和活动。我们将在充分考虑英国中小学学生学习需求，认知特点以及英国中小学课堂教学特点的基础上，选择相应的学习话题作为教学主题，并围绕这些教学主题设计出各种兼具趣味性原则和有效性原则的课堂游戏和活动。

教师在课堂上开展游戏和活动的过程，也是让学生操练与巩固目标语言的过程。基于多元智能理论的汉语课堂游戏与活动，是在尊重学生智能结构、学习规律、心理需求的基础上进行的，能让学生在趣味学习汉语的同时真正地学有所得。而当学生参与基于多元智能理论的汉语课堂游戏与活动时，他们的各项智能也将得到发展和进步。

Keywords: 多元智能，游戏教学，活动教学

谈晓露 硕士毕业于复旦大学国际文化交流学院，曾先后在新西兰奥克兰孔子学院、上海外国语大学国际文化交流学院担任汉语教师，目前是英国纽卡斯尔大学孔子学院的公派教师，负责教授纽大 UWLP 项目中文课程以及当地中小学教学点的汉语课程。

Supporting multilingualism in schools in Wales

TANG Yuqi, CHAN Yuet Hung Cecilia

Abstract:

This workshop aims to provide Chinese language teachers and researchers from across the UK with valuable insights into promoting multilingual awareness among learners. Focused on the New Curriculum for Wales, implemented in 2021, the workshop emphasizes the development of Welsh,

English, and international language proficiency within the Languages, Literacy, and Communication Area of Learning.

Presented by UWTSD Confucius Institute, this workshop will showcase two comprehensive CPD courses specifically designed for KS2 and KS3 teachers with limited or no prior knowledge of Chinese. Rather than aiming to initiate teachers into Chinese language learning, these courses equip them with the necessary tools to incorporate comparative language and culture elements into their instruction, utilizing Chinese, English, and Welsh. The courses focus on the effective use of color-coded sentence builders, which enhance learners' ability to identify similarities and differences between languages, nurturing their multilingual awareness and leveraging their entire linguistic repertoire from a young age.

Throughout the workshop, practical examples of multilingual tasks will be shared, showcasing how the integration of learners' linguistic abilities across all three languages facilitates their progress. Additionally, the workshop will analyse feedback received on the CPD courses, highlighting the benefits experienced by both teachers and students when utilizing these resources.

By participating in this workshop, Chinese language teachers and researchers will gain a deeper understanding of empowering learners through a comprehensive multilingual education approach. They will acquire practical strategies to foster language skills and encourage cross-linguistic transfer, ultimately supporting students on their language learning journey.

Key Words: CPD courses, multilingual education, transferable skills

TANG Yuqi works as a Chinese tutor at the University of Wales Trinity Saint David Confucius Institute. Her research interests include multilingual education and crosslinguistic influence. She is also interested in material design for teaching Chinese characters. She is a co-founder of Hanzeasy, a Chinese character-learning system that decodes Chinese characters with images. During the pandemic, she released her first Chinese character writing course for beginners on Udemy which has so far enrolled 182 students from 41 countries worldwide.

CHAN Yuet Hung Cecilia (PhD) is an Associate Professor in the Department of Linguistics and Translation at City University of Hong Kong. Her research embraces L2 Chinese and L2 English acquisition, applied linguistics, and language disorders.

W

Multilingual awareness in learners of Chinese as a foreign language in UK higher education

WANG Chuyi

Abstract:

Multilingualism empowers language learners to maximise their linguistic resources by considering linguistic knowledge as a valuable asset, developing higher cognitive flexibility and linguistic and cultural transfer, enhancing learners' creative thinking and cultural empathy, and fostering social and educational environments conducive to learning languages. Studies also have found that learners not only have strong affiliations to the language they are learning but also value the acquisition of a multilingual and wish to become a multilingual person with a cosmopolitan identity. This study explores how multilingualism can constitute a source of learner motivation and how learners of two or more foreign languages could develop ideal multilingual selves, as an addition to an ideal L2 self

that is specific to each foreign language being learned. This ideal multilingual self not only affects learners' motivation for learning any language but also exerts an indirect effect on learners' intended effort. This study first flags up what may be specifically important about cosmopolitan and multilingual posture to adult learners of Chinese. This study then showed that maintaining learners' original cultural appreciation and increasing their learning enjoyment in class may sustain their learning better, echoing previous studies on multilingualism that argued. The researcher then put forward that language proficiency for Chinese is indeed an important goal, but increasing the awareness of foreign language learning, the understanding of different cultures and people, the curiosity for a different language system, as well as intercultural communication competence, maybe more ultimate goals, which are likely to help maintain learner motivation and sustain long-term learning beyond the classroom.

Key Words: multilingual awareness, ideal multilingual self, Chinese as a foreign language

WANG Chuyi is a lecturer in Chinese at the School of Modern Languages and Cultures at the University of Glasgow. Her research interest includes L2 motivation, individual learner difference, Chinese language pedagogy and intercultural communication. She had teaching experiences at the University of Leeds, Reading, and Durham before joining Glasgow in all levels of the Chinese language. She teaches translation from English to Chinese as well.

Using ChatGPT to facilitate Mandarin Chinese writing for advanced Irish CFL learners: a preliminary experiment

WANG Hongfei, Neasa Ní Chiaráin and ZHANG Chang

Abstract:

This study presents a preliminary experiment that explores the use of ChatGPT as a Technology-Enhanced Language Learning (TELL) facilitator to help advanced learners of Chinese as an Additional Language (CAL) improve their written production. A small group of three students in Irish higher education participated in the experiment, and the same written tasks were assigned to both the participants and ChatGPT. Four versions of written production were compared, including the participants' original production, their production corrected by ChatGPT, the corrected version reviewed and finalised by the participants, and the version produced directly by ChatGPT. Qualitative semi-structured interviews were conducted to collect participants' perceptions and feedback on their experiences.

The results of this preliminary experiment suggest that, in the context of this research, ChatGPT can be effective in providing meaningful assistance to improve written production, provide additional feedback for learning and assessment, and increase participants' linguistic and sociocultural awareness. However, during the process of ethics approval, concerns were raised about the potential impact of ChatGPT and other similar TELL facilitators on participants' learning and well-being. These concerns were reflected in the comments made by participants later, expressing caution about overreliance on ChatGPT in learning and in future workplaces. Therefore, the potential of ChatGPT to become an effective TELL facilitator requires suitable design and implementation to ensure that it remains in the role of facilitator. This research offers a first look at using TELL tools to facilitate Mandarin Chinese acquisition in Ireland, and further studies are needed to continue investigating the role of TELL and AI in assisting language learning and assessment.

Key Words: ChatGPT, TELL, AI, teaching Chinese as a foreign language

WANG Hongfei is a teaching fellow at Trinity Centre for Asian Studies and a PhD candidate at Trinity College Dublin. Her research focuses on the implementation of Technology-Enhanced Language Learning (TELL) in Irish post-primary and higher education.

