

加州中文教師協會

The Chinese Language Teachers Association of California

CLTAC 2025 Spring Conference Program

加州中文教師協會二零二五年春季學術研討會

會議手冊



Conference Website

<https://www.clta-ca.org/2025-spring-conference.html>

Conference Registration

<https://forms.gle/kDXdsuNnYFoZr39F6>

Survey & Feedback

<https://forms.gle/keHnZgsjUFKYBXzy9>





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谨向以上单位及个人表示衷心感谢！

Thank you to the above organizations and individuals!

Acknowledgments

鸣谢

Hosting School
Stanford University

斯坦福大学

Special Thanks

Stanford Language Center

斯坦福大学语言中心

Department of East Languages and Cultures
at Stanford University

斯坦福大学东亚语言文化系



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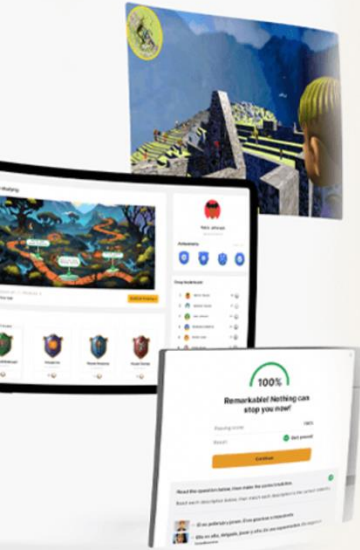
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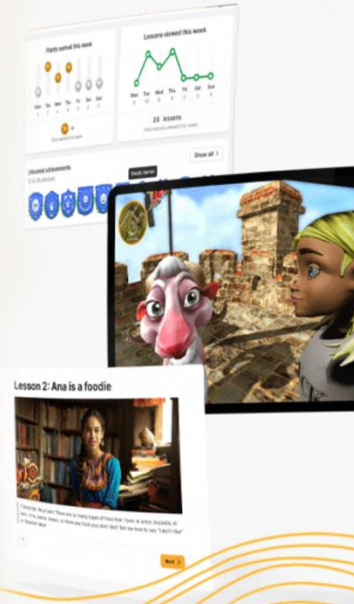
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美国迈阿密汉考中心简介



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- 承接中美之间语言、文化、艺术类相关的互访交流项目。

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Parking Suggestions

停車信息

The CLTAC Spring Conference is going to be held in Bishop Auditorium in the **Lathrop Library** (518 Memorial Way, Stanford, CA 94305). Stanford parking is free on weekends in most 'A', 'C,' and visitor spaces unless otherwise posted. Make sure you look at the signs indicating parking hours.

As the Lathrop Library Vicinity Parking Map below shows, the closest parking areas to our conference venue are the Oval, spaces along Lasuen St and Roth Way, and the Museum Way lots.

Disabled parking is located behind the Littlefield Center on Lasuen Street, on the Oval, or at the end of Memorial Way, near the Knight Building. [Parking - Persons with Disabilities](#) provides more information.

Lathrop Library Vicinity Parking Map



Visitor Parking Info



Map Legend

-  Disabled Parking
-  "A" Parking
-  "C" Parking
-  Marguerite Stop



Keynote Speaker 主题报告人



梁霞教授

美国圣路易斯华盛顿大学（Washington University in St Louis）东亚系教学教授、美国中文教师学会前任会长（2023.4-2024.4）、美国中文教师学会理事。暑期兼任美国CET留学项目北京学术主任。曾任美国杜克大学暑期在华项目（北京）主任、普林斯顿大学北京暑期项目年级负责老师等职。

近年发表的学术专著和论文包括：（专著）《美国大学汉语教育研究》；（以下为论文）《文化研学：来华留学项目的新尝试与新启示》、《构建以产出为导向的中国文化和国情教学模式的新思路——以美国大学高年级中文课教学为例》、《中文网课教学带来的挑战、应对策略与教学实例》、《美国大学华裔中文教学的特点、内容与方法》、《国际中文教育中语法教学的规律、原则和方法——以美国大学中文教学为例》、《检视与前瞻——美国中文教材编写再探》、《汉语国际教育中词汇教学的特点、内容与方法》、《中国现当代文学在美国的传播途径》、《美国中国古代文学研究管窥》等。

Keynote Speech 主题报告

数智化时代跨越语文促进语言与文化教学之初探

报告将探讨数智化时代中文语言与文化教学的创新方法，特别是ChatGPT与数字人文技术(Digital Humanity)对教学的影响和在教学实践中的应用。作者将首先分析ChatGPT在国际中文教育中的优势与挑战，继而探讨了数字人文作为一种理论框架和研究方法，对推动文化教学的变革与创新发挥的重要作用。继而结合具体案例，阐述人工智能工具在中文语言与文化教学中的具体实践方式，最后提出未来可能的发展方向，如创建多学科融合的课程模式等。作者的主要论点是：数智化工具在中文教学中发展潜力巨大，教师需要终身学习，不断探索；与此同时，科技手段目前还不是提高教学与研究质量的唯一路径，对此各位业界同仁也需有清醒的认识。



Keynote Speaker 主题报告人



许和平教授

Professor Heping Xu graduated from Beijing Language University in 1989 with a master's degree in Teaching Chinese as a Foreign Language. In 1994, he earned a master's degree in Chinese Linguistics from the University of Minnesota. Over the years, he has taught Chinese at various universities before joining the Monterey Language Institute, where he currently serves as an Associate Professor. His academic research spans a wide range of

topics, including Chinese syntax, Chinese character instruction, language acquisition, cultural teaching, curriculum development, post-methodology, and more. He has presented at numerous academic conferences and been invited to deliver talks at various universities and professional gatherings. Additionally, he has published several scholarly articles in academic journals. Professor Xu has also served two terms as Vice President and two terms as President of The Chinese Language Teachers Association of California (CLTAC).

Keynote Speech 主题报告

从构式语言观和动机原则视角看汉语研究与教学

构式语法的问世改变了现有的语法研究范式，引发了语法研究的重大转向，然而，由于对构式语言观认识的不够深入，不够全面，同时，对其在汉语研究中的巨大潜能挖掘不足，汉语学界在构式语法运用方面，仍存在着领域狭窄、深度不足、覆盖面有限等问题。有鉴于此，本报告构式将从构式语言观和动机原则两个视角，探讨其在汉语研究和教学上的理论和实践意义。

从语言观视角，简要探讨其与西方哲学转向的渊源关系，重点分析构式语法引发了哪些范式转变，包括：从“方法”到“approach”、从“先天”到“后天”、从“深层”到“表层”、从“普世”到“多样”、从“理性”到“经验”、从“边缘”到“容纳”、从“静态”到“使用”、从“支离”到“整体”、从“形式规则”到“形式功能”、从“抽象归纳”到“家族相似”等多方面的转变。报告认为这些转变为汉语研究提供了新的理论视角和研究路径。

其次，从动机原则视角，探讨其对汉语语法研究和教学的重要意义。动机原则与中国文化基因高度契合，在汉语的各个语言层面均有突出体现。一方面，从汉语的造字法、构字心理、构词机制和语序结构展示汉语高度的“继承性”和“理据性”等动机化的特征，以及在语言研究和教学中的实际应用。另一方面，从“最优化”视角，重新审视字本位理论，探讨其合理性和问题症结。

通过本报告，与会者将从理论和实践层面比较全面了解构式语法在汉语研究和教学中的意义与应用，以应对语言研究和教学中的挑战，推动语言研究和教学的创新与发展。

CLTAC 2025 Spring Conference Program

加州中文教師協會二零二五年春季學術研討會日程

8:30-8:55	Registration and Refreshments 注册, 茶点 (Entrance Hall, Lathrop Library)		
8:55-9:00	Welcome and Opening Remarks 開幕式 (Bishop Auditorium, Lathrop Library) <i>Huazhi Wang, CLTAC Vice President and Conference Chair, Stanford University</i>		
9:00-10:00	Keynote Speech 主题演讲 (Bishop Auditorium) 数智化时代跨越语文促进语言与文化教学之初探 Xia Liang Washington University in St Louis <i>Chair: Chao Fen Sun Stanford University</i>		
10:00-10:05	Coffee Break 茶歇		
10:05-11:05	Keynote Speech 主题演讲 (Bishop Auditorium) 从构式语言观和动机原则视角看汉语研究与教学 Heping Xu Monterey Language Institute <i>Chair: Zhiqiang Li University of San Francisco</i>		
11:05-11:10	Coffee Break 茶歇		
11:10-12:10	<p>Panel 1 分组报告 (一) (Bishop Auditorium) New Technology, New Tools 新技术, 新工具</p> <p><i>Chair: Le Tang Singleton Stanford University</i></p>	<p>Panel 2 分组报告 (二) (Lathrop 198) AI Empowered Innovations in Chinese Language Teaching 人工智能与中文教学创新</p> <p><i>Chair: Siyi Gao Defense Language Institute</i></p>	<p>Panel 3 分组报告 (三) (Lathrop 199) Teaching Culture 文化教学新探索</p> <p><i>Chair: Chris Wen-Chao Li San Francisco State University</i></p>
	<p>1.1 Traditional "Curricular" Recipe - New Ingredients <i>Sean Smith Meg Languages</i></p> <p>1.2 Building AI Literacy in Language Learning: Tools, Strategies, and Practices <i>Xu, Yuan Defense Language Institute Foreign Language Center (DLIFLC)</i></p> <p>1.3 Integration of TPRS with the Smart Notebook <i>Yifan Wu DLIFLC</i></p>	<p>2.1 Transforming Foreign Language Teaching: AI-Driven Diagnostic and Psychometric Assessments <i>Hanwei Tan Continuing Education at DLIFLC</i></p> <p>2.2 AI赋能中文教学的创新实践 <i>Chongchong Chao & Xiaofang Liu DLIFLC</i></p> <p>2.3 Enhancing Chinese Language Instruction Through AI: Bridging Innovation and Tradition <i>Zheng George DLIFLC</i></p>	<p>3.1 Tang Poetry Creation: Fostering Meaningful Literacy through Personal Narrative <i>Li, Ying & Gao, Qian DLIFLC</i></p> <p>3.2 Teaching Tradition and Culture through Chinese Fantasy Dramas and with the Aid of Generative AI: A Case Study of The Untamed and Mysterious Lotus Casebook <i>Zhiying Qian Florida State University</i></p> <p>3.3 Thematic Unit Lesson Planning in Chinese Classrooms: A Practical Approach for Intermediate-Mid/ High Learners <i>Lu, Yingxin DLIFLC</i></p>

