

# 加州中文教師協會

The Chinese Language Teachers Association of California

## CLTAC 2026 Spring Conference Program

加州中文教師協會二零二六年春季學術研討會  
會議手冊  
2026年3月7日, 斯坦福大學



Conference Website

<https://www.cltac-ca.org/2026-spring-conference.html>

Conference Registration

<https://forms.gle/qsYPhiti3cRdKzgQ8>

Survey & Feedback

<https://forms.gle/gxvrBkQwKGZNZrh48>





## Content 目录

<b>Committee &amp; Staff Team</b>	会务组	2
<b>Acknowledgements</b>	特别鸣谢	3
<b>Parking Suggestions</b>	停车信息	5
<b>Keynote Speakers &amp; Abstracts</b>	主题报告人及摘要	6
<b>Agenda</b>	日程安排	7
<b>Presentation Abstracts</b>	报告摘要	10





## Committee & Staff Team 会务组

常小林	李文肇	梁 晶	孙朝奋	徐 远
陈敏榕	李 樾	<b>Nina Lin</b>	郑燕华	王华之
高立伟	李 英	乔蓁林	唐 乐	周晓芳
高偲译	李智强	刘新韵	许和平	张幼屏
胡 潇				

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

*English for Heritage Language Speakers*



## Scholarship

# English for Heritage Language Speakers



*Professional English for Government Careers*

## DEVELOP YOUR ENGLISH SKILLS FOR A CAREER IN THE FEDERAL GOVERNMENT

- **English for Heritage Language Speakers** offers scholarships in career skills and professional English at Georgetown University in Washington, DC.
- **Full scholarships are available** for U.S. citizens with a college degree who are native speakers of **Mandarin Chinese**.
- Scholarship covers **tuition and fees** for the full 8 months of the program and a **living stipend** of \$3,600 per month for the first 6 months, \$1,200 per month for the final 2 months.

Apply by June 16th, 2026

[ehlsprogram.org](http://ehlsprogram.org) 202-355-1584

# Parking Suggestions

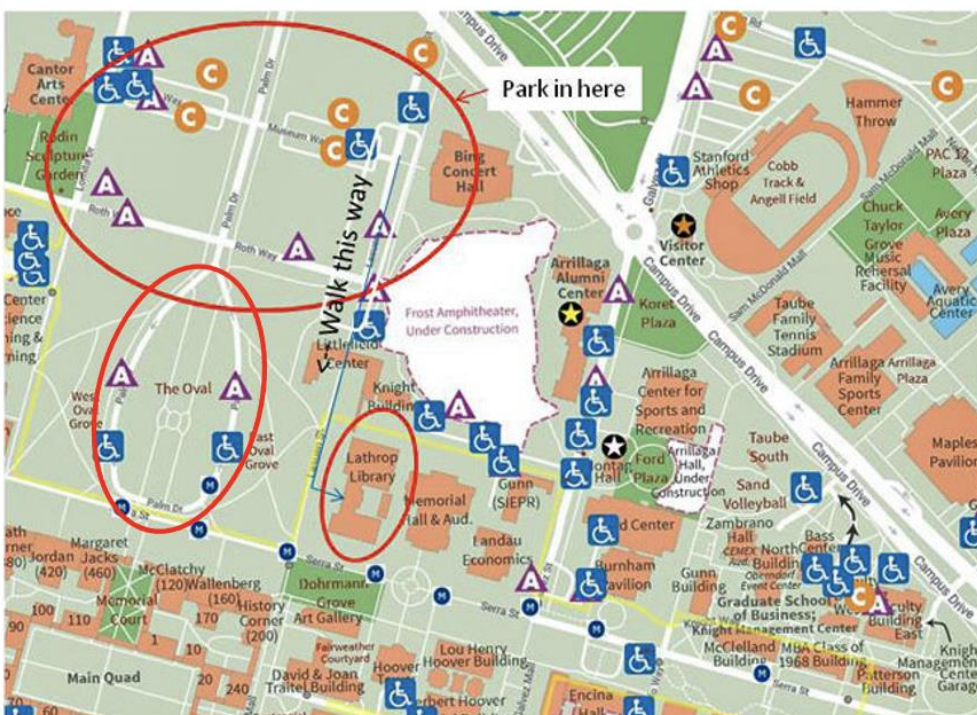
## 停车信息

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



### 萧峰教授

萧峰教授现任波莫纳学院（Pomona College）中文副教授，同时也是该校两位 Oldenborg 学院研究员(faculty fellow)之一。他于2015年获得卡内基梅隆大学博士学位，已发表30余篇学术成果，并获得多项科研资助与奖项。他的研究兴趣包括语用学、AI赋能语言学习以及第二语言习得。自2017年以来，他主持了多项教育技术项目，其中包括 luduan.ai（2023）和 bruhh.ai（2025）。此外，他还为硅谷几家AI初创公司做专家咨询。



### Keynote Speech 主题报告

## AI赋能教学法：进阶与审慎

本次报告将当前关于人工智能（AI）在语言教育中的讨论置于更为广阔的历史与理论背景之中。报告首先回顾人工智能的发展历史，重点侧重于自 2017 年以来大型语言模型（LLMs）的兴起；随后通过具体实例揭示大型语言模型与人类语言加工之间的本质差异。在此基础上，报告将探讨人工智能在外语教育中的应用现状，既强调创新性的实践，也指出尚未解决的挑战。最后，报告将提出一个基于原则的框架来指导语言教育中人工智能的伦理与负责任使用，让中文教师能在最大化以人为中心的人工智能优势的同时，能管理好对人工智能过度依赖的风险并减少人工智能“幻觉”的问题。

## CLTAC 2026 Spring Conference Program 加州中文教師協會二零二六年春季學術研討會日程

8:30-8:55	<b>Registration and Refreshments</b> 注册, 茶点 (Entrance Hall, Lathrop Library)		
8:55-9:00	<b>Welcome and Opening Remarks</b> 開幕式 (Bishop Auditorium, Lathrop Library) <i>Huazhi Wang, CLTAC Vice President and Conference Chair, Stanford University</i>		
9:00-10:00	<b>Keynote Speech</b> 主題演講 (Bishop Auditorium) PedAIgogy: Progress and Precaution <b>Feng Xiao Pomona College</b> <i>Chair: Chao Fen Sun Stanford University</i>		
10:00-10:10	Coffee Break 茶歇		
10:10-11:10	Panel 1 分組報告 (一) (Bishop Auditorium) <b>Methodology of Teaching</b> 教学研究: 经典与创新  <i>Chair: Zhenlin Qiao Defense Language Institute Foreign Language Center</i>	Panel 2 分組報告 (二) (Lathrop 198) <b>Student-Centered, AI-Enabled</b> 以人为本, 科技加持  <i>Chair: Ying Li Defense Language Institute Foreign Language Center</i>	Panel 3 分組報告 (三) (Lathrop 199) <b>Designing Smarter Language Practice with AI</b> 人工智能与课程设计  <i>Chair: Le Tang Singleton Stanford University</i>
	1.1 Exploring the Great Potential of 字本位 in the AI Era <i>Heping Xu Defense Language Institute Foreign Language Center</i>  1.2 What Can We Learn from Chao's Approaches to Teaching <i>Jin Liu Chaffey College Zhiqiang Li University of San Francisco</i>  1.3 How I Use GPAI: What Works, What Breaks in Knowledge Work and Content Creation <i>Chris Wen-Chao Li San Francisco State University</i>	2.1 Strategies working with highly motivated learners through autonomy, motivation and AI assistance <i>Weijiang Zhang Defense Language Institute Foreign Language Center</i>  2.2 When "Correct" Sounds Wrong—Negative Pragmatic Transfer and AI Failures in Chinese Communication <i>Anmin Liu; Jing Zhang Defense Language Institute Foreign Language Center</i>  2.3 Harmonizing Silicon and Soul: A Student-Centered Framework for Language Instruction in the Digital Era <i>Kueilan H. Chen; Xiaohui Wu Defense Language Institute Foreign Language Center</i>	3.1 AI Meets Humanity: Designing Comprehension Tasks that Foster Learner Agency <i>Binbin Wei; Xiaohui Wu; Xiaofei Zhang Defense Language Institute Foreign Language Center</i>  3.2 Designing Live Action Role-Playing Criminal Mystery Activities with AI: A Task-Based Model for Chinese Language Instruction <i>Siyao Shao; Zhe Luo Defense Language Institute Foreign Language Center</i>  3.3 From Passive to Proactive: Reimagining Listening with YouTube and ChatGPT <i>Guanjun Fang Defense Language Institute Foreign Language Center</i>