Neasa Ní Chiaráin is an assistant professor at the Centre for Language and Communication Studies, Trinity College Dublin. Her work and research focus on the development of speech and language technology and linguistic resources needed for the synthesis of the Irish language. Technology of Daliang University of Foreign Languages

ZHANG Chang is an Education Officer at Post-Primary Languages Ireland, a unit of the Irish Department of Education. His work focuses on the implementation of new and lesser-taught languages in Irish post-primary schools and continuing professional development of MFL teachers.

ChatGPT 辅助下的汉语课堂内容型教学法初探
Exploring the Application of CLIL with ChatGPT in the CSL Classroom

WANG Jing

Abstract:

随着 ChatGPT 等 AI 工具的出现，可以预见，其强大的同声传译的潜能会使汉语习得的目的发生重大转变—未来，大多数学生将不会以实用为目的来学习语言。在此前提下，本文认为，汉语教师可以积极利用 ChatGPT 将文学作品整合到语言课程中，在帮助学生提高语言能力的同时，也传授给他们其他领域（比如中国文学和历史）的知识和技能，最终达到培养学生跨文化交际能力和批判性思维的目标。

在目前的语言教学实践中，很多教师并未意识到将文学作品纳入教学的重要性。还有更多教师认为，在学生语言基础仍薄弱的汉语班中培养批判性思维并不现实。这样的观点之所以流行，主要是因为语言教师缺乏时间或相应知识背景在语言课堂上教授这些技能。而有了 ChatGPT 的协助，教师不但可以通过充分利用其生成的教学材料来避免重复性劳动，将更多的时间和精力用于设计更有创意的教学活动，还可以用它来有效地选择和使用文学作品，从而帮助语言教师更快地完成从传统语言教学方式到内容型教学法的转变。

Key Words: ChatGPT, CLIL, CSL, Chinese literature, critical thinking

WANG Jing, PhD, is an assistant professor and the coordinator of the Chinese Studies program at Dalhousie University. She is teaching Chinese and Japanese language courses, as well as courses in East Asian literature and culture. Her research interests include Chinese and Japanese literature, Sino-Japanese literary relationship, popular culture, and second language pedagogy.

Exploring Language Learning Strategies and Cultural Background: An Empirical Study

WANG Naixia

Abstract:

Language learning strategies (LLS) play a crucial role in helping learners enhance their language competence. LLS can be defined as actions taken by learners to facilitate the acquisition, storage, retrieval, or use of information. These strategies make language learning easier, faster, more enjoyable, self-directed, effective, and transferable to new situations. Cultural and individual factors

affect how learners employ LLS. A well-developed framework integrating social and cultural variables into L2 acquisition is Gardner's (1985) social-educational model, which proposes that the social and cultural milieu in which learners grow up influences their beliefs about the language and culture. Much in the same way, these beliefs are also critical in determining types of strategies used (Oxford, 1990; Yang, 1993).

Previous studies have shown that learners from different language and cultural backgrounds vary in their strategic approaches to language learning (Bedell, 1993; Chang, 1991; Griffiths & Parr, 2000; Oh, 1992; O'Malley & Chamot, 1990; Oxford, 1996; Rossi-Le, 1995; Usuki, 2000).

Against this background, this study aims to compare the LLS used by Mandarin learners (UoN) and Chinese EFL learners, and to investigate the impact of cultural beliefs on their use of LLS. The research employed a mixed-methods approach, using surveys and semi-structured interviews to collect data. The findings of this study will provide valuable insights into the language learning strategies used by Mandarin learners from diverse cultural backgrounds, and may have implications for Chinese language teaching practices in HE.

Key Words: language learning strategies, cultural background, Chinese learning

WANG Naixia, The University of Nottingham, PhD in Higher Education, Assistant Professor in Chinese Language and Society.

汉语接近路径型虚拟位移研究

WANG Shaoming and WANG Shan

Abstract:

　　如何用中文问路是国际中文教育的初级会话内容之一。答者在回答问路问题，要用语言把前往目的地的路径描述出来。在 Talmy（2021：112）对各类虚拟位移（Fictive Motion）的解释中，接近路径（Access Path）是通过描述某个实体接近另一个静止物体时的运动轨迹来确定该静止物体的位置，例句"The bakery is across the street from the bank."（面包店在银行的街对面。）就是描述了一条从银行穿过街道、然后到达面包店的虚拟路径。按照该定义，中文口语教学中的问路会话可视为一种接近路径型虚拟位移。本文将讨论汉语接近路径型虚拟位移在表达式上的特点，再聚焦汉语课本中出现的该类虚拟路径表达，为汉语本体的虚拟位移事件研究和汉语口语教学提供帮助。

Key Words: 汉语口语，位移事件，接近路径

WANG Shaoming 澳门大学, PhD student

王珊 澳门大学助理教授，主要研究方向为词汇语义学，语法，近三年荣获 6 项优秀论文奖。

完形填空练习的设计与答题偏误研究

WANG Yiting, ZHANG Lu and SONG Lianyi

Abstract:

　　完形填空作为练习和测试的形式在外语教学中是普遍使用的。主流的考试中，如雅思、托福、HSK 等考试中的多项选择题即是一种完形填空的形式，只是所需填入的词语等是由已给出

的几项选择中选取。在一般的语言教学的课本里，完形填空练习的形式和种类颇多，而不同的完形填空的形式则服务于不同的教学要求，所以完形填空练习有着不同的功能和教学意义。

本研究从完形填空的形式和类别入手，讨论多种完形填空形式的教学意义，考量完型填空设计的选篇、删词、评分等多种因素，并以伦敦大学亚非学院中文二年级学生多次且不同形式的课堂练习以及测试为依据，考察分析学生在完成完形填空的测试中所出现的各类偏误及偏误背后反映出的学生个体的习得情况，并在对学生所犯错误种类分析的基础上对完形填空练习的设计及应用提出一些建议。

Key Words: 完形填空练习，测试，偏误

王怡婷 北京师范大学 北京师范大学国际中文教育学院在读硕士研究生，研究兴趣为文化教学、中华文化海外传播、跨文化交际。目前为中外语言交流合作中心国际中文教育志愿者，在韩国全罗南道海南西小学开展中文教学

张璐 北京师范大学在读研究生，主要研究兴趣为对外汉语教学、现代汉语词汇学，曾参与中华古诗文读本系列丛书编纂、中国传统文化教育年度报告和面向国际中文教育的文本可读性智能评价方法研究及分析系统构建等项目。

宋连谊 伦敦大学亚非学院东亚系教师

泰国中高级汉语水平留学生塞音习得实验分析

WU Zimin

Abstract:

