

# 19th International Conference on Teaching and Learning Chinese in Higher Education

2022 Annual International Conference  
of the British Chinese Language Teaching Society (BCLTS)

**CREATIVITY IN CHINESE LANGUAGE TEACHING AND LEARNING**  
Research and Practice in Challenging Times

*Co-organised by BCLTS and Online Confucius Institute at the Open University*

**CONFERENCE FULL PROGRAMME**

*24-25 June 2022*

*The 19th International Conference on Teaching and Learning Chinese  
in Higher Education*

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## CONTACT INFORMATION

The Zoom links for all sessions are provided on the **Programme Schedule** file sent prior to the conference. If you are a registered participant but did not receive this file, please contact [Online-Cl@open.ac.uk](mailto:Online-Cl@open.ac.uk) . If you have any issues joining a meeting during the conference, please email to [coordinator@bclts.org.uk](mailto:coordinator@bclts.org.uk) and [Online-Cl@open.ac.uk](mailto:Online-Cl@open.ac.uk) .

# Introduction

The BCLTS is a UK registered charity for Chinese language teachers and researchers from UK universities and beyond. The Open University (OU) has pioneered distance learning for over 50 years. The School of Languages and Applied Linguistic, home of the newly launched Online Confucius Institute, is an internationally recognised leader in Applied Linguistics and online Language Learning and its teaching is founded on leading research in these areas. The school's research output and approach to learning and teaching attracts eminent researchers and keynote speakers alike.

The British Chinese Language Teaching Society (BCLTS) and the Online Confucius Institute at The Open University are pleased to announce the 19th International Conference of BCLTS, Creativity in Chinese Language Teaching and Learning -- Research and Practice in Challenging Times. This will take place online and face-to-face at The Open University Milton Keynes campus, on the 24th/25th June 2022.

# Conference Overview

24<sup>th</sup> June 2022

## 11:00 AM

Registration

## 13:00 – 13:15 PM – OPENING CEREMONY

Regine HAMPEL, Professor

## 13:15 – 14:15 PM – KEYNOTE 1

中文慕课学习者在线学习行为研究-以 Chinese For HSK4 课程为例

ZHAO Yang, Professor

## 14:30 – 15:30 PM – KEYNOTE 2

Translanguaging and Transcribing Sinographs: (Re)Creating  
Sociolinguistic Realities through Co-Learning in Chinese Language  
Education

LI Wei, Professor

## 15:45 – 17:35 PM – THEMES

- 1- Creativity and Technology
- 2- Creativity and Language Teachers

## 17:35 – 17:50 – PUBLISHER'S PRESENTATION

## 18:30 – CONFERENCE DINNER

**25<sup>th</sup> June 2022**

**8:30 – 8:55 AM**

- Wellbeing session -- Baduajin with YU Feixia
- Poster Session 1 & 2

**9:00 – 9:50 AM – THEMES**

- 3- Creativity and Language Teaching
- 4- AI Technology and Teaching
- 5- CFL Linguistics

**11:05 – 12:05 PM – KEYNOTE 3**

Exploring Creativity in Mobile Language Learning

Agnes KUKULSKA-HULME, Professor

**12:20 – 13:20 PM – KEYNOTE 4**

Developing Critical Thinking and Creativity in Language Teaching

JIN Lixian, Professor

**15:45 – 16:35 PM – THEMES**

- 6- Creativity in Different Classrooms
- 7- Teacher Development
- 8- Creativity in Curriculum

**16:00 – 16:50 PM – PANEL DISCUSSION**

**16:50 – 17:00 – CLOSING CEREMONY**

# Keynote Overview

**24<sup>TH</sup> JUNE - 13:15 – 14:15**

**中文慕课学习者在线学习行为研究-以 Chinese For HSK4 课程为例**

ZHAO Yang, Professor, Peking University

**24<sup>TH</sup> JUNE - 14:30 – 15:30**

**Translanguaging and Transcribing Sinographs: (Re)Creating Sociolinguistic Realities through Co-Learning in Chinese Language Education**

LI Wei, Professor, UCL Institute of Education

**25<sup>TH</sup> JUNE 11:05 – 12:05**

**Exploring Creativity in Mobile Language Learning**

Agnes KUKULSKA-HULME, Professor, The Open University

**25<sup>TH</sup> JUNE 12:20 – 13:20**

**Developing Critical Thinking and Creativity in Language Teaching**

JIN Lixian, Professor

City University of Macau

Chair: SHI Lijing

## 中文慕课学习者在线学习行为研究 - 以 Chinese For HSK4 课程为例

ZHAO Yang

Professor & Dean of the School of Chinese as a Second Language, Peking University (China)

### Abstract

学习者在线学习行为的研究起步较晚，系统性研究成果不多。通过 Citespace 对知网近十年来相关文献的分析显示，近年来的研究重点已从最初对在线学习优势的探讨，转为对学习投入、学习活动、学习路径等一些具体因素的关注，以及对课程模式、学情预警、学习体验支撑优化等方面的探讨。本文以北京大学 Chinese for HSK4 慕课的 27,419 名学习者的学习行为进行数据挖掘，采用聚类分析法，依据练习完成度、评分测试完成度、视频完成度、阅读材料完成度、论坛讨论活跃度等指标，将课程参与者分为 5 类，并依据其学习行为特点进行画像。同时通过建立神经网络和逻辑回归模型，对学习效果进行预测。



*Yang Zhao, PhD (Cantab), professor and dean of the School of Chinese as a Second Language, Peking University, China. His research areas include second language acquisition, generative grammar and sociolinguistics. He is currently vice president of the International Society for Chinese Language Teaching and chief editor of the journal International Chinese Language Education.*

**Keynote 2** – Friday 24<sup>th</sup> June 2022 14:30 – 15:30

CMR 15 & Zoom

Chair: Rosina MARQUEZ-REITER

## **Translanguaging and Transcribing Sinographs: (Re)Creating Sociolinguistic Realities through Co-Learning in Chinese Language Education**

LI Wei

Professor of Applied Linguistics, Director and Dean of the UCL Institute of Education (UK)

### **Abstract**

To many, the writing system is the most challenging part of teaching and learning the Chinese language. It also is, or can be, the most fun and creative part. Social media has provided a new platform for playing with written Chinese characters for a variety of reasons, including creative subversion. In this talk, I emphasise the importance of bringing what is happening in the digital world in terms of language play, especially playful subversion with Chinese characters, into teaching and learning, not only to motivate the learners but also to enhance their Critical Cosmopolitanism, which should be crucial to the learning of any language. I do so through the lens of Translanguaging and Transcribing, using examples of creative Sinographs.



*Li Wei is Director and Dean of the UCL Institute of Education where he is also Professor of Applied Linguistics. His research covers different aspects of bilingualism and multilingualism. He is Editor of the International Journal of Bilingual Education and Bilingualism and Applied Linguistics Review. He is a Fellow of the British Academy, Academia Europaea, Academy of Social Sciences, and the Royal Society of Arts.*

Chair: Regine HAMPEL

## Exploring Creativity in Mobile Language Learning

Agnes KUKULSKA-HULME

Professor of Learning Technology and Communication

Institute of Educational Technology, The Open University (UK)

### Abstract

Mobile language learning harnesses the power of mobility combined with computational assistance to enable new language learning experiences in the digital era. At their best, these learning experiences can improve language acquisition and practice, while also enhancing the development of desirable skills and talents such as creativity, problem solving, self-regulation, collaboration and translanguaging. Putting creativity under the spotlight, the talk will explore how this concept relates to research and practice in mobile (assisted) language learning, where it remains underexplored. We will consider how creativity sometimes comes into play when mobile technologies are combined with other learning resources, and when overcoming adversity in challenging socio-economic contexts, such as those characterised by determined learners with limited access to mobile devices, learning materials and support.



*Agnes Kukulska-Hulme is Professor of Learning Technology and Communication in the Institute of Educational Technology at The Open University, where she leads the Future Learning Research and Innovation Programme and the Innovating Pedagogy series of reports. Her work encompasses online distance education, mobile learning and language learning. In addition to over 200 academic publications and papers, she has authored policy and practice reports for UNESCO, British Council, Commonwealth of Learning and Cambridge University Press. Her recent co-edited book, *Mobile Assisted Language Learning Across Educational Contexts* (Routledge, 2021), promotes sharing of innovative practices. She is currently working on several projects exploring mobile technology use among ethnic minorities, in low-income countries and among disadvantaged groups. Many of Professor Kukulska-Hulme's publications are openly accessible on ORO: <http://oro.open.ac.uk/view/person/ak35.html>*

Chair: WANG Xuan

## Developing Critical Thinking and Creativity in Language Teaching

JIN Lixian

Chair Professor in Applied Linguistics and Dean of Faculty of Humanities and Social Sciences, City University of Macau (China)

### Abstract

It is important to develop students' and teachers' critical thinking in order to lead to creativity through the practice of language teaching and learning. There are a number of reasons for this emphasis: including that language teaching needs to think beyond the linguistic practices and requirement, but to match the cognitive development of learners; and that developing critical thinking and creativity benefits both teachers and learners for all round development, effective outcomes and meeting challenges in language learning. This talk will discuss concepts and definitions of critical thinking, using Chinese traditional thoughts and some Western contemporary definitions and approaches. A proposed critical thinking (CT) process and the balance between CT and creativity are shown on how they influence and complement each other. Language teaching examples will be given to illustrate how relevant awareness can be raised and skills of critical thinking and creativity can be applied to from basic language teaching to more elaborated language exercises. The concept of Cultures of Learning will be presented to raise the awareness of intercultural learning for the application of critical thinking and creativity in language teaching practices.



