



香港城市大學
City University of Hong Kong



香港教育大學
The Education University
of Hong Kong



Stanford
University

會議手冊

Conference Handbook

第九屆語言學與漢語教學 國際論壇 (IFOLCE-9)

9th International Forum on
Linguistics and Chinese Education
(IFOLCE-9)



June 26-28, 2026



City University of Hong Kong,
Kowloon Tong, HKSAR.

IFOLCE-9 Conference Program (June 26-28, 2026)

Pre-conference Workshops: June 26 (Venue: D1-LP-02, EdUHK)

Time		Venue	Activity
12:00–12:45		EdUHK	Registration
12:45–13:00			Welcome Speech: EdUHK Representative Prof. Meichun Liu (Conference Chair)
13:00–14:00			Workshop 1: LLMs and empirical approaches in linguistic studies
14:00–14:30			Tea Break
14:30–17:00	14:30–15:30		Workshop2: Chinese linguistics and education in the AI era
			Topic 1: 生成式 AI 時代漢語語言學研究與中文教學 Prof. Xiliang Cui , Beijing Language and Culture University (Host) Prof. Chaofen Sun , Stanford University Prof. Zhuo Jing-Schmidt , University of Oregon Prof. Meichun Liu , City University of Hong Kong Prof. Chunyu Kit , City University of Hong Kong Prof. Marc Allasonnière-Tang , Centre National de la Recherche Scientifique (CNRS) Prof. Jing Wang , Princeton University
	15:30–15:45		Q&A
	15:45–16:45		Topic 2: 中國語言與傳統文化的國際傳播及傳承 Prof. Timothy Chan , The Education University of Hong Kong (Host) Prof. Yang Zhao , Peking University Prof. Yongping Zhu , University of Notre Dame Prof. Chih-p'ing Chou , Princeton University Prof. Chengzhi Chu , University of California, Davis Prof. Zhirong Wang , Columbia University Prof. Jincheng Liu , University of Notre Dame
			16:45–17:00
	18:00–19:30		Science Park
19:30–20:30		Organizing Committee Members' Meeting	

Workshop format: Speakers are invited to speak for less than 2 mins each time to involve others in the discussion/correspondence.

Conference Day 1: June 27 (Venue: LI Building-3F, CityUHK)

Time	Venue	Activity
08:30–08:55	Outside LI-3505	Registration
09:00–09:15	LI-3505	Opening Ceremony Prof. Wenjung Li (Vice President of CityUHK) Prof. Niels O. Schiller (Head of LT Department, CityUHK) Prof. Timothy Chan (Head of CHL Department, EdUHK)
09:15–09:55		Keynote Speech 1 (30m+10m Q&A) Prof. Marc Allasonnière-Tang , Centre National de la Recherche Scientifique (CNRS) Gender in language, society, and artificial intelligence Chair: Prof. Zhuo Jing-Schmidt
09:55–10:45		Invited Speeches 1–2 (20m/each+10m Q&A) 09:55–10:15 Prof. Xiliang Cui , Beijing Language and Culture University AI 背景下的国际中文教育四问 10:15–10:35 Prof. Chaofen Sun , Stanford University Adjectival Predicates: Realis versus Irrealis Modalities 10:35–10:45 Q&A Chair: Prof. Timothy Chan
10:45–11:00	Outside LI-3505	Tea Break
11:00–12:35	LI-3505	Invited Speeches 3–6 (20m/each+15m Q&A) 11:00–11:20 Prof. Yang Zhao , Peking University 文学在国际中文教育中的双重角色 11:20–11:40 Prof. Yongping Zhu , University of Notre Dame 科技发展与教学法革新：语言内化的新探索 11:40–12:00 Prof. Zhuo Jing-Schmidt , University of Oregon Fictive Argument and Affective Stance in Discourse 12:00–12:20 Prof. Jing Wang , Princeton University 古为今用：基于大语言模型的古汉语教学实践 12:20–12:35 Q&A Chairs: Prof. Chunyu Kit; Prof. Caesar Lun
12:35–14:05	3F Canteen, LI Building	Lunch
14:05–15:30	LI-3508; LI-3601; LI-3614; LI-3500	Parallel Session 1 (5 papers/room; 15m/each+10m Q&A)
15:30–15:45	Outside LI-3505	Tea Break
15:45–17:10	LI-3508; LI-3601; LI-3614; LI-3500	Parallel Session 2 (5 papers/room; 15m/each+10m Q&A)
17:10–18:20	LI-3508; LI-3601; LI-3614; LI-3500	Parallel Session 3 (4 papers/room; 15m/each+10m Q&A)
18:30–20:30	Faculty Lounge, 9F Bank of China Building	Conference Dinner

Conference Day 2: June 28 (Venue: LI Building-3F, CityUHK)

Time	Venue	Activity
09:00–10:30	LI-3505	Invited Speeches 7–10 (20m/each+10m Q&A) 09:00–09:20 Prof. Chih-p'ing Chou , Princeton University “迎之不愿，拒之不能”：香港的普通话与简化字 09:20–09:40 Prof. Chengzhi Chu , University of California, Davis Attentional Affordances of E-Writing in L2 Chinese Literacy: A Task-Design Framework 09:40–10:00 Prof. Zhirong Wang , Columbia University 汉语反义复合词语素序的动态制约机制研究 10:00–10:20 Prof. Jincheng Liu , University of Notre Dame The Principle of No-Synonymy: Two Case Studies of Chinese Near-Synonymous Sentential Constructions 10:20–10:30 Q&A Chair: Prof. Cong Wang
10:30–10:45	Outside LI-3505	Tea Break
10:45–12:10	LI-3508; LI-3601; LI-3614; LI-3500	Parallel Session 4 (5 papers/room; 15m/each+10m Q&A)
12:10–13:30	3F Canteen, LI Building	Lunch
13:35–15:00	LI-3508; LI-3601; LI-3614; LI-3500	Parallel Session 5 (5 papers/room; 15m/each+10m Q&A)
15:00–15:15	Outside LI-3505	Tea Break
15:15–16:40	LI-3508; LI-3601; LI-3614; LI-3500	Parallel Session 6 (5 papers/room; 15m/each+10m Q&A)
16:40–17:20	LI-3505	Keynote Speech 2 (30m+10m Q&A) Prof. Martin Hilpert , University of Neuchâtel Constructions with crossed syntactic dependencies show elevated lexical cohesion: The compensatory collocation hypothesis Chair: Prof. Chaofen Sun
17:20–17:35	LI-3505	Closing Ceremony

Presentation time: 30 mins for Keynote Speaker; 20 mins for Invited Speakers; 15 mins for Oral Presentations

Oral Presentations Schedule: Parallel Sessions (15 mins/paper; 10 mins Q&A/session)

Day 1: June 27, Session 1, 14:05-15:30

Time	1A: LI-3508 Chinese Studies with Empirical Methods 實證方法視角下的漢語研究	1B: LI-3500 Phonetics and Phonology 語音與音系學	1C: LI-3601 Chinese Lexical Semantics (1) 漢語詞彙語義學 (1)	1D: LI-3614 Discourse and Pragmatics 語篇與語用
14:05 14:20	How Frequency and L2 Proficiency Moderate the Congruency Effect in Collocational Processing? Evidence from L2 Chinese Learners in an Acceptability Judgment Task Lu Xiaolong, Fang Shaohua, Liu Xiaoyu	On the L2 Acquisition of Chinese vowels Jin Wenhua	汉语口语话题标记“这”的韵律特征研究——兼及其句法语义表征与类型学共性 Deng Yingjie	面向国际中文教育的多模态语篇元话语社会功能研究 Wen Junyi
14:20 14:35	音义学视域下《集韵》知识图谱构建 王进, 黄仁瑄	韵律之美的跨文化感知探索：以越南学习者为例 王玉会, 温宝莹	An Overview of Subjective Quantities ‘Cai’ in Mandarin Chinese Liu Siyu	声音、身份与权力的互动建构：汉调桃花旦与老旦念白的社会语调格局实证分析 徐怡凡
14:35 14:50	基于小模型模拟的汉字识字教学策略对比实验 Wu Yufeng, Liu Meichun	声母特征对日本学习者汉语前后鼻音听辨的影响：基于广义估计方程的实证分析 Sun Shuang, Ji Junfei	副词“亏”的语用功能与反预期功能分化研究 Jiang Yining	两岸四地刑事判决书语篇特征对比分析 尹若男
14:50 15:05	基于词向量与图式理论的“东 V1 西 V2”周遍义认知研究 Yang Shiyuan	商业店名的社会语言学价值 卢德平, 梁昱	时间副词“刚”的多功能研究 Xu Zhao	Heritage literacy practices on social media: A narrative exploration of a Chinese heritage language speaker’s identity Du Yuji
15:05 15:20	Error analysis of Chinese modal words of possibility in the interlanguage of native speakers of English and native speakers of French Lin Ting-Shiu	音高、时长与强度的三维调控：汉语普通话强调焦点韵律凸显的运作机制考察 Li Korwin	现代汉语典型情态动词连用的语义互动研究 Zhang Mo	智能技术驱动下的汉语中介语语用研究：从批评言语行为出发 Liu Liu
15:20 15:30	Q&A			

Day 1: June 27, Session 2, 15:45-17:10

Time	2A: LI-3500 GenAI & Chinese Writing 生成式人工智能與中文寫作		2B: LI-3508 GenAI & Chinese Vocabulary 生成式人工智能與中文詞彙		2C: LI-3601 GenAI & Chinese Grammar 生成式人工智能與中文語法		2D: LI-3614 GenAI & Multimodal Chinese Teaching 生成式人工智能與多模態中文教學	
15:45 16:00	生成式 AI 辅助来华留学生学术汉语写作的效能与风险——一项基于 LLM 人机协同的实证研究	Xie Jingyi, Peng Weiyang	Beyond the Tool: The Critical Role of Cognitive Fit in Aligning AI Videos and Teacher Narration with Learner Styles for Vocabulary Acquisition	Zhao Yaru, Pan Lihui, Yang Qianli, Lin Zhong	Bridging Linguistic Theory and Classroom Practice: Leveraging GenAI for Scaffolding Complex Syntactic Structures in CSL Pedagogy	Xia Yufei	沉浸式多模态 AI 微课对 CSL 学习者理解中华文化与建构语用身份的影响——以《水调歌头》教学案例为例	Luo Ziqiang, Guo Yueyuan
16:00 16:15	人工智慧輔助下漢語讀寫課堂互動學習的教學實踐與反思	Xu Xiufen, Nuo Min	基于生成式人工智能 (GenAI) 的汉语二语词汇教学设计及实证研究——以大语言模型驱动的语境生成与个性化练习为例	Chen Shuying	Accessibility of Anaphoric Forms in Mandarin: A Comparative Study between Human Cognition and Generative AI	Zhang Yuxin	以 Feedforward 為導向的 AI 融入初級漢語課堂：多場域課堂研究	砂岡和子, 徐勤, 丁秋懷, 蘇珩
16:15 16:30	Generative Adversarial Authentication: An Innovative Solution for Detecting AI-Generated Essays	Zhu Yu, Wong Sheung Ping, Chan Kin Wing	可供性视角下人工智能赋能对外汉语词汇学习的策略机制研究	Zhao Xiaoli	Analyzing the Syntax-Semantics Interface of Chinese Resultative Constructions with Generative AI and Its Pedagogical Applications	Ma Yanxiao	Generative AI Scaffolding in Advanced Content-Based Chinese Courses: A Multimodal Pedagogical Model	Luo Han
16:30 16:45	The Application of ChatGPT in Creating Chinese Cultural Context Scripts: An Activity Theory Perspective	Rao Emma, Zhao Ruohan	基于 Coze 工作流的述人形容词共时语义变异研究	Zhang Shuo	AI 生成对话与人类口语对话的多维度对比分析	Li Lin	Generative AI, Translanguaging, and Multimodal Participation in Diverse Beginner Chinese Classrooms: Rethinking Scaffolding and Learner Agency	Li Xiaoyi
16:45 17:00	生成式人工智能 (GenAI) 辅助反馈对高级汉语学习者句法发展与语言意识的影响——基于认知负荷的混合研究	Zhou Yinzi	From Corpus to Classroom: Validating LLM-Assisted Behavioral Profiles for Mandarin Verb Choice	Hung Cheung Hin	構型網絡模型：基於漢字 IDS 對 Transformer 架構模型之輕量化插入式改進	Wu Sing-Wing Thomas, Yan Liqian	GenAI 赋能国际中文多模态教学场景构建研究	Luo Lin, Zou Weixia, Bai Yifan
17:00 17:10	Q&A							

Day 1: June 27, Session 3, 17:10-18:20

Time	3A: LI-3500 Interactional Perspectives on L2 Chinese Education 互動視角下的漢語二語研究		3B: LI-3508 Discourse-pragmatics and Chinese Teaching 口語語用與漢語教學		3C: LI-3601 Culture, Affect, Genre, and Chinese Education 文化, 心理, 語體與漢語教育		3D: LI-3614 Sociolinguistics and Chinese Learning 社會語言學與漢語二語學習	
17:10 17:25	跨文化視角下學習 導向型評估在國際 中文教育中的反撥 效應研究	朱曉蕊	文化折扣視域下漢語 學習者跨文化口語敘 事能力研究	Duan Yuxiang	雙音副詞與狀語標記 共現的語體分化—— 兼論狀語標記的語用 功能	Zhu Qinghong	馬來西亞華人大學生家庭 語言應用研究	Wang Jiahui
17:25 17:40	漢語二語學習者自然 口語中語氣詞 “啊”的互動功能與 立場表達研究	張縉文	高級水平留學生漢語 口語節奏——“松緊” 度研究及訓練策略	Ren Qianfang, Wang Zitong	心理距離視角下單音 節狀位形容詞的語體 屬性特徵研究	Chen Zhao	The Impact of Social Support on Intercultural Communicative Competence among Chinese as a Foreign Language Learners in Malaysia	Dai Wenqi, Alla Baksh Mohamed Ayub Khan
17:40 17:55	L2 Acquisition or Comprehension? Analyzing Interactions to Improve Second Language Learning in GCE A-Level Paper II (section B) of Chinese Literature	Kat Wing-Sze	漢語人稱代詞後置結 構的情態特徵	韓天姿	現代漢語無關聯詞語 假設複句的教學方法 研究	李丹芸	A Study on Chinese Language Learning Anxiety of International Students in English-Medium Curriculum Programs in China	Zhu Wenhui, Arya Putra Hartono
17:55 18:10	面向二語教學的句 尾“呢”非疑問用法 人際功能研究	何瑾	基於中外對比的留學 生立場表達強度分析	曾立英, 陳藝宣	漢語招呼語的情感梯 度與語力效應	劉艷茹	沉默、面子與權威：基於 現有實證研究的東亞漢語 TBLT 課堂文化障礙分析	Chen Kefan
18:10 18:20	Q&A							

Day 2: June 28, Session 4, 10:45-12:10

Time	4A: LI-3500 GenAI & Pedagogical Innovation 生成式人工智能與教學創新		4B: LI-3508 Chinese texts and Learners' Development 漢語文本與學習者研究		4C: LI-3601 Chinese Teaching Materials and Curriculum Design (1) 漢語教材與課程設計 (1)		4D: LI-3614 Constructional variation and Constructionalization 構式變化與構式化研究	
10:45 11:00	气质类型对国际中文教师人工智能能力的影响研究	Wang Ru, Zhang Hui	A Study on Measuring the Linguistic Difficulty of Chinese Educational Texts for Personalized Learning	Lee Yoonyoung	汉语学习者无实义填充标记调查与功能探析	李瑞琳, 刘丞	Semantic Prosody Across Varieties: Linking Usage and Intuition in Chinese Long Passive Variation	Guan Sumin
11:00 11:15	The Smart Teaching Model for Online TCFL: Addressing Challenges with Generative AI	Hu Jinbo	汉语二语学习者文本修订行为与文本质量关系的实证研究	Yu Haiyan, Lin Ruo	构建国际通用的中文能力框架：《中文标准》与新《ACTFL标准》的互鉴与融合研究	Liu Yue, Sun Yihan	动态语言接触与句末副词的构式化：新加坡华语句末“才、先、也是”的三条发展路径	Lin Jingxia, Teo Ming Chew
11:15 11:30	從生態觀點看 AI 浪潮下的教師能動性：資深教師對外交華語教學定式之評鑑研究	方瑾	Cognitive Mechanism of Chinese “Pseudo-Semantic Violation” Verb-Object Collocations in L2 Learners	Liang Muhan, Wang Jianqin	多元文化背景下任务型教学法在国际中文教育中的应用——以初级汉语综合课为例	Zeng Ying	同中存異：泛華語地區動詞虛化比較研究	Yip Ka-Fai, Benjamin K. Tsou, Thomas Ho
11:30 11:45	基於大模型對話架構的跨文化交際智能體構建及其在對外漢語教學中的應用研究	戴嘉汐	媒介可供性视角下在华留学生的汉语学习研究	Zhu Zhuolin, Zhu Chengzhang	读后续写在中学语言教学中的促学作用元分析	毕愷	英汉致使单动词非终结效应的比较研究：基于生成建构主义视角	Yang Daran
11:45 12:00	GenAI 赋能泰国高中中文教学模式构建和检验	Qin Ke, Tala Preeya	外语教育框架下的汉语继承语学习者：日本大学中国语课堂中的学习经验与教育需求	Li Guangxi	虚实融合的博物馆资源在国际中文文化教学中的批判性转化研究——多模态叙事分析与教学模型构建	李叶	A Collostructional Analysis of the Alternative Negative Comparatives: Pragmatic Inferencing with Semantic Polarities	Chen Xiuting, Liu Meichun
12:00 12:10	Q&A							

Day 2: June 28, Session 5, 13:35-15:00

Time	5A: LI-3500 GenAI & Chinese Knowledge Practices 生成式人工智能與中文知識實踐	5B: LI-3508 Corpus and Computational Linguistics 語料庫與計算語言學	5C: LI-3601 Experimental and Psycholinguistics 實驗語言學與心理語言學	5D: LI-3614 Chinese Teaching Materials and Curriculum Design (2) 漢語教材與課程設計 (2)	
13:35 13:50	人工智能輔助古代漢語教學：以香港大學通識課程為例的教學模型探討	Choi Yuk Ling	香港非华语小学生量词偏误分析——基于语料库研究 黄艺丹	Monolingual versus Bilingual Instruction in L2 Chinese Grammar Teaching: Behavioral Outcomes and Teacher-Student Interaction Mechanisms Wang Qiping, Tian Liping, Wu Junjie, Feng Liping	构建“课堂—社区—田野”连续体：高年级中文桥梁课程设计初探 Ma Yinqiu
13:50 14:05	人工智能工具在輔助備考口試中的優勢與不足——一項以學生為中心的調查研究	Yang Jianfen, Tao Yuan	Automated Reading Text Grading for International Chinese Education Using BERT and Standards-Based Cross-Attention Zhang Tingyu, Lei Lei	可及性视角下的汉语语篇回指加工研究：来自眼动的证据 田晓萌	Designing Advanced Chinese for Academic Purposes: Linguistic Inquiry as Pedagogical Practice Yan Fang
14:05 14:20	基于量子语言模型的中国古典叙事诗时空演变研究	徐佳	More Graceful, Less Familiar? A Corpus-Based Study of Literary Grace in Chinese Writing Li Yi	The Non-Nativelike Neurocognitive Signatures of Hierarchical Syntax Processing: ERP Evidence from Second Language Learners of Mandarin Chinese Wang Lin	职业导向与文化适配：专门用途中文(CSP)教材的体裁与认知实证分析 Liang Ying
14:20 14:35	從反向解釋到具體的人生體驗：生成式人工智能作為晏幾道語言研究的啟發與理論工具	Xiao Yanhe	“Playing Games, Learning Chinese”: In-Game Text for L2 Chinese Vocabulary Learning - Evidence from Corpus Modeling Zhao Ning	Short-term training experience shapes the neural representation when processing alphabetic and logographic words: an EEG training study Ma Jing, Li Chenglin	再探中高級華語教學語言點 Chang Li-Ping
14:35 14:50	The Improvement of LLM-Generated Fractured Fairy Tales on Sustainable Engagement in Singaporean Children’s Chinese Reading	Hong Zhenying, Zhan Fangqiong	Corpus-based Constructional Analysis of Novel Usages: The case of “爱你老己” Cao Liwen, Qing Hongbin, Wu Yufeng	Acquisition of the blocking effect in L2 Chinese by L1 Indonesian speakers Lyu Jun, Sarah Yunita	基于整合性学习理念的成语教材编写模式新探 Xu Guoping
14:50 15:00	Q&A				

Day 2: June 28, Session 6, 15:15-16:40

Time	6A: LI-3500 Cognitive Processing and Chinese Acquisition 認知處理與漢語習得		6B: LI-3508 Chinese Lexical Semantics (2) 漢語詞彙語義學 (2)		6C: LI-3601 GenAI & Chinese Teaching Materials 生成式人工智能與中文教材研發		6D: LI-3614 Construction, Syntactic Structure and Function 構式，語法結構與功能	
	15:15 15:30	The Sentential Standardization of “you xialie qingxing (xingwei) zhiyi de” in Legal Documents	Yin Shulin	Single or multiple lemmas for compounds? Evidence from Cantonese Classifiers	Peng Congyi, Cheung Man Hin, Niels Olaf Schiller	大语言模型(LLM)在对外汉语教学测试中的应用——以初级语法试题自动生成为例	Tao Yuan, Yang Jianfen	“连 XP 也/都 VP”构式交替多因素研究
15:30 15:45	Self-Teaching in Heritage Language Learners: How Morphological Variation Differentially Affects English and Chinese Word Learning	Xu Xintong	现代汉语动词重叠式核心语义内涵再探析	Jin Huizhi	基于生成式 AI 的汉语隐喻语料库构建与对外汉语教材编写研究	Zhou Yang	汉语流水句的判定要素及其识别机制	Cui Liang
15:45 16:00	基于实证的汉语二语学习者韵律习得与教学的互动机制	郭江华, 温宝莹	漢字的歷時語義分佈追蹤研究——以「道」、「德」為例	Law Yinling, Shen Xun	基於語料庫的 LDA 主題建模與 AIGC 主題詮釋：香港少數族裔小學中文教材演變分析	Liu Shang	“构式-语块”理论下的汉语双宾句教学改良——基于偏误的动词优化教学法实践探索	Wang Changyu
16:00 16:15	界面假说视角下“以为”和“认为”的习得研究	Liang Qian, Guo Ge	放置動詞的空間語義體系	Wang Shan	從生成到適配：生成式人工智能產出職業情境粵語教學材料的效能評估與優化框架研究	Liu Xiaoqing Sunny	话题与述题之间：对比话题的结构与功能研究	Lu Jing
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Keynote Speech 1

Gender in language, society, and artificial intelligence

Marc Allasonnière-Tang

Centre National de la Recherche Scientifique (CNRS)

Abstract

Categorization is one of the most relevant tasks realized by humans during their life, as we consistently need to categorize the things and experience that we encounter to store them in the mind. Such need is reflected in language via various mechanisms, one of the most prominent being nominal classification systems (e.g., grammatical gender such as the masculine/feminine distinction in French or classifiers as found in Mandarin). We will discuss how these nominal classification systems interact with the natural and the societal environments. Furthermore, we will discuss how recent AI models can include biases through those nominal classification systems.

Bio

Prof. Marc Allasonnière-Tang (Marc Tang) is a distinguished CNRS researcher based at the Ecological Anthropology laboratory (UMR 7206) at the National Museum of Natural History in Paris, and is concurrently associated with the Dynamics of Language laboratory (UMR 5596) at Lumière Lyon 2 University. Combining a solid academic foundation in general linguistics—particularly syntax and phonology—with professional industry experience at ASUS, his career reflects a unique trajectory bridging theoretical inquiry with computational application. He has pioneered specialized expertise in quantitative computational typology, utilizing programming and statistical workflows to rigorously investigate synchronical and diachronical linguistic hypotheses.

Prof. Allasonnière-Tang's primary research enterprise focuses on nominal classification systems, ranging from the masculine/feminine gender distinction in French to shape-based numeral classifiers in Mandarin Chinese. His investigations seek to explain the worldwide diversity and geographical distribution of these systems, which exist in roughly half of the world's languages. By analyzing how these classifications are defined, why they emerge in specific regions, and how they interact with sociocultural and cognitive frameworks, his work delivers profound insights into human categorization.