近年来，学习汉语的泰国留学生越来越多，成为继日本、韩国之后来华的第三大留学群体，他们在学习汉语语音时暴露出一些普遍性的问题，其中对汉语普通话辅音的习得成为其学习汉语的一大难点。虽然泰语辅音中也有塞音并与汉语普通话的塞音有一致之处，但是泰国留学生在习得汉语普通话塞音时的表现并不尽如人意，即使是处于中高级汉语水平的留学生也不例外。本文拟选取 4 名泰国留学生，采用语音实验的方法，，对泰国留学生发塞音时的声学参量进行分析，从闭塞段时长和浊音起始时间两方面对泰国中高级汉语水平留学生习得汉语普通话塞音进行考察，得出其塞音格局。通过统计对比，发现泰国留学生对不送气塞音的习得优于对送气塞音的习得，浊音间隙普遍比标准值长，同时塞音[k]、[kʰ]是其习得难点。

Key Words: 泰国留学生，中高级，实验研究，塞音格局

WU Zimin is a postgraduate student at the International Cultural Exchange School, Fudan University, China. Her major in Teaching Chinese to Speakers of Other Languages. She joined the Confucius Institute for Scotland at the University of Edinburgh as a language teacher in September 2021.

X

Investigating the Effectiveness of Xu-based Tasks in Promoting Chinese Characters Learning

XIAO Juan

Abstract:

According the xu-argument (or the continuation theory) proposed by Wang (2016; 2017), language is learned via xu (or continuation) and high efficiency in language learning can be achieved through xu. Recently, the xu-based tasks have been used in Chinese as a foreign language (CFL) teaching and researching and the xu-based Chinese instruction has attracted enormous attention from CFL teachers. This paper presents results of a study on the effectiveness of using xu-based tasks to introduce Chinese characters to beginner learners of Chinese as a foreign language in an English university between April 2022 and June 2022. Approximately 40 learners aged 19-23 were divided into two groups and taught for two one-hour classes per week. Both groups were taught using a unity curriculum approach, focusing on skills of reading, writing, listening and speaking. Participants of the control group were required to practice using traditional tasks like rote memorisation, while participants of the experiment group were asked to practice using xu-based tasks. Two tests were conducted after four weeks and eight weeks to assess the participants' recognition and recall of Chinese characters. Preliminary analysis of the data shows that xu-based tasks were effective in promoting beginner learners' recognition and recall of Chinese characters.

Key Words: the xu-argument, Chinese characters, language teaching

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基于语料库的西班牙语母语者汉语"比"字句习得偏误分析

XIAO Yu

Abstract:

　　"比"字句是现代汉语常见句式，对其的研究已取得不少成果，但国别化的二语习得研究尚不全面，目前集中在英语及日韩母语者上。基于此，本文对西班牙语母语者习得汉语"比"字句的偏误进行了分析。首先结合相关理论及前人研究，对汉语"比"字句及西语比较句进行了描述，找出两种语言在语法表达上的相同点和不同点。然后分析了复旦大学国际文化交流学院中介语语料库中以西班牙语为母语的学生的"比"字句，将偏误类型归为了四大类：遗漏、误加、误代和错序，并针对这四类举例阐述，其中偏误类型数量最多的是误加，并以误加程度副词为主。除此之外，学习者将"比"误代成"跟……（不）一样"的偏误数量也较多。最后从母语负迁移、目的语知识过度泛化、学生学习策略及交际策略三个方面对偏误产生的原因进行分析，针对学生出现的偏误，进一步从教师的处理态度及教学方式上提出相关建议，以期更有针对性地帮助西班牙语母语者掌握汉语"比"字句，减少偏误。

Key Words: "比"字句；西语母语者，语料库，偏误分析

Xiao Yu 肖妤 Fudan University/the Confucius Institute for Scotland at the University of Edinburgh. I graduated from Jinan University with a bachelor's degree and am currently a postgraduate student at the International Cultural Exchange School, Fudan University, China. My major is Teaching Chinese to Speakers of Other Languages. In September 2022, I joined the Confucius Institute for Scotland at the University of Edinburgh. With a strong passion for teaching Chinese, I have spent the last five and a half years studying and practicing in this field, accumulating a wealth of professional knowledge and teaching experience. My current research interests include second language acquisition and Chinese character teaching.

汉语教材中的同译词问题：以媒介语为法语的教材为例

XIE Honghua

Abstract:

目前常用的汉语教材中，课文生词释义最常见的方法之一是翻译法。课堂观察表明，翻译法也是教师解释词语频繁使用的方法，尤其是初级水平的班级。同译词指的是用 A 语言（通常是母语）同一个词来翻译、注释 B 语言（目的语）的不同词语，这些不同词语就构成一个同译词系列。本研究通过对五本媒介语为法语的汉语教材的调查，提出同译词现象是汉语教材词语释义的一个普遍问题。我们首先对同译词现象进行分类，然后结合不同语言的词义相关程度与外语/二语词汇习得的心理机制，指出同译效应是引起学习者词语混淆与词语偏误的根源之一；接着我们分析造成同译词现象的各种主管与客观原因；最后对如何避免同译词提出个人的看法与建议。本研究的目的是抛砖引玉，希望引起广大同行对同译词现象的重视，共同努力减少教材里与课堂上的同译词，从而减少学习者的词语偏误。

Key Words: 同译词, 同译词系列, 汉语教材, 词汇教学, 词语偏误

谢红华 日内瓦大学。日内瓦大学汉学系副教授，日内瓦大学孔子学院外方副院长。主要研究方向为汉语作为外语教学、词法研究、文学翻译等，发表论文四十多篇，出版专著十部。

Developing Meaningful Communication with Cultural Competence and Understanding

XU Li

Abstract:

Meaningful and culturally appropriate communication requires not only linguistic but also intercultural communication competence. Language and culture are closely intertwined. Therefore, to effectively develop students' interpersonal communication in Chinese, it is important to incorporate cultural perspectives into the curriculum.

First, in this presentation, I will discuss the importance of understanding the relationship between learning the Chinese language and cultural perspectives. Cultural perspectives refer to the values, beliefs, and traditional ideas and attitudes, which shape the way Chinese people communicate and affect the common patterns of behavior and discourse in Chinese interpersonal communication.

Second, I will explore how to help students develop cultural competence and understanding by sharing some specific examples of teaching activities. The activities include role-playing, simulations, critical incidents, project work, interviews and observations, study visits/field trips, and reflective journals.

Finally, I will share the results of a survey that aims to explore students' perceptions of learning the Chinese language with intercultural communication components compared to a traditional Chinese class that only focuses on language learning.

Key Words: interpersonal communication, cultural perspectives, interpersonal communication

XU Li Senior Lecturer in Chinese Language at Duke Kunshan University.