*Dr. JIN Lixian is Chair Professor in Applied Linguistics and Dean of Faculty of Humanities and Social Sciences at City University of Macau. She has taught linguistics, English language teaching, intercultural communication, qualitative research methods and clinical linguistics and assessments; and led international research teams in Britain, Singapore, Malaysia and China on ELT, intercultural learning, children with dyslexia and language assessment tools in Chinese, Malay and Gujarati for children with language impairment. She has conducted many school and university English teacher training and workshops for nearly 30 years in China and worldwide. Her over 200 publications focus on researching cultures of learning, intercultural communication, metaphor and narrative analysis and bilingual clinical assessments.*

# Themes Information

# Theme 1

## Creativity and Technology

**24<sup>th</sup> June 2022 15:45-16:35, CMR 15 & Zoom**

CHAIR – GUO Zhiyan

SPEAKERS:

XING Minjie

LUAN Duo

SHAO Wei

Ursula STICKLER

**24<sup>th</sup> June 2022 15:45-16:35, CMR 15 & Zoom**

**THEME 1: Creativity and Technology**

**15:45 PM -16:05 PM**

Students' initiative of producing their own mini videos for language learning

XING Minjie

**Abstract**

The daily exposure to the digital environment has motivated students to produce their own short videos using the target language for expanding vocabulary, engaging the audience, and developing intercultural communication competence. This study examines how students use their own self-made short videos as language input to stimulate discussion and as an output to showcase their language improvements, and how the learning process facilitates their autonomous learning. Qualitative data were collected via open discussions, class observations, and in-depth individual and focus-group interviews. The results show that students have positive perceptions of the learning experience, in that they deem it the agency of their own learning rather than completing the assignments given by the tutor; they report that they gain more from the discussions among their peers than from giving the presentations only; and they discover that watching and making comments on their peers' videos is visually as well as mentally stimulating, which triggers more thoughts and more expressions both on the language use and on cultural awareness. They appreciate the cooperation among themselves, as some students are remarkable in technical innovations, some are strong at wording, and some are good at sounds and images, and their collective teamwork makes the videos outstanding. This research provides empirical evidence on how to integrate modern technologies into students' language learning and to what extent technology-assisted practice can improve students' language skills, intercultural communication competence, and autonomous learning. The implications of this study shed light on necessary changes in teaching practices to optimally reshape language and culture education. Implications and recommendations for future studies are put forward.

**16:10 PM – 16:35 PM**

Creative Use of Online Resources and Technology for Chinese Language Teaching

LUAN Duo

**Abstract**

This paper discusses the creative use of online tool and resources for Chinese language teaching under four teaching methods - asynchronous, synchronous online, hybrid and in-class teaching. Applying one of composition classes at University of Edinburgh (UoE) as a case, the presenter reviews the teaching methods and student learning experiences in past

years including before, during and post Pandemic. The comparison focuses on the creative and innovative use of online resources and technology during language classes. The talk starts from the university official virtual learning platform (Blackboard Learn) and online safety in using third party online tools. It then moves to the different online tools and the related user reviews (teacher and students feedback) under changed teaching environment. It later further highlights the motivation and ability of creativity and innovation from a language teacher in designing those language classes, the relation between the course and overall language programme, the balance between the use of new technology and learning outcome. The end of talk looks to the future of overall Chinese language teaching at the UoE, and that what we have learned and what we will bring out from the Pandemic, including the assistance of using technology and online teaching for EDI purpose.

### **16:45 PM – 17:05 PM**

Interactive discussion boards in the language classroom

SHAO Wei

#### **Abstract**

Interactive discussion boards (IDB) offer online platforms where users can interact with each other by exchanging ideas and discussing topics related to a certain theme. IDB is an effective learning strategy for learners to improve their language skills in their distance learning. This workshop showcases how Padlet, an IDB application, can facilitate synchronised and asynchronised learning activities in the language classroom.

In traditional classrooms, IDB helps learners engage in speaking tasks which can then link to written tasks. Therefore, it can contribute to the development of learners' productive language skills. Moreover, IDB creates a platform where learners are guided how to pre-engage with the learning materials and post their questions prior to tutorials. This is an essential element in the flipped classroom model, where teaching contact hours are reduced. In addition, IDB provides a platform similar to social media where learners can interact with each other using a range of digital tools. This helps to create an accessible and inclusive learning community.

### **17:10 PM – 17:35 PM**

Language teachers of the future: Creative and adaptable

Ursula STICKLER

#### **Abstract**

In 2005, Regine Hampel and Ursula Stickler developed a pyramid of online language teaching skills founded on their work with teachers at the Open University (Hampel & Stickler, 2005). The base of the skills pyramid was ICT (Information and Communication Technology)

competence, a skillset that – in those days – was not yet taken for granted in a teaching context (Stickler & Hampel, 2015). The top two levels of the pyramid were formed by creativity and the teacher's own style. Although basic technical skills are now taken more or less for granted, it is still relevant that creativity in online teaching relies on this solid foundation. During the COVID-19 pandemic, numerous language teachers were forced to move their teaching online regardless of prior training or skills. This ERT or Emergency Remote Teaching (Hodges et al., 2020) has resulted, not only in a flurry of research projects investigating how teachers coped with the challenge, but also in a reflection of language teachers on their role and the future of their profession. To capture these considerations, a network of language teaching researchers (the TPLang21 AILA ReN) collected feedback from language teachers worldwide about their vision of the future of language teaching. Based on 109 responses received, I will outline five vignettes of future language teachers, reaching from an enthusiastic visionary to a sceptical traditionalist (Stickler, 2022). Furthermore, I will investigate how this enforced move online engendered frustration on the one hand while enabling a creative re-calibration of the profession on the other hand.

# Theme 2

## Creativity and Language Teachers

**24<sup>th</sup> June 2022 15:45-16:35, CMR 11 & Zoom**

CHAIR – FU Ying

SPEAKERS:

ZHANG Die; ZHENG Ying; ZHANG Lulu

LU Xinyang, ZHENG Ying

WANG Chuyi

Amily GUENIER, ZHANG Zhen

**24<sup>th</sup> June 2022 15:45-16:35, CMR 11 & Zoom**

**THEME 2: Creativity and Language Teachers**

**15:45 PM -16:05 PM**

Investigating language teacher standards: Lens through published documents and classroom practices

ZHANG Die; ZHENG Ying; ZHANG Lulu

**Abstract**

As the Mandarin Excellence Programme was taking off, there has been a growing number of British students taking up Mandarin Chinese in schools across the UK, but an increase in qualified teachers is urgently needed. Chinese teacher professional development has become a key issue. The lack of understandings on Teacher Standards and the local education environment in the UK leads to challenges to Chinese teachers from China. In order to get to know what local schools need and what issues occur among Chinese teaching, this study collected a school supervisor's five-year assessments and expectations on four Chinese teachers' classroom teaching in a secondary school. The overarching goal of the study is to improve pre-service Mandarin teacher professional development training in China. The study provides nuanced understandings of school supervisors' localised expectations. It will be of help to Mandarin teachers in adapting to the educational cultures of the UK.

The analyses of Policy documentations (i.e., Teacher Standards in the UK, the Standards for Teaching Chinese to Speakers of Other Languages in China) and classroom observation and assessment notes (n=29, 67,739 words) were conducted to match policy documents with the school supervisor's actual teacher evaluation and expectations in order to unveil the actual qualities or attributes of teachers that are required by the teaching profession. Furthermore, this study identified teaching challenges for Chinese teachers in the UK. The study found similarities and diversities between the two standards and the actual expectations on teaching practices. It revealed that the two standards and the school supervisor have different foci, e.g., formative assessment, stratified teaching, learning support assistance, warning system and intercultural communication. The study concluded that the observed Chinese teachers lacked a productive use of assessment, effective student behaviour management, and awareness of learning support assistance.

**16:10 PM – 16:35 PM**

Navigating School Teachers' Experiences in Mandarin Excellence Programme (MEP) and Content and Language Integrated Learning (CLIL) Programme

LU Xinyang, ZHENG Ying

**Abstract**

In the past decade, Mandarin Chinese has been the fastest growing modern foreign language in secondary schools in the UK (Pan 2020). To further promote the teaching and learning of Mandarin, MEP and CLIL programmes have been the two principal schemes that teach Mandarin intensively in British schools. However, there is a lack of research comparing these two schemes, especially building upon teachers' experiences and attitudes. A better understanding of teachers' needs and experiences can help these two programmes to be tailored to meet teachers' desired professional development, thus to develop more qualified Mandarin teachers to provide more focused support for local students. This presentation will report on semi-structured narrative interviews conducted in 2022 with 5 Mandarin teachers in a secondary school in the UK. This project predominantly investigates these teachers' linguistic, sociocultural, pedagogical, resource-seeking, and career experiences in these two programmes. The results show some teachers feel struggling to deliver/explain the teaching contents of specific subjects (e.g. Art, Religion) in CLIL due to the lack of knowledge related to these specific subjects, as compared to teaching in the MEP context. The results also show some teachers feel challenged in managing timetabling, administrative activities and providing pastoral support in these two programmes. Therefore, the results of this project suggest that more professional training is needed to better support these teachers for them to carry out better teaching activities and career development.

