

欧洲汉语教学协会

(EACT) EUROPEAN ASSOCIATION
OF CHINESE TEACHING

(AECE) ASSOCIATION EUROPEENNE DE
L'ENSEIGNEMENT DU CHINOIS



摘要手册

Book of Abstracts

欧洲汉语教学协会第五届国际研讨会
暨庆祝欧汉会成立十周年大会

The 5th International Symposium of the European Association of
Chinese Teaching in celebration of the 10th Anniversary of the EACT

"快速发展的欧洲社会汉语教学的挑
战与机遇：新标准、多语言环境和
新兴技术"

"Challenges and Opportunities for Chinese Language Teaching in
a Rapidly Evolving European Society: new standards, multilingual
environments and emerging technologies"



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汉语教学史

FIELD 01

History of Chinese language teaching

FIELD 01

十八世纪法国学者对汉语的学习
和研究。

BAI Zhimin 白志敏

法国拉罗谢尔大学

本文以十八世纪至十九世纪初法国汉学正式成立这个时期为研究对象，对法国学者汉语学习和研究进行重新梳理。法国不但是汉学的发源地，还从十九世纪起引领了世界汉学领域的研究。然而任何一个成熟的学科的形成都不是一蹴而就的，法国的汉语研究亦是如此。在1814年法兰西学院设立第一个汉学教席之前，法国汉语和中国语言文化的研究在路易十四时期就已经处于汉学的萌芽阶段。学界普遍认为这一阶段是传教士汉学，尤其是1685年法国国王数学家的贡献非常重要，这是无需争辩的事实。本文希望通过梳理路易十四时期法国国内学者的汉语学习的史料来探讨这一时期法国学者对汉学形成的贡献和影响。

加略利《字声纲目》汉语学习观
研究——兼论其成书过程。

CHEN Taorui 陈韬瑞

北京大学

关键词

汉语教育史

对外汉字教学

字声纲目 Systema Phoneticum Scrip-
turae Sinicae

《字声纲目》(Systema Phoneticum Scripturae Sinicae)作为意大利汉学家朱赛佩·玛利亚·加略利(J. M. Calleri)的代表著作，1841年出版于澳门，是他本人早期汉学研究的重要成果。作为一本汉法拉丁语对照的汉外辞书，全书将12753个汉字归类在1040个声符下，构筑了一个颇为独特的声符检索学习汉字的体系，在同时期的众多汉外辞书中可谓独树一帜。而这一独特的声符汉字学习体系影响了后世一些汉学家的学术研究与辞书编纂，不过目前学界针对此书成书过程及其汉字学习观的研究还较为少见。为了能够更好的把握加略利个人直接讲述的汉语学习观，本文中首次从拉丁文原文翻译了《字声纲目》一书上卷的全部介绍部分，并结合对词典正文的分析，总结提炼其中体现出的汉字学习观，最后探讨这些汉字学习观对当下对外汉字教学可能具有的积极启示。

Missionary Lexicographers and
the Rise of Chinese-English Dic-
tionaries in Late Qing Shanghai:
Language Pedagogy and Print
Culture.

JIN Yundi 金云迪

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Keywords

Missionary Lexicography

Late Qing Shanghai

Chinese-English Dictionary

Second Language Teaching

Cultural Transmission

This paper examines the missionary-led production of Chinese-English dictionaries in late Qing Shanghai and their foundational role in shaping early Chinese language education for non-native learners. Focusing on selected dictionaries and the biographies of their compilers, the study highlights how learner needs, pedagogical innovation, and the multilingual environment of treaty-port Shanghai converged to create practical language resources.

Drawing upon Bourdieu's field theory and Habermas's public sphere model, this research explores the dynamic interactions among missionaries, publishers, and readers within Shanghai's vibrant print culture. It argues that these dictionaries functioned not merely as pedagogical tools but as vital mediators in the intercultural encounters between China and the West. Their learner-centered designs reflected practical language demands, facilitating knowledge transfer and shaping the global circulation of Chinese linguistic resources.

By analyzing design features, paratexts, and historical contexts, this study offers a fresh perspective on how missionary linguistic practices contributed to early models of second language pedagogy and to the broader transformation of Chinese knowledge dissemination.

哈萨克斯坦汉语教学与研究
概况。

KALIBEKULY Tolkyin 哈里别克·托里肯

SABIROVA Madina 萨彼罗娃·
玛迪娜

本文以哈萨克斯坦汉语教学历史为研究对象，分为四个部分，包括绪论、两个主体部分和结论。绪论说明哈萨克斯坦作为“一带一路”重要的节点国家，对中文的需求逐渐增长，并介绍目前哈国孔子学院、鲁班学院、中国高校分校情况，包括其开设的专业及课程。第一部分通过大量相关文献资料整合，概述了汉语教学在哈国的起源与发展：始于1944年，之后发展曲折，经历苏联时期及独立后时期，从以30名学生为基础的哈萨克国立师范学院“东方语言系”，到哈萨克数十所高校的汉学教研室，汉语教学趋于专业

**Kazakh Ablai khan University of
International Relations and World
Languages**

20世紀後半葉匈牙利中文教學 史研究。

LI Min 黎敏

日本名古屋外国語大学中国語学科

关键词

匈牙利中文教學
匈牙利漢學
外語教育政策

化。第二部分呈现汉语言学的研究情况。从语音学、词汇学、语法学和词典学等方面，介绍并列举哈国汉学家的研究成果、科研项目及相关出版作品。结论从现状中总结出当前哈国汉语教学存在的问题和困难，并提出了可能的解决方案和建议。

20世紀後半葉，經過冷戰和冷戰結束的歷史演變，隨著中匈關係、匈歐關係的變化，匈牙利中文教學也經歷了滯緩期、恢復期和調整期，每個時期它面臨的問題不一，體現在教師、教材、教學等方面的特點也不同。梳理這些時期匈牙利中文教學出現的問題、應對問題的方式以及匈牙利外語教學理念、中文教學內容與方法、學習者學習目的的變化，探索這些變化之間的關係是瞭解匈牙利中文教學發展歷程的必要前提，也是瞭解21世紀以來匈牙利中文教學發展狀況的關鍵，而這項研究本身也是對區域國別中文教育進行全時段系統分析的嘗試。經過對上述問題的探討，可以看到20世紀後半葉匈牙利中文教學在整個匈牙利百年中文教育歷程中起了承前啟後的作用，是匈牙利中文教學第二次範式轉換的重要積澱期。

江沙维汉葡字典与汉语教学法—— 兼论学习型汉外辞典的编纂。

**LIU Jie 刘杰
SUN Lam 孙琳**

University of Minho

关键词

江沙维
双语辞典
汉语教学法
教学法

传教士汉学家江沙维 (Joaquim Afonso Gonçalves, 1781-1841) 是葡萄牙汉语教学的先驱。他站在拼音文字的角度分析和认知汉字，借鉴中国传统语文学对“字”的认识，吸收当时传教士辞书编纂的经验，将汉字书写的基本单位和语素义的基本单位结合，形成了一套适应西人的汉语汉字教学理念和汉外双语辞典的编纂模式。江沙维的汉葡双语字典，编纂于19世纪早期，直到20世纪初，欧洲各国还在一再重印这批重要的工具书。该书由字及词的编排方式，由字统帅词，同义、同类归并，简洁呈现，已经具备现代学习型汉外辞书的特点。对于学习型辞典而言，该书在当时具有非常重要的开创意义，对今天的汉外学习型辞典编写也具有启示价值。本文从分析江沙维汉葡字典（《汉洋合字汇》，Diccionario china - portuguez）入手，探讨江氏的双语辞典的编纂实践及其体现的汉语教学法理念。

美国加州伯克利大学汉语教学的 起始。

LIU Li 刘莉

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guages and Cultures, University of
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关键词

汉语教学史

本次报告将介绍汉语教学在美国加州伯克利大学的起始阶段，涵盖1872年至1914年期间的关键发展。报告将阐述加州伯克利大学东方系（1872年正式成立）设立的动机，以及直至1896年，在该系成立24年后，第一位汉语教授傅兰雅（John Fryer, Agassiz Professor）开设首门汉语课程的过程。报告还将探讨傅兰雅教授对在美国发展汉语教学的深刻思考，以及他为扩展伯克利大学汉语项目所作出的开创性努力与实践。傅兰雅教授在中国文学、文化、语言、科技和翻译等多个领域贡献卓越。本报告将重点关注伯克利汉语教学初期的历史，具体阐述傅兰雅教授自1896至1914年间在伯克利东方系在汉语课程设计、教材编写和师资配置等方面的贡献与实践。

记忆与传承：西班牙大学中文教 师的教学历程口述研究。

NIE Lingzhi 聂灵芝

巴塞罗那自治大学

自1970年代中西建交及西班牙国王首次访华以来，西班牙的中文教学经历了从初创到成熟的发展。然而，学术界对其历史的研究较为薄弱，尤其缺乏从大学教师视角的口述历史。本研究通过口述历史方法，探讨西班牙资深中文教师的教学经验及方法演变，重点分析文化传承在教学实践中的作用。研究结合“口述历史”与“教学演变”，描绘西班牙中文教育的发展脉络，探讨教师如何适应跨文化环境，并在教学中融入和传承中华文化。特别关注教师应对西班牙

关键词

大学中文教学
口述历史
西班牙

Preliminary Analysis of two Textbooks on Chinese Language Learning Published by Gentile Magonio O.F.M. in 1930 and in 1932.

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Keywords

Gentile Magonio O.F.M.
Manuals of Chinese language
teaching
1930s

牙学生需求的策略变化及其文化适应能力。本研究通过对早期中文教育大学教师的访谈，提供了宝贵的第一手资料，揭示了西班牙中文教学在内容、方法及文化传承方面的多维演变，为未来中文教育在跨文化背景下的创新与发展提供理论支持。

This contribution focuses on two works published in 1930 and 1932 respectively. They were compiled by Gentile Magonio O.F.M. and promoted among the missionaries of the Franciscan Order in the 1930s. After living in Hubei province for only two years, Magonio realized the need for tools that would allow Italians to learn Chinese language. He consulted numerous books on Chinese language learning published throughout the Nineteenth century, but he thought it would be better to use his own method for learning Chinese, so that he published his first manual with the T'ou-Sé-Wè publishing house, collaborating with Pasquale D'Elia in 1933 on the development of a transcription system for the Chinese language. Magonio's first work, published in 1930, is titled "Metodo accelerato per imparare la lingua cinese". Its objective is to learn Chinese "... nel più breve spazio di tempo possibile (...in the shortest possible time)" (Magonio 1930). This first manual primarily aimed to teach the Chinese language through Chinese characters. As a result, the selection of the vocabulary in the manual is based on characters commonly used in classical texts; the manual does not include examples or explanations of grammatical rules. Author's awareness of previously published works on the Chinese language is evident from the phonetic transcription, which is based on the Zottoli-Debesse system, while also providing examples using current Italian pronunciation. From a communicative perspective, the second manual is more interesting. Published in 1932, the title itself "Il missionario italiano che parla la lingua cinese" makes clear that its intended audience was supposed to be missionaries. The learning approach focuses on both spoken and written Chinese. What makes this second text particularly noteworthy is its strong emphasis on conversation. It contains many phraseological expressions that are still commonly used in the colloquial register of modern standard Chinese.

We aim to provide a preliminary analysis of Gentile Magonio's manuals, finding their references to other previously published learning materials, and highlighting their sources regarding the transcription methods. Finally, we aim at discussing the strengths of these publications from a didactic perspective.

夏威夷的“非主流”中文教学发展述评。

WANG Haidan 王海丹

University of Hawaii at Manoa

关键词

中文教学史
“非主流”资助中文项目发展

中文作为外语的教学历史研究通常着眼于大中小学中文课程设置的变化、教材选取或教师队伍更迭以及项目的兴衰，此类研究专注于“正规”或“主流”语言听说读写课程以及伴随的文化教学发展沿革。然而，作为“非主流”的联邦或私立项目资助的各类中文教学项目或实践，虽不属于大中小学中文教学的日常部分，却在师资培训、实施创新教学法、教材编纂方面起着巨大推动作用。本研究通过采访夏威夷两位自上世纪七八十年代起即致力于通过获得各类资助而负责经营长短期联邦中文项目的资深教学专家，展现在过去五十年此类项目在推动夏威夷中文外语教学发展中鼎立支撑的独特角色，强调美国中文二语教学多元化的历史面貌，以详实的评述丰富中文二语教学史研究。

《摩登新闻丛编》探析。

YUE Lan 岳岚

北京外国语大学

关键词

《摩登新闻丛编》

卜朗特

报刊

《摩登新闻丛编》(Modern Newspaper Chinese, Progressive Readings with Vocabularies Notes and Translations, 1935)是俄裔汉学家卜朗特(J. J. Brandt编写的一本报刊阅读教材。书中内容丰富多样,作者将其划分为125个主题,话题十分广泛,反映了当时人们生活的方方面面以及社会时政、国际时事等,让人感觉颇为真切和亲切。该书所有语料选自1934年北平、天津和上海的报纸,目的就在于让学生们轻松地学习到各种有趣的报刊风格的文章。编写中遵循循序渐进的原则,课程内容由简入深,选用的文章难度逐渐加大、篇幅逐渐加长。卜朗特能够抓住时代脉搏、紧跟社会形势,应需应时编写出一部报刊教材,眼光颇为敏锐和独到。多样化的内容、丰富的话题、循序渐进的安排等都是卜朗特丰富教学经验和实践的结晶,是一部颇具特色、编写用心的“摩登”汉语教材。

不同国家教育体系的华文教学及政策

FIELD 02

Chinese language teaching and learning policy in different national education systems

FIELD 02

罗马尼亚中文教育现状：政策、挑战与对策。

BALAN Luminita 白罗马
CAO Ruihong 曹瑞红

University of Bucharest

关键词

罗马尼亚
外语教学政策
中文教育
本土化

罗马尼亚是欧洲开展中文教育最早的国家之一。目前，该国中文教育人才培养体系较为完整，包括高等教育、基础教育以及面向社会人士等不同层次的培养模式。从1956年布加勒斯特大学设立中文专业，到2006年罗马尼亚第一所孔子学院建立，再到2017年中文被纳入国家基础教育体系。罗马尼亚中文教育经历了从快速发展到纵深发展，且正处于从初级本土化向半本土化发展的阶段。

本文分析罗马尼亚中文教学的国别特征，重点探索本土中文教育的影响因素，尤其是外语教学政策。基于此，剖析具体挑战，并提出相应发展对策：中文教学大纲和教材本土化研发的关键是如何使其与当地外语教学政策兼容。

白乐桑中文作为第二文字语言教育思想研究。

GONG Junji 龚君姬
WU Jian 吴剑

浙江大学

关键词

白乐桑
二元论
转化论
动机论
学科史
概念史

自20世纪70年代首次接触汉语以来，白乐桑以中文学习者、教学者、研究者与传播者的多重身份，在促进中外文化交流与推动国际中文教育发展方面做出了卓越贡献。

本研究旨在系统探讨白乐桑关于中文作为第二文字语言教育的思想体系，重点分析其思想中的三个核心维度：中文作为第二文字语言的独特性、中文作为第二文字语言教育的教学论，以及中文作为第二文字语言学科的发展论。通过对其教育思想内在逻辑与历史背景的梳理，力求揭示其个人选择背后的深层动因与思想脉络，揭示法国在中文教学领域的独特实践经验，并为全球中文教育的理论构建与实践探索提供具有重要参考价值的启示。

多语背景下低地国家华文学校社交问题及其发展路径研究。

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关键词

低地国家
多语背景
华文教育
“三教”问题

低地国家，又称比荷卢国家（Benelux countries），位于欧洲西北部沿海地区，指的是比利时、荷兰和卢森堡三个国家。该地区处于印欧语系中的日耳曼语族和罗曼语族的交界地带，具有明显的多语言和多文化特点。随着中国综合国力的不断增强以及中欧各领域交流的日益深化，低地国家的中文教学，特别是华文教育，正受到越来越多的关注和重视。

本文系统梳理了多语背景之下比利时（19）、荷兰（38）、卢森堡（4）三个国家61所华文学校在教师、教材和教法等方面的特点和异同，并提出建议。多语背景下低地国家的华文教育呼应了多层次、多维度区域化中文教育的研究需求，有利于低地国家华文教育的高质量和可持续发展，也可以为国际华（中）文教育研究，为多元语言文化环境下改进华（中）文教育提供新思路。

香港少數族裔小學生的口語交際互動。

YAN Jing 延晶

香港教育大學

在香港，以中文為第二語言的學習者主要來自東南亞和南亞的少數族裔學生，例如印度、尼泊爾和巴基斯坦等地區。根據香港保護兒童會於2020年進行的一項調查顯示，截至2018-2019學年，在中小學及特殊學校就讀的少數族裔學生總數達到了18,159人。值得注意的是，在某些學校中，少數族裔學生的比例甚至超過了一半。這些學生所面臨的中文教育挑戰引起了學術界的廣泛關注。然而，大多數研究都集中在他們在書寫與閱讀方面遇到的困難

关键词

香港少數族裔

中文教育

口語交際互動

上，對於口語交流能力的探討則相對匱乏。口語交際能力對於促進這些學生在校期間的學習以及更好地融入社會具有重要作用。

本文旨在深入分析香港針對少數族裔學生制定的政策及其實施效果，並介紹中國語文課程第二語言學習架構中的口語能力目標。此外，本文將基於實證數據來評估少數族裔學生的口語交際能力，並據此提出相應的建議。

欧洲及其他地区的汉语 标准和基准

FIELD 03

Chinese language standards and benchmarks across Europe and elsewhere

FIELD 03

浅谈国际中文教学中跨文化交际能力的培养。

BAI Jianhua 白建华

Kenyon College

关键词

国际中文教学课程
跨文化交际能力培养
跨文化交际能力标准

跨文化交际能力的培养是国际中文教育的重要组成部分，然而研究表明，与其它要素相比，外语教学中语用能力，跨文化交际能力的培养相对薄弱 (Bouton 1998, Xiao 2015)。本次报告首先强调跨文化交际能力培养的重要性，然后以美国各州外语督学联合会和美国外语学会共同研发的跨文化交际能力的分级标准 (The NCSSFL-ACTFL Can-Do Statements for Intercultural Communicative Competence, abbreviated as ICC) 为依据，探讨国际中文教学中如何培养学生跨文化交际的能力。在讨论2017年发表的跨文化能力标准的同时，我们也会指出美国外语学会2024年刚刚发表的外语学习标准对跨文化交际能力的论述，然后讨论如何在这些标准的指导下改善国际中文课程设计以及国际中文跨文化交际能力的测试，最后我们将通过本校高年级国际中文课以及美国领航项目的具体教学实例，展示如何在国际中文教学及评估的各个环节中有效地，系统地融入跨文化交际能力 (ICC) 的培养。

Why should one avoid the notions of 主語 *zhǔyǔ* and 補語 *bǔyǔ* when teaching the Chinese syntax of the simple sentence to Francophones at A level.

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瑞士汉语教学协会 (ASEC-SFVC)

Keywords

Syntax of the simple sentence
Language families
Contrastive linguistics

Besides the many issues linked to cultural and scriptural distance to be aware of, teaching and learning Chinese turns the French-speaking mind upside down by forcing the student to organise the structure of the sentence in a way that runs counter to the logic of French syntax. In addition to these obstacles inherent in learning a so-called distant language, the terminology of the grammatical concepts used for second languages and cultures (LC2) in many European education systems is clearly inconsistent, if not contradictory, despite the CEFR and its updates. Moreover, the teaching of French grammar itself has undergone numerous reforms, applied with varying degrees of success in the French-speaking regions of Europe -- France, Switzerland and Belgium -- over the last 50 years or so. Anglo-Saxon grammars, which largely inspire modern Chinese grammars, have not followed the same path as the French reform in their pedagogical uses, which probably explains why speakers of Romance languages remain perplexed by Chinese grammar as it is taught today.

The first part of our presentation summarises the chapter “Des éléments d’histoire des réformes de l’enseignement grammatical [du français],” written by Jean-Paul Bronckart in the book *Mieux enseigner la grammaire* (Chartrand 2016). Some elements of this synthesis will be taken up in the second part to question the terminology in use in the teaching of a natural language, in this case French, but also to discuss the role of grammar in the teaching of LC2s, English, German and Chinese in the French speaking territories of Europe, as well as French in multilingual Switzerland. In the third part, we contrast the educational cultures underlying some recently published Chinese LC2 textbooks in a Francophone and Anglophone context, with regard to how the grammar is presented. In the last part, we answer the question raised in the title of this paper. We will see that when teaching elementary Chinese to French speakers, it is better to forget the concepts of “subject” 主語 and “verb complement” 補語, so as to facilitate the acquisition of the simple sentence and ensure an easy -- and often amusing for the students -- mastery of the essentials of Chinese syntax.

Framework and practice: A case study on the agency of language policy in Chinese language education in the UK.

Language policy is the primary mechanism for organizing, managing, and manipulating linguistic behaviors, encompassing both top-down *de jure* language policies formulated by governments and bottom-up *de facto* language policies implemented by organizations, institutions, individuals, and other social entities based on language

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Keywords

Language policy

Agency

Chinese language education

practices. Language policy of Chinese language education refers to the principles and standards related to the dissemination and teaching of the Chinese language.

This study investigates the transformative agency of language policy in the context of international Chinese language education, focusing on how multi-level actors formulate, appropriate, implement, and negotiate language policies. Using the Chinese program and Confucius Institute at a University in the UK as a case study, this research adopts a language policy ethnography approach. Data were collected through participant observation and semi-structured interviews with individuals across different social roles, and official language policy documents were analyzed using discourse analysis to explore the interaction between *de jure* language policies and *de facto* language practices.

We argue that, along the vertical dimension, international Chinese language education policies involve a transformative mechanism across macro, meso, and micro levels. Specifically, at the macro level, overarching policies such as Wales' new foreign language policy and China's development of the Chinese Proficiency Standards provide a normative framework for international Chinese education; at the meso level, institutions such as departments and Confucius Institutes develop training programs and curriculum guidelines that design operational pathways for Chinese language teaching, guided by specific educational goals; at the micro level, Chinese language teachers create lesson plans and teaching activities that center on students' linguistic abilities. In terms of tools, Chinese textbooks, language assessments, new media, and classroom teaching serve as critical mechanisms of transformative agency. Along the horizontal dimension, Chinese language education policies, such as China's Chinese Proficiency Standards, engage in negotiation with Europe's multilingual policies and the UK's domestic language policies.

In the current multicultural context, international Chinese language education policies must navigate their relationships with other languages. They should also prioritize language learning while integrating pragmatic goals, emotional and cultural values, multicultural competencies, and humanistic concerns.

《国际中文教育中文水平等级标准》研究现状与趋势——基于CiteSpace的可视化分析。

CHEN Nantong 陈南彤
ZHOU Yi 周怡

浙江越秀外国语学院

关键词

国际中文教育中文水平等级标准

CiteSpace

中国“十四五”规划强调了国际中文教育体系标准化、规范化的重要性。其中《国际中文教育中文水平等级标准》作为核心支撑，对该体系多方面发展至关重要。本研究使用CiteSpace软件，分析了2021-2024年间中国知网151篇文献，通过主题聚类及层次分析，揭示了《标准》的发展轨迹及未来趋势。

研究发现，文献数量在2022与2023年增长后回落，研究聚焦于《标准》在语言教学中的应用。多数研究采用对比方法完善《标准》与教材、考试大纲的对接，但全面融合教师专业、技术实施、测试评估等标准的研究尚需拓展。本研究为深入理解《标准》提供了参考。

從歐洲人的視角看華語文的特點——由CEFR到EBCL 1.0再到EBCL1.1.

LIU Hui-Min 劉慧敏

2001年「歐洲理事會」出版CEFR，作為全歐洲語言的共同參考框架；2012年義大利、法國、德國和英國四所大學共同研發公布EBCL 1.0；2015年「德語區漢語教學協會」和會長顧安達編輯公布EBCL 1.1。EBCL乃專為歐洲人學習華語文所制定的語言能力標準，在CEFR的語言能力描述體系上發展，而東西方的語

臺南 / 臺南市立大灣高級中學語文領域

关键词

CEFR

EBCL

華語文能力標準

From Frame of Reference to Curriculum: Considerations on the Development of the European Benchmarks for the Chinese Language (EBCL) Based on the 2020 CEFR CV.

MARGONIS-PASINETTI

Rosanna

BERGER Claudia

HEP Vaud, Lausanne

Keywords

CEFR

EBCL

Curricula

Chinese new proficiency

standards

Using prosodic transcription to improve Chinese language skills.

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Olomouc

言思維、語言傳統不同，在語言接觸後，「他者」的目光往往提供雙方重要的反思觀點。本研究嘗試從歐洲人的視角出發，由兩個路徑探尋歐洲人規劃華語文的學習進程：第一，在CEFR的大框架下，EBCL 1.0如何兼顧框架與華語文的特點？第二，在EBCL 1.0奠定融合基礎後，EBCL 1.1又如何修訂，以更切合歐洲人學習華語文的方式？並據此歸納出歐洲人視角下的華語文特點，以作為增進東西方相互理解的切入點。

The CEFR Companion Volume 2020 is not simply a complement to the CEFR 2001 but represents a new version of the reference framework. Its primary aim is to enhance the teaching and learning aspects of the framework, countering the tendency to use the CEFR 2001 solely as a tool for structuring assessment. The objectives and innovations of this new version are clearly set out in the introduction to the 2020 edition: « The CEFR in fact consists of far more than a set of common reference levels. As explained in Chapter 2, the CEFR broadens the perspective of language education in a number of ways, not least by its vision of the user/learner as a social agent, co-constructing meaning in interaction, and by the notions of mediation and plurilingual/ pluricultural competences. The CEFR has proved successful precisely because it encompasses educational values, a clear model of language-related competences and language use, and practical tools, in the form of illustrative descriptors, to facilitate the development of curricula and orientation of teaching and learning. » (CEFR CV, p. 21)

The development of curricula for different educational contexts will thus be facilitated by the use of CEFR CV as a reference framework, but it could also involve the use of other theoretical concepts, as might be found, for instance, in the new Chinese Proficiency Grading Standards for International Chinese Language Education, published in China in 2021. If this is the case, the filiation from the CEFR CV must be faithful to its principles. On the other hand, any recourse to other references has to be explicitly mentioned, so as not to attribute to the CEFR CV elements that do not appear in it. That said, curriculum development should also make explicit reference to the distinctive features of the target language, such as its script or grammatical and syntactic system.