Methodologically, Prof. Allasonnière-Tang's scholarship stands at the forefront of quantitative and computational typology. His prominent publications include evolutionary path analyses of gender complexity using the global Grambank database, and the co-development of the World Atlas of Classifier Languages (WACL)—a monumental open-access repository mapping numeral classifiers across 3,338 languages. Utilizing robust quantitative tools such as random forests, Bayesian phylogenetic inference, word embeddings via neural networks, and agent-based simulation modeling, Prof. Allasonnière-Tang successfully demonstrates how the seemingly arbitrary logic of nominal categorization can be decoded across global, family-internal, and language-internal scales.

Keynote Speech 2
Constructions with crossed syntactic dependencies show elevated lexical cohesion:

The compensatory collocation hypothesis

Martin Hilpert

Université de Neuchâtel

Abstract

Natural languages avoid syntactic structures with crossed syntactic dependencies. To the extent that such structures nonetheless occur, they have been explained as the result of competing motivations, such as dependency length minimization, the facilitation of incremental language processing, or the preservation of the given-before-new principle. This paper discusses a construction from English for which these explanations do not hold. In sentences such as He has written a good enough story to attract attention, dependency length is not minimized, incremental processing is not at issue, and alternative syntactic patterns allow the same ordering of given and new information. This paper aims to identify a different motivating factor. It advances the compensatory collocation hypothesis, which states that when speakers choose a non-projective structure, they tend to attenuate the processing costs for the hearer by choosing lexical items that are semantically cohesive. Data from the COHA substantiates this idea. Compared to alternative constructions with a projective syntactic structure, examples with crossed dependencies exhibit word combinations with relatively higher collocational strength.

Bio

Martin Hilpert is professor of English linguistics at the University of Neuchâtel in Switzerland. His research interests include Construction Grammar, Corpus Linguistics, and language change. He has published widely on these topics, and he is the author of a textbook on Construction Grammar that is used at universities around the world. He has held editorial positions at the journals 'Functions of Language' and 'Cognitive Linguistics'. He runs a YouTube channel that presents linguistic topics to an audience of students and non-specialists.

Invited Speech 1

AI 背景下的国际中文教育四问

崔希亮

北京语言大学

摘要

世界已经进入 AI 时代，人工智能对各行各业的影响都是巨大的。在此背景下我们必须了解 AI，了解 AI 给国际中文教育的事业发展、学术研究和课堂教学带来哪些影响，研究 AI 如何为国际中文教育赋能。在这里我们提出四个问题：第 1 个问题是 AI 会在哪些方面对语言教育产生影响？第 2 个问题是如何利用 AI 提升国际中文教育质量和效率？第 3 个问题是如何利用人工智能获取更多的教育资源？第 4 个问题是语言教师的职业发展和职业生涯规划应该如何调整？对这些问题的研究，有助于促进国际中文教育的学科建设和事业发展。

简介

北京语言大学语言学及应用语言学教授，中国书法国际传播研究院院长，北京市语言学会理事长，北京大学校友会副会长。曾任北京语言大学校长，世界汉语教学学会副会长，中华炎黄文化研究会副会长，获北京大学文学学士、硕士和博士学位，加拿大麦克马斯特大学人文科学名誉博士、韩国启明大学艺术学名誉博士，罗马尼亚锡比乌卢西安·布拉嘎大学、康斯坦察奥维迪乌斯大学名誉博士。主要研究方向为语言学、汉语国际教育、中国书法国际传播。著有《汉语熟语与中国人文世界》、《语言理解与认知》、《语言学概论》、《语言导论》、《汉语作为第二语言的习得与认知研究》等，发表学术论文 110 余篇。

Invited Speech 2

Adjectival Predicates: Realis versus Irrealis Modalities

Sun Chaofen

Stanford University

Abstract

As tense is not encoded in Chinese, finiteness cannot be understood in the way it is in European languages. Sun (2025) argued that Chinese finiteness is exhibited by a cluster of three properties (realis/irrealis, telicity, durationality). In accord with Givón's (1995, 2001) communicative modalities, a proposition in realis modality is strongly asserted to be true, whereas a proposition in irrealis is weakly asserted to be possible/desirable. In this light, degree adverbs in simple declarative sentences (Sun 2025) code such a contrast in modalities. As Chinese gradable adjectives are typologically non-discrete (Sun 2020), at the predicate position of a finite clause an adjective must, or must not, be marked in either irrealis, or realis, modality in accord with its intended modality in a specific context. In many contexts a finite clause is mandatorily marked by a degree adverb like 很 hěn "very" in front of the predicate like 好 hǎo "good" in 我*(很)好 (I very good) "I am well", because the scalarly non-discrete adjective regularly denote an unlimited state, i.e., non-finite. But in contexts that allow either a discrete, or non-discrete, interpretation, the degree adverb is optional in front of 好 such as 这个餐馆 (最)好 (this restaurant (most) good) "This restaurant is good/best". It is in irrealis modality without the degree adverb implying an allowable non-discrete (irrealis) interpretation but is in realis modality with the degree adverb 最 "most". Furthermore, in a greeting that culturally demands a non-discrete (or unqualified) property, such as 你 (*很)好! (you good) "Hello", the presence of a degree adverb is prohibited in irrealis modality. Finally, 没(有) měi(yǒu) must be used to negate an adjectival predicate with a degree adverb like 极 jí "extremely", 最 zui "most", 非常 fēicháng "very, very", 挺 tǐng "very" denoting a realis negation. Indeed, this set of degree adverbs cannot be negated by the irrealis negator 不 bù. On the other hand, the predicates with, or without, degree adverbs 很 "very" or 太 "too" denote irrealis modality and can be negated by either 没(有) měi(yǒu) or 不 bù depending on its intended modality in a given context.

Bio

孙朝奋教授 1974 年毕业于华东师范大学，1984 年在俄勒冈大学获语言学硕士，1988 年在康奈尔大学获得语言学博士学位，并曾在上海、香港、和美国从事语言学研究 and 教学。自 1991 年起至今为斯坦福大学中文项目主管，曾任斯坦福东亚语言文化系主任和东亚研究中心主任，当选美国中文教师协会 2017 年会长，并获得 2022 年中文教师协会杰出贡献奖。研究方向为历史语法，语法化，现代汉语语法，曾在 *Language*, *Journal of Chinese Linguistics*, *Journal of American Oriental Society*, *Journal of Chinese Language Teachers' Association*, *Language and Linguistics*, *Chinese Language and Discourse*, 等等学术刊物发表文章。专著有 1977 年斯坦福大学出版社的 *Word Order Change and Grammaticalization in the History of Chinese*、2006 年剑桥大学出版社的 *Chinese: A Linguistic Introduction*、2015 年出版的 *The Oxford Handbook on Chinese Linguistics*。

Invited Speech 3

文学在国际中文教育中的双重角色

赵杨

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摘要

外语教学中的文学作品能够提供真实地道的语言输入，提升学习兴趣与情感动机，培养跨文化意识和文化素养，提高阅读理解与表达能力，促进学习者跨文化交际能力的全面提升。本文选取代表性中文教材，统计分析教材中呈现的中国文学内容并进行分类，提出文学在中文教育中具有工具和目的的双重角色，中文教材编写和教学资源建设可以根据需求选择文学扮演的角色。

关键词：文学，国际中文教育，角色，教材

简介

赵杨，北京大学博雅特聘教授，对外汉语教育学院院长，剑桥大学博士。研究兴趣包括第二语言习得、生成语法、社会语言学、语言教育等，出版专著译著多部，发表论文近百篇，主持国家社科基金等科研项目多项，担任世界汉语教学学会监事长、世界汉语教学学会标准与认证工作委员会主任委员、中国英汉语比较研究会二语习得研究专业委员会副主任委员、全国国际中文教育专业学位研究生教育指导委员会委员、《汉语教学学刊》主编、“汉语桥”世界大学生中文比赛总评委等学术职务。

Invited Speech 4 科技发展与教学法革新：语言内化的新探索

朱永平

University of Notre Dame

摘要

语言教学的终极目的是使学习者全面内化目标语。本文从科技的发展与教学法的嬗变探讨科技在内化汉语教学中的作用。从纵向的历史角度来看，教学法的发展与科技发展有着密切的关系。以流行于业内三大教学法为例，盛行于 18 世纪末的“翻译法”，词汇教学占比大，重视词性、句子语法分析和笔头翻译，但科技含量几乎为零。“听说法”由语言学家拉多在 20 世纪 40 年代初创建，因录音设备产生而盛行，在 60 年代达到顶峰。“功能法”产生于 20 世纪 70 年代的欧洲，80 年代开始盛行于美国。此法的创立和发展与当时电脑和万维网的普及密不可分，快捷便利的航空发展又助了一臂之力。因全球化的推进，“功能法”在“听说读写”全面发展的基础上，又加上了“文化”这一要素。三大教学法发展的趋势是从单纯的“看”到“听说”再到“听说读写”外加文化的全面发展，实际上也就是让目标语全面内化，而全面内化的一个要素就是增加学习者与目标语接触的时间，就是让学习者最大限度地沉浸在目标语中。简言之，语言教学是向“内化”方向发展，而科技的发展又为“内化”提供了条件。当今 AI 的发展，手机的应用，短视频的出现为语言学习提供了无比便捷的服务。为适应内化的需要，本文在高年级教学中尝试运用 AI 帮助学生学习语法知识，提高写作水平。

关键词：科技发展；教学法；语言内化；人工智能

简介

美国圣母大学(University of Notre Dame) 副教授，曾任美国中文教师学会会长（2021-2022）；现任东亚系本科生指导主任。1994 年和 2002 年在美国明尼苏达大学分获中国语言学硕士和博士学位。曾在美国普林斯顿大学，圣路易斯华盛顿大学，威斯康星大学，密西西比大学任教。主要研究方向为汉语发展史与第二语言习得和教学法。近期发表的论文有“汉语体标记‘了’的产生与发展”（2026），“中英文表达因果关系上的异同”（2026），“基于构式的教材编写与教学法”（2025），“把字句的形式标识与教学策略”（2022）。合著有《汉语教师专业技能指导手册》（2018）和《学生中文语法》（*A Student Grammar of Chinese*. 英国剑桥大学出版社，2023）。

Invited Speech 5

Fictive recipient: A usage-based constructionist perspective on pragmatically motivated argument structure

Jing Zhuo

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Abstract

Previous research has observed that the Chinese third person singular pronoun *tā* has a non-anaphoric usage in the schematic pattern [V *tā* NP] where it is inserted between the predicate verb and a formally quantified or bounded object noun phrase. Yet, despite being pronominal, it does not refer back to any identifiable antecedent. Nor does it serve as a real argument of the verb with a discernible semantic role despite occupying the slot typically afforded the indirect object. In other words, while it appears to be assigned a recipient role, that role does not correspond to any identifiable real-world participant in the event presented. Consider the following examples:

Hē *tā* gè tòngkuai

Drink 3SG CLF satisfaction

‘Have a really satisfying drink’

Fān *tā* gè dǐ cháo tiān

Rummage 3SG CLF bottom-to-sky

‘Search everywhere, leaving no stone unturned’

Scholars have been intrigued by this unusual use of *tā* (3SG) and have wondered for decades what it is about. Chao (1968:320) regards this *tā* as a “mock object” or a “dummy indirect object”. Lü (Lü et al. 1980; Lü 1985) and Zhu (1982) describe it as “devoid of referent” (虚指); Yuan (2003), who has offered by far the most substantive treatment of the phenomenon, regards it as a “non-referential pronoun” with an information packaging function. From the perspective of prosodic grammar (Feng 2000), Yuan argues that attaching *tā*, which is naturally unstressed, to the predicate verb, prevents the object NP – whose head noun is the default information focus – from being the sole recipient of focus-marking phonological stress, thereby assigning equal prosodic prominence to the verb. According to Yuan, this prosodic strategy confers focus status to the V-O predicate in its entirety.

While insightful about the status of *tā* as a key grammatical element in [V *ta* NP], previous studies are notably morpheme-centered and leave the puzzle of the formal and conceptual mapping of the construction [V *tā* NP] and its deviant argument-participant alignment unexplained. Thus, question remains about the conceptual significance of the linear organization of the construction as a symbolic unit in its own right, and how the unique form-meaning pairing contributes to its pragmatic force.

This study approaches [V *tā* NP] within a usage-based constructionist framework and treats [V *tā* NP] as an “deviant” argument structure construction. We examine corpus data on the usage of the construction with a focus on the conceptual significance of the construction with the fictive recipient and the semantic interaction between verb meaning and construction function. We propose that the argument structure of the fictive recipient construction provides structural and conceptual basis of discourse dramaticity at the pragmatic level.

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Bio

Dr. Zhuo Jing-Schmidt is Professor of Chinese Linguistics and Applied Linguistics in the Department of East Asian Languages and Literatures at the University of Oregon. Her research spans cognitive linguistics, functional linguistics, sociolinguistics, historical linguistics, new media discourse, second language learning and teaching. Working at the intersection of linguistic theory and Chinese language pedagogy, she has made sustained contributions to bridging theoretical inquiry and the practice of international Chinese language education.

Distinguished by its strong theoretical orientation, cross-linguistic perspective, and close attention to authentic language use, Professor Jing-Schmidt's work reveals the complex relationship among grammatical structure, cognitive mechanisms, and discourse-pragmatic meaning. Her research has appeared in leading international journals, including *Journal of Pragmatics*, *The Modern Language Journal*, *Linguistics*, *Cognitive Linguistics*, *Language in Society*, and *Corpus Linguistics and Linguistic Theory*. Through these publications, she has advanced the study of Chinese and cross-linguistic grammatical phenomena while also contributing to broader developments in construction grammar, cognitive semantics, and functional linguistics. With a distinctive theoretical voice, Professor Jing-Schmidt has played an important role in promoting Chinese linguistics within the international field of cognitive linguistics.

Invited Speech 6

古为今用：基于大语言模型的古汉语教学实践

Jing Wang, Marvin Chen, Junming Huang

Princeton University

摘要

1915年，胡适在留美期间撰文指出文言文脱离现实生活，甚至是为比拉丁文“更死”的语言。随着白话文运动的兴起，这一指控被广泛接受，其影响延续至今。在国际中文教育领域，教学重心为胡适与赵元任曾共同倡导的“活的语言”、“可说的中文”，古汉语课程的教学与研究长期处于边缘位置。不仅选课人数少，开课的项目有限，在教学语言、教材编纂方式与教学方法等方面也存在诸多争议。

本文认为，在高年级中文教学中，古汉语教学具有不可或缺的重要性。不少古汉语词汇与句法结构仍活跃于现代汉语之中，而古代典籍所承载的思想与智慧，更是高级学习者深化语言能力、理解中国社会的重要资源。美国高校古汉语课程的目标，并非培养学生创造性地输出古汉语，而在于通过经典篇章的阅读与诵读，引导学生习得仍保留在当代中文中的文言文元素，理解中国古代文史哲传统及其对当代社会的持续影响。在此目标下，主题式古汉语教材的编纂模式具有明显优势。

在“古为今用”的理念指导下，教学活动可在多个层面展开，包括词汇与成语练习、基于古汉语结构的现代汉语句式转写，以及运用古代思想讨论当代社会议题等。本文突破传统的活动设计模式，将大语言模型引入古汉语的教学与研究之中。学生从经典文本中选取核心观念，梳理其多重内涵，并借助支撑 ChatGPT 的大型语言模型 GPT-4.0，对微博相关文本进行分类与分析；通过对人工智能生成结果的讨论，考察传统价值在当代中国社会中的接受方式与分布特征。本文是将人工智能引入古汉语教学的一次初步探索，旨在帮助学生建立起连接古汉语、古代经典与当代中国社会的认知桥梁，加深其对中国社会延续性与变迁机制的理解，并提升学生运用中文进行学术研究与写作的能力。

简介

王静，美国威斯康星大学麦迪逊分校中国文学博士。曾任教于卡内基梅隆大学及北卡罗来纳州立大学夏洛特分校。现为普林斯顿大学东亚系中文项目主任，普林斯顿暑期北京中文培训班主任。主要研究方向为国际中文教学及唐宋小说翻译研究。出版专著《中文起步》（2012）、《宋代小说导读》（2017），《影像中国》（2020），及《中文全方位》（2024）。

Invited Speech 7 “迎之不愿，拒之不能”： 香港的普通话与简化字

周质平

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摘要

由于特殊的地理位置与历史背景，19 世纪晚期以来到 20 世纪中期，席卷全中国的语文改革，从统一语音的“国语运动”，到简化字运动，在香港全不见踪影。已经为 14 亿中国人接受的“普通话”与“规范字”，在香港既不“普通”，也不“规范”。

香港自 1998 年推行普通话以来，27 年的成绩，远不及一个内地二三线的城市。只要去过香港和深圳的人，都能清楚地感知到，两个城市，虽仅一水之隔，但在日常语言的使用上，香港属于“粤系”，而深圳则为“普系”。

至于“简化字”，至今没有受到香港政府的承认，在教育、政府公文、法律文件、媒体出版等各方面，都还坚持使用 20 世纪中期以前的旧体汉字。在当地则称之为“繁体”或“正体”；在大陆同胞看来，则不免是“古意盎然”。

在这样的大语言环境之下，香港的国际汉语教学，是很难不受当地语言习惯影响的。作为一个国际汉语教师，我们的态度应该是“当地化”还是坚持“规范化”？主张“当地化”，往往是在“尊重方言”的冠冕借口下提出的，是符合“政治正确”的，但实际上则是把已经“孤岛化”的香港语文，进一步推向边缘。主张“规范化”，可能是犯众怒的，但对香港国际中文教学的前景而言，却是正确的“阳关大道”。

简介

周质平，普林斯顿大学东亚系荣休教授。主要研究方向为现代中国思想史，晚明文学，及国际中文教学。发表中英文专著十余种，及各級中文語言教科書二十余种。

Invited Speech 8

Attentional Affordances of E-Writing in L2 Chinese Literacy: A Task-Design Framework

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Abstract

The e-writing transformation of L2 Chinese pedagogy is not merely a change of writing tool but a reconstruction of what learning to write and read Chinese involves. Building on the e-writing approach articulated in recent scholarship (Chu, 2024a, 2024b), this article moves the discussion from whether e-writing should be primary in L2 Chinese instruction to how it contributes to learning under specific task conditions. The central proposal is that Chinese e-writing should be analyzed as a system of attentional affordances—environmental conditions that make particular attentional acts more likely under appropriate task structure. Three classes of affordance (phonological, orthographic, procedural) and three classes of attention-intensive subtask (recognition, input, differentiation) are identified, and a five-dimensional task-design framework is developed for structuring affordance recruitment. Worked examples illustrate the framework across drill-level, mechanism-level, and communicative tasks. The framework recasts the L1-derived concern about pinyin reliance as a question of attentional reallocation rather than reduction, and addresses both the candidate-selection displacements introduced by predictive-text and generative-AI tools and the personalized feedback and interactive dialogue these same tools can deliver when built into task design. The framework is intended as an analytic vocabulary for L2 Chinese e-writing-based tasks, enabling the field to move from policy debate to systematic, testable task design.

Bio

Chengzhi Chu teaches Chinese language and linguistics at the University of California, Davis, where he also serves on the Graduate Faculty in Linguistics. He is a standing director of the International Society for Chinese Teaching and a past president of the Chinese Language Teachers Association, USA. His research and publications cover Chinese linguistics, cognitive semantics, corpus linguistics, L2 Chinese pedagogy, cross-cultural communication, and the application of technology to Chinese teaching and research.

Invited Speech 9

汉语反义复合词语素序的动态制约机制研究

Wang Zhirong

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摘要

反义复合词语素排序的理论争议由来已久。语义决定论强调 Pollyanna 原则等语义标记性的主导作用，语音决定论强调韵律的约束力量。然而，Ding & Huang (2013) 基于 218 个反义复合词的实证研究揭示了以下悖论：在 84 个有原则冲突的词例中，语义与韵律的胜出概率几乎相当 (18:19)，且存在 7 个同时违反两个原则的“双违词”。这些发现挑战了单一决定论，说明单纯用义序和调序原则不能解释反义复合词中语素的排序问题。本研究假设语素排序是语音与语义沿语义透明度连续统动态博弈的结果。我们认为，高透明度复合词中语义原则占优，低透明度词中韵律原则占优，中等透明度词中二者势均力敌。本研究以黄瑞芳 (2021) 的 279 个反义复合词为对象，采用李晋霞与李宇明 (2008) 的四级透明度评定标准，结合 Pollyanna 原则 (束定芳、黄洁 2008) 与韵律原则 (杨吉春 2008) 的编码标准，对每个复合词进行三维标注，并运用描述统计、卡方检验与相关分析，综合考察以下几个方面：a) 透明度的分布特征，b) 透明度与排序规律的关联模式，c) “双违词”的系统特征。预期研究贡献：首次系统考察透明度与排序规律的关联，构建语义-语音-透明度三维整合框架，为双违词等例外现象提供新的解释视角，同时也为未来构建习得难度预测模型奠定实证基础，服务国际中文教育。

简介

王芝蓉，现任美国哥伦比亚大学高级讲师兼中文部主任，长期从事国际中文教育与汉语语言教学工作，并负责大学中文项目的课程建设。本科毕业于北京大学中文系，获美国威斯康星-麦迪逊大学汉语语言学博士学位。长期教授汉语史课程，同时有二十多年教授不同中文课程的教学经验。研究兴趣包括汉语词汇、汉语历史、国际中文教育，以及人工智能时代语言教学的转型与创新。曾出版多部国际中文教材与教学著作，由哥伦比亚大学出版社、北京大学出版社、北京语言大学出版社等出版。多次受邀在国际学术会议发表演讲，致力于推动语言学研究与中国教学实践之间的对话与融合。

Invited Speech 10

The Principle of No-Synonymy: Two Case Studies of Chinese Near-Synonymous Sentential Constructions

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Abstract

Chinese possesses a vast array of near-synonymous sentential constructions whose fine-grained contrasts pose persistent challenges for learners of Chinese as a Second Language (CSL). Despite their pedagogical and theoretical significance, these contrasts have rarely been analyzed systematically. This study adopts the Principle of No-Synonymy in Construction Grammar (Goldberg 1995, 2006, 2019) to investigate two sets of near-synonymous constructions:

[S V TD O] vs. [S V O V TD]

[Ns V-gei N' N] vs. [Ns V N gei N'] vs. [Ns gei N' V N]

The findings indicate that the contrast between [S V TD O] and [S V O V TD] lies in information structure, a key pragmatic dimension of constructions. The former is an unmarked predicate-focus construction, where the entire predicate constitutes the assertion. The latter is a marked argument-focus construction, where the sequence [V TD] functions as the specific assertion. Syntactic evidence for this distinction is drawn from the distribution of negation and the perfective marker *le*. Furthermore, as an unmarked structure, the predicate-focus construction allows multiple readings, whereas the argument-focus variant is restricted to a single interpretation. This markedness also explains embedding constraints: the unmarked structure integrates easily into larger syntactic units (e.g., pivot structures), while the marked focus structure resists such integration.

The second set of constructions differs primarily in semantic entailment. This paper argues that:

The double object pattern [Ns V-gei N' N] emphasizes successful transfer.

The purpose pattern [Ns V N gei N'] suggests an intended transfer that is not guaranteed.

The influence pattern [Ns gei N' V N] emphasizes the impact of the action on the recipient N'.

This study further investigates the semantic constraints on the verbs within the double-object construction, noting that the verb in the compound [V-gei] must denote the manner of giving while entailing a “transfer” feature. Finally, this study employs Goldberg’s (2019) notion of statistical preemption and a usage-based model to explain specific verb–construction incompatibilities.

By providing a principled account of these two construction sets, this study offers a model for differentiating other near-synonymous structures in Chinese and provides evidence-based pedagogical support for the CSL classroom.