12:10-12:50	Lunch Break 午餐		
12:50-13:50	<p>Panel 4 分组报告 (四) (Bishop Auditorium)</p> <p>Pedagogical Grammar 语法教学新探索</p> <p>Chair: <i>Heping Xu</i> <i>Monterey Language Institute</i></p>	<p>Panel 5 分组报告 (五) (Lathrop 198)</p> <p>Enhancing Students' Performance 助力学生提升策略</p> <p>Chair: <i>Xiao Hu</i> <i>Defense Language Institute</i></p>	<p>Panel 6 分组报告 (六) (Lathrop 199)</p> <p>Tech Tools Applied: Text, Punctuation, Listening, and Characters 科技加持的中文教学: 文本, 标点, 听力, 汉字</p> <p>Chair: <i>Zhenlin Qiao</i> <i>Defense Language Institute</i></p>
	<p>4.1 “But why, ah?” Sentence-final particle “ah” in Chinese and English <i>Chris Wen-chao Li</i> <i>San Francisco State University</i></p> <p>4.2 I Will Get You Taken Care Of: A New Perspective on Ba-Sentences and Its Implications for the CFL Classroom <i>Hsin-Yun Liu</i> <i>City College of San Francisco</i></p> <p>4.3 “不比” or “没有”- Choosing the Right Negative Form for Comparisons in Chinese <i>Anmin Liu & Jing Zhang</i> DLIFLC</p>	<p>5.1 Transforming low performers into high achievers in proficiency test-- A Case Study <i>Weijiang Zhang</i> DLIFLC</p> <p>5.2 Enhancing Student Retention and Performance through Personalized Curriculum and Peer Support <i>Xiaohui Wu, Binbin Wei & Xiaofei Zhang</i> DLIFLC</p> <p>5.3 Guiding Underperforming Students to Master Listening: The Foundation for Excellence <i>Li, Min & Liao, Li-Yuan</i> DLIFLC</p>	<p>6.1 语音生成文本技术在汉语标点符号处理中的应用与局限 <i>Chao Xie</i> DLIFLC <i>Huan Liu</i> <i>Royal Melbourne Institute of Technology</i></p> <p>6.2 Enhancing Mandarin Chinese Listening: Overcoming Homophone Challenges with Technology <i>Ying Amatya</i> DLIFLC</p> <p>6.3 Visualizing the Phonemic and Semantic Genealogy of Chinese Phonograms: The 寺 Family as an Example <i>Lei Dou</i> DLIFLC</p>
13:50-13:55	Coffee Break 茶歇		
13:55-14:55	<p>Panel 7 分组报告 (七) (Bishop Auditorium)</p> <p>Immersion and Differentiated Instruction 沉浸教学与差异化教学策略</p> <p>Chair: <i>Hsin-Yun Liu</i> <i>City College of San Francisco</i></p>	<p>Panel 8 分组报告 (八) (Lathrop 198)</p> <p>Insights from Grammar and Translation Studies on Chinese Teaching 语法和翻译研究的新启示</p> <p>Chair: <i>Ying Li</i> <i>Defense Language Institute</i></p>	<p>Panel 9 分组报告 (九) (Lathrop 199)</p> <p>Standards, Tech Tools, and the Role of Instructors 标准、技术工具与教师角色</p> <p>Chair: <i>Xuemei Li</i> <i>Katherine Delmar Burke School</i></p>
	<p>7.1 The Creation of an Immersive Language Learning Environment: Methods and Strategies <i>Danni Zhang & Liping Qin</i> DLIFLC</p> <p>7.2 Enhancing Language and Cultural Proficiency through Technology-Enhanced Transformative Immersive Learning <i>Kueilan H. Chen</i> DLIFLC</p> <p>7.3 《科技與傳統結合的廣東話教學模式: 針對華裔與非華裔學生的差異化教學策略》(Integrating Technology and Tradition in Cantonese Teaching: Differentiated Instruction Strategies for Heritage and Non-Heritage Learners) <i>Yanhua Zheng</i> <i>Stanford University</i></p>	<p>8.1 The Role of yǒu as a Realis Marker in Modern Mandarin: Interactional Functions and Pragmatic Implications <i>Ya-Ting Tsai</i> <i>Stanford University</i></p> <p>8.2 温庭筠《更漏子》的两种译法: 讨论中国古典诗歌在教材或导读类读本中的英译 谈晓 (<i>Xiao Tan</i>) <i>San Francisco State University</i></p> <p>8.3 A Comparative Study of the Translations of Chapter 12 Section 11 in the Analects—“Duke Jing of Qi asks about governance” <i>Xiaoyan Ruan</i> <i>San Francisco State University</i></p>	<p>9.1 The teacher as a mediator in learners' language fluency development in an AP Chinese classroom <i>Jing Liang</i> <i>Lowell High School</i></p> <p>9.2 Creating Bilingual Vlogs with Students Using AI Tools: Hands-On Instruction 跟学生用AI工具一起制作双语Vlog: 手把手教学 <i>Lin Wang</i> <i>American Canyon High School</i></p> <p>9.3 Integrating Common Core Standards, Chinese History & Culture with AI and Project-Based Learning. Using 3rd grade Social Studies and 1st grade science class as Examples <i>Yu-Chin Ho, Amy Lai & Jinyi Li</i> <i>Yew Chung International School of Silicon Valley</i> 耀中國際學校</p>

14:55-15:00	Coffee Break 茶歇		
15:00-16:00	<p>Panel 10 分组报告 (十) (Bishop Auditorium) Teaching Strategies: Collaboration and Personalization 教学策略: 协作与个性化 Chair: <i>Liwei Gao</i> <i>Defense Language Institute</i></p>	<p>Panel 11 分组报告 (十一) (Lathrop 198) Tools Examined: Some Digital, Some Human 数据驱动纠错、游戏化教学以及一对一辅导 Chair: <i>Ming-Jung Chen</i> <i>Menlo School</i></p>	<p>Panel 12 分组报告 (十二) (Lathrop 199) Curricular and Program Development 课程发展和项目建设 60 minute Panel Discussion Chair: <i>Jing Liang</i> <i>Lowell High School</i></p>
	<p>10.1 Maximizing Student Learning--Co-constructing Notes; Scaffolding & Expanding; Reverse-Engineering <i>Yao Chui DLIFLC</i></p> <p>10.2 Fostering Language Learning Through the Collaborative Podcast Project <i>Xinran Wang DLIFLC</i></p> <p>10.3 Applying AI to create a personalized grammar learning experience <i>Mujun Hu DLIFLC</i></p>	<p>11.1 数据驱动的二语中文学生汉字电写错误查找、诊断与分析 Data-Driven Diagnosis and Analysis of E-Writing Errors in Chinese Characters by L2 Learners <i>Yixing Ma</i> <i>University of California, Davis</i></p> <p>11.2 Gamification as a Tool for Accelerating Chinese Character Acquisition <i>Emily Rong</i> <i>San Francisco State University</i> <i>Jessica Rong</i> <i>University of California, Berkeley</i></p> <p>11.3 Enhancing Communicative Competence through Structured Tutoring for College Students Learning Chinese as A Foreign Language <i>Wen Li (李文)</i> <i>University of San Francisco</i></p>	<p>How to Build a Strong High School Mandarin Program <i>Connie Chen</i> <i>Los Altos High School</i> <i>Charlene Chiang</i> <i>Egan Junior High School</i></p>
16:00-16:05	Coffee Break 茶歇		
16:05-17:05	<p>Panel 13 分组报告 (十三) (Bishop Auditorium) AI Empowered Proficiency Boosting 借助人工智能工具促进中文习熟程度的提升 Chair: <i>Yuan Xu</i> <i>Defense Language Institute</i></p>	<p>Panel 14 分组报告 (十四) (Lathrop 199) Teaching Reading: New Approaches and New Strategies 阅读教学: 新方法和新策略 Chair: <i>Chao Xie</i> <i>Defense Language Institute</i></p>	
	<p>13.1 Advancing Chinese Speaking Skills with AI-powered Tools in ACTFL OPI-Aligned Activities <i>Hui-Ju Chuang & Lin Tsai DLIFLC</i></p> <p>13.2 Enhancing Vocabulary for Chinese Language Learners: Using Generative AI to Boost OPI Scores <i>Suyi Liu DLIFLC</i> <i>Linda Aidong Zhang</i> <i>University of North Alabama</i></p> <p>13.3 Unlocking Personalized Language Learning with AI: Empowering Diverse Learners Through Case Studies <i>Jing Zhang & Anmin Liu DLIFLC</i></p>	<p>14.1 Escape into Reading: Leveraging Twine to Design Interactive Escape Room Games for Literacy Development <i>Jing Wei DLIFLC</i></p> <p>14.2 Boosting Motivation and Chinese Learning with Microsoft Teams' Reading Progress <i>Guanjun Fang DLIFLC</i></p> <p>14.3 AI Powered Graded Reader <i>Jing, Yanjing & Xu, Zhou DLIFLC</i></p>	
17:05-17:20	<p>Closing Remarks and Announcements 闭幕式, 颁奖, 协会事务通知 (Bishop Auditorium) Chair: <i>Yue Li</i> <i>CLTAC President, Defense Language Institute Foreign Language Center</i></p>		

60 minute Panel Discussion

How to Build a Strong High School Mandarin Program

Lead Presenter: Connie Chen (Los Altos High School)

Co-presenter: Charlene Chiang (Egan Junior High School)

This presentation will explore effective strategies for developing and maintaining a robust high school Mandarin program. Drawing from practical experience, we will discuss key areas including curricular development, cultural integration, classroom management, and vertical alignment with feeder schools. Our goal is to provide educators with actionable insights to enhance their Mandarin programs and foster student engagement and success.

1. Curricular Development

- Outline of a comprehensive, standards-based Mandarin curriculum
- Strategies for incorporating the five C's of foreign language education: Communication, Cultures, Connections, Comparisons, and Communities
- Integration of technology and authentic materials to enhance language acquisition

2. Teaching Culture

- Implementation of festival activities, with a focus on Lunar New Year celebrations
- Techniques for seamlessly incorporating cultural elements into daily lessons
- Case studies of successful cultural integration projects

3. Classroom Management Strategies

- Assigning classroom jobs to promote student accountability and engagement
- Building a positive classroom community and culture through shared responsibilities
- Providing opportunities for students to explore interests and develop talents
- Fostering a sense of contribution to the greater good through classroom roles

4. Vertical Alignment and Collaboration with Feeder Schools

- Establishing frequent collaboration with feeder schools to ensure smooth transitions
- Organizing annual visits between high school and feeder school Mandarin programs
- Developing shared goals and expectations across different educational levels



Enhancing Mandarin Chinese Listening: Overcoming Homophone Challenges with Technology

Ying Amatya

Defense Language Institute Foreign Language Center

Mandarin Chinese, a language rich in homophones, presents significant challenges for learners of Chinese as a Foreign Language (CFL), particularly in listening comprehension. The language's limited number of syllables, coupled with its reliance on tones, makes it difficult for learners to distinguish words and comprehend meaning in spoken communication. Often, learners struggle to differentiate between words that sound identical or similar but have distinct meanings. Fortunately, advancements in educational technology provide innovative solutions to address these challenges effectively.