**16:45 PM – 17:05 PM**

Implementation and outcomes of the language partner programme in Chinese as foreign language class in university language centre: A UK case study

WANG Chuyi

**Abstract**

This study describes a creative and collaborative in-class language partner programme designed to encourage meaningful and authentic interactions between university students who study Chinese as a Foreign Language (CFL) and native speakers of Chinese in the same university in the UK. The program uses pair or group learning activities to bridge the gap between the need for CFL students to practise with native speakers and Chinese students to practise their English in and out of class in order to raise the student agency and the ownership of learning, also to reduce the learning anxiety, especially in communication practices. As classroom-based research, this study collects both CFL and native Chinese

students' opinions and views on this programme through the learner survey sent at the end of the term. The study aims to shed light on the factors that facilitate and hinder programme design, implementation, and sustainability. Participant feedback is interpreted and contextualised by the researcher to describe how this learning programme was optimised and how it impacts student language learning and inter-culture communication. The findings suggest that the programme is an innovative, low-cost, high-impact language learning activity with vast pedagogical implications. As a supplement to traditional instruction, this programme enables students at both sites to accelerate foreign language development through authentic immersion as well as social and emotional connections. In addition, the results show that this programme heightens intercultural awareness, boosts confidence in the foreign language, and strengthens fluency skills while rendering a transformational learning experience.

### **17:10 PM – 17:35 PM**

Multimodal, multicultural, meaning making of intercultural business communication in business Chinese teaching

Amily GUENIER, ZHANG Zhen

#### **Abstract**

This paper reports on how research into multimodality has been integrated into a Business Chinese course at University College Dublin in Ireland through a specific course designed to develop student intercultural communicative competence and multimodal literacy. A selection of clips cut from films, TV series, TikTok, as well as WeChat /moments, Weibo, Advertisement, Tianmao website was purposefully chosen as they pertain to the different genres and are characterised through the use of Chinese in business context. They are used to show how multimodalities resources work together to construct meaning in business Chinese and how they can provide useful tools for research and teaching in business Chinese contexts. In other words, students engaged in business Chinese language learning activities using analytical tools that guided them in the exploration of the complex array of semiotic resources that contribute to the meaning making of the message, but within a wider-ranging syllabus whose ultimate goal is to promote overall communicative competence. In language teaching, a multimodal approach can help students learn to exploit modes beyond verbal language to understand and produce meaningful content in the target language more effectively and in a culturally appropriately way. This becomes particularly important in situated communicative contexts where business specific discursive, pragmatic, and cultural features can create significant obstacles for language learners. The article describes instruments for multimodal text analysis and sample materials created in the course by students in the assessment. It then draws conclusions about the feasibility and benefits of

an approach to business Chinese teaching and learning that fosters multimodal literacy and intercultural communicative competence, which naturally has an important metacommunicative component as it encourages reflection on language.

# THEME 3

## Creativity and Language Teaching

**25<sup>th</sup> June 2022 9:00 – 9:50, CMR 15 & Zoom**

CHAIR – LI Congxia

SPEAKERS:

CHEN Junming

Kruglov VLADISLAV

Chin-Hung CHANG

WEN Xu

**25<sup>th</sup> June 2022 9:00 – 10:50, CMR 15 & Zoom**

**THEME 3: Creativity and Language Teaching**

**9:00 AM – 9:25 AM**

Task-Based Language Teaching (TBLT) with Intermediate-Level Learners of L2 Chinese: An Exploratory Study

CHEN Junming

**Abstract**

Previous TBLT research has greatly contributed to SLA with its application in various contexts; however, little attention has been paid to investigating TBLT in Chinese as a second language (CSL). Therefore, this study aims to explore whether TBLT has a positive effect on the development of oral Chinese among intermediate learners in complexity, accuracy and fluency (CAF) during Study Abroad.

In the experiment, nine intermediate CSL learners were recruited over an oral course of 14 weeks. In-house materials were developed, including one information exchange task, "Talking to be a Social Star", and two interaction tasks, "Asking for help" and "Providing Help". Learners' oral production was elicited at two periods of the study (pre-test and post-test) and transcribed manually. The data were coded to evaluate the development of oral Chinese, covering fluency (speech rate), accuracy (errors per word), syntactic complexity (mean length of run per AS-unit) and lexical complexity (word token, word type and lexical sophistication).

Results showed that TBLT had positive effects on Chinese oral development among intermediate learners in fluency, accuracy, syntactic complexity, and lexical variety of word token but not in lexical complexity of word type and lexical sophistication. Such findings provide evidence for the beneficial effect of TBLT on Chinese oral acquisition with intermediate CSL learners. The results also showed differential effects of TBLT on different CAF measures, indicating differential effects of TBLT on L2 oral development.

**9:25 AM – 9:50 AM**

Creativity in Teaching Linguocultural Studies of China: Theoretical and Practical Issues

Kruglov VLADISLAV

**Abstract**

Due to the COVID restrictions on academic trips to China, motivation of the students to learn the Chinese language and the culture is decreasing. Nevertheless, the ways of teaching are becoming more diverse and creative. One of the most important aspects in learning Chinese is the linguoculture of that country. In the paper I will highlight the methodological aspects of teaching the course "Linguocultural Studies of China", introducing the developed student

books and interactive formats of learning. Among them - visiting museums and exhibitions dedicated to the Asian culture, usage of online platforms for enhancing listening culture-oriented texts, online 'bridges' between Russian and Chinese schoolchildren and discussions about intercultural realities. Moreover, I am going to introduce two volumes of the textbook "China: History and Contemporary" (authors: Vladislav Kruglov, Alexandra Sergeeva), which are used in many universities and middle schools for preparing to intellectual contests and state exams. The material of that textbook has three levels of difficulty, and every lesson has YouTube materials in Chinese to analyse and to discuss in the class. The main result of the paper is the formation of the 'creative' system of teaching linguocultural studies of China and its theoretical proof.

### **10:00 AM – 10:25 AM**

Expanding Chinese Language Learning in higher education: Investigation of an AI-enabled language learning tool

Chin-Hung CHANG

#### **Abstract**

Due to the quantity and the availability of many technological tools that allow for as much exposure to the target language as possible, people assume language learners take advantage of unlimited resources in their free time. However, the majority of the U.S. university students in Chinese classes tend to expose to the target language solely in formal instruction. To that end, technological tools play an important role to bridge formal instruction and non-formal language learning. Various language learning tools are adopted to increase students' exposure to Chinese outside the classroom. This paper investigates how Glossika, an AI-enabled learning tool, can be utilized at the intermediate-advanced Chinese classes. This qualitative study examines Chinese learners' using experience, and how this Chinese learning application affects their language learning. The results show the benefits and shortcomings of this language learning tool, as well as provide pedagogical implications for Chinese language instructors in higher education.

### **10:25 AM – 10:50 AM**

Multimodal, multicultural, meaning making of intercultural business Pedagogic affect and African international students' attunement to Chinese language learning

WEN Xu

#### **Abstract**

The teaching and learning of Chinese remains a fragile undertaking across all stages of Australian schooling. This paper reports on a practitioner inquiry into pedagogic practices and student engagement with disadvantaged primary school students in a Chinese as a

Foreign Language (CFL) classroom in Sydney, Australia. Drawing upon studies of affect as well as the Fair Go Project's theoretical framework concerning student engagement, the research explores how 'difficult' Chinese knowledge and pedagogies of discomfort disrupt social norms and practices. The engagement of students is conceptualised as an interplay of highly affective, highly cognitive and highly operative learning experiences. In this paper, we argue that 'discomforting' emotions evoked by curricular and pedagogic approaches can influence significant change and foster curiosity for CFL education. The paper concludes with a consideration of pedagogic implications for foreign language education and possibilities for future research.

# THEME 4

## AI Technology & Teaching

**25<sup>th</sup> June 2022 9:00 – 9:50, CMR 11 & Zoom**

CHAIR – XING Minjie

SPEAKERS:

ZHOU Xiaona & CHEN Hsueh Chu

TAN Siyu

周立

WU Yao; SHEN Xuanying

**25<sup>th</sup> June 2022 9:00 – 10:50, CMR 11 & Zoom**

**THEME 4: AI Technology & Teaching**

**9:00 AM – 9:25 AM**

Innovative Use of Teachable Machine Infused with Corpus Data to Enhance the Acquisition of Mandarin Tone

ZHOU Xiaona & CHEN Hsueh Chu

**Abstract**

With the burgeoning artificial intelligence (AI) technology in recent years, computer-assisted language learning (CALL) is gradually evolved into Intelligent CALL (ICALL), and such a shift effects a change to the quality of the interaction between learners and technologies (Kannan & Munday, 2018). However, it poses an enormous challenge to teachers to adopt ICALL approach effectively to Mandarin teaching. Therefore, powerful tools and best-practice guidance on how to take pedagogical advantage of AI are urgently needed (Lindner et al., 2019).

The purpose of this proposed study is threefold: to create a Mandarin tone assessment tool using the data from a learner corpus developed by Chen (2020) via a user-friendly web-based platform – Teachable Machine (Carney et al, 2020); to introduce an innovative approach which first provides learners with explicit instruction on the pronunciation features, particularly the pitch contour of each tone with the aid of a website constructed by Chen (2020) and then instructs learners to use the AI-powered tool and an online real-time pitch analyzer – AmPitch (Huckvale, 2016); and to collect views on the teaching approach from learners. It is worth mentioning that to create the customized assessment tool, the correct pronunciation of reading of monosyllabic words by 40 Hong Kong learners was extracted and uploaded to corresponding classifications (i.e., 4 tones separately). In other words, the norms of the tone assessment are based on learners whose pronunciation is acceptably correct. Two implications can arise from this study. First, teachers are encouraged to select data themselves and adapt the tools for their students. Second, different technologies which are compatible could be applied together.