Our presentation will be divided into two parts. First, we will outline the similarities and differences between the 2001 CEFR and the 2020 CEFR, highlighting their added value as a basis for developing a relevant, up-to-date curriculum. Secondly, we will look at the possible integration of other aspects of language teaching and learning theory, as well as the need to take into account the particularities of the target language.

Developed 1967–2000 by Czechoslovak Sinologist Oldřich Švarný (1920–2011), prosodic transcription is an innovative tool for acquiring the natural form of modern colloquial Chinese by focusing on analyzing and recording suprasegmental features. These are mainly linear segmentation and degrees of tonal prominence. They combine to form a rhythm, which is a key aspect of correct perception and production of spoken language. With few exceptions, the Euro-American Sinologists, however, overlook suprasegmental phenomena at a level higher than a word. This approach seems unfortunate because it is generally recognized that prosodic features have several essential functions, such as structuring speech, clarifying meaning, highlighting new and

Keywords

Colloquial Mandarin Chinese
Prosodic transcription
Oldřich Švarný (1920–2011)

important information, or conveying emotion and attitude.

Our teaching practice indicates that integration of Švarný's prosodic transcription in Chinese language acquisition significantly improves students' language skills and markedly increases their ability to respond appropriately in real communicative situations, including speaking and listening skills. Using authentic materials and analyzing actual conversational acts also promotes students' active involvement in learning and enhances their motivation. With his transcription, Švarný brought a new perspective to teaching modern colloquial Chinese, which enriches language teaching with indispensable suprasegmental aspects and facilitates students' language acquisition in its most natural form. Given the growing interest in the Chinese language around the world, the prosodic transcription has a potential to play a crucial role in educating future generations of learners. In teaching modern colloquial Chinese, it can be implemented through various methodological approaches, such as working with audio-visual recordings, which students can watch through the transcription; simulating real situations where students apply the learned prosodic patterns to an unfamiliar text, and combining with traditional methods. This talk, of course, does not intend to and cannot cover the full depth of Švarný's system. In the relatively small space of a conference paper, it seeks to present its essential theoretical underpinnings and then demonstrate their application in pedagogical practice.

To reach this goal, we will analyze audio recordings of eight second-year students of Chinese philology. Each student recorded two texts, lasting approximately 90 seconds, at the beginning and end of the course, during which they worked with texts in prosodic transcription. This means that while the first recording was taken with only a basic knowledge of the phonological system of the Chinese language (initials, finals, tones, and two-syllable combinations), the other reflects the improvement after intensive training based on reading texts in Švarný's prosodic transcription. By comparing the input and output versions, we will then quantitatively and qualitatively assess the extent to which this method led to improved students' language skills.

**The Oral Proficiency Standards:
From the Theory to the Practice
- In the reference of Chinese
language.**

XIONG Wen 熊文

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Keywords

Oral Proficiency
Standards
Performance

This session will provide a critical analysis of two widely used American standardized oral proficiency tests: the Oral Proficiency Interview (OPI) and the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), with a particular focus on the updated 2024 version. These updates reflect significant shifts in language acquisition theories and language pedagogy in recent years. The changes have far-reaching implications, not only for K-16 Chinese language instruction in the United States but also as a reference point for oral proficiency standards worldwide.

Presenters will explore how each test defines and assesses various levels of oral proficiency, highlighting key differences in their criteria. Participants will gain valuable insights into the standards underlying these assessments and learn strategies for evaluating students' speaking performance more systematically and effectively.

法国首批中文教学大纲的诞生及其理念方向探究。

ZHANG Liping 张丽萍

本文聚焦于法国于2002年颁布的首个完整中文教学大纲及其理念方向。此前，法国汉语教学主要依赖零散的指导性文件，这些文件缺乏系统性和详细性，难以满足汉语教学快速发展的需求。随着汉语在法国教育体系中的地位日益提升，制定一套能够确保课程协

GONG Junji 龚君姬

浙江大学

关键词

法国

中文教学大纲

调统一的完整教学大纲变得尤为必要。2002年，由白乐桑主编的高一汉语教学大纲正式发布，标志着法国汉语教学迈入了由大纲统领的新时代。

本研究旨在结合法国本土汉语教学与研究的具体背景，深入探讨大纲出台前的指导性文件及首批汉语教学大纲的核心理念，分析其对法国汉语教育体系规范化和长远发展的重要意义。

各国汉语教学大纲研究与开发

FIELD 04

Research and development of Chinese language education syllabus in home countries

FIELD 04

Building bridges from Italy to China: the construction of cultural knowledge between the Sillabo and the school textbooks.

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Keywords

School syllabus

Culture textbook

Teaching methodology

School knowledge construction unfolds starting from didactic transposition of scientific knowledge. Carried out by curriculum developers, textbook authors, and experts in didactics and pedagogy, this initial, multi-stage process includes selecting knowledge to be taught and adapting it for accessibility to learners (Chevallard, 1985). During this phase, different mechanisms of self-legitimization are used for the provided guidelines and adopted approaches, employing forms of vertical phylogenesis and horizontal methodological anchoring.

An example of vertical phylogenesis is the integration of “knowledge,” “skills,” and “competencies” into didactic design, as outlined by the Italian Ministry Decree on compulsory education (D.M. 139/2007), which references the European Parliament and Council’s Recommendation on key competences (2006). Alongside this, various forms of horizontal anchoring connect institutional documents, textbooks, and scientific articles.

A clear instance of this in the teaching of Chinese as a Foreign Language in Italy occurred in 2016 with the publication of a national syllabus (*Il sillabo della lingua cinese*) and three textbooks (Ambrosini et al.; Leonesi et al.; Masini et al.), all based on communicative approach. The Sillabo’s language section offers very explicit vertical phylogenesis and methodological anchoring. The culture section references vertical phylogenesis and gives overall didactic suggestions. Knowledge content is presented through lists of topics divided by grade levels, which innovatively include demo-ethno-anthropological themes, but whose selection and didactic mediation are left to the teacher. In contrast to this, several culture and literature textbooks have been published (Buchetti, 2018; Fontanarosa-Di Marco, 2020; Di Nallo et al., 2021; Rossi-Rambaldini, 2021; Buchetti, 2023). Finally, at a scientific level, there exists a gap in research regarding potential approaches for constructing school cultural knowledge about China.

This study aims to investigate whether the more developed cultural section of the Sillabo, specifically the one for the lyceum, along with the stated vertical phylogenesis mainly derived from national guidelines for lyceums (*Indicazioni Nazionali per i Licei*, 2010), also aligns with its underlying methodological approach. Secondly, it will examine whether culture and literature textbooks follow a similar methodology or employ alternative approaches. A corpus consisting of author introductions, indexes, text contents, exercises, and concept maps will be analyzed using approach-related indicators to identify potential correspondences.

The goal of this study is to clarify which approaches and didactic methodologies the Sillabo and the textbooks provide to teachers to support their instructional design, and to encourage dialogue and research on developing methodologies for teaching Chinese culture in schools.

Research and Development of Chinese Language Education Syllabus in Georgia: A Case Study of the Newly Accredited Sinology Program at Tbilisi State University.

GOGUADZE Ana 郭古阿泽 · 安娜

The recent accreditation of the Sinology program at Tbilisi State University represents a significant milestone in the field of Chinese language education in Georgia. As the first and only officially accredited Sinology program in the country, it establishes a critical platform for enhancing linguistic and cultural exchange between Georgia and China. This development marks the beginning of a new era for Chinese language education, with the potential to open doors to further academic collaboration and deepen ties between the two nations. However, the process of developing a curriculum that is both globally competitive and tailored to the specific needs of Georgian students presents a

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Keywords
Sinology Program
Curriculum Development
Georgia

number of distinct challenges.

This paper examines the design and implementation of the Chinese language syllabus within the newly accredited Sinology program, assessing how the curriculum aligns with the linguistic, cultural, and professional objectives of Georgian students. The study highlights the importance of creating an educational framework that not only meets international standards but also integrates the unique socio-cultural and educational contexts of Georgia. Key challenges include the lack of Georgian-specific teaching materials, the limited availability of teacher training programs, and the absence of immersive language experiences, which are crucial for effective language acquisition. These issues present significant barriers that must be addressed in the development of the program.

The paper also considers the broader influence of Georgia's educational policies on curriculum development. As an emerging market for Chinese language education, Georgia faces the need to balance global educational trends with the country's local requirements. By drawing on comparative analyses of established Chinese language programs in various countries, the study identifies best practices and strategic recommendations for advancing the curriculum's development in Georgia. Among the proposed measures are the creation of bilingual teaching resources, the integration of Georgian cultural elements into the curriculum, and fostering partnerships with Chinese universities to enhance teacher training and facilitate student exchange programs.

Furthermore, the research underscores the significance of the Sinology program at Tbilisi State University as a model for other countries in the region. As the sole accredited Sinology program in Georgia, it holds substantial potential to shape the future of Chinese language education and increase awareness of Chinese culture in Georgia. The findings of this study provide valuable insights into how localized language education models can be developed and implemented in similar emerging markets, thereby fostering more profound cultural and academic connections between Georgia and China.

国际中文教育中的中国文化教学
- 以英国华威大学中文辅修
学位为例。

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University of Warwick

关键词
中国文化
文化行为
文化教学大纲

海外的国际中文教育常常以教授语言为主，除了中文学位课以外，大部分高校的中文课均按照学生的语言水平分班，以综合课的形式进行听说读写译的技能训练，每周课时有限的情况下，中国文化的教学只能在适当的时候，由老师一带而过，学生对中国文化的浓厚兴趣远远得不到满足。近十年来，英国华威大学辅修中文专业的学生人数逐步提高，他们在课程反馈中，常会提出加入中国文化专门课程的要求，但是由于种种限制，开设专门的中国文化课的可能性非常小。那么怎么样能够在语言课里加大文化教学的力度是亟待解决的问题。本讲座从国际中文教育的中国文化教学实践出发，探讨在海外进行中文语言教学的同时，如何增加中国文化教学比重，如何超越将文化教学只停留在文化行为上的讲授，而更多聚焦于分析和研究以揭示深层文化内涵，并从课程内容，教学大纲和考核评估的角度与同行教师们分享和讨论。

法国初中汉语教学大纲对国际文
凭中学汉语教学之启示。

LIN Chen-Liang 林珍良

德语区汉语教学协会

全球掀起学习汉语热潮，并已走进各国基础教学课堂。逐步建立科学化学科，是汉语成为国际语言的重要里程碑。近年国际文凭IB教育系统因其教育理念，在全球公、私立基础教学系统中快速成长，是不容忽视的跨国界教育力量，2024年全球高中毕业人数超过19万人。带着《欧框》精神的二语教学是IB重点项目。其中学阶段IBMYP《语言习得指南》学习主题贴近现实生活、强调跨

关键词
法纲
国际文凭
教学大纲

Task-Based Distribution of Grammar Points in the Leaving Certificate Mandarin Chinese Exam: A Multi-Dimensional and Feature-Based Analysis.

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Keywords
Grammar Complexity,
Feature-Based Analysis
Multi-Dimensional Framework
Language Assessment
Mandarin Chinese Exam

文化理解与尊重，均遵循《欧框》精神。唯此指南是通用课纲，没有关照汉语在汉字表意构字特质，以及书面语与口语存在差异的特殊性，仅制定出阅读与书写的分级词音量。

《法国初中汉语教学大纲》针对印欧学习者提出回归“字本位”教学、“语文分步”、区分“主动书写字与被动认读字”、建立三阶段“汉字门槛”，确立中学汉语教学的重要教学策略与实际可操作方法。对IB汉语教学提供有理可循的教学指导与评量原则。

This study examines the task-based distribution of grammar points in the Leaving Certificate Mandarin Chinese exam in Ireland, providing insights into the exam's grammatical expectations and its alignment with broader language testing theories. Utilising a feature-based and multi-dimensional analytical framework, the research addresses three core questions: the frequency and type of grammar points assessed across task types, the co-occurring patterns of grammar features across tasks, and the alignment of these patterns with theoretical frameworks of task complexity in language assessment.

The analysis begins with an overview of grammar's role in language testing, emphasising its importance in demonstrating communicative competence. A review of the Leaving Certificate Mandarin Chinese exam highlights the task types commonly employed—multiple-choice, fill-in-the-blank, short-answer, and essay tasks—and their corresponding grammar expectations. Drawing on relevant theoretical and empirical studies, the study identifies gaps in research regarding Chinese grammar assessment in this exam context, positioning this investigation as a critical contribution to understanding task-based grammar distributions. Data collection involves annotating three years of exam papers, systematically tagging grammar points (e.g., particles, conjunctions, sentence structures) by task type. Feature-based analysis quantifies the frequency and distribution of grammar points, revealing task-specific emphases. For instance, particles and conjunctions are predominantly assessed in recognition tasks like multiple-choice, whereas essays demand advanced structures such as conditionals and subordinate clauses, reflecting an expectation of productive grammatical competence. Multi-dimensional analysis further uncovers co-occurrence patterns, defining task-specific dimensions such as “Basic Structural Knowledge” and “Complex Sentence Mastery.” These dimensions differentiate task types and also align with theoretical expectations of task difficulty and cognitive load. The findings demonstrate that grammar complexity increases with the cognitive demands of tasks, aligning with proficiency-oriented language assessment principles.

This study highlights the urgency of addressing grammatical expectations, as the Leaving Certificate Mandarin Chinese exam has been part of the curriculum for only three years.

This limited history emphasizes the need for targeted, task-specific grammar instruction to enhance preparation and adapt pedagogical strategies to meet the unique demands of this new assessment format. By bridging theoretical constructs with practical implications, this research contributes to language assessment and Chinese language pedagogy through a comprehensive methodology for analysing task-based grammar expectations.

对外汉语文化教学的重要性及多样性在“法纲”中的体现。

WANG Lei 王蕾

ENS-PSL 法国巴黎高等师范学校

关键词
文化教学
法纲
文化多样性

文化教学作为对外汉语教学的重要组成部分，一直以来都是学者们关注和研究的焦点。但是，基于文化教学的特殊性和复杂性，对外汉语学科自成立以来，迟迟没有制定国际通用的文化教学大纲（刘洵，1994；李泉，2002；张英，2004等）。2022年1月，《国际中文教育用中国文化和国情教学参考框架》才终于问世。然而，早在21世纪初，法国就已经制定颁布了一系列的汉语教学大纲（以下简称“法纲”）。“法纲”根据“欧框”和“法国外语教学通用大纲”制定而成，涵盖中小学各个级别的汉语教学。“法纲”不仅对语言教学进行了详细的规划，而且其中涉及文化教学的内容也自成一统，内容丰富，设计编排严谨合理。“法纲”可以为国际汉语教学提供很好的参考和思路（潘泰&白乐桑，2021）。

本文以初中以及高中的“法纲”为蓝本，尝试对其中涉及的文化教学内容进行系统的梳理和归纳，包括教学原则，指导思想，文化主题，文化内容编排等。

《参考框架》下世界遗产城市文化教学课程建设探索——以杭州为例。

WEN Qijia 闻齐家

浙江中医药大学

关键词
参考框架
中国文化教学
世界遗产

为满足新时代全球中文学习者日益增长的中国语言文化学习需求，教育部中外语言合作交流中心于2022年研制出版了《国际中文教育用中国文化和国情教学参考框架》（以下简称《参考框架》）为海内外中文教学机构在文化教学、文化课程设置等方面提供了参考和依据。《参考框架》中“文化遗产”作为教学项目，以中国丰富、多样的世界遗产作为教学内容，为中文学习者提供了更丰富的文化教学素材。世界遗产集形式与内容于一体，一方面是全人类的共同财富；另一方面是展示遗产地所在城市文化的载体，提供了更深刻、广泛的文化背景。中国各地的城市文化，不仅具有中国文化共性，也体现了特定区域内独有的文化特征，是中文学习者了解中国文化的生动窗口，更贴近实际实际需求，能够帮助学习者深刻了解中国文化“多元一体”的内涵。在国际中文教育与现代教学技术深度融合的背景下，将世界遗产引入城市文化课程建设，可以为文化教学提供新路径。从长远来说，对于加强世界遗产保护，为推动中国文化国际传播、加强文明交流互鉴具有更深远的意义。

本研究在《参考框架》背景下，结合其中的教学项目“文化遗产”，以国际学生来华留学所在地杭州为例，聚焦于在多模态话语背景下对杭州三处世界遗产“西湖文化景观”“良渚古城遗址”“大运河（杭州段）”，尝试搭建杭州“文化遗产”教学项目框架、课程框架，并选取了“西湖文化景观”作为案例，对教学过程进行具体设计，并从教师素养、教学内容丰富性、学习者潜在影响力、与遗产地当地机构开展教学合作四个层面就中国其他遗产城市开设类似课程提供参考方案。

西班牙萨拉曼卡大学甲骨文课程设计与调整：以干支、先王先妣、部首字及其他专有名词等为例。

XU Jinjing 许锦晶

萨拉曼卡大学

关键词
甲骨文
干支
专有名词

西班牙萨拉曼卡大学于2021年在其东亚语言、文学与文化进阶研究硕士课程（MELYCA）开设了该国首个甲骨文选修课程。该课程并非现代汉语的辅助教学，而是严肃地以甲骨文为三千年前的书面语言进行教授。课程包括20节课。内容涵盖了甲骨文的历史背景、字词、语法、文化等方面，旨在让学生掌握462个甲骨文，理解字形字义，并能进行隶定与转写。在字形上会涉及到不同分期中的变化。课程虽然不要求掌握上古音，但会在课件中标注上古音重构体系供参考。

在四年的教学实践中，我们也在不断的经验总结和各種挑战中，调整优化着课程的设计与安排。其中就包括了对于常用的部首字：天干地支；先公、先王、先妣名号；及其他一些如人名、地名、方国名等的安排的调整，以寻找一种更为合理的，符合学习思维逻辑，避免枯燥度的设计。

欧洲及其他地区汉语教材的开发、出版及研究

FIELD 05

Development, publication of Chinese language teaching materials and research in Europe and beyond

FIELD 05

基于语料库的汉语教材调解类话语分析。

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关键词

调解

汉语教材

CEFR

An analysis of vocabulary organization, presentation and treatment in secondary school and university teaching materials for CFL in Italy.

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Keywords

Textbooks

Chinese vocabulary

Vocabulary presentation and treatment

作为第四种沟通模式,“调解(mediation)”在CEFR Companion Volume 2020中显示出前所未有的关注。尽管关于多语言多文化环境中的调解研究日益增多,但针对汉语教材中调解类话语及其教学的研究尚属空白。本文拟以两套在西班牙使用的汉语教材《今日汉语》和《汉语之路》为例,依据CEFR 2020附录中“调解活动”的描述符,对教材课文及活动中的调解类话语进行标注,并构建小型语料库。继而绘制调解类话语的分布情况,分析其与CEFR 2020三类调解活动(调解文本、调解概念、调解沟通)的对应关系。

在此基础上,本文结合交际语用学理论,深入分析典型文本中的调解类话语,探讨其在信息转达、意义共建、和沟通协调等方面的作用。本研究旨在识别教材中现有的调解话语资源及其不足之处,为后续设计教学策略提供参考。

Numerous studies have demonstrated the importance of vocabulary in the process of acquiring a new language (Laufer, Nation 1999). With the change in language learning focus to communication skills, vocabulary gained significance in FL learning. Italian-speaking learners of Chinese as a foreign language (CFL) face challenges with acquiring new vocabulary, adapting to a non-alphabetic language system, and familiarizing with differences in language structure (Shen et al. 2011). Vocabulary instruction in CFL teaching is thus particularly challenging.

Textbooks undoubtedly have a considerable influence on classroom practice, forming the core of most teaching programs (McDonough, Shaw, 1993 in Brown 2011). They provide structure, coherence and a sense of progress in the teaching and learning process (Norton, Buchanan 2022). Textbook analysis is thus a crucial point that can help teachers engaging critically with the coursebooks. Textbooks can be a helpful source for learning FL vocabulary, but not many studies focus on how vocabulary is presented and taught, especially for the Chinese language.

The purpose of this study is to investigate the vocabulary organization and treatment in eight CFL textbooks for beginners used in Italy in academic and high school scope among the most popular options, to examine the type of support they give to teachers and students. Two research question were addressed:

1) What are the similarities and the differences in the presentation of vocabulary?

2) Which aspects of vocabulary knowledge are emphasized?

Four lessons on the same topic were analyzed: a first macro analysis led to the observation of the general structure of the coursebooks, through a micro-analysis, then, we analyzed the presentation techniques of vocabulary (visual aids, pinyin, translation, synonyms, word class, etc.) and the vocabulary activities that were categorized based on the framework of vocabulary knowledge proposed by Nation (2022) - word form, word meaning and word use.

Regarding the presentation of vocabulary, the different manuals show an overall homogeneity and some small differences, while the part of activities and the focus on aspects of vocabulary knowledge are more differentiated.

These data are intended to support teachers making the best use of the chosen textbooks adapting materials according to the needs of the class. They also intend to reveal how much the analyzed activities support the student in motivation and autonomy in the learning path to communicative competence, in an ideal line from high school to university.

The Development of Chinese Language Learning & Teaching Syllabus in Greece Reflected Through the Development and Publication of Teaching Materials.

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Keywords

Chinese materials
Greece

The development of Chinese language learning and teaching in Greece has faced unique challenges, the biggest challenge of all being the absence of Chinese Language Studies programs in Greek universities. This institutional gap has held back the systematic and methodical creation of a formal syllabus or curriculum for Chinese language education in the country. Consequently, the task of advancing Chinese language instruction has largely fallen to and taken upon individual educators, both Greek and Chinese, often working without the support of coordinated academic research or institutional frameworks. These independent efforts have led to the development and publication of a limited number of teaching materials, intending to meet the needs of Greek learners. While these contributions are of great value to the teachers of Chinese around the country, demonstrating an admirable commitment to promoting Chinese language education, their ad hoc nature reflects the vaster challenges of working in an unstructured environment. Materials often differ in quality, focus, and pedagogical approaches, resulting in inconsistencies that obstruct the formation of standardized learning trajectories.

This paper examines the slow progress in developing a comprehensive Chinese language syllabus in Greece, tailored for students who learn via Greek language, highlighting the implications of relying on individual teachers to fill this void. It presents and evaluates existing teaching materials in terms of their strengths, limitations, and potential for contributing to a more cohesive educational framework. While these materials provide an important starting point, their fragmented nature underscores the urgent need for institutional support, academic research, and collaboration between educational participants in Greece and abroad. Despite these challenges, the growing interest in Chinese language and culture among Greek students offers a promising perspective. Establishing Chinese Studies programs in Greek universities would not only improve the quality and consistency of teaching materials but also promote research into effective methodologies and cultural integration strategies. With this in mind, this paper will also present the limited but essential academic institutions, as well as existing collaborations, already operating in Greece, that could play a significant role towards this direction.

This study concludes that while the individual-driven development of teaching materials represents a significant step forward, it is also a “cry for help” from individual educators, who more often than not, feel insufficient to meet the growing demand for Chinese language education in Greece. Institutional investment and academic collaboration are essential for realizing the full potential of this field, ensuring that future developments are both systematic and sustainable.

Memory Techniques in Chinese Language Teaching Materials and Courses.

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Keywords

Chinese language teaching
Memory techniques

Memory techniques (or mnemonics) are increasingly being used in language learning and are also being applied in Chinese language teaching to assist students with character memorization and vocabulary retention. Several teaching materials and courses of Chinese incorporate visual and verbal mnemonics to make learning more fun, intuitive and efficient. Memory principles are often applied to the study Chinese characters, a task that demands significant memory effort. Many methods propose the structural chunking of characters into components, concentrating on their various functions: semantic (radicals), phonetic, mixed (semantic-phonetic), or purely graphic. The well-known *Méthode d'Initiation à la Langue et à l'Écriture Chinoises* (Bellassen and Zhang, 1989) applies cognitive and structural memory

principles, though not in the form of explicit mnemonic techniques, by introducing characters progressively through radicals, graphical associations, and contextual repetition. This approach enhances retention by reinforcing logical connections rather than relying on explicit mnemonics. Another renowned approach, more shifted towards memory techniques, is Remembering Simplified Hanzi (Heisig and Richardson, 2008), which teaches Chinese characters through keyword mnemonics, imaginative stories, and component-based learning. It separates meaning from pronunciation, focusing on logical character decomposition and vivid mental imagery to enhance retention, making memorization more intuitive and systematic. Within the learning method which became popular thanks to the internet, Chineasy (Hsueh ShaoLan, 2014) uses a “visual-based learning system” which presents characters through pictographic designs and storytelling, making them easier to recognize and recall. The Outlier Method (Henson and Renfro – Outlier Linguistics, 2024) combines etymological accuracy with mnemonic techniques, analyzing Chinese characters through functional components (semantic and phonetic). Mnemonics are rooted in historical evolution, forming logical associations that enhance retention and comprehension, making character learning more intuitive and systematic. The Hanzi Movie Method (Neale and Crimmins – Mandarin Blueprint, 2024) takes a more immersive and purely mnemonic approach, using visual storytelling and memory palaces to learn the pronunciation, the meaning and the written form of characters.