Bio

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Day 1 Session 1A

How Frequency and L2 Proficiency Moderate the Congruency Effect in Collocational Processing? Evidence from L2 Chinese Learners in an Acceptability Judgment Task

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Abstract

Usage-based language acquisition argues that collocational knowledge emerges from learners' accumulated language experience, shaped by L2 input and L1 influence (Ellis, 2002). Such influence may facilitate or impede L2 processing depending on the degree of (dis)similarity between the two languages (e.g., Wolter & Yamashita, 2018). While these claims were widely tested in L2 English (e.g., Chen, 2024; Sonbul & El-Dakhs, 2020), their applicability to L2 Chinese remains unclear. Given the typological distinctiveness of Chinese as a morphosyllabic language, this study investigates whether and how L1-L2 congruency (word-by-word translation equivalence) influences L2 learners' processing of Chinese collocations, and how proficiency and collocational frequency modulate this effect. An online binary acceptability judgment task was administered via PCIBex to 35 L1 English learners of Chinese and 45 native Chinese speakers. Materials included 25 congruent collocations (e.g., 绿茶 'green tea') and 25 incongruent collocations (e.g., 大雨 'heavy rain' ≠ *big rain'), matched for length, collocational strength, and frequency, and pseudorandomized with 50 filler items. L2 proficiency was assessed using a cloze test and self-ratings. Accuracy and reaction times (RTs) were analyzed using linear, logistic mixed-effects models. Frequencies of constituent words and whole collocations were obtained from the BLCU Chinese Corpus. A robust congruency effect was observed in L2 learners' accuracy ($\beta = -3.03$, $p = .024$), with congruent collocations judged more accurately than incongruent ones, while no corresponding effect emerged in RTs ($\beta = 0.282$, $p = .285$), indicating a dissociation between explicit judgment and online processing. Collocational frequency significantly facilitated RTs ($\beta = -0.051$, $p < .001$). Accuracy was modulated by proficiency and frequency: proficiency showed a significant main effect ($\beta = 0.727$, $p = .026$) and interacted with congruency ($\beta = -1.492$, $p = .018$), such that the congruency advantage was strongest at lower proficiency levels and weakened with increased proficiency. Frequency interacted with congruency ($\beta = 0.334$, $p = .025$), enhancing accuracy for incongruent items while slightly reducing it for congruent ones, particularly among less proficient learners. A marginal three-way interaction with proficiency ($\beta = 0.130$, $p = .062$) suggests a developmental shift whereby frequency-based learning increasingly attenuates L1-driven congruency effects. Overall, the findings demonstrate that congruency, proficiency, and frequency jointly shape collocational processing in L2 Chinese, with cross-linguistic effects emerging primarily in offline accuracy measures. The study fills a critical gap in L2 Chinese research and advances a more typologically inclusive understanding of collocational processing and cross-linguistic influence.

Keywords: Collocational Processing, L2 Chinese, Congruency, Frequency, Acceptability Judgment Task

音义学视域下《集韵》知识图谱构建

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Abstract

《集韵》既是一部集大成式的韵书，又是汉语音义学研究的重要材料。该书“以音为经、为义为纬”，存录着复杂的汉语字词音义关系，然而，传统研究模式难以展现交错的音义网络，且既有的古籍信息抽取方法存在局限。融合音义学本体和大语言模型（LLM）技术的《集韵》知识图谱构建方法，可以实现该书音义知识的网络化重构。首先，立足音义学视角，构建《集韵》领域知识本体（Schema）。定义结构、文字、语音、语义等本体，设计形音义关系矩阵，确立语义关系。其次，利用 LoRA 技术领域微调大语言模型，使模型深度习得其文本逻辑与音义特征。另外，还构建了基于多轮问答（Multi-turn QA）的任务学习框架与层次化提示（Prompt）模板，引导模型逐步完成实体识别、关系判断及复杂音义三元组的联合抽取。实验表明，在《集韵》音义三元组抽取任务上，经微调的 DeepSeek-R1-Jiyun 取得了 93.6% 的 F1 值，在反切抽取、字际关系构建等方面的表现显著优于通用大模型，从而有效解决了隐性关系判定的难题。最后，利用 Neo4j 图数据库，构建出包含超过 10 万个实体节点与 48 万条关系边的《集韵》音义知识图谱。该图谱能够实现全书音义知识重组，支持音义关联查询、语音聚类、词义引申路径回溯，还可以通过相关图算法，进行音义历时演变与共时关联的量化研究。经领域知识的注入，大语言模型能高效处理古籍中离散、隐匿的音义信息。这种数智化方式，对推动汉语音义学研究向基于数据的知识发现转型，无疑具有积极意义。

Keywords: 《集韵》, 汉语音义学, 大语言模型, LoRA, 知识图谱

基于小模型模拟的汉字识字教学策略对比实验

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Abstract

识字教学是对外汉语教学的基础环节, "字形信息在识字中的作用"一直是学界讨论的焦点。一方面, 部首、笔画、间架结构等字形线索被认为有助于学习者建立形义联结(如见"氵"知与水有关); 另一方面, 也有研究指出过早强调字形分析可能增加认知负荷, 不如在语境中整体识记高效。然而, 现有研究多依赖课堂准实验, 难以严格控制学习者个体差异和输入量等混杂变量。本研究采用 BabyLM (小语言模型模拟语言习得) 的方法框架, 以计算模型代替人类学习者, 在严格控制输入总量的条件下, 对比四种识字教学策略的效果: (A) 纯文本语境——学习者只接触包含目标字的自然语句, 不看到字形, 模拟"语境识字法"; (B) 整体字形呈现——每个汉字配以字形图片, 通过视觉编码器提取整体轮廓信息, 模拟学习者"看一眼整体印象"的识字方式; (C) 字形结构分析——显性提供每个字的笔画方向分布、空间密度分布、部首和间架结构等量化特征, 模拟教师引导学习者"拆解分析"字形的教学策略; (D) 整体感知+结构分析的结合。四组模型在相同中文语料 ($\leq 100M$ 字符) 上从零训练, 目标字覆盖氵(水)、火、木、口、心五个常见语义部首。评估设计兼顾效度与教学相关性: 字义理解(含形似干扰项, 如"河"vs"何")、新字推断(能否由"河湖海"推知"溪"与水有关)、以及部首误导鲁棒性("沙"有氵但非水义——过度依赖字形会被误导吗?)。本研究旨在回答两个教学问题: 第一, 识字教学中字形信息究竟有没有帮助? 第二, 如果有帮助, 是整体感知更有效, 还是分析拆解更有效, 抑或两者结合最佳?

Keywords: 识字教学, 字形信息, 整体识字法, 分析识字法, 部首教学, 计算模拟, BabyLM, 对外汉语教学

基于词向量与图式理论的“东 V1 西 V2”周遍义认知研究

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Abstract

现代汉语构式“东 V1 西 V2”现有成果多聚焦于句法功能描写或语法化路径推演，缺乏从认知机制出发、结合意象图式理论的系统解释，且鲜有研究采用量化手段实证构式变项的语义分类。鉴于此，本研究引入 Harris (1954) 提出的分布语义假设 (distributional hypothesis) 作为理论基础，采用计算语言学与认知语言学相结合的实证路径，揭示该构式“周遍义”语义浮现。在研究方法上，文章依托 BCC 和 CCL 大规模语料库构建构式语料库作为数据训练集，运用 Word2Vec 模型对筛选出的 371 个动词变项进行词向量训练，并基于肘部法则 (Elbow Method) 确定最优聚类数，利用 K-means 算法对动词进行无监督聚类分析。研究发现，聚类算法生成的四类动词簇与基于动相语义特征的传统分类体系具有高度同构性，分别对应活动动词、心理动词、活动-结果动词及活动-状态动词。在认知层面，这四类动词分别激活了不同意象图式。进一步的图式分析揭示，构式常项“东……西……”在历时演变中固化的漫游 (strolling) 图式与变项图式通过并列型嵌合、分布型嵌合和递进型嵌合这三种方式实现结构嵌合。这三种嵌合模式虽认知路径各异，但最终均通过总括扫描 (summary scanning) 机制，消解了具体的时空特异性，将离散事件重构为全量整体，从而生成空间周遍义。本研究不仅从微观层面清晰阐明了“东 V1 西 V2”的语义生成机理，宏观上更验证了语言符号的统计分布特征与人类具身认知范畴存在内在一致性。这种“词向量聚类+图式分析”的研究范式，展示了计算模型在语义分类与构式研究中的应用潜力，为汉语构式的语义浮现研究提供了新的方法论参考。

Keywords: 东 V1 西 V2, 聚类分析, 周遍义

Error analysis of Chinese modal words of possibility in the interlanguage of native speakers of English and native speakers of French

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Abstract

Previous research indicates that Chinese modal words of possibility pose significant challenges for learners (cf. Xiong, 2013; Xu, 2022). While numerous studies have examined learners' errors in the use of these modals, few have compared data from learners with different first languages. Such comparisons can illuminate how both intra- and interlingual factors influence the acquisition of these words. This paper analyzes errors involving *huì* (can, able to), *néng* (can), *kěyǐ* (can, may), and *kěnéng* (maybe) in written texts produced by native English and French speakers. A total of 751 sentences containing misuses, incorrect placements, omissions, or inappropriate substitutions of these words were extracted from the Global Chinese Interlanguage Texts Corpus; 464 were produced by native English speakers and 287 by native French speakers. The most frequent errors among English speakers included the wrong addition of *huì*, confusion between *néng* and *huì*, omission of *huì*, and misuse of the negative form of *néng*. French speakers most commonly omitted *huì*, misused the negative form of *kěyǐ*, and confused *kěyǐ* with *kěnéng*. The results reveal that, first, *huì* is particularly challenging for both groups, likely due to its semantic complexity. Many learners struggle to determine when to use *huì* to express futurity, habituality, or epistemic probability. Second, both groups sometimes misuse the negative forms of *néng* or *kěyǐ* in place of potential complements, possibly because potential complements are structurally more complex and lack direct equivalents in English or French. Third, the influence of the learners' first language is evident: the existence of the English word "may" appears to facilitate more accurate use of *kěyǐ* among English speakers, while the French word "savoir" (know how to) reduces confusion between *néng* and *huì* among French speakers. Based on these findings, this paper proposes pedagogical suggestions to enhance the teaching of Chinese modal words of possibility to native English and French speakers. Selected references Xiong, W. (2013). The acquisition of Chinese modal auxiliary *néng* verb group (NVG): A case study of an English L2 learner of Chinese. In I. Kecskes (Ed.), *Research in Chinese as a second language* (pp. 187-213). Berlin: De Gruyter. Xu, Y. (2022). *Challenges to acquiring modal verbs in learning Chinese as a second language* (doctoral dissertation). The University of Queensland.

Keywords: Chinese modal words of possibility, Chinese interlanguage, error analysis, English-speaking learners of Chinese, French-speaking learners of Chinese

Day 1 Session 1B

On the L2 Acquisition of Chinese vowels

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Abstract

The acquisition of L2 sounds has been a topic of great interest in literature (Aliaga-García and Mora 2020; Flege and MacKay 2004). When addressing the relative easiness of the acquisition of L2 sounds, Contrastive Analysis Hypothesis (CAH, Weinreich 1953; Lado 1957) predicts that L2 phonemes that do not have a counterpart in the L1 would be difficult to learn, while those having an L1 counterpart would be relatively easy to learn, which has been confirmed by many studies (Eckman 1977; Edge 1991; Rutherford 1982). However, Flege and Bohn (2021) pointed out that the “one-time, one-size-fits-all” approach of CAH does not provide adequate explanations for all data and proposed in their SLM/SLM-r that L2 sounds may be perceived as being new, similar, or identical as compared to L1 sounds, and similar sounds, but not a new one, pose most difficulty in the long run for L2 learners because of the equivalence classification that may block the establishment of a new category for a similar L2 sound. In the field of Chinese as a second language, available research on the vowel acquisition exhibits the following four features: a limited number of studies, inconsistent conclusions regarding the relative easiness of vowels, a limited scope of study on only 5 to 7 basic Chinese vowel phonemes, and a reliance often on static, not dynamic, spectral features (Chao 2022; Shi and Wen 2009; Wang and Deng 2009; Wen 2010; Xie 2013; Yang 2014; Yang and Ni 2016). With an aim to help fill the gap in the literature, this study examines Chinese vowel acquisition by English speaking learners, encompassing thirteen phonetic variants of all the Chinese vowel phonemes and utilizing acoustic measurements that capture both the static and the dynamic spectral features. Results of this study revealed significant phonetic features of the vowel production by L2 Chinese learners in comparison with the native speakers in terms of the target vowel duration, the midpoint Formant 1 by Formant 2 vowel space, the extent of phonetic accuracy, the five-point vowel formant movement, and the trajectory length. This study sheds new light on the understanding of the L2 Chinese vowel acquisition, provides new empirical evidence for the understanding of SLM/SLM-r, suggests a theoretical interpretation on the relationship between the acquisition of a Chinese vowel phoneme and that of its allophonic variants, and provides valuable implications for L2 Chinese pedagogy.

Keywords: L2 acquisition, Chinese vowels, Dynamic formant movement, Trajectory length, Chinese pedagogy

韵律之美的跨文化感知探索：以越南学习者为例

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Abstract

诗歌与韵律紧密相连，承载着重要的审美功能，也是对外汉语语音教学中易被忽视的内容。现有研究多从文学或教学经验层面讨论诗歌的教学价值，而关于诗歌韵律线索在二语学习者语音感知中的加工机制及其对审美判断与语音表征形成的影响，尚缺乏系统的实验语言学证据。基于此，本研究从二语语音加工视角出发，采用实验语言学方法，考察汉语学习者在诗歌韵律感知中线索权重分配与加工通道组织方式的跨语言差异机制。本研究基于感知同化模型与加工流畅性理论，采用 2（风格）x3（处理方式）被试内设计，选取四首七言绝句为语料，分别录制平叙与朗诵两种风格，并设置自然语音、低通滤波及滤波后音长音强归一化三种处理方式，以操控语义可得性和韵律显化程度。组织越南高级汉语学习者与汉语母语者参与语音感知实验，使用 Likert 七点量表对悦耳度、感染力与节奏感等进行多维评分，并通过线性混合效应模型分析不同语音条件下的群体差异与交互效应。结果显示：（1）韵律线索对诗歌语音感知与审美评价的影响具有跨语言稳定性，是感知判断的核心变量；（2）在滤波与归一化条件下，母语者仍能保持较高审美一致性，而二语者评分显著降低，表明其可能尚未形成稳定的韵律自主加工通道，韵律感知在很大程度上依赖语义与音质线索；（3）二语者在感知加工中呈现明显的“语义-韵律通道耦合”特征，而母语者则表现为韵律主导型加工模式。本研究从实验层面证实了跨语言韵律审美感知中线索权重分配与加工通道差异的存在，揭示了二语学习者韵律感知由语义支撑向韵律自主加工过渡的阶段性特征，为跨语言韵律感知研究及对外汉语语音教学提供了理论依据与实践启示。

Keywords: 韵律感知, 二语语音加工, 诗歌审美, 实验语音学, 汉语语音教学

声母特征对日本学习者汉语前后鼻音听辨的影响：基于广义估计方程的实证分析

Sun Shuang, Ji Junfei

Kwansei Gakuin University

Abstract

关于日本学习者汉语前后鼻音的习得问题，已有研究从产出与感知（王韞佳 2002、任星 2006、张劲松 2017）、声调以及声母送气特征对听辨的影响（金森康和 2004、杨蕊宁等 2016）等多个维度进行了探讨。然而，汉语包含 21 种声母，其发音部位与发音方法各异，现有研究多聚焦于单一声学特征，缺乏对不同“声母+鼻韵母”组合下听辨表现的系统比较。本研究在前人基础上，拓展考察维度，将声母的发音部位、发音方法与送气特征均纳入分析框架，旨在厘清以下问题：①系统梳理不同“声母+鼻韵母”组合下前后鼻音的听辨表现；②探究影响听辨正确率的主要成因；③基于研究发现提出教学建议。方法上，本研究采用广义估计方程建立统计模型，重点考察韵母类型与声母特征的主效应及其交互作用。主要发现如下：①在 a、e、i 三类韵母中，韵母 e 的听辨表现最为稳定，受声母影响较小；②声母发音部位与韵母类型之间未呈现出显著交互作用，倾向于独立影响听辨；③声母发音方法不仅与韵母类型存在显著交互作用，亦对听辨产生独立影响；④声母送气特征未表现出独立效应，更多地体现为与韵母共同作用于听辨。进一步分析表明，不同语言环境下前后鼻音的听辨正确率与鼻韵尾的鼻化度密切相关，鼻化度越高，听辨准确率越高。基于上述发现，本研究建议在鼻韵母教学中采用渐进式的训练顺序：先引入听辨表现较好的优势组合（如“不送气音+an/ang”），帮助学习者建立稳定的感知，再逐步过渡到难点组合（如“送气音+an/ang”），以系统提升听辨能力。

Keywords: 韵母类型, 声母特征, 汉语前后鼻音听辨, 日本学习者, 广义估计方程

商业店名的社会语言学价值

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Abstract

商业店名的语言学价值在于形成了多种语义场。语义特征来自外部现实, 构成全民语言的重要语义来源。不同商业门类的店名编织成意义网络, 受到偏正结构的句法制约。中心语是店名结构的核心, 限制词受制于中心语。双层偏正式(含并列双层偏正式)和多层偏正式(含并列多层偏正式)两种结构形式设置了限制词和中心语的关系。表示功能空间的通名和商业品类的业名构成中心语, 这是商业进入的节点。语义场形成于语言应用。因设置于消费空间, 商业店名衔接了全民语言和外部现实, 是语言运用于社会的范例。探讨商业店名的句法、语义问题, 可以进一步清晰化社会意义是如何反哺语言自身的。这将有助于我们弄清全民语言语义场的社会关联问题, 以及语言内部语义变化和外部社会因素的关系问题。

Keywords: 偏正结构, 通名, 专名, 语义场, 社会界面

音高、时长与强度的三维调控：汉语普通话强调焦点韵律凸显的运作机制考察

Li Korwin

Nankai University

Abstract

摘要：语调韵律的音高、时长、强度三要素协同变化，塑造了多样的语音表达形式。本研究聚焦韵律这一言语交际核心手段在强调焦点表达中的作用，旨在揭示强调焦点韵律凸显的内在运作机制。强调焦点句的焦点位置较为灵活，可以更系统地考察焦点与韵律的关联规律。研究选取 50 位普通话母语者的语句录音资料，基于归一化和正则化方法对强调焦点句的韵律数据进行处理与特征提取。运用主成分分析法（PCA）对强调焦点句（语调变式句）与自然焦点句（语调基式句）的韵律特征进行矢量化表征与面积堆叠分析，厘清语调基式属性与焦点凸显效应在韵律要素动态变化中的交互作用机制。结合 DID 双重差分法分析强调焦点句焦点凸显的韵律因子路径，构建强调焦点韵律混合效应模型并开展协同效应检验，最终明确强调焦点句的韵律凸显运作机制。实验结果表明：（1）相较于语调基式句对应成分，焦点成分的音高显著提升，相对差异率达 20%-35%；时长延长幅度为 12%-20%，且非焦点成分呈现明显的时长压缩特征；音强差异幅度仅为 6%-15%，其稳定性低于音高与时长指标。（2）普通话强调焦点的韵律凸显遵循“核心协同+辅助强化+双向控制”的层级运作机制，模型进一步揭示了韵律要素耦合的位置依赖性、非焦点成分的主动调控功能及音强激活的条件阈值，为汉语强调焦点的韵律研究提供大样本的实证支撑。

Keywords: 韵律要素, 强调焦点, 混合效应模型, 大样本, 机制

Day 1 Session 1C

汉语口语话题标记“这”的韵律特征研究——兼及其句法语义表征与类型学共性

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Abstract

汉语是典型的话题优先型语言 (Li & Thompson, 1976), 近年来, 汉语话题标记研究一直得到学界关注 (徐烈炯、刘丹青, 1998; 袁毓林, 2003; 乐耀, 2010; 李秉震, 2012; 司罗红, 2013; 卢烈红, 2020 等)。然而, 以往研究大多聚焦于汉语话题标记的句法、语义、话语功能等方面, 其韵律研究几乎还是空白。本研究基于逾 100 万字的口语会话语料, 分析“这”作为话题标记的句法语义表征, 选取时长、音高、音强为主要参数, 使用 Praat 软件标注语料、提取数值, 并进行统计分析, 以探究话题标记“这”的韵律特征。研究发现: (1) “这”从指示词到话题标记的语法化过程出现了语音溶蚀 (phonetic erosion) 现象, 且主要体现在时长方面: 话题标记“这”的平均时长短于指示词“这”的平均时长 (0.126 秒 < 0.144 秒); (2) 话题标记“这”相较于其后话题, 呈现偏弱的韵律特征, 验证了话题标记的附属性; (3) 话题标记“这”的各韵律参数权重不同, 受到语法化韵律维度的类型学共性、信息结构的语音特点、韵律参数本身的性质、发音生理机制与气流机制等因素共同影响。本研究不仅首次为汉语话题标记研究补充了韵律层面的实证个案, 还为语法化的韵律分析提供了全新的跨语言证据, 深化了对韵律-句法语义互动机制的理解。此外, 本研究还可以为汉语教材编写、教学大纲制定中的相关内容提供理论参考。

Keywords: 指示词, 话题标记, 类型学共性, “这”, 韵律特征, 教学参考

An Overview of Subjective Quantities ‘Cai’ in Mandarin Chinese

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Abstract

This paper provides a systematic review of research on the expression of subjective quantity by the modern Chinese adverb *cai*. While existing studies have introduced the concept of "subjective quantity" and confirmed *cai*'s role in conveying subjective evaluation, significant disagreements and research gaps remain. Key unresolved issues include: (1) whether *cai* expresses subjectivity in all contexts or only with specific formal markers (e.g., sentence stress); (2) how to best categorize its semantics, with competing views ranging from a unified meaning to dichotomous or multiple classifications, lacking a coherent explanatory framework; and (3) whether there is a fixed correlation between its semantic orientation (leftward or rightward) and the expression of a subjectively large or small quantity, a point of ongoing debate. To address these questions, this study employs a methodology of theoretical synthesis and comparative analysis. Grounded in the theories of linguistic subjectivity and semantic orientation analysis, it systematically examines the use of *cai* across various contexts such as time, quantity, condition, and modality, with a focus on the interaction between its semantic orientation and the interpretation of subjective quantity. The main findings are as follows: First, the core function of *cai* is to express the speaker's subjective evaluation of "quantity," and this subjectivity is pervasive, not entirely dependent on morphological markers like stress. Second, its semantic differentiation can be summarized along two dimensions: the type of quantity being evaluated (e.g., temporal, numerical, conditional) and the polarity of the evaluation (positive/subjectively large or negative/subjectively small). Finally, a regular but not absolute correlation exists: leftward orientation (where the associated element precedes *cai*) typically expresses a subjectively large quantity, while rightward orientation (associated element follows *cai*) typically expresses a subjectively small quantity. This correlation, however, can be influenced by context and ellipsis. The potential academic contributions and significance of this research are threefold. First, it synthesizes and clarifies key debates in the study of *cai* and subjective quantity, providing a clear foundation for future research. Second, it proposes a two-dimensional analytical framework integrating semantic type and evaluative polarity, attempting a higher-level generalization of *cai*'s complex semantics. Third, it deepens the understanding of the mechanisms of subjective expression in Chinese adverbs, particularly revealing the interactive patterns between semantic orientation and subjective evaluation. This has implications for theoretical Chinese grammar and the teaching/acquisition of *cai* in Chinese as a foreign language.