This presentation explores how technology can mitigate the listening difficulties associated with Mandarin Chinese as a homophone language, focusing on three key strategies enabled by modern tools:

1. Context-Based Listening Activities

Homophones in Mandarin Chinese rely heavily on context for differentiation. AI-powered language apps, such as LingoDeer, offer context-rich listening activities which train learners to leverage sentence structure and situational cues, mirroring real-world communication. Paired with visual aids like characters and pinyin, these tools bridge the gap between listening and comprehension, helping learners recognize sounds in spoken Mandarin.

2. Interactive Tone Training and Feedback

Tonal sensitivity is crucial for understanding Mandarin, yet it remains one of the most challenging aspects for non-native speakers. Tools like HelloChinese utilize AI-driven speech recognition to provide real-time feedback on tone accuracy. These platforms allow learners to practice tones both in isolation and within context, ensuring correct pronunciation and aiding in the effective distinction of homophones.

3. Individualized Immersive Tools

AI algorithms personalize learning experiences by identifying individual weaknesses, such as difficulty distinguishing specific tones or homophones. Immersive tools, including AI chatbots and virtual role-playing scenarios, simulate conversational Mandarin, helping learners build confidence in practical listening contexts. By providing interactive and realistic practice, these tools enhance learners' ability to engage in authentic conversations and respond to Mandarin in real-time.

By showcasing these technological innovations, this presentation will highlight how educators can leverage AI tools to reduce the barriers posed by Mandarin's homophone-rich nature. Attendees will gain actionable insights for integrating these strategies and tools into their teaching methodologies, ultimately enhancing learners' listening comprehension and fluency in Mandarin.

AI赋能中文教学的创新实践

Chongchong Chao & Xiaofang Liu

Defense Language Institute Foreign Language Center

文化教学的核心在于帮助学生超越语言学习，深入理解其背后的价值观、习俗与行为逻辑。然而，传统教学因缺乏互动性与实践场景，难以让学生“亲身”体验文化细节，导致学习流于表面。本提案以AI为核心驱动力，结合 Deck.Toys、Assemblr EDU、FluentWorlds、Twine、ChatGPT 和 Brisk 等平台，提出了一套全新的中文文化教学模式。

通过构建“沉浸式、任务驱动和数据支持”三大模块，本模式以低成本、高灵活性为核心，将语言学习与文化内化有机结合，全面重塑中文文化教学方式。

沉浸式场景设计：Assemblr EDU 的3D模型技术让学生可探索龙舟、京剧脸谱等文化细节；Deck.Toys 设计的节日闯关活动逐步解锁春节习俗；FluentWorlds 的虚拟街市则提供真实互动场景，学生以中文完成购物和讨价还价任务，感受语言与文化的双重融合。

任务式文化教学：ChatGPT 动态生成“清明节的一天”故事，为学生提供生动的文化背景；结合 Twine 的多路径互动设计，学生可在唐代长安探险中选择拜访书院、体验茶馆或参与市场交易，深入理解节日与历史场景的文化意义。

实时反馈与数据支持：Brisk 平台提供个性化学习反馈，帮助学生明确学习进步；教师可通过数据追踪学生任务完成情况，优化教学策略，全面实现以学为中心的教学目标。

本提案旨在实现文化教学从“语言理解”到“文化内化”的转变。通过AI深度赋能，学生将从“学习文化”迈向“体验文化”，全面提升学习兴趣与文化认知水平。这一创新实践为中文文化教学带来了全新的解决方案和实践价值。

Advancing Chinese Speaking Skills with AI-powered Tools in ACTFL OPI-Aligned Activities*Hui-Ju Chuang and Lin Tsai**Defense Language Institute Foreign Language Center*

The ACTFL Oral Proficiency Interview (OPI) assessment stands as a recognized and dependable measure of an individual's language speaking proficiency. Integrating technology, including AI-powered platforms, into the creation and implementation of ACTFL OPI-aligned speaking activities emerges as a highly effective approach to develop students' oral proficiency in the target language, both within the classroom and beyond. Employing technology and apps to design ACTFL OPI-oriented speaking engagements enriches students' exposure to diverse subjects, fostering their conversational aptitude for practical communication and discussions encompassing familiar and novel themes.

The presentation will delve into the strategic integration of technology, specifically utilizing AI-powered platforms and other instructional technologies, such as BookWidgets, Padlet, and VoiceThread, to design activities aligned with ACTFL OPI criteria, thereby fostering students' interpersonal and presentational communication competencies. The discussion will demonstrate how these instructional technologies can be harnessed as tools for designing OPI-compliant activities, drawing from the experience of a California language institution. Moreover, the presentation will highlight the role of these technologies in blending traditional teaching methods with modern approaches, fostering peer learning and autonomous learning paradigms. The presenters will showcase these activities, presented through multimedia mediums including student work exemplars.

Maximizing Student Learning**--Co-constructing Notes; Scaffolding & Expanding; Reverse-Engineering***Yao Chui**Defense Language Institute Foreign Language Center*

Whatever level of language proficiency we teach, we have one goal: to maximize student learning. This is a game of cost-effect: student make efforts with instructors' knowledge & creativity invested, a game with no limit.

Therefore, how to fully maximize students' learning is calling for our intelligence and creativity. This presentation is sharing my Int.-Adv. Level teaching experience, mainly focuses on 3 elements:

Co-Constructing Notes in class

Noting and Expanding (scaffolding, assistance provided)

Reverse-Engineering Design

Firstly, an on-going **co-constructing note** on Smartboard in the classroom learning is a daily routine. Following the teaching schedule, the instructor have a clear idea about what the students could take away as the best result, and what to refer to when reviewing to enhance after class.

This note is flexible as it may constantly refer to teaching materials, such a RC text or LC scripts for elaboration, interpretation or amplification if needed, or cultural concepts contrast/referral, etc.

Scaffolding in education is a teaching method that involves providing students with temporary support to help them learn and master new tasks. The support is gradually removed as students become more competent. Secondly, **Noting and Expanding** is necessary in helping students to not only producing target language for communication, but also to secure good/correct/colloquial production, why? Because this process is after all not 100% authentic communicating live scenario, it is in fact just one of the many learning occasions, we have a goal: to maximize student learning, not just learning or just practicing, or practicing with errors ignored. Such a note with errors tolerated yet with following updated version helps students see the gap, and it highlights the key points to learn, to secure. The process is visible as notes, whatever format the production.

Curriculum design is **reverse-engineering**, daily teaching could also contribute to that, as it could tap student potentials and help broaden the horizons with a more holistic picture of a topic or problem-solving. Examples will be provided.

In one word, teaching to achieve maximal effect is on-going and calls for our continued efforts and creativity.

Enhancing Language and Cultural Proficiency through Technology-Enhanced Transformative Immersive Learning*Kueilan H. Chen**Defense Language Institute Foreign Language Center*

This presentation aims to explore innovative strategies for language learning through Transformative Language Learning and Teaching (TLLT) approach that goes beyond traditional methods of language instruction. The aim is to foster a deeper and more meaningful learning experience than the traditional approach. It focusses on creating meaningful and impactful learning experiences that lead to personal and cognitive change in learners. Two areas of critical importance are language immersion and the use of technology, specifically the AI technology.

Language immersion has been known for its effectiveness in honing learners' language skills. Immersive language learning creates meaningful real-life contexts that allows the language learners to effectively grasp not just the fundamentals of the target language but also deep-level cultural competence. The presentation will provide valuable insights and practical techniques in designing immersion program that can benefit language learners, educators, and language learning institutions alike, and to highlight the benefits and significance of immersion in language learning and to offer actionable strategies for maximizing the use of the target language in real-life situations. Key areas to be covered include Understanding Immersion, Benefits of Immersive Language Learning, Creating Immersive Environments, Strategies for Target Language Use, Overcoming Challenges faced during Language Immersion, and the Role of Technology in Language Immersion.

As AI technology quickly revolutionizes many areas of our life, its impact on language learning and language teaching is becoming very palpable. This presentation will highlight how teachers can leverage AI technology for effective classroom teaching and provide guidelines on how students can utilize AI to enhance the effectiveness of their language learning. Practical techniques for crafting effective prompts for generative AI to enhance learning outcomes and strategies to overcome common pitfalls and obstacles will also be covered.

Visualizing the Phonemic and Semantic Genealogy of Chinese Phonograms: The 寺 Family as an Example*Lei Dou**Defense Language Institute Foreign Language Center*

The primary challenge for non-native speakers learning Chinese lies in grasping Chinese characters. This is particularly evident for native English speakers, who are familiar with phonetic scripts; the non-phonetic nature of Chinese characters complicates the teaching and learning of their pronunciations. The traditional "Six Principles" theory has proven ineffective for today's learners. In contrast, the more practical "Component Teaching Method" focuses on phonograms, which make up 80% of frequently used characters. These phonograms consist of both semantic (meaning) and phonetic (sound) components, effectively illustrating the attributes of Chinese characters. However, in contemporary Chinese, the phonetic components do not always correlate directly with the pronunciation of the characters. This inconsistency can make it difficult for students to intuit the connection through experience. As a result, learners often understand only parts of a character, rather than the character as a whole. By emphasizing the phonetic hints provided by these components, educators can significantly improve the teaching of Chinese characters and the language overall. This approach allows learners to apply their understanding to characters with similar phonetic cues, reducing the memory load and enhancing the efficiency of acquiring Chinese characters.

This presentation introduces a novel approach to visualizing the phonemic and semantic lineage of Chinese phonograms using AI-powered digital tools. Various pedagogical theories support the connection between visualization and vocabulary acquisition. We will use the 寺 family as an example to create a family tree. This method consolidates both verbal and visual information about these characters. To make the learning process more engaging and meaningful, we have crafted a narrative featuring characters from this family, enhanced by AI-generated storytelling visuals that illustrate the characters. These visuals reinforce both the meanings and pronunciations of the characters. The open structure of the genealogy allows learners to connect new characters to their existing knowledge framework. Our goal is to provide comprehensive insights into learning Chinese characters and vocabulary through the integration of visualized phonemic and semantic genealogy. This visualization aims to support both the teaching and learning of Chinese.

Boosting Motivation and Chinese Learning with Microsoft Teams' Reading Progress*Guanjun Fang**Defense Language Institute Foreign Language Center*

Growing up with smart phones and social media, younger generation read less and less. Unsurprisingly, the number of students that underperform on reading skill rather than listening is on the rise. This presentation explores and addresses challenges of using Microsoft Teams' Reading Progress tool for extensive reading assignments for two Chinese learners, focusing on enhancing motivation, and vocabulary expansion. We propose creating customized tasks and integrating supplementary resources like articles and multimedia content. Additionally, we advocate for an improved feedback mechanism to provide personalized guidance. We will show how to integrate this practice into the curriculum. Expected outcomes include increased student motivation, engagement with reading, and vocabulary growth. The session will offer valuable insights for educators to optimize Reading Progress for effective language learning.