Recent research confirms the benefits of these mnemonic strategies. Studies show that combining visual imagery with storytelling and spatial memory improves accuracy in character recognition and writing (Chang et al., 2022). Dual coding — linking characters to both images and words — has also been found to enhance retention, especially for beginners (Leminen and Bai, 2023).

My contribution reviews how mnemonic techniques are used in Chinese study materials and courses, and evaluates their potential applications in language teaching.

The relevance of textbooks in relation to high school learning goals: an overview of the choices made by the Italian CFL teaching community and potential future developments.

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Keywords

CFL teaching material development
Chinese language teaching Teaching-learning goals

“Since 2006 Chinese as a Foreign Language (hereafter CFL) has been integrated in Italian high school curricula, spreading to over 150 public schools by 2017 (Masini 2021, 473) and reaching up to 179 secondary institutions by 2020/21 (Scibetta 2024, 4). This trend has led to the incorporation of CFL into the national regulatory framework and has strongly promoted the publication of specific teaching materials.

The field of the present analysis is confined to the so-called Liceo linguistico, the high school track specialized in foreign languages where, at present, CFL is mostly offered as a curricular subject (Scibetta 2024, 4). According to Presidential Decree 89/2010, the communicative competence to be acquired by the end of the five-year course must be equivalent at least to Level B2 of the Common European Framework of Reference in two foreign languages, and at least to Level B1 in the third one. Students’ proficiency is eventually assessed during the final State Exam through a reading comprehension of literary or non-literary excerpts and a written production (Annex to Ministerial Decree 769/2018). Textbooks play a prominent role in both teaching and learning processes, catalyzing the achievement of specific goals, up to the point that some researchers claimed that “without a textbook, it is difficult for teachers to teach systematically” (Ajideh & Panahi, 2016 in Yue, Hoon et al. 2020, 122). Textbooks offer a key contribution to language teaching practice (Sercu 2005, 91, 105, Brown 2014, 658) especially because they can

“connect teachers, learners, and the target language and culture” by guiding and systematizing what takes place in classrooms (Yu 2009, 76). In the light of the expected goals defined by the current regulatory framework, and considering the relevance of textbooks in the teaching-learning process, this research aims to provide empirical data and observations to support the development of CFL teaching materials that increasingly align with national guidelines and teachers’ expectations.

Starting from the processing of updated figures on textbook adoptions and feedback from the Italian CFL teaching community via an online survey, our contribution expects to highlight the reasons behind the choices (or non-choices) of the textbooks currently in use and to identify gaps and potential opportunities for the development of CFL teaching materials.”

Foundations for a Pedagogical Grammar of Chinese: A New Approach for Spanish Speakers.

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CASAS-TOST Helena
CIRUELA ALFEREZ Juan José

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In this presentation, we will introduce a project at the intersection of applied Chinese linguistics and digital humanities. The project focuses on developing a pedagogical grammar of Chinese specifically designed for Spanish-speaking university students, organized according to the levels of the Common European Framework of Reference for Languages (CEFR). The methodology draws on results from a European project (EBCL) and combines the analysis of the main reference works with a process of dialogical discussion based on the teaching experience of the authors. This approach ensures a pedagogical framework rooted in the unique characteristics of Chinese, while placing the Spanish-speaking learner at the centre. This is reflected in a gradual presentation of grammatical content aligned with proficiency levels (A1-B2), as well as a contrastive approach with Spanish, addressing the specific challenges faced by this learner profile.

This grammar aims to contribute to the field of Chinese as a foreign language teaching, not only because of its innovative content, but also because of its format, as it will be an online resource designed as a dynamic and open work. The various grammar topics will be interconnected and subject to revision. Additionally, its open-access publication ensures that it can be used by the broader academic and educational community. During the presentation, we will discuss the objectives and process of writing the grammar, along with a sample chapter to illustrate the proposed structure and approach.

基于新标准的国际中文词汇教材编写及智能化资源建设。

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关键词
等级标准
词汇教程
智能资源

《国际中文教育中文水平等级标准》作为最新标准体系，是中文教材编写的重要参照。词汇是《等级标准》中“四维基准”的重要维度，该标准词汇表中共收录11092个词语，词汇量远高于新HSK的词汇量，这为如何更加高效进行词汇教学提出了挑战。为适应新时代国际中文教学的发展，北语出版社推出《启航中文·词汇教程》（2025），该教程是首部基于新标准编写的词汇教程，提供系统的词汇学习内容和路径，助力国际中文教育标准的落地实施。

另外，在智能化时代，教材编写与开发也要适应智能时代的教学与学习范式的转型，该教程编写团队运用北京语言大学“国际中文智慧教学系统”对词汇教程进行智能资源建设，并最终应用于智慧课堂。

对香港非华语小学生的中文二语阅读材料开发与伴读策略研究。

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关键词

香港非华语初小学生
中文二语阅读材料
中文二语伴读策略

香港非华语初小学生因中文基础薄弱、学习动机不足、缺乏语境，中文学习成效欠佳。目前符合香港非华语初小学生中文学习规律、母语文化背景、成长环境的中文二语阅读材料十分短缺，能有效激发其中文学习动机的教学策略有颇大的研究空间。「针对香港初小非华语学生中文有声绘本制作及伴读研究计划」，研发符合香港非华语初小学生中文学习需要和文化背景的中文二语绘本阅读材料，通过组织伴读活动探究有效的文本要素和教学策略。

研究分析非华语初小学生使用阅读材料的前、后测数据，量化阅读材料和伴读活动的作用；透过教师访谈和学生问卷等质性数据，分析何种材料和伴读策略能提升非华语初小学生阅读中文的兴趣和成效，为香港非华语学生提供系统而适切的中文学习支持。

Bridging Linguistic Proficiency and Intercultural Sensitivity: A Corpus-Based Approach to Advanced Chinese Language Teaching.

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XU Yi 许怡,

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Keywords

Teaching materials development
Intercultural communication
Linguistic proficiency
Corpus-based approach

In today's world where technology may help translate one language from another, language teaching should prioritize learners' development of intercultural sensitivities, enabling students to approach interactions with awareness, empathy, and open-mindedness in multicultural settings. In this presentation, we introduce an open-source Chinese language textbook designed with the principle of incorporating intercultural sensitivity with advanced-level language learning, and we discuss creative options for pedagogical implementation.

The textbook features 12 modules, each introduced through authentic conversations drawn from the DormTalk corpus (Diao et al., 2019), a corpus recording 30 hours of conversations between American study abroad students in China and their 17 Chinese college roommates. The module topics include "ethnicity in China and the U.S.," "China's diverse cuisine culture," "fast food and nutrition," "Gaokao and 'involution': culturally diverse educational systems," "business in the digital world," "diverse healthcare beliefs," "parent-child relationships," "gender roles," "dating and marriage," "privacy," "language and dialect," and more. In each module, these conversations from the corpus are followed by authentic textual and multimodal materials (e.g., audio, video, pictorial, blogs, popular media articles) that further extend the topic, with suggestions for project-based tasks at the end of each module.

The presenters will explain how these modules explicitly approach cultural diversity and intercultural comparisons. Conversations in the module reflect Chinese- and English-speaking college students' differing assumptions, values, and philosophies, informed by their own identities. These speakers represent various ethnic and racial backgrounds. Further, the reading materials in each module were chosen to reflect different perspectives represented by various parts of the Chinese-speaking world (e.g., mainland China, Hong Kong, Taiwan, and Chinese diasporas in other countries). Using the "Ethnicity" and "Healthcare Beliefs" modules as samples, the presenters will share sample discussion questions and language tasks that foster intercultural awareness development. They will also discuss how the textbook can be used either as a language or cross-cultural communication textbook and how teachers can guide students to critically examine the interculturality, diversity, and equality of the social issues embedded in each module, while improving their language proficiencies.

Through this presentation, the audience will gain insights into integrating language proficiency with intercultural sensitivity in Chinese language teaching and learn strategies to engage students in appreciating the diversity reflected across linguistic, regional, ethnic, educational, and other backgrounds.

汉语学习者的背景、动机及其对汉语学习和教学的启示和影响等研究

FIELD 06

**Research on learners
of Chinese, such as their
background, motivation
and implications for
and impact on Chinese
learning and teaching**

FIELD 06

罗马尼亚中文动机教学策略研究。

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关键词

罗马尼亚
学习动机
动机激励
教学策略

匈牙利语言学家 Zoltán Dörnyei 指出二语动机策略应包含二语动机教学策略（其使用主体是教师）和二语动机学习策略（其执行者是学习者本人）。现有研究后者多，前者少。动机是决定学习成败的重要情感因素，研究教师如何激发和维持学习者的动机非常重要。

本文基于Dörnyei “十大动机策略”，通过问卷调查、师生访谈考察分析各项策略在罗马尼亚中文教学中的特点。从纵向、动态的历时研究维度出发，追踪调查罗马尼亚中文学习者在一年内的动机发展变化规律；同时从横断、静态的共时研究维度出发，考察不同类型（高校中文专业和孔子学院兴趣班）学习者的动机差异，尝试揭示其动机动态变化和可塑的特性。基于此，提出针对罗马尼亚中文学习者的动机激励策略。

Using Translation to Teach Chinese Language and Culture: Insights from Student Feedback.

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Keywords

Translation Activities
L2 Chinese
Chinese Culture

Using translation activities (TAs) to teach an L2 has always been controversial. However, Dagilienė (2012) shows that TAs, when integrated into broader language learning courses, can positively impact L2 learners. Additionally, TAs are not limited to teaching syntax and lexicon but can also expose students to different cultures through authentic texts (Nord 2018). The link between language and culture in L2 acquisition is widely acknowledged (e.g., Brown 2007; Byram & Feng 2004; Chao 1990; Tang 2006; Tseng & Chao 2012). For instance, Chao (1990) notes that sociocultural knowledge deficits may hinder language acquisition, particularly for students addressing both linguistic and cultural challenges.

This study examines survey results from eight first-year master's students in a program on African and Asian Institutions who attended an L2 Chinese course. Students received 24 hours of instruction with an Italian-speaking teacher using TAs on texts about Chinese current affairs (Mod1) and 24 hours with a native Chinese speaker without TAs (Mod2).

In Mod1, students analyzed three texts per topic, including informal texts (blogs), scientific prose, and journalistic prose. These were chosen for their stylistic and syntactic diversity and to present distinct perspectives on the same topic — a feature often overlooked in research on TAs in L2 classes.

The survey included five statements: (S1) — “Working on three texts on the same topic helps with syntax and lexicon”; (S2) — “Working on three texts on the same topic broadened my knowledge of the topics”; (S3) — “Working on three texts on the same topic is a waste of time”; (S4) — “I improved my Chinese with Mod1”; and (S5) — “I improved my Chinese with Mod2”. Students rated their agreement with each statement on a scale from 1 (completely disagree) to 5 (completely agree).

Students highly rated S1 (M: 4.88) and S2 (M: 4.88). They disagreed strongly with S3 (M: 1.25), with a significant difference ($p = 0.01$) from S1 and S2. Finally, no significant differences ($p = 1$) were observed between S4 (M: 3.86) and S5 (M: 4.00).

In conclusion, TAs (Mod1) are as worthwhile as non-translation activities (Mod2) for learning language and culture (e.g., Chinese current affairs), according to the group of learners who attended the course. Using diverse texts with varied styles is also particularly valued by students, who see it as an effective way to deepen their understanding of China instead of focusing on a single-text approach.

“Take this poster down!”: The alignment of learner-teacher identities within the multicultural context of a Confucius Institute.

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Keywords

Teacher-Learner identity
Confucius Institute
Multiculturalism
Community of Practice
Alignment

This study examines the experiences of a teacher and a learner-director at a Confucius Institute, exploring the factors that influence their identities following a Collaborative Autoethnography approach, based on the participants' narratives concerning the period of their collaboration, 2019-2022.

The findings indicate that the learners' perceived status within the target language community plays a critical role in the development of the learner's identity. Simultaneously, the institutional working environment and specific operational model seem to have a negative effect on the teacher's identity. Moreover, it becomes apparent that in order to gain a deeper insight, we need to focus on the interplay between the “learner-teacher” identities within the given context. The context of a CI, as a multicultural Community of Practice, where participants' rights and obligations are blurred, and the process of ‘alignment’ is experienced by the participants in divergent ways, can be seen as possible factors that have led to feelings of ‘otherness’ and to tensions between the participants.

This study shows that within the context of a CI, the teacher and learner identities are closely interrelated and mutually reinforced, while the interplay between them can have impact beyond the scope of the individuals involved to the broader scope of teaching Chinese as an Additional Language outside China.

**以日语为母语的汉语学习者对汉语母语教师与汉语非母语教师
的看法。**

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关键词

团队教学
母语教师
非母语教师

本次研究聚焦由汉语母语教师与非母语教师共同进行的团队教学，探讨学习者眼中的他们各自的理想状态与分工等。为此，本次通过问卷调查的方式，以非汉语专业的日语母语者为对象，调查了他们对团队教学中母语教师与非母语教师的要求。

其结果，首先，整体来看，学习者对非母语教师的要求高于对母语教师。其次，学习者对母语教师与非母语教师都要求：课堂氛围愉快，公平对待学习者，熟知学习的难易点，正确使用汉语语法，使用日语解说。最后，关于性格、态度等，学习者希望母语教师更亲切；希望非母语教师更威严。关于资历方面，学习者对非母语教师的要求高于对母语教师。

**多语种背景下汉语体验课程的模式
创新与策略——基于2021-
2024年度汉语桥项目《瑞士日
内瓦州公立学校开设汉语语言
和文化体验课程》的案例分析。**

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关键词

多语种背景
汉语语言与文化
课程模式

瑞士是一个多语言、多文化交融的国家，特别是在国际化程度较高的日内瓦地区，这一特点尤为突出。瑞士自初等教育阶段起便实施双语与多语教育模式，积累了宝贵经验，具有重要借鉴意义。在此背景下，研究如何为瑞士本地学生开设汉语语言与文化体验课程，不仅可为海外汉语教育创新提供新思路，也为国际汉语教育开辟新的实践路径。

本文以瑞士日内瓦中文学校协会与日内瓦州教育局自2021年合作开展的“汉语语言与文化体验课程”为例，分析该项目的起步、发展与演变，探讨其成功融入日内瓦公立教育体系的关键因素，并提出经验总结与可行性策略。作为日内瓦公立教育体系“母语语言与源文化课程”框架的一部分，项目通过在公立小学开设“汉语语言与文化体验课程”，旨在提升学生对多元语言与文化的理解，推动汉语教学与文化传播的本土化与多样化。

该项目获得瑞士驻华使馆文教科的大力支持，并多次获得“汉语桥”项目基金资助。

Peer-to-Peer learning and multilingual education in Chinese L2 classrooms: a study on learners of Chinese at the University of Udine and Liceo Carducci Dante di Trieste.

COLLINO Ambra

University of Udine

Keywords

Chinese as a second language (L2)

Peer-to-peer learning

Multilingual education

In today's multilingual and globalized education environment, the acquisition of Chinese as a second language (L2) has attracted significant scholarly attention (Zhao, 2011; Gong, Lai, & Gao, 2020).

This study examines Chinese L2 learners at the University of Udine and Liceo Carducci Dante di Trieste, focusing on the role of native Chinese-speaking students in facilitating their Italian peers' linguistic and cultural development. Specifically, it explores structured peer-assisted learning, where native speakers, under teacher guidance, actively support their classmates in understanding language structures and cultural differences.

Research indicates that peer-assisted learning enhances linguistic development through scaffolding and social interaction (Scibetta, 2015). In this context, native Chinese speakers serve as linguistic models and facilitators, providing explanations of complex grammatical structures, pronunciation, and cultural differences. Their involvement fosters an interactive and immersive learning environment, improving motivation and comprehension among L2 learners. Simultaneously, teaching their peers reinforces native speakers' metalinguistic awareness and pedagogical skills, aligning with the output hypothesis (Conti, 2020). Furthermore, recent studies on Chinese L2 instruction emphasize the importance of integrating technology and innovative pedagogical approaches to enhance language learning (Zhao, 2011), while others highlight the need for more interactive and communicative classroom environments to promote effective acquisition (Gong, Lai, & Gao, 2020).

This study examines peer-assisted learning within the broader framework of multilingual education, investigating how structured peer interactions and exposure to diverse linguistic inputs enhance Chinese L2 acquisition. Employing a qualitative research approach, including classroom observations, semi-structured interviews, and student surveys, the analysis focuses on how peer collaboration influences learning outcomes and the role of native speakers as peer facilitators in L2 instruction. The findings aim to contribute to the discourse on second language acquisition and pedagogical strategies, demonstrating how peer-assisted learning, supported by teacher guidance, can optimize Chinese L2 instruction in diverse educational settings.

Pragmatic and intercultural competence in Chinese-Italian e-Tandem: A preliminary analysis of learners' perception.

CONTI Sergio 谢志

Roma Tre University

Keywords

e-Tandem

Pragmatic competence

Chinese as a foreign language

Pragmatic competence is the ability to "jointly construct meaning through linguistic as well as non-linguistic means within the ongoing interactive context" (Ishihara & Cohen, 2022: 2). To ensure successful meaning-making, speakers must express themselves in a socio-culturally accepted manner (Taguchi & Roever, 2017: 1); thus, pragmatic competence also encompasses (inter)cultural competence. Mastering such a multifaceted ability constitutes a challenge for learners of a foreign language (FL), as they have limited access to authentic input and meaningful interaction. However, compared to other aspects of language acquisition and teaching, pragmatics in L2 Chinese has long remained under-researched (Li et al., 2023).

Tandem language learning, including its computer-mediated counterpart e-Tandem, provides FL learners with opportunities for authentic communication, creating a valuable environment for the development of pragmatic competence (Cortés Velásques & Nuzzo, 2020). Developed in Europe in the second half of the 20th century, it is based on the principles of learner-centeredness and autonomy (Funk et al., 2017: 9), whereby learners take charge of their own learning, including self-evaluation (Kleppin, 2020). However, while its benefits for intercultural

competence are well documented (e.g., Raluy & Szymanska-Czaplak, 2020), evidence of pragmalinguistic development in Tandem exchanges remains limited (Del Bono & Nuzzo, 2021), including in FL Chinese (Conti, 2021a, 2021b).

In line with the principle of autonomy in Tandem learning, this study investigates learners' perceptions of e-Tandem's effectiveness, focusing on pragmatic and intercultural competence. The research questions are the following: (i) What is the level of Italian and Chinese learners' satisfaction with e-Tandem? (ii) What motivated their participation? (iii) What type of feedback did they receive? (iv) What is their perceived degree of learning? (v) Are there differences between Italian and Chinese participants?

A questionnaire was administered to 16 Italian and 11 Chinese participants in a 25-week Chinese-Italian e-Tandem project. It comprised 26 items across six sections, evaluating aspects such as project organization, proposed tasks, and perceived learning. Overall, statistical results indicate that (inter)cultural content serves as a significant source of interest and motivation for both groups; however, pragmalinguistic and interactional competence appear to be less prominent and rarely addressed in peer feedback. This highlights the need to design targeted tasks to enhance these competences and encourage participants to self-monitor their progress.

语言教育政策视角下汉语学习者的学习动机对学习效果的比较研究——基于捷克和斯洛伐克的比较研究。

DONG Yifan 董逸凡

布拉迪斯拉发孔子学院

关键词

语言教育政策
汉语学习者
学习动机

近年来，语言教育政策成为汉语教学领域的重要研究方向。不同于传统从课堂和学生个体差异研究学习动机的微观路径，语言教育政策从宏观层面，通过对语言资源配置、语言权力与身份认同的塑造，间接影响学习者动机。以捷克和斯洛伐克为例，探讨两国语言政策差异如何通过学习动机影响汉语学习效果。

研究基于认知评价理论，强调政策通过支持自主性、胜任感和归属感塑造内在动机，进而影响学习成果。第一部分分析两国政策在总体设计和过程支持方面的差异及其对动机类型的影响；第二部分探讨不同动机驱动下，学习者语言水平与文化认知的差异，揭示政策—动机—效果之间的互动路径。

研究为优化语言教育政策和改进教学实践提供实证参考，并为“一带一路”背景下语言教育研究开辟跨学科新视角。

Motivation measurement with different instructional materials: an application of the ARCS model and the Instruction Material Motivation Survey to Chinese as Foreign Language.

GEBBIA Claudio 友劲慧

The British Chinese Language Teaching Society

Keywords

Neologisms
Motivation
Teaching

Neologisms constitute a long-standing linguistic phenomenon that continues to attract the interest of scholars and users, and their importance has already been previously recognized by distinguished linguists such as Lü Shuxiang (1984). Numerous studies have previously focussed on their formal, etymological, historical-lexicographical and linguistic traits. The birth, popularity, use, and dissemination of neologisms, especially in the form of cyberlanguage and buzzwords, have made them increasingly present in the daily conversations of internet users and beyond, resulting in the official inclusion of many in prestigious dictionaries such as the *Xiàndài Hànyǔ Cidiǎn*.

However, limited studies on the teaching of neologisms were produced internationally in the last twenty years. Even more so if we consider them in relation to students' motivation. Nevertheless, the issue of the official inclusion of neologisms in the curriculum of Chinese as a Foreign Language (CFL) emerged more than a decade ago (Gong and Hong, 2019). Neologisms, which constitute a linguistic mirror of major social, economic, and technological events (Zhuo and Hsieh, 2019),

could not only serve as a springboard for teaching and learning cultural content but could also further stimulate study motivation.

Language learning motivation has been defined as the drive to learn a new language associated with effort, desire to learn, and positive attitudes toward the language studied (Gardner, 2006). No practicing teacher at any level doubts the importance of motivation in learners. In this, motivation is seen as an inner state or force that energizes, directs and sustains behaviour towards achievement of a goal (Mubeen & Norman, 2014). While motivation is an attribute of each learner, it is beneficial for teachers to view it from the perspective of instructional design. This involves examining how course content and structure influence a student's motivation to engage and learn, as well as identifying particular strategies that can boost the motivational aspects of a course to improve participation and learning (Keller, 1979; Cook et al., 2009).

Results derived from an experiment conducted on secondary school, university, and heritage students, respectively in Italy and the United Kingdom, will be presented regarding the potential impact of Chinese neologisms teaching on students' motivation, when these are presented with instructional materials containing neologisms compared to their regular textbooks in use.

“Course quality management and language level evaluation are not that easy”: A critical survey on Chinese Language Courses at German Universities outside Chinese Studies/ Sinology.

GUDER Andreas 顾安达

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Keywords

Chinese outside Sinology
China competence
Language levels

Apart from the field of Sinology, Chinese language learning modules are offered at more than 100 universities (language centers and China centers) across the German speaking area. Starting from the wider political discussion in Germany about a definition of “China Competence” deemed essential for any institution in Europe engaging with China, this survey project (executed in January 2024) marks the first focused exploration of these Chinese language modules outside of universities with sinology departments.

Acknowledging that these courses are often underfinanced and instructors are compensated on an hourly basis, the survey (in which 40 language centers and China centers of German universities took part) inquired about their fundamental parameters, as the scope of language programs, recent developments in demand, intended learning targets (including CEFR levels, if applicable), textbooks used, digital support and methods of success monitoring and evaluation.

Additionally, it explored specific challenges and issues faced by the courses in their current form. On a broader scale, the survey also delved into the relevance and demand for sociocultural knowledge and intercultural competences related to China and the Chinese-speaking world.

The results of the survey are intended to serve as a starting point for considerations on how those courses on the Chinese language, designed for a wider range of students of all faculties, could better address specific needs of their target groups in its limited ECTS and contact hours.

The data is used not only to envisage the development of language learning goals of those courses in the new era of AI-supported language learning, but also of a wider “Chinese-plus-China competence”, which is envisioned to cater to young academics and university staff who are expected to or take into consideration to collaborate with Chinese institutions across various academic levels and disciplines.