Keywords: Artificial intelligence, Mandarin learning, acquisition of Mandarin tone, assessment, learner corpus, visual feedback

## 9:25 AM – 9:50 AM

### Reflections on Translation Teaching led by AI and Machine Translation

TAN Siyu

#### Abstract

Artificial intelligence has brought convenience to all aspects of human life, such as machine translation. Translation as an ancient profession, the practice has undergone a great change from pure human translation to the combination of human translation and information technology. Technology has changed the value of translators, and computer-aided translation has greatly improved the quality and efficiency of translation. While people enjoy the convenience brought by machine translation, various problems related to technology also arouse people's concerns. Some people believe that translation technology can deal with a relatively limited type of text, and it is difficult to reproduce the expressive and operational text other than informational text. Because the latter two require complex cognitive conversion and emotional transmission on the basis of understanding two languages and cultures, translation technology is still lacking in this aspect. Therefore, we should combine the availability of translation technology to reposition translators. What's more, it is imperative to improve the traditional translation teaching and research model and promote greater synergy between industry, academia, application. This paper will explore the application of translation techniques in translation teaching. Firstly, with the growth of AI, computer-aided translation and collaborative translation will become the mainstream of translation. As a result, colleges and universities can introduce corresponding software systems to lay a good foundation for students' future employment. Secondly, in terms of translation teaching, teachers can make a comparative study of machine translated translations and students' translations, so that students can deeply understand the differences between the two and develop students' proofreading skills. Finally, as resource acquisition is also one of the necessary skills for interpreters, teachers can help students improve their ability to obtain required online resources for different translation texts and problems.

## 10:00 AM – 10:25 AM

### 香港国际汉语准教师学校体验的评核机制

周立

#### Abstract

本文以香港教育大学“汉语作为第二语言教学荣誉文学士课程”的“学校体验 (Field Experience)”课程为例，从评核模式、QA 机制和学习成果等三方面，介绍、检测、反思香港国际汉语准教师学校体验课程的评核机制，以期对全球化背景下的国际汉语师资培训提供参考。文章首先从评核项目和评核标准层面，系统介绍相关评核模式的框架与内容，包括准教师掌握学科知识、

运用教学内容知识（教学设计）、进行教与学活动、应用评估以促进学与教的能力，以及关怀及照顾学习者的需要、教学评鉴和反思（上课期间及课堂后）的表现。进而介绍评核的素质保障机制，包括导师层面的专业资格认定，操作指引，评估标准化训练，启导协同，意见调查，以及学生层面的申诉与转介机制。最后从学习成果层面检测相关评核机制的成效。数据显示，学校体验评核机制形成的回冲效应（Backwash effect）可以正面引导学生的学校体验学习行为，达到评估促进学习的目标。

## **10:25 AM – 10:50 AM**

The comparison of human rating and AI-based rating of speech in non-native Chinese learners

WU Yao and SHEN Xuanying

### **Abstract**

Pronunciation training is one of the primary tasks of second language teaching. However, human ratings of speech can be both costly and time-consuming, with likely inconsistent standards exist among multiple reviewers. Learners often suffer from a lack of timely and constructive feedback, which affects their own learning effectiveness. With the development of machine learning and deep neural networks in recent years, AI based-technology has been widely used in English teaching and assessment, and Chinese reading-aloud in primary and secondary schools. More AI-based products for non-native Chinese learners are also emerging in the market. The customized platform of the project can enable teachers design and upload any text and recordings according to the weekly curriculum. After real-time recording, students can automatically obtain feedback on phoneme-level pronunciation, tonal accuracy and fluency without being restricted by time and place. Students also can repeat exercises and construct wrong question sets many times. Teachers can then receive the learning results of students based on the number of exercises, time and complete evaluation of students. Hundreds of students' recordings have been collected, which cover all the common syllables of the Chinese Pinyin and the common errors of international students. Given that most of the corpus of the current Chinese intelligent scoring core comes from native Chinese speakers, the report will scientifically compare the scoring results and distribution of non-native speakers' syllables, words, sentences, and paragraphs between human raters and AI technology, and evaluate the reliability of AI-based evaluation. Students feedback will also be collected and analyzed for the further development of the platform.

# THEME 5

## CFL Linguistics

25<sup>th</sup> June 2022 9:00 – 9:50, CMR 1 & Zoom

CHAIR – CHEN Lili

SPEAKERS:

WEN Xu

DU Han, CHEN Junming

王珊、周洁

周洋

**25th June 2022 9:00 – 10:50, CMR 1 & Zoom**

**THEME 5: CFL Linguistics**

**9:00 AM – 9:25 AM**

The promise of Chinese: African international students and linguistic capital in Chinese higher education

WEN Xu

**Abstract**

The proportion of international students in Chinese higher education is increasing, however, there remains little research that explores their motivations and how the learning of Chinese influences identities and imagined futures. In this paper, we address the need for research on South-South migration – specifically Sino-African relations – and draw on the concept of linguistic capital to explore what it means for 15 migrant students from six different African countries. The findings highlight the importance of student agency in leveraging linguistic capital so that African students can position themselves advantageously in terms of employability and social prestige within the geopolitical and geo-economic context of China-Africa relations. In documenting how African students perceive the learning of Chinese, the study compels us to reflect on China's 'soft power manoeuvres' through the policies intended to increase the internationalisation of the higher education sector and what Chinese language learning has come to mean for those from the peripheral nation-states.

**9:25 AM – 9:50 AM**

Investigating Oral Development of an Italian L2 Chinese Learner in Fluency and lexical Complexity during Four Years of Study Abroad

DU Han, CHEN Junming

**Abstract:**

This study is part of a longitudinal study on the effects of Study Abroad (SA) on L2 Chinese oral development. Earlier SA research has covered diverse fields in SLA; however, little attention has been paid to the effects of SA in Chinese as a second language (CSL), particularly on L2 Chinese development over the long term. Therefore, the study aims to explore how SA affects the long-term development of oral Chinese in terms of fluency and lexical variety with an Italian Chinese learner.

In the experiment, the oral data of an Italian Chinese learner was collected from 2019 to 2022. The learner's oral production was elicited at different periods, once a month for the first study year except for two vocations, one time in another year and then another in two years. The data were coded to evaluate the long-term development of oral Chinese, covering fluency (speech rate) and lexical complexity (word token, word type and type-token ratio).

Results showed that, generally, SA had positive effects on oral Chinese acquisition in fluency and lexical variety, confirming the beneficial effect of SA. The results also showed the uneven and differential impact of SA on different measures, suggesting a nonlinear L2 development in SA. Besides, there were controversial results concerning word type and type-token ratio, suggesting potential issues on the sensitivity of word type and type-token ratio in recording L2 Chinese development. The results allow us to have a better picture of L2 development in the context of SA and to examine the factors that characterize the effects of SA.

### 10:00 AM – 10:25 AM

#### 汉语视觉动词“注视”的句法特征

王珊、周洁

#### Abstract

视觉是人类获取信息、知识的主要途径，视觉动词的研究对语言学具有重要意义，对视觉动词这类实词及其句法特征的研究也有利于汉语教学的发展。视觉动词的语义研究包括对这类动词的词典释义（符淮青，1993）、演变规律（尹戴忠，2008）、不同语言该类词的词义对比（马秉义 & 陈维祥，2006）、同一语言不同视觉动词的认知差异（陈辰，2020）等。但是视觉动词的句法研究较少，主要分析的是其句法组合能力（Wang & Huang, 2010）。整体来看，汉语视觉动词的研究主要集中在语义层面，其句法研究相对逊色不少，并且缺少基于大规模语料的句法语义分析。从研究的视觉动词来看，主要集中在“看”类动词，缺少对其他视觉动词的研究。本研究以《国际中文教育中文水平等级标准》中的五级词汇“注视”为例，以依存语法为理论基础，在大规模语料库的数据支撑下分析该视觉动词的句法特征，对该动词的句法功能、动词搭配的句法成分和句法搭配强度进行分析，研究发现，视觉动词“注视”作为从属词时，与其支配成分构成的句法依存关系包括核心关系、并列关系、动宾关系、定中关系、主谓关系。这些“注视”从属的依存关系彰显了该动词的句法功能，即“注视”或其所在结构充当的句法功能依次为谓语、并列结构、宾语、定语、主语。视觉动词“注视”在句子中能携带的句法成分有状语、宾语、主语、定语、补语、兼语和并列成分、“着/了”等附加成分。本文结合定量和定性的方法分析“注视”的句法特征，并针对全球汉语中介语料库中二语者对“注视”的具体应用提出教学建议，深化了汉语视觉动词的研究。

关键词：视觉动词、注视、句法、汉语教学、依存语法

### 10:25 AM – 10:50 AM

#### 隐转喻视角下面向二语学习者的汉语 A1+A2 复合形容词实证研究

周洋

#### Abstract

我们在研究现代汉语复合名词时发现，并列式的 N1+N2 复合譬喻词中存在两个始源域互相整合之后进行映射元素提取的现象，input 1 实际上相当于两个源域中映射元素集合的重合部分。Black 在互动论的基础上指出隐喻有“过滤 (filter)”的作用，即在建立隐喻的过程中相关语义被加以强调，而无关语义则被过滤不用。我们认为现代汉语 A1+A2 复合形容词中也有类似的现象，即整词中的两个单音节形容词词素互为提示、过滤加工，并在整合之后隐转喻（或隐转喻之后整合）为与词