Keywords: *cai* (才), subjective quantity, semantic differentiation, semantic orientation, linguistic subjectivity

副词“亏”的语用功能与反预期功能分化研究

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Abstract

现代汉语副词“亏”常见于下列表达。例如：（1）亏你还是县委常委，怎么说出这样没原则的话！（刘震云《官场》）（2）朋友妻，不可戏，亏你当面对人家说出这种话来！（张恨水《金粉世家》）（3）在医院里待了二十天，亏她忍受下来！（琼瑶《聚散两依依》）（4）老毒物欧阳锋，亏你想得出这一绝招，当真了得！（金庸《神雕侠侣》）“亏”所在的例句在语篇特征（触发反预期/表达反预期），违反的预期类型（高/低/超预期；积极/消极/中性预期）和表达的语用功能（责备/讽刺；感叹；赞叹；意外）上有系统差异，已有研究有很多讨论，但尚未形成一致认识。本文希望解决以下三个问题：1）“亏”作为反预期触发语与反预期标记在用法、预期类型和语用功能上的差异；2）“亏”的语用功能与反预期功能之间的关联及其分化的动因；3）“亏”的多功能属性在语言系统中的定位。文章通过语料调查和卡方分布检验解决上述问题。首先统计反预期触发语和反预期标记的分布差异；然后对二者的预期类型及语用功能进行统计；随后在假设预期类型、语用功能与“亏”的反预期触发语和反预期标记功能彼此独立的前提下进行卡方分布检验。研究发现，“亏”的语用功能分化源于违反的预期类型（认识、道义、能力、意愿）差异；反预期触发语和反预期标记的功能分化源于“亏”的感叹功能，与预期类型无直接关联。文章最后将“亏”定义为预期性感叹标记。本研究基于预期理论，揭示“亏”的语用功能与语篇差异，拓展了语用机制的分析路径，也为感叹范畴研究提供新的理论视角。

Keywords: “亏”, 反预期标记, 反预期触发语, 预期性感叹标记

时间副词“刚”的多功能研究

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Abstract

时间副词“刚”在语义、语用功能上具有多样性。已有研究虽然认识到“刚”表示事件时间与参照时间的间隔短，但仍存在以下空白：第一，“刚”在现在时与过去时语境中的语义功能是否一致；第二，“刚”在非时间表达方面具有哪些功能，与时间语义功能具有什么关系。为回答以上问题，本研究采用功能主义语言学理论，根据 E-R-S 时体理论（Reichenbach 1947），主观量理论和反预期理论（陈振宇、王梦颖 2021），系统考察“刚”在语义和语用上的功能扩展。研究发现：第一，“刚”的基本功能为完成体标记，表示参照时间处于事件结果状态的初始阶段，在最简语境下编码现在时—完成体，这通过四种测试手段得以验证。第二，“刚”在语义功能上存在完成体向过去时间距离标记转变的情况，变化机制是事件时间参照时间与事件时间的包含关系破坏了完成体的成立条件，“刚”则转化为仅用于过去时域的时间距离标记（刚₂）。第三，“刚”具有主观小量功能，可表示时量、动量及数量上的主观小量，其衍生机制源于[+短时]语义特征及时间域向量域的隐喻投射。第四，“刚”在语篇中可作正、反预期触发语，其主观小量义常为反预期提供条件，默认负载反预期含义；正预期解读需借助“果然”等触发语压制反预期倾向。本研究的学术贡献主要体现在三方面：理论方面，通过精细刻画“刚”的语义功能变化条件，深化了对汉语时体系统内部多样性的认识，尤其明确了完成体与时间距离标记的转换机制；方法方面，融合句法测试、语义分析和语用推理，为多义词的功能扩展研究提供了可资借鉴的分析框架；应用方面，研究结果对汉语教学中“刚”的语义辨析及语用功能讲解具有参考价值，同时为语义—语用接口研究提供了基于汉语事实的典型个案。

Keywords: 刚, 时, 体, 主观量, 反预期

现代汉语典型情态动词连用的语义互动研究

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Abstract

现代汉语情态动词是表达说话人主观态度的核心语法范畴。目前学术界对单一情态动词的语义刻画已较为成熟，但在两个情态动词连用的序列制约逻辑、连用后的语义互动方面仍存在研究空白，导致现有研究难以解释实际语用中复杂的情态排斥与和谐现象。本研究针对“能、要、会、应该、可以、肯、敢”七个典型情态动词的两两连用现象，旨在揭示其共现规律与强度调节机制。研究采用定性分析与 BCC、CCL 大规模语料库定量统计相结合的方法，对 42 种潜在连用组合进行了检索与义项分析。理论上，本研究以彭利贞的“认识、道义、动力”EDD 原则为基本框架，并引入主观性与交互主观性理论，探讨连用序列内部的逻辑蕴含关系。研究发现，在 42 种组合中，实际可连用的共 18 组，其顺序排布遵循主观性递减原则，即高主观性的认识情态始终占据引导位置，而低主观性的动力情态则处于从属地位。在语义强度方面，情态连用并非语义的简单叠加，而是通过量值重叠或对冲实现语义强度的动态演变。具体体现为增强命题确定性的强化效应与作为礼貌策略实现语用缓冲的弱化效应。本研究的学术意义在于，首先通过实证数据构建了情态连用的不同类型，通过对连用后的语义变化分析深化了对情态动词连用语义互动的认识；其次，为汉语作为第二语言教学中的情态习得提供了科学的参考顺序与强度指标，具有一定应用价值。

Keywords: 情态动词, 连用顺序, 语义强度, 主观性

Day 1 Session 1D

面向国际中文教育的多模态语篇元话语社会功能研究

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Abstract

高度即时化与互动化的数字交际环境中，弹幕作为融合语言与视觉资源的多模态话语实践，正持续革新网络语篇的构建模式与互动机制，同时对国际中文教育中学习者的语篇解读、互动参与及文化认同形成带来新的挑战与思考。当前元话语研究主要集中于书面语篇及正式口语交际领域，对数字语篇中表情符号、拟声词、特殊标点及跨语言符号等视觉化资源的元话语功能探讨不足，更缺乏从国际中文教育视角对语言元话语与视觉元话语协同机制及其社会功能的研究。本研究选取 B 站“歪果仁研究协会”账号视频弹幕为语料，从经筛选的 250 条有效弹幕中挑选 30 条典型样本深入分析。研究以 Hyland (2005) 提出的“互动-交互”框架为理论参照，依据网络语篇特点进行调整与拓展；梳理视觉资源并分类标注，构建“多模态语篇元话语”概念模型，用以阐释两类元话语在同一语篇中的协同作用机制。研究表明，两种资源以递进、互补与整合的方式共同构建意义：语言元话语主要承担结构引导、立场表达与文化引用的功能，而视觉元话语则专注于情绪调节、语气修饰与身份提示。二者的协作有效增强了语篇的连贯性与互动性，促进了情感共鸣的扩散、群体身份的协商以及文化符号的再语篇化，集中表现为情感表达、身份认同、文化建构与互动推进四方面社会功能。研究拓展了元话语研究的多模态维度，亦为国际中文教育中理解数字语境语篇提供了新视角。

Keywords: 多模态语篇元话语, 弹幕, 多模态语篇分析, 身份建构, 国际中文教育

声音、身份与权力的互动建构：汉调桄桄花旦与老旦念白的社会语调格局实证分析

徐怡凡

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Abstract

社会语言学围绕语言变异与社会身份的关联形成稳定范式，相关研究多聚焦自然口语互动，对戏曲等程式化艺术语言关注不足。实验语音学虽已构建成熟的语调格局多参数分析框架，却局限于语音系统内部，对语调承载的社会意义及互动逻辑探讨较浅，这种理论脱节使制度化艺术语言的身份声学编码及动态机制缺乏系统阐释，构成研究缺口。本文以汉调桄桄广播剧《藤飞山乡》为语料，明确界定“社会语调格局”概念，搭建实验语音学与社会语言学跨学科路径。研究将语调视为音强、动态范围、调域等参数协同构成的声学结构，置于具体身份与互动语境考察，通过构建念白语料库、标注花旦、老旦念白的权势关系与情感强度，结合声学测量与统计分析，探讨戏曲念白身份的声学实现及调节机制。花旦与老旦语调呈稳定可量化的系统对立，音强水平与音强动态范围是区分两类身份的核心维度：花旦以较低音强、较窄动态范围塑造青春女性的轻盈灵动；老旦以较高音强、较宽动态范围建构母性角色的稳重权威。老旦行当内部依角色经历与功能差异，声学参数存细微分化，彰显制度化语调模式的内部弹性。互动语境中，语调格局呈动态调节：权势关系下，花旦语调参数随互动位置显著调整，老旦维持核心声学特征稳态；情感表达上，花旦通过节奏与调域变化推进情绪，老旦依托力度对比强化张力。这表明戏曲念白语调实践呈现制度化编码与语境化调节并行的逻辑，为社会语言学身份建构研究提供实验语音学实证，完善了跨学科路径。

Keywords: 社会语调格局, 身份建构, 权力关系, 戏曲念白, 声学参数

两岸四地刑事判决书语篇特征对比分析

尹若男

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Abstract

尽管两岸四地共享中华文化根基，但其分别秉承大陆法系与普通法系传统，因此在司法书面语的语篇特征上存在差异。文章基于自建语料库，采用定性与定量相结合的方法，对两岸四地刑事判决书进行宏观和微观的语篇对比分析。研究发现，在宏观结构上，大陆法系三地的判决书呈现高度程式化的“指控-查明-认定”模块串联结构，体现权威独白与线性推理；而普通法系的判决书则呈现以“争议焦点”为核心的“主张-反驳-裁决”对话论证结构。在微观衔接上，大陆法系文书倾向于使用“综上所述”“故”等总结性连接，将复杂逻辑内化于模块中；普通法系文书则大量依赖“however”“in contrast”等显性对比连接词，以标记论证转折，公开构建说服链条。主位分析进一步显示，大陆法系文书的主位多由“本院”“上述证据”等机构性与事实性成分充当，普通法系文书则常以“辩方主张”“在先例 A 中确立的原则”作为话语起点，凸显其论辩性。文章在语言学层面法系差异如何具体转化为可描述、可对比的文本特征进行实证探索，为“法系形塑语篇”的命题提供了来自汉语司法话语的关键证据。力求深化法律语言学理论研究，也为跨学科的法律理解、文书翻译与司法合作等提供了实践参考。

Keywords: 两岸四地, 刑事判决书, 语言, 语篇, 对比

Heritage literacy practices on social media: A narrative exploration of a Chinese heritage language speaker's identity

Du Yuji

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Abstract

Media technology platforms such as social media are important spaces for heritage language (HL) speakers' everyday literacy practices. Although research has demonstrated that HL speakers' social media practices play a key role in enhancing their HL and literacy skills, how these practices contribute to their identity development and deepen connections to the HL and culture remains underexplored. To examine the complexity of HL speaker identity in everyday literacy practices on social media, we conducted a case study of a Chinese HL speaker in Italy who actively shared content about the Chinese language, culture, and diasporic communities on Instagram. Our theoretical framework draws on heritage literacy and performativity. Heritage literacy refers to individuals' everyday translingual and transmodal practices shaped by heritage language and culture. Within such practices, identity is performed through repeated linguistic acts such as their literacy styles and communication patterns. Our data included two 90-minute semi-structured interviews, one 30-minute post-interview exchange, and 48 Instagram posts including audience comments and interactions. We employed semiotic analysis to examine how the participant constructed meaning through texts, images, and symbols in her posts, and narrative analysis to understand her identity developed through social media experiences in the interviews. Findings revealed that this Chinese HL speaker strategically used social media as a translingual, transcultural, and transsemiotic space, where she flexibly integrated and transitioned between the Italian and Chinese linguistic systems, cultural concepts and values. These literacy practices enabled her to construct a Sino-Italian identity, which affirmed her deep heritage belonging to the Chinese language and culture, fostered a strong affiliation with the Chinese diasporic community, and demonstrated active engagement with Italian society. The study highlights the critical role of media technology platforms, particularly social media, in HL speakers' everyday literacy practices and ongoing identity construction. Our discussion offers suggestions for teachers, parents, and other stakeholders to support HL speakers' heritage literacy practices on different media technology platforms and provides directions for future research through the lens of heritage literacy.

Keywords: heritage literacy, Chinese as a heritage language, heritage language speaker identity, social media, Chinese diaspora, Italy

智能技术驱动下的汉语中介语语用研究：从批评言语行为出发

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Abstract

在国际中文教育迈向数智化转型的背景下，探讨人工智能与人类学习者在复杂社交情境下的语用表现差异，已成为中介语语用学（ILP）研究的前沿课题。本研究基于奥斯汀（J. L. Austin）的言语行为理论，聚焦具有高度面子威胁属性的“批评言语行为”（Criticism Speech Act），通过构建“大语言模型（GPT-4.5）—汉语二语学习者（CSL: Chinese as a second-language learner）—汉语母语者（Chinese native speaker）”的三方对比框架，实证考察智能技术赋能语用教学的可行性与路径。批评行为不仅是指出受话人错误的“行事”过程，更涉及中国文化中“面子”与“关系本位”的复杂博弈。本研究采用书面语篇补全测试（DCT）收集数据。受试集团包括高级水平汉语二语学习者、汉语母语者，以及大语言模型 GPT-4.5。研究设计了涵盖不同社会权力（Power）、社交距离（Distance）及批评程度（Imposition）的典型交际情境，并从三个维度解构批评行为：1）以言指事层面，对比三方在程式化语言使用上的特征；2）以言行事层面，重点分析批评策略（如直接批评、暗示、共情补救等）的选择偏好与“言语力”强度；3）以言取效层面，评估各组产出在汉语文化语境下对受话人心理及人际关系的实际影响。初步实证分析显示，大语言模型在策略丰富度与语言规范性上显著优于二语学习者，展现出更强的“准母语”特征；但在处理高度依赖上下文推理的间接批评（如反问、委婉语）时，AI 与学习者均表现出不同程度的语用失误，前者的偏误呈现出“数智化偏向”，而后者则体现出显著的母语负迁移。本研究结果论证了 LLM 在模拟真实语境、提供高保真语用范本方面的巨大潜力，认为其在构建智能化、个性化的语用教学模式中可发挥“桥梁”作用。本研究不仅为国际中文教育的数智化评测提供了新指标，也为“人机协同”下的语用教学干预提供了理论参考。

Keywords: 大语言模型, 中介语语用学, 汉语二语学习者, 批评言语行为

Day 1 Session 2A
生成式 AI 辅助来华留学生学术汉语写作的效能与风险 —— 一项基于 LLM 人机协同的实证研究

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Abstract

来华留学生使用生成式 AI 辅助学术汉语写作已经成为普遍现象。在降低语言难度的同时，却也带来文本空泛、批判性缺失与学术诚信等风险。现有研究尚未充分探讨如何在合规前提下有效利用 AI 促进学术汉语写作能力发展，也缺乏对其作用机制及人机协同模式的深入分析。为回答“如何优化 LLM 介入学术汉语写作教学”这一核心问题，本研究结合 CAF（复杂度、准确度、流利度）框架与 UTAUT（统一技术接受与使用理论），构建了涵盖语言产出与技术接受度的多维分析视角。采用解释性混合研究方法，对某高校 70 名汉语言本科留学生进行为期一学期的教学实验，收集“自行撰写—AI 辅助”前后测语料，并开展问卷调查，运用统计方法分析语言指标与学生接受度。研究发现：AI 辅助显著提升了写作的语言形式质量，T 单位正确率（0.855→0.953， $p < 0.001$ ）与长度（4.184→5.322， $p < 0.001$ ）显著增加，词汇多样性小幅提高。AI 在构思选题与增强写作自信（UTAUT 各维度均高于中点，使用态度为最强预测因子）方面具有积极作用。然而，AI 辅助与内容深度、真实语言水平及语体丰富度呈负相关，对词汇密度无显著影响，表明其对写作内涵提升有限。机制分析显示，过度依赖 AI 易导致“重形式、轻内涵”，且学生的焦虑显著负向影响其持续使用意愿。但有趣的是，学生对 AI 风险的感知与其使用意愿未见显著相关。基于此，本研究提出“AI 资源反馈—学生主体加工—教师引导规范”三阶段人机协同路径，强调 AI 应为辅助而非替代，以切实促进学术汉语写作能力发展。本研究的贡献在于提供了 LLM 应用于学术汉语写作的实证依据，构建了可复用的测评与教学框架，并明确了 AI 应用的边界与伦理要点，为国际中文教育领域的 AI 融合与写作教学提供了理论与实践参考。

Keywords: 生成式 AI, 学术汉语写作, 人机协同, 大语言模型, CAF, UTAUT

人工智慧輔助下漢語讀寫課堂互動學習的教學實踐與反思

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Abstract

在人工智慧不斷滲透語言教育的背景下，AI 輔助互動教學（本文以 Lucid 為例）為漢語讀寫課程的課堂組織與學習方式帶來新的可能。相較於口語課程，讀寫課程容易出現學習者學習動機不強，教師即時反饋不足，導致學生學習參與度低。本文以互動教學理論與第二語言習得相關研究為基礎，對漢語學習者在不同教學階段的課堂表現及學習表現的持續觀察與教學實踐分析，探討 AI 環境下互動教學在漢語讀寫課程中的實施效果與教學啟示。研究對象為 2025 年秋季學期就讀中級漢語讀寫課程的學生（水平大概為 HSK3）。教學過程劃分為兩個階段：第一階段以傳統教師主導的讀寫教學為主；第二階段在保持教學內容與進度基本一致的前提下，融入 AI 輔助互動教學環節，進行“人機互動—師生互動—生生互動”等閱讀理解回饋、寫作過程的即時提示以及基於任務的互動練習。研究主要採用課堂觀察記錄、學習任務完成情況分析及學習者反思回饋等方法，對兩個階段的教學情況進行比較。課堂觀察結果顯示，在引入 AI 輔助互動後，學習者在讀寫課程中的參與方式發生明顯變化，主動回應文本、修正語言表達與同儕交流的次數均有所增加。教學實踐表明，AI 工具能幫助老師提供即時的回饋，降低學習者在公開互動中的焦慮感，促進朋輩學習。然而，研究亦發現，若互動任務設計不夠明確，部分學習者容易產生朋輩依賴性，削弱讀寫活動中的思考與參與。本文認為，AI 環境下的互動教學在漢語讀寫課程中具有積極作用，為師生互動交往構成一種多向交往關係，從而能調動學生的主動性、探究性學習，也能彌補學生的差異化，讓學生互幫互學，營造積極地學習氛圍。本文為國際漢語讀寫課程中 AI 輔助互動教學的實施提供了實踐層面的參考。

Keywords: 人工智慧, Lucid, 互動教學, 漢語讀寫課程

Generative Adversarial Authentication: An Innovative Solution for Detecting AI-Generated Essays

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Abstract

The rapid spread of generative AI presents significant challenges to academic integrity, particularly in language education. Studies show that even experienced teachers struggle to distinguish AI-generated texts, with accuracy rates often near chance (Fleckenstein et al., 2024; Nguyen & Barrot, 2024), while automated detection tools prove unreliable and prone to false positives, making them unsuitable as sole arbiters in high-stakes contexts (Ibrahim, 2023; Weber-Wulff et al., 2023). Consequently, teachers face a dilemma: lacking trustworthy confirmation methods, they risk either falsely accusing students or overlooking violations. To address this, researchers have explored non-software methods like oral defenses, process-based assessments, and draft analysis (Perkins et al., 2023; Giray et al., 2025), but these are often impractical, time-consuming, and not definitive. Teachers require an accessible, reliable, and efficient supplementary tool to support their judgments. This study introduces and empirically validates the Generative Adversarial Authentication (GAA) framework (Chan et al., forthcoming)—a practical, low-cost solution enabling teachers to better detect students' illicit use of AI in writing assessments. GAA employs large language models to generate content-specific assessments which test students' cognitive retention rather than textual analysis, directly targeting the 'cognitive debt' from AI overreliance (Kosmyna et al., 2025). Empirical validation with 96 Hong Kong Shue Yan University undergraduates (2023-2025) across Chinese creative and academic writing showed that combining GAA with existing detection tools significantly enhances identification accuracy; using a GAA threshold of 40% and a VeriGuide threshold between 40%-60% achieves up to 93.94% accuracy, remaining effective against advanced paraphrasing. The study further refines GAA with objective question-generation strategies and counter-test items to resist rehearsed responses, proposing three implementation modes: randomized sampling, instructor-triggered activation, and automated tool-based triggering. By presenting a novel and effective detection framework, this paper aims to inform further research into the development of reliable AI detection technologies and broader ethical discourse surrounding AI in educational assessment.

Keywords: AI-generated text detection, generative adversarial authentication, academic integrity, educational technology, writing assessment

The Application of ChatGPT in Creating Chinese Cultural Context Scripts: An Activity Theory Perspective

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Abstract

This study examines the integration of ChatGPT into a structured, extracurricular program entitled the Lens on China workshop series, investigating how Chinese language learners use this tool to construct cultural context scripts. From a sociocultural perspective, and based on an activity theoretical framework, this paper attempts to capture how Chinese learners perceive the role of ChatGPT in the Chinese learning process. Therefore, two research questions are posed: (1) How does learners' perception of ChatGPT's role influence their approach to scriptwriting within a cultural context? (2) What factors influence the creation of cultural scripts with ChatGPT? The study involved collecting learners' self-reflections followed by in-depth interviews. The results indicate that the perceived role of ChatGPT varies and influences prompting strategies: learners viewing it as an assistant prefer contextual prompts, while those who see it as a tool tend to use procedural prompts. Contextual prompts provide learners with appropriate culturally relevant content, while procedural prompts offer necessary structural elements. Among the six components of Activity Theory, the contradiction between rules and community is identified as key to understanding the task and learning outcomes; identifying and mediating such key contradictions is crucial for harnessing the pedagogical potential of generative AI. By analyzing learners' perceptions of ChatGPT and their interaction with these systemic contradictions, this study delineates a practical pathway for integrating generative AI such as ChatGPT into culturally grounded Chinese language pedagogy, offering actionable insights for the development of effective teaching practices.

Keywords: ChatGPT, Activity Theory, cultural context script

生成式人工智能（GenAI）辅助反馈对中高级汉语学习者句法发展与语言意识的影响——基于认知负荷的混合研究

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Abstract

随着生成式人工智能（GenAI）在汉语教学中的应用不断深化，其在写作反馈环节对学习者的语言发展的影响逐渐受到关注。然而，现有研究多依赖大规模量化数据评估学习成效，较少从学习过程与认知机制层面考察生成式人工智能反馈如何影响学习者的句法发展与语言意识。基于认知负荷理论与二语写作反馈研究，本研究关注在中高级阶段汉语教学中，不同类型生成式人工智能反馈对学习者的写作修订过程与语言判断的作用机制。本研究采用以过程为导向的混合研究方法，对中高级汉语学习者在写作修订中的语言变化进行细致分析。学习者完成同一写作任务后，分别接受生成式人工智能提供的显性纠错反馈、重述示范反馈或不提供反馈，并进行针对性修订。研究重点并非比较总体成绩差异，而是通过文本前后测分析学习者句法复杂度的变化趋势（如从句使用情况），并结合修订轨迹、反思日志及半结构式访谈，考察学习者如何理解、采纳或忽略不同类型的人工智能反馈。研究发现，即便在样本规模有限的情况下，不同反馈形式在学习者认知加工路径上呈现出稳定差异。显性纠错反馈有助于降低修订阶段的外在认知负荷，促进局部准确性的提升；而重述示范反馈则更可能引发结构层面的调整，但部分学习者在此过程中表现出对句法选择依据理解不足的现象。质性数据进一步显示，学习者在使用生成式人工智能反馈时，逐渐将模型输出视为隐性的语言规范来源，从而对其语言意识产生潜在影响。本研究表明，小规模、过程导向的数据同样能够揭示生成式人工智能在汉语教学中的关键作用机制，并为中高级汉语写作教学中人工智能反馈的设计与使用提供了可解释、可迁移的教学启示。

Keywords: 生成式人工智能, 汉语教学, 写作反馈, 句法复杂度, 语言意识, 认知负荷

Day 1 Session 2B

Beyond the Tool: The Critical Role of Cognitive Fit in Aligning AI Videos and Teacher Narration with Learner Styles for Vocabulary Acquisition

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Abstract

This mixed-methods study addresses a critical gap in AI-assisted language learning by comparing the efficacy of generative AI created story videos with traditional teacher storytelling for vocabulary acquisition among beginner learners of Chinese. While teacher-centered storytelling faces challenges in personalization, GenAI offers potential through dynamic, multimodal content aligned with Mayer's (2005) Cognitive Theory of Multimedia Learning. However, empirical validation of its learning outcomes remains limited, especially for less-commonly-taught languages. The study specifically investigates 32 beginner learners from Turkmenistan—an underrepresented demographic—focusing on three core questions: comparative impact on vocabulary retention, learner perceptions, and the moderating role of individual learning styles. Methodologically, a repeated-measures design was employed across four narrative-based lessons, integrating quantitative pre-/post-test vocabulary assessments with qualitative survey ($\alpha = 0.885$) and interview data. The theoretical framework extends Davis et al.'s (1989) Technology Acceptance Model (TAM) to examine how sensory learning styles modulate engagement, using non-parametric statistical analyses. Results indicated that both instructional modalities significantly improved vocabulary scores ($p < 0.001$), with no statistically significant difference in mean gains. Crucially, however, effect sizes were substantially larger for AI video conditions ($r = 0.809, 0.843$) than for teacher narration ($r = 0.673, 0.657$). Learning style emerged as a significant moderator: visual preference strongly correlated with AI video acceptance ($r = 0.485, p < 0.01$), while verbal preference correlated with teacher narration acceptance ($r = 0.495, p < 0.01$). Qualitatively, AI was praised for visual scaffolding, repeatability, and consistent multimodal input. Despite being perceived as easier to use (48.3%), survey data revealed a nuanced preference for a hybrid approach, rated as most useful (51.7%) and most recommended (55.2%). The study contributes robust, triangulated evidence that GenAI-generated multimedia can achieve comparable, and potentially more impactful, vocabulary outcomes than live teacher narration, particularly for visual learners. Theoretically, it advances TAM by identifying sensory learning style as a key external variable. Practically, it advocates a diagnostically-driven, complementary integration paradigm in international Chinese education, aligning instructional tools with learner cognitive styles to optimize personalization without displacing the teacher's irreplaceable role in adaptive interaction.