Unveiling Causal Relationships: A Comparative Study of Translations of Analects 12.11*Xiaoyan Ruan**San Francisco State University*

This paper presents a comparative study of the translations of Chapter 12, Section 11 of the *Analects of Confucius*, highlighting the critical dialogue between Duke Jing of Qi and Confucius regarding governance. The discussion focuses on how nuanced translations can convey the philosophical implications of Confucius's teachings on familial and political relationships, particularly emphasizing the causality at the heart of effective governance.

Through a meticulous analysis of over ten translations, this paper seeks to illustrate how the concept of responsibility underpins the dynamics of leadership and social harmony. Confucius' s succinct response—“君君，臣臣，父父，子子” (Ruler ruler, minister minister, father father, son son)—serves as a foundation for understanding the interconnectedness of roles within society. The paper emphasizes the translation strategies that enhance clarity, preserving the essential ethical frameworks inherent in Confucian thought.

Various translations reveal differing interpretations of causal relationships between rulers and subjects, as well as fathers and sons. While some translations merely restate roles without delving into the implications of these relationships, others reveal a more profound understanding of the cause-and-effect dynamics critical for national and familial order. This study advocates for a translation approach that remains sensitive to cultural and contextual nuances, potentially revitalizing contemporary understandings of Confucian governance in today's educational landscape.

Additionally, the paper addresses the limitations of many existing translations that overlook these vital dynamics, urging translators to emphasize the contextual depth and clarity needed to convey Confucius's teachings effectively. The ultimate goal is to foster a deeper appreciation for the ethical underpinnings of governance in Confucianism and to enhance the teaching of Chinese culture through informed translation practices.

In conclusion, this paper aims to contribute to the discourse on translation studies and Chinese cultural education by advocating for a relational understanding of classic texts, illustrating how thoughtful translation can enrich our comprehension of Confucian wisdom.

**Integrating Common Core Standards, Chinese History & Culture with AI and Project-Based Learning -
Using 3rd grade Social Studies and 1st grade science class as Examples**

Yu-Chin Ho, Amy Lai, Jinyi Li

Yew Chung International School of Silicon Valley 耀中國際學校

Proposal Summary:

This session illustrates how to align Common Core (CC) standards with an interdisciplinary approach, seamlessly integrating the study of California's indigenous tribes, ancient Chinese tribes in third grade, and science concepts like moon phases in 1st grade. Participants will explore strategies to guide students toward critical thinking while expanding their understanding of Chinese history, culture, and language. Through Project-Based Learning (PBL) and inquiry-based instruction, students will address inquiry questions, such as:

3rd Grade: Exploring California native tribes and ancient Chinese tribes.

How did geography shape the development of indigenous tribes?

Why did the Huangdi Tribe unify China while Native American tribes became marginalized in the U.S.?

1st Grade: Moon phases and the Moon Festival

Why do Chinese people celebrate the Moon Festival with such rich symbolism?

How do cultural stories about the moon compare with scientific facts?

The session demonstrates methods to integrate English Language Arts (ELA) with Chinese language skills in subject learning. Students analyze historical texts, practice reading comprehension in Chinese, and comparing to uncover cultural differences. This dual approach enriches their knowledge while strengthening bilingual abilities.

Participants will learn how to use AI tools to support both teachers and students in creating dynamic, student-driven materials. These tools foster collaboration and help students develop creative, high-quality project outcomes. The session will also provide strategies for guiding students in presenting their projects, answering essential questions, and honing their critical thinking.

Session Objectives:

Align CC standards with Chinese language standards through interdisciplinary lessons.

Engage students in cultural comparisons and challenges using PBL.

Leverage AI tools to support learning and boost creativity.

Attendees will leave with practical resources, techniques, and ideas to make history relevant and culturally engaging while equipping students with essential 21st-century skills.

Applying AI to create a personalized grammar learning experience

Mujun Hu

Defense Language Institute Foreign Language Center

This proposal explores the use of artificial intelligence (AI) in developing a personalized grammar practice system for Chinese language learners. While AI tools such as Copilot and GPT are widely used for providing feedback and assessing proficiency, their potential in error analysis and generating targeted grammar exercises remains underexplored. This presentation will discuss how AI can be employed to identify recurring language errors, analyze patterns, and generate customized grammar exercises based on individual needs.

By addressing specific error patterns, the proposed approach aims to minimize fossilization in grammar learning, a common challenge in second language acquisition. Traditional methods often rely on repetitive grammar drills, but AI can provide more personalized and adaptable practice, adjusting to learners' progress over time. This approach could potentially help students focus on their specific areas of weakness, promoting more efficient language development.

While the technology is not a replacement for traditional teaching methods, AI can supplement existing grammar instruction by offering learners individualized exercises that are responsive to their needs. By generating tailored content, AI tools may help enhance learner autonomy and provide additional practice that complements traditional teaching strategies.

This proposal will demonstrate how AI can support a more flexible, personalized learning experience, enhancing traditional methods of grammar instruction.

AI Powered Graded Reader

JING Yanjing, XU Zhou

Defense Language Institute Foreign Language Center

Free Voluntary Reading (FVR) has long been recognized as one of the most effective tools in second and foreign language education (Krashen, 1997). Decades of empirical research have demonstrated its significant impact on language development, including reading comprehension, writing proficiency, grammar acquisition, and vocabulary expansion.

Graded readers are widely used in educational programs as core materials for FVR. We found in practice that if students can complete reading longer works (such as short stories with over 10,000 characters), it significantly boosts their learning confidence, stimulates their interest and motivation, and fosters reading habits. At the same time, based on the principle of progressive teaching, graded readers can better help students achieve their goals smoothly.

Despite all these advantages, Chinese language learners face a major challenge: the limited availability and variety of graded readers, especially beyond the beginner level. This creates a significant gap between these materials and authentic texts intended for native speakers. To address this situation, we propose principles and methods for using AI to assist in producing graded readers, based on standards such as grammar, vocabulary, and rhetorical forms.

The specific method involves first providing predetermined graded vocabulary lists (such as HSK level-specific word lists) and grammar rules to an AI tool. The tool then analyzes whether the text contains words beyond the corresponding level and guides it to replace such words with synonyms from the vocabulary list. At the same time, overly complex grammatical structures and rhetorical expressions that exceed the level are modified. During this process, necessary human intervention is incorporated to ensure the final result complies with language norms and maintains the naturalness of native expression. Additionally, students can apply the same process to adapt their creative writings into graded reader books, further enhancing their learning experience.

By integrating AI technology with the time-tested pedagogy of FVR, we can offer the language learners a scalable and adaptive way to enhance language learning. It helps learners build confidence in reading extended texts, enhance vocabulary retention through meaningful repetition, and enables even Lower-proficiency learners to experience the gratification of language learning.

“But why, ah!”

Sentence-final particle “ah” in Chinese and English

Chris Wen-chao Li

San Francisco State University

Mandarin exhibits a wealth of sentence-final particles (SFPs) that color utterances with shades of emotive charge. Despite their early acquisition by native speakers (Zhang, Qian & Elliott, 2021: 5), SFPs are often ill-defined in pedagogical works and reduced to mere markers of “emphasis” or “exclamation”, making them all the more difficult for second language learners to grasp.

In this talk, we explore the pragmatic functions of Mandarin sentence-final “ah” 啊 and show that comparable devices (e.g., “man”, “dude”, “bro”) exist in the English language to mark a difference in perceived attitude between the speaker and the listener. We compare Mandarin “ah” 啊 also with the newly popular exclamatory “ugh” in English, appearing at the end of emotive utterances in the speech of youths and young Caucasian women (e.g., “No, ugh!”, “Shut up, ugh!”), variously referred to as “exclamatory particles” (McWhorter, 2015, 2018) and “white girl paragoge” (Aleksic, 2023).

Through a comparison of phonological form and pragmatic function, we show how these particles are formally and functionally similar to one another and argue that an awareness of these similarities can be leveraged in the teaching of Mandarin sentence final particles to speakers of English.

Keywords: sentence-final particles; attitude markers; exclamatory particles; interjections; paragoge

Guiding Underperforming Students to Master Listening:

The Foundation for Excellence

Li, Min; Liao, Li-Yuan

Defense Language Institute Foreign Language Center

Coping with challenges in second language listening comprehension is essential for student success. This presentation explores strategies to support underperforming students achieve higher listening proficiency. We will provide practical insights into basic strategies for improving listening comprehension, as well as modern technologies to enhance teaching practice.

Learning listening comprehension in Chinese poses significant challenges for many learners, often due to short attention spans, limited vocabulary, and changes in accent and speaking rate (Yilmaz & Yavuz, 2015). To address these barriers, we use innovative teaching strategies that integrate technology applications with traditional methods in course design. This method not only enhances students' basic listening skills but also cultivates higher-order thinking in listening comprehension.

In this presentation, we will outline our successful teaching methods and demonstrate how to implement immersive teaching strategies, integrate personalized assessment, train essential test-taking skills, and combine modern advanced technology tools with traditional teaching methods. The data from recent graduation outcomes will highlight the effectiveness of this approach, showing significant improvements for previously underperforming students.

Our approach achieved remarkable results. We will provide detailed insights into the strategies and interventions that led to these achievements, providing actionable recommendations for educators and language teachers to implement in their programs. By sharing these results and strategies, we aim to inspire educators to foster excellence in language education and equip students with the skills they need to succeed.

Enhancing Communicative Competence through Structured Tutoring for College Students Learning Chinese as A Foreign Language

Wen Li (李文)

University of San Francisco

In second and foreign language classrooms, one major challenge that hinders effective learning is addressing individual differences among learners. Classroom time is often dedicated to practicing grammar and other linguistic elements, leaving little opportunity for students to engage in activities that prepare them for real-life communication (Dörnyei, 2014; Long, 2014). As a research-in-progress, this study utilizes innovative methodologies and frameworks to investigate how one-on-one Chinese tutoring sessions enhance college students' communicative competence (CC)— their ability to use language effectively and appropriately in various contexts (Hymes, 1972). The research is guided by the following questions:

What specific aspects of CC do students develop during one-on-one Chinese tutoring sessions?

What communicative teaching strategies do tutors use to enhance students' CC in one-on-one Chinese tutoring sessions?

Which aspects of tutoring do students perceive to be more or less beneficial for improving their CC in Chinese?