素义差别较大的双音节复合词。通过行为实验研究，深入了解汉语母语者和二语者认知 A1、A2 两个词素在整词加工中的差异，我们可以进一步探究汉语母语者和二语者进行隐转喻加工的认知机制，以及其对于零语境隐转喻认知的效果，最终贡献汉语作为二语教学中的词汇教学。本研究对隐转喻作用的现代汉语 A1+A2 复合形容词进行了穷尽检索，并建立了词表，通过透明度计算，选择了具有中等透明度的语料进行行为实验研究，研究问题主要有：1) 母语者/二语者认知 A1+A2 两个词素在整词加工中的贡献度（遗留的本义）是怎样的？2) A1+A2 词素义与母语者/二语者进行隐喻加工的关系是怎样的？3) 母语者和二语者在零语境中认知整词隐喻义的差异是怎样的？通过分析实验结果，对汉语作为二语词汇教学提出了相关建议。

# Theme 6

## Creativity in Different Classrooms

**25<sup>th</sup> June 2022 14:00 – 16:50, CMR 15 & Zoom**

CHAIR – CHU Jing

SPEAKERS:

LU-YiTzu

冯雪莹

刘晓辰、徐荟尧

WANG Weiqun

SUEN Lik

CHEN Zhiqiong

25<sup>th</sup> June 2022 14:00 – 16:50, CMR 15 & Zoom

## THEME 6: Creativity in Different Classrooms

14:00 PM – 14:25 PM

A Study of Movable Adverb Classification in Modern Chinese with Pedagogical Applications

LU-YiTzu

### Abstract

副词的分类一直以来都是许多专家学者常有争议的部分，而「移动性副词」此副词次类是首见于耶鲁大学 (Yale University) 的汉语教材中，更是学者们少有深入讨论的议题。除了「不论置于主语前或主语后皆符合语法」此定义之外，对于其在句中不同位置的功能有何不同少有解释，因此本文旨在探讨「移动性副词」在现代汉语教学中的词类分类是否恰当，以及其在句中不同位置时在功能上有何不同，并使用中央研究院现代汉语平衡语料库作为分析语料的取材来源。根据语料分析的结果显示，大部分的移动性副词在句中以置于主语前较为常见，但也有部分是置于主语前及主语后的频率是差不多的。至于其在句中的功能，结果发现在主语前后的功能并没有太大的差别，原因在于移动的并非副词，而是主语话题化，在句中前移造成的现象。至于「移动性副词」此副词次类到底是否有存在的必要，本文认为耶鲁大学及 Li & Thompson (1981) 所定义的「移动性副词」界定标准并不明确，且其中所包含的词也有许多不能算副词，因此应将这些副词以更严谨并有逻辑的方式进行分类。

14:25 PM – 14:50 PM

对外汉语新手教师一对一线上课堂提问的动态发展

冯雪莹

### Abstract

对外汉语教学领域，关于教师提问的研究主要为静态地描写课堂提问的类型、频率、方式等，很少有研究关注教师提问的动态发展，新手教师一对一线上课堂提问的动态发展研究更加匮乏。本研究采用课堂观察法及教师反思日志追踪了对外汉语新手教师历时 10 周的线上一对一阅读教学，旨在分析教师在课堂提问方面发生的变化。研究发现，(1) 课堂提问的数量基本呈减少趋势并逐渐趋于稳定，趋于稳定后的提问频率接近于熟手教师。(2) 考察学习是否理解生词时，教师的提问经过三个阶段，第一阶段直接问学生是否理解，得到学生肯定的答复后便开始新内容的教学；第二阶段在得到学生肯定答复后教师立即让学生用生词造句；第三阶段教师不再直接让学生造句，而是在提供生词出现的语境后通过问问题的方式判断学生是否真正理解了生词的意义。(3) 考察学生是否准确理解文章的信息时，所提的问题越来越具体，也越来越符合学生的认知水平及语言水平。由此可见，对外汉语新手教师一对一线上课堂的提问越发成熟。

### **15:00 PM – 15:25 PM**

微课辅助远程教学情境下幼儿注意力表现的个案研究-基于马来西亚某幼儿园华文课堂观察分析

刘晓辰、徐荟尧

#### **Abstract**

微课作为一种新型的教学资源，具有时间短、内容精、设计优等特点。作为教辅材料使用，可以较好地配合教师组织各类课堂教学活动，以期吸引学生学习注意力、提升学生课堂活动的参与度，从而整体提高学生的学习效能。本文将通过对马来西亚某幼儿园华文课堂的观察和分析，探讨微课在辅助远程教学情境下，幼儿注意力表现及华文学习方面的几个问题：（1）在远程教学环境下，微课与其他教学活动相比具有哪些优势？（2）教师在播放微课时，学生的注意力有何变化？（3）通过个案研究，调查在多项教学活动中，微课较其他课堂活动在唤醒学生注意力方面是否具有更大的可能性？（4）微课是否适合在幼儿远程华文教学中使用？并分析其中利弊。

### **15:25 PM – 15:50 PM**

Virtual Exchange in Real Context—Online Immersive Task-Based Innovative Teaching in Chinese

WANG Weiqun

#### **Abstract**

The COVID pandemic and the lockdowns in both China and many countries made our Chinese students be impossible to do exchange year/term study. It is a great loss if students could not experience the study and live in the foreign language they are studying. To help students experience Chinese culture, feel China and the use Chinese language in the real context, I have designed a two-week online Chinese Summer Intensive Course for the summer of 2021(28th June—9th July 2021) together with colleagues in the East China Normal University, Shanghai, China (ECNU). Students were recruited from 4 different British universities and teachers are from the ECNU. I supervised and guided the teachers to adapt the Immersive Task-based approach, i.e we live streamed the language teaching in the real context in Shanghai, such as in the street, campus, restaurants, shopping centres etc. It brings China to our students while taking our students to China online. It also created a three-dimensional classroom. The course received great success according to both the students and teachers feedback. It opens a new way for future virtual exchange for global Chinese learners in China. Later that summer, ECNU use the same approach taught students online from other countries and all received very good feedback.

In this report, I will explain the background and the aim of the project design, how the teaching was designed and organised, what problems we came across and how we solved them, as well as present the feedback from the teachers and students. I will analyse the

feedback so that this pattern of teaching can be done in a wider range and be more helpful to others globally in all foreign language learning and teaching.

### **16:00 PM – 16:25 PM**

Observations on the Standard for Chinese Proficiency in International Chinese Language Education (2021)

SUEN Lik

#### **Abstract**

The Standard for Chinese Proficiency in International Chinese Language Education (The Standard) was issued by the Ministry of Education of P.R. China on 24th March 2021 and was formally implemented on 1st July 2022. This is the first time the State Language Commission lead the development of the standard for foreign Chinese language learners. The Standard was designed to describe and evaluate learners' Chinese five language skills and all-round proficiency levels, aiming at further improvement of the language and writing standards system, and providing strong support for the development of international Chinese language education. This preliminary research looks into the chronological developments of the framework and tests of Chinese language since 1984. The research also analyses the new standards on the communicative aims, topics and themes, quantitative criteria on syllables, characters, words, grammar points; and the requirements of the five language skills. By comparing The International Curriculum for Chinese Language Education (2008) and related documents, the possible influence of the Standard on new HSK exams will be discussed.

Keywords: The Standard for Chinese Proficiency in International Chinese Language Education (The Standard), International Curriculum for Chinese Language Education (The Curriculum), Hanyu Shuiping Kaoshi (HSK)

### **16:25 PM – 16:50 PM**

Incorporating technology in interactive language activity design

CHEN Zhiqiong

#### **Abstract**

In the past two years, we have experienced a rapid technological development which has and is continuously reshaping our teaching practice. Many of us have experienced online teaching have seen the switch from teacher teaching to student learning. One common concern from many colleagues whilst delivering courses online is student engagement with the question 'I don't know if students are engaged in learning, because his camera is not on'. In this presentation, as a Mandarin language practitioner, I would like to share my experience of integrating technologies namely, Vevox, Talis Elevate and Microsoft file-

sharing function to design interactive practices to increase student interactivity in my synchronous language teaching, both online and in person. I will firstly, briefly discuss the need for interactivity in synchronous sessions and then showcase how these technologies are incorporated in activity design with a different pedagogical purpose. For each technology, example activities will be provided, experience, both positive and negative will be shared as well. The use of the combination of these technologies seems to have created a learner-centred environment in which everyone is given opportunities to participate and share knowledge. I hope my experience would inspire language practitioners to explore more creative teaching tools about enhancing student engagement in all aspects of Mandarin teaching and learning, taking into consideration the intended learning outcome and diverse needs and preferences of students.