華語學習者的跨文化溝通困境之採集 - 以來台灣之外國學生為對象。

HSIN Shih-Chang 信世昌

National Tsing Hua University

关键词
跨文化
溝通困境
外國學生

高級漢語學習者聽說課程設計-以德籍學習者為例。

HSU Yu-Chia 許柚錄

Ostasiatisches Seminar Universität
Göttingen

关键词
聽說教學
跨文化溝通
課程設計

比较英台华语教学之异同一以成大华语中心英国学生为例。

HUANG Li-Zhong 黄丽中

台南成功大学华语中心

关键词
跨文化适应
课程设计
英台教学比较

意-英-汉学习者在三语语音习得中元语言意识研究。

HUANG Xifan 黄浠帆

世界汉语教学学会

关键词
三语习得
元语言意识

學習二語時除了目標語言 (target language) 外, 也應理解目標語的文化, 才能進行順暢得體的溝通。本研究旨在探究外國學生在華語地區所面臨的跨文化交際困難。許多外國學生到華語地區學習華語時, 經常面臨溝通障礙、困惑、尷尬, 甚至感覺被冒犯, 卻不知如何運用適切 的華語表達方式來處理。這些困境未必是華語程度不足所致, 而是由於雙方文化的差異所造成的理解問題, 因此探究這些跨文化障礙的背後原因, 並採取對應性的華語教學自有其必要。

本研究採取訪談法及問卷調查, 針對上百位來自西方的學生進行採訪, 以提取出他們曾真實面臨的各種跨文化障礙的場景及原因, 加以分類並提出應付類似情況的華語表達方式, 然後依情境學習法(Situated Learning)及關鍵事件技術(Critical incident technique) 的學理制定教學模式及教學材料。

隨著漢語學習在歐洲迅速發展,德國學習者成為主要學習群體之一,其語言學習需求和挑戰逐漸受到關注。漢語作為第二語言(CSL)教學中,聽說能力的發展對於學習者溝通技能的提升至關重要。然而,現今德國多以文法翻譯法為主要教學模式,未能真正滿足德籍學習者的學習需求,故本研究以提升「跨文化溝通能力」為核心,以《當代中文》第五冊為教材,結合影音資料,設計並實施一套針對德籍學習者的高級聽說課程,探討在漢語學習者中的適用性與效果。課程先以冷聽形式引導學習者掌握文本內容,再進行語法結構、關鍵詞彙和句型的講解。學習者在小組討論中應用所學內容,加強語言輸出的準確性與流暢性,並深化對語言形式與文化背景的理解。

研究結果顯示,該課程設計能有效提升學習者的聽說能力,特別是在情境化和跨文化議題中,學習者的語言表達能力和文化敏感度得到顯著增強。此研究希望為高級漢語聽說教學領域提供拋磚引玉之效, 作為課程設計和發展的參考。

自2021年起, 台湾外交部推动「台欧连结奖学金」计画, 并协助「2030国家双语政策」的实施, 成功大学 (简称成大) 为此计画合作学校之一。截至2024年, 共计82位学生获此奖学金至成大华语中心修习华语, 其中英国学生占多数, 其次为德国学生。研究者在教学过程中观察到欧洲学生来台面临諸多挑战, 部分学生因不适应而感到压力, 影响学习表现。

本研究以成大华语中心英国学生为研究对象, 透过访谈记录其于英国大学与台湾的学习经验, 辅以文献资料及教师观察, 比较两边在教学方式、语言能力分级的对应、课程规划、课业要求、着重 的技能训练等方面之差异, 提供双边教师一个参考, 期望帮助来台学生降低学习适应困难而达到更佳的学习体验。

本研究探讨意大利语 (L1) -英语 (L2) -汉语 (L3) 学习者在三语语音习得中的元语言意识及跨语言迁移现象。实验采用拼音听写、语音录音和元语言反思任务, 结合Praat软件分析语音参数, 并进行问卷调查和访谈。

研究结果表明, 在意大利语环境中, L1对L3汉语语音习得的影响最为显著, 特别是在首位迁移和语音模式上, 而L2英语在辅音发音和拼写规则方面也起到一定作用。此外, 元语言意识水平较高的学习者在拼音听写中的正确率更高, 语音可理解度更优, 表明其在三语语音习得中的重要调节作用。本研究深化了三语习得理解, 并为汉语L3教学提供优化策略, 强调应针对L1、L2干扰调整教学方法。

Embodied Chinese Learning through Aboriginal Cultural Experiences: Insights from a Study Abroad Program in Taiwan.

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University of Hawai'i at Mānoa

Keywords

Embodied Language Learning

Place Learning

Cultural Immersion Language levels

Place learning enriches comprehension of distinct environments, while embodied learning foregrounds the body's critical function in cognitive processes. As the momentum for holistic and experiential education grows, the fusion of these pedagogical strategies becomes essential, notably within environmental science, cultural studies, and language pedagogy. This integration not only deepens learners' understanding but also caters to diverse learning modalities.

This study probes the Mandarin Chinese learning experiences of U.S. college students in Taiwan within the context of an Atayal cultural immersion. Conducted exclusively in Chinese, the excursion leverages both place and embodied learning methodologies, offering students a unique opportunity to step into the world of the Atayal tribespeople. Through structured tours and interactive activities, participants delve into the nuances of Atayal traditions and concurrently sharpen their Mandarin language skills. The research meticulously assesses three core activities: (1) the inaugural ceremony and traditional dances, (2) rites of ancestral spirit veneration, and (3) emblematic hunting practices. Comprehensive data, encompassing pre-trip student feedback, real-time video recordings, visual documentation, reflective accounts, and curated interviews, shapes the analysis. The investigation discerns salient patterns in Mandarin communication and embodied interactions, measuring the linguistic role, cultural assimilation depth, and the overall impact of the immersion activities.

Conclusively, the study posits that integrating place and embodied learning within such authentic settings not only accelerates Mandarin language mastery but also nurtures a deep-seated respect for Atayal's ecological principles and their harmonious relationship with the environment. These rich cultural experiences invariably augment the linguistic enrichment potential in overseas educational programs.

Language Learning Strategies among Multilingual Irish Students Learning Chinese: A Quantitative Study of Strategic Approaches and Experiential Influences.

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Keywords

Language learning strategies

Multilingualism

Third language acquisition

This quantitative study examined the language learning strategies (LLS) used by 90 multilingual Irish university students learning Chinese as a third or additional language (L3/AL). The participants were recruited from eight major universities across Ireland. The sample consisted of 58 female and 27 male students. All participants had previously studied at least one foreign language besides their first language (L1). Adopting a framework of five dimensions—motivational, cognitive, metacognitive, affective, and social strategies—the study aimed to identify patterns of strategy use among the learners. Data was collected through a comprehensive questionnaire and analysed using both descriptive and inferential statistics.

The findings revealed that motivational strategies were the most frequently employed, reflecting strong goal-driven learning behaviours, while social strategies were the least utilised. A comparison between English L1 learners and other L1 learners showed no significant differences in overall strategy use. However, Irish speakers/users were found to rely more on affective strategies, indicating a greater emphasis on managing emotions during Chinese language learning. Additionally, findings showed that prior language immersion experience negatively correlated with both metacognitive and affective strategies. This suggests that students with immersion backgrounds may be less likely to consciously plan and monitor their learning, while also experiencing heightened emotional responses during the learning process.

These results highlight the varied strategic approaches multilingual learners adopt and suggest the influence of sociolinguistic and experiential factors in shaping LLS preferences. The study's findings contrib-

ute to our understanding of how prior language learning experiences and academic background may influence strategy selection in L3/AL acquisition. Implications for pedagogy and future research into LLS in multilingual contexts are discussed, with particular emphasis on developing targeted support systems for learners from different linguistic and academic backgrounds.

**基于冲突型任务的交际互动能力
习得研究：以法国大学汉语口语
课为例。**

LI Xia 李侠

University of Grenoble Alpes

关键词
任务型教学法
冲突型任务
交际互动能力

“任务型教学法”在外语教学中广受关注 (Prabhu, 1987; Nunan, 1989; Willis, 1996; Ellis, 2003), 并得到《欧洲语言共同参考框架》(Council of Europe, 2001)的倡导, 其核心理念是“语言学习以交际为目的”。然而, 该方法在实践中也受到一定质疑(Carol et al., 2005; 吴勇毅 Wu Y., 2016; Maurer & Puren, 2019)。笔者(2024)认为, 其实施的关键不仅在于关注目的语的运用, 还应重视交际互动的动态特征。

因此, “交际互动能力”(Pekarek Doehler, 2000, 2005, 2006, 2021)的习得应成为教学的最终目标。此外, Bange (2005) 提出, 习得过程需遵循“互动中经验优先性原则”和“认知统一性原则”, 即从社会心理向个体心理的转变 (Vygotski, 2013/1934)。

基于“社会认知冲突理论” 对能力发展的必要性研究(Perret-Clermont, 1979; Bourgeois & Nizet, 1999), 本文以一堂汉语口语课, 围绕春运期间火车上产生的七个冲突主题, 进行分组“即时对话”, 探讨学生如何通过冲突型任务习得交际互动能力。笔者通过录音收集数据, 并转写为语料, 最终采用对话分析法 (Bange, 1992) 进行研究。

**Cultivating Commitment:
Exploring Motivational
Dynamics in Finnish University
Students Pursuing Chinese
Language Studies.**

SHI Hui 石慧

University of Turku

Keywords
Learner motivation
Chinese language education
in Finland
Nordic learners of Chinese

This study examines the language learning motivations of Finnish undergraduates pursuing a Chinese language degree. An online survey investigates six motivation types—Integrative, Instrumental (Gardner, 1985, 2010; Gardner & Cantano, 2000), Intrinsic, Extrinsic (Deci & Ryan, 1985, 2000), L2 Self System (Dörnyei, 1998; Dörnyei & Ushioda, 2021), and Situational and Task Motivations (Dörnyei, 2003; Julkunen, 2001)—alongside seven aspects of learning experiences.

Quantitative findings indicate consistent dominance of Intrinsic and Integrative Motivations across all grades, showcasing students' personal satisfaction and cultural interests. Instrumental Motivation fluctuates, highlighting career-oriented aspirations in the first and third years. Conversely, L2 Self System and Situational and Task Motivations remain low throughout the program. Qualitative analyses reveal universal and grade-specific themes. First-year students emphasize intrinsic curiosity and initial cultural engagement. Second-year students demonstrate balanced motivations, from interacting with native speakers to completing culturally rich assignments. By the third year, students focus on mastering complex tasks and aligning their goals with professional aspirations.

This study extends our existing knowledge by examining language learning motivation within a structured, degree-oriented program in Finland. While learners often express cultural interest and career aspirations, many currently lack clarity about the specific job responsibilities associated with a Chinese degree.

The findings highlight the importance of pedagogical strategies that align with students' evolving motivations, particularly through immersive, authentic, and real-world-simulated learning opportunities.

法国汉语学习者低龄化及其相关问题。

TANG Peilan 唐培兰
LI Yuming 李宇明

中南财经政法大学（武汉）

关键词

法国汉语教育

学习者

低龄化

海外汉语学习者低龄化指汉语学习者中非成人越来越多的现象，及该现象越来越普遍、人数越来越多、比例越来越大的发展趋势。李宇明（2018）曾专文讨论过这一话题，并指出法国汉语学习者低龄化比例达到60%，为欧洲国家最高。但鲜有研究对法国汉语学习低龄化的具体情况进行论述。

本研究基于实地调研和专家访谈，通过整理分析法国汉语学习者数量，中小学、高校、华校汉语教学的基本情况、汉语学科的重要性等数据，发现：汉语在法国具有第一外语的地位，低龄化比例高至70%，低龄化覆盖面广，低龄化比例呈上升趋势；但也面临着随年级增长学习者逐渐减少的“低龄化生源流失”等问题。低龄化成因是多元的，包括政策导向，社会风尚，家庭支持，学习者个人爱好等。法国汉语教育低龄化需要重视中文教育的延续性问题，尤其需要重视低龄化中文教育与成人中文教育的衔接问题，满足高水平汉语学习者的需求。

Digging up the logic of Chinese while developing translingual language awareness.

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Keywords

Chinese language

Language awareness

Translingual learning strategies

The close relation between learning/teaching an additional language, raising language awareness and translinguaging practices has already been documented (Turner & Tour, 2025). More specifically, for language learners, translinguaging, which over time grew to encompass the creative and strategic use of a variety of linguistic and multimodal or semiotic resources for meaning-making within and beyond the language class (Tai & Wei, 2024), is both a natural and an unavoidable practice. According to the study by Chu et al. (2015) on the correlation between ambiguity tolerance, learners of Chinese are constantly confronted with uncertainty. Therefore, learners' individual strategies could function as successful ways of further developing motivation for learning, while making the additional language more familiar, through continuously discovering connections between the existing and the new linguistic knowledge.

In this paper, we will present the translingual learning strategies of one learner, through the study and analysis of her learning diaries. These strategies include word analysis, language comparison and the process of analyzing Chinese idioms (成语). Through this analysis, the learner demonstrates her effort to dig into the logic of the Chinese language, while connecting it with her previous linguistic knowledge. As suggested by Choi (2024) valuing the existing language resources of students leads to enhancing the students' morphological awareness and, consequently, their overall language learning process.

Exploring the Role of Orthographic Awareness in Chinese Character Acquisition for L2 Italian Dyslexic Learners of Chinese.

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Keywords

Dyslexia

Chinese learning

Teaching materials

Eye-tracking

This study investigates the cognitive processes involved in Chinese character recognition and comprehension among dyslexic learners, with a focus on the influence of visual stimuli organization on learning. While research on dyslexia in European languages is extensive, studies on L2 Italian dyslexic learners of Chinese remain limited. This pioneering Italian research uses eye-tracking technology and participants' interviews to explore the acquisition of Chinese characters among dyslexic students, highlighting the importance of visual stimuli organization in improving learning outcomes. To our knowledge, only one European study has used eye-tracking to examine dyslexia and Chinese language acquisition, but it did not address visual stimuli organization (Kuester-Gruber et al., 2023).

Building on Liu's (2021) work on visual stimuli in Chinese character learning, the present study fills this gap by including dyslexic participants and specifically focusing on the organization of visual input. In

particular, the research aims to clarify the role of orthographic awareness in Chinese character learning, which is crucial for normotypical learners (Shen, Ke 2007), but remains less understood for dyslexic learners. Given their cognitive profiles, dyslexic learners may rely more on alternative strategies, such as visual cues.

The study combines the analysis of participants' eye movements, which provide insights into their cognitive efforts during reading, with interviews based on the think-aloud protocol, which capture their opinions and perceptions about the learning process. Ten university students (five dyslexic, five normotypical), all beginners in Chinese, were exposed to two types of visual stimuli: (1) pictographic characters paired with their ancient pictograms and (2) ideo-phonetic compounds with verbal explanations. Results revealed significant differences between the groups: normotypical learners focused on orthographic features, including semantic and phonetic components, while dyslexic learners used mental imagery and associative strategies, such as creating vivid mental pictures from pictograms or constructing personal narratives for ideo-phonetic compounds. Despite these differences, some dyslexic participants demonstrated the potential to develop orthographic awareness when supported by visual scaffolding and narrative elements.

These findings emphasize the need for tailored educational approaches that address the cognitive and emotional needs of dyslexic learners, highlighting the complex role of orthographic awareness in Chinese character acquisition.

新标准与新技术对传统学术性汉语教学的挑战。

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Goethe-University Frankfurt

关键词

新标准

新技术

中高级汉语教学

德国大学汉学系的学习目标，主要是培养学生从最初的语言学习逐渐进入学术研究。进入中级汉语教学，此时的教学分为“交际性”及“非交际性”，其中“非交际性”课程所采用的教材文体从口语体转为书面语体，同时书面语又从新闻语体过渡到学术语体。不同阶段的教学遇到的问题不同。随着《新等级标准》的推出，加大了量化标准。再加上新技术的迅速发展对汉语教学带来了机遇，同时对教师也是一大挑战。那么如何运用新技术丰富汉语教学资源、提高教学效率和个性化教学的可能性（反转课堂）促进学生“达标”并有能力进入中国大学深造，就成为语言教师目前面临的主要挑战。此外，新技术的应用可能导致学生过度依赖技术工具，忽视语言学习中批判性思维与文化理解的培养。

面对这些挑战，汉语教学需要在技术与教育理念之间找到平衡点，推动教师技能的更新，优化课程设计，确保新技术能够真正服务于汉语教学的长远发展。

塞浦路斯中小学中文教育需求及其与中国艺术学科融合教学的调查研究。

WANG Zhenxian 王振先

塞浦路斯大学孔子学院

关键词

塞浦路斯中小学

中文教育需求调研

中文与中国艺术融合教学模式

在塞浦路斯中小学尚未正式开设中文课程的背景下，本研究采用问卷调查、访谈和焦点座谈的方法，收集公立与私立学校管理者、教师、学生及家长对引入中文课程的初步认知、需求和动机，并探讨将武术、音乐、美术、舞蹈、戏剧等中国传统文化与艺术元素融入中文教学的可行性。研究计划于2025年2月至5月间完成数据收集。尽管数据分析尚在进行，初步结果表明，当地对中文课程的需求有所增长，并将其视为拓宽学生国际视野与适应多语教育格局的重要策略。受访者普遍对中文课程与中国艺术学科相结合的教学模式持积极态度，认为此模式能够提升学生的学习动机和跨文化理解能力。这些初步发现为中文课程设计和、师资培训以及数字化与人工智能技术的应用提供了宝贵参考，同时为教育工作者、政策制定者和研究人员在欧洲多语共存且快速变革的教育环境中推进中文教育的实践提供了重要借鉴。

**Bridging Language and Culture:
A Methodological Approach to
Teaching Chinese in Italy.**

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**The Confucius Institute of
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Keywords

Chinese language teaching
Italy

High-context culture

Low-context culture

Intercultural communication

Teaching Chinese as a foreign language in Italy presents unique challenges due to the significant cultural and communicative differences between the two linguistic systems. These differences are deeply rooted in Edward T. Hall's theory of high-context and low-context cultures, which provides a valuable framework for understanding the complexities of intercultural communication in language learning.

According to Hall, Chinese is a high-context language, where meaning is not always conveyed explicitly but is embedded in cultural nuances, shared knowledge, and contextual cues. In contrast, Italian is a relatively lower-context language, where communication tends to be more explicit, direct, and structured, prioritizing clarity and precision in verbal expression. This fundamental difference in communication styles can create difficulties for Italian students learning Chinese, particularly when dealing with indirect speech, idiomatic expressions, non-verbal cues, and cultural references that are essential in Chinese communication.

This research investigates the impact of these cultural differences on language acquisition, classroom interaction, and overall comprehension among Italian learners of Chinese. Italian students, coming from a more explicit communicative background, may struggle with the implicit and nuanced nature of Chinese, leading to misunderstandings and slower language retention. To address these challenges, this study explores culture-oriented pedagogical strategies that incorporate high-context teaching methods to facilitate better understanding. Techniques such as storytelling, cultural immersion, non-verbal communication, and contextualized learning are employed to provide students with real-life cultural contexts that enhance their ability to decode meaning beyond words.

The study also examines how Italian students respond to these methods and assesses their effectiveness in improving language comprehension, retention, and engagement. The findings of this research contribute to the broader field of intercultural language education, offering practical insights for language teachers, curriculum designers, and policymakers. By aligning teaching strategies with Hall's cultural framework, educators can create a more immersive and adaptive learning environment that bridges the cultural gap between Italian learners and the Chinese language.

This study underscores the importance of integrating cultural awareness into language instruction, as language is not merely a tool for communication but also a reflection of deeply embedded cultural values and traditions. By fostering a more holistic approach to teaching Chinese in Italy, this research aims to enhance the effectiveness of language education and promote a deeper understanding of Chinese culture among Italian learners.

汉语二语学习者言语行为习得研究。

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关键词

汉语二语学习者

言语行为

习得

华东师范大学国际汉语文化学院/应用语言研究所 吴勇毅 摘要：言语行为是语言运用的重要方面，体现了语言的功能，是语际语用学/中介语语用学与跨文化语用学关注的焦点，对汉语作为二语教学以及教材编写等具有重要意义。

言语行为能力是二语学习者语用能力的重要表现，是衡量汉语学习者二语语用能力的一个重要方面。近年来，在汉语二语习得与教学领域，研究者通过对汉语学习者日常的言语行为的考察尝试探究其言语行为能力是如何获得的，能否根据特定的交际情景和不同的交际对象得体地使用汉语进行有效的交际，分析其语用偏误（包括语言迁移）进而探究其二语语用能力的发展轨迹。

本文讨论了汉语二语学习者言语行为能力的习得与表现（共

教学

时)及其语用能力的发展(历时);分析了汉语学习者言语行为的语用偏误与语用迁移;在此基础上,指出了现有研究存在的问题,以及未来研究的发展,尤其是言语行为的教学研究问题。

欧洲的华裔语言学习者

FIELD 07

Chinese heritage language learners in Europe

FIELD 07

Chinese Textbooks in Heritage Language Schools in Italy as a Multimodal Vehicle for Transcultural Identity Construction: A Situated Analysis.

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Keywords

Heritage school

Textbooks

Language policy

According to the Chinese Ministry of Education, compulsory textbooks serve as key tools for language teaching and important carriers for disseminating the “will of the state” (国家意志). In the Chinese education system, textbooks are a fundamental vehicle for both knowledge transmission and the construction of educational culture, shaping teachers’ practices and students’ learning identities (Zhuang Kongshao, 2004; Szakács, 2018).

Following Wiater’s (2002) perspective, this study treats textbooks as historical sources reflecting linguistic, cultural, and ideological policies. Building on a multimodal and ethnographic approach (Canale, 2022), this contribution examines the textbooks most widely adopted in Chinese heritage schools in Italy, focusing particularly on primary education in the Italian regions of Emilia-Romagna, Veneto, Lombardy, and Tuscany. Preliminary data collection indicates the dominance of two manuals: one produced by the Overseas Chinese Affairs Office (qiaoban and qiaolian), and another (部编版) identical to the textbook used in primary schools across mainland China.

In the analysis, special attention is paid to curriculum construction policy documents, in order to highlight the interplay between political goals and pedagogical choices. Through Critical Discourse Analysis, this study explores not only the linguistic and content aspects of the textbooks, but also the implicit educational models they promote. By situating these cultural artifacts within broader socio-political frameworks, the analysis offers new reflections on the dynamics of transcultural identity formation among diasporic Chinese communities in a globalized world.

Negotiating Chineseness: Heritage language, culture, and identity among Cantonese-speaking families in the UK.

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Keywords

Chineseness

Heritage language

Heritage culture

Race and ethnicity remain understudied domains within sociolinguistic research, with particular neglect observed in the examination of overseas Chinese communities and Chinese heritage language education (Wong et al., 2020). Addressing this lacuna, this study seeks to elucidate the contested and dynamic nature of Chineseness by analysing cross-generation narratives pertaining to heritage language ideologies and cultural adaptation within three Cantonese-speaking families residing in the UK.

Informed by the theoretical framework of post-Chineseness (Shih, 2022), this study investigates how first- and second-generation Cantonese-speaking Chinese immigrants negotiate their heritage language and bi-cultural identities in the transnational context of the UK. Data were collected from three Cantonese-speaking mothers and their children in late 2023, focusing on their perceptions of Chinese identity, heritage language maintenance, and cross-cultural practices. Using positioning analysis (Bamberg, 1997) as the analytical method, the findings reveal the fluid nature of Chineseness, as it manifests differently across the two generations in cross-cultural contexts. While the second generation embraces a positive bilingual and bicultural identity, the older generation upholds more traditional Chinese cultural values but is also open to compromise or change. Notably, the younger generation’s understanding of Chineseness extends beyond linguistic proficiency to encompass broader cultural ideologies and practices, reflecting a nuanced negotiation of identity in a transnational setting.

Furthermore, this study underscores the role of cultural mediation in shaping the Chineseness among the participants. Cultural practices, beyond mere language maintenance, serve as vehicles through which the individual participants negotiate their identities and affiliations within diasporic communities. The interplay between language, cul-

Teaching Chinese as a Heritage Language: Towards a Pedagogical Model.

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Keywords

Chinese heritage language learners
Differentiated instruction,
The macro approach
Community-based language teaching

ture, and identity emerges as central to the construction of Chinese-ness among Cantonese-speaking families in the UK. By foregrounding the experiences of UK Cantonese-speaking families, this study advances our understanding of the intricate dynamics shaping Chinese-ness in diasporic contexts.

Heritage language learners (HLLs) differ significantly from traditional foreign language learners, particularly in the diversity of their backgrounds and educational needs. The heterogeneity of HLLs' linguistic and cultural experiences is a hallmark of heritage language classrooms. Linguistically, HLLs exhibit a broad spectrum of prior knowledge, often shaped by home exposure, resulting in imbalanced skills across listening, speaking, reading, and writing. While they may demonstrate conversational fluency in informal settings, their oral production frequently includes features inappropriate for formal academic or professional contexts. They also display a remarkable tolerance for linguistic ambiguity. Culturally, HLLs often have rich knowledge of cultural products and practices and a strong curiosity about the underlying values and thought patterns of their heritage culture. Their bilingual and bicultural identities further foster an interest in intercultural learning as part of their lived experience. Additionally, many HLLs face identity challenges rooted in a sense of "in-betweenness," requiring instructional approaches that cultivate belonging and cultural pride.

To address these unique needs, this study proposes a pedagogical model comprising three interrelated approaches: differentiated instruction to accommodate the diverse backgrounds of HLLs, the macro approach to develop their linguistic competence, and community-based language teaching to support identity development.

Teaching Chinese as a Heritage Language in Italy: Exploring Strategies, Challenges, and Cross-Language Implications.

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Keywords

Heritage Language;
Huawen Xuexiao;
Teaching Strategies
AI

"Teaching Chinese as a heritage language (CHL) presents unique challenges (He & Xiao, 2008): CHL teaching bears the responsibility of preserving and transmitting Chinese ethnic and cultural heritage (NLC, 2016), but it is implemented in significantly different language environments. While it is essential to study the characteristics of Chinese language acquisition among overseas Chinese and to analyze the patterns of language acquisition in diverse countries and environments, nonetheless, most of the literature on CHL (including teaching materials, teacher training, instructional practices, and language assessments; Pu, 2020) comes from English-speaking countries. Few studies have focused on the current situation in Italy, with Yan et al. (2015) as the latest major contribution.

The present study aims to show the preliminary results of the EC-CO-Italy project (www.ecco-italy.it): it investigates the teaching strategies employed in CHL schools in Italy, focusing on the similarities and differences in language teaching methods, approaches, and techniques used for teaching Chinese as a heritage language in Chinese schools and Italian as the mainstream language in Italian schools.

Specifically, the current study addresses two key research questions:

1. How do teaching strategies in Chinese heritage language learning classrooms vary based on different factors, such as the number and age of learners, their Chinese language proficiency, teachers' backgrounds, and the school's pedagogical policies?
2. Do the teaching strategies for Chinese heritage language align with those used for teaching Italian as the mainstream lan-

guage? How does the (mis)alignment impact language acquisition? Our analysis is based on interviews with Chinese and Italian teachers, as well as classroom observations, collected both in mainstream Italian schools and in CHL schools.”