Translation as a Knowledge Path: Teaching for Non-specialist Undergraduates in the Time of ChatGPT

XU Lisa

Abstract:

AI language-processing models, notably ChatGPT, require us to think urgently about how we teach, and how class content prepares students for this paradigm shift in the assumptions and practices of the knowledge society. Certainly, teaching based on the review of existing information and the provision of computable or mechanical solutions is redundant. In terms of Translation Studies, this extended reach of deep learning necessitates a re-evaluation of human agency. In its reconsideration of teaching and learning, this paper proposes the elaboration of a new 'knowledge path', guided by innovative critical thinking, creativity, and the interactive skills developed through collaborative learning experiences - key skills as students negotiate the unknowable territories of the future. In 2003 John Berger complained that in our constant quest to know we have 'lost any view of what is beyond a lifetime'. As educationalists today we find it impossible to have any view of our students' lifetime beyond the next decade. Contingency as a defining feature of human life informs the recent "outward turn" in Translation Studies (Bassnett & Johnston 2019), which calls for the increasing plurality of voices from across the globe in order to address the complex issues of ethics, representation, recognition, and communication facing humanity in the emerging digital world.

This is the context for a model of translation that cultivates bilingual and cross-cultural thinking within the context of new paths of knowing. AI tools are now inevitable components of teaching and learning, but in terms of translation's central concern with the shared complexities of human flow, the paper explores how tutors and students alike might develop resistant sources of creative and critical thinking. In the final analysis, we can use AI tools to complement human agency, but we need to be ever-vigilant against the possibility that one day they might replace it.

Key Words: translation, knowledge Path, human Agency, AI language model

XU Lisa is currently a Teaching Fellow in Chinese and Translation Studies at the School of Literatures, Languages & Cultures at The University of Edinburgh. She recently obtained her Ph.D. in Translation from Queen's University Belfast, Northern Ireland. Her research interests are in theatre translation and literary translation in general, especially translating xiqu for the Anglophone stage and the study of Chinese translators of the early 20th-century diaspora. She has been invited by editors to contribute book chapters to academic essay collections to be published by Routledge and by Hodder & Stoughton (Hachette). She has been commissioned to edit a special issue of JoSTrans on theatre translation, to be published in 2024-25, and is currently preparing a research monograph on the topic of xiqu translation.

Material and tasks for multimodal teaching and learning: Action research on teaching Mandarin Chinese as a foreign language

XU Sujing

Abstract:

The ubiquity of smartphones and laptops and the rapid pace of technological innovation have increased the opportunities for using and producing multimodal texts in foreign language teaching and learning. According to Kalantzis and Cope, multimodality can be understood as the intertwining of written texts with visual, spatial, gestural, audio, and spoken modes of meaning. Multimodal texts are becoming increasingly important and relevant in foreign language education.

However, there is a gap in the literature regarding the integration of multimodal pedagogy in Mandarin Chinese as a foreign language. China has more than 1 billion internet users since 2021, and netizens are very active and constantly produce multimodal texts that are shared on Chinese social

media such as Weibo, Douyin and Bilibili. These authentic multimodal texts can be great learning resources for Mandarin language learners, which are up-to-date and authentic.

The higher education community is also facing a challenge of how to engage students effectively post-COVID. The author contends that authentic multimodal texts and tasks can motivate students to learn and participate actively.

The paper endeavors to showcase good practices based on empirical data collected from assignments for Mandarin language learners at the CEFR B1-B2 level. Following a literature review on multimodality and multiliteracies, the author outlines the research methodology and results. It is concluded in the paper that authentic multimodal texts can help make Chinese language learning more meaningful by providing students with contemporary knowledge of China and a better sense of Chinese culture and society.

Key Words: multimodal texts, authentic teaching and learning material, digital skills

XU Sujing is currently an assistant professor in Mandarin Chinese at the Department of Modern Languages and Cultures, the University of Nottingham. She has taught a diverse student body of undergraduate and postgraduate students from various cultural backgrounds. The modules she convenes and teaches include both compulsory degree modules for the degree programmes related to Contemporary Chinese Studies as well as university wide optional modules run by the Language Centre.

Y

The Xu-based Chinese as a Foreign Language Instruction: Theory and Practice

YANG Mei and YIN Ziwei

Abstract:

This paper introduces the xu-based Chinese as a foreign language instruction (XBCI), focusing on both its theoretical foundation and researching practices. It also analyzes the relevant challenges related to XBCI, aiming to provide suggestions for the application of the xu-argument in Chinese as a foreign language teaching.

Xu is a Chinese word bearing the meaning of continuation, which describes how interlocutors participate in interaction through the actions of (utterance) completion, (content) extension, and (topic) creation (henceforth, CEC). According the xu-argument (or the continuation theory) proposed by Wang (2016; 2017), language is learned via xu and high efficiency in language learning can be achieved through xu. Alongside its potential power in uncovering the mechanism underlying language acquisition, the xu-argument has direct implications for L2 pedagogy, as it offers valuable insights into how the efficiency of L2 instruction and learning may be improved. A number of empirical studies have designed xu-based tasks, or continuation tasks (Wang, 2019), and evaluated the pedagogical effectiveness of integrating such tasks in L2 instruction.

Notably, xu-based tasks have been used in Chinese as a foreign language teaching and researching and the efficiency has been repeatedly borne out by statistics. This paper, therefore, will not only introduce the theoretical foundation of the xu-argument, but also introduces the relevant empirical studies investigating the importance of xu in promoting Chinese as a foreign language development.

Our findings have useful implications for the theoretical and methodological development of xu-based studies, and for the xu-based L2 Chinese pedagogy as well.

Key Words: XBCI, the xu-argument, alignment

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Her research interests include Chinese-speaking learners' acquisition of English, (CSL) Chinese-as-second-language acquisition, language aptitude, second language interaction, assessment of interactional competence, as well as semantic-pragmatic interface in language development. She is currently doing research on the mechanism of second language interaction, with a special focus on the Xu-argument (or the Continuation theory) and its use in second language teaching and learning.

The 'JB (Jishobiki)' Model, Theory and Practice: A Language Learning Strategy Developed in Japan

YOSHIKAWA Tatsuo and FUKAYA Keisuke

Abstract:

The 'JB (Jishobiki)' model is a language learning strategy requiring students to browse a paper dictionary from a randomly chosen page, at first finding known words (not unknown words), before writing the word on one of a series of serially-numbered sticky notes, and sticking the note back on the page where the word appears. After students become proficient in finding known words, they start using the same method to find and record unknown words. The model, developed by FUKAYA Keisuke in the 1990s, has become a widely-used strategy in Japanese education, employed by over 2000 primary schools, particularly in Japanese language ('national language') classes.

In this workshop, after explaining the basic JB method, the workshop leader will discuss the theoretical background that makes JB an effective learning strategy, before reporting on examples of the model's application to Chinese language education in a Japanese high school, including computer-based methods. Following this presentation, workshop participants will use the method as described above.

In the second section of the workshop, participants submit words and their definitions via Google Forms to create a Quizlet composed of the discovered words, replicating the activity of a teacher taking a JB class.