# THEME 7

## Teacher Development

**25<sup>th</sup> June 2022 14:00 – 16:50, CMR 11 & Zoom**

CHAIR – WANG Liang

SPEAKERS:

肖俊敏、王冰清

LIU Chang

XIANG Hua, Catherine

CUI Yan

PANG Zhaoxia

包银辉

25<sup>th</sup> June 2022 14:00 – 16:50, CMR 11 & Zoom

## THEME 7: Teacher Development

14:00 PM – 14:25 PM

国际汉语教师在线教学 TPACK 现状调查研究——以中国高校在职汉语教师为例  
肖俊敏、王冰清

### Abstract

受新冠肺炎疫情影响，大量针对国际学生的汉语课程由线下转移至线上，这对中国高校在职国际汉语教师在线教学的 TPACK (Technological Pedagogical Content Knowledge) 水平提出了新的挑战。借鉴现有英语作为二语/外语教师 TPACK 测评量表，结合汉语作为二语/外语教学和在线教学的特点，编制成一份由 83 个题项，7 个子维度构成的量表，并对中国多所高校共 307 位汉语教师进行调查。通过探索性因子分析发现，高校在职国际汉语教师在线教学 TPACK 可整合为六个要素，其中 CK (Content Knowledge, M=4.3329)、TK (Technological Knowledge, M=4.3165) 和 PCK (Pedagogical Content Knowledge, M=4.2606) 水平普遍较高，而 TPACK (M=3.9597)、TCK (Technological Content Knowledge, M=3.7485) 和 TPK (Technological Pedagogical Knowledge, M=3.7151) 水平相对较低。通过对所得数据进行线性回归分析，发现教师的年龄、教龄、教学对象的年龄、是否参加过教育技术职业培训、线上汉语教学时长、线上教学平台使用数量、高校所提供技术支持情况、对技术的感兴趣程度等因素对国际汉语教师 TPACK 水平有显著影响。据此建议教师要提升整合技术的学科知识和教学法水平，学校要加大教育技术支持力度。

14:25 PM – 14:50 PM

Introducing the initial language teacher education context in Australia

LIU Chang

### Abstract

In Australia, the government's promotion of Asian languages and subsequent funding of Asian language education in the light of "the Asian century" have led to an interesting situation for the teaching and learning of Chinese. Mandarin Chinese is now one of the six commonly taught languages in the Australian classroom and there has been an increasing demand for qualified Chinese language teachers and Chinese teacher preparation programs. Several reports in recent years have raised concerns about a shortage of qualified teachers of Chinese and the high dropout rates of learners of Chinese at both schools and universities as a widespread phenomenon. This has led to calls for a critical examination of the scope and nature of Chinese teacher preparation programs. This paper reports one aspect of a doctoral study on the identity development of teachers of Chinese during their pre-service period of study, particularly about constructions (or images) of teachers and teaching relevant to Chinese promoted in the prevailing educational culture in Australia and concerns raised by key stakeholders in realizing them. A selection of professional standards statements for teachers and curriculum documents on languages education, along with

interviews with three teacher educators involved in language teacher education degree programs, were analyzed. Results reveal a highly complex and fragile state and native language education and Chinese language teacher education in Australia nowadays. Challenges that the teacher educators perceived as impacting Chinese teacher preparation are presented. Together it is hoped that it will provide characteristics of the “learning-to-teach” worlds these teachers inhabit in the initial teacher education context in Australia and offer implications for teachers of Chinese or other languages in similar contexts elsewhere.

### **15:00 PM – 15:25 PM**

Trends and Developments in Mandarin Teaching during Pandemic

XIANG Hua, Catherine

#### **Abstract**

Language education tends to require more face-to-face interaction and longer hours of both teaching and learning. The challenges of ensuring the future and development of the discipline, especially during the pandemic, is equally unprecedented. A comprehensive overview of the global picture of best practices as well as research in recent times is needed in the field of language education, particularly in higher education settings. The changing nature of language education in terms of its policy, curriculum design, methodology, and innovation is an essential discussion to advance the field. It is critical to explore how a more collaborative, global, and interdisciplinary mindset, as well as technologically driven approaches, have emerged through recent years and how it will continue to shape the future development in the field.

This presentation focuses on research into trends and Developments for the Future of Language Education in Higher Education, with a focus on Mandarin Chinese teachings. It starts with a global picture of the best practices as well as the latest research on Mandarin language education in higher education settings. The presentation will introduce a few case studies and provides insights on changes in policy, curriculum design, methodology, and innovation in the Mandarin language education landscape. The presentation will end with providing information on future development and the overall outlook of language education and Mandarin Chinese teaching.

## 15:25 PM – 15:50 PM

实践是创造力的源泉 --从亚非学院三本教材的创编及使用看教师的创造力

CUI Yan

### Abstract

有效的国际中文教育离不开建立在教学实践基础上各层面的创造力。其中包括:教材的创编、使用及教学法等。根据教学理论与实践,笔者将对具体教材的创编及使用进行分析讨论。这些教材是:佟秉正老师与 D.E. Pollard 博士合编的 Colloquial Chinese 《汉语口语》;笔者创编的数码听力教材 Elementary Chinese Listening 《现代汉语基础听力课程》和 Styles of Modern Chinese Literary Language 《中国现代文学语言风格》。讨论主要集中在以下几方面:教材创编的背景(社会发展、教学对象、教学需求和教学环境)、设计、结构、特点、语言(词汇、语法、课文)、文学语言风格、任务设置、使用方法及教学效果。通过分析,我们看到,面对日新月异、快速发展的语言与社会,教材教法必须紧跟时代、因地制宜、有的放矢、不断创新。实践告诉我们:多层面的创造力来源于教学实践并服务于教学。

## 16:00 PM – 16:25 PM

Virtual Exchange in Real Context—Online Immersive Task- A reflection upon teaching materials of my design to support effective learning outcomes

PANG Zhaoxia

### Abstract

During my work at the Chinese department at SOAS, I developed teaching material at an elementary level (CEFR A1-A2) for a new component on speaking activities to enhance an existing programme; I created new teaching material from scratch for full-time year 3 BA students (CEFR C1) for a listening and speaking module; I also rewrote /updated teaching materials for full-time year 4 BA students (CEFR C1-C2) for a reading and writing module. During the process of developing these materials, a variety of approaches and methods were used based on my understanding of pedagogy. The feedback from students and/or colleagues, and the assessments (formative and summative) show that the teaching materials and the relevant activities I designed helped learners achieve the learning objectives and, thus, support effective learning outcomes. These courses or modules had been in full function until the end-of-2020 academic year when the restructuring of all courses was introduced, and at the same time, in-school face-to-face teaching had to move to online because of the pandemic. However, I found that many parts of the teaching materials I created could be adapted to support online teaching and learning. I, therefore, believe to develop quality teaching materials with emphasis on language and pedagogy is still a paramount task for front-line teachers because it is the foundation upon which new technology may be applied to give learners greater ownership of learning without the confines of the traditional classrooms.

**16:25 PM – 16:50 PM**

A Corpus-based Study of Formulaic Sequences in Chinese Textbooks

包银辉

**Abstract**

Growing theoretical and empirical research across disciplines regard formulaic language as a critical factor that benefits second language acquisition and instruction. The traditional “grammar + single word” approach is challenged by the lexical approach, which is a way of teaching or analysing language on the basic idea that it is made up of lexical units (words, chunks formed by collocations, and fixed phrases) rather than grammatical structures. However, the study of formulaic language and its role in TCSL/TCFL is still in its early stages and lacks deep theoretical and systematic analysis. Basic on the analysis of the self-built corpus with 10 sets of Chinese textbooks for beginners which are popularly used in China and overseas, this study aims to examine how different Chinese textbooks treat formulaic language, explore the distinctive characteristics of Chinese formulaic language, and to construct a lexicon of formulaic language for Chinese learning and teaching. The study found that: 1. Chinese textbooks generally lack explicit introduction and exercise content of formulaic language; 2. Chinese textbooks contain a large percentage of formulaic language, but its different subcategories are not evenly distributed; 3. The vocabulary lists and the vocabulary included in the textbooks are corresponding to the Chinese proficiency standards, but the inclusion of formulaic language lacks motivation. Effective treatment of formulaic language can result in better textbook development activities, and thus assist learners to improve their language proficiency.

# THEME 8

## Creativity in Curriculum

**25<sup>th</sup> June 2022 14:00 – 15:50, CMR 1 & Zoom**

CHAIR – SONG Lianyi

SPEAKERS:

PAN Jiachen

CUI Jun

Wilfred DEVERELL

LIU Weiming

25<sup>th</sup> June 2022 14:00 – 16:50, CMR 1 & Zoom

## THEME 8: Creativity in Curriculum

14:00 PM – 14:25 PM

针对英国中学首个中文说唱课程（Mandarin Rap Lesson）的师生态度分析研究

PAN Jiachen

### Abstract

随着汉语教学在英国的普及，英国中学一线教师也在不断探索适合英国学生的汉语教学方法，其中英国伦敦佛提斯米尔中学开设的首个中文说唱课（Mandarin rap lesson）备受关注，曾被《China Daily》等多家媒体报道。汉语是音节文字，韵母有限，共 39 个韵母。相对与欧洲语言来说，韵母的有限性使得汉语更容易做到押韵这一特点。英国本土一线教师发掘汉语语音这一特点，并开设了中文说唱课。本文通过改良 Wen (1997)，态度、动机测试量表 (Attitude / Motivation Test Battery) (Gardner, 2007) 及 Drnyei & Clément (2001)、Csizér & Drnyei (2015) 和 Yang(2013) 所发表的态度量表，对 27 名选课学生进行了态度问卷调查，采用 SPSS 对数据进行描述性和显著性分析，同时对 8 位英国本土中文课老师进行了访谈，并进行转录分析从而得出该课程的教师态度结果。这项研究围绕汉语语音易押韵特点与二语学习态度相关性展开实验，力求为该课程的可持续性发展提供可参考性方案，并为其推广性提供预测依据。

14:25 PM – 14:50 PM

Digital transformation of university distance education qualifications and online MOOC education innovation: A case study

CUI Jun

### Abstract

In the recent period, distance teaching and digital learning bring people not only the convenience of obtaining educational resources but also a new concept that is different from traditional classroom learning. This article will introduce the digital learning environment built by integrating various digital learning resources as a "digital learning platform" and the innovation and development of university MOOC education. Digital distance education is the use of networks and digital technology to share knowledge, so that students can use their free time to complete their studies efficiently, meet the requirements and obtain academic degrees. Knowledge sharing is to provide knowledge to other members of the organization. With the continuous emergence of next-generation web technologies, the existing knowledge-sharing solutions lack a unified access method to deal with heterogeneous effects, including various knowledge presentations, information formats, and distributed knowledge resources. To allow interoperability between various shared knowledge, a common standard is needed for unified access to shared knowledge. Distance education universities are currently relatively well-known, such as the Beijing Foreign

Network Academy in China, and the Open University in Hong Kong. After a series of studies, we found that the results show that governments and institutions are individually or jointly leading the development and operation of distance education and MOOC. Although Chinese universities have established a certain MOOC development and operation mechanism, they are facing challenges and problems such as insufficient technical support, insufficient curriculum/teaching design training, and lack of national curriculum/teaching design development standards and platforms. The research of this paper mainly uses the mixed method of qualitative analysis and quantitative analysis to conduct research and analysis and uses excel or SPSS software to perform ANOVA analysis on the sample data. This study paper only uses excel software for quantitative analysis. Finally, this article puts forward some important suggestions for improving the development and operation of distance education and MOOC digital platforms in Chinese universities.