11:10-11:20	Coffee Break 茶歇		
11:20-12:20	<p>Panel 4 分组报告 (四) (Bishop Auditorium) <b>AI Is Not a Teacher</b> 反思教学中的人工智能角色</p> <p><i>Chair: Zhiqiang Li</i> <i>University of San Francisco</i></p>	<p>Panel 5 分组报告 (五) (Lathrop 198) <b>From Theory to Targeted Practice</b> 助力教学实践的理论研究</p> <p><i>Chair: Heping Xu</i> <i>Defense Language Institute</i> <i>Foreign Language Center</i></p>	<p>Panel 6 分组报告 (六) (Lathrop 199) <b>Application of AI Tools</b> 中文教学中的人工智能工具</p> <p><i>Chair: Chris Wen-Chao Li</i> <i>San Francisco State University</i></p>
	<p>4.1 Beyond the Hype: Using AI for Language Learning Through a Critical Thinking-Based Approach <i>Jing Zhang; Anmin Liu</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>4.2 ChatGPT vs. Student Writing: A Comparative Analysis of Lexical Diversity and Density in Intermediate Chinese Texts <i>Fuqiang Zhuo; Chengzhi Chu</i> <i>University of California, Davis</i></p> <p>4.3 Igniting the Explorer Within Students <i>Xiaoli Shi</i> <i>Defense Language Institute Foreign Language Center</i></p>	<p>5.1 Goldberg 的句式理论与汉语的“得补语”句式的研究与教学 <i>Jian Kang Loar</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>5.2 Scaffolding the learning and comprehension of Chinese relative clause: Strategy and technology <i>Jing Zhong</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>5.3 Literacy Foundations of L2 Chinese Listening Comprehension: Reading Ability, Fluency, and Lexical Knowledge <i>Jing Zhou</i> <i>Defense Language Institute Foreign Language Center</i></p>	<p>6.1 From Text to Talk Through NotebookLM for Human-centered Chinese Learning <i>Xinran Wang</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>6.2 AI for Autonomy: Enhancing Learning and Reducing Workload in Language Education <i>Zhuofeng Shen; Feng Liang</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>6.3 AI-Assisted Teaching and Learning of Chinese Language and Culture <i>Yujie Ge</i> <i>Santa Clara University</i></p>
12:20-13:00	Lunch Break 午餐		
13:00-14:00	<p>Panel 7 分组报告 (七) (Bishop Auditorium) <b>AI Is Not a Teacher</b> 反思教学中的人工智能角色 <i>Chair: Xiao Hu</i> <i>Defense Language Institute</i></p>	<p>Panel 8 分组报告 (八) (Lathrop 199) <b>From Classroom to Community: K-12 Chinese Teaching Practice</b> 从课堂到社区：中小学中文教学实践 <i>Chair: Ming-Jung Chen</i> <i>Menlo School</i></p>	
	<p>7.1 Human-Centered AI in Chinese Language Teaching: Fostering Learner Autonomy through Problem-Based Learning 以人为本的人工智能在中文教学中的应用：通过问题导向学习促进学习者自主性 <i>Hanwei Tan</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>7.2 Beyond AI: Developing Chinese Interactional Competence in the Digital Era <i>Ruiqi Ma</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>7.3 面向ILR等级提升的汉语长句分析训练研究——生成式AI在高级汉语教学中的应用与反思 <i>Chao Xie</i> <i>Defense Language Institute Foreign Language Center</i></p>	<p>8.1 Bilingual DEL learning through PBL approaches <i>Xinxin Liu; Yun Shao; Huize Yang</i> <i>Yu Ming Charter School</i></p> <p>8.2 More than Tools - Building AI-Supported Learning Communities for Gen Z and Gen Alpha Learners <i>Jing Ren</i> <i>Capital College &amp; Career Academy</i></p> <p>8.3 以谦逊之心与AI共教共学：小学三年级中文人物外貌描写课堂中的语言与科技探索 <i>Jinyi Li</i> <i>Yew Chung International School Silicon Valley</i></p>	

14:00-14:10	Coffee Break 茶歇	
14:10-15:10	<p style="text-align: center;">Panel 9 分组报告 (九) (Bishop Auditorium) <b>Multimodal Teaching Approaches</b> 多样化教学策略探索</p> <p style="text-align: center;"><i>Chair: Liwei Gao</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>9.1 Multimodal Homework for Integrated Language Skills: Listening, Reading, and Speaking <i>Xibo Henderson</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>9.2 视觉化词汇联想的尝试 <i>Lei Dou; Zhou Xu</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>9.3 Draw to Learn: Learner-Generated Drawing and Human-Centered Pedagogy in Teaching Chinese as a Foreign Language in the AI Era <i>Ke Wang</i> <i>Defense Language Institute Foreign Language Center</i></p>	<p style="text-align: center;">Panel 10 分组报告 (十) (Lathrop 199) <b>Shaping Student Learning: The Roles of Teachers and Textbooks</b> 教师与教材对学生学习的塑造</p> <p style="text-align: center;"><i>Chair: Yuan Xu</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>10.1 Effective Questioning Techniques for Project-Based Learning in an AP Chinese Classroom <i>Jing Liang</i> <i>Lowell High School</i></p> <p>10.2 Cultural Representation in Chinese Language Textbooks: A Comparative Analysis of Integrated Chinese and Modern Chinese for Heritage Beginners <i>Emily Rong</i> <i>San Francisco State University</i></p> <p>10.3 Exploring Teaching Trajectory of “了”(le) in Beginner CSL Textbooks: A Task-Level Comparison of Integrated Chinese and New Practical Chinese Reader <i>Meilin Biao</i> <i>San Francisco State University</i></p>
15:10-15:20	Coffee Break 茶歇	
15:20-16:20	<p style="text-align: center;">Panel 11 分组报告 (十一) (Bishop Auditorium) <b>AI Is Marvelous, Human Is Necessary</b> 人工智能的高效与教师责任的不可或缺</p> <p style="text-align: center;"><i>Chair: Hsin-Yun Liu</i> <i>City College of San Francisco</i></p> <p>11.1 Advancing Mandarin Chinese Assessment: A Computer-Adaptive Multiple-Choice Approach <i>Xinhua Zha</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>11.2 Human Responsibility in AI-Assisted Chinese Language Instruction: A Case Study at “A” <i>Baojing Sang</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>11.3 More Than an App: The Teacher’s Role in Tech-Enhanced Mandarin Teaching <i>Ying Amatya</i> <i>Defense Language Institute Foreign Language Center</i></p>	<p style="text-align: center;">Panel 12 分组报告 (十二) (Lathrop 199) <b>Empowered Teacher: With AI and Beyond</b> AI之外：数据与文化，认知与责任</p> <p style="text-align: center;"><i>Chair: Siyi Gao</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>12.1 Building a Data-Driven Classroom—Turning Textbooks into Student-Centered Tools <i>Yuan Xu</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>12.2 Bridging Technology, Cognition, and Culture: A Framework for L2 Chinese Character Learning <i>Suyi Liu; Jerome S. Mayoral; Yulian Wang</i> <i>Defense Language Institute Foreign Language Center</i></p> <p>12.3 Beyond AI: Human-Centered Proficiency Acceleration in Advanced Chinese Instruction <i>Hui-Ju Chuang</i> <i>Defense Language Institute Foreign Language Center</i></p>
16:20-16:50	<p><b>Closing Remarks, Awards, and Announcements</b> 闭幕式，颁奖，协会事务通知 (Bishop Auditorium) <i>Yue Li, CLTAC President, Defense Language Institute Foreign Language Center</i></p>	

**More Than an App: The Teacher's Role in Tech-Enhanced Mandarin Teaching***Ying Amatya**Defense Language Institute Foreign Language Center*

As digital tools for Chinese as a Foreign Language (CFL) proliferate, a critical question emerges: can technology solve the inherent challenges of Mandarin listening comprehension? While platforms like HelloChinese, FluentU, and Yabla offer sophisticated Pinyin drills and authentic exposure, they often lack the nuanced feedback required to navigate Mandarin's homophone-rich and tonal landscape. This presentation argues that technology must be viewed as a "**pedagogical plus**" rather than a substitute for human instruction.

This presentation argues that CFL instructors remain central to the success of technology-enhanced listening instruction and should be viewed as designers and mediators of learning rather than mere facilitators of tools. Drawing on a blended-balanced pedagogical framework (Liu & Chen, 2020) and classroom-based practices, the session highlights five instructor-driven strategies for effective integration of technology:

**Pairing Tech with Teacher-Led Correction:** Supplementing app-based drills with one-on-one modeling to refine tone accuracy.

**Customization:** Adapting tools like Anki and Edpuzzle to align with specific curricular goals and student cognitive loads.

**Supplementation:** Using digital resources to activate schemata, followed by deep-dive classroom discussions.

**Exposure vs. Mastery:** Utilizing tech for diverse accent exposure while relying on instructors for complex grammatical and semantic grounding.

**Gap Bridging:** Scaffolding authentic video content with pre- and post-listening tasks to ensure comprehension.

Concrete examples from CFL classrooms illustrate how tools such as Edpuzzle, HelloChinese, and FluentU can support pre-class listening and tone discrimination, while in-class teacher feedback, guided analysis, and contextualized practice refine learners' phonological awareness and comprehension. The presentation also addresses limitations of current technologies, including inaccurate feedback and limited authenticity, and demonstrates how instructors can mitigate these issues through targeted scaffolding and pedagogical decision-making.

Participants will leave with practical, research-informed strategies for aligning technology with instructional goals and learner needs, reinforcing the idea that technology becomes transformative only when guided by human expertise. Ultimately, the session underscores that technology is most powerful when it enhances—rather than replaces—the essential human elements of effective CFL listening instruction.

**Exploring Teaching Trajectory of “了”(le) in Beginner CSL Textbooks: A Task-Level Comparison of Integrated Chinese and New Practical Chinese Reader***Meilin Biao**San Francisco State University*

Grammatical particles remain a major challenge for beginning learners of Chinese, yet relatively little attention has been paid to how individual high frequency grammatical features are developed through tasks across lessons in commonly used textbooks. While grammar instruction is often evaluated based on explanations or example sentences, learners' understanding is largely shaped by how grammar is practiced through tasks over time.

This study examines how the particle 了 (**le**) is introduced and practiced in two widely used beginner Chinese as a second language (CSL) textbook series: **Integrated Chinese (IC)**, published in the United States, and **New Practical Chinese Reader (NPCR)**, published in mainland China. These two series represent different instructional traditions and are commonly used in K-12 and college level Chinese classrooms.

Using a **task-level coding approach** informed by Littlejohn's materials analysis framework, the study analyzes **how le is sequenced across lessons and operationalized through textbook tasks**. Each task is coded for task type, instructional focus, learner role, output type, and whether le is treated explicitly or embedded in context. This approach allows for a close examination of how pedagogical assumptions are enacted through task design rather than inferred from explanations alone.

The analysis reveals three main patterns. First, both textbooks balance explicit instruction with contextualized practice and rely heavily on form-meaning tasks. Second, Integrated Chinese offers a wider range of task types and includes more opportunities for open ended production, while New Practical Chinese Reader relies more on controlled and recognition based tasks. Third, at the semantic level, Integrated Chinese develops le from completion toward change-of-state and imminence meanings, whereas New Practical Chinese Reader separates sentence-final change-of-state uses from verb-completion uses.

By focusing on a single high frequency grammatical feature, this study shows how grammar learning is shaped by task design and sequencing rather than explanation alone. The findings have practical implications for CSL teachers, textbook writers, and curriculum designers, especially those seeking to support learners' meaningful use of grammar while maintaining appropriate developmental support.