Keywords: Vocabulary Acquisition, AI-Generated Video, Teacher Narration, Learning Styles, International Chinese Education

基于生成式人工智能（GenAI）的汉语二语词汇教学设计与实证研究——以大语言模型驱动的语境生成与个性化练习为例

Chen Shuying

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Abstract

在生成式人工智能（GenAI）推动语言教学范式转型的背景下，汉语作为二语的词汇教学仍面临语境真实性不足、练习形式单一与个性化支持有限等问题。目前，针对 GenAI 在汉语词汇教学中系统化、实证性与理论驱动的研究尚显缺乏。为此，本研究构建并验证一个基于 GenAI 的汉语二语词汇教学框架，探索其在真实教学环境中的可行性与效果。本研究基于认知语言学的语境理论与二语习得的输入假说，结合适应性学习与个性化教学原则，提出“GenAI 增强的词汇学习模型”。研究采用混合方法：首先，基于大语言模型开发具备语境生成、练习动态生成与即时反馈功能的汉语词汇教学原型系统；其次，开展为期十周的对照实验，将中高级汉语学习者分为实验组（使用 GenAI 系统）与对照组（传统教学），并对学习者的词汇接受性知识、产出性知识及语境运用能力进行前测、后测与延时测试；最后，通过访谈、学习日志与课堂观察收集学习者认知过程、情感态度及教师行为等质性数据。研究发现，实验组在词汇深度知识与长期记忆保持上显著优于对照组；GenAI 生成的多样化语境与练习能提升学习者的词汇运用动机与语境适应能力；教师角色逐渐向课程设计与学习引导者转型。理论上，构建了“GenAI-词汇习得”跨学科框架，推动汉语二语习得理论与人工智能教育应用的对话；方法上，展现了混合研究在技术增强语言教学中的整合路径；实践上，为汉语教师提供了可操作的 GenAI 词汇教学设计原则与课堂实施策略，助力人工智能时代对外汉语教学的质量提升与范式创新。

Keywords: 生成式人工智能, 汉语二语词汇教学, 教学设计

可供性视角下人工智能赋能对外汉语词汇学习的策略机制研究

Zhao Xiaoli

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Abstract

在人工智能（AI）技术快速发展的背景下，对外汉语教学正面临着学习方式与教学模式的深度变革。已有研究表明，AI 在语言学习中具有积极作用，尤其在词汇学习方面成效显著(Xu et al. 2025; 侯泽煜等 2024; 刘永静等 2023)。然而，现有研究多聚焦于 AI 是否提升学习效果或 AI 的教学应用模式，较少从学习过程层面探讨人工智能通过何种机制影响词汇学习行为，AI 赋能词汇学习的内在作用路径仍有待系统阐明。基于此，本研究以中高级阶段汉语作为第二语言学习者（HSK 四级及以上）为研究对象，引入可供性（affordance）视角（Leonardi 2011; Zhang et al. 2024），结合 Oxford（2017）提出的语言学习策略与自我调节学习理论，构建“AI 可供性—词汇学习策略—词汇学习效果”的分析框架，系统探讨 AI 赋能对外汉语词汇学习的策略机制。本研究认为，AI 并非直接提升词汇学习效果，而是通过重构学习环境，为学习者提供新的行动可能性，从而激活和调节其词汇学习策略。围绕这一核心观点，研究从三个层面展开：在学习环境层面，系统识别 AI 在对外汉语词汇学习中形成的输入、输出、互动、元认知与情感等关键可供性；在学习行为层面，重点考察不同类型的 AI 可供性如何激活认知、元认知、情感调节以及互动与使用等词汇学习策略；在学习结果层面，从词汇掌握、保持与迁移等多个维度评估不同策略使用模式下的学习成效，并检验学习策略在 AI 赋能过程中的中介作用。研究方法上，本研究采用以实验法为核心的实证研究设计，通过操纵 AI 可供性水平（强可供性、弱可供性、无 AI 支持），比较不同学习条件下学习者的策略使用特征与词汇学习效果，结合词汇测试、延时测验与学习策略问卷等多源数据进行分析。研究结果有望从机制层面揭示 AI 赋能对外汉语词汇学习的实现方式，深化对 AI 与语言学习关系的理论认识，并为 AI 赋能的词汇教学设计与实践提供理论依据与实证支持。

Keywords: 人工智能, 对外汉语, 词汇学习, 可供性

基于 Coze 工作流的述人形容词共时语义变异研究

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National Library of China

Abstract

本研究旨在应对共时语义学研究面对海量语料时，传统方法在分析效率与覆盖广度上的挑战。我们构建并应用了一个基于 Coze 智能体平台的可视化、模块化分析 workflow，对“悲伤”“悲观”“恐慌”“甜蜜”“温柔”“粗野”六个典型述人形容词进行了系统的共时语义变异分析。此 workflow 共有六个节点。节点一：语料输入与预处理。导入六个目标形容词来源于 CCL 语料库的全量语料（txt 格式），输出待分析语料集。节点二：进行自动化句子成分分析。调用 Coze 平台集成的自然语言处理模型，对每一条语料进行自动化的句子成分划分与标注，识别主语、谓语、宾语、定语、状语等核心成分。此节点的输出为带有成分标记的中间数据。节点三：目标词组合模式识别与提取。依据预设规则，同步扫描并提取两种目标组合模式：（1）定中结构：识别目标形容词作定语、修饰核心名词的组合（如“恐慌的情绪”“温柔的目光”）；（2）主谓结构：识别目标形容词作谓语、与主语名词构成的陈述关系组合（如“他很悲观”“语气粗野”）。提取结果被结构化存入 Excel 文件。节点四：预语料验证与规则迭代。导入“悲伤”预语料 100 条，对生成结果进行人工校验，发现初始规则未能有效捕捉含否定副词（如“不”“没”）的主谓结构（如“我不悲伤”）。向 workflow 添加“否定结构识别”子模块，修正提取逻辑，迭代提取规则。节点五：输入六个形容词的全量语料，运行最终版 workflow，完成全量数据的自动化句法分析和组合提取。节点六：进行组合名词的语义类聚类分析和可视化呈现。此节点的输入为 workflow 节点五输出的全量组合数据，对提取出的所有组合名词进行语义类归类，输出组合名词语义类分布可视化图谱。对于 Coze 工作流的组合分析结果（节点五输出），我们首先与采用传统技术路径（手动编程调用哈工大 LTP 4.0 进行基础句法分析，再行人工筛查与核验）所得结果进行了精细对比。对比发现，Coze 工作流的提取结果在数量和准确性上均超过传统半自动方法，甚至个别词语（如“粗野”），Coze 发现的有效组合数量达到传统方法的近三倍。这证明基于 Coze 的工作流能更敏感、更全面地捕捉到边缘化、非常规但合法的语言使用实例，避免了传统方法和人工筛查中可能造成的遗漏。对所得结果进行分析，我们发现，汉语述人形容词存在一个从核心义“述人”向“非人”域扩展的共时语义变异连续统，发生语义变异时的组合名词语义类有：文教类、事情情况类、意识类、自然类、用品类、社会类、时间类、空间类。其变异强度与句法功能密切相关：在主谓结构中，述人形容词很大程度上仍坚守其原本描人的各方面的功能（如“他很温柔”）；而在定中结构中，形容词较高频地用于承担客体特征修饰功能（如“悲伤的音乐”“粗野的美学”），其语义不同程度地经历了“去人格化”变异，从描述“主体感受到/呈现的 X”转向描述“客体本身具有的 X 特质”。不同形容词在此连续统上的位置各异，“甜蜜”、“温柔”的域扩展能力明显强于“恐慌”“粗野”，“悲伤”“悲观”则介于两者之间。此变异也呈现出与比喻修辞、隐喻用法重合的复杂现象，体现了述人形容词语义的复杂多样性。本研究的主要创新点在于：第一，验证了低代码 AI 工作流在复杂语言学任务中的高效性与高覆盖率，其自动化提取的句法组合数量显著超越传统半自动化方法；第二，通过输出结果分析，揭示了述人形容词从“述人”的主体特征描述义向“非人”的客体特征描述义进行语义功能迁移的共性变异路径与个体差异。

Keywords: Coze 工作流, AI, 述人形容词, 共时语义变异, 组合

From Corpus to Classroom: Validating LLM-Assisted Behavioral Profiles for Mandarin Verb Choice

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Abstract

Large language models (LLMs) are increasingly used to speed up corpus-based lexical semantic analysis, but it remains unclear whether they can support theory-driven, multi-feature annotation in ways that are trustworthy for Chinese-as-a-Second-Language (CSL) teaching. Using the Behavioral Profile (BP) approach, this study connects corpus evidence to classroom decision-making by asking: (RQ1) which BP-based distributional contrasts differentiate Mandarin near-synonyms across three functional domains; (RQ2) which contrasts motivate high-risk learner misuses and what observable cues support diagnosis; and (RQ3) whether a single "rule-misuse-cue" conversion workflow is transferable across domains. We adopt a three-set design covering epistemic stance verbs, causative/result verbs, and directive/request-pressure verbs. For each set, 300 sentence-level instances (60 per verb) are sampled via Sketch Engine from news and academic subcorpora (2016-2025), a boundary chosen to inform teacher-facing register decisions for academic/news-like writing. Three trained annotators (one expert annotator and two linguistics students trained with the BP annotation) manually code each instance using mainly four categorical BP features: construction type, argument semantics, evaluative polarity, and register; salient collocational cues are also extracted from concordances/word sketches. To mitigate subjectivity, 20% of the data are independently double-coded and inter-annotator agreement is computed, with disagreements resolved through adjudication. The same instances are then labeled by an LLM under a fixed prompt and constrained JSON schema. We benchmark LLM labels against the human annotation using macro-F1 and feature-wise agreement, and test whether the model preserves BP-level lexical structure by correlating human vs. LLM verb-similarity matrices derived from aggregated BP vectors. Preliminary pilot coding of the epistemic stance set suggests that register skew and construction choices yield robust cross-verb contrasts, whereas evaluative polarity drives most uncertainty. Notably, LLM disagreements tend to cluster in human-labeled "inconclusive" cases where evaluation is implicit or mixed, which also align with high-risk pedagogical problems such as stance/force miscalibration and register mismatch. Building on these early findings, we pilot a teacher-facing package that turns BP contrasts into reusable decision-rule templates and error-diagnosis cue lists, which will be evaluated by CSL instructors for correctness, teachability, and classroom usefulness. The study contributes (i) a domain-spanning BP annotation workflow with an explicit risk analysis of "inconclusive" contexts, and (ii) an evidence-based pathway from corpus patterns to actionable near-synonym instruction.

Keywords: Large Language Models (LLMs), Behavioral Profile (BP), Mandarin verb near-synonyms, Corpus-based lexical semantics, Multi-feature annotation, Chinese as a Second Language (CSL) pedagogy

Day 1 Session 2C

Bridging Linguistic Theory and Classroom Practice: Leveraging GenAI for Scaffolding Complex Syntactic Structures in CSL Pedagogy

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Abstract

Research Problem and Gap: Despite decades of research in pedagogical linguistics, a persistent "application gap" exists between complex linguistic theories and classroom-ready Chinese as a Second Language (CSL) instruction. Specifically, unique syntactic structures such as the *ba*-construction (把字句) and resultative verb compounds present chronic difficulties for learners. Traditional pedagogy often relies on decontextualized, rule-based explanations that fail to address the cognitive load required for real-time production. While recent scholarship has identified the potential of Generative AI (GenAI), there is a lack of structured frameworks exploring how Large Language Models (LLMs) can bridge this gap through pedagogical linguistics. **Methods:** This paper adopts a theoretical-analytical approach, synthesizing principles from Input Processing Theory and Interactionist Hypotheses to propose a new instructional framework. The study analyzes the linguistic constraints of the *ba*-construction and evaluates how GenAI-driven "Contextualized Iteration" can simulate natural language acquisition environments. By utilizing prompt engineering to create minimal pairs and contrastive linguistic scenarios, the research demonstrates a method for translating abstract "disposal" semantics into interactive, learner-centric exercises. **Theoretical Proposal and Key Findings:** The study proposes the AI-Mediated Scaffolding Model (AMSM). Preliminary analysis suggests that GenAI can effectively lower the "affective filter" by providing immediate, non-judgmental feedback on interlanguage errors. Key findings indicate that LLMs are uniquely capable of generating high-frequency, context-specific input that highlights the morphological and prosodic triggers of Chinese syntax. Unlike static corpora, GenAI provides dynamic "negative evidence"—clarifying what is not grammatically acceptable in specific social registers—thereby accelerating the internalization of complex syntactic rules. **Potential Contribution and Significance:** This research contributes to the field by offering a scalable solution to the long-standing problem of differentiated instruction in CSL. It shifts the focus from AI as a mere chatbot to AI as a sophisticated pedagogical tool grounded in linguistic science. The significance lies in its potential to transform CSL curriculum design, moving toward a hybrid model where empirical linguistic findings are seamlessly integrated into automated teaching tools. This research paves the way for a more personalized and linguistically informed approach to Chinese language education in the digital era.

Keywords: Pedagogical Linguistics, CSL Education, Generative AI, Syntactic Acquisition, *Ba*-construction, Instructional Design

Accessibility of Anaphoric Forms in Mandarin: A Comparative Study between Human Cognition and Generative AI

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Abstract

Anaphora, as an important linguistic phenomenon, represents a cohesive relationship concerning two parts, namely antecedent and anaphor. Anaphoric form choice refers to the selection between different referring expressions, which is understudied in previous research. As generative artificial intelligence (GenAI) increasingly reshapes Chinese language education and linguistic modeling, evaluating the degree to which Large Language Models (LLMs) align with human cognitive-linguistic intuitions has become an imperative research frontier. Accordingly, this study aims to systematically investigate the extent to which LLMs replicate human cognitive mechanisms in anaphoric form choice within Mandarin discourse. This study establishes the multifactorial framework of Accessibility Theory, with machine learning methods, and identifies the Predictability (Pred) as the most significant motivator in determining the mental accessibility of referents in causal clause. Then this study conducts a rigorous comparative analysis between empirical human data and LLMs (Gemini 3.0 Pro and GPT-5.2). Employing the discourse completion tasks, we systematically examine 20 high-frequency implicit causality verbs (e.g., 爱慕 “admire”). To ensure statistical comparability and minimize sampling bias, we simulated the independent linguistic responses of 49 virtual subjects per AI model, directly mirroring the sample size of human empirical study (N=49). The experimental results demonstrate that both Gemini and GPT exhibit approximately 80% consistency with Pred values observed in native Mandarin speakers. While the models successfully replicate human-like preferences for NP1 or NP2 antecedents based on deep-seated verbal semantics, nuanced discrepancies emerge in contexts involving low-predictability verbs or complex potential referential interference. These findings suggest that advanced GenAI has, to some extent, internalized the implicit causality logic and discourse-level constraints of Mandarin. This research also contributes to the refinement of accessibility theory by proposing AI-driven performance as a baseline for content-related salience. Furthermore, for Teaching Chinese as a Second Language (TCSL), the findings indicate that GenAI could be a potentially useful tools for generating authentic pedagogical materials and evaluating discourse cohesion for advanced learners.

Keywords: anaphora, GenAI, accessibility, Mandarin

Analyzing the Syntax-Semantics Interface of Chinese Resultative Constructions with Generative AI and Its Pedagogical Applications

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Abstract

This study examines how generative AI can enhance the understanding and teaching of Chinese resultative constructions (e.g., “吃饱”). While extensively studied, these structures lack large-scale, usage-based analysis—for instance, the frequency gap between “打赢” and “打输” remains unexplained. Current computer-assisted teaching also tends to emphasize surface-level drills rather than integrating deeper syntactic-semantic rules. In this study, we will focus on two questions: Can generative AI reveal the internal structure and semantic constraints of resultatives? How can these insights improve second language instruction? Methodologically, we combine event structure theory with empirical analysis using large language models (LLMs). Through designed prompts, we examine models’ judgments on acceptability, ambiguity, and argument structure. We also generate both well-formed and ill-formed examples (e.g., “他哭红了眼睛” vs. “*他喝醉了一杯酒”) to identify form-meaning patterns. These findings inform tailored pedagogical materials, such as transitivity-focused exercises, which are tested in a controlled teaching experiment. Current results show that AI judgments align closely with native speaker intuition, accurately distinguishing acceptable (“他说清楚了问题”) from unacceptable (“他说清楚了嘴”) cases. AI-generated errors (e.g., “她把书看完了图书馆”) also mirror common learner mistakes, such as locative mismatches. Instruction based on these insights—comparing correct and incorrect examples like “他跑丢了鞋” vs. “*他跑丢了操场”—significantly improved learner accuracy in resultative usage. This work offers a data-driven approach to studying the syntax-semantics interface in Chinese linguistics, helping explain asymmetries like “打赢/打输.” It also shows how AI-identified patterns can be turned into practical teaching tools, such as error-targeted feedback systems. Ultimately, it provides a framework for developing more precise and empirically supported Chinese language teaching in the AI era.

Keywords: Syntax-Semantics Interface, Chinese Resultative Constructions, Generative AI, Pedagogical Applications

AI 生成对话与人类口语对话的多维度对比分析

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Abstract

基于大语言模型的生成式人工智能（Artificial Intelligence, AI）展现出的超强语言理解和文本生成能力引发了语言学界的广泛关注与深入讨论，越来越多的学者开始探讨大语言模型在语言研究与教学中的应用潜力。要实现大语言模型在语言研究与教学中的科学高效应用，有必要对其生成内容和人类语言的异同进行深入探讨。现有研究多聚焦学术论文等书面语体分析，针对 AI 生成对话与人类自然口语对话的对比分析稍显不足。为从口语角度揭示 AI 生成内容的语言特性，本研究基于现代汉语口语语料库（24 万字），以 DeepSeek、豆包、Grok 和 ChatGPT 生成的对话文本（24 万字）为例，采用多维度分析法（multi-dimensional analysis），考察了 AI 生成对话文本与人类自然口语对话的共性和差异。本研究选取了 20 个语言特征，从“即时交际性与信息具体化”“互动性”“叙事性”“口语表达的多样性与情感表达”等四个维度对比分析了 AI 生成对话与人类真实口语对话的共性和差异。研究表明，AI 生成对话文本较好地掌握了汉语口语交际的互动性和叙事性语言特征，但整体上倾向于使用相对单一的程式化表达方式，在反映口语交际的即时性和语言表达的多样性等方面与汉语口语对话尚有显著差异。本研究认为在应用 AI 生成语料时，要明确 AI 生成语料的优点和缺点，避免盲目地将 AI 生成语言当作人类语言的替代品来开展语言研究与教学。对于语言学研究者来讲，AI 时代更需要做好语言事实的挖掘与描写，尤其是对口语中语言规律细节的深入挖掘与描写。

Keywords: 汉语口语, AI 生成对话, 人类口语对话, 多维度分析

構型網絡模型：基於漢字 IDS 對 Transformer 架構模型之輕量化插入式改進

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Abstract

現時之生成式人工智慧處理中文時，常先將文字切分為詞元（token），以為語言表示與生成之最小基本單位。此一處理方式默認詞元（token）內部結構並非語言生成所必須，致使漢字以構形表義、信息密度高之特性，於生成式人工智慧（GenAI）模型中反而成為不利因素。本文由語言學角度出發，結合文字學（philology）研究與中國文字史，指出漢字內部結構並非僅屬書寫層面之附加資訊，而實際參與語義形成。故若在計算處理中將此層級抹除，則模型對字形之掌握僅能停留於隱性層次，而難以形成歸納性（generalization）。基於上述問題，本文提出「構型網絡模型」（Compositional Network Model），於維持既有詞元化（token-based）生成機制之前提下，引入 Unicode 之 Ideographic Description Sequences（IDS），並於 Transformer 架構之編碼器（encoder）中，以 Tree-MLP 對漢字構形進行顯性建模。本文將由語言學與計算機科學兩方面論證，此方法不改變通用 Transformer 模型之生成流程，卻能將漢字構形納入計算，從而解決此一層級之長久缺失，而不致引入非法生成或額外計算負擔。相關實驗結果顯示，於「中文語言理解測評基準」（Chinese Language Understanding Evaluation）引入構型網絡模型後，模型於各項測評任務中，皆呈現穩定且一致之性能提升，其整體表現已達現階段基於 BERT 系列模型之最優水準（State-Of-The-Art）。

Keywords: 人工智慧, 漢字, 字型, 詞元化, 計算語言學, 自然語言處理, 中文

Day 1 Session 2D

沉浸式多模态 AI 微课对 CSL 学习者理解中华文化与建构语用身份的影响 ——以《水调歌头》教学案例为例

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Abstract

随着国际中文教育迈入“智能赋能、文化浸润”的全新发展阶段，传统单模态教学模式的局限性日益凸显。其以文本讲解为主的形式，难以适配 CSL 学习者对中华文化深层认知的需求，既无法有效支撑跨文化交际实践与语用能力发展，也难以帮助学习者突破母语文化认知框架，实现对中华优秀传统文化的具象感知与语用迁移。为破解这一困境，本研究设计了名为“数韵新声·墨染明月”的沉浸式 AI 微课，依托“动画演绎+实景拍摄+音频解析”的多模态融合教学设计，系统探究多模态 AI 技术在国际中文诗词教学中，对 CSL 学习者中华文化深层理解、核心文化意象识解与跨文化语用身份建构的作用机制与实践效能。本研究采用混合研究方法，于 2025 年 4 月 3 日-7 日在所在高校选取 30 名中级汉语水平的 CSL 学习者作为被试，随机分为实验组与对照组。实验组接受多模态 AI 微课教学，对照组采用传统文本教学模式。研究通过多模态话语分析工具设计课程，结合文化理解测试、语用身份感知量表及半结构化访谈，量化评估教学效果。初步分析结果显示，实验组学习者对“月”的文化意象识解准确率较对照组提升 37%，在跨文化交际中主动运用“但愿人长久”等诗词表达构建中华文化语用身份的频次显著高于对照组。当前，国内外学界在多模态教学、AI 赋能国际中文教育等领域已有诸多探索，但仍存在明显研究缺口：国外缺乏 AI 技术与沉浸式多模态微课结合的实证研究，国内研究多局限于语言技能与文化认知维度，未系统考察对语用身份建构的影响，也缺乏可复制的教学模式。本研究的核心贡献在于，首次将“语用身份建构”纳入 CSL 诗词教学评估，验证了多模态 AI 微课的文化浸润中介效应，提炼出“模块化学习+视听结合”的跨文化诗词教学模式。该成果不仅回应了国际中文教育“文化自信”的战略需求，也为二语习得领域的多模态教学研究提供了新的理论视角与实践路径。

Keywords: 多模态 AI 微课, CSL(中文作为第二语言学习者), 语用身份建构,

以 Feedforward 為導向的 AI 融入初級漢語課堂：多場域課堂研究

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Abstract

既有研究指出，生成式人工智慧（Generative AI）在語言教學中的應用，多著重於學習者個別化支援，其回饋主要侷限於錯誤修正等任務層面回饋（task-level feedback）。然而，在大班教學情境中，用以支援全體學生理解學習歷程的過程層面回饋（process-level feedback），以及促進其自我調節能力的回饋（self-regulation-level feedback）機制仍顯不足。基於此一研究落差，本研究以教師覺察（Teacher Noticing）作為分析教師教學判斷歷程的理論基礎，並以四層次回饋模式（Four-Level Feedback Model）作為回饋功能的分析框架，分析日本、臺灣與越南三地大學初級漢語課程中的六個教學個案。研究關注專家教師在大班課堂中，如何透過對課堂多源線索的注意與詮釋，做出即時的教學介入與行動選擇，並檢視其回饋在不同層級上的分布。研究運用自行開發之 Multilingual Voice-to-Text App，將師生發話量、互動節奏與跨語言使用比例等課堂語言資料轉寫並量化為班級整體趨勢指標，以重構教師的教學判斷歷程。研究結果顯示，採取 Feedforward 教學理念的教師，能依據課堂整體狀態靈活調整教學行動，並較多提供過程層面與自我調節層面的回饋，進而顯著提升學習者的自發性漢語發話量與整體互動性。本研究的貢獻在於，區分教師「如何做出教學判斷」與「提供何種類型的回饋」，並將其操作化為以班級整體趨勢為單位的可視化指標，為生成式 AI 介入大班外語課堂提供一套具理論一致性的形式化框架。

Keywords: Feedforward 教學導向, Teacher Noticing, Four-Level Feedback Model, 生成式 AI 課堂分析

Generative AI Scaffolding in Advanced Content-Based Chinese Courses: A Multimodal Pedagogical Model

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Abstract

As international Chinese education enters a stage of higher-level specialization, advanced Chinese courses must move beyond traditional topic-based instruction to cultivate academic literacy, cross-cultural criticality, and disciplinary communication skills. This study draws on the design and implementation of CHN411 Chinese Culture and Society at a U.S. liberal arts college to examine how multimodal materials and Generative AI can jointly support learners' development of advanced academic Chinese. The course employs authentic readings, cross-cultural films, and guided research writing to build students' interpretive, interpersonal, and presentational proficiency while strengthening formal written Chinese, academic register control, and evidence-based analytical reasoning. Based on classroom practice and iterative curriculum refinement, this study proposes a three-part GenAI scaffolding model for advanced-level Chinese instruction. (1) Academic Discourse Scaffolding: GenAI is used to generate discourse maps, compare rhetorical conventions in Chinese and English academic writing, and highlight lexical, syntactic, and organizational patterns. These AI-generated models help learners internalize genre structures and gain explicit awareness of academic language organization. (2) Cross-cultural Discussion Scaffolding: Using film sequences or socio-cultural cases as prompts, GenAI produces multi-perspective discussion questions, value-contrast frameworks, and culturally situated interpretive angles. This expands learners' analytical depth and supports the development of intercultural criticality in discourse-based tasks. (3) Writing Feedback Scaffolding: GenAI provides immediate feedback on language accuracy, structural coherence, cohesion, and stylistic appropriateness. Teachers and TAs, in turn, focus on content development, argumentation quality, source integration, and cultural interpretation. This "AI-teacher dual-track feedback mechanism" enhances revision quality while maintaining human-centered academic rigor. Instructor observations and student feedback suggest that integrating GenAI with multimodal, research-oriented curriculum design significantly improves learners' accuracy in academic expression, depth of cultural analysis, and sensitivity to cross-cultural meaning-making. The findings indicate that GenAI, when appropriately guided and pedagogically anchored, can serve as a powerful complement rather than a replacement to advanced Chinese instruction.