Keywords: knowledge sharing, distance teaching and digital learning, MOOC, digital transformation

### **15:00 PM – 15:25 PM**

Creativity within the rules: are Chinese students bored in class?

Wilfred DEVERELL

#### **Abstract**

My purpose in speaking is to demonstrate how the skill of analysis and evaluation topics to form judgements is being undertaught in Chinese classes at university. Chinese classes equip students with the vocab and grammar required for translation and conversation in Chinese, but too little attention is paid to critical thinking. By establishing evaluation and analysis as a key focus of Chinese education it will be possible to make Chinese classes and teaching more creative. This will equip students with a deeper understanding of Chinese whilst also incorporating wider analytical skills that will benefit them in academic and professional contexts. Rather than present objective research, I hope to highlight a student's perspective of Chinese learning at university. I am a Chinese and History major at SOAS University of London and have also studied Chinese at National Taiwan Normal University. My experience and that of my peers is that Chinese classes can often be monotonous. In contrast to my history classes, analytical skills are often overlooked in the way Chinese is taught. I hope that after hearing this talk, teachers will believe that it is beneficial to incorporate critical thinking tasks into the way they teach Chinese. I will offer examples from my own experience to suggest how critical thinking can be incorporated into Chinese courses. I hope the audience can learn from hearing a student's perspective. Combined with their knowledge & experience in teaching, they will be able to incorporate more critical thinking into Chinese courses.

**15:25 PM – 15:50 PM**

Inviting students of Chinese to be teachers: A way of developing learner agency

LIU Weiming

**Abstract**

Learner agency refers to the feeling of ownership and sense of control that students have over their learning. Few contributions have been made to examine the development of learner agency in the field of teaching Chinese as a foreign language. The current study aims to explore how university students of Chinese actively participate in their learning process when they are empowered with the knowledge and skills to conduct peer teaching activities. As a qualitative project, the study was carried out at an Irish university. A group of 16 students of Chinese at a beginners' level were invited to act as peer teachers in turn. Their teaching took place at the beginning of each lesson to help their peers to revise what had been learnt previously. The Chinese course in question lasted 90 minutes per week for 5 weeks. The research data were collected from students' reflective journal entries and their final group reports. The findings demonstrated how peer teaching motivated the students to learn and take responsibility for managing their learning process. The findings also suggested that the peer teaching activities strengthened the social bond between the students. This pedagogical model served as an interactive channel and fostered the lecturer's understanding of students' learning and social experiences from their perspective. The current study puts forward potential implications for learning Chinese at other levels.

Keywords: Learner agency, Chinese as a foreign language, peer teaching

# Panel Discussion

25<sup>th</sup> June 2022 16:00 – 16:50, CMR 1 & Zoom

Virtual Exchange and Teaching Chinese as A Foreign Language

CHAIR - Guo Zhiyan

Panellists:

GUO Zhiyan

XU Shejiao

Daisy ZHU

LI Congxia

## **Abstract**

Virtual exchange (VE) has been increasingly applied to foreign language education in the last two decades. The COVID-19 pandemic has compelled scholars and practitioners to adopt various forms of VE in their curriculum and classrooms of foreign languages. While VE has been studied widely in English and other European languages, inquiries about VE and its adoption in teaching Chinese as a foreign language (TCFL) are relatively rare. The current panel discussion will be based on virtual exchange programmes completed in the last two years by university students in Britain and China. The panel is intended to provide teachers with an opportunity to explore the benefits and potentials of VE projects for linguistic and intercultural development, and for a language-culture integrated curriculum design and a productive approach to authentic intercultural foreign learning through VE in normal and pandemic-challenging times. Comparisons will be made in the different type of tasks that students completed in various contexts. Implications will be drawn on how much guidance and what intervention teachers should offer students to ensure autonomous intercultural learning. The panel will discuss how to prepare students mentally and technologically in advance, how to make effective grouping and establish rapport - among participants, and how to integrate VE into curriculum design and blended mobility at universities in the world.

# Poster Presentation

25th June 2022 08:30 – 08:55

The best posters are displayed on the [BCLTS](#) and [OU CI](#) websites.

## CMR 11 & Zoom

- 1 汉语学习者学术论文的级差系统及其修辞劝说功能研究  
李婷
- 2 Never stop learning: examining Chinese language teacher educator's teacher agency  
LI Xian
- 3 英国中文教育 NGO 章程研究  
王腾
- 4 Comparison of Traditional face-to face, Fully Online and Hybrid Teaching Modal in an Intermediate Chinese Course  
YU Xiaoying

## CMR 1 & Zoom

- 5 From curiosity to creativity – Promoting Chinese language and culture at Queen's University Belfast  
WANG Liang
- 6 Explore Chinese language teachers' acceptance of using LMO quiz under TAM  
SHEN Xuanying & YU Jia
- 7 佟秉正先生《汉语口语》中的句型描写与对过去两年网络教学的反思  
YU Youlan
- 8 Using technology to teach more effectively after the pandemic  
YU Zhe

# Wellbeing Session

25th June 2022 08:30 – 08:55, Zoom

## Baduanjin with YU Feixia

Classic Baduanjin Qigong is also sometimes called Mini-Taichi. It is an ancient and most widely practiced wellness exercise from China. It consists of eight simple movements of gentle to medium intensity, making it easy to learn, and suitable for all ages and all levels of fitness. The routine synchronises deep breathing with gentle twisting and mindful control of the body, making it an ideal mindfulness exercise for physical and mental health.

Join our expert instructor and experience this gentle flowing exercise for mental clarity, greater flexibility and physical strength. This session is suitable for all ages and abilities, no experience necessary. Just come and join in the fun. Wear loose and comfortable clothing in which you can move freely.

\* About YU Feixia ([link](#))

# Presenter Bios

All biographies are provided by the presenters and presented in an alphabetical order.

## BAO Yinhui

His research interests are international Chinese education, Chinese as a second language acquisition, corpus linguistics, professional development of Chinese teachers. His publications include Dizionario cinese-italiano per lo studio della lingua cinese contemporanea, Analyse des erreurs des francophones dans l'apprentissage du chinois, etc.

## CHANG Chin-Hung

Chin-Hung Chang teaches Chinese at Northwestern University in the United States. Her research interests include educational technology and technology utilization in Chinese pedagogy, both inside and outside the classroom.

## CHEN Junming, John

He is interested in Task-Based Language Teaching (TBLT) and spoken English language acquisition; the acquisition of spoken Chinese language; study abroad and second language acquisition; English / Chinese for special purposes (Tourism and hospitality industry); Translation and interpretation, with particular reference to the hospitality industry; E-learning.

## CHEN Zhiqiong

Zhiqiong is an assistant professor at the School of Modern Languages and Cultures of the University of Warwick where she has been teaching various academic and non-academic Mandarin modules. She also taught distance Mandarin learners at the Open University from 2009-2020 and worked as a consultant, co-authoring online short Mandarin courses. She is interested in research of teaching pedagogy, including student's engagement, blended learning, flipped teaching and teaching technology.

## CUI Jun

Not provided.

## **CUI Yan**

Dr Cui Yan's research interests include Teaching Chinese as a Foreign Language, Chinese Rhetoric and Styles of Modern Chinese Literary Language. She has published two textbooks, i.e., Elementary Chinese Listening, Styles of Modern Chinese Literary Language and a monograph Styles and Development of Lao She's Literary Language. Her papers are related to language teaching and material development.

## **Wilfred DEVERELL**

Not provided.

## **DU Han**

Her research interests are study abroad, second language acquisition, with particular reference to spoken language both in English and Chinese.

## **FENG Xueying**

Research interests: teacher development; teaching Chinese as an international language; second language acquisition

## **Amily GUENIER**

Her research interests include intercultural communication, business communication, health communication, and interpersonal communication. Her publications are related to curriculum design, Chinese culture in the Chinese textbooks, intercultural business communications.

## **GUO Zhiyan**

Associate Professor of Chinese, University of Warwick; Senior Fellow, Higher Education Academy, UK; Fellow of Warwick International Higher Education Academy (2019 - 22) and Chair (2016-18), the British Chinese Language Teaching Society (<https://www.bclts.org.uk/>). Her research interests are in intercultural communication, language acquisition, Chinese characters and reading, and language teaching and technology. She has published articles in these areas and edited books on Chinese pedagogy and been review editor of journals. She is the author of the monograph "Young Children as Intercultural Mediator: a Study of Mandarin-speaking Chinese Families in Britain" published by Multilingual Matters. See more details of publication See other publications in <https://orcid.org/0000-0002-5852-4419>.