### **Harmonizing Silicon and Soul: A Student-Centered Framework for Language Instruction in the Digital Era**

*Kueilan H. Chen; Xiaohui Wu*

*Defense Language Institute Foreign Language Center*

In 2026, language education has reached an inflection point where artificial intelligence (AI) has transitioned from a supportive tool to an autonomous "digital collaborator". This proposal introduces an innovative framework for **AI-Integrated Task-Based Language Teaching (AI-TBLT)**, designed to maximize student engagement and communicative proficiency through agentic AI systems.

The framework adopts a dual-track, student-centered approach that deliberately balances technological efficiency with human pedagogy. The "Silicon" track leverages AI-integrated TBLT to manage high-volume cognitive and procedural tasks, including the automated generation of leveled instructional materials, real-time adaptive feedback on pragmatic competence, and risk-free simulations of complex communicative scenarios. By delegating these repetitive and preparatory processes to AI, the framework frees instructional space for the "Soul" track. Within this human-centered dimension, the role of the instructor is elevated from information provider to mentor and cultural mediator. Teachers focus on socio-emotional learning, ethical communication, and the interpretation of high-context cultural nuances-areas that remain beyond the current capabilities of artificial systems.

Grounded in empirical studies from 2026, this session demonstrates how AI-TBLT can enhance learner autonomy while reducing foreign language anxiety by offering a low-risk environment for experimentation and practice. Participants will gain practical strategies for implementing agentic AI workflows that position technology as a catalyst for meaningful, human-centered communication rather than a shortcut that undermines effortful learning.

### **Beyond AI: Human-Centered Proficiency Acceleration in Advanced Chinese Instruction**

*Hui-Ju Chuang*

*Defense Language Institute Foreign Language Center*

While digital tools and AI offer efficiency and new ways of learning, they also raise an important question: How can technology be used without losing the human connection that is essential to meaningful language learning? This presentation examines that balance through a case study from the Chinese Flagship Program, focusing on how human-centered instructional design can accelerate advanced Chinese proficiency in the digital era.

The presentation focuses on how human-guided instruction helped advanced learners make progress when technology alone was not enough. Through instructor-led assessment, focused grammar support, and individualized coaching, students were able to overcome long-standing, fossilized errors and move beyond learning plateaus. In particular, the presentation highlights the importance of teacher involvement in speaking instruction. By combining AI-assisted, OPI-aligned speaking activities with consistent instructor feedback, students developed clearer expression, improved accuracy, and greater confidence in communication. These gains were the result of careful task design, modeling, and ongoing support that technology could enhance but not replace.

This presentation positions technology as a supportive tool within a human-centered approach to teaching. Participants will leave with practical, classroom-ready strategies for balancing digital resources with strong teacher presence, supporting learner confidence, and strengthening language foundations. The presentation emphasizes that meaningful progress in Chinese language learning depends not on technology alone, but on intentional instruction that keeps human interaction, cultural understanding, and learner development at the center of the classroom.

## 视觉化词汇联想的尝试

*Lei Dou; Zhou Xu**Defense Language Institute Foreign Language Center*

本文旨在介绍一种视觉化汉语词汇联想的新尝试。人类的语言行为表明其掌握的词汇在内部词汇存储系统（通常称为“心理词库”）中呈现出系统化的组织，并能被高效地提取。长期以来，心理学家假设心理词库是一个由大量相互连接节点构成的庞大网络。多种教学理论也支持视觉化与中文词汇习得之间的联系。基于这种认识，针对高级中文学习者希望迅速扩大词汇的要求，通过分析词族的共同特征帮助学生批量学习生词。词汇联想的网络状开放结构使学习者能够将新汉字与已有的知识框架联系起来。由AI精心编写的故事情节，结合该词族中的不同词的角色，使学习的过程更加生动有趣。目标是通过视觉化的词汇联想，优化非母语者中文词汇学习的体验及效率。

**From Passive to Proactive: Reimagining Listening with YouTube and ChatGPT***Guanjun Fang**Defense Language Institute Foreign Language Center*

The traditional listening classroom is often a place of high anxiety and low engagement, where "teaching" is frequently mistaken for "testing." When students simply listen to audio to answer multiple-choice questions, they are being evaluated, not empowered. This presentation offers a practical solution: a workflow that combines the vast authentic library of YouTube with the pedagogical power of ChatGPT to create interactive, student-centered listening experiences. The presentation demonstrates how to turn a 3-minute video into a 50-minute interactive lesson in under 60 seconds. Participants will leave with a Prompt Cheat Sheet designed to eliminate lesson-planning burnout while maximizing student talking time.

**AI-Assisted Teaching and Learning of Chinese Language and Culture***Yujie Ge**Santa Clara University*

Generative AI tools are emerging across various fields in the digital era, particularly in education and related areas, where they assist educators' teaching and students' learning.

As such, I incorporated AI into Chinese language and culture teaching and learning through various class activities, assignments and projects. In this presentation, I will share how I used AI tools, such as Google Gemini Storybook, and others, to task students with creating a storybook project in my elementary Chinese class. I will compare different AI tools through the creation process, pointing out strengths and weakness of each tool, as well as students' comments on them.

Moreover, I will introduce some AI tools that assist students with handwriting and character recognition, which I used in my classes, since Chinese character writing is challenging for learners, especially beginners. In addition, I will share another AI tool that assists students in learning and memorizing Chinese characters, such as creating flashcards directly from textbooks, or uploaded texts.

Embracing AI tools in teaching and learning is still experimental for many educators. However, in the digital era, embracing technological innovation and using it to support teaching and learning can lead to positive learning outcomes and motivate students' passion for learning.

## Multimodal Homework for Integrated Language Skills: Listening, Reading, and Speaking

*Xibo Henderson*

*Defense Language Institute Foreign Language Center*

This presentation showcases three effective homework activities that integrate listening, reading, and speaking. These activities have been implemented in three classes and were received very positively by our students. Students expressed strong approval through questionnaires.

The first homework activity uses a graded-reader series developed by our colleague, which is well suited for intermediate Chinese students. The scripts are an appropriate length and difficulty for homework. Each chapter includes vocabulary support (with Pinyin and English glosses) and two sets of comprehension questions. The full material contains 25 chapters with audio files, scripts, and comprehension questions in both Chinese and English. We assign these reading and listening materials as homework and ask students to submit their work, sometimes including an audio recording and a video role-play.

The second homework activity asks students to create a virtual tour of a house using multimedia tools such as a website, voice-over narration, or role-play. This task encourages creativity and innovation while providing meaningful practice in real-life communication.

The third homework task is a creative, multimodal assignment that invites students to use a range of tools and formats to develop artistic expression and personal voice. It supports identity affirmation through the target language and promotes deeper understanding and connection within the learning community. Overall, it aims to extend learning by fostering a positive environment and strengthening relationships among all participants.

The incorporation of multimodal linguistic activities encompassing the auditory, textual, and oral domains into homework assignments, thereby fostering a comprehensive and well-rounded pedagogical approach.

以谦逊之心与 AI 共教共学：  
小学三年级中文人物外貌描写课堂中的语言与科技探索

*Jinyi Li (李劲颐)*

*Yew Chung International School Silicon Valley*

本次分享介绍一项创新性的课堂教学实践，旨在提升小学三年级学生的中文人物外貌描写能力。课程将 AI 图像生成工具作为一面“镜子”，引导学生思考语言表达的准确性、自我身份认知以及技术本身的局限性。学生首先用中文描述自己的面部特征和外貌特点，然后将文字输入 Chat GPT、Deep Seek、Gemini 和 Nano Banana 等 AI 工具生成图像。通过将 AI 生成的图像与自身真实外貌进行比较，学生直观体会到对外貌特征的选择和语言表达的精准度如何影响理解，也发现 AI 在细节解读中的偏差。

该学习体验具有两个重要目标：一方面，引导学生在众多外貌特征中进行取舍，学会抓住最具代表性的特征进行描写，从而提升人物描写的突出性与整体表达效果；另一方面，引导学生以谦逊的态度使用技术，认识 AI 在语言学习中的潜力与限制，培养批判性思维和数字素养。学生在反思 AI 如何解读文字的过程中，逐步理解人类意图与机器输出之间的差距。

与会者将看到真实的学生作品示例、清晰的课堂实施步骤，以及用于引导课堂反思的讨论问题。本次分享邀请教育者重新思考 AI 在课堂中的角色：它不应被视为权威，而应作为一种反思工具，在促进语言学习的同时，提醒学生教育的核心始终是不可替代的人类声音。

## How I Use GPAI: What Works, What Breaks in Knowledge Work and Content Creation

*Chris Wen-chao Li*

*San Francisco State University*

Focusing on the use of general-purpose horizontal large language models rather than domain-specific vertical applications, this talk draws on hands-on examples of GPAI use from academic research, teaching-materials development, and online content creation to illustrate what works—and what breaks—in scholarly and creative work. It also traces how foundation models have improved over time and shows how recent capabilities are being applied in a forthcoming “AI-savvy” coursebook for intermediate-level Chinese learners.

### Effective Questioning Techniques for Project-Based Learning in an AP Chinese Classroom

*Jing Liang*

*Lowell High School*

An effective teacher teaches by asking questions rather than telling. In a technology-assisted, project-based learning classroom, teachers are no longer presenters. Therefore, questioning techniques are especially critical for teachers to mediate students' inquiry and learning, as questions naturally raise learners' awareness and prompt them to search for answers. Asking an effective question will provoke learners to think more deeply and promote engagement. It will also encourage learners to express more and even ensure successful learning outcomes. How can questioning be used as a mediation tool during project-based learning in an AP Chinese classroom? What types of questions most effectively promote students' language learning?

This presentation will share an AP Chinese teacher's classroom experiences of implementing questioning techniques during a project-based learning unit. Guided by the Mediated Learning Experience theoretical framework, the presenter will also demonstrate how to design different types of questions and provide their classroom applications during teacher-student interactions.

### Bridging Technology, Cognition, and Culture: A Framework for L2 Chinese Character Learning

*Suyi Liu; Jerome S. Mayoral; Yulian Wang*

*Defense Language Institute Foreign Language Center*

Recognizing Chinese characters poses significant challenges for L2 learners, yet it is fundamental to the development of Chinese literacy. Without character knowledge, reading comprehension remains severely constrained. Although numerous technological tools claim to assist, facilitate, and accelerate language learning, their effectiveness is limited when learners do not actively engage in cognitive processing. Over-reliance on such tools may even create an illusion of language mastery. Moreover, Chinese characters function not only as linguistic symbols but also as cultural artifacts that embed historical memory, relational thinking, and embodied practices. The recent debate over typing versus handwriting Chinese characters reflects the need to consider the advantages of both methods and illustrates the interplay among technology use, cognitive processing, and cultural engagement. However, existing theoretical frameworks have not sufficiently addressed the subtle and complex dimensions of learning Chinese characters for L2 learners in today's digital learning environments.