英国华裔青少年华语保持研究。

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关键词
英国华裔
华语保持
认同
华语教育

本文以英国华裔青少年为研究对象，梳理了华裔群体和华文教育在英国的发展史和现状，从中文水平、学习情况、使用情况和认同情况四个方面对英国华裔青少年的华语保持情况进行研究。研究发现，英国华裔青少年中文水平整体较好，听说能力强于读写能力。影响其学习和使用中文的最大因素是家庭。新媒体成为华裔青少年接触和学习中文的重要渠道。华裔青少年的认同情况良好，较好的文化认同和族群认同影响其对中文保持着积极的语言态度，语言认同高的学生中文水平越高。

为保持英国华裔青少年华语水平，宏观政策层面上应持续推动英国中文教育的本土化建设，努力提升中国国家形象，巩固华裔认同。华文教育层面要构建华文和国际中文教学资源共享共建新生态。

Chinese language education across Huaqiao Xuexiao in Zhejiang and Huawen Xuexiao in Italy: a comparative analysis.

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Keywords
Heritage language
Education
Huawen xuexiao
Huaqiao xuexiao

The main goal of the current contribution is to shed light on a comparative analysis involving Chinese language education among Huaqiao Xuexiao 华侨学校 in Zhejiang and Huawen Xuexiao 华文学校 in Italy. Specifically, the former are here referred to as Chinese schools (public and private) with a variable component of students with Chinese origin, whose families are involved in transnational migration. The latter, instead, refers to Chinese Heritage Language learners schools outside China (Li, 2023; Brigadoi Cologna, 2023).

The present study is conceived as a part of an Italian PRIN (namely a Research Project of National Relevant Interest), the main purpose of which is to investigate aspects related to education, teaching methods, identity aspects and issues of language policy in Huawen Xuexiao in Italy. Moreover, a part of the project is dedicated to gathering information about Chinese language education addressed to similar target students attending schools in the main places of origin involved in historical Chinese migration to Italy.

The latter aspect appears to be less investigated in international academic literature compared to Huawen Xuexiao. In fact, the main contribution of this study is to highlight a comparative focus on both educational settings. Such a comparative analysis is carried out according to a corpus of audio-recordings of interviews conducted in Chinese with principals and teachers of five Huawen Xuexiao located in Central and Northern Italy and five Huaqiao Xuexiao located in Zhejiang Province.

The main research questions lying at the basis of the study are the following: - What differences exist in curriculum planning, educational methods, and instructional materials between the two settings? - How does language education contribute to the construction of students' linguistic and cultural identities in these contexts? The interviews were analysed by means of Grounded Theory (Charmaz, 2006) and Qualitative Content Analysis (Mayring, 2020) criteria, using the NVivo software.

The analysis opens new pathways in order to understand the complexity of transnational Chinese language education, bringing together relevant complementary aspects which might be useful to re(de)fine the multifaceted profile of “Chinese language learners”.

数字多模态中文二语写作教学
模型构建与实证研究。

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关键词

数字多模态

二语写作

写作教学模型

国际中文教育

数字多模态二语写作是国际二语写作的前沿，对二语学习者语言能力的提升和培养数字素养具有重要的作用，但目前学界针对以中文为二语的数字多模态写作研究相对薄弱。

本研究旨在探讨数字多模态写作在中文二语教学中的应用，通过构建教学模型并进行实证研究，通过问卷、访谈、案例分析等方法，研究数字多模态写作对学习者的语言能力的提升。研究结果将用来检验数字多模态二语写作能力，并开发适合中文学习者的写作评估工具。

验证数字多模态二语写作能够提升学习者的语言能力，为数字多模态在中文教学中的应用和全球数字多模态二语写作教学提供理论支持和实践借鉴。

各国汉语教师培训及专业发展

FIELD 08

Chinese language teacher training and professional development in different countries

FIELD 08

汉语教师培训的目标和重点。

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第比利斯自由大学

关键词
汉语
教学

教学基本出路当然在于教学质量、教学方法和模式、教学技巧等，还与教学材料、学习者的态度、积极性和教师的鼓励性有关。

汉语教师培训的目标和重点是值得注意的问题，有必要提前思考并计划好。虽然大部分国家都有汉语教师培训的总体设计，但一般都有各自的培训需求和特点。专家都承认汉语有不少特点，但这些特点并不一定对每个国家的学习者都属于特点，而特点也不一定对每个国家学习者都等于难点。

我们将还提到汉语语音、语法教学的重要性，但这次更强调汉字系统的教学意义和重要性，尤其是汉语在中学作为第二外语时，是不能不包括汉字部分，原因在于学习者的心理和能力。还没打汉字基础，就直接让学习者掌握口语时，他对汉字学习的耐心和积极性往往会降低或对汉字的兴趣就会逐渐失去。我们将分享解决这些问题的办法。

Enjoyment and Anxiety of Teaching Chinese Language in Norway: A Content Analysis of CFL Teachers' Psychology.

SHANG Guowen 尚国文

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Keywords
Language teacher psycholog
Enjoyment
Anxiety

Teachers play a pivotal role in the educational process, and the professional well-being of language teachers significantly influences students' motivation and achievement in language learning. In Europe, the psychological wellbeing of English language teachers has received considerable academic attention, while the psychology and emotions of Chinese as a Foreign Language (CFL) teachers remain an underexplored area.

This study examines the enjoyment and anxieties experienced by CFL teachers in Norway, aiming to identify the factors contributing to their psychological well-being. Reflexive essays from ten native-Chinese CFL teachers working across various educational levels and institutions in Norway were collected and analyzed using a qualitative content analysis approach. The findings reveal that teaching CFL in Norway is generally an enjoyable and rewarding endeavor, although certain challenges elicit anxiety. Enjoyment is closely linked to positive and fulfilling teaching experiences, such as witnessing students' progress and receiving their appreciation, opportunities for self-actualization, and the culture of work-life balance. Conversely, negative emotions stem from challenges related to learner motivation and engagement, cultural differences, and the evolving sociopolitical landscape.

The study also highlights that CFL teachers often perceive themselves as cultural ambassadors and bridge-builders, fostering mutual understanding through their teaching practices. Based on these findings, the study suggests that educational institutions can enhance teacher and student experiences by creating more supportive and inclusive environments, fostering resilience and enjoyment in language teaching and learning.

This research contributes to a deeper understanding of CFL teacher psychology and emotions in the Nordic context and offers valuable insights into promoting the well-being of CFL teachers in cross-cultural settings.

Exploring Themes and Depths of Reflection Of Chinese Language Teachers in Italian High Schools: A Case Study in a Collaborative Context.

TAN Qingqin 谭青钦

Reflective practice (RP) has gained prominence in discussions on teachers' professional development but remains underexplored in the context of Chinese language teaching and learning. This study investigates the themes and levels of reflection among a purposively selected group of in-service Chinese language teachers and examines its impact on their professional growth within a collaborative context in Italian high schools.

The study aims to: (1) assess teachers' initial understanding and en-

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Keywords

Reflective practice
Chinese language teachers
Professional development

gagement with RP; (2) identify key themes in their reflections; (3) analyze the depth of their reflective practice; (4) evaluate the effectiveness of reflective tools; and (5) determine the role of RP in their professional development.

Using a qualitative case study approach, five in-service Chinese language teachers were selected through purposive sampling. Data were collected via semi-structured interviews, reflective feedback sessions, introductory workshops, classroom observations, reflective journals, e-portfolios, and field notes.

The findings revealed that participants initially had limited knowledge and engagement with RP. Through systematic research and structured support, they developed a more nuanced understanding of RP. Secondly, Reflection themes were categorized into six domains: classroom teaching, teaching evaluation, self-awareness and professional development, educational environment, learners, and teaching theories. The breadth of reflection was shaped by individual experiences, educational backgrounds, and peer support. Thirdly, experienced teachers demonstrated deeper levels of reflection compared to novices. Fourthly, participants favored collaborative formats such as group discussions and one-on-one feedback sessions with critical friends over solitary tools like e-portfolios and journals, valuing the opportunities for tailored feedback and peer collaboration these interactions provided. Last but not least, all participants acknowledged RP's role in fostering professional growth, reporting various degrees of pedagogical and cognitive transformation, influenced by their openness to RP and prior experiences. However, barriers to RP implementation were noted, including time constraints, limited collaboration opportunities, personal traits, and technological challenges. Despite these obstacles, participants expressed strong intentions to integrate RP into their future teaching practices.

This study highlights the transformative potential of RP in professional development for Chinese language teachers and underscores the importance of providing collaborative and supportive structures to maximize its impact.

教育信息化背景下国际中文职前教师数字素养的培养路径。

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关键词
国际中文职前教师
数字素养
培养路径

教育信息化浪潮下，国际中文教育迎来了前所未有的变革，职前教师培训也随之面临新的机遇与挑战。

本研究以《线上汉语教学与实践》课程为例，构建了包含数字教育理念、跨界协作、技术应用、教学研究创新及数字安全伦理等要素的数字素养框架。通过理论与实践结合、行业与学术交融的教学模式，辅以双导师制度及个性化培养策略，为职前教师专业发展提供全方位、多层次的支撑。问卷和访谈数据显示，国际中文职前教师数字素养显著提升。

研究同时剖析了培养过程中遇到的挑战，并提出了改进建议，为国际中文教师数字素养的培养提供了创新思路与方法。

机遇与挑战：《国际中文教师证书》在法国的推广分析与反思。

ZHU Shuting 朱淑婷
ZHAO Zonghong 赵宗红

近年来，随着全球中文学习需求的增长，国际中文教师认证体系的重要性日益提升。《国际中文教师证书》作为国际化职业资格认证，被寄望于提升中文教育质量和教师专业化水平，然而，其在法国推广过程中面临多重系统性挑战。

本文基于SWOT分析框架，从优势、劣势、机遇与挑战四个维度，对其在法国的推广现状进行探讨。以法国诺欧商务孔子学院

GORGET Yameng 管娅萌

法国诺欧商务孔子学院

关键词

国际中文教师证书

SWOT分析

法国中文教育

中文教师发展

2020年-2024年举办的考试为案例，研究通过问卷调查和半结构化访谈，收集了参加考试的考生、已获证教师，以及孔子学院、公立教育系统和协会制中文学校管理人员的多维数据。结果表明，证书在政策设计层面提供了规范化培训和职业导向的显著优势，但在法国教育体系中，其官方认可度有限，资源分配不均，以及不同机构对证书需求的分化，给持证者的职业发展带来挑战。

因此，本文反思政策与实践的断裂，提出加强政策对接、完善职业支持体系、提升证书适配性的建议，为证书的推广及法国中文教育的可持续发展提供参考。

通过应用程序、平台、
网络资源、人工智能等
新技术工具进行汉语
能力的教学、学习和评
估。

FIELD 09

**Teaching, learning,
assessing Chinese
language competences
through the use of new
technological tools:
apps, platforms, web
resources, AI, etc.**

FIELD 09

Gamification in teaching Chinese language as foreign language.

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Keywords

Gamification

Student engagement

Motivation

The implementation of game-based elements in non-gaming contexts, known as gamification, has emerged as a significant pedagogical innovation for enhancing educational outcomes. Contemporary research demonstrates the increasing integration of ludic and interactive elements within educational frameworks (Dicheva et al., 2015: 77; Gee, 2008: 23). This pedagogical approach has been shown to reduce psychological barriers to learning, diversify traditional instructional methodologies, and facilitate more effective and sustainable knowledge acquisition.

In response to the documented decline in student engagement and academic motivation (Buckley et al., 2017), educational researchers have intensified their investigation of gamification strategies, while practitioners have developed novel instructional methodologies to enhance learner engagement, with gamification serving as a cornerstone of these innovations (Kapp, 2012: 10).

This study examines the efficacy of gamification and communicative methodologies within the context of a university-level Chinese language and literature instruction, with particular emphasis on their impact on student engagement and learning outcomes (Vasilizhenko, 2020; Wang et al., 2019; Liu, Angkana and Sombat, 2024).

The research presents three interactive educational modules developed using the Genially platform, designed to facilitate autonomous learning and immediate feedback mechanisms. These modules comprise: (1) a preliminary engagement activity introducing the lesson content (warm-up); (2) a multilingual vocabulary and concept acquisition game, featuring Italian and Chinese character recognition across three progressive difficulty levels; and (3) a comprehensive review exercise conducted entirely in Chinese, designed to consolidate vocabulary acquisition and enhance communicative competence.

Let's revise together with 我们一起复习.

BUCHETTI Chiara 白兰
SIANI Mariarosa Raffaella
RICCHEZZA Giovanna

IISS Antonio Pesenti (Cascina)

During the last school year, many upper secondary school students in Italy faced final graduation exams, including a written test and an oral interview in Chinese. To support students in preparing for these challenges, we created educational materials focusing on historical, literary, and cultural topics typically covered by Chinese language teachers in the fifth year. This project, titled 我们一起复习 ("Let's Review Together"), was freely distributed via social media to reach as many students as possible.

This work examines the strengths and weaknesses of the project, the challenges encountered, and potential areas for improvement and expansion. Aimed at intermediate-level learners (HSK 3-4), the project leveraged social media's visual and interactive features to present vocabulary, grammar, and cultural concepts in a clear, engaging manner. The materials helped students confidently discuss Chinese literature, history, and cultural insights in writing and orally. Over six months leading up to the exams, students received four types of color-coded posts weekly through Instagram: (1) Vocabulary Maps: Key terms and their contextual usage. (2) Historical Facts or Literature Summaries: Condensed, accessible content with essential terms. (3) Textual Typology and Grammar Points: Sentence structures and grammar revisions. (4) Cultural Highlights: Insights into Chinese culture to deepen understanding.

Each post was carefully designed to introduce practical vocabulary, expressions and sentence patterns aligned with specific topics. Practice prompts were also included to reinforce learning. By leveraging social media's familiarity and appeal, the project made language learning

基於技術接受模型探討360VR 影片融入華語教學之可行性。

CAI Kai-Lin 蔡凱林

世界華語文教育學會 WCLA

关键词

華語教學

360度虛擬實境

技術接受模型

e-ChinesePlus: Innovative Approaches to Chinese as an Additional Language for Less-Resourced Language Communities.

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GAY-PUNZANO Lourdes

GONZÁLEZ-TORRENTS Isabel

GUO Xiaoyan

NIE Lingzhi

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Keywords

Technology-enhanced language
learning

Chinese as an Additional Language
(CAL)

Open-Access Platforms

Less-Resourced Languages in CAL

less intimidating and seamlessly integrated into students' digital habits. An anonymous survey of participating students and teachers highlighted the materials' positive impact on teaching and learning outcomes.

This work also analyzes the use of social media as a tool for disseminating subject-specific Chinese content and enhancing language learning. It situates the project within the broader framework of digital education, emphasizing the importance of teaching students to use digital tools responsibly and productively. This study underlines that social media could become a useful supplementary tool for language education, particularly for students overwhelmed by traditional classroom methods or study materials. The findings suggest that integrating language learning into students' social media environment offers a feasible way to support exam preparation and increase student motivation.

360VR影片被運用在各教學領域，然而，360VR影片教學融入華語教學中較無討論。故本研究基於技術接受模型(TAM)改編調查問卷進行量化分析，研究問題為一、教學者對360VR影片在提升教學效果方面的看法為何？二、教學者使用360VR影片時的易用性如何影響其教學應用意願？研究對象為具2年以上華語教學經驗的教學者，共30位。研究方法為問卷調查法，透過問卷，使用Likert五點量表共計20題，內容涵蓋「認知有用性」、「認知易用性」、「使用態度」與「行為意象」。結果顯示360度VR影片融入華語教學的有用性較高，能夠使學習者有效地了解語言文化背景，同時，其融入教學感之易用性偏低，教學者對此技術較不熟悉擔心會有技術問題。本研究建議針對課程需求設計360VR影片教學工作坊，提供技術支持及具體案例，提升教學者對360VR影片的熟悉度，促進其在華語教學中的實際運用。

The ongoing technological transformation and the rise of digital humanities are reshaping language learning and teaching, prompting the need for innovative and inclusive solutions. In this context, we present e-ChinesePlus, an open-access platform developed in Moodle and aimed at democratizing the learning of Chinese as an additional language (CAL), with a particular focus on Spanish-speaking students—learners of a less-resourced language in Chinese education.

This presentation will revolve around two main axes: the pedagogical and technological design of e-ChinesePlus and the preliminary results of its implementation. From a pedagogical perspective, we will outline the core principles behind the design of the platform's activities: interactivity and self-correction, alongside adaptability to diverse learning styles and needs. We will also show how artificial intelligence (AI) has been integrated into the creation of high-quality learning resources, bridging advanced technologies and CAL teaching practices. This approach underscores a commitment to teaching innovation by combining cutting-edge technology with student-centred pedagogical methodologies. From a research perspective, we will present findings from a mixed-method study conducted with university students, focusing on their user experience and perception of the platform.

Preliminary results highlight high levels of acceptance, emphasizing usability, reliability, and the quality of feedback as key factors in fostering learner autonomy and academic performance. These findings will serve as the foundation for future improvements to ensure the platform's sustainability and adaptability to evolving needs. In conclusion, e-ChinesePlus represents a breakthrough in integrating advanced

technological resources into language education. This project not only promotes equitable access to high-quality materials for learning CAL—specifically tailored to Spanish-speaking students as representatives of less-resourced languages in Chinese education, and, at the same time, redefines the opportunities to combine teaching innovation and applied research.

語料驅動學習方法應用於華語課堂。

CHANG Liping 張莉萍

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在外語教學領域中，各種教學法都有不少的研究文獻，在華語教學界無論是為學習而建置的華語語料庫或是華語語料驅動學習方法（Data-Driven Learning, DDL）的相關研究則相對地少。應用DDL於課堂教學是指使用語料庫，讓學習者透過檢索、分析來學習語言；透過注意形式、演繹、歸納的過程有助於學習者的記憶與習得語言的效率。語料庫融入語言教學，分為直接與間接兩種方式。直接法顧名思義就是直接在課堂上讓學生使用語料庫，透過檢索、分析來學習；間接法則是教師事先準備好語料庫驅動帶來的學習材料，在課堂上給學生觀察、分析。為了突破語料庫在華語教學中的應用，本研究將利用特別為教學設計的語料庫—中文簡單語料庫進行課堂教學，透過前測、後測等手段，分析學生的學習成效。

汉字书法自学平台的设计和学习成效。

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关键词
书法
汉字
自学平台
数字化

汉字书法自学平台（二）是为汉语国际教育（L2）学习者和香港本地中文（L1）学习者和中文（准）教师提供规范汉字书写的自学平台。平台以短片动态及系统化地呈现汉字常用字的部件、笔顺和结构的书写要领，引领学习者达至“字形标准，部件规范，笔顺正确，结构端正”的学习目标，从而推动中国文化输出，促进香港融入国家发展大局。平台参考《现代常用字部件及部件名称规范》、《通用规范汉字表》和《通用规范汉字笔顺规范》，以将国家规范汉字（即所谓“简体字”）的512个汉字部件及其例字，以硬笔书法形式示范，用短片形式动态呈现国家规范汉字的规范部件，标准字形，正确笔顺和端正结构的手写体。并以部件为索引，配合3500常用字的例字，分解部件，呈现笔顺。同时，增加粤拼注音，方便L1学习者，增加英文版面，方便L2学习者。平台设计符合认知与习得原理，适合举一反三，组合生成。相对于随机识字、单字积累模式，部件为本的系统化学习模式学得全、学得快、学得易。字形方面，相对于摹写电脑字符，真人书写手写体示范更能令学习者掌握书写端正的要领，展示汉字之美。问卷和数据统计显示，汉字书法自学平台可以促进汉字书写的学习成效。

The Impact of AI on Reducing Anxiety in Chinese Language Learning.

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Keywords
Foreign Language Anxiety
Public Speaking Anxiety
AI in Language Learning

This study examines the impact of AI tools, such as ChatGPT and ERNIE Bot (文心一言), on reducing foreign language anxiety (FLA) and public speaking anxiety (PSA) among Chinese language learners. The research aims to provide insights into how AI can alleviate anxiety, focusing on speaking tasks often cited as the most anxiety-inducing aspect of language learning. For second-language learners, participants were divided into two groups: a control group engaged in traditional classroom speaking practice, while an experimental group used ChatGPT's voice interaction feature before speaking with native speakers. Anxiety levels were measured using the Chinese Language Learning Anxiety Scale (Luo, 2014) at the start and end of the study.

Preliminary findings indicate ChatGPT significantly reduced FLA for first-year learners by providing a judgment-free environment that boosted confidence and fluency. Second-year learners experienced a smaller reduction. Participants valued ChatGPT's real-time feedback

and ability to practice at their own pace but reported challenges such as tone recognition issues and occasional deviations from intended prompts. For advanced learners, PSA was assessed using Public Speaking Anxiety Scale (Bartholomay & Houlihan, 2016). Participants practiced delivering speeches with either ERNIE Bot or traditional methods. Both groups demonstrated reduced PSA, with marginal differences between the AI and traditional approaches. Advanced learners appreciated AI's support in refining content and enhancing fluency but noted limitations, including lack of realism, insufficient personalized feedback, and over-reliance on standardized corrections.

These findings suggest AI tools can complement traditional methods by reducing anxiety, fostering self-directed learning, and equipping learners with digital literacy skills. However, addressing limitations like contextual accuracy and personalized interaction is essential. Integrating AI into curricula can create supportive environments and contribute to broader discussions on AI in language education.

Enhancing Listening Comprehension in Chinese as a Foreign Language using the CORALIVE Platform.

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Keywords

Chinese listening instruction
CORALIVE platform
Interdisciplinary research Chinese as a Foreign Language
Listening Comprehension
Cognitive

Listening comprehension in Chinese as a foreign language presents significant challenges due to the language's inherent complexity, especially in tonal and phonological recognition (Cheng and Zhang, 2020; Culter et Chen, 1997; Gottfried and Suiter, 1997; Wang and al., 1999).

However, the rapid development of digital technology offers transformative opportunities for addressing these challenges. We are therefore interested in this central question: What new approaches can be adopted to teach listening comprehension in Chinese as a foreign language? The hypothesis is that interactive, task-based training through tools like CORALIVE will foster better engagement, enhance comprehension, and positively influence overall language proficiency.

Methodologically, this study targets French-speaking learners at the CEFR A2 level from the University of Grenoble Alpes, exposing them to a corpus of authentic Chinese oral texts. Participants are divided into two groups: the test group undergoes intensive training in decoding and processing diverse Mandarin sound materials over the course of one year. Using the CORALIVE platform, learners engage with authentic audio through four dynamic tasks—Free Segmentation, Guided Segmentation, Pairing, and Enhanced Listening. These tasks foster active interaction with the material, enhancing speech perception and comprehension through interactive, task-based exercises tailored to individual learning paths. At the end of the one-year training, participants will be assessed using language proficiency tests and cognitive tools to evaluate the effectiveness of the intervention. Additionally, post-task stimulated recall interviews are conducted to uncover specific challenges faced by learners and to analyze their listening strategies in depth.

Preliminary results suggest that CORALIVE-based tasks significantly improve learners' phoneme-syllable recognition, contextual understanding, and overall listening comprehension. The platform provides immediate, adaptive feedback, enabling personalized learning paths for students and dynamic teaching adaptations for educators.

機器人輔助語言學習在華語教學中的應用與發展。

FU Yu-xiang 傅昱翔

根據技術接受模型 (Technology Acceptance Model, TAM)，學習者對機器人的「感知有用性」與「感知易用性」直接影響其接受程度，對華語教學應用尤為關鍵。目前，機器人輔助教學在詞彙記憶、發音矯正和簡單對話練習等基礎層面展現潛力，但仍面臨

世界華語文教育學會

关键词

機器人輔助語言學習

技術接受模型

華語教學

The effects of Hanyu Pinyin letter substitution among CSL beginners.

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Keywords

Hanyu Pinyin orthography

Chinese as a second language
learning

Managing heterogeneous classrooms and fostering real-world content comprehension at intermediate and advanced levels through AI-powered personalization (mylingua).

HUBER Robert

互動模式單一、進階內容有限及成效評估標準不完善等問題。

本研究從 Web of Science 篩選近五年內20篇相關文獻，採後設分析法探討以下問題：人機互動如何影響學習成效？如何設計有效的機器人教學應用？如何提高成效評估工具的可靠性與全面性？結果顯示，互動的頻率與多樣性可顯著提升學習者的語言表現和學習興趣；在教學應用設計上，結合情境化對話與多模態感知技術的機器人能有效提升學習參與度和實用性；整合量化與質性指標的綜合工具能提高評估結果的可靠性與全面性。未來應深化人機互動設計，開發情境化與進階教學內容，並完善成效評估標準。

Hanyu Pinyin is the Standard Romanized Scripts for Putonghua, which has been increasingly embraced as the first course for Chinese as a Second Language (CSL) learners before advancing to Chinese sound and characters since 1958. Hanyu Pinyin has been evidence to promote the learning of Chinese (Zhang, Lin, Zhang, & Choi, 2017; Yao, 2022). However, previous studies found that its orthography sometimes misled CSL learners' Putonghua pronunciation, particularly vowels (Xuan, 2015; Xu S., 2016; Han & Liang, 2021). According to the orthography depth hypothesis (ODH) (Katz & Frost, 1992, p.1), Hanyu Pinyin letter substitution is an opaque orthographic rule, which happens between letter <u> and letter <ü>. It is noted in the Scheme of Hanyu Pinyin that when there is no onset or after the onsets /tɕ/, /tɕʰ/ and /ɕ/, the sound /ü/ is annotated with letter <u> to replace letter <ü>.