This research adopts a convergent mixed-methods design, combining both quantitative and qualitative data to understand the tutoring process. Weekly tutoring sessions will be recorded and transcribed. The quantitative data will be collected using the Scale for Assessing Communicative Competence, adapted from Nešić and Hamidovic (2022), to measure students' development across subcategories of CC, including linguistic, sociolinguistic, discourse and strategic competences. The qualitative data will consist of analyzing recorded and transcribed tutoring sessions to identify tutors' use of communicative teaching strategies. Additionally, a post-tutoring survey will include both quantitative (rating scales) and qualitative (open-ended questions) to capture students' perceptions of the effectiveness of tutoring sessions.

Language tutoring offers unique advantages by enabling personalized interaction with native speakers and is widely used in many educational settings. However, research on its role in learning Chinese as a foreign language remains limited. This study seeks to bridge this gap to suggest how CC can be enhanced through structured tutoring. The integration of qualitative and quantitative methods offers a novel approach, which aims to provide evidence-based strategies for educational institutions to optimize support for Chinese language learners and improve tutoring program outcomes.

Tang Poetry Creation: Fostering Meaningful Literacy through Personal Narrative

Li, Ying; Gao, Qian

Defense Language Institute Foreign Language Center

In recent years, the growing importance of personal experience and subjective identity in language learning has gained recognition (Kramsch, 2006; Block, 2007). Traditional poetry teaching often relies on decontextualized methodologies and standardized content, which can hinder individual expression. Modern pedagogies, however, are increasingly focusing on the individuality of each learner, allowing space for more personalized learning experiences. As Hanauer (2003) asserts, "facilitate the expression of individualized human experience in a new linguistic and cultural system and allow the entrance into the language classroom of diverse human experience and points of personal, cross-cultural contact." This proposal explores how combining personal history with Tang poetry creation can foster meaningful literacy in second language (L2) classrooms.

This approach integrates cultural comparison and poetry writing to enhance cross-cultural literacy, literary skills, and writing proficiency. By incorporating the rules of Chinese classical poetry into the curriculum, teachers who are also poets can help students not only gain a deeper understanding of the language but also engage with its rich cultural context. This practice encourages students to use poetry as a means of expressing their personal narratives and identities, fostering self-expression and critical thinking. Through the creative process, students learn how to communicate their individual experiences within the framework of a new language system, enhancing their language acquisition in a culturally rich context like metaphors. For instance, the moon may symbolize longing for loved ones, the breaking of delicate willow branches may represent a farewell, and fish may evoke abundance, among other symbols.

Throughout the process, the presenter will share student works and reflect on ongoing teaching explorations. The presentation will demonstrate how step-by-step guidance can assist students in blending personal creative expression with the development of cultural, reading, and writing literacy. This approach also engages students in deeper reflections on cultural differences and literary creativity. By focusing on the intersection of personal identity and poetry, students are empowered to explore their own experiences while learning to appreciate the complexity of language and culture.

The teacher as a mediator in learners' language fluency development in an AP Chinese classroom*Jing Liang**Lowell High School*

Placing students in a rich learning environment with multiple technological tools does not automatically develop their language fluency. To support learners in searching for and constructing knowledge successfully in a constructivist classroom, what should a teacher do?

As technology becomes more dominant in language teaching and learning, and as new teaching methods that encourage students' self-exploration are adopted by more teachers, the role of teachers in students' learning is changing. This presentation will present an action research case study to help educators conceptualize the teacher's fundamental role as a mediator in a constructive learning classroom. As a mediator, a teacher can function as a go-between for students and the learning environment around them and connect students to the stimuli in their learning environment. This presentation will share the investigation in the action research study on how a teacher implemented mediation, under the guidance of Mediated Learning Experience (MLE) theory, to aid learners' language speaking fluency development.

This study was conducted in an AP Chinese high-school classroom through a project unit. The presentation will share the action research results. First, what types of mediation might influence speaking fluency development? Second, what kind of techniques can teachers use to implement mediation? Third, possible factors might affect mediation quality.

“不比” or “没有” - Choosing the Right Negative Form for Comparisons in Chinese*Anmin Liu & Jing Zhang**Defense Language Institute Foreign Language Center*

Chinese negative comparative structures “不比” and “没有” pose significant challenges for second-language learners due to their nuanced semantic and pragmatic features. While both two structures negate comparisons, they differ in context, intent, and interpretation. However, some textbooks introduce these terms interchangeably as negative forms for the comparison structure of “比.” This study examines the semantic, pragmatic, and contextual differences between “不比” and “没有,” highlights common learner errors, and provides practical strategies for teaching these constructions effectively.

Methodology:

This study draws on authentic corpus data and second-language learners' usage examples. The analysis is grounded in linguistic works by Liu (1983), Lv (1980), Xiang (1989, & 1992), Li (2017), and Tian (2020).

Key Findings:*1. Semantic Nuances:*

“不比” denies superiority without asserting inferiority, creating interpretive flexibility. It conveys subjectivity and often carries emotional or evaluative undertones, allowing for multiple interpretations (e.g., equality, implicit inferiority, or neither). While “没有” expresses definitive comparison, explicitly indicating the inferiority or absence of a quality, making it more straightforward and factual.

2. Pragmatic Functions:

“不比” is commonly used in contexts of mitigation or rebuttal, often reflecting the speaker's attitudes, such as diplomacy, subtle disagreement, or balance in judgments. While “没有” serves primarily for neutral and factual statements, emphasizing objective or clear-cut inferiority in comparisons.

3. Pedagogical Recommendations:

Effective teaching should incorporate contextualized practice, explicit explanations and corpus-based examples to illuminate the subtle differences between “不比” and “没有.”

Conclusion:

This study enhances understanding of Chinese negative comparative structures by clarifying the distinctions between “不比” and “没有”. It also offers actionable strategies for educators to help learners master these constructions, promoting more precise and confident language use. By addressing the nuanced complexities of Chinese comparisons, this research contributes to improved teaching methodologies and learner outcomes in second-language acquisition.

Enhancing Vocabulary for Chinese Language Learners:**Using Generative AI to Boost OPI Scores**

Suyi Liu *Defense Language Institute Foreign Language Center*

Linda Aidong Zhang *University of North Alabama*

Chinese language learners (CLLs) are often challenged when discussing unfamiliar and abstract topics in speaking assessments like the Oral Proficiency Interview (OPI). The purpose of this study is to explore the effectiveness of applying the Theory of Abstractness to analyze AI-generated responses to abstract questions. It offers an innovative approach to improving CLLs' language proficiency in discussing abstract topics during OPI assessment.

This study utilizes the Theory of Abstractness as a framework that highlights the role of “sound patterns” alongside linguistic elements and structures in expressing abstract ideas. It provides a practical approach to equip CLLs with essential tools for delivering advanced-level responses. By analyzing AI-generated responses to unfamiliar and abstract topics, this study bridges the gap between theory and practice, proposing a structured method to help CLLs identify sound patterns and understand complex vocabulary in context. A model for integrating practical strategies into speaking exercises to foster autonomous learning and improve OPI performance for CLLs will also be introduced.

The OPI is a five-level speaking skills assessment tool. OPI Level 3 (General Professional Proficiency) requires candidates to discuss abstract topics and adopt an abstract perspective, an area where many learners face challenges. This study leverages AI-generated responses as a corpus to analyze abstract topics, such as the advantages and disadvantages of digital communication, the current medical system, and their societal impacts, through the lens of the Theory of Abstractness.

Grounded in the researcher's autoethnographic experience as an OPI test-taker in March 2024, this study integrates the Theory of Abstractness with AI-generated outputs to empower learners to identify sound patterns across linguistic categories. This integration facilitates vocabulary acquisition, enriches linguistic input, broadens perspectives, and enhances higher-order thinking skills. Ultimately, it boosts learners' confidence and readiness to perform at advanced OPI proficiency levels. The findings of this study have practical classroom applications and offer suggestions to help CLLs internalize advanced vocabulary, significantly improving their responses to unfamiliar and abstract topics.

I Will Get You Taken Care Of: A New Perspective on *Ba*-Sentences and Its Implications for the CFL Classroom

Hsin-Yun Liu

City College of San Francisco

The *ba*-construction is one of the most extensively researched topics in Chinese linguistics. Syntactically, it can be represented as: S + BA + O + V + Complement. Many instructors of Chinese as a Foreign Language (CFL) have noted that the *ba*-construction poses significant challenges for language learners, as no equivalent structure exists in English or other Western languages, and thus, no direct analogies can be drawn.

This paper revisits previous analyses of the *ba*-construction, focusing on its syntactic and semantic constraints, telicity, referentiality, transitivity, and causativity. We propose that the *ba*-construction is best understood through the lens of causativity. Moreover, we argue that both transitive and intransitive uses of the *ba*-construction must be considered to develop an accurate generalization of this structure.

When examining the predicate in the *ba*-construction, we identified the following features:

It requires a syntactically complex complement that conveys a final result state.

It excludes tense-aspect-mood (TAM) markers, such as the modal verb *xiǎng*, as well as *méi* and *zhe*.

Unlike most existing analyses, this paper argues that a parallel can be drawn between the English *get/have* + *causative* structures and the *ba*-construction in Mandarin. This perspective may offer new insights into the teaching of the *ba*-construction in CFL contexts.

**Thematic Unit Lesson Planning in Chinese Classrooms:
A Practical Approach for Intermediate-Mid/ High Learners**

LU, Yingxin

Defense Language Institute Foreign Language Center

Thematic Unit Lesson Planning (TULP) has proven to be an effective and practical approach in intermediate-mid/high Chinese classrooms. It integrates language structures and cultural content to enhance students' language proficiency and critical thinking. Employing thematic units, language instruction becomes deeply connected to real-world contexts, providing students with a more comprehensive learning experience. This approach encourages active engagement with authentic materials, fostering a student-centered classroom environment that enables students to develop multiple language skills while gaining valuable cultural insights.

In this discussion, the presenter explores specific strategies and techniques for implementing thematic unit lesson planning (TULP) in Chinese classrooms, using a case study from SEM II, Lesson 45, *Traditional Chinese Medicine*. This case study demonstrates how teachers can integrate historical narratives with language skills practice, allowing students to explore TCM's historical roots while tackling real-life problems.

The presenter further explores the idea that a practical integrated skills training class should be a dynamic, interactive exchange of the target language between students and teachers. This environment should include continuous demonstrations, assessments, and refinement of learners' pronunciation, intonation, vocabulary, and grammar within the thematic unit lesson planning framework. Applying this approach is expected to impact students' speaking proficiency and confidence positively.

By utilizing ACTFL communicative modes, students engage in meaningful interactions that allow them to apply language structures in real-world contexts, enhancing their linguistic abilities and cultural knowledge. This unit design highlights the practicality and versatility of thematic learning in beginner to intermediate Chinese classrooms, as it not only supports language acquisition but also fosters intercultural competence and a deeper understanding of Chinese culture. This student-centered approach encourages active participation and helps bridge language learning with cultural insights, ultimately building students' proficiency and confidence.