Drawing on the presenters' recent instructional experiences, this presentation proposes a Technology–Cognition–Culture (TCC) integration framework to guide effective Chinese character learning in the digital era. First, the roles of generative AI and other digital tools, such as Pleco, and their impacts on L2 learners' character learning are examined, with an emphasis on pedagogically informed use. Second, human cognition is analyzed through key components, including orthographic awareness, graphophonic awareness, semantic mapping, memory, and motor involvement, all of which play critical roles in Chinese literacy development. Finally, the cultural dimensions of Chinese characters, such as meaning-making, identity formation, social value, heritage, and calligraphic practices, are explored in relation to both learner cognition and technology integration.

The proposed framework argues that effective digital learning of Chinese characters requires careful alignment among technological affordances, cognitive engagement, and cultural values. While each component contributes uniquely to learning, meaningful outcomes emerge from their integration, with cognition playing a central mediating role. The TCC framework provides a conceptual tool for identifying learning gaps and reflecting on current teaching and learning practices, offering both theoretical and pedagogical implications for the development of L2 Chinese literacy.

## What Can We Learn from Chao's Approaches to Teaching Pronunciation

*Jin Liu; Zhiqiang Li*

*Chaffey College, University of San Francisco*

Yuen Ren Chao (1892–1982) was a pioneering figure in Chinese language teaching in the first half of the 20th century, whose work fundamentally shaped the field of modern Chinese linguistics and pedagogy. His contributions bridged linguistic theory and classroom practice, emphasizing spoken language, tone accuracy, and learner-centered instruction at a time when Chinese was often taught primarily through textual analysis and translation. As one of the earliest advocates of teaching spoken Mandarin through systematic phonetic analysis, tone instruction, and romanization, Chao helped establish approaches that remain foundational in the teaching of Chinese as a foreign language today.

*Mandarin Primer* (Chao, 1948) is widely regarded as one of the most influential Mandarin Chinese textbooks of the 20th century. In this work, Chao articulated detailed approaches to teaching Mandarin initials and finals, which form the central focus of this presentation. For Chao, the study of pronunciation formed the foundation of all subsequent language learning. While initials are organized according to place and manner of articulation, finals are arranged based on pre-nuclear glides and syllable endings. He emphasized the importance of listening to a sound model when distinguishing vowel qualities, noting that the same vowel, particularly in the case of the low vowel [a] and the middle vowel [e], may be realized differently depending on the final in with it occurs. To address difficult sound contrasts such as the [zh, ch, sh, r] series and the [j, q, x] series, Chao employed near-minimal pairs (e.g., zhòu vs. jiù [jiou], chàng vs. qiàng) to sharpen learners' phonetic perception.

Building on Chao's insights, this presentation connects his pedagogical approach to syllable-based phonetic realization and contextual sound variation in teaching pronunciation. In particular, the talk examines how learners' reliance on pinyin input methods highlights the ongoing relevance of Chao's approach to sound-syllable mapping, listening discrimination, and accurate production. By revisiting Chao's work through a technological lens, this presentation argues for integrating historically grounded pronunciation pedagogy with modern digital practices to support effective and informed Chinese language instruction.



## When “Correct” Sounds Wrong

### -Negative Pragmatic Transfer and AI Failures in Chinese Communication

*Anmin Liu; Jing Zhang*

*Defense Language Institute Foreign Language Center*

Pragmatic competence in a second language extends beyond grammatical accuracy to include sensitivity to culturally embedded norms of appropriateness. Grounded in Brown and Levinson’s Politeness Theory, this presentation conceptualizes **Negative Pragmatic Transfer** as a failure of sociocultural alignment rather than a deficiency in linguistic competence. Focusing on Chinese-language contexts, the study examines how sociocultural inappropriate acts emerge when English pragmatic conventions are directly transferred into Mandarin.

**The presentation will begin with a naturally occurring interaction in a Chinese social setting**, in which a learner’s utterance is grammatically and semantically accurate yet pragmatically inappropriate. Through discourse analysis, the example illustrates how directness, second-person reference, and unmitigated delivery—features acceptable in English—violate Chinese politeness norms related to face, emotional buffering, and relational distance. This case demonstrates how pragmatic failure arises not from “incorrect Chinese,” but from misaligned sociocultural expectations governing how meaning should be expressed.

**The analysis then extends to instructional contexts, examining what and why learners misalign sociocultural norms between English and Chinese.** Classroom-based examples reveal that students often prioritize informational clarity and efficiency—values reinforced in English discourse—while underestimating the relational and affective dimensions central to Chinese communication. These misalignments frequently surface in peer interaction, feedback exchanges, and teacher–student discourse, where well-formed language nonetheless produces discomfort, reduced participation, or loss of face.

In the final section, the presentation connects these findings to **AI-mediated communication**, analyzing instances in which AI-generated Chinese responses replicate similar pragmatic failures. Despite high levels of grammatical accuracy, AI outputs often reflect English-centered prompt logic, resulting in blunt or socially inappropriate expressions in Chinese. These AI prompt failures highlight the limitations of current systems in modeling sociocultural politeness norms and underscore the importance of human-centered pragmatics in technology-enhanced language teaching.

By bridging second language pragmatics, classroom discourse, and AI interaction, this presentation argues for explicit instruction in Chinese politeness and pragmatic awareness as essential components of teaching Chinese in the digital era.



**Bilingual DEI Learning through PBL approaches***Xinxin Liu; Yun Shao; Huize Yang**Yu Ming Charter School*

This presentation explores how *project-based learning-informed instructional approaches* can be intentionally integrated into Mandarin immersion curriculum planning to support language development, cultural learning, and social-emotional growth in K–8 bilingual classrooms. Rather than implementing full PBL units, the presenters demonstrate how core PBL principles—student voice, authentic tasks, collaboration, and reflection—can be flexibly embedded into existing curricula while aligning with diversity, equity, and inclusion (DEI) goals.

The session highlights three scaffolded, project-informed learning experiences across grade levels. In kindergarten, students create “All About Me” books using descriptive language and family vocabulary to build foundational Mandarin skills and cultural identity. In third grade, students design tie-dye products as a way to explore neurodiversity, inclusion, and collaborative problem-solving. In seventh grade, students engage in a project-centered learning experience in which they design a traditional Beijing courtyard (四合院) set during the Chinese New Year. These examples illustrate how project-informed instruction increases oral language production, engagement, and sense of belonging while meeting language and academic standards.

Presenters will share practical strategies for incorporating PBL ideas into multilingual classrooms, including differentiated language scaffolds, structured small-group discussion protocols, and intentional connections to social-emotional learning objectives. The session also addresses common challenges in immersion settings, such as supporting diverse learners, sustaining academic language use, and fostering equitable participation.

In addition, the session introduces AI-powered tools used during lesson planning and instruction to enhance accessibility, engagement, and teacher efficiency.

Participants will leave with: (1) a flexible framework for integrating PBL principles into immersion curricula; (2) adaptable, culturally responsive project ideas that support students’ social-emotional learning; and (3) concrete examples of how AI tools can support planning and instruction in Mandarin and other world language programs.

**Goldberg的句式理论与汉语的“得补语”句式的研究与教学***Jian Kang Loar**Defense Language Institute Foreign Language Center*

Adele E. Goldberg 的著作《构式：论元结构的构式语法方法》（*Constructions: A Construction Grammar Approach to Argument Structure*, 1995），奠定了构式语法的理论基础。该书系统地阐述了论元结构构式的统一理论。在这部开创性的著作中，她提出了三个核心思想：其一是：句式具有其独立的语义，不仅由动词及其论元决定；其二是：句式的语义不是单一的，而是与一系列不同但相关的意义所组成，这恰如词汇项中存在的词义多义现象，但每个句式都有其核心意义。Goldberg关于论元结构构式的理论为我们研究汉语的句式及句式教学提供了理论基础，也为教学应用提供了富有前景的启示。

虽然构式语法已问世几十年，然而由于对构式语法提出的理论的认识不够深入，还尚未全面地应用其理论来深入地研究汉语的句式，致使对一些句式的基本或核心语法意义至今仍存在争议。在本报告中，我们将运用 Goldberg的句式理论，集中审视汉语的“得补语句”的多种意义（其又称情态补语句，（刘月华，2001），*Complement of Degree* (Hung-nin Samuel Cheun, 1994, 等)，并分析和探索此句式的核心语义及其语用功能，同时我们要探讨多义产生的原因，以及这个句式中所存在的语义限制。

通过本报告，与会者将从理论上和实践上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，从而推动汉语句式的研究和教学的创新与发展。

## Beyond AI: Developing Chinese Interactional Competence in the Digital Era

Ruiqi Ma

*Defense Language Institute Foreign Language Center*

The rapid expansion of digital platforms and AI-mediated technologies has transformed the landscape of Chinese language education. Adaptive learning systems, automated feedback, and personalized learning pathways have broadened opportunities for individualized study. Yet these developments also raise a central question aligned with the conference theme: how technological innovation can be integrated without diminishing the humanistic foundations of foreign language learning. This proposal argues that Chinese language teachers remain indispensable as **cultural mediators** and that fostering learner agency requires a deliberate interplay between digital tools and human expertise.

While AI-supported systems can identify performance patterns and highlight gaps in cultural understanding, they often fall short in areas requiring **pragmatic sensitivity**, contextual interpretation, and culturally appropriate language use. Instances of AI hallucination further underscore the limitations of automated feedback, particularly in guiding learners through **register variation**, **speech-genre selection**, and the nuanced interactional norms that characterize authentic communication in Chinese. Teachers, by contrast, interpret and contextualize technology-generated insights, ensuring that learners engage with language as socially situated action rather than decontextualized input.