This paper aimed to assess the negative effects of replacing Hanyu Pinyin letter <ü> with letter <u> on Chinese production accuracy among CSL beginners, with a developmental perspective. This study recruited 69 CSL beginning learners from a university in Vietnam to take a Hanyu Pinyin reading task and a phonological awareness task for four times in a month. The reading materials include one pair of monophthongs (<xū>-<bū>), one pair of diphthongs (<xuē>-<kuā>), one pair of monophthongs with a nasal coda (<xūn>-<dūn>), and one pair of diphthongs with a nasal coda (<xuǎn>-<duǎn>). The results of t-test comparing participants' accuracy on producing Putonghua syllables with transparent and opaque Hanyu Pinyin shown significant difference on all four pairs. Besides, learning's phonological awareness on Putonghua is significantly correlated with their performance. Using a latent growth model (LGM), there is a significant decrease found on Hanyu Pinyin letter substitution effects in a month among CSL learners.

The findings contribute to understand the barriers on Putonghua learning among CSL beginners as well as to raise some scaffolding suggestions on learning Putonghua syllable production through accurately spelling Hanyu Pinyin.

A major challenge in Chinese language instruction, particularly at the intermediate and advanced levels, is managing the heterogeneity of students within a classroom. Differences in overall language proficiency, individual vocabulary knowledge, and personal interests often make it difficult for teachers to provide learning materials that are both engaging and appropriately challenging for each student.

As a result, some students are overwhelmed by materials that exceed their competence, while others lack the necessary stimulation to unlock their full potential or become disengaged due to content that fails to align with their interests. This absence of effective “inter-

**FaCH Fachverband Chinesisch,
Chinese Professional Association
in DACH**

Keywords

AI in classroom
Personalization
Addressing heterogeneity

nal differentiation” often not only reduces motivation but also hinders progress toward advanced text competence and real-world language comprehension. Unfortunately, finding Chinese-language teaching materials that match students’ individual vocabulary and interests is extremely time-consuming for teachers and almost impossible to achieve manually.

In our presentation, we will demonstrate how mylingua, an AI-powered learning tool for Chinese, finally enables teachers to effectively address the diverse needs of a classroom. By bridging the gap between structured learning and real-world content comprehension, mylingua enables students to engage with authentic materials early on, fostering a deeper understanding of language, culture, and society. We will focus on the following key points: 1) How we apply cutting-edge technology, including AI, to: - Aggregate thousands of authentic (newspaper) articles from over 50 categories daily and recommend students those that match their individual vocabulary and interests. - Enable students to engage with authentic language early on, offering direct exposure to Chinese culture and ways of thinking. - Help teachers manage classroom heterogeneity by facilitating differentiated and personalized learning processes without requiring them to spend valuable time sourcing or manually translating materials. 2) Practical insights and classroom benefits.

Drawing from experiences in university settings (e.g. Tübingen, Vienna) we will showcase how: - mylingua allows teachers to address and leverage the heterogeneity of their classroom, while optimizing instructional time to foster students’ productive language skills, such as critical reflection and in-depth engagement with text content through discussions. - Students are empowered to work autonomously with tailored materials, while teachers can focus on guiding their progress and facilitating critical engagement with real-world Chinese in class - Integrating AI into the classroom can lead to more effective, engaging, and motivating learning experiences.

**教育桌遊在國際中文教育中的
應用與影響。**

LAI Hong Wei 賴泓維

世界華語文教育協會

教育桌遊的應用是一個有前景的趨勢，與基礎學習、跨學科知識及文化認知教育的結合可以鼓勵學習者參與感和投入感。然而，關於其在國際中文教育中的應用與影響，相關研究仍較為稀缺。

本研究採用後設分析法，從 Web of Science 篩選近五年內20篇相關文獻，系統分析遊戲式學習及國際中文教育的研究。研究問題包括：一、教育桌遊對學習者動機的影響；二、學習者互動性是否因桌遊應用而增強；三、桌遊在提升文化認知方面的效果。研究結果顯示，教育桌遊能顯著增強學習者的語言學習成效，並透過促進學習者間的互動與合作，提升學習體驗。同時，文化融入桌遊有助於跨文化交流的深化。本研究為國際中文教育提供嶄新視角，驗證教育桌遊在國際中文教育中的潛力，未來建議可聚焦於不同學習者群體與教學情境，探討教育桌遊在多元文化環境及各類教學場域中的應用成果。

**A Study on Pedagogical
Constraint Alignment of Large
Language Models in Learning
Chinese at A1-A2 Levels of
CEFR.**

LIN-ZUCKER Miao 林季苗

This study examines how second-language learners of Chinese can leverage Large Language Models (LLMs) as personalized learning tools through prompt engineering to enhance their reading skills. LLMs, such as ChatGPT, have emerged as valuable tools in language acquisition, offering adaptable and responsive assistance to learners at different proficiency levels. However, for these models to be effective in structured language learning, it is crucial to tailor prompts in a

University Jean Moulin Lyon 3

Keywords

LLM

Chinese characters

EBCL

way that ensures the generated content remains within the linguistic range appropriate for the learner's current level. To address this challenge, we designed prompting strategies based on the Common European Framework of Reference for Languages (CEFR) and the European Benchmark for Chinese Language (EBCL). These frameworks provide a structured approach to measuring language proficiency and guiding learners through a progressive acquisition of vocabulary and syntax. By leveraging the character frequency lists from A1, A1+, and A2 levels, we ensured that the LLM-generated outputs adhered to the required proficiency level, particularly in terms of Chinese character usage, vocabulary complexity, and sentence structure.

Our methodology involved integrating high-frequency characters and commonly used expressions to create cohesive, level-appropriate textual content that supports reading comprehension and active language practice. To evaluate the effectiveness of this approach, we conducted a series of systematic experiments with ChatGPT, assessing its ability to comply with the A1-A2 character lists from EBCL. The experiments focused on precision in character usage, lexical selection, and structural simplicity, which are critical factors in beginner-level language acquisition. The results indicate that carefully crafted prompts significantly enhance LLMs' ability to generate content that aligns with EBCL standards, thereby creating effective and engaging reading materials for learners. This structured control over lexical and grammatical output allows for greater consistency and reliability in LLM-assisted language learning.

Furthermore, our findings suggest that generative AI can function as a highly adaptable and personalized tutor, offering real-time interaction and adaptive scaffolding based on learners' needs. This study explores the pedagogical effectiveness of LLMs in beginner-level Chinese learning, analyzing the impact of various prompt modifications on content generation and user engagement. By fine-tuning prompt engineering techniques, we aim to maximize the potential of LLMs as tools for structured language instruction, bridging the gap between AI-generated assistance and conventional language teaching methodologies.

On Using Virtual Reality in Teaching Chinese as a Foreign Language: From Digital Literacy to Embodied Cognition.

LU Wei-lun 呂維倫
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ŠAŠINKA Čeněk
ŠAŠINKOVÁ Alžběta
CHANG Yuan-pin
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Keywords

Digital literacy

Embodied cognition

Immersive learning

The proposed presentation aims to explore the potential of virtual reality in the teaching of Chinese as a foreign language. We aim to address the following aspects of Chinese learning and teaching: digital literacy and the cognitive effect of using VR. Firstly, in the European Union, the role of digital literacy in the Common European Framework of Reference for Languages (CEFR) has been prominent. The CEFR not only provides a standardized framework for the teaching and assessment of language proficiency, but also emphasizes the importance of communicative skills in a variety of contexts. ECML (European Center for Modern Languages of the Council of Europe) has proposed that incorporating digital literacy into language education can not only enhance language learning, but also empower learners. Upon the above premise, we will explore how to plan and develop a course of Chinese using VR as an interactive medium. In particular, we will discuss how using VR as a medium for interaction is different from the traditional contact teaching. Secondly, the emphasis on the emotional aspect of the learner and embodied cognition has been considered crucial for language learning and maintenance. We will also explore the potential of VR as a tool for the teaching of the Chinese language, drawing on the latest research in cognitive and neural mechanisms underlying

language processing. In particular, we will discuss how VR replicates real-world contexts and how it can impact the learner's cognitive processes like attention, memory, and motivation, which are critical for effective foreign language learning. We will conclude the presentation by showing a short video clip from our pilot.

Exploring AI in Chinese Oral Language Assessment: A Comparative Study.

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Keywords

Chinese language learning
and teaching
Speaking assessment
AI

“Language assessment frequently incorporates free-speaking tasks to evaluate learners’ ability to communicate spontaneously and cohesively. Recent artificial intelligence (AI) advancements have introduced transformative possibilities for automating and personalizing language assessments. Research has shown that AI-enabled tools can enhance language learning outcomes, particularly when designed with structural AI architectures and implemented in well-defined educational contexts (Chen et al., 2024). However, challenges remain in assessing nuanced aspects of oral proficiency, such as tonal accuracy and coherence, especially for tonal languages like Chinese. This study investigates the performance of AI tools in evaluating 3-minute free talk tasks in Chinese oral exams. It explores the alignment between AI-generated scores and evaluations by experienced human assessors, drawing on prior findings highlighting AI’s promise and limitations in assessing speaking tasks (Litman et al., 2018). Furthermore, the study considers learner perceptions of AI assessment systems, addressing concerns such as feedback accuracy and user interface design, as noted in related research (Zou et al., 2023).

The research addresses the following questions: (1) How does AI scoring align with human evaluations? (2) What are the strengths and weaknesses of AI in assessing spoken Chinese? (3) How can AI-generated feedback be utilized to support student learning? By bridging the gap between technological advancements and language pedagogy, this study contributes to the growing discourse on integrating AI into language education, offering practical implications for improving Chinese language assessment practices.”

AI輔助分析英語母語者中文口語偏誤之研究。

MENG Shukai 孟書鐸

國立聯合大學

关键词

訪談節目
口語語法偏誤
AI協作

本研究以Selinker（1972）的中介語理論為基礎，認為學習者學習目標語有系統性、動態性及受母語影響。研究目的為探討母語為英語的中文學習者的口語語法偏誤，並探索AI工具的分析與教學應用潛力。研究問題為：1.分析AI能否初步辨識口語偏誤；2.如何整合AI分析結果設計糾正語法偏誤的教學鷹架。研究對象為訪談節目中母語為英語的中文學習者，語料來自節目中即席發言。研究採內容分析法，包括：1.使用AI將語音轉錄為文字並整理偏誤語料；2.根據魯健驥（1994）提出的遺漏、錯位、誤加、誤用四類偏誤進行分類與分析；3.設計教學鷹架以協助修正語法偏誤。

研究結果顯示AI能有效分析語料，教學鷹架得以糾正口語語法偏誤，提升學習者語法準確性。本研究展示AI在語料分析中的價值，並為華語教師提供高效教學工具。

针对汉语二语学习的需要深度评测AI技术。

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Chinese Language Centre, Hong

自从2022年底ChatGPT推出以来，AI的应用在汉语教学领域成为热门话题，但AI对汉语二语学习到底有什么作用呢？这方面的研究目前还不够系统和深入。这里面涉及三个问题，一是结合学习者的具体需要，审视AI可以提供什么样的帮助，二是清楚了解这样的帮助依赖于AI的什么关键技术，三是对相应的技术进行有针对性的深度评测，看它是否真的适用于汉语学习，有什么缺陷，会不

Kong Polytechnic University

关键词

汉语二语学习
人工智能 (AI)
技术评测

Advantages and disadvantages
of Using Moodle for Chinese
Language Assessment.

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VARRIANO Valeria 万丽雅

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Keywords

Chinese language learning
and teaching
Speaking assessment
AI

ChatGPT语音对话功能在汉语
口语学习中的应用与探索。

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Università degli Studi di Sassari

会产生负面影响。例如，学习者要根据写好的稿子进行口头表达，常常缺少老师辅导，如果用AI数字人生成视频，学习者就可以跟着练习。这涉及两项关键技术，一是文语转换技术，二是表情生成技术。这两项技术都已实现商业应用，但能否满足汉语学习的需要呢？这就需要进行有深度的评测，才能得出恰当的结论。要对文语转换技术进行深度评测，就要针对汉语二语学习的需要，并结合汉语的语音、语调和句法结构等方面的特点，系统地设计测试题目。

The integration of Learning Management Systems (LMS), such as Moodle, into language education has gained significant attention in academic circles. Numerous studies have explored its efficacy, particularly in the realm of assessment, employing methodologies like SWOT analysis to evaluate Moodle's role in foreign language education, highlighting both its strengths and limitations. (Usov S., et al. 2020)

Because of its many functions, Moodle has been used in e-learning, mixed or blended learning environments for Chinese language teaching for several years. Moodle supports a variety of question types, enabling the creation of exercises tailored to different aspects and proficiency levels, required to test a language as distinct from European ones as Chinese. For instance, instructors can design quizzes requiring students to match Chinese characters with their corresponding pinyin or meanings, which enhances character recognition skills (S. Rahim et al., 2011). Additionally, Moodle's automated grading system provides students with instant feedback, which is crucial for integrating the examination process into the broader framework of learning. This immediate response allows learners to promptly identify and address their mistakes, assisting them in recognizing areas of deficiency in case of exam failure. However, when it comes to formal assessment (tests, examinations etc.) certain issues might become problematic, particularly in evaluating speaking and writing competencies

This study aims at presenting the strengths and weaknesses of using Moodle for Chinese language assessment, on the basis of the data collected during 4 years of experience using this platform for the final examinations at The University of Naples “L'Orientale”. In particular, this work outlines the various solutions adopted to design the tests and analyzes the relationship between the course objectives, the competencies being tested, and the chosen test formats.

Furthermore, by leveraging the collected data, the study explores how, over time, the exam format has influenced the students' study habits, the level of proficiency achieved, and other identified points of criticality. While Moodle offers a versatile and effective platform for Chinese language assessments with several notable advantages, it also presents specific limitations that teachers must take into consideration.

This analysis aims to foster a discussion on integrating Moodle with other assessment methods to offer a more comprehensive evaluation of Chinese language proficiency.

在“汉语仅为选修外语”，“中文课时较少”，“难以接触到母语者”等客观限制下，学生如何有效提升汉语口语能力？本研究聚焦于ChatGPT语音对话功能的应用，探讨其作为汉语口语陪练的可行性及其对学习者发音准确性、交流能力及语言适应能力的影 响。目前，已有不少研究关注ChatGPT在英语口语练习中的作用，但针对汉语口语的相关研究尚属空白。本文通过跟踪一名汉语

关键词

ChatGPT语音交互
汉语口语练习
对外汉语教学

Workshop: Using Collaborative Virtual Reality in Chinese Language Teaching.

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ŠAŠINKOVÁ Aízběta
LU Wei-lun 呂維倫

Masaryk University

Integrating AI tools, the Flipped Classroom Model and Project-Based Learning in Post-secondary Chinese Language Courses.

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Keywords

Flipped classroom model
Project-based learning
AI tools
Chinese language education
Language teaching pedagogy

阅读理解能力已达中级但听说能力较弱的学生每周与ChatGPT语音对话的进展，分析这一方法的实际效果。此外，研究进一步探讨了教师在这一教学实践中的作用及其对教学优化的启示。本研究旨在探索ChatGPT语音对话在汉语口语练习中的应用价值，并为对外汉语教师改进口语教学方法提供新思路。

The VR workshop guides the participants through using immersive virtual reality in Meta Quest 3, based on the software of eDIVE+, which is an open-source platform developed by the iVR team at Masaryk University.

The main part of the workshop will be based on a sample lesson plan of English teaching developed by the team, followed a feedback session on how iVR can be applied to Chinese teaching.

The Flipped Classroom Model (FCM) is an instructional strategy that inverts the traditional direct class teaching by asking students to engage with course content before class and apply what they learned in classroom discussions and activities. This model emphasizes interactive and collaborative learning (Abeysekera and Dawson, 2015; Deslauriers et al., 2011; Reidsema, C. (2017). Similarly, project-based learning (PBL) refers to the learning process of carrying out a task or a product design (Balaman & Sert, 2017; Reynolds & Yu, 2018). It benefits students by fostering the acquisition of new knowledge and skills through research, analysis, creation, and presenting (Jiang, 2018). Recently, AI tools is widely utilized in educational environments, enhancing multimodal expression and facilitating the exchange of ideas (Rafner et al., 2023). This case study sheds light on the design of a Chinese language lesson under the topic of Chinese history by incorporating and employing FCM, PBL, and AI-assisted image generation as pedagogical strategies.

Initially, students are asked to go through a detailed course description and project guidelines.

Secondly, they are required to study the provided course materials (including readings and videos) and gain an overview of Chinese history and get familiar with relevant vocabulary and grammar patterns of the provided lecture slides.

Third, each student is asked to select a favourable dynasty and curate two representative artifacts or relics to interpret. Fourth, they should establish a dynasty-themed virtual museum exhibition hall with texts, images, and videos in Google Slides and present the displays in front of the class as museum interpreters. The instructor provides concurrent micro-lectures as real-time formative assessments. Fifth, students are instructed to compose a time travel story with Chinese history knowledge in Chinese language and using AI to generate images corresponding to the story script.

Finally, students are asked to record their interpretation of the virtual museum hall and produce a brief movie featuring their time travel story alongside AI-generated pictures. The instructor provided the summary evaluations thereafter.

This study establishes a mixed pedagogy to improve the engagement of Chinese language class, emphasizing students' self-study, synthesizing, communicative, and presenting skills in the target lan-

guage. It also provides insights into enhancing language education by creating and combining multiple pedagogies and technologies.

Rethinking Technology Integration in Chinese Language Teaching: Insights From the Four-Level Feedback Framework.

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Keywords

Feedback Model,
Technology Evaluation
Instructional Strategies

The utilization of technology in Chinese language education has significantly advanced, encompassing a diverse range of tools from digital games enhancing instructional design (Poole et al., 2022) to applications of text-to-speech and speech-to-text technologies (Wang et al., 2022; Feng & Tian, 2023). Research has progressed in both synchronous (Bao & Chen, 2022; Gong et al., 2023) and asynchronous learning methods (Luo, 2023) via communication and social platforms (Ji & Lin, 2024). The introduction of ChatGPT in 2022 has further expanded AI's role, notably in writing skills development (Poole & Coss, 2024), oral proficiency enhancement (Li et al., 2024), and vocabulary acquisition (Zhao et al., 2024). Despite claims of successful technology integration, educators frequently encounter challenges that impede its effectiveness in boosting student outcomes (Tian, 2020). An emphasis on technological sophistication often detracts from its pedagogical value, raising doubts about its actual benefits for language proficiency.

This study evaluates four technological integrations—machine translation, speech-to-text, optical character recognition, and automatic writing feedback—using Hattie and Timperley's (2007) Feedback Model. This model categorizes feedback into Task, Process, Self-regulation, and Self-levels, which address accuracy, content comprehension, learner monitoring, and motivational impact, respectively. Our analysis reveals that while current practices provide substantial task-level feedback, they often neglect the other three feedback dimensions. This oversight can lead learners to correct outcomes without understanding their errors, struggle with self-assessment, and potentially become overly reliant on technology, impacting their motivation. To counter these limitations, educators must employ flexible, well-designed instructional strategies. At the process level, employing multi-dimensional comparison and analysis can help students identify the strengths and weaknesses of different technological outputs, fostering a deeper understanding of linguistic nuances. Moreover, encouraging students to log and analyze their recurring errors can deepen their grasp of language rules through ongoing reflection. At self-regulation and self-levels, systematic reflection mechanisms, such as regular learning logs, are crucial. These tools help students track their progress and challenges, promoting continuous self-assessment and aiding in the establishment of clear, actionable learning objectives.

By adopting a structured feedback framework, educators can more effectively leverage educational technology to enhance Chinese language learning, ensuring that technological advancements contribute genuinely to academic outcomes.

Enhancing Rubrics for Speaking Test Scoring: Insights from Czech University Learners of Chinese.

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This study investigates the rubrics for assessing mock speaking test scores among university learners of Chinese in the Czech Republic. The research focuses on first- and second-year students from Charles University, Masaryk University, and Palacký University, comprising a total of 46 participants (32 first-year students and 14 second-year students). These students were assessed using the Mock Speaking Test of the Taiwan Chinese Language Proficiency Test (TOCFL), specifically Band A and Band B levels. The analysis is rooted in the scoring princi-

Keywords

Chinese speaking test
Assessment rubrics
Czech university learners

ples of the TOCFL oral test and aims to refine and enhance the assessment criteria.

The preliminary findings highlight three primary dimensions for evaluating speaking proficiency: content organization, expressive ability, and language use. Content Organization: This dimension examines the completeness and richness of content description, the mastery of discourse structure, and the coherence and cohesion of the spoken output. These criteria are crucial for assessing how well students can construct and deliver comprehensive and logically connected responses.

Expressive Ability: Based on the characteristics of spoken language, this dimension has been redefined to encompass mastery of pronunciation and prosody. It includes the accuracy of tones, appropriate pauses, and the naturalness of stress, accent, and intonation within the speech flow. These features are pivotal in evaluating the fluency and clarity of spoken Chinese.

Language Use: This dimension focuses on the syntactic and lexical accuracy within specific contexts. It assesses whether the sentence patterns align with conventional Chinese structures and whether word choices meet the expectations of native speakers. This ensures that the responses are contextually appropriate and linguistically accurate.

The study aspires to establish specific indicators that can be used as benchmarks for scoring standards in Chinese speaking tests. These indicators will serve as a valuable resource for training Chinese language teachers and raters, equipping them with practical tools for evaluating speaking proficiency more effectively. By refining the rubrics and emphasizing key aspects of spoken language assessment, this research contributes to the development of robust and practical methods for Chinese language testing. Furthermore, it provides insights into the pedagogical needs of learners and educators, ultimately enhancing the quality of Chinese language education in non-native contexts.

Through its focus on a relatively underexplored learner demographic, this study addresses a significant gap in Chinese language assessment and seeks to support the advancement of Chinese language proficiency testing on an international scale.

Enhancing Chinese Language Teaching Through Image/video-Generative Artificial Intelligence: A Pilot Study on Pedagogical Value and Student Engagement in an Italian Upper Secondary School.

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Keywords

image-Generative AI
Video-Generative AI
ICT assisted Chinese language instruction

The integration of generative artificial intelligence (GAI) into education has opened new horizons for innovative teaching methods, enhanced student engagement, and facilitated teachers' work in lesson planning and assessment (Baidoo-Anu & Ansah 2023). While the past two years have seen a surge in academic studies and proposals on the application of GAI tools - primarily focused on textual material creation, analysis, or chatbot interaction -, existing literature reviews (e.g. Law 2024) highlight a notable gap in exploring the potential of image/video-GAI based models for language education. Recent contributions, such as Lan et al. (2024), have examined the perceptions of Chinese as a Foreign Language (CFL) teachers regarding image-GAI. However, studies testing the practical feasibility of using such tools in formal educational contexts and exploring students' perceptions of image/video-GAI products as teaching and learning materials remain scarce.

This preliminary cross-sectional study was conducted at an Italian upper secondary school, involving 26 students with a relatively homogeneous Chinese proficiency level. It examines the pedagogical potential of image/video-GAI in the students' self-creation of multimodal materials, subsequently utilized for a Chinese language learning activity. Furthermore, the study investigates students' attitudes and predispositions toward the use of image and video-based GAI and GAI in gen-

eral, shedding light on their openness to embracing ICT and GAI tools as part of their learning process following hands-on interaction. The teaching activity utilized as instruction material the creation of speaking, animated avatars resembling the students themselves, developed under teacher guidance using the free image-GAI software Leonardo AI and the free video-AI software D-ID Creative Reality Studio. Two questionnaires - administered before and after the activity - assessed the acceptance level of the GAI platforms, students' attitudes toward AI integration in the classroom, and their levels of satisfaction and engagement. This assessment was mainly conducted through indicators aligned with the Technology Acceptance Model (TAM) and Expectancy-Value Theory (EVT), which have recently been implemented as frameworks for evaluating GAI technologies in language classrooms (e.g. Li et al. 2024, for an example involving L2 Chinese).

The findings confirm the initial hypothesis, demonstrating that using image/video-GAI in the classroom is both an accessible and stimulating process, even for individuals with no prior experience with this kind of technology. Moreover, the results underscore the potential of this approach to foster robust student engagement and increase motivation by enabling the personalization of learning materials and encouraging creative expression through the use of image and video GAI tools.