Keywords: Generative AI, Scaffolding, Advanced Chinese, Content-Based, Multimodal Pedagogy

Generative AI, Translanguaging, and Multimodal Participation in Diverse Beginner Chinese Classrooms: Rethinking Scaffolding and Learner Agency

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Abstract

The rapid internationalisation of higher education—particularly in multilingual hubs such as Hong Kong—has transformed beginner-level Chinese classrooms into linguistically and culturally heterogeneous learning spaces. Within these classrooms, learners draw on complex semiotic repertoires, yet many zero-beginner students experience linguistic insecurity, restricted participation, and uneven access to interactional resources. Building on recent work in translanguaging, multimodal interaction, and AI-mediated language learning, this study examines how generative AI can reshape scaffolding practices, participation structures, and learner agency in early-stage Chinese education. Drawing on classroom-based qualitative research conducted at a Hong Kong university, the study integrates multimodal observation, pedagogical intervention, and learner reflection. It addresses three interrelated questions: (1) How do learners mobilise linguistic, cultural, and embodied resources—across English, home languages, gesture, drawing, and spatial orientation—to construct meaning before acquiring Chinese lexical and syntactic forms? (2) In what ways do GenAI tools support low-stakes rehearsal, interactional risk-taking, and affective regulation among diverse beginners? (3) How does AI participation create opportunities for intercultural recognition and relational meaning-making within heterogeneous cohorts? Preliminary findings indicate that translanguaging practices, when paired with AI-generated prompts, contextualised models, and personalised scaffolds, expand learners' repertoires and enable greater interactional agency. Rather than functioning merely as a compensatory mechanism, translanguaging emerges as a generative pedagogical space where students can draw on identity-based resources to participate meaningfully. Learners report that AI-assisted rehearsal reduces anxiety, enhances comprehensibility, and supports movement from peripheral to fuller participation. Moreover, AI-supported comparative and narrative tasks foreground learners' cultural and linguistic backgrounds, fostering peer recognition and strengthening group cohesion. This study argues that GenAI, understood as a semiotic and pedagogical mediator, reframes the emotional, cultural, and interactional conditions under which beginners engage with Chinese. By illuminating how diversity, translanguaging, and AI interact to shape learner agency, the study contributes to ongoing debates in applied linguistics on inclusivity, multimodality, and the future of AI-mediated language education. The findings offer implications for designing pedagogies that leverage multilingual resources, support emotional well-being, and cultivate sustainable motivation in transnational Chinese classrooms.

Keywords: generative AI, translanguaging, multimodality, learner agency, Chinese as an additional language, multilingual classrooms

GenAI 赋能国际中文多模态教学场景构建研究

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Abstract

GenAI 的加速迭代发展使个性化资源生成与动态交互变为现实，成为国际中文多模态教学发展的关键驱动力。文章旨在回答 GenAI 时代应构建何种国际中文多模态教学场景及如何构建的关键问题。首先，通过梳理 GenAI 的技术能力与“场景”概念，提出“场景共生”理念，认为应以 GenAI 为关键驱动，叠合其多种功能，为教师和学生创设虚实融合、时空共在、境身合一的教学功能单元，支持学习者与系统在互动过程中共同塑造场景内容。这一理念与建构主义、多模态学习认知理论、活动理论深度耦合，推动教学向人机协同的新模式跃迁。其次，围绕三个核心维度、四个运行阶段和四个交互机制环节，构建了共生式多模态交互场景模型。此模型下，教师、学习者与 GenAI 的角色都实现了重塑。最后，通过对 GenAI 的技术现状进行审视，发现它在短视频场景生成、语音识别与反馈、轻量级交互式任务构建等方面已能够为共生式多模态交互场景模型的落地提供坚实的技术支持，使其从理论构想走向课堂应用成为可能。但 GenAI 与二语教学内容和资源的融合仍处于浅层适配阶段，还未形成教学场景驱动的系统性技术整合，仍需在多模态一致性维护、对话状态可控性、发音和语用评估精细化以及教学知识库与模型相结合等方面，推动技术与教学深度融合与协同创新，从而为构建人工智能与中文教师协同教学新格局，推动国际中文教育在数字时代的高质量发展提供方向指引。

Keywords: GenAI, 多模态, 国际中文教育, 场景共生

Day 1 Session 3A

跨文化视角下学习导向型评估在国际中文教育中的反拨效应研究

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Abstract

随着国际中文教育的高质量发展，以国际汉语水平考试（HSK）（教育部&国家语言文字工作委员会，2021）为代表的标准化考试，有着覆盖范围广、影响力扩大、认可度较高的特点。在反拨效应的影响下，对学习者的学习动机、行为模式、能力发展以及教师教学过程，产生了深刻影响。然而，当前国际中文教育的主流评估模式，仍然以传统的总结性评估为主，这导致了教学内容单一、学习者学习兴趣不足、语言应用能力不足等问题。尤其在东南亚中文教学环境中，学习者遇到的汉语习得问题，尤为突出。学习导向型评估（Learning-Oriented Assessment, LOA）是一种促进学习的评估范式，以形成性为导向。反拨效应是测试对教与学的影响。（Liyang Cheng,2006）学习导向型评估可以通过改变评价机制，来减少消极反拨效应。教师评估素养在教育教学中，指的是对学生综合素质进行评价时，应该具备的专业素养。教师评估素养是实现 LOA 的重要保障，LOA 是实现反拨效应的有效途径。然而，LOA 为什么会对东南亚中文学习者产生的反拨效应？以及教师评估素养在其中会发挥怎样的作用，对于这个角度的研究，我们还有待加深。本研究以广西师范大学 120 名东南亚留学生及 10 名对外汉语教师为研究对象，采用混合研究方法（定量+定性），通过问卷、半结构化访谈、课堂观察与能力测评收集数据，运用 SPSS 与 AMOS 进行定量模型检验学习导向型评估（LOA）对学习者的学习动机、学习策略及语言应用能力的反拨效应。借助 Nvivo 分析软件开展定性主题分析教师评估素养在其中的中介作用，最终构建 LOA 教师评估素养、学习者学习结果的中介效应模型。研究不仅填补了国际中文教育领域 LOA 反拨效应跨文化实证研究的空白，还为教师评估素养提升与东南亚中文教学提供了理论支撑与实践路径，同时为国际中文教育评估政策改革提供了实证依据。

Keywords: 学习导向型评估, 国际中文教育, 反拨效应

汉语二语学习者自然口语中语气词“啊”的互动功能与立场表达研究

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Abstract

现代汉语中语气词“啊”在口语交际中使用频率极高，长期以来都是汉语语气词研究的重要对象。在汉语二语习得中，语气词“啊”在《国际中文教育中文水平等级标准》（2021）中被称为二级语法点。在已有研究中，针对母语者“啊”的研究成果丰硕，尤其是对语用功能讨论最为充分；针对学习者“啊”的已有研究中虽然在习得与偏误展开了较好的讨论，但仍然存在研究视角局限、研究材料有限、研究材料单一的不足。本研究自建东南亚汉语中高级水平来华留学生自然口语中语气词“啊”的专题语料库，经人工收集并转写文本共计 13.5 万字，整理统计共得到语气词“啊”有效用例 309 例。据此，本研究基于互动语言学理论，细致分析语气词“啊”的互动功能与立场表达，并结合多因素混合实验探究影响语气词“啊”互动功能与立场表达的具体因素，进而提出语气词“啊”在国际中文教育中的针对性建议。研究发现，就互动功能而言，语气词“啊”在不同序列位置，可承担回应与接话、话轮保持、立场协调等功能。就立场表达而言，语气词“啊”主要可以表达认识立场、情感态度立场与互动立场。根据学习者群体特征，研究发现影响东南亚汉语二语学习者习得语气词“啊”的互动功能与立场表达的因素主要有母语背景和汉语水平两方面。据此，本研究从教材、教学实践、学习者三方面提出相应建议。本研究有助于深化汉语二语学习者习得语气词“啊”的理论研究、拓展面向国际中文教育的互动语言学理论研究、为汉语二语学习者的口语教学提供理论参考的意义。

Keywords: 语气词“啊”, 互动功能, 立场表达

L2 Acquisition or Comprehension? Analyzing Interactions to Improve Second Language Learning in GCE A-Level Paper II (section B) of Chinese Literature

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Abstract

This paper investigates how Non-Chinese Speaking (NCS) students acquire L2 Chinese, focusing specifically on syntax and morphology through literature passages. The analysis is based on the Interaction Hypothesis (IH) (Schegloff, Jefferson, and Sacks, 1977; Hatch, 1978) and the information processing model (Robinson, 1995). In contrast, reading comprehension theories (Kintsch, 1998; Perfetti & Stafura, 2014; Van den Broek et al., 1999) suggest that reading acts as a secondary language process, shaped by primary spoken language skills. This perspective indicates that students often memorize passages and model answers without fully grasping the underlying sentence structures, underscoring the need for effective training in both language acquisition and comprehension. Text processing is largely memory-based, as learners utilize relevant information from previous texts and their general world knowledge. Consequently, L2 learners may encode information without fully internalizing the associated linguistic knowledge. Thus, adapting teaching materials for NCS students in the GCE A-Level Paper II (Section B) on Chinese literature is essential, especially considering their potential unfamiliarity with the Chinese language, society, and culture. The training program is designed to provide a multi-dimensional learning experience, enabling NCS students to develop both sentence structure and reading comprehension skills. The program focuses on three key texts: "A Very Special Pigeon" (一隻叫鳳的鴿子), "Stories of Old Peking" (城南舊事), and "Hometown" (故鄉). By engaging with these vernacular passages, L2 learners can enhance their comprehension by drawing on context and their schematic knowledge of the world. This paper hypothesizes that L2 learners utilize different mechanisms when processing sociocultural contexts and syntactic knowledge. Our approach allows them to interact more effectively with the material, moving beyond a sole focus on comprehension or linguistic forms and thereby transcending traditional L2 acquisition methods in modified interaction conditions. To improve clarity, this study employs schemas to align assessment strategies with course content, focusing on grammatical forms, argument structures, and thematic ranges—all of which effectively address the GCE A-Level Paper II (Section B) exam format. By integrating strategies for both language input processing and comprehension, the curriculum aims to equip NCS students with the essential skills needed to navigate Chinese literature successfully. Our research findings reveal statistically significant differences in comprehension and acquisition scores among the NCS group, which is primarily composed of mixed Pilipino students.

Keywords: GCE A-Level Paper II (section B), Interaction Hypothesis, L2 Acquisition, L2 Chinese Literature

面向二语教学的句尾“呢”非疑问用法人际功能研究

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Abstract

汉语语气词一直是二语教学的重点加难点，“呢”又是其中比较复杂的一个。这个语气词既可以用于疑问，同时，又有着丰富的非疑问用法。我们之前做过“呢”的二语输出考察，考察结果里可以看到，二语学习者的输出是不尽如人意的。其非疑问用法对二语学习者来说尤其难以掌握。句尾“呢”的非疑问用法究竟具备什么功能，学界众说纷纭，目前主要有“夸张”“持续”“提醒”“申明”“关联”等说法，但这些说法不统一，同时对二语学习者来说也不够明确，在实际教学中难以操作。为了帮助二语学习者更好地掌握这一用法，本文结合例句的对比分析，对句尾“呢”的非疑问用法进行了深入考察。结果显示，句尾“呢”的非疑问用法虽然有多种类型，但事实上都具有统一的人际功能——人际否定。这种作用于人的功能，恰恰是二语学习者需要加强学习的，有助于他们在汉语的真实语境中实际运用，并提高交际效果，但这也往往是他们的薄弱环节。语料分析显示，说话人将句尾“呢”用于非疑问用法时，整个表达被用来否定对方或者第三方想法、行动、建议的正当性，并以此来推进己方的观点和行动被接受或实施。本文展示了考察所得的句尾“呢”非疑问用法的四种不同类型，并对其人际功能的具体实现路径、交际目的、表达效果、语用规则等做了详细分析。这一研究结果能够助力“呢”的二语教学和习得，帮助学生在真实语境中准确理解、适当使用或避免使用句尾“呢”的非疑问用法，从而切实优化习得和交际效果。

Keywords: 二语教学, “呢”, 非疑问用法, 人际功能

Day 1 Session 3B

文化折扣视域下汉语学习者跨文化口语叙事能力研究

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Abstract

本研究以汉语学习者的口语叙事实践为切入点，针对当前国际中文教育中存在的跨文化传播障碍——学习者在讲述中国故事时易出现解码偏差与价值共鸣缺失的现实困境，引入文化折扣理论作为分析框架，探讨其在即兴口语产出中文化折扣的具体表现及深层动因。研究选取跨文化能力权威赛事中国际学生的口语语料为分析对象，借助大模型抓取同类主题的汉语母语者播客语料作为参照，考察学习者在词汇复杂度、句法丰富度、语义清晰度及态度策略等维度的语言表现及关联特征。借鉴汉语文本可读性相关指标（雷蕾等，2024）及态度系统理论（Martin & White, 2005）开展多维度计量分析，挖掘学习者在叙事中意义理解偏差的潜在成因。研究发现，与汉语母语者相比，学习者在即兴表达中存在语言资源调用不均衡特征，表现为词汇复杂度普遍偏高，句法丰富度相对不足，语义精确度显著制约其叙事表现与跨文化理解，话语资源的使用存在多样问题，反映出学习者在认知处理与交际适应中面临的多重挑战。基于此，本研究提出应强化语言—话语协同教学，借助 AI 构建动态语义—语境适配与情境化叙事生成系统，降低学习者在叙事中的文化折扣；同时开展有针对性的文化转译训练，以提升其口语叙事的跨文化共鸣效能。研究为“汉语教学+人工智能”融合背景下，助力学习者“讲好中国故事”提供了学理依据与实施路径。

Keywords: 文化折扣, 汉语学习者, 跨文化叙事能力, 语言复杂性, 态度策略

高级水平留学生汉语口语节奏——“松紧”度研究及训练策略

Ren Qianfang, Wang Zitong

Communication University of China

Abstract

语言在感知上总会有一些具有对比性的凸显性要素，比如轻重、长短、高低等。这些对比要素在时间序列上规律性出现就形成节奏模式，每种语言都有其独特的节奏。汉语的节奏因其音节构成、声调以及语调的特点与其他语言具有较大区别。对汉语的节奏研究已在文学、艺术朗诵、音系学等领域有较丰硕成果，将前人的研究应用到汉语教学中的研究尚不多见。本研究以王洪君（2004）汉语节奏的“松紧”论为理论基础，对高级水平留学生汉语口语节奏进行描述并分析成因，提出教学策略。研究以自建小型语料库为基础，运用 Pratt 语音软件对语音进行音节切分，并标注停顿、重音等，继而对音长、音高等数据进行提取和统计分析。研究发现，留学生的汉语口语节奏未能体现出汉语自然口语的特征，主要问题在于“紧”的组块未能较好表达，因而不能与“松”的组块形成对比，故而不能形成自然的汉语节奏。“松紧”对比主要从音节和停顿的时长表现出来，如果该“紧”的组块也“松”，就会形成一字一顿或一词一顿的听感，语言的连贯性和流利度欠缺导致语流生硬且缺乏自然节奏。研究发现，“当紧不紧”的组块主要有虚词弱化不足、韵律词粘合失败、长修饰语重音分配不当、框架结构内部断裂等原因。因而在教学中，如果能有针对性地提取并设计不同组块结构，由小到大，由局部到整体，循序渐进行训练，定能有效改善留学生的汉语口语节奏。

Keywords: 汉语节奏, 松紧, 音长

汉语人称代词后置结构的情态特征

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Abstract

本文考察汉语口语中的人称代词后置结构，以往通常将人称代词后置看作一种临时现象，或认为这是受到方言的影响，如一般认为山东人爱用倒装句。人称代词后置结构作为易位句的一种，有其独特的语义特征和交际功能，需要进行更深一步研究。我们将情景喜剧（如《家有儿女》、《我爱我家》等）中的口语作为语料进行考察，主要涉及以下问题：汉语中一般将句末信息看作自然焦点，人称代词被刻意后置改变了句子原本的焦点，说话人想要强调的部分得到了凸显。结合语体语法的理论来看，后置结构的语义特征是[-正式性]，一般用于日常性或亲密随便一类的非正式的话语交际。人称代词后置结构与交际距离联密切，通常用于较近的交际距离中，语序是具有定距功能的，人称代词后置可以反映出说话人的心理交际距离。从会话分析的角度来看，后置的人称代词存在语气词化的倾向，情感表达功能增强，人称代词后置结构的话轮转换功能减弱。说话人使用人称代词后置结构时更倾向于表达自身的情感，而不是唤起对方的直接回应，同样的，听话人也可以不进行直接回应或者回应的内容脱离说话人的范围限制。对外汉语教材或教学中鲜少涉及易位句，但从汉语的实际运用来看，易位句在口语中的使用频率较高，且不限于个别地区。对于汉语学习者来说，除了学习组词造句的规则，还需要更好地理解汉语，解决实际交际中的问题。

Keywords: 易位句, 情态特征, 会话分析

基于中外对比的留学生立场表达强度分析

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Abstract

立场表达是对话交际中的重要语言行为,也是汉语语用能力的重要组成部分。现有研究多从立场极性“支持/反对/中立”出发,对立场的强弱差异关注不足,尤其缺乏基于真实对话语料的二语学习者立场强度表达的系统考察。针对这一不足,本文以“立场强度”为分析核心,探讨留学生在口语对话中的立场表达特征及其与汉语母语者的差异。本研究采用半结构化访谈的方法,围绕五个典型话题下的20子话题,分别搜集了30名留学生与30名中国学生的立场表达语料。通过标注和分析,在立场极性划分的基础上,提出立场强度概念,将立场强度划分为“完全不赞同、不太赞同、中立、比较赞同、完全赞同”五个等级并赋值为[-2, -1, 0, 1, 2],以“对话句法”为分析框架,结合互动语言学视角,从对话整体结构出发考察立场强度在互动中的呈现方式。研究结果显示,立场表达不仅体现为极性的选择,也存在强度的差异,立场强度在对话中并非静态的,而是通过形式平行、重复与证据性表达逐步建构,并随互动推进发生动态调整。与汉语母语者相比,留学生在立场强度表达上更依赖显性词汇标记,立场调节的层级性和灵活性相对受限。词汇统计进一步表明,中外受试者在立场强度标记的类型选择与分布上存在差异。本研究通过实证研究,为国际中文教育中的立场表达教学提供依据和参考,从而提高学习者立场表达的准确性、自然性和得体性。另外,本研究也能为计算语言学中的自然语言处理和情感分析研究等提供参考。

Keywords: 中外对比, 留学生, 立场表达, 立场强度, 对话句法

Day 1 Session 3C

双音副词与状语标记共现的语体分化——兼论状语标记的语用功能

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Abstract

基于笔者关于 49 个双音叠式副词与状语标记共现的语体分化研究（2025），本文继续研究非叠式双音副词与状语标记共现的语体分化，并着重探讨状语标记的语用功能。我们把汉语基本语体类型按正式度分为日常交谈语体、事务交谈语体、正式独白语体、艺术正式语体、实用正式语体和科学典雅语体。以《现代汉语频率词典》（北京语言学院语言教学研究所，1986）中 190 个双音副词为研究对象，融合语体学、语料库语言学、认知语言学、互动语言学的理论和方法开展研究。语料库包括北大 CCL 语料库、中国传媒大学 MLC 媒体语料库、美国语料共建会 TalkBank 语料库、北京大学语言学实验室自然口语语料库、英国兰卡斯特语料库（LCMC）和美国加州大学洛杉矶分校 UCLA 汉语书面语语料库等。研究发现，双音副词与状语标记的共现频率相对显著地见于正式度高的口语体（包括事务交谈语体和正式独白语体），即它们在正式度高的口语体（事务交谈语体和正式独白语体）中的共现频率通常显著高于它们在其他正式度高的书面语体（包括艺术正式语体、实用正式语体及科学典雅语体）中的共现频率。这一发现验证了我们的前期研究结论。我们认为状位 *de* 在语用上正式度标记。结合已有研究，我们的概括是：状位 *de* 在语法上表征状语标记，在语义上表征描摹性，在语用上表征正式度。它不仅高频次地用于特定书面语体，亦相对显著高频率地用于正式度高的事务交谈语体和正式独白语体。本文还运用互动语言学理论所重视的语境依赖性（contingency）分析日常交谈语体中为何会偶现状语标记 *de* 的语用动因。

Keywords: 双音副词, 语体分化, 状语标记, 语用功能, 正式度

心理距离视角下单音节状位形容词的语体属性特征研究

Chen Zhao

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Abstract

语体研究是目前语法研究的热点之一，语法不同，语体亦异。单音节状位形容词能够表现出正式和非正式两种语体属性特征，什么情况下会呈现对应的语体特征，其背后存在怎样的机制和动因，此问题仍需深入挖掘。文章基于心理距离的时间距离、空间距离、社会距离、假设性四个维度，从说话人对交际对象和交际内容的认知距离出发，运用基于语料库的研究方法，对人类自然语料进行分析，详细讨论了单音节状位形容词的语体属性特征。研究发现，单音节状位形容词的语体属性特征可分为语言的静态属性特征和言语的动态属性特征。在交际对象的感知层面，说话人通过心理距离的感知选择固化的语体属性特征的语言成分，单音节状位形容词表现为正式或非正式语体属性的词汇，与动词构成[1+1]/[1+2]韵律的状中结构。在交际内容层面，单音节状位形容词的语义指向本质是概念依存的语义结构预设另一结构单位，说话人对其指向对象的感知距离不同，单音节状位形容词表现出来的语体属性亦有差异。感知对象在移情等级序列中越抽象，感知距离越远，语体属性越正式；感知对象越具象，感知距离越近，语体属性越非正式。本研究从心理学概念视角深入挖掘正式语体和非正式语体的界限区分，通过对单音节状位形容词语体属性的具体分析，构建出“世界-知性-语言”的语体研究模型，以为语体研究提供认知视角的研究启发。