This presentation examines the evolving relationship between AI-mediated learning environments and the development of Chinese interactional competence. It considers both the pedagogical affordances of digital tools—such as scalability, personalization, and diagnostic precision—and the risks associated with over-reliance on automated systems. Central to this discussion is the role of learner agency: how students can be supported in critically evaluating AI outputs, making informed communicative decisions, and engaging more intentionally with **interactional norms** across diverse contexts.

Drawing on emerging pedagogical models and classroom-based illustrations, the presentation proposes strategies for integrating technology in ways that reinforce, rather than displace, the humanistic core of language education. These include designing tasks that foreground teacher-guided interpretation, fostering reflective engagement with AI-generated suggestions, and constructing hybrid digital-human learning environments that promote meaningful interaction.

Ultimately, the presentation advances a framework in which technological tools amplify the relational, interpretive, and culturally grounded work that defines effective Chinese language teaching, positioning both teachers and learners as active agents in shaping communicative competence in the digital era.

## More than Tools - Building AI-Supported Learning Communities for Gen Z and Gen Alpha Learners

Jing Ren

*Capital College & Career Academy*

Key Words: Chinese Language Program, AI-Supported Learning, Gen Z and Gen Alpha Learners, Technology and Humanity, Learning Communities

As Gen Z and Gen Alpha students learn Chinese in increasingly digital and interactive environments, Chinese language programs reflect collaborative, community-based approaches. This presentation explores how AI-supported learning environments are integrated into Chinese language instruction to support personalization, engagement, and continuous feedback, with attention to both technological tools and human interaction.

The presentation highlights how teachers, instructional staff, and school communities work together to design learning experiences that connect technology, language, culture, and student well-being. Classroom examples include student-created Mandarin podcast projects that center on personal stories and cultural topics, maker design projects that integrate hands-on creation with language use, and differentiated learning tasks supported by AI-assisted scaffolding and feedback. These projects emphasize meaningful communication, creativity, collaboration, and student agency.

The presentation also shows how educators co-plan AI-supported lessons and engage in shared reflection on student learning and social-emotional development. Through collaborative planning and review of student work, teachers develop consistent instructional practices and a shared understanding of how technology can be embedded into daily instruction as part of a broader learning ecosystem rather than as a standalone solution.

Through classroom and program-level examples, participants are invited to reflect on how technology and humanity coexist in Chinese language education and how learning communities play a key role in shaping balanced, student-centered instructional experiences. This presentation offers practical insights for educators seeking to design meaningful Chinese language instruction in digitally mediated learning environments that honor both innovation and human connection.

## Cultural Representation in Chinese Language Textbooks: A Comparative Analysis of *Integrated Chinese* and *Modern Chinese for Heritage Beginners*

Emily Rong

San Francisco State University

As more people are exposed to the Chinese language, textbooks play a critical role in building learners' understanding in Chinese culture and developing their language skills. Chinese textbooks are seen as cultural artifacts that influence how learners view Chinese-speaking communities while building their own identity. However, previous research has shown that many Chinese textbooks emphasize Mainland Han Chinese culture while non-Mainland Chinese communities and ethnic minorities are either marginalized or excluded.

This presentation examines how cultural representation is presented in two U.S.-produced Chinese language textbooks: 中文聽說讀寫 *Integrated Chinese*, a Chinese textbook designed for Chinese as a second language (CSL) learners, and 傳承中文 *Modern Chinese for Heritage Beginners*, a Chinese textbook designed for Chinese heritage learners. Using Littlejohn's three-level textbook analysis framework and thematic coding methods adapted from Hua et al. (2023) and Hong and He (2015), the study compares the first unit/lesson of each textbook to explore how Chinese-speaking groups and cultural elements are introduced and represented and how they can later shape learners' perspective in the Chinese-speaking community and identity.

The key points of the presentation are:

Representation of Chinese-speaking groups (Mainland Han Chinese, non-Mainland Chinese, and ethnic minorities)

Distribution of Big "C" cultural elements (e.g., geography, nationality, identity labels)

Distribution of little "c" cultural elements (e.g., cultural values, kinship and address systems)

Assumptions about learners embedded in textbooks designed for CSL learners versus Chinese heritage learners

This presentation aims to highlight how Chinese cultural elements are structured (or omitted) in classroom materials. Through this presentation, educators, curriculum designers, and researchers would understand how to select or develop Chinese language textbooks that are more inclusive and culturally diverse to ensure that all Chinese-speaking communities from all around the world are represented.



## Human Responsibility in AI-Assisted Chinese Language Instruction: A Case Study at “A”

*Baojing Sang*

*Defense Language Institute Foreign Language Center*

The rapid development of artificial intelligence is reshaping the landscape of language education, and Chinese language instruction is no exception. However, the introduction of AI has also raised important questions concerning teacher responsibility, learning ethics, and the purposes of language education. Taking Chinese language instruction at the “A” as a case study, this report explores these issues.

“A” provides intensive, mission-oriented language training and places exceptionally high demands on linguistic accuracy, practical language use, and the comprehensive development of learners’ linguistic and cultural competence. Within such a high-intensity instructional environment, AI tools can effectively support repetitive language practice; however, excessive reliance on AI may weaken teachers’ instructional leadership in the classroom, thereby affecting learning outcomes and learner confidence.

This report examines how AI is applied in Chinese language instruction at “A”, focusing on how teachers use AI tools to make pedagogical decisions based on learners’ proficiency levels and learning needs. It emphasizes maintaining teachers’ leading role and ensuring that AI serves instructional objectives, allowing teaching to return to the core aims of language education: *instruction*—effectively enhancing language mastery and practical application; and *education*—integrating character development, cultural judgment, and cross-cultural responsibility into the language learning process. The report outlines teachers’ responsibilities in AI-assisted instruction from three perspectives: (1) guiding learners to critically evaluate AI-generated language; (2) safeguarding cultural and pragmatic appropriateness in language use; and (3) maintaining clear ethical awareness during AI-mediated learning processes, particularly in specialized and professional contexts. It concludes by offering broadly applicable pedagogical reflections and practical recommendations to support the responsible use of AI across diverse instructional settings while safeguarding the humanistic core of language education.

By situating AI within a human-centered pedagogical framework, this case study demonstrates that effective Chinese language instruction in the digital age requires teachers to fully leverage AI-driven innovation. Rather than diminishing teachers’ value, AI places higher professional demands: teachers must integrate AI technologies across instructional stages while guiding learners, with the support of AI tools, to return to personal values and achieve holistic development. This study argues that in high-intensity, professionalized language training environments, the widespread use of AI does not weaken teachers’ central role; instead, teachers’ professional judgment, value guidance, and ethical responsibility become decisive factors in determining instructional effectiveness.



## Designing Live Action Role-Playing Criminal Mystery Activities with AI: A Task-Based Model for Chinese Language Instruction

*Siyan Shao; Zhe Luo*

*Defense Language Institute Foreign Language Center*

This presentation introduces a practical framework for using artificial intelligence (AI) to design Live Action Role-Playing Criminal Mystery Activities (LARPCMA) for foundational university-level Chinese courses. LARPCMA is inspired by narrative mystery role-play games and engages learners in collaborative investigation, hypothesis formation, and evidence-based reasoning — all conducted in Chinese. The focus of the presentation is not gameplay itself, but the AI-supported design process that enables instructors to efficiently create linguistically rich and pedagogically principled materials.

Grounded in Task-Based Language Teaching (TBLT) and constructivist learning theory, the framework positions language as a tool for inquiry. AI serves as a co-creator that assists instructors in generating plots, characters, and clues aligned with instructional objectives, while instructors maintain final control to ensure cultural appropriateness and accuracy.

### Steps

The session outlines a step-by-step design workflow in which instructors lead the pedagogical design while AI serves as a supporting tool. Key stages include:

1. Narrative and topic selection with AI-supported plot generation – Instructors first select themes that align with current course content and cultural topics students are studying. AI is then used to help expand these teacher-chosen topics into mystery scenarios with adjustable linguistic and cognitive complexity.
2. Character and role development through teacher-directed prompting – Instructors determine the communicative functions and interaction types they want students to practice (e.g., persuading, defending, accusing, reporting). AI assists in generating character backstories, motivations, and secret information based on teacher-provided specifications.
3. Clue and evidence creation guided by instructional goals – Instructors decide what kinds of texts students should encounter (such as chat records, receipts, journal entries, alibis, or witness statements). AI then helps produce these multimodal artifacts while the instructor controls difficulty and relevance.
4. Language scaffolding with teacher-supplied vocabulary and structures – Rather than AI freely creating language lists, instructors feed AI the vocabulary items they want students to practice and the sentence patterns or grammatical structures useful for specific arguments or hypotheses. AI then builds scripts, prompts, and interactional tasks incorporating those target forms.

Preliminary classroom indicators suggest that AI-designed LARPCMA activities can enhance motivation, fluency, interactional competence, reading-to-reasoning ability, and collaborative problem-solving. Students report heightened engagement through role-identification and narrative immersion, while teachers benefit from reduced preparation time and increased narrative variety.

Attendees will leave the session with ready-to-use AI prompt templates, examples of AI-generated materials, and a replicable workflow that can be adapted for other languages and proficiency levels.



**AI for Autonomy: Enhancing Learning and Reducing Workload in Language Education***Zhuofeng Shen; Feng Liang**Defense Language Institute Foreign Language Center*

The integration of Artificial Intelligence (AI) into language teaching represents a transformative opportunity to modernize instruction and empower both learners and faculty. As language educators strive to meet diverse student needs while managing increasing workloads, AI offers innovative tools that enhance the learning experience, promote independent study, and deepen understanding of linguistic and cultural structures. This presentation introduces a series of case studies from our classes that demonstrate how AI technologies have been meaningfully incorporated into various teaching and learning contexts. Drawing on both teacher and student experiences, it explores the pedagogical impact, benefits, and challenges of integrating AI into language instruction.

The presentation is organized around six key applications: vocabulary learning, lesson preview, cultural courses, authentic materials, speaking practice, and homework assistance. In vocabulary learning, AI generates personalized vocabulary lists, flashcards, contextualized examples, and adaptive quizzes that support long-term retention. For lesson preview, students use AI to create short paragraphs or dialogues using upcoming vocabulary, fostering active engagement before class. In cultural courses, AI assists in categorizing and analyzing topics, helping students develop intercultural competence while expanding their vocabulary. For authentic materials, teaching teams have adopted AI to design supplementary learning activities, such as generating multiple-choice questions modeled according to the test standards. Additionally, AI tools provide immediate feedback on essay writing and grammar exercises, extending individualized support beyond the classroom and encouraging continuous learning.