Key words: Thematic Unit Lesson Planning, communicative modes activity design, integrated skill training class, student-center class, cultural awareness.

数据驱动的二语中文学生汉字电写错误查找、诊断与分析

Data-Driven Diagnosis and Analysis of E-Writing Errors in Chinese Characters by L2 Learners

Yixing Ma

University of California, Davis

本研究探索通过数据驱动的方法，自动查找第二语言学习者中文电写(e-writing)中的汉字错误，诊断错误原因，归纳错误类型，在此基础上尝试开发更有针对性地改进训练的教学软件工具，帮助学生提升中文电写和学习的成效。本研究包括四个基本部分：

一、建构学生中文电写文本数据库。目前的数据库收集了美国、中国、澳大利亚等国多所高校二语中文学生的原始中文电写语料近400条，并进行了数据化处理。

二、测试并整合错字查找工具系统。选择运用自然语言处理(NLP)技术和深度学习模型(如Transformer和BERT)自动分析数据，提取学习者在不同学习阶段的高频电写错误特征，准确查找错字。

三、分析电写错字类型和错误原因。结合条件随机场(CRF)模型，对各类错误进行自动诊断与分类，以可视化形式呈现分析结果，为优化教学策略提供量化依据。

四、开发针对性的电写训练软件工具。研究设计了一套交互式拼音纠错系统，集成Jieba动态分词算法和即时反馈功能，收集学生的第一手电写数据用于后续研究。为强化学习者在电写汉字时“字不离(准)音”，培养准确的声调意识，本研究还基于Rime框架自主开发了独创性的全拼带声调拼音输入法，通过自定义词典与优化算法，显著减少选字干扰，自然提升学习成效。(上述工具将在二语中文课堂试点应用)

本报告将介绍展示这项研究的阶段性成果。

Teaching Tradition and Culture through Chinese Fantasy Dramas and with the Aid of Generative AI: A Case Study of *The Untamed* and *Mysterious Lotus Casebook*

Zhiying Qian

Florida State University

This presentation examines how Chinese traditions can be taught effectively using visually stunning, engaging, and culturally rich phenomenal fantasy dramas. Recent popular fantasy martial arts dramas (*xianxia*), such as *The Untamed* 《陈情令》, *Mysterious Lotus Casebook* 《莲花楼》, *Love Between Fairy and Devil* 《苍兰诀》, and *Immortal Samsara* 《沉香如屑》, are rich in Chinese traditions, including Buddhism, Daoism, reincarnation, traditional music, costumes, etiquette, and formal language with classical Chinese elements. Other famous works, such as *The Living* 《活着》 and *Journal to the West* 《西游记》, offer valuable chances to teach Chinese history and literary masterpieces.

This presentation advocates using video clips from popular Chinese TV shows as teaching materials and offers practical recommendations for instructors. First, instead of using entire episodes, specific excerpts should be selected to tailor linguistic difficulty for students while highlighting cultural aspects. Second, these video excerpts can be integrated into standalone courses or used as supplementary materials for other courses. For example, the presenter has successfully incorporated abundant movie-based materials into a *Media Chinese* course and developed customized teaching materials inspired by *Till the End of the Moon* and *Mysterious Lotus Casebook* in integrated Chinese language courses, both of which have been well received by students. Third, when choosing content, it is helpful to consider actors popular among American students, such as Wang Yibo and Zhao Lusi. In addition, non-*xianxia* works like *Explore the Unknown* can also be adapted into effective teaching materials.

This presentation also compares Generative AI tools such as ChatGPT, Gemini, Copilot, and Baidu's Ernie Bot, illustrating how they can be used to create teaching materials, including cloze tests, matching exercises, reading comprehension paragraphs, essay topics, and other writing assessments. The presenter's *Media Chinese* course consistently receives perfect student evaluations, and to date, four undergraduate students have applied to the graduate program in Chinese after taking engaging Chinese courses. This talk aims to share insights on using AI to improve cultural instruction with fellow language educators.

Gamification as a Tool for Accelerating Chinese Character Acquisition

Emily Rong San Francisco State University

Jessica Rong University of California, Berkeley

The number of people interested in learning Chinese has increased due to globalization and China's economic status. Learning Chinese opens up different opportunities to apply for different jobs during the era of globalization as the demand for Chinese speakers increased. At the same time, Chinese is considered as one of the hardest languages to learn, particularly Chinese characters. Chinese characters are considered as one of the biggest challenges for Chinese learners who are learning Chinese as a second language (CSL). For many CSL learners, learning Chinese characters is a challenge for them as the structure of the Chinese characters are complex and it is hard for them to recognize the structural rules and cues for each Chinese character.

This presentation aims to explore gamification as an innovative approach to accelerate the acquisition of Chinese characters by integrating game elements into non-game contexts to help increase motivation and engagement. Gamification has integrated features such as points, challenges, levels and leaderboards that helps create an interactive learning experience. Leaderboards, for example, help CSL learners cultivate a goal-oriented mindset that would help them make SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals to assess their learning achievements and adjust their learning plans. Additionally, gamification has helped make the learning environment become more active and participative as it promotes CSL learners to actively learn independently and "compete" with other CSL learners through practicing frequently to earn badges.

The key points of this presentation are: Technologies Used to Acquire Chinese Characters, Positive Impacts Gamification Has Made to Acquire Chinese Characters, Limitations of Gamification, and Future Directions. The presentation aims to highlight how gamification can be effectively applied to Chinese character acquisition, offering both educational and motivational benefits that traditional methods alone may not provide. Through this presentation, educators and curriculum designers would understand how applying gamification into the classroom setting will help make an impact for CSL learners.

Traditional “Curricular” Recipe - New Ingredients!Sean Smith [Meg Languages](#)

Our “curricular” recipe is the foundation of our classroom strategy. As teachers, we have our trusted pedagogy, lessons and practices all set, but some new spices are always helpful. As language teachers, especially Mandarin teachers, these new “curricular spices” are not readily available and we are usually the ones spending our Saturday and Sunday creating activities for our students. Meg wants to give you your weekends back with a fresh rack of curricular spices to inspire and engage your students. Easily incorporate new activities, pronunciation practice, assessments and more into your lessons - there is even customization for those ambitious teachers. Discover the differentiation power of AI and the immersive impressiveness of VR with Culture Quests!

Join me for a quick overview of these resources and free access to all Journeys K-12 materials for the remainder of the spring.

Summary for the session:

Meg provides a digital resource called Journeys. Journeys offers an ACTLF-aligned library of resources that provides easy ways to implement fresh activities and assessments into teachers’ current lesson plans. Journeys provides complete lessons and lesson plans as well as activity recommendations. Journeys activities focus on:

- Pronunciation Practice
- Characters and Pinyin
- Reading
- Writing
- AI tools
- And more



My 20-minute session goal is to demonstrate the activities in Journeys, highlight the ease of use in relation to their current pedagogy, and offer access at no cost to the attendees at no cost for the spring.

Transforming Language Education: AI-Driven Diagnostic and Psychometric Assessments

Hanwei Tan

Continuing Education at Defence Language Institute

This presentation explores the transformative potential of AI-driven diagnostic assessments (DA) integrated with psychometric principles to revolutionize language education. It demonstrates how AI reshapes assessment practices by delivering data-driven insights, enhancing scalability, and addressing the limitations of traditional methods. By leveraging these innovative tools, educators can efficiently identify learning gaps, personalize instruction, and elevate language proficiency outcomes.

The session begins by examining the theoretical foundations of DA, emphasizing its critical role in mapping language proficiency. It further delves into psychometric assessment, focusing on its applications in test design, analysis, and validation. Central to the discussion is the synergy between diagnostic and psychometric approaches, where AI-driven DA and psychometric innovations complement each other through advanced algorithms. While DA pinpoints individual learners’ strengths, weaknesses, and learning gaps in real time, psychometric models ensure reliability, validity, and scalability. Together, these approaches create a holistic, dynamic framework that adapts to learner needs.

An overview of AI technologies relevant to DA and psychometrics showcases how these advancements enhance traditional methods, enabling adaptive and learner-centered assessments. Case studies of successful AI integration in language education highlight how adaptive tools streamline feedback, enhance teaching strategies, and improve learning outcomes. The interplay between AI algorithms and psychometric models is further analyzed, revealing their combined power to refine test validity, reliability, and effectiveness.

It concludes with a forward-looking vision, encouraging participants to embrace AI and psychometric innovations as catalysts for meaningful, learner-centered transformation in language education.

This session offers educators a comprehensive understanding of how AI-driven assessment innovations can unlock new opportunities for advancing language learning outcomes. Attendees will gain actionable insights into practical tools and platforms that integrate AI and psychometric principles for classroom use. Real-world examples demonstrate how these tools can be seamlessly implemented, resulting in measurable improvements in student performance.

铺陈闺阁场景亦或讲述失眠之夜：温庭筠《更漏子》的两种译法

——讨论中国古典诗歌在教材或导读类读本中的英译

谈晓 (Xiao Tan)

San Francisco State University

本文对温庭筠《更漏子-柳丝长》(以下简称《更漏子》)的两个英文译本进行讨论,进而以两种不同的策略重译《更漏子》,并作阐述。最后,基于翻译实践和对译本的讨论对中国古典诗歌在英文教材或导读读本中的翻译提出建议。

首先,本文讨论了何中坚(C. K. Ho)和刘若愚(James J. Y. Liu)的两个译本。两个译本都体现了中国古典诗歌的多种特性,如韵式、对偶、句法、节奏等,但各有取舍。两个译本也反映出中国古典诗歌英译的一个普遍难题:中文的语法特点允许诗歌中存在句法、时态、性别、数量等方面的歧义,一首诗常常有多种读法。而在英译译者往往必须选择一种读法,使译本符合英文诗歌的一般形态。

基于以上讨论,笔者根据两种不同的读法重译了《更漏子》。第一版多采用一般时态、语态的陈述句,体现诗人对景观的静态陈示和铺排。第二版则对“寓情于景”的原词作出更积极解读,以时态、语态、转折性连词等语法结构来凸显叙事者的主观视角和情感。

最后,本文建议在中国古典诗歌的教材和导读读本中提供基于不同读法的多个译本,以帮助学习者理解中国古典诗歌的语言特点,探索解读的多种可能性。

The Role of *yǒu* as a Realis Marker in Modern Mandarin:**Interactional Functions and Pragmatic Implications**

Ya-Ting Tsai

Stanford University

In Modern Mandarin, *yǒu* functions as a verb denoting possession or existence, typically taking noun phrases (NP) as complements (e.g., Chao 1968). Its use preceding a verb phrase (VP), however, has traditionally been considered non-standard and primarily associated with southern Chinese varieties such as Cantonese and Southern Min (e.g., Li & Thompson 1981). Over the past few decades, this construction has transformed from a stigmatized form—often linked to lower language proficiency (e.g., Tan 2012)—into a widely recognized feature in Taiwan and, increasingly, in Mainland China (e.g., Fu 2007). To explain how this construction attained such widespread usage, this study explores the interactional functions of the *yǒu* + VP construction and examines how these functions have facilitated its broader conversational adoption, drawing on insights from conversation analysis (e.g., Levinson 1983).