Keywords: 语体语法, 心理距离, 认知功能, 单音节状位形容词

现代汉语无关联词语假设复句的教学方法研究

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Abstract

假设复句是现代汉语中常见的复句类型之一。在国际中文教育中，复句的教学通常与关联词语紧密结合。以假设复句为例，教材在讲解时主要围绕典型关联词语“要是/如果……，就……”展开，而对无关联词语假设复句的涉及相对较少。然而，从语言事实来看，复句中不出现关联词语的现象十分普遍。值得注意的是，2021年出版的《国际中文教育中文水平等级标准》相较于之前的《汉语水平等级标准与语法等级大纲》（1996）及《HSK 考试大纲》（修订版，2015），在附录 A（规范性）语法大纲中新增了无关联词语复句的语法点，其中包括无关联词语假设复句。并且，新增的相关语法点集中在一、二级，即初等水平。这些变化表明，无关联词语复句在教学中的重要性正逐渐受到关注，且应为初等水平的学习者掌握的语言知识。然而，目前在教学中，教材对无关联词语复句的讲解较为有限，相关研究仍有待深入。基于该现状，本研究以《发展汉语》初级汉语综合系列教材为例，采用统计教材中无关联词语假设复句使用情况的方法，并结合语法研究的三个平面理论、认知语言学等作为理论依据，分析学习者对无关联词语假设复句的习得特点与难点。研究发现，“非现实性”是假设复句的核心特征，当句子中存在非现实性的语言形式时，假设复句不使用关联词语不会影响句子完整性。本研究将进一步探讨无关联词语假设复句的教学方法，以期为对外汉语教学提供参考与借鉴。

Keywords: 国际中文教育, 假设复句, 无关联词语复句

汉语招呼语的情感梯度与语力效应

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Abstract

打招呼是一种际构言语行为，是建立和维护人际关系的重要手段。汉语的招呼语具有类型多样、文化印记深厚等独特特征，在国际中文教学中，汉语招呼语如何使用常常会使学生产生误会和困惑。本文对招呼语的界定：1. 形式上：招呼语是位于互动序列最前端的短小语段。2. 意义上：招呼语没有实际命题意义，只有情态意义。3. 语用上：不同的招呼语的使用反映了不同的权利关系、社会距离和交际场景差异，具有一定的立场预设。4. 功能上：构建人际关系，为进一步交际建立人际基础。以此为出发点，在前人研究的基础上，通过问卷调查、自建语料库及语料库分析等途径对汉语招呼语的形式进行进一步的界定和分类，从语用学的视角，研究汉语招呼语的情感梯度和语力效应的相关性。认为形式上不同的汉语招呼语在情感梯度上具有一定的层级性，人们在打招呼时运用不同形式的招呼语，从零情感的仪式性标记到高情感卷入的亲密表达，显示出交际双方的熟悉程度、社会距离等因素。不同形式招呼语的使用也映射了语力效应的差异，为后续的交际延续提供不同的语力预设和情感推动。本研究对于国际中文教学中的际构言语行为模块教学具有一定的借鉴意义。

Keywords: 汉语招呼语, 情感梯度, 语力效应

Day 1 Session 3D

马来西亚华人大学生家庭语言应用研究

Wang Jiahui (王佳辉)

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Abstract

在“一带一路”倡议推动中马合作不断深入背景下，马来西亚华人青年的家庭语言选择与传承具有重要意义。这不仅对家庭语言规划有导向作用，也与国际中文教育在地化实践密切相关。本研究以马来西亚新纪元大学学院华人大学生为对象，聚焦于家庭场域的语言应用状况，旨在探究马来西亚华人青年在语言能力、语言选择方面的情况，剖析影响语言态度的因素，探讨家庭语言环境对海外华语传承以及国际中文教育发展的影响。研究采用问卷调查与访谈相结合的方法，向 342 名受访者发放问卷，并对其中 3 人进行半结构化访谈与日常语言观察，最后借助 SPSS26 对所获取的数据进行分析。研究结果表明，马来西亚华人家庭语言应用呈现以下特征：方言承载族群认同与乡情，但传承渐衰；在不同语域下，人们能灵活调整语言，表现出显著场景适应性；华语在家庭沟通中使用频率上升。政治导向、华人社团推动、媒体接触与父母要求是关键影响因素。研究有助于深化对华文教育与国际中文教育互动关系的理解，明晰新生代华人的语言实践与态度，为东南亚其他华人社群的家庭语言规划提供参考。研究针对华文教育和国际中文教育分别提出三点建议。针对华文教育，应当重视家庭语言环境，采取差异化的华语教学与推广策略，并强化华语的情感联系与价值。对于国际中文教育来说，要与当地华文教育体系深度对接，密切关注华人社团作用，树立“大华语”观念并尊重区域华语的变体。

Keywords: 家庭语言规划, 语言态度, 华语传承, 国际中文教育

The Impact of Social Support on Intercultural Communicative Competence among Chinese as a Foreign Language Learners in Malaysia

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Abstract

In an era of accelerating globalisation, intercultural communicative competence (ICC) has become a key capability for individuals navigating culturally diverse environments. For learners of Chinese as a Foreign Language (CFL) in Malaysia, where the social environment is defined by linguistic and cultural diversity, developing ICC is particularly salient. While prior research has highlighted the role of social support (SS) in cross-cultural adaptation, its direct influence on ICC, especially among CFL learners in Asian contexts, remains insufficiently investigated. This study examines the impact of social support on ICC among Malaysian CFL learners and explores how different dimensions of social support predict overall ICC performance. A quantitative cross-sectional survey design was adopted, with data collected from 380 valid respondents enrolled in Malaysian higher education institutions through an online questionnaire. Social Support was measured using Xiao's (1994) Social Support Rating Scale (SSRS), and ICC was assessed through an adapted version of the Intercultural Sensitivity Scale (ISS). Data were analysed using descriptive statistics, Pearson correlations, and hierarchical multiple regression via SPSS 26.0. Results indicated that both social support and ICC levels among Malaysian CFL learners were above average. Among the three ICC dimensions, the affective dimension showed the highest score, while the cognitive dimension was comparatively lower, indicating a need to strengthen intercultural knowledge and analytical skills. Correlation analysis revealed significant positive relationships between ICC and each dimension of social support ($p < .01$). Hierarchical regression demonstrated that subjective support, objective support, and support utilisation, these three dimensions of social support significantly and positively predicted ICC. Subjective support emerged as the strongest predictor, highlighting the critical role of emotional and psychological stability in promoting intercultural attitude and behavioural engagement. The findings extend theoretical understanding by establishing empirical evidence for social support as an antecedent factor affecting ICC within a multilingual Asian context. Practically, the results underscore the need for educational institutions to strengthen emotional support systems, enhance access to intercultural learning resources, and encourage active utilisation of support networks. The study concludes with recommendations for curriculum design and institutional policies to foster culturally responsive learning environments. Limitations and future research directions are also discussed, including broadening sample diversity and employing longitudinal or mixed-methods approaches.

Keywords: Intercultural Communicative Competence (ICC), Social Support, Chinese as a Foreign Language (CFL), Malaysian Higher Education

A Study on Chinese Language Learning Anxiety of International Students in English-Medium Curriculum Programs in China

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Abstract

This study examines foreign language anxiety in Chinese language learning among international students enrolled in English-medium instruction (EMI) programs at universities in China. Data were collected from 104 participants using the 16-item Chinese Language Learning Anxiety Scale and the Academic Emotions Questionnaire for Anxiety (AEQ-A), which assessed anxiety across the four core skills: listening, speaking, reading, and writing. Additional information on participants' background, heritage cultural status, and prior Chinese language learning experience was gathered to explore potential influencing factors. Descriptive statistics first summarized anxiety levels and enabled comparisons across demographic and skill-based categories. Normality was assessed via the Shapiro–Wilk test, confirming suitability for parametric analyses. Cronbach's alpha verified high internal consistency of the scales. Pearson correlation analyses then examined relationships among Chinese class anxiety scores and general class settings anxiety scores. Results revealed a moderate overall mean anxiety score of 45.67 (maximum = 80), significantly lower than levels typically reported for international students in Chinese-medium instruction programs. However, anxiety in Chinese language classes remained markedly higher than in general academic courses delivered in English. Reading and writing emerged as the most anxiety-provoking domains, likely reflecting the orthographic and productive demands of Chinese. Heritage background and gender significantly influenced anxiety levels: heritage learners and male international learners exhibited higher anxiety. Qualitative interview data further indicated that China's immersive linguistic and cultural environment accelerated learning progress and boosted motivation, suggesting that contextual immersion supports rather than hinders second language acquisition in this setting. These findings further explain the interplay of linguistic complexity, cultural expectations, and affective factors in shaping learning experiences, particularly for heritage and non-heritage learners in EMI contexts. The study underscores the need for tailored pedagogical strategies, such as differentiated skill-focused instruction, low-stakes practice opportunities, and explicit anxiety-management training, as well as enhanced institutional support to reduce anxiety, promote psychological resilience, and optimize Chinese language learning outcomes for international students in English-medium programs.

Keywords: Chinese language learning anxiety, International student, English-medium curriculum program

沉默、面子与权威：基于现有实证研究的东亚汉语 TBLT 课堂文化障碍分析

Chen Kefan

Abstract

任务型语言教学（TBLT）在提升二语交际能力方面效果显著，但在深受儒家文化影响的东亚汉语课堂中，其“学生中心”理念常遭遇实施困境。尽管学界不乏相关个案报道，但现有文献尚未能为一线教师提供清晰的理论指导与可操作的应对策略。基于此，本研究旨在系统梳理基于现有实证证据，厘清东亚汉语 TBLT 课堂中普遍存在的具体文化冲突，深入剖析其背后的深层文化逻辑，并归纳出有效的本土化适配策略。本研究采用系统性文献综述方法，检索了 CNKI（中国知网）与 Google Scholar 数据库中近二十年（2004-2024）的相关文献，严格筛选后利用质性分析软件辅助数据分析，通过其自动编码与聚类分析功能，构建了包含“冲突现象”、“文化归因”及“应对策略”的树状节点体系，有效提升了数据分析的系统性与信度。理论依据为霍夫斯泰德的“权力距离”与丁允珠的“面子协商”理论。研究发现，阻碍东亚汉语 TBLT 实施的三大核心文化障碍为：(1) 权威依赖，高权力距离导致学生对“学生中心”模式产生认知失调；(2) 面子维护，怕丢脸引发防御性沉默与消极参与；(3) 集体主义下的责任分散，学生倾向“搭便车”规避风险。本研究的潜在贡献在于从宏观层面揭示了 TBLT 在东亚语境中的共性困境机制，为教师提供了基于证据的实践指南，也为跨文化二语教学理论提供了实证补充与反思视角。

Keywords: 任务型教学, 文化适配, 教师权威, 面子文化, 对外汉语教学

Day 2 Session 4A

气质类型对国际中文教师人工智能能力的影响研究

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Abstract

在教育与人工智能紧密相融的背景下，教师的 AI 能力成为了影响数智化教学质量的重要影响因素。教师的 AI 能力受个体特质影响存在差异，但现有研究缺乏对这一影响因素的探讨。本研究基于气质心理学构建“气质-素养-能力（Temperament-Literacy-Competency, TLC）”模型，探究气质类型对国际中文教师 AI 能力的影响机制。本研究围绕四个假设展开：教师气质各维度得分与 AI 能力总分之间是否存在显著相关关系（H1）；教师气质各维度得分与数字素养总分之间是否存在显著相关关系（H2）；数字素养对 AI 能力是否具有显著正向预测作用（H3）；数字素养是否在气质与 AI 能力之间发挥中介作用（H4）。研究采用问卷调查法，发布气质测试量表、数字素养测量量表以及教师人工智能能力量表，共获得有效样本 116 份。数据分析采用单因素方差分析、Pearson 相关分析、偏相关分析和 Bootstrap 中介效应检验方法。结果显示：气质特征对 AI 能力的影响在维度上有差异。在气质四个维度中，仅抑郁质与 AI 能力总分呈显著正相关，其他未达显著水平，H1 部分成立；抑郁质和多血质与数字素养总分均呈显著正相关，H2 部分成立；数字素养与 AI 能力总分呈高度显著正相关，控制背景变量后偏相关系数为.802，H3 完全成立；数字素养在抑郁质与 AI 能力之间发挥完全中介作用，控制性别、学历、教龄和机构 AI 政策导向后结论保持稳健，H4 成立。本研究首次将气质特征引入国际中文教师 AI 能力研究框架，发现了抑郁质教师通过数字素养完全中介影响 AI 能力的作用路径，挑战了“外向性促进技术采纳”的假设。研究发现具抑郁质教师通过数字素养的系统积累，相比于其他气质类型教师在 AI 能力发展上具有独特优势。研究结果为国际中文教师培训建立以数字素养培育为核心、兼顾气质差异的个性化培训提供数据支持，也为国际中文教师 AI 能力标准的制定提供了实证参考。

Keywords: 气质类型, 数字素养, AI 能力, 国际中文教师, 中介效应

The Smart Teaching Model for Online TCFL: Addressing Challenges with Generative AI

Hu Jinbo

Abstract

The large-scale online teaching of Chinese as a foreign language (TCFL) leads to the reorientation of teaching, and online TCFL is faced with challenges such as “non-target language environment,” “lack of on-site presence,” and “weakened interaction.” This research is set up to examine the ways online teachers compensated for the changes and their availability in response to the disruption of normal teaching plans. Through the comparative analysis of the improvement of the smart teaching mode and the traditional online teaching practice, the single factor between group experiment shows that the smart teaching mode has obvious adaptability to online teaching and improves the effect of online teaching. By leveraging generative artificial intelligence to create a target language environment for online Chinese learners, the intelligent teaching model brings about three major changes to online education. First, speech correction: Under the intelligent teaching model, the platform can automatically score students' performances and provide standard pronunciations for them to correct their own pronunciation. Second, writing correction: The platform under the intelligent teaching model offers an AI-powered automatic feedback mode for writing. If the stroke order or strokes are incorrect, the writing task cannot proceed; learners can simply click the hint button to find out the correct stroke order. The system can also automatically score Chinese characters written freely. Third, intelligent dialogue: The platform under the intelligent teaching model can generate instant dialogues via AI

Keywords: Online teaching, interactivity, The Smart Teaching Model

從生態觀點看 AI 浪潮下的教師能動性：資深教師對外交華語教學定式之評鑑研究

方瑾

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Abstract

在生成式 AI 迅速發展下，華語教師利用大型語言模型（LLM）編寫教學材料已成趨勢。然而，在「教學減負」與「學習增能」的積極面外，教師仍面臨「AI 幻覺」及不可預期的錯誤等課題（蔡薇，2023；王楚蕓，2024；崔希亮，2024），教師對 AI 內容的把關角色從而被不斷凸顯，但此一變革中映射出的教師能動性（Teacher Agency）則鮮少被描繪。本研究借鑒 Biesta & Priestley（2011）的觀點，旨在探討教師能動性（Teacher Agency）在 AI 浪潮下如何達成。本研究採實證取向之質性研究設計，邀請 5 位具十年以上口語操練教學經驗之華語教師參與。分為兩階段：首先，請參與教師評價 30 個以 AI 協作方式抽取之「外交華語教學定式」*；隨後，透過深度訪談法探究教師在評鑑過程中的準則與思路，進行意義釐清（Sense-making）。研究初步發現，資深教師表現出強烈的專業能動性，例如，在觸發核心「實踐評鑑維度」（Practical-evaluative dimension）中，教師對於功能空洞的「名詞結構」反應不佳（如：我國外交工作），而更看重具替換性的框架（如：反對片面改變...現狀）。可見其傾向調動專業實踐知識針對(1)情境適配度（Situational Fitness）、(2)可操練性（Pedagogical Productivity）、(3)語用功能（Pragmatic Functionality）進行直觀的裁決，而非單純服膺於形式上的共現頻率。本研究論證了資深教師如何透過清晰的教育目標，在 AI 高速協作中實踐人文反思，從而呈現 AI 浪潮下的教師專業主體性。*這 30 個定式是碩士研究生在筆者指導下，透過語料庫工具（Sketch Engine）結合 GPT-5 plus，從 560 筆外交部發言人答詢稿中以人機協作方式抽取出 30 個語言定式並標注其功能。

Keywords: 教師能動性, 生態觀點, 外交華語, 定式, AI 人機協作

基於大模型對話架構的跨文化交際智能體構建及其在對外漢語教學中的應用研究

戴嘉汐

Abstract

生成式人工智慧的突破為語言教育提供了全新工具，然而現有單一大型語言模型在對外漢語教學的跨文化交際場景中，仍存在文化表徵片面、交互策略固定及語境適應性不足等問題。為應對這一挑戰，本研究提出一種創新實證路徑：通過構建一個由多個具有差異化文化背景與知識結構的大模型（如 GPT-4、ChatGLM、Ernie 等）組成的對話式協同架構，模擬跨文化對話與協商過程，旨在最終融合訓練出一個專用於跨文化交際能力培養的集成式人工智慧體（GenAI Agent）。研究將採用設計型研究與對照實驗相結合的方法。首先，基於跨文化交際理論（如 Byram 的“跨文化能力”模型）與多智能體系統理論，設計並實現多輪次、多主題的模型間辯論與協作任務，促使模型在互動中生成、評估並整合多元文化視角。隨後，將訓練出的集成智能體嵌入到中級對外漢語線上教學平臺，設計圍繞“社會議題討論”、“文化衝突化解”等主題的互動模組。研究將通過對實驗組（使用智能體）與對照組（使用傳統數字資源）學習者進行前後測試，量化分析其在跨文化理解、策略運用及語言產出的表現差異，並結合訪談與話語分析進行質性評估。本研究預期在理論層面，探索一種通過大模型間交互優化其文化認知與交際策略的新範式；在實踐層面，則為人工智能時代對外漢語教學提供一種可定制、高適應性的跨文化智能陪練工具，直接助力學習者跨文化交際能力的系統性提升。研究成果旨在回應“人工智慧與漢語教育融合”的論壇主題，為基於生成式 AI 的實證教學研究提供具體案例與方法論參考。

Keywords: 生成式人工智慧、, 跨文化交際、, 對外漢語教學、, 大語言模型、, 實證研究

GenAI 赋能泰国高中中文教学模式的构建和检验

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Abstract

生成式人工智能（GenAI）对国际中文教育的赋能日益增多，但现有 GenAI 赋能教学的实证研究多聚焦国内中文教学，对海外本土中文教学的关注不足，且有关赋能成效的检验研究较为薄弱。为此，研究以 78 位泰国高中生为研究对象，开展了为期三周的教学准实验，构建了 GenAI 赋能的互动导向混合人机协同教学模式（IHC 教学模式），并依据首要教学原理从教学效果、教学效率和学习投入三方面对 IHC 教学模式的赋能成效进行了检验，发现 IHC 教学模式（1）教学效果显著，实验组的中文知识与技能的综合成绩显著高于对照组；（2）教学效率较高，实验组的学习产出自第一周教学结束后即显著高于对照组；（3）对促进学习投入的赋能尚有限，实验组学习兴趣和课堂参与行为的平均分均虽高于对照组，但差异不显著。研究为 GenAI 创新融入海外本土中文教学提供了较有效的教学模式，也为 GenAI 赋能教学的成效检验提供了方法参考。

Keywords: 生成式人工智能, 人机协同, 国际中文教育, 教学模式, 成效检验

Day 2 Session 4B
**A Study on Measuring the Linguistic Difficulty of Chinese Educational
Texts for Personalized Learning**

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Abstract

This study proposes a method for evaluating the difficulty level of Chinese educational texts based on key linguistic factors: vocabulary difficulty, grammatical complexity, idiomatic expressions, and sentence length. In second language acquisition, learners are required to develop multiple language skills simultaneously, making the selection of level-appropriate reading materials essential for effective learning. Using the Chinese Proficiency Grading Standards for International Chinese Language Education (GF0025-2021) as the benchmark, this study conducted a quantitative analysis of the four linguistic features and examined their correlation with text difficulty levels. A multiple regression analysis revealed that vocabulary difficulty, grammar difficulty, and idiomatic expressions significantly affect text difficulty, while sentence length does not have a statistically meaningful impact. Notably, idiomatic expressions were identified as the most influential factor. A comprehensive readability formula was derived through discriminant analysis and applied to ungraded HSK texts. The results were then compared with expert evaluations to validate the formula's practical applicability. This study offers an integrated approach to text difficulty assessment and highlights the need for future research to incorporate learners' perceived difficulty to improve precision.

Keywords: Chinese Language Education, Linguistic Difficulty, Personalized Learning, Text Difficulty

汉语二语学习者文本修订行为与文本质量关系的实证研究

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Abstract

文本修订是写作过程的一个重要环节，直接关系到最后文本呈现的质量。当前，大多研究都集中在写作者创作过程中的“前情境修订”（Precontextual revisions），即针对自身文本的调整；而对如何修订已有问题文本的“情境修订”（Contextual revisions）关注较少。本研究旨在通过实证手段，深入探讨汉语二语学习者在特定情境下的文本修订行为特征（包括修订类型、频率与成效），及其与最终文本质量之间的内在关联。本研究招募 52 名来华汉语学习者（男，18；女，34），其平均年龄为 21.90 岁。整个实验采用的是基于统一源文本的电脑端限时修订任务（Timed single-source revision task），即要求被试在 45 分钟内独立对一篇包含内容充实度、结构组织、逻辑论证及语言表达等典型问题的议论文源文本进行修订并提交终稿。该设计旨在通过固定源文本与任务时长，有效控制初始文本质量及时间投入带来的干扰，从而聚焦于被试修订行为的差异。研究将从三个维度对修订行为进行标准化编码与提取：1. 修订类型：涵盖操作层（增、删、改、移）与功能层（表层修订与深层修订）。其中深层修订进一步细化为词汇、句子及段落层级。2. 修订频率：采用总修订数、单位长度修订率及单位时间修订率等多项指标进行表征。3. 修订成效：通过宏观成效（终稿得分与源文本得分的质量提升值）与微观成效（单个修订事件的效价：正效、中性、负效）共同衡量。本研究利用了屏幕录像和 Word 修订痕迹提取修订事件。在确保编码一致性的基础上，计划采用描述性统计、相关分析及分层回归分析（Hierarchical Regression）。通过在控制变量基础上分步引入修订频率、类型与成效指标，考察不同维度的修订行为对最终文本质量的相对贡献和解释力。结果发现，汉语二语学习者的修订行为以表层修订（尤其是词汇层面）为主。表层修订的频率、特别是其产生的“正效”比例，与最终文本质量呈显著正相关，且对质量的预测力强于单纯的修订数量。此外，修订效率与文本质量呈倒 U 型关系，表明适度节奏最有益。本研究通过揭示汉语二语学习者“情境修订”中“深度”与“有效性”的核心作用，为拓展写作过程理论、构建精细化研究方法以及指导“以修订促质量”的写作教学提供了实证依据。

Keywords: 修订行为, 汉语二语学习者, 文本质量

Cognitive Mechanism of Chinese “Pseudo-Semantic Violation” Verb-Object Collocations in L2 Learners

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Abstract

Metonymy and metaphor are two common linguistic phenomena that are realized by Chinese verb-object collocations like *dajiangyou* and frequently used by native speakers. Chinese L2 learners, however, usually consider the semantic relationship in such collocations as violated. We label this perception by Chinese L2 learners as “pseudo-semantic violation”, relative to “semantic violation” paradigm in ERP studies, with the purpose of probing into the cognitive mechanism of Chinese L2 learners in understanding metaphorical expressions and revealing the discrepancy between Chinese natives and Chinese L2 learners. The main findings of this study include: (1) For Chinese native speakers, the figurative meaning of the phrases would be accessed directly without context, supporting the direct access model. (2) For lower-proficiency Chinese learners, the literal meaning had to be rejected before the figurative meaning was accessed. However, higher-level L2 learners, like native speakers, could directly understand the figurative meaning. These results provide evidence that learners at different stages of development use qualitatively different processing streams to deal with L2 verbal metaphorical expression. (3) There are dynamic changes in L2 learners’ processing mechanism of Chinese verbal metaphorical expression. With the development of L2 proficiency, learners’ processing mechanism will gradually shift from the indirect access model to the direct access model.