Findings suggest that AI integration reduces repetitive teacher workload, enhances student autonomy, and enriches existing materials with diverse, authentic input. At the same time, thoughtful guidance is essential to address concerns related to academic integrity, critical evaluation of AI-generated content, and data privacy.

In conclusion, this presentation aligns with the conference theme *Teaching Chinese in the Digital Era: Technology and Humanity*—by illustrating a sustainable and practical pathway for incorporating AI into contemporary language education to create a more engaging, efficient, and learner-centered environment.

**Igniting the Explorer Within Students***Xiaoli Shi**Defense Language Institute Foreign Language Center*

The rapid integration of artificial intelligence (AI) into educational environments has reshaped how students access information, solve problems, and interact with learning content. Yet, despite the transformative potential of AI, it cannot automatically enhance curiosity, a quality long considered a foundational driver of learning. AI cannot independently cultivate the dispositions of questioning, reflection, and critical thinking that sustain long-term intellectual growth. In the age of AI, the role of teachers in nurturing these dispositions by modeling curiosity-driven inquiry has never been more crucial.

This presentation will use examples from the classroom to demonstrate how the Chinese language teacher can help foster an exploratory mindset and guide students to become active discoverers of knowledge rather than passive consumers of AI-generated answers. Therefore, in the evolving landscape of technology and education, teachers' roles are not diminished, but elevated.

## Human-Centered AI in Chinese Language Teaching: Fostering Learner Autonomy through Problem-Based Learning

Hanwei Tan

*Defense Language Institute Foreign Language Center*

As AI technologies increasingly enter Chinese language classrooms, a critical pedagogical question emerges: how can AI be used to enhance learning without diminishing human agency, judgment, and meaning-making? This presentation proposes a theory-guided, practice-supported instructional model that integrates human-centered AI, diagnostic assessment (DA), and problem-based learning (PBL) to foster learner autonomy and address persistent learning barriers in Chinese language acquisition.

Grounded in sociocultural theory, dynamic assessment, and learner autonomy research, the model positions AI not as a replacement for instruction, but as an adaptive support system that amplifies teachers' diagnostic insight and learners' self-regulatory capacity. Instruction begins with AI-assisted diagnostic assessment to identify individual learner profiles, including fossilized errors, skill imbalances, and strategic weaknesses across listening, reading, and speaking. These diagnostic results are then translated into targeted problem sets embedded in meaningful communicative tasks.

Through problem-based learning cycles, students engage with linguistically authentic challenges that require hypothesis testing, reflection, and strategy adjustment. AI tools provide immediate, low-stakes feedback, adaptive input, and pattern recognition, while teachers guide interpretation, mediation, and metacognitive development. This dual support structure enables de-fossilization strategies—such as contrastive noticing, controlled variability, and form-meaning reconnection—to be systematically reinforced.

Classroom data from intensive Chinese language courses demonstrate that diagnostically targeted, problem-driven instruction can help learners overcome long-standing barriers and achieve measurable proficiency gains, including raising DLPT/ILR levels within a single semester (approximately four months). Rather than accelerating learning through automation, the model emphasizes intentional pacing, reflective autonomy, and human judgment, ensuring that technological efficiency serves pedagogical depth.

This presentation offers concrete instructional examples, task designs, and assessment workflows adaptable to K–12, higher education, and intensive training contexts. It argues that when guided by theory and anchored in human-centered values, AI can become a powerful ally in cultivating autonomous, resilient, and proficient learners of Chinese.

### 以人为本的人工智能在中文教学中的应用：通过问题导向学习促进学习者自主性

随着人工智能逐渐进入中文语言教学领域，一个核心问题日益凸显：如何在运用 AI 提升教学效率的同时，保持语言学习以“人”为中心，促进学习者的自主性与深度理解。本报告提出一个以理论为指导、以课堂实践为支撑的教学模式，融合诊断性评估（Diagnostic Assessment, DA）、问题导向学习（Problem-Based Learning, PBL）与以人为本的人工智能工具，用于解决中文学习中长期存在的学习障碍与石化（fossilization）问题。

该模式以社会文化理论、动态评估理论和学习者自主性研究为理论基础，将 AI 定位为支持教师专业判断与学习者自我调控的辅助工具，而非替代教学的自动化系统。教学首先通过 AI 辅助的诊断性评估，整理并分析学习者的个体学习档案资料，其中包括学习诊断结果、语言错误的石化现象、技能发展不均衡，以及在听、读、说等方面的学习策略弱点。基于这些诊断信息，教学设计进一步转化为针对具体问题的任务与活动，并嵌入真实语境中的语言使用情境，引导学生进行假设、验证与反思。

在问题导向学习循环中，AI 提供即时反馈、适应性输入和语言模式识别支持，教师则通过引导、干预与元认知训练，帮助学生重建语言形式与意义之间的联系，从而系统性地实施去石化策略（de-fossilization strategies）。课堂实践表明，这种以诊断为导向、以问题为核心的教学方式，能够有效帮助学习者突破长期学习瓶颈，并在一个学期（约四个月）内实现可测量的能力提升（measurable proficiency gains），包括 DLPT/ILR 等级的提高。

本报告将结合具体课堂案例，展示该教学模式在 K–12、高校及强化培训环境中的应用潜力，强调人工智能只有在坚持人文价值与教师专业判断的前提下，才能真正促进中文学习者的自主性、韧性与可持续发展。

### From Text to Talk Through NotebookLM for Human-Centered Chinese Learning

*Xinran Wang*

*Defense Language Institute Foreign Language Center*

This proposal presents a classroom-ready, source-based way to use NotebookLM for Chinese teaching and learning in the digital era, aligned with the theme **Technology and Humanity**. Students can access many general AI tools today, but those tools often pull in outside information, drift away from the lesson, and encourage shortcuts. NotebookLM stands out because it works from the sources we choose (lesson text, vocab list, and any approved supporting materials), which keeps learning focused, accurate, and tied to what students are accountable for. Unlike open-chat AI, NotebookLM keeps students inside the assigned texts. A key benefit is speed: with a few clicks, NotebookLM can generate multiple supports from the same lesson sources—an outline of main ideas, review notes, discussion prompts, listening extensions (podcast and video), vocabulary practice, and quick checks for understanding. This “one source, many supports” approach reduces prep time and frees instructors to do what technology cannot: build trust, push real conversation, and coach how to sound natural and respectful in Chinese. Using the lesson “**The Delivery Workers in China**” as an example, the session shows how these outputs become tools for interaction, not finished answers. In class, students use the generated structure (including a simple mind map) to summarize, explain words in context, ask follow-up questions, and compare viewpoints in pairs or small groups, while teachers guide the “human” part—rephrasing, clarification, gentle correction, and coaching tone, register, and politeness. After class, students continue with the same notebook using flashcards and quizzes for targeted review, plus guided re-reading and short retells to strengthen speaking readiness for the next lesson. Advanced learners can also use optional audio or video extensions to deepen topic knowledge and expand vocabulary while staying within the same source set. Participants will leave with a simple, repeatable workflow and a set of adaptable task types that can be applied to other lessons and proficiency levels without redesigning the curriculum.

### Draw to Learn: Learner-Generated Drawing and Human-Centered Pedagogy in Teaching Chinese as a Foreign Language in the AI Era

*Ke Wang*

*Defense Language Institute Foreign Language Center*

In the AI era, language classrooms are increasingly shaped by automated explanations, instant translations, and AI-generated visualizations. While these technologies offer efficiency, they also raise concerns about learner agency, sense-making, and human-centered learning processes. This study examines learner-generated drawing as a human-centered pedagogical approach in teaching Chinese as a Foreign Language (CFL), positioning drawing not as a supplementary activity but as a generative learning process.

Drawing on Generative Learning Theory, Dual-Coding Theory, and the Cognitive Theory of Multimedia Learning, this study synthesizes research to argue that learner-generated drawing supports the coordinated processing of visual and verbal information by requiring learners to externalize, reorganize, and reflect on linguistic meaning. In the CFL context, drawing enables learners to transform linguistic input into individualized visual representations, engaging perception, movement, and embodied cognition. Through this process, learners deepen comprehension, enhance retention, and develop metacognitive awareness of vocabulary, grammar, discourse structures, and cultural concepts.

This study further discusses how learner-generated drawings function as diagnostic artifacts and learning portfolios that make learners’ conceptualizations visible to teachers, offering insights into learner understanding. In contrast to AI-produced visuals, learner-generated drawing preserves distinctly human processes of meaning-making, reflection, and creative decision-making. This study concludes by outlining pedagogical implications for integrating learner-generated drawing into CFL classrooms as a enjoyable, low-cost, low-stress, and scalable approach to fostering learner agency, engagement, and human-centered learning in the AI era.

## AI Meets Humanity: Designing Comprehension Tasks that Foster Learner Agency

*Binbin Wei; Xiaohui Wu; Xiaofei Zhang  
Defense Language Institute Foreign Language Center*

This workshop presents a human-centered, AI-driven framework for listening and reading comprehension that emphasizes learner agency, autonomy, and reflective learning. Using Gemini AI Studio, instructors can design prompts that allow learners to select authentic content, engage in guided reflection, and practice strategically—fostering autonomous learning while maintaining the humanistic and ethical core of language education.

Grounded in Self-Regulated Learning (SRL) theory and piloted in five different language programs since June 2025, this framework supports differentiated instruction, reduces planning workload, and modernizes teaching through generative AI. Learners develop confidence, strengthen comprehension, and cultivate lifelong learning skills while interacting meaningfully with language, context, and culture. By encouraging goal-setting, self-monitoring, and reflective exercises, the prompts cultivate both linguistic proficiency and metacognitive awareness, empowering students to take ownership of their learning.

Developed over 200 hours of design, testing, and iterative refinement, the framework has been successfully applied across multiple instructional contexts, demonstrating both transferability and scalability. Pilot implementation shows increased student engagement, improved comprehension, and enhanced learner autonomy. Participants will explore how prompt design integrates SRL principles with human-centered pedagogy, allowing learners to make meaningful choices about content and learning pace, while instructors maintain a guiding, culturally responsive role.