**HSK6级听力材料与媒体音频中的
分级词汇特征对比研究。**

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关键词
词汇分级
听力材料
自然语言处理（NLP）

“词汇熟悉度是汉语学习者理解听力材料与日常交际的关键因素。本研究基于《国际中文教育汉语水平等级标准》分级词表，对HSK六级听力材料（约5万词）和媒体音频转录文本（约10万词）进行对比分析。利用Python结合LTP分词功能，对两种语料进行自动化清洗与分词处理，并通过自定义词典统计各级词汇的比例。

分析结果显示，两种语料库中各级词汇占比差异不显著，但均存在一定比例的未分级词，表明当前分级词表尚无法完全覆盖实际语料。此外，对分级词表的词频排序结果显示，1-9级词汇中存在大量未出现的词汇。

基于此，建议将自然语言处理技术应用于词汇分级研究，通过语料库分析统计日常口语词频，并据此调整分级标准。此外，媒体音频分析中发现部分语料与其他组别存在较大差异，推测与话题类型有关。因此，未来研究应将话题类型作为词汇难度分级的重要影响因素之一。”

**电写教学法与中文书面交际能力
的培养。**

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Amherst

关键词
电写教学法
书面交际能力
汉字能力

本文主要探讨电写教学在汉语作为二语教学中对书面交际能力培养的作用，以及如何通过各种电写教学活动提高学生的书面交际能力。本文认为在数字化时代书面交际能力已成为一个重要的语言技能之一，在二语教学中加强书面交际能力的训练和培养已是当务之急，而电写教学法恰好给中文书面交际能力的培养提供了最优的解决方案。中文书面交际能力要求较高的实用汉字能力，包括认读、电写输入、辩字和写作能力，还包括篇章能力，社会语用能力和跨文化交际意识及能力，而这些能力的培养需要大量的多样化的真实语境下的练习和实践才能达到交际中要求的流利（快速和短时间的大量输出），准确和复杂度。传统的利用纸笔的手写练习费时费力，显然无法达到书面写作在质和量上的需求，因此电写教学已成为唯一出路；此外，本文还重点讨论了电写教学中如何培养学生书面交际能力，提出了一些具有针对性的教学策略，包括交际性电写练习（真实语境的电写比如有事用电邮跟老师沟通，教师不给反馈），教学性电写练习（以练习为目的，以作业的形式，教师

给学生反馈, 进行修改), 口语语体的书面交际练习(如微信聊天和日常信息交流)和书面语语体的书面交际练习(如正式书信和邮件, 正式文件, 商业信函和书面报告)等。

教學聊天機器人對初級國際中文學習者口語焦慮與學習成效之影響。

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台灣聯合大學華語文中心

关键词

教學聊天機器人
口語學習成效
外語學習焦慮

國際中文學習者與真人教師練習時易產生學習焦慮影響成效, 為解決此問題, 本研究採用「問題導向任務式教學法」融入「教學聊天機器人」作為練習工具, 研究問題:(1)教學聊天機器人是否能降低學習焦慮?(2)是否能提升口說成效? 研究對象為A1程度學習者, 共30人, 分為控制組(與真人教師練習)、實驗組1(與同儕練習)、實驗組2(與機器人練習), 實驗期程為十週, 一週兩小時, 進行口語能力前測、填寫「外語課堂焦慮量表」前測, 再進入內容教學、口語練習, 最後進行口語能力後測、填寫「外語課堂焦慮量表」後測、訪談學習者。

使用ANCOVA、t檢定分析數據, 研究結果顯示實驗組2的學習焦慮顯著低於控制組, 實驗組2的口說成效顯著高於控制組, 未來可延伸至中級國際中文學習者, 探討其應用效益。

Integrating Knowledge-based AI Agent in Business Chinese Learning: An Analysis of Student Engagement and Achievement.

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SU Henghua 苏珩骅

苏州/西交利物浦大学

Keywords

Knowledge-based AI Tutor
Reflective Journals
Business Chinese

This study explores the efficacy of a knowledge-based AI agent in enhancing the learning experience of business Chinese among students. By analyzing students' engagement and learning progress through reflective journals and semi-structured interview and pre-test and post-test assessments, the research aims to understand how students utilize the AI agent in their business Chinese learning and how the integration of a knowledge-based AI agent into Business Chinese learning improves students' reading and writing proficiency.

The study employs a mixed-methods design to evaluate the impact of a knowledge-based AI agent on the learning of Business Chinese. Participants are recruited from the business Chinese course designed for learners whose language proficiency is HSK5 and above. The study targets a sample size of 8 students to provide a focused analysis. Quantitative data is collected through pre-test and post-test assessments, designed to measure changes in students' reading and writing proficiency. These tests consist of ten selected reading questions with the same form and one writing task from the Business Chinese Test (B) papers, providing a standardized measure of language skills. Qualitative data is gathered through a semi-structured interview, allowing for an in-depth exploration of students' engagement and interaction with the AI agent. Participants are encouraged to document their learning reflections and experiences in the provided journal templates, offering insights into their cognitive and emotional responses to the learning process. Meanwhile, the AI agent, powered by our institution's AI platform, is integrated into the learning environment to facilitate interactive sessions. It is trained using 50 business Chinese articles from the Read Business Chinese platform, ensuring relevance and contextual appropriateness in its interactions.

The results indicate noticeable progress in the reading section of the post-test, suggesting an improvement in comprehension skills. However, the advancement in writing skills was limited, indicating that the AI agent's potential in enhancing writing proficiency may require further exploration or integration strategies to increase student engagement and effectiveness.

The findings emphasize the value of combining traditional and innovative learning tools, highlighting reflective journals' effectiveness in enhancing comprehension.

Developing a Web-based Chinese Language Placement and Credit-by-exam Test.

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Keywords

Assessment

Web-based

Placement test

Background: Over the past two decades, there has been a significant increase in interest in learning L2 Chinese in the US, with a 195% rise in Chinese language enrollment in K-12 public schools between 2004 and 2008 (ACTFL, 2011). This growing popularity has introduced several challenges, one of which is the lack of placement and/or credit-by-exam tests.

Currently, there is no valid and reliable publicly available assessment tool for L2 Chinese. The only standardized proficiency tests available are from ACTFL: the Oral Proficiency Interview (OPI) and the Assessment of Performance toward Proficiency in Languages® (AAPPL), which is still in a primitive stage. A web-based placement/credit test would address this assessment gap in L2 Chinese education.

Our test aims to: 1. Provide comprehensive testing to more accurately assess learners' overall competence, including four language skills and two types of knowledge. 2. Be well-balanced, including grammar competence without being grammar-driven. The test is rooted in real-life communication, incorporating tasks that learners would encounter in everyday life. 3. Develop into a computerized system that adapts to the test taker's language ability, becoming harder or easier based on correct or incorrect answers, respectively.

Impacts on L2 Chinese Research and Instruction: We have identified three key research areas to inform our test design and development.

First, we have drawn from theories of L2 acquisition, task-based approaches, and sociolinguistic studies on language use and function. Test performance often reflects what learners have actually acquired, rather than solely what they have been taught.

Second, this study has been guided by the "backward design" framework (Wiggins & McTighe, 2005). This approach posits that "what is assessed becomes what is valued, which becomes what is taught" (McEwan, 1995). Consequently, our test results have direct implications for curriculum and instruction.

Third, this study paves the way for further research into the relationship between learners' vocabulary, grammar knowledge, pragmatic competence, and overall Chinese proficiency. Methods and Outcomes The test aims to be practical, reliable, and accurate in placing students into three proficiency levels. The following methods and development steps were employed:

1. Defining Learning Outcomes: Learning outcomes for each proficiency level were established based on our curriculum and ACTFL proficiency guidelines.

2. Developing a Blueprint: A blueprint outlining the types of tasks to be included was created. This blueprint was informed by L2 Chinese acquisition studies, past exams, and current textbooks.

3. Developing a Test Item Bank: A test item bank was developed, considering linguistic gaps across proficiency levels and item difficulty. Key attributes to be assessed were identified as guidelines for item development (Li & Wang, 2017). For example, reading comprehension items evaluated learners' ability to locate information clues, understand explicit and implied meaning, and recognize the gist of a passage.

4. Conducting Item Review: Rigorous item review was conducted to ensure the highest quality test items. The test was reorganized after each round of data analysis from small-scale pilot tests (approximately 20 students each).

5. Large-Scale Pilot Testing: Two large-scale pilot tests were conducted with approximately 80 participants each time in separate semesters. These pilots measured item difficulty, item discrimination, test validity, and reliability to eliminate "poor" items. The second pilot

collected data for further item analysis and to refine test validity and reliability.

6. Test Implementation: The test, uploaded on Canvas, has been in use for over a year.

7. Feedback and Improvement: Ongoing data collection and analysis are being conducted to identify areas for improvement and update the test.

Embodiment of Tones in Digital Game-Based Mandarin Learning: All or Nothing.

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Keywords

Tone

Pitch Gesture

Game-Based Learning

Dynamic visuospatial support (DVS) can improve the learning of Mandarin tones (Hannah et al., 2017, Zhen et al., 2019, Morett et al., 2022), and learn words with these tonal categories (Morett et al., 2015, Bails et al., 2019). One prominent example embodied DVS is the pitch gesture (PG), a hand gesture representing the pitch movement of a tone spatially. However, some non-embodied DVS, like a red dot tracing the same pitch movement, has shown comparable tone learning benefits to PGs (Morett et al., 2022), leaving the role of gesture embodiment unclear. Moreover, how much of a human agent is visible in DVS varies among recent studies (head+hand, torso+hands, head+torso+hands)—through a learning and media theory lens, this agent embodiment could have a significant learning impact.

In this dissertation, I explore the role of embodiment further through a 2x2, pretest-posttest learning intervention study. While playing 90–120 minutes of a typing-based pinyin game, 68 adult learners of Mandarin Chinese viewed a total of 60 DVS videos, which conveyed the pronunciation of 15 2-syllable vocabulary items, and represented linguistic tone in 1 of 4 ways: (1) a human agent with a hand gesturing, (2) invisible agent with a visible hand gesturing, (3) a still human agent with a red dot gesturing, and (4) no agent with a red dot gesturing. Assessments measured pre- and posttest tone recognition for 1- and 2-syllable nonce words, and posttest word recall of the vocabulary items.

First, an interaction effect of gesture embodiment and agent embodiment for word recall revealed that learners benefited significantly more when DVS was either fully embodied or fully non-embodied. Findings suggest that the word learning benefit of high embodiment in a DVS agent outweighs other cognitive hindrance introduced by the agent, supporting agent embodiment principles from media theory (Mayer, 2017). Conversely, findings suggest that fully non-embodied DVS (a red dot) may support word learning comparably to normal pitch gestures, as long as they are fully non-embodied.

Second, non-significant differences in tone recognition learning gains between conditions suggest that the scaffolding of tone category learning is not sensitive to embodiment effects in the same way as word learning. In light of the findings, I suggest educators and designers use highly embodied or fully non-embodied DVS when supporting tonal word learning, especially in digital contexts like learning games.

基于NLP技术的HSK六级听力材料与媒体音频语速和停顿特征比较研究：提升二语听力材料真实性的探索。

XUE Nan 薛楠

WANG Jimin 王佶旻

本研究探讨了标准化的HSK六级听力材料与真实中文媒体音频在语速、停顿时长和停顿频率三个方面的差异。研究运用了自然语言处理（NLP）技术和音频分析工具，构建了一个可扩展、可复制的语音节奏特征提取与分析框架。共计收集了13.82小时的音频数据（约13万字），并构建了两个可比语料库，随后进行了统计分析以考察两组语料间的差异。

结果显示，HSK听力材料在韵律模式上更为一致和规范，而媒体音频则表现出更大的变异性与自然波动，尤其在语速与停顿行为

北京语言大学

关键词

汉语作为第二语言（CSL）

语速

停顿特征

听力理解

自然语言处理（NLP）

真实材料

HSK六级听力测试

格式优化的中文文本设计——
阅读障碍与二语习得阅读效率
研究。

ZHANG Jiazhen 张嘉真

Heidelberg University

关键词

阅读障碍

语言能量

二语习得

基于AIGC的主题式教学模式的
构建与应用研究——以意大利
高中中文课堂为例。

ZHANG Tianchi 张天池

意大利都灵/都灵大学孔子学院

关键词

AIGC

主题式教学

意大利中文课堂 / AIGC

Thematic teaching

Chinese education

AI时代中文学习者的中高级书
面语言与文化能力考核——挑战
与机遇。

方面。三项语音特征在组间均呈现显著统计差异，并存在相关性模式。这些发现强调了听力材料设计中“控制性”与“真实性”之间的权衡关系，并支持通过数据驱动方法指导教学材料的开发。

研究最后提出了一种基于韵律特征的分级输入策略，以提升学习者在真实实际情境中的适应能力。

中文阅读是否较英文更快？这一假设的基础在于，中、英文的字符的信息密度与人眼的感知范围的对应。也就是说，同等视野范围内更蕴含更大的信息量，或许是汉字独特且复杂编码代价下最大的优势。对于阅读障碍者及正在学习中文的二语学习者，我们期望提供一种立体的中文阅读模式，辅助提高其阅读速度。本研究目的有二。

一从语法研究角度入手，借用垂悬句评分的研究方法及问卷调查，提取核心词汇及其在句间关系中的重要性，根据问卷对于句子中重要成分的评分，初步建立典型中文句子类型的“信息能量分布”模型（在看似线性平行的句子中找到其实汇聚高能量的、重要的核心成分），尝试探索人脑内语言加工与认知机制的关系。

二为针对阅读障碍者（如发展性阅读障碍）与中文二语学习者的阅读困难，本研究提出开发基于格式优化的中文文本设计。

通过以上对语句的重点信息提取，以互联网阅读插件的形式，对中文文本中重要成分进行加粗、颜色显化等视觉提示手段，可在保证语义完整的同时，减少阅读负担，提升信息提取效率。更进一步，我们期望分别对母语者、阅读障碍者、二语学习者分别进行眼动实验和脑电波记录测试，记录不同语言形式所需反应时间，观察脑区激活的差异，为上述抽象的“能量”定义赋予数值，以验证优化格式的有效性。

随着AIGC（人工智能生成内容）技术的迅猛发展，国际中文教育正逐步迈向智能化与个性化的新阶段。本文聚焦AIGC技术在意大利中学中文课堂中的应用，探讨基于AIGC的主题式教学模式的构建与实践。

通过分析当前意大利高中中文教学中存在的学生语言水平差异、文化背景多元化以及课堂互动性不足等问题，本文提出以AIGC为驱动的主题式教学模式，借助多模态学习资源，提升学生中文掌握能力，增强其跨文化理解力与语言运用能力。

通过探讨该教学模式的可行性、开发路径及教学实效，研究认为该模式在意大利高中中文教学中具备良好的实践基础与广阔的应用前景，为推进中文教育在意大利的智能化、个性化转型提供了新的思路与解决方案。

本文旨在探讨AI时代中文语言和文化教学所面临的一系列挑战。传统的教学模式，无论是采用交际法、任务法或项目法，基本套路都是从课堂词汇、语法到课文的讲解与操练+分组实践、到课后作一系列的个人或小组练习，再到复习和考试。但是，现在学生

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关键词

AI时代

中文教学

能力考核

挑战与机遇

可以借助chatGPT在家进行复习，找到练习的正确答案，尤其是中文写作，都可以达到近似母语的水平。即使课堂考试，禁止使用chatGPT，学生可以在考前，借助人工智能把考试所可能涉及的问题答案都背出来，答题也就八九不离十。

如果我们从实际工作出发的话，会发现，在企业或公私立机构里，大家都可以借助chatGPT写一篇毫无错误的中文邮件或理解并阅读中文信息和和邮件。即使外译中或中译外，只要是信息性翻译，而非高水平的文学或工程技术翻译，chatGPT都能很好地完成以往需要掌握中高级水平中文才能胜任的工作。

我们的应变之道在哪里？机遇在哪里？掌握中高级水平的中文还需要几年？本报告将与大家一起探讨这些问题。

其他与汉语学习和教学 相关的领域

FIELD 10

Other relevant fields concerning the learning and teaching of Chinese language

FIELD 10

Positional Effects in L2 Mandarin Tonal Errors by Italian Learners: A Preliminary Analysis of Contour Tones.

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Keywords

L2 Mandarin tonal errors

Positional effects

Contour tones

Italian learners

The present study examines positional effects in the production of L2 Mandarin tones by Italian learners, with a particular focus on contour tones. While previous research has documented positional asymmetries in tonal accuracy among learners from different L1 backgrounds, such as English, Japanese, and Korean learners, little is known about whether such effects extend to Italian learners of L2 Mandarin. Drawing on the empirical findings on tone-position interactions, this study explores whether Italian learners exhibit systematic differences in tone production accuracy between word-initial and word-final positions.

The phonological experiment, in which 41 Italian upper secondary school students participated, aimed to evaluate the tonal production of Mandarin Chinese disyllabic words at the lexical level by Italian learners. It involved a reading-aloud task in which 32 disyllabic target words were embedded in the same carrier sentence (“我觉得XY的东西很好”/“I think XY things are very good.”). A total of 1,312 tokens were recorded and analyzed by quantified error rates and substitution patterns for each tone (i.e., T1, T2, T3, and T4) across word-initial (X-) and word-final positions (-Y). Results from the Rao-Scott chi-square test revealed a significant interaction between tone type and syllable position ($\chi^2 = 236.85, p < 0.0001$). Specifically, contour tones—rising (Tone 2) and falling (Tone 4) tones—were produced significantly more accurately in word-final than in word-initial positions. Tone 2 exhibited the highest error rate overall, with a particularly high rate in the initial position (68%), while Tone 1 was the most common substitution across both positions, suggesting the influence of the tonal markedness scale and learners’ default strategies.

These findings highlight the positional effects in tonal production among Italian L2 learners, supporting that tonal production is not only tone-dependent but also position-sensitive. Pedagogically, the results suggest that Mandarin tonal instruction should incorporate targeted, position-sensitive drills, particularly for contour tones in word-initial position, to enhance Italian learners’ tonal accuracy.

Xiaozhang 校长 as ‘creative-route makers’: exploring Chinese heritage schools through the experiences of school principals.

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Keywords

Heritage language

Huawen xuexiao

Routes

The scholarly literature on the teaching of Chinese as heritage language has privileged the identity formation of the students (Li 2022), the exploration of educational curricula and the analysis of the teaching methods (Chiu 2011). Chinese heritage schools and their principals – the xiaozhang 校长 – represent in this context unexplored sites of interest despite the central position occupied by the Chinese heritage schools in Italy.

Our aim is to focus on the trajectories traced by these actors by focusing on migration biographies and narratives that emerged from semi-structured interviews analyzed by means of critical discourse analysis (Li 2019). Interviews have been conducted within the PRIN project ECCO-Italy in Chinese hereditary schools. They have been aimed at letting autobiographical issues emerge to understand: a) what type of trajectories and connections are inscribed in the history of migration enacted by the xiaozhang? and b) how do the establishment of Chinese heritage schools affect their motivation to move?

By means of the qualitative, iterative, and inductive research approach known as grounded theory (Thornberg 2017) we place xiaozhang at the junction between ‘roots and routes’ (Clifford 1997) as they are simultaneously engaged in the process of working around cultural and linguistic heritage, while creatively opening entrepreneurial venues and ways of living. Through a “networked” case study (Kriz et al. 2024), we weave cultural and geographic threads produced by

多感官學習法於兒童華語教材之應用及建議—以《學華語向前走》和《Hello! 華語》為例。

CHAO Kuan-Ting 趙冠婷

苗栗縣國立聯合大學

关键词

兒童華語教材

多感官學習法

the interaction with xiaozhang (but also with vice-principals, teachers as well as Directors of Confucius Institutes), enriching the knowledge on Chinese as a heritage language tackled from the perspective of the creation and management of its main outpost: the Chinese heritage schools.

隨著全球對華語學習需求的增加，兒童學習華語的需求也日益增長，如何設計兼具趣味性與學習效益的教材成為關鍵課題。然而，現有兒童華語教材在多感官學習法的應用上仍缺乏深入的系統性分析。

本研究聚焦《學華語向前走》和《Hello! 華語》兩套教材，採用內容分析法探討多感官學習法在教材設計中的實際應用情況。研究關注於兩個問題：一、這兩套教材如何呈現視覺、聽覺與動覺元素？二、是否存在多感官元素使用不足或過度重複的情況？

研究結果顯示，兩套教材在視覺設計中多運用插圖與文字結合，在聽覺元素上則以音頻和歌曲為主，但動覺元素的使用仍相對有限。此外，部分教材存在重複設計或某些感官元素過於單一的問題。本研究建議增加互動性視覺素材，例如可填色插圖或圖像拼圖，並引入更多元的聽覺內容如生活場景音效與跟讀練習。同時，拓展動覺活動設計，包含肢體動作練習和角色扮演，提升學習趣味性與成效。

A Case Study on Implementing Project-Based Language Learning (PBL) with Advanced Learners of Chinese.

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Keywords

PBLL

Advanced Chinese

Intercultural Competence Digital

Literacy

Italian learners

When implemented effectively in the classroom, Project-Based Learning (PBL) fosters students' autonomy while enhancing their goal-setting, collaboration, communication, and reflection skills—competencies essential for real-world success. While PBL is commonly used in STEM education, few studies explore its application and effectiveness in teaching Chinese. Since the fall of 2022, the author has implemented authentic and meaningful projects for advanced Chinese students and will share insights into the unique challenges and benefits of Project-Based Language Learning in this context.

This paper introduces the nonlinear PBLL learning process and the experiences of learners of Chinese. It then focuses on a case study in which advanced Chinese students created digital resources to help pre-service Chinese teaching assistants from Asia prepare for living and working in the United States. The students followed a five-stage framework proposed by Stoller and Myers (2019): preparation, information gathering, information processing, final product presentation, and reflection. The final product was a comprehensive resource website containing logistical information, an introduction to the U.S. academic system, and cultural norms in professional settings. Throughout the process, students collaborated to design and conduct a survey, identify and interview key informants, transcribe their data, and apply the findings to develop the online resource. This resource now serves future teaching assistants in the Chinese Program. This PBLL project addressed a wide range of learning outcomes. It provided an authentic context in which students enhanced their language proficiency—particularly formal Chinese (“書面語”)—developed digital literacy, strengthened intercultural communication skills, and refined teamwork, critical thinking, and research abilities.

The paper concludes with a discussion of students' feedback, highlighting both the challenges and benefits of PBLL. This analysis aims to inspire and support other educators interested in integrating PBLL into their curriculum.

汉语学习者如何读懂中国书法。

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研究院

关键词

汉语学习者
中国书法
理解
审美
雅文化

学习一种语言就要了解这种语言所承载的文化。汉语学习者在学习中文的时候会接触到中国书法，很多学习者会被中国书法所吸引。如何解读、理解和欣赏中国书法之美学习汉语和中国文化的题中应有之义。中国书法有着悠久的历史，它不仅是一种书写技巧，更是一种兼具哲学意蕴和审美价值的艺术形式。对学习来说，如何“读懂”中国书法，即如何理解和欣赏中国书法作品的深层含义和艺术魅力，不仅仅是认读汉字，还要了解汉字背后的内容。

这是一个需要从不同角度展开讨论的问题：第一个问题涉及到中国书法的起源和演变；第二个问题涉及到中国书法的基本构成要素，包括结构、笔法、墨法、章法等艺术表现手法；第三个问题涉及到书法与中国文化的关系，即如何通过书法作品来体现书法家的情绪、感情、个性以及对自然社会和哲学的理解；第四个问题涉及到中国的审美标准，例如气韵之美、形式之美、神采之美、奇崛之美、婉约之美、飘逸之美、刚健之美、灵动之美、丰腴之美、流利之美、俊朗之美、瘦硬之美、空寂之美等等。中国书法是中国的雅文化，“琴棋书画诗酒茶画香”是中国雅文化的主要内容。

“书”指的就是书法。对汉语学习者来说，读懂中国书法不仅可以了解书法艺术，更可以进一步了解中国文化的精神实质。

尝试能力导向型语言教学以提升学生中文书写表达能力。

DANTILLE ZHOU Xiaoshan 周小珊

Artois University

关键词

汉语学习者
中国书法
理解
审美
雅文化

汉字书写与中文写作，是中文初学者害怕的难点。法国阿尔多瓦大学东方学系设有汉字课、书法课、写作课、文学课，也尝试使用各类游戏、应用程序等帮助学生提高书写表达能力，并取得一定效果。但是学生常常在写作练习中缺乏灵感，在文学课上也以被动接受信息为主，不主动发展文学敏感度和创造力。

为激发鼓励学生更主动地获取汉字能力、书写能力和文学能力，真正成为中文的使用者，阿尔多瓦大学依托能力导向型语言教学，指导学生创建电子双月刊，将被动书写变成有创作意义的团体合作计划，学生不同课程的作业及课后习作成为被留存的作品。

学生在编辑电子期刊的过程中，不仅尝试了文学艺术创作，也需要掌握一定的计算机能力，并学会与团队中的不同成员沟通，协调完成每一项任务。目前电子期刊已完成三期，学生的参与度高，普遍觉得中文写作更有意义。

‘Question word’ or ‘interrogative pronoun’? – Which Grammar Metalanguage to Describe Chinese in Europe?

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Keywords

Metalanguage
Teaching grammar
Chinese language learning

The earliest Chinese grammars were written by 17th century European missionaries trained in the Greco-Latin model tradition, as well as the first indigenous Chinese grammar employing Western categories, written by Ma Jianzhong in 1898. As Chappell and Payraube (2014) demonstrated, this process involved the use of translation equivalents and the creation of neologisms for new categories. During the late 19th and early 20th centuries, shifts in Western second language teaching theories challenged the long-standing Grammar-Translation Method. New inductive methods led to a progressive marginalization of the formal grammar instruction in L2 classrooms. Similarly, mid-20th century native-speaker linguists in China started to write spoken Mandarin grammars within structuralist and functionalist frameworks, coping with the two-fold challenge of categorizing and developing a terminology for grammar instruction (Pellin, 2008).

Despite the trend of minimizing the role of grammar metalanguage in L2 teaching and learning, numerous studies demonstrated the benefits of explicit knowledge on language proficiency (Romagnoli, 2016), and highlighted the advantages of combining explicit metalanguage-based instruction with varied implicit instruction for effective grammar teaching (Mohammed and Sanosi, 2022).

The ChinGram project, launched in December 2024, aims at increasing the quality of Chinese language teaching by developing a multilingual digital Chinese grammar platform, with grammatical descriptions, interactive exercises, and teacher support resources. The transnational cooperation among project members has enabled the comparison of the use of metalanguage in teaching Chinese grammar across EU countries, highlighting the challenge of selecting a terminology appropriate for learners with different L1.

This paper presents the results of an analysis of the grammar metalanguage currently used in Chinese textbooks across the Czech Republic, Denmark, England, France, Germany, Italy, Poland, and Spain. Further research will examine questionnaire data collected from university and school teachers in various EU countries to investigate the grammar metalanguage used in teaching learners' L1 and Chinese L2.

The ChinGram project proposes using technical metalanguage terminology paired with clear and direct explanations, which are tailored to each grammatical point and contextualized for each country based on learners' L1 metalanguage knowledge.