Data for this study were drawn from diverse sources, including the National Chengchi University (NCCU) Corpus of Spoken Taiwan Mandarin, social media platforms (e.g., Facebook, Instagram), newsletters, the PTT Bulletin Board System—the largest terminal-based BBS in Taiwan—and verbatim transcripts of Legislative Yuan meetings. The analysis demonstrates that *yǒu*, as a realis marker (Tsai 2024), primarily fosters involvement, challenging claims that its main function is emphatic. Specifically, *yǒu* conveys the speaker's strong commitment and certainty, thereby enhancing engagement with the topic. In interrogative sentences, it shifts the focus from seeking factual information to inviting the interlocutor's epistemic stance, actively involving them in the exchange. When this involvement conveys positive affect, it aligns with principles of positive politeness (e.g., Brown & Levinson 1987; Östman 1986) by fostering camaraderie.

These findings offer fresh insights into the widespread use of the *yǒu* + VP construction. Rather than being a simple borrowing from Taiwan Southern Min, it fulfills new pragmatic functions that were previously absent in Modern Mandarin. While contemporary Mandarin learning textbooks and educators often regard the *yǒu* + VP construction as ungrammatical, this study highlights its pervasive and pragmatically rich usage, suggesting that it warrants reconsideration for inclusion in second-language instruction.

Creating Bilingual Vlogs with Students Using AI Tools: Hands-On Instruction

跟學生用AI工具一起制作雙語Vlog: 手把手教學

*Lin Wang**American Canyon High School***Program Guide Description:**

This session introduces educators to 'Vlog', the popular mini video format used on platforms like TikTok and YouTube, showcasing how vlogs can vividly encapsulate a day's activities. Learn to efficiently create bilingual subtitles using AI, which significantly saves time and enhances video quality. This practice not only boosts students' language self-regulation but also integrates seamlessly into lessons on temporal expressions and 'subject-time-place-action' sentence structures. Participants will acquire practical skills for embedding vlogging projects in their curriculum, fostering digital literacy and engaging students in meaningful language practice. Additionally, the session highlights how these vlogs can be used to practice communication, connection, and community skills as outlined in the ACTFL standards, presenting these core competencies in a new and impactful way.

Content and Purpose:

Practical Implementation: Incorporating essential language constructs like time words and 'Subject-Time-Place-Action' sentence structures into vlogs, making language learning engaging and relevant.

AI-Enhanced Learning with CapCut: Demonstrating how to use CapCut to create bilingual subtitles that enhance comprehension and accessibility for all proficiency levels.

Outcomes:

- Participants can gain a clear outline** of implementing daily vlog projects in Mandarin classes using CapCut, focusing on 'Subject-Time-Place-Action' structures.
- Participants can master using CapCut** to create bilingual subtitles, thus enhancing comprehension and engagement for all proficiency levels.
- Participants can perform hands-on practice** to create a vlog using CapCut, applying learned techniques in real-time.

Strategies for Engagement:

1. **Interactive Demonstrations:** Participants will use CapCut in live demos to create vlogs and bilingual subtitles, practicing language skills hands-on.
2. **Immediate Application:** Attendees will produce a short vlog on-site to immediately apply and reinforce new skills, with real-time feedback.
3. **Q&A Sessions:** Interactive Q&A sessions follow each major segment, providing a platform for clarifying doubts and discussing practical uses of the presented techniques.

Fostering Language Learning Through the Collaborative Podcast Project

Xinran Wang

Defense Language Institute Foreign Language Center

This proposal presents a bi-weekly podcast project that integrates cultural immersion, teamwork, and digital tools to motivate second-language learners, foster autonomy, and enhance real-world communication skills. The podcast project was designed to address common challenges in language teaching, such as learners' reluctance to speak the target language and their lack of confidence. It provided a flexible yet structured framework for students to create 5–8-minute podcasts tied to thematic lesson content. For example, in a lesson on "Home and Family," students could explore topics such as "My Ideal Home," "My Siblings," or "The Love Story of My Parents," with the option to propose their own related ideas. This connection to relatable, real-world contexts made learning more engaging and relevant, helping students bridge the gap between classroom lessons and authentic communication. Students collaborated in teams to brainstorm, plan, record, and refine their podcasts, promoting the development of communication skills and teamwork. The use of digital recording and editing tools not only improved the technical quality of their podcasts but also helped students build confidence and gain proficiency in using modern tools. The sharing sessions provided a platform for meaningful interaction and peer-to-peer learning. During these sessions, students discussed each other's podcasts, asked questions, and offered suggestions, which encouraged the exchange of diverse perspectives and ideas. This process promoted critical thinking and reflective learning. Meanwhile, instructors provided constructive feedback to each group, guiding students in refining their language use and preparing them for real-world communication scenarios. This project demonstrates how digital tools and collaborative activities can effectively complement traditional teaching methods, making the learning experience more dynamic and impactful. It illustrates how technology can enrich language instruction, providing learners with practical tools and authentic contexts to apply their skills, ultimately preparing them for success in real-world communication.

Escape into Reading: Leveraging Twine to Design Interactive Escape Room Games for Literacy Development

Jing Wei

Defense Language Institute Foreign Language Center

The immersive world of escape rooms has captivated people of all ages, using puzzles and story-driven challenges to engage participants in a race against time. What if we could harness this excitement to improve students' reading comprehension, critical thinking, and problem-solving skills? This session will demonstrate how educators can use Twine, a free, user-friendly tool for creating interactive, branching narratives, to design digital escape room games that motivate students to engage with texts in a fun and meaningful way. This presentation will explore the educational benefits of escape room-style games and provide practical guidance on how to incorporate them into the classroom to enhance reading comprehension, vocabulary, and teamwork. By the end of the session, educators will be equipped to create their own reading-based escape room games and inspire a new level of engagement in their students.



Enhancing Student Retention and Performance through Personalized Curriculum and Peer Support

Xiaohui Wu, Binbin Wei, and Xiaofei Zhang

Defense Language Institute Foreign Language Center

To address performance gaps and reduce attrition in language learning, our teaching teams have implemented a multifaceted approach rooted in Tinto's Model of Retention. By focusing on academic integration, social integration, and commitment to goals, we have created an adaptive learning environment that supports student success and minimizes dropout rates.

1. *Academic Integration:* We have tailored the curriculum to meet individual student needs, offering 2-3 hours of personalized daily instruction. This allows students to strengthen foundational skills or work with authentic materials, all aligned with their specific goals and skill levels. Additionally, regular advising (3-5 meetings per week) ensures that study plans are continuously adjusted, assignments are reviewed, and students receive the feedback necessary to maintain progress and prevent academic decline.

2. *Social Integration:* To foster a sense of community, we have established peer-led study groups and mentorship programs. High-achieving students lead these groups, providing guidance and sharing strategies that enhance motivation and collaborative learning. This peer support structure not only promotes deeper engagement but also strengthens students' social connections within the learning environment.

3. *Commitment to Goals:* We encourage students to maintain focus on their academic objectives through personalized learning paths and continuous guidance. Resources like "Self-Study Guides" and structured study plans are designed and regularly shared with students to foster learner autonomy and build effective study habits.

This approach has yielded success. With a focus on personalization, peer support, and continuous guidance, 93% of students achieved a DLPT score of 2/2/1+ or higher, with 62% attaining 2+/2+/1+ and 7% reaching 3/3/2. These results demonstrate the effectiveness of our strategy in reducing attrition and improving performance.

In conclusion, our adaptive curriculum and comprehensive support system have created a responsive learning environment that both minimizes dropout rates and produces strong DLPT outcomes. This approach exemplifies the power of personalized, supportive learning strategies in fostering student success.

Integration of TPRS with the Smart Notebook (Thematic unit lesson planning)

Yifan Wu

Defense Language Institute Foreign Language Center

Teaching Proficiency through Reading and Storytelling (TPRS) is a language teaching approach designed to help students achieve fluency and literacy through comprehensible input and interactive storytelling. Developed by Blaine Ray, a high school Spanish teacher, in the 1990s, TPRS focuses on story-asking, which students actively engage in co-creating stories. By emphasizing comprehensible input, TPRS enables learners to internalize vocabulary and grammar in meaningful contexts. The presentation will briefly explain TPRS and demonstrate a typical lesson plan integrating TPRS with Smart Note Book.

Technology has become a powerful tool to enhance and deepen the TPRS learning experience. One of the example is the Smart Notebook, a software designed to help teachers create engaging, interactive, and collaborative lessons. It provides a student-centered and team-based learning environment that works well in both in-person and online settings. Smart Notebook offers a variety of features to stimulate student engagement and collaboration. Teachers can use the Lesson Activity Builder to incorporate game-based elements, such as buzzers, to provide immediate feedback during lessons. Reflection and question activities encourage students to share ideas and participate actively in class discussions. Additionally, assessment activities empower students to form small groups, fostering confidence, teamwork, and flexible learning opportunities. A significant advantage of Smart Notebook is its ability to consolidate all students' work into a single, organized file on the teacher's laptop. This streamlines lesson management and ensures a cohesive learning experience.

By incorporating Smart Notebook into TPRS lesson design, teachers can create visually engaging and interactive learning environments. The software enables digital collaboration, provides timely individualized feedback, and supports students in developing language skills through innovative and interactive methods. This integration of TPRS and technology not only enhances teaching efficiency but also makes language learning a dynamic and enjoyable process.

语音生成文本技术在汉语标点符号处理中的应用与局限

Chao Xie *Defense Language Institute Foreign Language Center*Huan Liu *Royal Melbourne Institute of Technology*

摘要:

标点符号是书面语的重要组成部分，其规范性对文字表达意义至关重要。然而，标点符号教学在国际汉语教学中中长期被忽视，加剧了学习者在书面语学习中的困难。令人担忧的是，老问题尚未得到妥善解决，新问题又接踵而至。随着教学科技的迅速发展，语音生成文本技术在国际汉语教学中的应用日渐普及并为教学工作提供了极大便利。本文选取 Aegen AI、Google Doc Voice Typing、iFLYTEK AI 和 Microsoft 等主流应用程序，分析其在生成文本过程中对汉语标点符号的处理能力。研究发现，上述程序在汉语标点符号处理上虽有差异，但整体仍显初级，尤其在句号、顿号、引号等识别与使用方面存在诸如漏用和误用的明显偏误，影响了文本的规范性与可读性。上述局限性表明现阶段教师还无法充分依赖此类尚未完全成熟的技术。本文强调，在推广语音生成文本技术的同时，教师应给予标点符号准确性足够的关注，并对由自然语音处理技术生成文本的规范性进行人工校对与修正，以向学习者提供高质量的语言输入。此外，鉴于人工智能在汉语标点符号处理方面仍有较大改进空间，建议技术开发者与教育工作者协作提升技术精准性，为汉语教学提供更为可靠的支持。

关键词：汉语标点符号、语音生成文本技术、国际汉语教学

Building AI Literacy in Language Learning: Tools, Strategies, and Practices

Xu, Yuan

Defense Language Institute Foreign Language Center

Cultivating AI literacy is critical for preparing students for the future. However, integrating AI literacy into language classes presents unique challenges for K-12 language teachers. Simply using AI tools in class is not enough—students need to understand *what AI is* and *how it works*. This presentation will showcase student-centered, hands-on activities that demonstrate how to design language class projects to help students grasp key AI concepts, including how AI collects, trains, and processes data, and how it applies this data to real-life tasks. Participants will gain practical insights into fostering AI understanding through language-based projects and activities, enhancing both AI literacy and the overall language learning experience.