In the final part of the workshop, the workshop leader and participants exchange opinions and feedback. Participants are encouraged to bring their own paper dictionaries, but sticky notes will be provided.

Key Words: JB, Jishobiki, dictionary, Quizlet, ICT

YOSHIKAWA Tatsuo is a professor in the Faculty of Economics at Keio University (Yokohama, Japan). He acquired his master degree in 2002 from Keio University (Chinese Literature) and withdrew after completion of doctoral course requirements in 2005 from Keio University (Chinese Literature). He specializes in Chinese language education and Chinese film studies. His publications include a book on ICT applications in foreign language education, "To change foreign language education" (co-author) and an essay on the 'Jishobiki (JB)' model, "Applying the JB model in English learning as the first language: A case study of elementary school practice in the United Kingdom" (co-author).

FUKAYA Keisuke Ph.D, is professor of contemporary education at Chubu University. He previously served as principal of Ritsumeikan Primary School. He developed the "Jishobiki : dictionary bookmarking" method of study, in which children are encouraged to look up words in their dictionaries and bookmark them with sticky labels as a way of promoting the joy of learning. Works he has authored or had a role in editing include "Building Brains with the Dictionary from Age Seven", "Learner's Dictionary of Synonyms", "The Fukaya Guide to Using Dictionaries and Illustrated References", and "The Learner's Dictionary of Japanese, 10th Edition".

AI and the Future of Chinese Writing Pedagogy: A Case Study of Writing Skill Development at the Upper-Intermediate Level

YU Li

Abstract:

This study addresses the issue of how AI technology such as ChatGPT can enhance the learning of Chinese writing at the upper-intermediate level. This study adopts a critical reflection action research method and investigates through a case study in an actual course taught at a liberal arts college how AI technology can work as a writing tutor to help students develop Chinese writing skills. Both quantitative and qualitative data will be analyzed to find out the effects of AI technology on learning outcome. A learner's writing process at the upper-intermediate level usually consists of three stages: drafting, receiving corrective feedback, and revising. Teachers and writing tutors play an important role in providing corrective feedback. What will happen if students are asked to work with AI technology such as ChatGPT immediately after they have written their drafts? It is hypothesized that the adoption of ChatGPT would shorten the learning cycle and help students internalize correct expressions and adopt better organization of their essays at a faster pace. Two research questions will be answered in this study: First, what positive impact does AI technology have on the acquisition process of Chinese writing? Second, what drawbacks should teachers be aware of when AI technology is integrated in the pedagogical process of writing? Data collected from students' actual writing assignments are analyzed to compare students' performance in paragraph and essay writing under two conditions: one without using ChatGPT and the other with ChatGPT as a teaching assistant to help with revisions. The study finds that the effectiveness of this writing tool depend on the autonomy of a learner. Tools such as ChatGPT are most effective as a writing tutor for students with higher linguistic proficiency who are able to reflect on the suggestions made by AI technology and who are willing to put in the extra time and effort to select the most helpful corrections and revise their writings.

Key Words: ChatGPT, AI technology, writing pedagogy, upper-intermediate level

YU Li 虞莉 Williams College (USA) 美国顶尖文理学院威廉大学(Williams College)亚洲语文系系主任、中文正教授。长期从事一线汉语初级到高级教学与教师培训工作。研究兴趣为中文教学法、体演文化教学法、中华读书文化史。

The Relationships between Teacher Instruction, Learner Belief, and Learning Strategies in Chinese Character Learning: A Structural Equation Modelling Study

YU Mingyang, CHAN Yuet Hung Cecilia

Abstract: The present study aims to investigate the relationships between teachers' instructions, learners' beliefs, and learning strategies in Chinese character learning by constructing a structural equation model based on an online survey conducted with 202 alphabetic learners. These learners were of different Chinese proficiency levels ranging from elementary to advanced. Their native languages, based on the alphabetic writing system, included English, Arabic, Portuguese, and Russian. The structural equation modelling study defined teachers' instructions, learners' beliefs, and learning strategies as latent variables. The teachers' instructions and learners' learning strategies were explained by four observed variables: shape-related, pronunciation-related, meaning-related, and integrated instructions/strategies. Learners' beliefs comprised three observed variables concerning the importance of reading, writing, and typing Chinese characters. The modelling study revealed that (1) Teachers' instructions directly and positively affect learners' beliefs and learning strategies, and teachers most frequently gave shape- and pronunciation-related instructions; (2) Learners' beliefs cannot predict what strategies learners used in character learning. Learners considered reading and writing characters more important than typing but they still frequently adopted integrated learning strategies, practising typing characters independently. The findings of this study shed light on the effective teaching of Chinese characters to alphabetic learners. We suggest that in addition to shape- and pronunciation-related instructions, alphabetic learners should be provided with more meaning-related and integrated instructions, and that supportive training of Chinese character typing should be strengthened.

Key Words: Chinese characters, learning strategy, teacher instruction, learner belief, structural equation modelling

YU Mingyang is a PhD candidate in the Department of Linguistics and Translation at City University of Hong Kong. She received a bachelor's degree in teaching Chinese as a foreign language from Beijing Normal University (Zhuhai campus) and a master's degree in language studies from City University of Hong Kong. Her research interests include teaching and learning Chinese as a foreign language, Chinese character processing, and psycholinguistics. Her current research focuses on Chinese character processing by second language learners using different writing systems.

CHAN Yuet Hung Cecilia is an Associate Professor at City University of Hong Kong. Her research embraces L2 Chinese and L2 English acquisition, applied linguistics, and language disorders.

Enhancing Chinese Language Learning through Virtual Reality: A Case Study in a Chinese School

YU Tak Wing

Abstract:

Introduction: Technology integration into education has shown promising results in enhancing students' learning experiences. This study explores the implementation of virtual reality (VR) in teaching the Chinese language to a group of 18 students aged between 8-12 years at a Chinese school. The learning material used is Jinan University's Zhongwen (Chinese) Vol. 3. The study aims to understand the perceptions of VR on the student's learning experience and how it compares to traditional teaching methods using videos and pictures. Methods: A case-based approach was employed in this study. The students were exposed to VR experiences of the Summer Palace, Forbidden City, Great Wall, and Palace of Versailles, which were mentioned in the textbook. Following the intervention, a short semi-structured interview was conducted with the students to gather feedback on the VR experience and its effectiveness in enhancing their understanding of the text

content. Results: The findings revealed that students reported a significantly improved understanding of the text content when using VR compared to videos and pictures. They found the immersive nature of VR allowed them to experience the places and venues more vividly, facilitating better comprehension of the context and cultural aspects of the language. Additionally, students preferred VR over traditional methods, making learning more engaging and enjoyable. Conclusion: This study demonstrates the potential benefits of integrating VR into the Chinese language curriculum. The immersive nature of VR enhances students' understanding of the text content and provides a richer learning experience.

Key Words: virtual reality, teaching and learning, technology use, eLearning.