The session also addresses ethical and responsible AI use, emphasizing that technology should complement—rather than replace—the teacher, peer interaction, and culturally grounded learning. Participants will examine strategies for integrating AI in ways that maintain communication, reflection, and empathy as central outcomes of language education.

Attendees will leave with three ready-to-use prompt template sets, practical strategies for implementation, and actionable insights for integrating AI thoughtfully into classrooms. Whether teaching a second language, heritage language, or immersion program, this workshop offers tools to foster learner agency, maintain humanistic goals, and leverage AI as a responsible, pedagogically meaningful partner in modern language instruction.

## 面向 ILR 等级提升的汉语长句分析训练研究——生成式 AI 在高级汉语教学中的应用与反思

*Chao Xie  
Defense Language Institute Foreign Language Center*

在国防语言学院高级汉语教学中，学习者的听力与阅读技能从 ILR 2+向 3 级提升的核心瓶颈之一在于对复杂句式的整体加工能力。本文基于三年教学实践，系统探讨以“汉语长句分析”为核心的专项训练模式及其教学成效。作者围绕国防语言能力测试（DLPT）所涵盖的十个主题，设计了共 200 个长句分析材料，并在为期 11–12 周的教学周期中，通过每日 10–15 分钟的结构分析训练，引导学生强化对句法成分、逻辑连词及修饰层级的理解。研究发现，该训练显著提升了学生对复杂语篇的解析能力与语言信心。在教学实施过程中，作者引入生成式 AI 辅助生成难度可控的训练语料，以增强教学的针对性，同时坚持人工审核机制，避免技术生成语言可能带来的偏误。本文从语言加工、教学有效性与技术伦理三个维度，对生成式 AI 在高级汉语教学中的角色进行反思，强调技术应作为支持工具而非替代主体，为数字化语境下的汉语教学研究提供实践参考。

关键词：ILR 等级、句法加工、汉语长句、生成式 AI、教学研究

**Exploring the Great Potential of 字本位 in the AI Era***Heping Xu**Defense Language Institute Foreign Language Center*

Since its emergence, 字本位 (a character-based perspective) has remained underappreciated and has sometimes been set aside, largely due to persistent misunderstandings. On reexamining the essence of 字本位, the speaker believes that by emphasizing the character (字) as a stable meaning-bearing node in the Chinese linguistic system, it has significant implications for both language teaching and linguistic research.

The AI era makes this perspective especially timely and crucial. AI tools have demonstrated remarkable power in translation, text generation, and a wide range of language-learning applications. However, their operations remain largely word-based, which makes it difficult for them to fully engage with deeper semantic and organizational mechanisms that emerge from the character level. Character-level meaning is not limited to dictionary definitions; it often involves implicit, poetic, experiential, and metaphor-driven structures. Such structures frequently require human interpretation grounded in embodied understanding, reflection, and cultural experience—areas in which current AI remains comparatively limited.

Building on this argument, the presentation highlights four major potentials of 字本位 in the AI era. First, it provides teachers with an irreplaceable interpretive space to guide learners toward deeper semantic patterns and the poetic nature of Chinese. Second, it helps learners grasp principles of lexical generation and meaning organization, supporting systematic vocabulary growth, strengthening resilience to unfamiliar input in listening and reading, and shifting grammar instruction from “forms as rules” to “forms as meaning-driven choices.” Third, because Chinese characters encode rich cultural information—“what the ancients left for later generations, and what later generations use to understand the past” (许慎)—字本位 offers a natural gateway for integrating language and culture within a unified learning ecology. Fourth, even in surface-level syntactic research, a character-based approach can open new explanatory paths and expand the horizons of grammatical analysis and meaning modeling.

The speaker will demonstrate these arguments with abundant, convincing, and practical examples. As a result, the audience will take away many transferable insights and examples that suggest new directions for Chinese language teaching and research in the AI era.

**Building a Data-Driven Classroom: Turning Textbooks into Student-Centered Tools***Yuan Xu**Defense Language Institute Foreign Language Center*

In this presentation, I will introduce practical strategies for Chinese language teachers to apply data and database thinking in curriculum development. As digital tools become more central to education, organizing instructional content into structured data can help teachers create more personalized and responsive materials.

The session begins with a clear and accessible explanation of what data and databases mean in a language teaching context. No technical or programming background is needed. Participants will learn how to find and extract valuable information from familiar resources such as textbooks, vocabulary lists, and sentence examples, and how to restructure that information into organized formats that can be easily searched, adapted, and reused.

The presentation will then demonstrate how this data-centered approach supports key principles of Chinese pedagogy, including character-based learning, comprehensible input, and frequency-based repetition. By transforming textbook content into structured data, teachers can guide students to explore vocabulary through characters, observe how words appear across texts, and identify recurring patterns in sentence structures. These tools were developed using common office software such as Excel or Google Sheets, showing that powerful learning systems can be built using applications teachers already know and use in their daily work.

Throughout the session, the focus will remain on student-centered and teacher facilitated learning. Technology serves to support, not replace, the teacher’s role. It enhances clarity, improves differentiation, and encourages learner autonomy. Participants will leave with practical strategies and design ideas for building materials that are flexible, transparent, and aligned with how students naturally acquire the Chinese language.

## Advancing Mandarin Chinese Assessment: A Computer-Adaptive Multiple-Choice Approach

*Xinhua Zha*

*Defense Language Institute Foreign Language Center*

Language teaching and assessment are fundamentally intertwined, yet technological advances have been adopted much more rapidly in instruction than in evaluation. Traditionally, language proficiency tests have relied on Classical Test Theory (CTT). While widely used, CTT has notable limitations: test scores are heavily dependent on the specific questions administered, and learners at the extremes of proficiency are often indistinguishable. High-proficiency learners may all achieve near-perfect scores, and low-proficiency learners may cluster at the bottom, producing ceiling and floor effects that undermine the accuracy and interpretability of results. Moreover, CTT treats all items as equal contributors to scores, ignoring variations in item difficulty and discriminatory power. These factors constrain the precision and fairness of traditional assessments.

The adoption of computer-based technologies offers a promising solution. Computer-Adaptive Testing (CAT) adjusts question difficulty in real time based on an examinee's performance, providing a more efficient, precise, and individualized measurement of language ability. This approach also aligns with the increasing need for standardized and scalable assessments, particularly for Mandarin Chinese proficiency.

This presentation uses the Mandarin Chinese assessment system at our institution as a case study to illustrate the design and theoretical foundations of a Computer-Adaptive Multiple-Choice Assessment of Mandarin Chinese. The presenter will discuss the rationale for CAT, highlight its advantages, and examine what constitutes a truly standardized language proficiency test. Particular attention is given to Item Response Theory (IRT) and the three-parameter model, including item difficulty, discrimination, and guessing, which together enable more accurate measurement across proficiency levels and improve score comparability. By integrating theory and practice, this approach addresses key limitations of traditional testing while maintaining rigorous standards for language assessment.

Ultimately, the development of computer-adaptive Mandarin assessments demonstrates how technology and psychometric theory can transform language testing, enhancing both precision and fairness while providing actionable insights for educators and policymakers. The presentation of the case study offers an approach for advancing language assessment in an era of rapid technological innovation.

## Strategies Working With Highly Motivated Students Through Autonomy, Motivation, And AI Assistance

*Weijiang Zhang*

*Defense Language Institute Foreign Language Center*

Highly motivated learners demand learners who are self-directed, adaptive, and capable of independent problem-solving in complex operational contexts. To achieve this, instructional strategies must go beyond traditional lectures to foster self-regulation, curiosity, and motivated learning habits.

The proposed approach centers on three interconnected pillars: **autonomous learning**, **motivational engagement**, and **AI-supported guidance**. First, autonomous learning will be encouraged through self-learning tasks/assignment. These will help students take ownership of their educational progress and develop critical.

Second, motivation will be enhanced through relevance-driven teaching—linking theoretical concepts with real-world military applications. Connecting their past experiences with topics in the curriculum strengthen intrinsic motivation and sustain engagement throughout the learning process.

Third, AI assistance will serve as a personalized learning companion. AI tools can provide adaptive feedback, recommend resources, and support project completion.

Finally, **project-based learning** will integrate these elements by engaging students in research, simulations, and scenario-driven projects. These projects will not only test their technical and competencies but also stimulate creativity and interest-driven inquiry.

This presentation will summarize the learning experiences working with highly motivated learners, how to facilitate their learning and how to meet their aspirations for their future career.

**Beyond the Hype: Using AI for Language Learning Through a Critical Thinking–Based Approach***Jing Zhang; Anmin Liu**Defense Language Institute Foreign Language Center*

AI use in language learning has become increasingly popular, yet there remains limited clarity on how it can be effectively integrated into teaching and learning practices. Although many educators and learners are enthusiastic about AI, few invest sufficient time to learn how to use AI tools purposefully, and even fewer can formulate effective prompts or instructions.

This study examines AI use in language learning through a critical thinking lens. Rather than treating AI as a trend, the research explores when, why, and how AI should be used, as well as its limitations. It encourages learners and teachers to evaluate AI-generated output critically, question its accuracy and pedagogical value, and develop the skills needed to interact with AI in informed ways.

Specifically, the study investigates how AI can support language learning tasks such as grammar practice, vocabulary development, speaking and writing feedback, and translation, while fostering learner’s metacognitive awareness and critical thinking. By emphasizing critical engagement over passive reliance, the study aims to promote learner autonomy, reflection and effectiveness. The findings are expected to provide practical pedagogical insights for the responsible integration of AI in language education.

**Purpose of the Study**

The purpose of this study is to explore how AI can be used to support language learning through a critical thinking–based instructional approach. Rather than focusing solely on language outcomes, the study emphasizes learners’ ability to interact with AI thoughtfully, evaluate AI-generated feedback, and make informed decisions during the learning process.

**Research Questions:** This study seeks to address the following research questions:

How are AI tools currently used by learners in language learning tasks?

To what extent do learners demonstrate AI literacy, including prompt-design and evaluation skills?