**基于网络流行语的国际中文教育
课程建设 —— 以曼彻斯特大学
孔子学院为例。**

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关键词

网络流行语
孔子学院
课程建设

网络流行语既是时代发展下的语言表现形式，也承载着独特的文化内涵，更是中文学习者了解当代中国的重要窗口。

本研究聚焦曼彻斯特大学孔子学院教学实践，以当地汉语学习者需求为导向，深入探讨网络流行语融入国际中文教育课程的可行性，并遵循常用性、文化性、积极性、时代性等标准，拟选取15个具有代表性的中文网络流行语，以“一词一主题一课时”为原则，设置词语释义、文化探源、实践运用三个环节，以期开发具有地方特色的中文课程。

我们认为，该课程的开发具有较强现实意义：其一，丰富曼彻斯特大学孔子学院教学资源，既可作为正式课程的有益补充，也可通过多元网络平台广泛传播；其二，辐射曼彻斯特地区及周边孔子课堂，助力中小学中文教育，其三，依托网络用语的持续性和延展性，实现课程可持续发展。

**The Ethical Dimension of
Cross-cultural Teacher Identity:
A Narrative Inquiry of Three
Chinese-as-a-foreign-language
Teachers in Italy.**

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Keywords

Chinese as a foreign language
Italy
Secondary school
Teacher identity
Teacher ethics
Foucault

Teacher ethics are culturally shaped, and teachers' perceptions of ethical teaching practices vary across cultures. In cross-cultural contexts, the navigation between heritage-based ethical frameworks and local values, norms, and ideologies is essential for teachers' cross-cultural adaptation and professional development.

Research has shown that language teachers' negotiation of educational values between their heritage backgrounds and cross-cultural contexts helped reshape their pedagogical approaches and professional identity. However, the construction of their ethical identity, particularly how they connect their ethical identity to cross-cultural language teaching, remains underexplored.

To address this gap, this study used Foucault's conceptualisation of ethics and the theory of ethical self-formation to explore how teachers construct their ethical identity in cross-cultural contexts. Since Chinese as a foreign language (CFL) was officially integrated into the curricula in Italy in the early 2000s, a growing number of native speaking CFL teachers have begun working within the cross-cultural environment. This situation raises important questions about how these teachers construct their ethical identity when encountering culturally different values and norms in language teaching.

The study selected three CFL teachers with over five years of experience.

rience in secondary schools in the Piedmont region of Italy and examined their cross-cultural teaching experiences using narrative inquiry. Data included individual semi-structured interviews and multimodal artefacts, such as teachers' instructional materials, social media posts, and photographs of classrooms. Thematic analysis was used to examine interview data, and social semiotic analysis was employed to interpret the representational, interactive, and compositional meanings of the artefacts. The data were categorised according to Foucault's four dimensions of ethical self-formation: ethical substance, mode of subjection, ethical work, and telos.

Findings revealed that teachers' critical stance toward differing educational values and norms between their heritage culture and host culture served as their mode of subjection. Their ethical work involved ongoing reflections on teaching as an ethical profession, transcending traditional Confucian ethics and preconceived Western educational norms. While teachers' telos were reshaped through their mode of subjection and ethical work during cross-cultural teaching, cultural identity functioned as a central component of ethical substance, influencing their cross-cultural ethical self-formation.

This study advances the application of Foucault's theory by integrating Confucian ethical frameworks to interpret teachers' cross-cultural ethical practices and highlighting the crucial role of cultural identity in teachers' ethical self-formation within cross-cultural settings.

语言景观作为汉语教学资源的实证研究 —— 以马德里地区为例。

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关键词
语言景观
教学资源
汉语教学
马德里

语言景观在二语教学过程中被广泛认为是二语习得的重要输入来源。本文聚焦于马德里的汉语语言景观，选取包括但不限于华人社区Usera的语言景观作为研究对象。从多语现象、内容功能、汉语语言特征和文化内涵四个方面对收集到的样本进行分析。

结果表明该区域的语言景观内容丰富，覆盖场域广泛，汉语语言特征和文化特征明显，适合应用于汉语课堂。通过语言景观与偶发性学习、语言景观与多元能力、语言景观与情感因素、语言景观使学生身份的转变等方面论述了语言景观作为汉语教学资源的可行性。

实践表明，语言景观作为真实易获取的教学资源为学习者提供了真实的语境、激发了学习者的探索欲和兴趣、扩大了汉语学习的知识面。此外，也为从事汉语教学的老师提供了一种新的教学思路及方法。

“指称链条”概念在中文写作教学中的应用 —— 以Inalco中文系法语母语学生为例。

GUO Chang 郭畅

Institut National des Langues et Civilisations Orientales

关键词
中文写作
篇章连贯性
指称链条

“指称链条”指的是“在同一语境中的三个及三个以上的共指表达所构成的链条，主要包括但不限于名词短语，代词和零形式。共指对象可以是话语中提及的任何对象，包括但不限于人，物，事件，时空概念，抽象概念等。”（Guo, 2023 : 37）指称链条是保障较长语篇内部衔接的唯一手段（Schnedecker : 2021）。

对于中文学习者，在写作中经常会出现由于指称语的运用形态不当而造成的语义不连贯。由此，笔者通过观察一定数量的学生作文，总结出若干偏误模型。

了解“指称链条”概念有助于提升学生作文的连贯性，但由于此概念涉及语言对象相对宽泛，需要较长时间的练习才会有更加显著的提高。

The Impact of Task Complexity on CAF in Chinese as a Foreign Language Writing.

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Keywords
Cognition Hypothesis
Task Complexity
Picture-Prompted Writing
Chinese as a Foreign Language

This study investigates how task complexity affects linguistic complexity, accuracy, and fluency (CAF) in writing among learners of Chinese as a foreign language. Eighty-five lower-intermediate Chinese learners participated in the study, engaging in two types of picture-prompted writing tasks, each with three levels of complexity.

Task 1 was manipulated by varying the number of elements and planning time, while Task 2 involved changes in perspective-taking and content support. The participants' writing was assessed based on syntactic complexity, accuracy, lexical complexity, and overall text quality. The results of task 1 show that increasing task complexity generally improves linguistic complexity but has no significant effect on accuracy and fluency. In Task 2, higher complexity levels were linked to increased lexical complexity, though syntactic complexity, accuracy, and fluency remained unchanged.

These findings underscore the importance of thoughtful task design to optimize language learning outcomes, especially in developing writing skills in Chinese as a foreign language. Additionally, the study discusses the implications of these findings for two prominent models of task complexity: the Cognition Hypothesis (Robinson, 2007) and the Limited Capacity Model (Skehan, 2009). The study also addresses its limitations and offers suggestions for future research.

国际中文教育中对比教学法的应用 - 以词汇教学为例。

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关键词
词汇教学
对比教学法
翻译词的问题

在第二语言学习中，对比分析的方法无处不在。无论是教学者还是学习者，都在有意无意地将目的语的语音、词语、语法结构、表达方式、语用场景等跟自己的母语进行对比，以求找出其相同、相似与不同之处，从而准确地理解与得体地使用。对比分析法效果最突出的地方就是词汇教学，它不仅适用于不同语言之间的语际对比，同样适用于目的语内部同义词、近义词、不同语体词等的对比。

本报告将以德语背景下的词汇教学为例，通过回答国际中文教育中为什么要对比、对比什么、怎么对比、对比中应该遵循哪些原则以及需要注意哪些方面等问题，来说明对比教学法在国际中文教育中的应用。

Encoding Motion Events in Mandarin and Italian: Theoretical Issues, Teaching Materials, and Implications for CFL/CSL Teaching.

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Keywords
Motion events
Directionals
CFL

The encoding of motion events presents significant cross-linguistic variation: according to Talmy (2000)'s typological framework, Mandarin is a satellite-framed language that encodes path information in secondary elements (进 *jìn* 'enter' in (1)), whereas Italian, a verb-framed language, typically lexicalises path directly within verbal roots (esce 'exits' in (2)).

(1) Zhè-gè rén pǎo-jìn-le fángjiān.
This-CLF person run-enter-PFV room
'The man ran into the room.'

(Wen & Shan 2021: 8)

(2) È entrato in casa (correndo).
Is entered inside house running
'(He) entered the house (running).'

(Anastasio et al. 2018: 1451)

This typological difference poses considerable challenges for Italian-speaking learners in acquiring Mandarin's directional verbal com-

plexes (DVCs) – sequences of verbal morphemes encoding multiple motion components simultaneously, including manner of motion, path, and deixis (Liu 1998). However, while Italian motion encoding strategies tend to prioritise path over manner (Slobin 2004), additional studies show that Italian can also employ syntagmatic verbs to encode motion events (Simone 1997). These are satellite-framed combinations of a manner, deixis or path verb with a path adverb (3) which could be leveraged for teaching purposes to bridge the typological gap between the two languages.

(3) *Maria è corsa su...*
Maria is run up
'Maria ran up...'

(Perissuti 2012: 66)

This study provides a critical analysis of the way in which DVCs are presented in Italian CFL (Chinese as a Foreign Language) teaching materials. After reviewing relevant studies on the encoding of motion events in Mandarin and Italian, the crucial syntactic, semantic, and comparative features of DVCs representing potential obstacles for Italian learners are identified. Subsequently, CFL textbooks and grammars used in three major Italian universities from North to South are analysed, assessing the extent to which the features previously identified are introduced and detailed.

The analysis identifies critical gaps, including insufficient explanations of the syntactic and – more notably – semantic constraints impacting DVC word order, object positioning, and aspectual marking. Findings highlight the potential of a typologically aware approach that leverages Italian constructions with similar features, such as syntagmatic verbs, to help learners grasp Mandarin DVCs. By addressing these gaps, CFL teaching materials could better reflect the full syntactic and semantic range of DVCs, enhancing Italian learners' ability to encode motion events accurately in Mandarin.

从舞台到课堂：戏剧表演在汉语教学中的跨学科应用。

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LIU Wei 刘威

University of Michigan

关键词
人本主义教学法
中级汉语
舞台剧

本研究以北美大学中文系中级水平学生为被试，对其造出的中介语句进行偏误分析，研究这些语句的特点和造成偏误的原因，特别说明减少“句法结构正确的中介语句”是这一阶段语言教学的重要任务。研究报告指出“舞台剧表演”是这一阶段语言教学的有效方法，并具体介绍了符合人本主义教学理念的舞台剧教学形式以及在中级语言教学中具体的教学实践。与传统的“句法练习”相比，舞台剧学习方式，让学习者成为“编剧”和“演员”，在创作自己剧本的过程中运用到大量的符合中文语境生活的拟真练习，能够更为有效地减少中介语偏误，特别是在此阶段占很大比重的“句法结构正确的中介语句”偏误。

通过教学实践，研究者分析了在中文作为第二语言教学的原则及方法，教师和学生的角色认定，教材及测试的特征和作用等方面的问题。

The training of mediators in Italy. A teaching proposal for the Chinese language.

ORNAGHI Valentina 欧华兰

This contribution aims at exploring a topic which has gained growing popularity as far as European languages are concerned, but which is still rarely analyzed when it comes to Chinese language, that is, the teaching of mediation skills within language courses. Due to the increasing migration trends and globalization, mediators are playing an increasingly important role in Western societies, including Italy. As far

Università degli Studi dell'Insubria

Keywords

Linguistic and cultural mediation

Chinese language teaching

Chinese for specific purposes

as Europe is concerned, back in 2001 the Common European Framework of Reference for Languages (CEFR) introduced mediation as one of the four main linguistic activities together with reception, production and interaction.

Subsequently, in the years 2013-2015 German and Greek scholars began to research the teaching of mediation skills within language courses. In 2016, North and Piccardo worked on the development of illustrative descriptors for mediation skills, which resulted in the publication of the CEFR Companion Volume in the year 2018. Finally, in 2022 the Council of Europe published the volume *Enriching 21st Century language education - The CEFR Companion volume in practice*, which presents a series of case studies illustrating several teaching experiments aimed at putting the Companion Volume's theories into practice. As far as Italy is concerned, Bachelor and Master's Degree courses in Linguistic and Cultural Mediation have flourished ever since, however, there is not a univocal definition of the identity and roles of mediators and there are no definite guidelines as far as training is concerned.

After a review of the state of the art on the role and training of mediators, the paper will present some teaching materials and activities aimed at training students' mediation skills and the acquisition of domain-specific Chinese, in particular, legal Chinese. It will then present a didactic laboratory on linguistic mediation for the public services, which involved a group of students attending a Master degree course in Linguistic and Cultural Mediation, whose major was Chinese language. It will also illustrate the results of a pretest and a posttest carried out at the beginning and at the end of the laboratory with the aim of testing the teaching materials.

The analysis of the results will try to prove the effectiveness of the materials and of the activities proposed. Finally, the paper will provide some reflections and suggestions for future courses based on the results.

How to improve the acquisition of Chinese characters by investigating Oracle Bone Scripts and Liu Shu.

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Keywords

Oracle Bone Script,

Shuowen Jiezi

Liu Shu

Chinese character acquisition

Phonograms

Etymology

Xushen

This research investigates the acquisition of Chinese characters through the dual lens of Oracle Bone Script analysis and Liu Shu theoretical framework, bridging historical linguistics and modern pedagogy. By tracing the evolution of Chinese writing from Shang Dynasty oracle inscriptions (c. 1400 BCE) to standardized modern forms, the research demonstrates how structural-semantic principles (pictographs, ideograms) and phonograms systematically shape character formation.

Drawing on classical works of Xu Shen's *Shuowen Jiezi* and corroborated by modern paleographic discoveries, this research examines the structural transformations of characters derived from the component 手 (shou, hand) and its variants, elucidating their phonetic and semantic evolution from ancient inscriptions to contemporary usage.

This study argues that a philologically informed approach—rooted in visual morphology, diachronic analysis, and phono-semantic regularity can provide a more conceptually coherent and cognitively efficient pathway for acquiring Chinese characters.

The research empirically validates strategies to optimize character acquisition for second-language learners grounded in etymological consciousness and structural literacy, thereby offering a holistic and historically anchored method for character learning in contemporary educational contexts. Findings underscore Chinese script's unique logographic-syllabic continuity and its implications for global Chinese literacy.

培养小学生的反馈素养以提高学生的写作表现。

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ZHOU Shujun 周淑君
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关键词
汉语教学
反馈素养
汉语作为二语

Teaching Dialogue interpreting to students with an elementary to intermediate Chinese language proficiency: the “paired lesson” format and scripted role-play.

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University of Bologna

学生反馈素养指学习者接收和理解外部反馈信息进行自我调节与完善的能力。本研究旨在探讨如何运用情感、认知和行为策略来提高学生在写作中的反馈素养及相关素养如何影响学生的写作表现。

研究目的分为两个方面：1) 通过在写作教学中使用情感、认知和行为策略，提高小学生在汉语写作中的反馈素养；2) 了解这些策略对学生写作表现的影响。52名新加坡小学生参与了此项研究。

结果显示，使用相关策略进行干预教学后，学生的反馈素养与写作表现均得到了提高。该发现可以指导小学汉语教师有效地培养学生的反馈素养，进而提高学生的写作表现。

Over recent decades, researchers and trainers have developed valuable pedagogical methods and tools for the teaching of Dialogue Interpreting (DI) (Cirillo & Niemants, 2017; Rudvin & Tomassini, 2011). However, the insights gained are primarily related to European language pairs and trainees proficient in their L2. As non-EU languages, such as Chinese, are increasingly included in interpreting training, it is essential to design relevant DI courses that specifically address the competencies and needs of students who begin learning the language only at the undergraduate level.

The present project introduces an Italian-Chinese DI module delivered to third-year Italian undergraduate students. Given their elementary to intermediate proficiency in Chinese, it is essential to provide intensive and targeted preparation under the guidance of a teacher before they undertake interpreting tasks.

Therefore, the course follows a “paired lesson” format. As two 120-minute lessons are delivered weekly, we dedicate the first to the reading-out exercise and sight translation of texts related to a pre-established topic. During this phase, students could acquire relevant terminology, collocations, and background information while becoming familiar with the language transfer process. In the following DI-session lesson, simulated role-play (Cirillo & Radicioni, 2017; Kadrić, 2015) are conducted with scripts elaborated ad hoc by the teacher and based on the topic and content covered in the previous lesson. With reduced linguistic constraints, students may find the experience of acting as an interpreter more authentic, which is likely to enhance their understanding of the interpreter's role.

At the end of each role-play, a debriefing takes place where the teacher provides feedback and encourages students to discuss any interactional and intercultural issues that emerged or could have potentially emerged during the exercises.

从汉字到东巴文：语言慕课设计与实施的探索与反思。

WANG SZILAS Jade 王珏

日内瓦大学

关键词

“中文初阶慕课”由法国国立东方语言文化学院于2017年推出，专为法语母语学习者设计的中文启蒙课程。自上线以来，该课程已在法国慕课平台FUN成功开设六轮。“东巴文启蒙慕课”是由法国国立东方语言文化学院、瑞士日内瓦大学和北京语言大学三方合作开发的国际慕课项目。

该项目通过大规模在线开放课程（MOOC）的形式，致力于保护和传承纳西族东巴象形文字这一濒危文字和珍贵的世界文化遗产。东巴文慕课已于2023年4月分别在法国FUN平台和中国学堂在线平台上线。作为这两门慕课的设计者，本文作者将在发言中对

语言慕课
第二语言教学
远程教学设计

Proficiency-oriented Advanced Chinese Classroom: Food-themed Syllabus and the ACTFL Guidelines.

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Keywords

Advanced Chinese
Food-themed syllabus
ACTFL proficiency guidelines

两者的设计与实施过程进行比较分析，重点探讨如何借鉴中文初阶慕课的教学设计理念，特别是第二语言文字教学的理论框架和语言学习中的门槛级别概念，并将这些理念转化为适用于东巴文慕课的教学设计。此外，作者还将探讨多语言界面设计对学习参与度与学习体验的影响，并分享项目实践中的经验与反思。

The presentation discusses the theoretical foundation for teaching Mandarin through culinary cultural engagement. It proposes a food-themed syllabus and activities, referencing the proficiency guidelines from the American Council on the Teaching of Foreign Languages (ACTFL, 2024). Additionally, it analyzes potential challenges that Mandarin language educators might face in implementing this approach.

The proposed curriculum is atypical and aims to inspire language educators to rethink their pedagogical methods. Most learners study world languages to form relationships, not just to construct sentences or complete worksheets. Proficiency in linguistic aspects provides learners with mechanisms for effective communication, while intercultural competence helps them become informed citizens of the culture they study.

Thanasoulas (2001) explains the significance of cultural engagement in language education, asserting that culture is the foundation of communication and that world language learning is incomplete without cultural understanding. Bada's (2000) research supports this notion, indicating that language learners who are not exposed to cultural elements face significant challenges in communicating with native speakers. Ayeomoni (2011) further notes that language is the verbal expression of culture, which encompasses the ideas, customs, and beliefs of a social group. Food, as one of the most symbolic cultural products, denotes the identity of a particular culture. In short, culture and language are interwoven into people's lives and language classrooms, with food playing an essential role. This provides the theoretical framework for the proposed food-themed syllabus.

In language classrooms, topics related to food are typically popular, such as introductions to holiday foods. While culinary culture is often embedded sporadically in language curricula, systematic implementations based on standardized proficiency guidelines are rare.

To address this gap, the presentation proposes a semester-long third-year college Chinese language curriculum that systematically centers on culinary language practice and cultural enrichment, based on ACTFL standards. Ayeomoni's (2011) statement that bread is the staff of life for groups affiliated with Chinese culture underscores the importance of enhancing Mandarin proficiency through a culinary-themed syllabus.

This approach offers learners a window into various dimensions of life in Greater China. Moreover, a themed syllabus oriented by proficiency standards allows instructors and learners to stay on track with language progression.

「連續類」近義詞之辨析與習得。

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「近義詞」是華語學習者的學習難點之一，故本研究鎖定有「連續」義之近義詞組「連續」、「持續」、「繼續」、「延續」、「陸續」、「接續」進行辨析，並探討其該詞組之進行方式與外籍生習得順序之關聯。

本研究利用字源、動詞語意表達模式 (MARVS) 探討詞義，並透過意象圖式呈現進行方式之異，同時分析中央研究院平衡語料庫

學程

关键词

近義詞辨析

字源教學

習得順序

MARVS

之語料，統整目標詞語之搭配詞及句法，再以問卷形式調查外籍生對該詞組之習得順序。研究結果發現，「連續類」近義詞可分為兩大組：「單一事件」、「多事件」。由問卷結果發現，「單一事件組」較快掌握，其中又以「繼續」最快習得，「持續」其次。

該結果亦印證「連續類」近義詞組中，進行方式、詞義、用法較為複雜之詞語較慢習得。

A Bite of China's Language: Food as a Gateway in Language and Culture Curriculum.

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Keywords

Curriculum

Food culture

Language

Recent transformations in Chinese language teaching include explorations of transdisciplinary pedagogy and integration of multi-modal resources to facilitate students' real-world skills.

This presentation reports the pedagogy and Chinese language students' learning and affective outcome in a "Chinese Language and Food Culture" class in which Chinese language, linguistics, and food culture were integrated in students' learning. In addition to sharing the pedagogical designs, students' completed assignments and their end-of-semester interviews are analyzed qualitatively.

The "Chinese language and food" course encourages college-level students to use their Chinese language skills to understand Chinese food culture, by giving them fundamental applied linguistic tools.

Unit themes include characters with food-related semantic radicals, "ways to slice" words (e.g., pian 'slice'; si 'thin strand'; tiao 'strip') as classifiers, polysemy in food-related words (e.g., chi in chikui 'suffer (a) loss', chi-laoben 'live off capital', chitou 'absorb thoroughly', chi-qizi 'capture a chess piece'), nomenclature in fruit and dish names, food-related metaphors, pragmatics on dining tables, etc. Learning activities are characterized by multimodal resource use (e.g., online videos, online corpora, podcasts, documentaries) and interdisciplinary skill development.

While the course differs from a traditional language class, students acquired various language forms and meanings at the sublexical (character), lexical (word), phrasal, and discourse levels. For instance, using online corpora, students made lexical inferences and self-guided generalizations, learning the nuanced meanings and usages of characters/words, such as ku (literal: 'bitter'; extended or metaphorical: 'toiling'), xinxian (literal: 'fresh (food)'; extended: 'refreshing'), zha (literal: 'deep fry'; extended: 'emotional outburst'), ao (literal: 'simmer'; extended: 'endure'), feiteng (literal: 'boiling'; extended: 'abuzz; bustling'), in association with their contexts.

Further, learning from digital and written tests as well as group interviews, students gained insight into interpersonal interactions in Chinese speech acts in food-related settings (e.g., complimenting, food offering, toasting).

The interviews revealed three themes in students' affective responses towards the curricular innovation, including students' senses of empowerment in learner autonomy in interacting with multi-modal learning materials, an increased appreciation for China's diverse food culture, and increased motivation to learn Chinese language and culture.

The project sets up a curricular model exploring language-focused courses crossing disciplinary boundaries. In this case, where language learning, metalinguistic knowledge development, and food culture were integrated, students developed multiliteracy skills in Chinese. Implications for sustainable curricular innovations in the future are discussed.

从日本到英国:Lexplore方法
在词汇习得中的应用与效果。

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关键词
Lexplore
在线工具
纸质词典

**From Errors to Insights:
Redefining Lexical Error
Analysis in L2 Chinese.**

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Keywords
Lexical errors
Taxonomy
Second language acquisition (SLA)

本报告探讨了Lexplore(纸质词典学习法)在中文教学中的应用。该方法在日本小学日语教学中已成功实施20多年,通过查找已知单词、将其写在标签上并贴回词典,可促进学习量的可视化和良性竞争,培养学生自主学习的态度。

研究表明,这种方法不仅显著提升了词汇量,还培养了元语言能力。更新版的Lexplore已被引入日本高中的中文教学,并结合Google Forms与Quizlet等工具,形成了方法引进包。

我们追踪调查了该方法在英国纽卡斯尔与诺丁汉大学的实施情况。报告中详细介绍了Lexplore引进包,并结合问卷与访谈数据,展示了其在英国大学中的实践成果。

研究表明, Lexplore方法在学习动机、学习效果和二语习得规律方面均具有显著优势。

Understanding and addressing lexical errors is crucial for advancing SLA research and improving language teaching practices. While taxonomies of lexical errors in Indo-European languages are well- documented (e.g., Zimmermann 1986; Lennon 1991; Zughoul 1991; Celaya & Torras 2001), those for L2 Chinese are often inconsistent, lacking clarity and applicability across learner contexts.

This study aims to redefine the framework for analyzing lexical errors in L2 Chinese, offering a systematic and comprehensive taxonomy that bridges theoretical insights and practical teaching needs. Drawing on Llach's (2005, 2011) approaches, this study examines lexical errors through two guiding questions: What is wrong? and Why did the error occur? The first focuses on observable inaccuracies in lexical use, evaluated independently of learners' L1 backgrounds. The second investigates underlying causes, such as L1 interference, semantic misanalysis, or the intrinsic complexity of Chinese.

This dual perspective ensures that error patterns are not only identified but also understood in terms of their origins. The proposed taxonomy synthesizes a wide range of error types found in L2 Chinese literature, including word class errors, assumed synonymy, miscollocations, register mismatches, and L1 transfer.

By refining existing classifications, this study resolves ambiguities and overlaps—for example, distinguishing between “assumed synonymy” and “confusable words,” as well as between “L1 transfer” and “L1 semantic misanalysis.”

The result is a robust framework adaptable to diverse learner contexts. The taxonomy's practical application lies in its ability to systematically annotate and analyze lexical errors in learner data, offering insights into common pitfalls and informing targeted teaching interventions.

By combining error identification with causation analysis, this framework facilitates a deeper understanding of the lexical challenges faced by L2 Chinese learners, irrespective of their linguistic backgrounds. By redefining lexical error analysis, this study seeks to provide actionable insights for SLA research and pedagogy, advancing the field's understanding of lexical acquisition in L2 Chinese.

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