YU Tak Wing, a PhD student at the University of the Western Cape, is passionate about Mandarin language education and leveraging technology for teaching and learning. With eight years as a teacher assistant at China International School in Cape Town and three years at the University of the Western Cape Confucius Institute, he actively collaborates with local and overseas Mandarin volunteers, promoting Chinese language and culture while exploring innovative ways to enhance language learning experiences.

《三体》系列英译本在英语世界的译介与传播研究

YU Yanling and XIAO Pei

Abstract:

中国科幻作家刘慈欣的作品《三体》的第一部英文版于 2014 年在美国的主流出版社出版，截至到 2022 年，《三体》的 30 余个语种的译本也陆续出版，引起了西方世界特别是科幻界的广泛关注。本文以译介学理论为基础, 把刘慈欣《三体》系列作为经典案例，通过收集发布在 YouTube 上的《三体》相关数据，利用 python 技术分析研究《三体》英译版在海外的译介模式，包括主体、内容、途径、受众四个方面。从而，借助分析海外读者对《三体》英译版的评价和接受情况，以期为中国优秀文学"走出去"提供一些有效可行的思路。

Key Words:《三体》，译介，译介模式，Python

YU Yanling is professor of Translation Studies at Wuhan University of Technology, China. Her expertise includes translation principles and practice, non-literary translation, translation project management, and foreign language acquisition. Currently she is a qualified mandarin scholar of CIBL at LSE.

XIAO Pei MTI student in School of Foreign Languages, WUT, China.

大學專業中文的課程設計與教學實踐——以眼科視光學專業為例

YUEN Chun Wah and ZENG Jie

Abstract:

九七回歸後，香港與內地在專業中文往來上的應用愈加廣泛。爲了配合社會行業的中文應用要求，香港理工大學把專業中文課程定為大學生的必修科目。本文以眼科視光學專業為例，探討大學中文課程如何與專業有機結合，總結大學專業中文課程設計、教學與評估的實踐經驗。眼科視光學專業中文的課程目標把中文運用與眼科視光學的專業內容掛鈎，讓學生在情境口語表達和實用文寫作中掌握專業中文的溝通策略，訓練學生準確得體地運用專業語音、詞彙、句式、結構的中文能力。課程將教學內容分為知識傳授和技能訓練兩大方面，模擬真實工作語境，引用專業中文實例，教學方法以任務解難為主，教學模式以協作學習為主，引導學生

有意識地注意專業語境的中文表達特點，鞏固語文基礎。教學實踐與持續性進展評估證明，眼科視光學專業的大學生能在有限的教時內迅速掌握專業中文的文書寫作和口語運用技巧，學生的職場專業身份意識得以樹立，在專業範疇的語文轉化能力得以提升。

Key Words: 大學專業中文，眼科視光學專業，課程設計，教學實踐，評估方法

YUEN Chun Wah 袁振華 香港理工大學中國語文教學中心專任導師，研究方向為對外漢語教學。曾參與的研究專案有：「香港南亞裔小學生中文學習研究」、「香港非華語學生職業中文寫作課程設計」及「香港非華語小學生中文學習校本支援計畫」。

ZENG Jie 曾潔 香港理工大學中國語文教學中心導師，研究對外漢語教學。曾參與「香港南亞裔小學生中文學習研究」、「香港非華語學生職業中文課程」等研究專案，曾發表《五度標調法在對外漢 語聲調教學中的活用》、《香港非華語小學生中文學習評估研究》等論文。

「教授中文作為第二語言」大學服務研習課程的探索與實踐

YUEN Chun Wah and ZENG Jie

Abstract:

香港非華語學生學習中文課程與融入香港華人社會，一直困難重重。為了支援香港非華語學生學好中文而融入本地社會，讓大學生把所學服務社會，香港理工大學中國語文教學中心開設了「教授中文作為第二語言」的服務研習課程。修讀該課程的大學生，先通過理論學習，了解香港非華語學生的語言文化背景與學習中文作為第二語言的困境，從語音、詞匯、語法、聽說讀寫等方面，掌握對外漢語教學的基本概念和對香港非華語學生有效的中文教學策略；再通過有計劃的進入社區學校的教學實踐，在新常態下設計綫上綫下的教學材料和教學方法，應用課程所學協助本地非華語學生提高中文能力；最後通過課程反思，提出對香港非華語學生中文教育政策和教學方法的建議，落實融合教育的理念。課程經過不斷的探索與實踐，貫徹全人教育的理念，將對外漢語學科學術經驗與服務學習活動相聯繫，既滿足香港社會中文作為第二語言的教學需求，又發展大學生解難、溝通和合作的綜合能力，培養其參與社會的公民責任感。

Key Words: 香港非華語學生，教授中文作為第二語言，大學服務研習課程，全人教育

YUEN Chun Wah 袁振華 香港理工大學中國語文教學中心專任導師，研究方向為對外漢語教學。曾參與的研究專案有：「香港南亞裔小學生中文學習研究」、「香港非華語學生職業中文寫作課程設計」及「香港非華語小學生中文學習校本支援計畫」。

ZENG Jie 曾潔 香港理工大學中國語文教學中心導師，研究對外漢語教學。曾參與「香港南亞裔小學生中文學習研究」、「香港非華語學生職業中文課程」等研究專案，曾發表《五度標調法在對外漢 語聲調教學中的活用》、《香港非華語小學生中文學習評估研究》等論文。

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网络工具对初中级汉语听说技能提高的有效性研究：以人工智能为例

ZENG Haiyan

Abstract:

本研究立足于英国高校学生使用网络工具辅助汉语听说技能的实践，旨在探讨相关的网络工具特别是 AI 自然语言生成系统对提高汉语听说技能的有效性。研究方法包括对大学本科初中级水平学生进行问卷调查和访谈，结合笔者的课堂面授以及课内课外评估与测试结果，评析学生在使用网络工具辅助汉语听说技能习得并实现学习目标的实际效果。研究重点在于探讨教师如何更合理和有效地利用网络工具帮助学生实现个性化、高效的学习效果，并更快更好地达到学习目标。比如了解人工智能 ChatGpt 在课堂与课外的使用情况，并比较由教师引导、制定规则与目标的任务型教学与学生自主学习两种方式的不同效果。此外，本研究还将通过课堂实例，如人工智能工具和 Blackboard 平台上的 VoiceThread，探讨如何在传统教学和网络工具使用中找到平衡，使初中级听说课堂更具趣味性，学生参与度与积极性更高，学习效果更理想。

Key Words: 高校汉语听说技能教学，网络工具辅助教学，人工智能，评估与测试

曾海燕 曼彻斯特大学东亚研究中心，毕业于北京语言大学，语言与应用语言学专业硕士研究生。自 2010 年始任职于曼彻斯特大学东亚研究中心中文系汉语语言教师，面授本科与研究生初中高级汉语。