## **LI Xian**

Li Xian is a lecturer at Shanghai Maritime University, where she teaches and supervises undergraduate and postgraduate students. She achieved her doctoral degree from University of Nottingham. Xian maintains a strong interest in educational research, especially in the field of teacher development, EAP and language policy.

## **LIU Weiming**

Weiming is an assistant professor in the School of Applied Language and Intercultural Studies at Dublin City University, Ireland. His research interests include foreign language teaching and learning and language teacher education. He is particularly interested in pedagogy and assessment in the context of teaching Chinese as a foreign language.

## **LIU Xiaochen**

His research interests are teaching Chinese as a foreign language, technology enhanced language learning, Confucius Institutes management, etc. He published an Elementary Chinese textbook for Malaysian learners in 2014 and his papers are about students' motivation, Chinese language teaching and development of Confucius Institute.

## **LU Xinyang**

Dr Xinyang Lu is SCOTTP ESRC Postdoctoral Research Fellow at Faculty of Arts and Humanities, University of Southampton. His research interests are Second Language Acquisition, Mandarin Chinese Acquisition, Mandarin Chinese Teachers' Development, Mandarin Excellence Programme, International Students, Learner Autonomy, Language Learning Strategies, Identity, Agency, Transcultural Studies.

## **LUAN Duo**

Not provided.

## **呂翊慈**

Not provided.

## **PAN Jiachen**

Research interests: L2 Chinese language teaching and learning and L2 Chinese language testing.

## **PANG Zhaoxia**

Not provided.

## **SHAO Wei**

Wei Shao is a Senior Lecturer in Chinese Studies and BA Chinese Programme Director at Cardiff University. He has taught in the BA Chinese programmes at the University of Manchester, University of Leeds, the University of Sheffield and the Open University. He has also taught in several British independent and public secondary schools. His recent scholarship activities include the production of a textbook series, Social Perspective Volume 1 and Volume 2 and Chinese GCSE textbooks. His research interests include language teaching pedagogy and second language acquisition.

## **SHEN Xuanying 沈萱莹**

SHEN Xuanying currently works as the Director of Modern Languages Centre within the School of languages from September, 2020. She joined XJTLU officially from 2008 and has over 15 years of teaching experience in Teaching Chinese language to foreigners and 6 years of modern language management. Research interest: computer assisted language teaching (AI speech analysis), corpus-based approaches in learning Mandarin Chinese and learning at an international university.

## **Ursula STICKLER**

Ursula Stickler is Senior Lecturer in the School of Languages and Applied Linguistics at the Open University, UK, a distance teaching institution. Her research deals with technology enhanced language learning and teacher training, as well as with qualitative and mixed method research design. Together with Lijing SHI, she has innovated the use of eyetracking in a sociocultural framework.

## **SUEN Lik 宣力**

Suen Lik is the principal Lecturer in Chinese at SOAS, University of London. She was involved in the EU's EBCL project which set up Chinese a proficiency portfolio under CEFR. She is one of the writers of Chinese in Steps. Her research interests are Chinese phonology and syntax, Chinese dialects, language testing and teaching Chinese in schools.

## **TAN Siyu**

Her research interests are translation and interpreting.

## **Kruglov VLADISLAV**

Dr Vladislav V. Kruglov is a lecturer at the Department of Chinese, Vietnamese, Laotian and Thai languages of MGIMO University, a senior lecturer at the Department of Chinese Language of Moscow City University and an interpreter at the UNESCO Department of the Institute of Asian and African Studies of Lomonosov Moscow State University. His research interests include the methodology of teaching the Chinese language and linguodidactics, lexicology of the Chinese language, Chinese culture and philosophy of China.

## **YU Youlan**

Dr Youlan Yu has more than 30 years experiences in teaching Chinese as a foreign language in universities in China and in the UK. Her teaching speciality is teaching speaking Chinese effectively. She is familiar with problems of the learning Chinese at different stages. Her research interests include how English grammar affecting the learning of Chinese grammar. Her publications are in the field of teaching Chinese as a foreign language including some Chinese textbooks for learning Chinese as a foreign language.

## **YU Xiaoying**

Xiaoying is a Chinese lecturer in the Department of Asian Languages and Cultures at the University of Michigan. Her research interests include second language acquisition theories and methodologies, teaching with multimedia technology, and content and project-based learning. Recently, she focuses on enhancing the teaching process by utilizing digital media and applications to help engage students. Research achievements have been published as journal article, book chapter or reported in the ACTFL annual conferences, CLTA annual conferences etc.

## **WANG Shan**

Not provided.

## **WANG Chuyi**

Not provided.

## **WANG Bingqing**

Her educational background is in Teaching Chinese to Speakers of Other Languages (TCSOL) and her research interests include TCSOL teachers' professional development and their digital literacy.

## **WANG Liang 王亮**

Dr WANG Liang has been working for The Language Centre at Queen's since 2014, with key roles in supporting language courses, in particular Chinese language courses, cultural awareness training, and Tandem Language Exchange programme for staff members and students. Before joining Queen's University Belfast, he had worked as Associate Lecturer in Chinese for the Open University and as research assistant on the European Benchmarking Chinese Language (EBCL) Project based in SOAS, University London. He has interest in computer-assisted language teaching, internet-mediated intercultural language education, intercultural learning community, and learner's intercultural communicative competence development in formal, informal and non-formal learning context.

## **WANG Weiqun**

Weiqun is an Assistant Professor at the University of Nottingham, UK. She is the Senior Fellow of the Higher Education Academy (SFHEA) and UNILAN Examiner. She has served in many leading roles in Mandarin Chinese teaching, including, the Coordinator and Section Head at the University of Nottingham, and the Chair and Deputy Chair of the British Chinese Language Teaching Society (BCLTS 2016-2020). She has designed, directed and organised more than 60 academic events nationally and internationally. She is awarded an Honorary Researcher in Beijing Advanced Innovation Centre for Language Resources at Beijing Language and Culture University and invited as consultant for the New Practical Chinese Reader (3rd version). She has published several articles and books.

## **WEN Xu**

Not provided.

## **WU Yao**

Research Interest: Language assessment design, Educational technologies and language teaching, Student-centered learning. Recent publication: Wu, Y., & Dawson, G. (2021). You articulate, we implement: Adding constructive feedback coaching and automated text analysis in the course evaluation loop. In *Analysing Student Feedback in Higher Education* (pp.37-50). Routledge.

## **XIANG Hua, Catherine**

Dr Xiang is the East Asian Language Coordinator (Mandarin, Japanese and Korean) at the London School of Economics and Political Science (LSE). She is also Programme Director of BSc International Relations and Chinese at LSE and UK Director of LSE Confucius Institute for

Business London, a partnership between LSE and Tsinghua University. Her research interests include language trend in Higher Education, implications of e-learning in foreign language teaching and learning, teaching Chinese for specific purposes. She is also interested in material development for teaching Mandarin as a foreign language. During the pandemic, she launched her own YouTube Channel, named 字 espresso, to offer open education resources and videos to general public ([https://www.youtube.com/c/字 espresso](https://www.youtube.com/c/字_espresso)).

### **XIAO Junmin**

Her research interest is in the field of Teaching Chinese to Speakers of Other Languages (TCSOL), focusing particularly on TCSOL teacher education and teacher identity development.

### **XING Minjie**

Dr Xing Minjie is a Senior Language Tutor at the University of Manchester, UK. She has published in SCI and ESCL journals, including Language Learning & Technology, Computer-Assisted Language Learning, System, Innovations in Education and Training International, Journal of Language for Specific Purposes, and International Journal of Computer-assisted Language Learning and Teaching (IJCLLT). Currently, she is a guest editor of IJCLLT for a special issue of Multiple Approaches to Translation and Intercultural Communication, and another special issue of Re-imagining Chinese Language Teaching in the Digital World. Her expertise lies in Business Chinese, Intercultural Communication, Translation, and e-learning.

### **ZHANG Lulu**

Lulu is a Ph.D. student in the Modern languages and Linguistics Programme at the University of Southampton. Her research focuses on language testing and assessment, feedback, and teacher education. She has contributed to book chapters and journal publications since 2018.

### **ZHANG Zhen**

Zhen is an experienced lecturer with 13 years teaching experience after graduating from the major of teaching Chinese as foreign language in Tianjin Foreign Studies University. Prior to joining UCD Confucius Institute for Ireland, she founded a Chinese language learning academy in Beijing China focusing on the areas of business Chinese teaching and researching. She started teaching Chinese language in UCD CII from August 2017. Primarily delivering the undergraduate program and master program for local Irish teachers. Apart from teaching, she has also been involved in publishing literature, the research of learning Chinese as a second language and been actively involved in the training of teachers.

## ZHENG Ying

Dr Zheng Ying is Associate Professor at Faculty of Arts and Humanities, University of Southampton. Her research Interests are Psychometric Analysis of Language Testing Data, ESL/EFL Learner Characteristics, Quantitative Research Methodology, Mandarin Chinese Teachers' Professional Development, Learner Motivation, Language Teaching Pedagogy. Her journal papers are related to learner engagement, testing, anxiety and feedback.

## ZHOU Xiaona

Not provided.

## 周立

香港教育大学中文系高级讲师、博士生导师，副系主任。长期从事香港中文教育师资培训，统筹普通话沉浸课程，并担任政府教育部门咨询委员、教科书出版顾问。研究兴趣为应用语音学和汉语国际教育，发表论文多篇。

## 周洋

研究方向为国际中文教育，汉语词汇，跨文化交际，代表论文为《面向汉语二语学习者的能源汉语教材及课程建设研究》

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