**Research Design and Methodology**

This study will adopt a mixed-methods research design, combining quantitative and qualitative data to examine both learning practices and learner perceptions.

**Expected Outcomes:** The study is expected to:

Provide insights into how learners interact with AI in language learning contexts

Identify gaps in AI literacy and critical evaluation skills



## Scaffolding The Learning And Comprehension Of Chinese Relative Clause: Strategy And Technology

Jing Zhong

Defense Language Institute Foreign Language Center

Complex sentences pose a significant challenge for language learners, and one particularly difficult structure in Chinese is the relative clause (RC), which often creates comprehension problems for learners. This presentation first provides a linguistic and processing account of the sources of this difficulty, and then proposes two strategies to help students overcome these challenges.

The difficulty of comprehending Chinese RCs arises from two sources: grammatical complexity and cross-linguistic differences between Chinese and English, and processing difficulty caused by the garden-path effect (Frazier, 1979; Frazier & Rayner, 1982).

Grammatically, Chinese RCs differ from English RCs in word order and headedness. English RCs are head-initial, with the head noun preceding the modifying clause, as in “the student who I met yesterday,” whereas Chinese RCs are head-final and precede the noun they modify, marked by the particle *de*, as in “我昨天见到的学生” (Li & Thompson, 1981; Huang, Li, & Li, 2009). In spoken Chinese, listeners must process the entire modifying clause before encountering the head noun, which places heavy demands on working memory and real-time parsing.

Processing difficulty is further compounded by the garden-path effect, especially in object relative clauses, where learners are prone to misassign thematic roles and must revise their initial interpretations (Juffs & Harrington, 1995; Clahsen & Felser, 2006). For example, in the sentence “记者批评的市长辞职了”, listeners may initially interpret 记者 as the subject of the main clause. Only upon hearing the head noun 市长 do they realize that 记者 functions as the subject of the embedded clause, forcing reanalysis that disrupts comprehension at natural speech rates.

To address these processing difficulties, two instructional strategies are proposed. The first strategy provides exposure to RCs through short, targeted listening exercises using familiar vocabulary and classroom contexts. The second strategy employs the audio-editing software Audacity to scaffold comprehension by slowing playback speed, segmenting long sentences into manageable chunks, and selectively replaying difficult portions. Classroom implementation of these strategies has been shown to improve students’ comprehension and confidence with Chinese relative clauses.

### References

- Clahsen, H., & Felser, C. (2006). Grammatical processing in language learners. *Applied Psycholinguistics*, 27(1), 3–42.
- Frazier, L. (1979). *On comprehending sentences: Syntactic parsing strategies*. Bloomington, IN: Indiana University Linguistics Club.
- Frazier, L., & Rayner, K. (1982). Making and correcting errors during sentence comprehension. *Cognitive Psychology*, 14(2), 178–210.
- Huang, C.-T. J., Li, Y.-H. A., & Li, Y. (2009). *The syntax of Chinese*. Cambridge: Cambridge University Press.
- Juffs, A., & Harrington, M. (1995). Parsing effects in second language sentence processing. *Studies in Second Language Acquisition*, 17(4), 483–516.
- Li, C. N., & Thompson, S. A. (1981). *Mandarin Chinese: A functional reference grammar*. Berkeley: University of California Press. Bottom of Form

**Literacy Foundations of L2 Chinese Listening Comprehension: Reading Ability, Fluency, and Lexical Knowledge***Jing Zhou**Defense Language Institute Foreign Language Center*

Listening comprehension is a central yet underexplored component of second language (L2) Chinese development, particularly in relation to learners' emerging literacy skills. Grounded in a componential view of language proficiency and research highlighting cross-modal relationships in language processing (Cai, 2022; Koda, 2005; Vandergrift & Goh, 2012), this study investigated the extent to which reading ability, vocabulary knowledge, and reading fluency contribute to L2 Chinese listening comprehension over time. Participants were 16 adult learners enrolled in an intensive Chinese program. Data were collected across two semesters using unit-based measures of listening comprehension, reading ability, vocabulary knowledge, and reading fluency. Multiple regression analyses were conducted separately for each semester. In Semester 1, the overall regression model was statistically significant ( $R^2 = .721$ ,  $p = .002$ ), indicating that the three literacy-related predictors jointly explained a substantial proportion of variance in listening comprehension. However, none of the individual predictors showed a unique significant effect, suggesting that reading, vocabulary, and fluency functioned as overlapping aspects of a shared linguistic competence at this early stage. In Semester 2, the model also reached significance ( $R^2 = .629$ ,  $p = .006$ ), but a different pattern emerged: reading ability became a significant positive predictor of listening comprehension ( $\beta = 1.01$ ,  $p = .015$ ), while vocabulary knowledge and reading fluency did not demonstrate unique contributions.

The findings point to a developmental shift in how literacy skills relate to listening comprehension in L2 Chinese. Early in learning, multiple language resources appear to support listening in an integrated manner, consistent with models of interdependent language skills in beginning L2 development (Grabe, 2009). As proficiency develops, reading ability may play an increasingly distinct role, possibly by strengthening lexical representations and semantic precision that facilitate auditory processing. This interpretation aligns with the Lexical Quality Hypothesis, which emphasizes the role of well-specified lexical representations in comprehension across modalities (Perfetti, 2007). In a morphosyllabic writing system with limited phonological transparency such as Chinese, reading development may therefore indirectly support listening through enhanced lexical quality. These results highlight the growing interface between literacy and oracy in L2 Chinese and suggest that reading development can serve as an important pathway for strengthening listening comprehension.

**Keywords:** L2 Chinese, listening comprehension, reading ability, vocabulary knowledge, literacy–oracy interface

**ChatGPT vs. Student Writing: A Comparative Analysis of Lexical Diversity and Density in Intermediate Chinese Texts***Fuqiang Zhuo; Chengzhi Chu**The University of California, Davis*

The use of AI tools in foreign language instruction has increased markedly in recent years. A growing body of research has examined its effectiveness across various aspects of writing, including vocabulary use, grammatical accuracy, text structure, and cohesion. Findings from some studies indicate that texts generated by ChatGPT do not always align with a specified language proficiency level, even when constrained by a predefined vocabulary list. Despite this growing interest, there remains a lack of direct comparative research examining lexical diversity and density in student-written versus AI-generated texts.

This exploratory study addresses this gap by comparing 15 intermediate-level Chinese essays written by learners with parallel texts generated by ChatGPT-4 under the same topic and vocabulary constraints. Using the vocabulary list from four Integrated Chinese textbooks as a guiding framework, the study investigates the following research questions: (1) How do student-written and ChatGPT-generated texts differ in lexical diversity, as measured by type–token ratio (TTR) and distribution across the four textbook levels? (2) How do the two text types differ in their use of vocabulary items across textbook and proficiency levels? (3) To what extent do the vocabulary profiles of the two text types align with Integrated Chinese and HSK proficiency levels? Quantitative measures are complemented by qualitative analysis to identify patterns of lexical selection and deviation. Findings contribute to ongoing discussions about AI transparency and assessment validity, and offer pedagogical insights for integrating AI tools in vocabulary instruction.

# 加州中文教師協會

## The Chinese Language Teachers Association of California

### JOIN CLTAC

CLTAC has regular, annually renewable membership and life-time membership. CLTAC originally maintained memberships from mostly college level since 1960s, and later on, CLTAC extended the involvement of K-12 professionals. We are now in the 21st century, and we realize that teaching of Chinese has become a collaborative effort needing professionals from all kind of schools and educational organizations. CLTAC welcomes Chinese teachers with the status of educators, prospective new teachers across levels and spectrum: they may be from mainstream public or independent schools, registered or accredited schools, independent educational organizations, or colleges and universities.

#### Membership fee

Lifetime membership \$200; Annual membership \$20.00 (to be sent via **Paypal** to [cltac.treasurer@gmail.com](mailto:cltac.treasurer@gmail.com))  
Completed membership application/renewal forms  
online: <https://www.cltac-ca.org/join-cltac.html>

Please allow 2-4 weeks for processing. (Note that the current CLTAC policy is not to disclose any personal info.)

#### Membership benefits

Once you join CLTAC, you will instantly get the following benefits:

- Attending, presenting papers at, and organizing panels for CLTAC's Annual Spring Conference and Fall Workshop;
- Sign up students for CLTAC's annual Speech Contest;
- Receiving CLTAC's E-Newsletter two times a year;
- Publishing personal and institutional news in CLTAC's E-Newsletter;
- Receiving information on professional development and job announcement;
- Voting for CLTAC's President and Vice Presidents;
- Being nominated and elected as CLTAC's President and Vice President; and much much more...

# 加州中文教師協會

## Chinese Language Teachers Association of California

### MEMBERSHIP APPLICATION / RENEWAL FORM

\*PLEASE PRINT

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ M.I. \_\_\_\_\_

Chinese Name: \_\_\_\_\_ Title: MR./MRS./MISS/MS./PROF./DR.

Gender: \_\_\_\_\_ MALE / FEMALE

Work Place / School: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

E-mail: \_\_\_\_\_ (Please provide an e-mail address that can best reach you)

Website (if any): \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_

Membership fee (please check, the appropriate box below):

New Member:  Annual \$20,  Life \$200 (\$180 from Jan.~Apr. 2026)

Renewal: (Annual \$20)

Total Enclosed: \$ \_\_\_\_\_ (check payable to CLTAC)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Please print out this form, fill it out and mail to:

**Treasurer, CLTAC, P.O. Box 5661, Monterey, CA 93944**

Please allow 2-4 weeks for processing. Note that the current CLTAC policy is not to disclose any personal information.

You also have the option to complete the registration form and submit your payment through the following link:

<https://www.cltac-ca.org/join-cltac.html>

*We cordially invite you to*

**50<sup>th</sup>**

**GOLDEN JUBILEE**

→ *THE 50<sup>th</sup> ANNUAL* →

**Mandarin Chinese  
Speech Contest**

第五十屆中文演講比賽

**April 12, 2026** ✦

**Menlo School, Atherton**

**Registration Deadline:**

**February 26, 2026**



<https://www.clta-ca.org/> | [cltac.speech@gmail.com](mailto:cltac.speech@gmail.com)



CLTAC

*Follow us!*

 cltac001

 CLTA\_CA

<http://www.clta-ca.org/>