基于 GCSE 中文考试的语法与话题关系研究

ZHANG Fengru and YU Yanling

Abstract:

2016 年，中文正式进入英国国民教育体系学科。2017 年，新 GCSE 中文考试大纲发布，其中分别列出了词汇、语法和话题大纲，但未对其内在联系进行详细阐述。本文旨在研究新 GCSE 中文考试中语法和话题之间的内在关系。本文将往年中文试卷通过语法点和话题进行分类，通过梳理和分析，本文发现：GCSE 考试中，语法和话题之间存在一定关联，不同的话题考察侧重点有所不同；同时，一些语法点与话题的联系较为固定，一些语法点则表现出可迁移性较高的特点。因此，教师需要重视语法和话题的关系，让学生在学习和备考过程中有重点地学习语法知识，根据不同话题加强针对性训练，以提高语言能力和应试能力。

Key Words: GCSE 中文 语法 话题

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YU Yanling, professor of Translation Studies at Wuhan University of Technology, China. Her expertise includes translation principles and practice, non-literary translation, translation project management, and foreign language acquisition. Currently she is a qualified Mandarin scholar of CIBL at London School of Economics and Political Science.

国际中文教育视域下海外语言景观调查研究——以爱丁堡大学周边中国商铺调查为例

ZHANG Qihong

Abstract:

语言景观是指在公共区域书面形式的语言使用，其作为语言的一种表现形式具有天然的语言文化传播优势。在全球经济加速发展及国家之间交流越发紧密的背景下，海外很多地区都出现了中文语言景观。以笔者工作的爱丁堡地区为例，笔者发现爱丁堡大学周边的中国商铺构成了独特的语言景观。

国际上语言景观作为研究多语现象、英语的传播等课题的路径，已成为应用语言学和社会语言学的一个热门领域（巫喜丽等，2017）。近年来国内有关语言景观也逐渐受到关注，研究多集中在对语言景观理论及研究的梳理，比如尚国文（2014）、王晓梅（2020）的研究，以及针对国内部分地区旅游景点语言景观特点分析，比如刘键（2020）、罗圆（2022）的研究。此外，也有部分研究者将目光投向海外华语研究，多为马来西亚、泰国等亚洲国家的中文语言景观，其他国家地区的相关研究极少。总体来说，国际中文视域下的语言景观研究尤其是海外中文语言景观的研究尚未引起充分重视，其研究视角还有待丰富。

本研究运用国际中文教育视角，对爱丁堡大学周边的中文语言景观进行调查研究。首先采用量化统计的方法收集了爱丁堡大学周边 45 家中国商铺语言景观数据，并根据中文的标识的用途分为店名、场所名称、提示语、广告海报及网站虚拟景观 5 类；其次对收集的样本进行总体性分析，从微观的语言组合形式、宏观的文化意义内涵两个层面揭示当地中文景观的深层次特点。最后，基于以上特点，从课堂教学、实践活动两个方面提出海外语言景观融入汉语教学的思考。

结合语言景观进行国际中文教育，能够发挥语言景观跨文化交流作用，提高中文传播的辐射力，期待本研究能够为海外汉语教学研究提供新的思路。

Key Words: 国际中文教育，语言景观，爱丁堡大学，中国商铺

ZHANG Qihong Confucius Institute for Scotland at the University of Edinburgh. She is a postgraduate from the College of International Education at Minzu University of China. Her research interests focus on language teaching methodology and intercultural communication. She graduated with a Bachelor's degree in Teaching Chinese to Speakers of Other Languages from Hunan University of Science and Technology in 2018. The same year she worked as a Chinese teacher at Phanom Adun Witthaya School of Chachoengsao in Thailand and AFS Intercultural Programs of Thailand. She was awarded for Excellent Chinese Teacher of Thailand in 2020.

田艳，博士，中央民族大学国际教育学院副教授，主要研究方向为汉语国别化研究、中华文化传播、国际汉字教学。出版专著四部，在《世界汉语教学》、《语言教学研究》等期刊上发表学术文章多篇。主持语合中心、高等教育学会等课题多项。出版及合作出版《体验汉语·留学篇》、《体验汉字》、《体验汉语口语教程》等系列教材。

Challenges to Chinese Languages teachers' Intercultural Communicative Competencies (ICC) in the British multicultural context

ZHANG Wenwen

Abstract:

Nowadays, teaching Mandarin involves learners from multicultural backgrounds. Take the evening classes of Confucius Institute at Newcastle University for example, there are British students but also learners from various backgrounds, including Italy, Bulgaria, Poland, Kazakhstan, etc., which placed a great challenge on teachers' intercultural communicative competencies (ICC), "the complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Deardorff, 2009, p.458).

Considering that foreign language involves linguistic performance, verbal communication, as well as intercultural consciousness and intercultural skills (Aleksandrowicz-Pędich, et. al, 2003), ICC is significant in language teaching and learning. This article adopts the ICC model put forward by the Council of Europe (2018), which was described as a "coherent and comprehensive" model that provides "a systematic approach to designing the teaching, learning and assessment" (Barrett, 2020) then discusses the corresponding challenges on Chinese language teachers: 1. Contextual challenges on width and depth of their intercultural knowledge; 2. Ideological disagreement (or even confrontations) on values; 3. uncertainty in attitude towards cultural otherness and the danger of ethnocentrism; 4. Lack of systematic support for their intercultural skills development.

Therefore, this article aims to raise awareness towards the importance of Chinese language teachers' ICC development, facilitate the theoretical discussion in challenging the ICC research that is dominated by Western researchers, conduct more empirical studies, as well as promote ICC training and support for teachers. Hopefully, this will release the Chinese language teachers' struggles on ICC issues and create Chinese language classrooms with a more inclusive learning atmosphere where everyone's cultural background is respected to achieve a higher level of students' satisfaction.

Keywords: Intercultural Communicative Competencies (ICC), multicultural contexts, challenges

ZHANG Wenwen is a volunteer Chinese language teacher at Confucius Institute at Newcastle University and a full-time PhD student in applied linguistics focusing on intercultural communication. I have more than 10 years of teaching experience in both Chinese language and English and won the golden prize in the Italy and Sant Marino Chinese language teachers teaching Competition in 2018. My research and career shared interest in improving the intercultural communicative competences of both teachers and students.

COVID-19, Cancellation of International Travel, and Second Foreign Language Teaching: Chinese Year Abroad Programmes as a Case Study

ZHAO Yu and TIAN Ye

Abstract:

This paper aims to bring a more nuanced understanding of the uniqueness of physical travel to language learning. One of COVID-19 Pandemic's direct impacts, among many, was the cancellation of international travel. Looking back from the post-pandemic era, it is a good chance to review how limited travel influences language teaching and learning, and what implication we can learn from it.