By bridging AI literacy with Chinese language education, this session will inspire educators to create dynamic, forward-thinking classrooms that balance technology with tradition.

Learning Objectives:

Understand the importance of integrating AI literacy into K-12 language education to prepare students for future challenges.

Explore key AI concepts, including data collection, training, processing, and real-life applications, through hands-on, student-centered activities.

Discover strategies for enhancing students' AI literacy while simultaneously enriching their language learning experience.

Gain practical insights into how students engage with AI through language-based projects and classroom activities.

Presentation Outline**Introduction**

Importance of AI literacy in preparing students for the future.

Challenges of integrating AI literacy into K-12 language education.

Understanding AI Basics

What is AI: Key concepts explained in simple terms.

How AI works: Overview of data collection, training, and application.

Hands-On Demonstration: AI in Action

Activities: A. Using Teachable Machine to demonstrate data collection and training. B. Exploring how AI processes data with tools like NotebookLM.

Discussion: Connecting these demonstrations to real-world AI applications.

Designing AI-Based Language Class Projects

Examples and Strategies to align student-centered projects with language learning goals.

Conclusion and Q&A

Practical recommendations for classroom implementation.

Open discussion and questions from participants.

The Creation of an Immersive Language Learning Environment: Methods and Strategies

Danni Zhang, Liping Qin

Defense Language Institute Foreign Language Center

Immersive language learning is often associated with the idea that the most effective way to achieve language acquisition is through immersion in the target language environment by residing in a country where the language is spoken. While this approach is undoubtedly beneficial, the reality for most language learners is that their journey begins in formal classroom settings within their home countries, where instruction is predominantly based on systematic, textbook-driven methodologies.

Does this preclude the possibility of creating an immersive language learning environment within the confines of a traditional classroom? The answer is unequivocally no. This presentation seeks to reframe immersive language learning as a pedagogical philosophy and demonstrates practical strategies to integrate immersive activities into conventional classroom teaching. These approaches are informed by the teaching practices employed in a Chinese language course in California.

Our pedagogical framework identifies three key areas for implementing immersive language learning activities: (1) **Semester-based mini-immersion activities**, where classrooms are transformed into settings such as stores, restaurants, job fairs and press conferences to simulate real-world scenarios and motivate students to communicate in the target language; (2) **Immersive activities centered on traditional Chinese festivals**, which combine cultural products, practices, and perspectives to provide students with hands-on cultural experiences; and (3) **Project-based immersive activities**, which place students in contexts such as ordering food in restaurants or giving directions to encourage authentic language use.

Unlocking Personalized Language Learning with AI: Empowering Diverse Learners Through Case Studies

Jing Zhang & Anmin Liu

Defense Language Institute Foreign Language Center

Abstract:

This presentation provides two practical case studies highlighting AI's potential in language education. This study explores AI's targeted impact on language learners, focusing on students who struggle and high achievers seeking new heights. While AI's role in education is widely discussed, few studies examine real-world cases that show its transformative effects on helping struggling students catch up and enabling high performers to excel. Two case studies provide hands-on experiences for teachers to reference to engage today learners in language study and unlock their passions and interests.

Methodology:

Case study methodology is a qualitative research approach that involves an in-depth, detailed examination of a specific instance or phenomenon within its real-life context. In the context of language learning with AI, a case study can provide valuable insights into how innovative tools, technologies, or pedagogical strategies impact learning outcomes.

Data:

In Case Study 1, a struggling student faced challenges that traditional methods couldn't resolve. With AI, we created an AI-assisted Situational Language Learning Model that generated contextual scenarios, role plays, and dynamic tasks, enhancing listening, speaking, reading, and writing skills. This personalized support, unattainable before, led to significant progress in language proficiency.

In Case Study 2 focuses on a highly motivated student aiming for high language proficiency. This case explores how AI facilitates deeper learning and fosters autonomy through advanced tasks, such as Oral Proficiency Interview (OPI) questions. The student's consistent daily progress and growing independence underscore the significant impact of AI in enhancing both language proficiency and self-directed learning.

Ultimately, the presentation explores how AI can enhance language proficiency by tailoring instruction to meet the specific needs of each learner, leading to more effective and impactful language education.

Conclusion:

This presentation encourages language educators to leverage AI's innovative capabilities to transform language learning. By utilizing effective AI tools, educators can enhance the learning experience through personalized feedback, interactive exercises, and adaptive learning pathways tailored to individual student needs and achieved success for all.

Transforming Low Performers into High Achievers in Proficiency Test**-- A Case Study***Weijiang Zhang**Defense Language Institute Foreign Language Center*

This case study explores the transformation of low-performing students into high academic achievers by applying targeted, individualized learning interventions, tailored materials, and affective support. The study investigates the factors contributing to their academic struggles, such as motivation, poor study habits, and need of affective support. The interventions include personalized learning plans, active mentorship, and differentiated materials tailored to the student's needs, and constant tracking student progress and mood swings. The effort and time invested in the student demonstrated significant improvement in the learning outcomes reaching to 2+ and beyond in DLPT.

The study underscores the importance of personalized learning environment and suggests that with the right support, even students who struggle initially can achieve high levels of academic success. The processes and student final performance offer valuable insights and strategies to improve learning outcomes for low-performing students.

The presentation outline includes 1. Diagnostic assessment: Identify specific weaknesses, knowledge gaps, learning barriers, challenges, and learning styles of the learner. 2. Individualized learning plans: Tailor teaching/learning plans to meet the unique needs of each student such as personalized resources, differentiated instruction, allowing students to progress at their own pace. 3. Active mentorship and coaching to build confidence and competence, such as providing continuous support, motivation, feedback; regularly check-ins for progress monitoring; emotional support to increase motivation, self-efficacy, and develop a positive mindset. 4. Continuous feedback and monitor the progress by providing feedback positively and constructively meanwhile reducing anxiety around assessments and building student confidence. 5. Growth mindset development by cultivating resilience and a belief in improvement through effort; by celebrating small successes and build students' belief in their capacity to improve and by increasing perseverance and reducing fear of failure. 6. Emotional support to the students by understanding their situation, showing empathy, and showing teacher's care for them. 7. Conclusion: the combination of the above-mentioned strategies led to significant academic achievement of low-performing students.

Enhancing Chinese Language Instruction Through AI: Bridging Innovation and Tradition*Zheng George**Defense Language Institute Foreign Language Center*

The rise of AI tools has significantly transformed foreign language education, providing innovative methods for translation, instruction, and assessment. However, questions remain about the extent to which AI can replace traditional classroom teaching and the quality of AI-generated materials. This proposal examines the evolving role of AI in Teaching Chinese as a Foreign Language (TCFL) and its implications for classroom instruction.

The presentation will begin with a review of current literature on the benefits and limitations of AI tools in TCFL education, focusing on their ability to complement rather than replace teachers in classroom teaching. While AI offers adaptive learning opportunities, its shortcomings—such as unstable quality and a lack of cultural and contextual sensitivity—underscore the continuing need for human teachers.

Secondly, building on this foundation, the presentation discusses strategies for blending AI tools with communicative and culturally focused teaching methods. Real-world classroom experiences will be shared, including the use of ChatGPT to generate multiple-choice questions from authentic Chinese online materials. Challenges such as the lack of contextual relevance and alignment with learning objectives will be addressed.

Finally, this presentation will provide solutions for improving the quality of AI-generated content to better support standards-based instruction. By examining the intersection of technology and tradition, this presentation aims to equip educators with practical strategies for TCFL classroom teaching while leveraging AI tools effectively.

科技與傳統結合的廣東話教學模式：針對華裔與非華裔學生的差異化教學策略*Yanhua Zheng**Stanford University***摘要：**

廣東話在學術環境中的發展面臨多重挑戰，特別是對於不同學習背景的學生——如在海外成長的華裔學生和缺乏文化背景的非華裔學生，其學習需求和教學重點截然不同。因此，如何利用先進的科技工具與傳統教學方法相結合，設計出多樣化、個性化的教學策略，成為廣東話教育的重要課題。本提案將分享一套基於學生群體差異的教學方案，展示如何透過人工智能平台、科技融入的個性化教學策略、多媒體資源與文化沉浸式課程設計，提升廣東話教學的吸引力與實效性。

內容概述：

本報告將從以下幾方面展開：

學生群體需求分析與挑戰：○ **華裔學生 (Heritage Learners)**

- 通常具備一定的聽說能力，但缺乏系統的語言基礎與書寫能力。
- 需要透過文化體驗和口語實踐增強語言認同感與應用能力。

○ **非華裔學生 (Non-Heritage Learners) :**

- 從零基礎開始，需要注重拼音、語法等結構化教學，強調語言技能的全面發展。
- 對廣東話的文化背景了解有限，需要加入更多文化引導以提升學習動機。

科技融入的個性化教學策略：

- 利用 AI 平台提供個性化語言練習與語音評估，提高學生的自主學習效率。
- 數字故事創作：讓學生用廣東話講述自己的故事，結合文化與語言學習。
- 採用多媒體學習應用（如遊戲化語言學習和沉浸式虛擬現實）針對文化背景差異設計教學材料。

傳統教學法與科技的結合：

- 通過角色扮演、文化故事講述等活動，強化華裔學生的口語與文化連結。
- 利用粵劇、電影和民間故事作為非華裔學生的文化導入，增強課堂趣味性與文化認同感。

課程設計實例與實施成果：

- 分享基於不同學生群體設計的教學案例和實施效果，提供具體的操作指南。
- 探討在課堂內外建立學生語言使用環境的方法，以提升學習效果。

會議主題的相關性：

本提案緊扣「科技與傳統：融合中文教學新方法」的主題，結合創新科技與傳統教學方法，針對華裔與非華裔學生提出差異化教學策略，為廣東話教育提供新的視角與實踐方案。



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Chinese Language Teachers Association of California

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