The paper addresses how the impossibility of travelling challenges Chinese language teaching with particular reference to universities' Study Abroad programmes. Theoretically, following the call for reconceptualising that "the mind is the body and the world" in second language learning (Atkinson, 2010: 619), we mainly draw theoretical insights from embodied cognition and argue for the importance of the *socio-cognitive* approach in university language teaching, especially the importance of learners' being situated in the society where the language is spoken. In the meantime, cultural distance (Ward and Searle, 1991) contributes to the complexity in terms of both students' interest in travelling abroad – and hence participating in the programme – and their language learning strategies. The theoretical discussion is supported by interviews from 3 groups of people: students who participated in Study Abroad programmes, those who only did so online during the pandemic, and lecturers who led the virtual Study Abroad. We found that the Study Abroad Programmes were replaced by solutions that cannot fully make up for the lost opportunity of having embodied cognitive learning of the language. While these solutions largely come from a simplified imagination of cultural exposure, the real-world experience reveals more complexity regarding language use, language learning and cultural experience.

ZHAO Yu 赵瑜 is now a Teaching Fellow in the School of Language and Applied Linguistics at Portsmouth University. She is the coordinator of the Subject Knowledge Enhancement Programme. She is also teaching Mandarin courses, Business Communication, General Language (English), In-Sessional English, and Pre-Sessional English. Her research interests lie in Language Teaching and Learning, Gender Difference, and Individual Difference in Learning and Teaching.

TIAN Ye 田野 has a PhD in Translation Studies at Centre for Translation and Interpreting, Queen's University and Scholar in Residence at Manchester China Institute, University of Manchester. He interested in the theoretical and practical insights of translation, especially how they facilitate an alternative understanding of China. He is also intrigued by the theory of semiotic translation, and thus inclined to rethink culture theories within the scope of intersemiotic translation.

An Investigation of the Alignment of A-Level Mandarin Chinese to the Common European Framework of Reference for Languages (CEFR)

ZHENG Ying and CHEN Yuhua

Abstract:

Learning Mandarin Chinese is strategically important for the current and future generations of UK students (British Council, 2017). Along with the emerging recognition of the importance of grasping a modern foreign language in the post-Brexit era, there is a lack of understanding of how Chinese as a foreign language is aligned to a common benchmark of proficiency and how best to integrate the teaching, learning and assessment of Mandarin into foreign language curricula at post-secondary school level in the UK.

This study involves a three-stage systematic investigation into the alignment of A-level Mandarin Chinese to the Common European Framework of Reference. The first stage is a standard setting exercise, at which we investigated what the A-level Mandarin exam is intended to measure, i.e., content validity of the test papers, by scrutinising item inputs and task design in details.

The second stage reports on the results from interviews with nine experienced native and non-native teachers. The findings from this stage address our research inquiries in depth and reveal teachers' varying attitudes towards the future of Mandarin Chinese teaching and learning.

The third stage takes a linguistic perspective by investigating the lexical validity of A-Level Chinese exam papers in comparison of established standards including both exam specifications and HSK. A panel of experts were also consulted to evaluate how the vocabulary use in the past papers is aligned to the CEFR. Implications for educators of Mandarin Chinese and policymakers to meet the challenges of the new era of promoting multilingualism and language standards will be discussed in the presentation.

Key Words: A-level Chinese exam, CEFR, alignment, validity

ZHENG Ying 郑英 (博士)，英国南安普顿大学人文艺术学院副教授，孔子学院外方院长，博士生导师, 人文学院主管国际化。主要研究方向为语言测试中的量化验证及语言教师的职业发展，测评素养。目前研究领域包括中国、加拿大及英国的各类语言测试和语言标准的定量对接。

CHEN Yu-Hua is the Course Director of MA ELT and Applied Linguistics at Coventry University. She has published in international journals such as Applied Linguistics and English for Academic Purposes. Yu-Hua is interested in the intersection of Corpus Linguistics, Language Testing and Assessment, and Second Language Research, and she has the experience of teaching English and Mandarin, both as a second language.

ChatGPT and Chinese Verb Complement Learning---an exploratory study

ZHOU Jocelin Lingxia

Abstract:

Recent developments in Artificial Intelligence (AI) technologies have brought increasing adoption of chatbots in language learning, which can be categorized within the field of applied linguistics known as ICALL (Intelligent Computer-Assisted Language Learning). The latest chatbot, ChatGPT, uses deep learning models to learn the syntax and structure of natural language sentences through a large dataset, which allows it to generate sophisticated, human-like text. This technology has far-reaching consequences for education and society. Conversational AI has the potential to revolutionize language learning and teaching, creating both opportunities and concerns.

The six types of Chinese verb complements are important verb compound structures, which Chinese learners often find challenging and confusing. Based on the Chatbot–Human Interaction Satisfaction Model (CHISM), This paper examines the accuracy of ChatGPT-human communication at the grammatical level from a Chinese as an additional language perspective and the satisfaction level of current students and in-service teachers using the case study of Chinese verb complements learning. Qualitative data is gathered through a questionnaire survey and interview and analyzed through the qualitative analysis software, Nvivo 12. The analysis result indicates that while ChapGPT has the potential of making good chatting partners for Chinese learners and facilitating their Chinese learning, its inaccuracy in the explanation of the verb complement structures could cause more confusion for the learners in Chinese grammar acquisition. This research contributes to the limited but increasing academic understanding of the role of human-AI interaction in Chinese language learning and teaching settings.

Key Words: ChatGPT-human communication, language learning, Chinese verb complement

ZHOU Jocelin Lingxia is a lecturer in Chinese and the Chinese Teaching Lead at the Department of Languages and Cultures at Lancaster University. Before joining Lancaster, she was a Chinese lecturer at Princeton University (US) and Waseda University (Japan). Her research focuses on language pedagogy, teaching Chinese as an additional language, and language policy and planning.

中國古代文學中的科技書寫對現代專業中文教材編寫的借鑒意義

ZOU Yuxin

Abstract:

現代中文教育的目的之一在於令學生掌握基本語言知識的同時，能夠將其應用於技能實踐中，由此催生了學界及業界對專業中文教育的需求。然而縱觀當下專業中文教材，內容多集中於教授公文類寫作，雖注重應用，卻也略顯枯燥。本論文試圖探討在人文與科技共同發展，相互吸納促進的教育語境下（简称 STEAM），以《列子》、《三國演義》、《聊齋誌異》中的片段及古詩中的太空想象為例，思考現代專業中文教材在編寫過程中如何向前者借鑒科技書寫上的內容，從而啟發引導學生從語言學習中獲得科技創新的靈感，最終達到融會貫通的效果。另一方面，這一思考面向亦可嘗試用於未來對外漢語教材編寫中，意圖突破傳統教材「生活化」的編寫模式，將以科技為代表的中國軟實力廣泛傳播於世界，進而達至「東學西漸」的更高層次。

Key Words: 文學，科技，專業中文，教材

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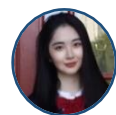Confucius Institute for Scotland
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