Keywords: verbal metaphorical expression, Chinese L2 learners, processing mechanism, event-related potentials

媒介可供性视角下在华留学生的汉语学习研究

Zhu Zhuolin, Zhu Chengzhang

Central South University

Abstract

生成式人工智能与平台化传播正在改变在华汉语学习者的课堂外输入与互动方式，社交媒体日益成为其获取目标语资源并参与真实交际的重要场域。相较于课堂情境，平台语境中的输入更具碎片化与情境依赖特征，互动也更强调即时反馈与身份协商。然而，学习者对平台的操作与互动能力如何转化为可观察的二语发展，相关研究多停留在现象描述，尚缺少系统检验。基于媒介生态视角与媒介可供性理论，并结合二语习得中输入与输出的过程观，本研究旨在探讨学习者对社交媒体掌握能力的提升，是否会带来更积极的中文媒介接触行为，并进而影响学习者的二语发展表现。研究采用约8周的纵向追踪，研究对象为在华国际研究生学习者，开展多轮问卷与语言任务评估，辅以期末访谈与开放性问题解释个体差异。结果显示，可供性整体上升，变化主要集中在信息生产与社交互动维度；在接触行为中，中文学习时长与中文表达频率对二语结果的解释力更稳定，而中文信息源的数量扩张并不必然带来同等收益；可供性对部分结果的影响主要通过关键接触行为体现为间接作用，且在不同维度的语言发展结果上呈现差异化。研究为数字语境下汉语二语学习的过程机制提供证据，并为课堂外任务设计与平台化学习支持提供实证参照。

Keywords: 汉语二语习得, 媒介可供性, 媒介接触, 纵向追踪, 社交媒体学习

外语教育框架下的汉语继承语学习者：日本大学中国语课堂中的学习经验与教育需求

Li Guangxi

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Abstract

近年来，随着具有中国语背景的学生在日本高等教育阶段不断增加，日本大学中国语课堂中逐渐显现出汉语继承语学习者这一在既有教学框架下难以被准确定位的学习群体。然而，日本大学的中国语教育长期以来以“外语教育”为基本框架进行制度设计与课程实施，使汉语继承语学习者往往被纳入以零起点学习者为中心构建的教学体系之中，由此产生学习经验与教育结构之间的错位。同时，围绕成年阶段汉语继承语学习者在语言学习中的特征，以及其与外语学习者在学习路径与需求上的差异，仍缺乏从学习者视点出发的系统探讨。基于双语教育与语言身份认知理论，本文聚焦日本大学阶段的汉语继承语学习者，探讨在以外语教育为主导的教学环境中，汉语继承语学习者真正需要、也期望接受的汉语教育为何。本文以 3 名在日本大学中文系学习的汉语继承语学习者对象，通过访谈收集其大学阶段的汉语学习经验，并采用主题分析法（Thematic Analysis）对访谈资料进行质性分析。研究从学习者自身的叙述出发，考察其对课堂经验、学习内容、教学制度及教育环境的理解与评价。分析结果表明，汉语继承语学习者并非单纯追求语言形式层面的“补缺式学习”，而是期待一种能够承认其既有语言经验、支持语言能力再组织，并与身份认同发展相结合的教育模式。基于上述分析，本文指出，汉语继承语教育有必要超越传统外语教学框架，将学习者既有语言能力视为重要的学习资源，并通过任务导向与真实语域中的语言实践，促进语言能力的发展，同时支持学习者在语言学习过程中建立积极的身份认同。进一步而言，本文从学习者视点出发，对成年阶段汉语继承语学习者的学习经验与教育期待进行了质性描绘，在以教师视角与制度分析为主的既有研究中补充了学习者层面的实证证据。通过凸显汉语继承语学习者在语言学习与身份建构过程中的主体性，本文不仅拓展了汉语继承语教育研究在高等教育阶段的讨论范围，也为重新思考外语教育与继承语教育之间的关系提供了理论启示，以回应多语言社会背景下高等教育所面临的新课题。

Keywords: 汉语继承语学习者, 汉语继承语教育, 教育需求, 学习经验

Day 2 Session 4C

汉语学习者无实义填充标记调查与功能探析

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Abstract

本文基于互动语言学理论, 从位置敏感性及功能浮现视角出发, 观测汉语学习者无实义填充标记的使用情况。文章将无实义填充标记进行界定, 运用 *praat* 进行声学分析将其分为拖音类与无实义语音片段, 其中无实义语音片段下位分野为“呃”类与“啧”类。通过对不同等级汉语学习者的无实义填充标记使用情况进行分析, 研究发现, 初级汉语学习者使用无实义填充标记时呈现使用频次较低、使用单一性及受母语影响等特征; 中级汉语学习者使用无实义填充标记时呈现过渡性、混合使用及功能多样性等特征; 高级汉语学习者使用无实义填充标记时呈现类型单一、具有个人使用习惯及叠加使用的现象。基于位置敏感语法, 发现汉语学习者使用无实义填充标记常出现于(1)话轮位置中的话轮首和话轮中: 由于语法单位具有时间性和投射性, 学习者在交际时间压力下争取思考时限, 在非流利对话中停顿或使用填充标记延迟回应。出现在话轮首时有独立出现与组合使用的情况, 如“呃”与“呃+拖音”。(2)提问与应答中, 汉语学习者由于水平有限在会话过程中提问序列较少, 偶尔出现在教师引导下进行的提问行为, 因此无实义填充标记较多位于应答序列。无实义填充标记在不同序列位置下不同话轮位置中浮现出不同的话语功能, 文章分析发现, (1)人际互动功能——情感附着: 根据 Hyland 的元话语模型, 填充标记的情感功能属于交互性元话语范畴, 其本质是通过语言标记传递说话者情感立场、激发听者情感共鸣, 并动态调节人际关系的互动策略。(2)话语组织功能——临时占位: 无实义填充标记如“嗯”“呃”等常被用于填补话语中的空白, 确保口语表达的流畅性。当说话者暂时无法立即想到合适的词汇表达时, 填充标记可以作为过渡, 避免长时间的停顿或尴尬的沉默。(3)语篇修复功能——修正补充: Rieger 认为“修复”包括词语的搜索、词与词的停顿、错误的重新启动、短暂的重复。口语中的填充词如“呃”“嗯”等, 常作为修复的缓冲信号, 为说话者争取思考时间, 同时提示听者注意后续修正。文章最后根据无实义填充标记的韵律特征与功能, 分别从韵律层面功能定位与多模态整合功能两个方面, 探究汉语学习者使用无实义填充标记构建口语交际的调节系统。

Keywords: 位置敏感, 填充标记, 话语功能, 二语习得

构建国际通用的中文能力框架：《中文标准》与新《ACTFL 标准》的互鉴与融合研究

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Abstract

构建国际通用的中文能力框架是当前国际中文教育高质量发展的核心议题。本文对比分析《国际中文教育中文水平等级标准》和美国 2024 年版《ACTFL 语言能力标准》，从适用范围、等级划分、技能要求、量化指标与测试方式等方面揭示两者差异。研究发现，中文标准以语言本体（词汇、语法等）为核心，侧重知识的系统性和评测的准确性，配合词表、教材等更具教学实用性；ACTFL 则秉持能力为本的理念，强调语言在真实语境中的交际与任务执行功能。鉴于此，本文提出标准互鉴与融合路径，通过标准对接、理念互补与资源共享，推动构建兼具本体系统性和交际实用性的全球中文能力评价新框架。

Keywords: 中文标准, ACTFL 标准, 语言能力, 国际中文教育, 标准融合

多元文化背景下任务型教学法在国际中文教育中的应用——以初级汉语综合课为例

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Abstract

在全球化与数智化深度融合的背景下，国际中文教育面临学习者文化多元性与教学模式创新的双重挑战。传统3P教学模式（展示-练习-表达）因忽视学生主体性与真实交际需求，难以适应多元文化课堂。本文以多元文化背景下的初级汉语综合课为研究对象，探讨任务型教学法的应用路径、实施效果及优化策略，提供实证参考。研究采用文献研究法、教学实验法、问卷调查与课堂观察相结合的混合研究范式，以重庆某高校6个国家的约1001名零基础汉语学习者作为样本，分为实验组（任务型教学法）和对照组（传统3P模式），通过一学期教学对比，结合平时表现、期中检测、期末检测进行量化评估，并辅以师生访谈与任务完成度分析。结果显示：实验组总评成绩显著高于对照组，T检验差异显著，表明任务型教学法在提升学习效果上优于传统模式。研究发现，任务型教学法的有效实施需遵循三大原则：其一为语言输入与任务设计融合，任务设计须以词汇、语法点为基础，结合贴近真实场景的任务，确保学生具备完成任务的语言能力；其次为课堂模拟与真实情境结合：通过“课堂角色扮演+课后真实任务”构建信息差，如让学生用中文购买商品，强化语言应用能力；此外，应注重小组协作与个性差异平衡，研究按7-8人分组，兼顾学生国别、性格、语言水平，结合激励机制提升参与度，外向型学习者任务完成度较高，内向型学习者经适应性训练后参与率亦有提升。然而，任务型教学法在数智化背景下仍面临挑战，如数字化资源与教材体系衔接不足等。未来研究可结合智能教学平台优化分组策略，利用数据分析动态调整任务难度，推动“数智化工具+任务型教学”的深度融合，为中文教育的创新发展提供实践范式。

Keywords: 多元文化, 任务型教学法, 国际中文教育, 初级汉语综合课

读后续写在中学语言教学中的促学作用元分析

毕愷

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Abstract

近年来,读后续写作为一种融合阅读理解与书面表达的综合写作任务被正式纳入中国高考英语书面表达题型,也逐渐成为中学英语课堂中的重要教学手段。已有大量实证研究探讨读后续写对词汇、语法、写作质量及语言加工过程的促进作用,但相关研究多聚焦单一指标或个别教学情境,研究结论分散且效应量大小不一,尚缺乏对其整体促学效应及不同学习维度作用机制的系统量化整合。因此,读后续写任务在中学语言教学中的总体促学强度及其在不同语言能力维度上的差异性效应仍有待进一步探讨。因此,本研究采用元分析方法对读后续写任务的促学效果进行定量整合。通过在中国知网与 Web of Science 数据库中检索 CSSCI 与 SSCI 来源期刊文献,筛选出 15 篇以中学生为被试的实证研究,共获得 22 个独立效应量,并将语法学习、词汇运用、创造力、句法复杂性和准确性五类指标纳入分析。结果表明,读后续写任务对中学生语言学习具有显著的中等促学效应 ($g = 0.605, p < 0.001$)。分指标分析显示,其对语法学习与词汇运用的促进作用最为显著,其次为准确性与句法复杂性,而对创造力的促进效应相对较弱。调节效应分析进一步发现,教育层次、年级、目标语言及输入体裁显著影响促学效应的大小。本研究通过元分析对既有研究进行系统整合,在理论上验证了读后续写作为“输入—输出联动型任务”在多维语言能力发展中的整体促学价值,在实践层面为中学英语课堂教学设计与高考写作教学提供了循证依据与教学启示。

Keywords: 续译的促译作用, 元分析, 效应量, 调节效应

虚实融合的博物馆资源在国际中文文化教学中的批判性转化研究——多模态叙事分析与教学模型构建

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Abstract

国际中文教育的文化教学正处于由知识传输向意义协商转型的关键阶段，却仍面临文化表征碎片化、语言训练与文化理解脱节、跨文化批判性思维培养空泛等困境。虚实融合的博物馆资源，虽被视为文化教学资源宝库，其应用却多停留在单向文化介绍或浅层情境沉浸，既未能深入剖析并转化其叙事背后的权力结构与意识形态博弈，也未能真正服务于学习者批判性文化意识的建构。为破解此困境，本研究核心问题是：如何将博物馆展览中复杂的多模态叙事，系统转化为培养国际中文学习者批判性跨文化能力的教学资源？研究选取陕西历史博物馆与东京国立博物馆的线上线下茶文化展览作为对比案例，运用多模态批评话语分析方法，解构二者如何通过文物、文本、图像、空间等符号的协同，分别建构“历史本源权威”与“仪式美学主体性”两种权力叙事，并揭示其背后“文化调适权”的策略运作。基于此，本研究进一步提出了指向教学转化的“双轨四维”融合模型。该模型以“情境—认知具身”、“符号—语言转译”、“实践—能力生成”为内在机制，依托实体与虚拟的双轨场域，系统引导学习经历“物—文—语—域”的循环认知过程。以“茶文化”为例，研究展示了如何依据该模型，将叙事分析所揭示的差异与张力，设计为可操作、分层级的批判性教学任务，从而将博物馆从静态权威展示场所，转化为开展文化对话与意义协商的动态教学空间。本研究在理论层面将批判博物馆理论与语言教育相结合，夯实了博物馆叙事作为“批判性教学语料”的理论基础；在实践层面，则提供了一套从资源解构到教学建构的完整路径与工具，为国际中文教师开展深度文化教学提供了可迁移的方案，实质性地推动了文化教学向批判性、协商性范式的转型。

Keywords: 虚实融合博物馆资源, 多模态叙事, 批判性文化教学

Day 2 Session 4D

Semantic Prosody Across Varieties: Linking Usage and Intuition in Chinese Long Passive Variation

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KU Leuven

Abstract

Following a quantitative turn, variationist corpus research succeeds in modeling probabilistic constraints on usage, yielding valuable insights into the implicit grammatical knowledge that language users have when making variant choices. Guan, Szmrecsanyi and Zhang (2024) presented the first multifactorial analysis of Chinese long passive constructions across Mainland and Taiwan Chinese and confirmed their complexity under both language-internal and external probabilistic conditioning. Among which, the effect of semantic prosody and its interaction with language variety stand out. However, even with rigorous statistical methods, corpus-based studies may not fully capture speakers' mental representations (Dąbrowska 2016) or their implicit knowledge of language use (Bresnan 2007). Thus, researchers combine corpus studies with psycholinguistic experiments, which tap into speakers' intuitions about the naturalness of grammatical variants in real-life contexts. Building on Guan et al. (2024)'s corpus-based study, this study investigates the extent to which speakers' intuitions align with corpus-based probabilistic patterns and cross-varietal effects of semantic prosody in Chinese long passive constructions marked by *bèi*, *gěi*, and *ràng*. A ranking task experiment was conducted with 115 participants from Mainland China and Taiwan, and the data were analyzed using Bayesian multivariate cumulative regression. Results indicated that participants' naturalness judgements were sensitive to and primarily driven by relative frequency information, with *bèi* consistently ranked as the most natural variant, followed by *ràng* and *gěi*. The predicted interaction between semantic prosody and variety was validated only for *bèi*, suggesting a stronger entrenchment of probabilistic patterns for dominant or prototypical variants. Significant effects of variety and age further revealed a transferable preference along the grammaticalization chain and a sociolinguistic layering of language standardization in Mandarin Chinese. A post-test additionally revealed *yóu* as a stylistic alternative beyond the three grammaticalized passives. We conclude that beyond probabilistic grammars, frequency information, prototypicality, and sociolectal conditioning jointly shape the passive variation in Mandarin Chinese. These findings emphasize the pedagogical necessity of incorporating all these four dimensions of variation into Mandarin language instruction.

Keywords: passives, variation, ranking task experiment, Mandarin Chinese

动态语言接触与句末副词的构式化：新加坡华语句末“才、先、也是”的三条发展路径

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Abstract

本研究探讨新加坡华语中句末副词的发展路径，主张这一系统应理解为一个以立场（*stance*, Kiesling 2022）为核心、在动态语言接触中不断演变的构式网络。随着新加坡华人社群的语言生态从早期以闽南话、潮州话等华人方言为主要家庭语言的多语环境（Lim 2007）逐步转向当代以英语为主导的双语生态（Singapore Census of Population 2020），不同句末副词在输入来源、功能竞争与语用需求的推动下呈现出衰退、强化与创新三条不同的变化轨迹。本研究以“才、先、也是”三个典型副词为例，利用新加坡华语口语数据库（Lin et al 2024），展示新加坡华语句末副词构式的系统性与动态性（例 1-3 分别为句末例子）。(1) 它那边两个小时才。(2) 爷爷带艾斯去先。(3) 后来 hor 我们就 out 这个朋友也是了。首先，句末“才”早期被视为受南方方言影响而出现（Chen 1986），但我们的语料显示其在当代新加坡华语中已明显式微。其衰退可能与语言生态变化及“而已”的强势竞争有关，反映了某些接触诱发结构在缺乏稳定输入时可能逐渐退场。其次，句末“先”可能同时受到南方方言与英语中句末副词 *first* 位置的结构许可性影响，属于原本存在并持续使用的构式。通过比较句中与句末用法，我们发现句末“先”在当代新加坡华语口语中更常表达主观性与立场，显示既有构式在双语环境中发生了语用与功能上的强化。最后，句末“也是”在普通话中罕见，但近年来在新加坡华语中产生并逐渐形成较为系统性的分布，在句末槽位表达评价、对齐等立场功能。其出现与新加坡英语中句末 *also* 或 *too* 的结构许可性有关，并在该位置发生语用化，从而推动句末“也是”的构式化，显示英语主导生态推动了新构式的兴起。整体而言，这三种不同的发展路径揭示了新加坡华语句末副词系统在接触环境中的动态构式化过程。本研究表明，语言接触并非静态或单向的结构借用，而是随生态变迁不断重塑的动态机制，对理解接触语的构式化与新加坡华语的演变提供了新的实证与理论参考。此外，这些现象也显示，新加坡双语者可能并非在两种语言中分别使用句末副词，而是在跨语言层面调动共享的句末构式槽位，从而增强句末副词在新加坡华语中的生产力，并提高其构式化潜力。这种跨语言的结构位置共享与功能扩展，与“双系统构式语法”（Diasystematic Construction Grammar, Boas & Höder 2025）所强调的“多语者调动语言非特定构式资源”的预测相一致，进一步说明接触影响不仅涉及词汇层面的借用，也涉及构式槽位本身的可用性与扩展。

Keywords: 语言接触, 新加坡华语, 句末副词, 构式化

同中存異：泛華語地區動詞虛化比較研究

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2. City University of Hong Kong

3. Chilin (HK) Ltd.

Abstract

動詞虛化是語言的普遍現象，在各地華語中也不例外。這是語言教學的重要課題，也牽涉語言演變的機制。本研究聚焦於華語動詞的虛義用法，研究語義演變在泛華語地區的規律及內在機制。我們結合縱向、橫向兩個維度，以泛華語共時語料庫 LIVAC 4.0 為本，比較歷時（1995-2016）與跨地（香港、台灣、北京、上海、澳門、新加坡等）的異同，考察「給予、予、加、幹、弄、打」的隱喻化進程。這些動詞同時具有實義（如「加戲、打拳」）及虛義（如「大加讚賞、打造」）用法，後者往往由隱喻化促成，由具體動作引伸至抽象行為，甚至在賓語中也有體現（如「打造汽車業的航空母艦」）。我們提出隱喻化距離指數（Metaphorization Distance Index, MDI）來量度兩地之間的虛化差異，由虛 / 實義的比例經標準化詞頻加權後計算而成（0=完全一致；10=截然不同）。基於逾 25,000 句實例，我們發現各地的隱喻化發展進程同中存異。部分重要發現如下：一、某些地區有明顯的合流現象，如港—台、京—滬等（參圖一），並經統計模型證實。二、有趣的是，即使港、澳同為粵語地區，當地中文報章中的動詞虛化仍有明顯差異：澳門接近北京，香港接近台灣。三、我們也找到不同地區互為影響的定性證據，如新加坡在 1995-2000 時段中往往報導香港新聞，是為合流的直接佐證。四、整體比較顯示以北京為代表的內地中文的隱喻化最為發達，而泛華語地區的語言演變普遍有趨同現象。總結而言，我們強調一個長期監測多個地區的嚴謹大語料庫對揭示全球華語的發展趨勢有重要價值，且能為華語教學提供適合的指標。

Keywords: 虛義動詞, 隱喻化, 泛華語地區, 語言演變, 語言變異

英汉致使单动词非终结效应的比较研究：基于生成建构主义视角

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Abstract

英汉语致使性单语素动词在能否允准非终结效应上存在显著差异，如例（1）-（2）所示，英语致使单动词表达致使性完成事件，其预期结果不可取消；而汉语的对应动词在完整体中并不蕴含结果的实现，可对预期结果进行否定。（1）a. *Peter killed Bill, but Bill did not die. b. *John burned his book, but it didn't get burnt at all. （2）a. 张三杀了李四，但是李四没有死。 b. 约翰烧了他的书，但根本没烧着。该现象受到学界广泛关注，目前存在“非同类说”和“同类说”两种观点，两者的分歧在于英汉语的差异应归结于动词本身的语义类型差异（Tai 1984；Shi 1988；Talmy 2000；Lin J. 2004；Huang 2014，Zhang 2018 等），还是归结于动词之外的其他因素，如体标记“了”或体压制的的作用（Altshuler 2014，Martin and Gyarmathy 2018；Martin 2019，2020；张小倩 2022；王媛 2025 等）。事实证明，上述两种观点均存在片面性，无法合理解释汉语母语者在非终结效应接受度上的个体差异（Chen 2017；Liu 2018）。基于生成建构主义思想（Borer 2005，2013；Ramchand 2008；Mateu 2012，2017；Lohndal 2014；Folli & Harley 2020 等），本文提出英汉语的差异在于动词词根的类型差异及其与事件句法的适配关系。依据 Hopperdietzel（2024）的词根类型三分法，本文认为“杀”、“烧”等在词根特质性意义上具有不确定性，属于汉语未定类词根，其具体类型取决于所结合的功能性句法投射。词根所处的句法配置环境可激活或抑制其结果义，在句法配置不明确时会存在两可解读，这能够解释汉语母语者在例（2）接受度上的个体差异。与之相对，英语致使动词（kill，burn 等）为典型（致使性）结果词根，其结果义内置于词汇概念结构中，不能通过句法配置压制或消除，因而无法允准非终结性解读。英汉语非终结效应相关维度的对比可以归结为下表：汉语 英语 词根本体类型 未定类词根（致使性）结果词根 词根定类位置 句法（功能性结构） 词库（词汇概念结构） 词根灵活性 高（兼容多种句法骨架） 低（受限于词根本体类型） 非终结效应 由句法配置允准或压制 由词根类型决定 表 1：英汉语非终结效应差异的相关维度对比 基于以上讨论，本文进一步提出“词根-句法适配性参数”（Root-Syntax Compatibility Parameter），该参数既可以解释英汉语在非终结性效应上的不同表现，也可以解释英汉语在论元实现可变性上的其他一系列差异。

Keywords: 致使单动词, 非终结效应, 生成建构主义, 词根-句法适配性参数

A Collostructional Analysis of the Alternative Negative Comparatives: Pragmatic Inferencing with Semantic Polarities

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Abstract

This paper examines the functional differences among three key negative comparatives in Mandarin—X+bù-bǐ/méiyǒu-bǐ/méiyǒu+Y+A (Chen & Zhou 2005). While all three patterns serve as negative comparatives denoting inequality, they differ in several respects. Semantically, both the bù-bǐ and méiyǒu-bǐ patterns can convey the meaning associated with the méiyǒu pattern, but not vice versa (Aihara, 1992; Xu, 1996; Liu, 2004; Xie, 2006; Zhang, 2024), as in tā bù(/méiyǒu) bǐ wǒ gāo ‘he is not taller than me’ and tā méiyǒu wǒ gāo ‘he is not as tall as me’, respectively. Yang and Liu (2023) indicate that méiyǒu-bǐ exhibits a distinct collocational pattern and constitutes an independent construction among the three. Zhang (2024) further argues that méiyǒu prefers positive Attributes, whereas bù-bǐ shows no such collocational preference. Distinctions among the three patterns have largely focused on an isolating interface, while a multi-faceted analysis remains lacking. Treating these alternatives in isolation overlooks their interconnectedness, as they share either the same negator or the same comparative marker. Consequently, the motivations underlying their distributional and grammatical contrasts remain underexplored. Hence, this study adopts a corpus-based collostructional analysis to examine their prototypical grammatical features in terms of form-meaning associations and offers a cognitive and functional account for the distinctions. The collostructional analysis shows that bù-bǐ preferentially selects scalar adjectives denoting negative or insufficient quantity (e.g., chà ‘poor’, shǎo ‘scarce’), whereas méiyǒu favors adjectives expressing positive or sufficient quantity (e.g., hǎo ‘good’, dà ‘big’). Méiyǒu-bǐ displays a hybrid profile. In addition, méiyǒu and méiyǒu-bǐ tend to co-occur with change-of-state Attributes, while bù-bǐ favors stative ones. These patterns reflect functional distinctions among the negators and cognitive semantic polarity of the Attribute (Croft & Cruse 2004): bù-bǐ yields a polarity-reversing interpretation, méiyǒu-bǐ encodes negated evaluation, and méiyǒu expresses existential negation. Pragmatically, the bù-bǐ pattern denies scenarios that contradict the speaker’s positive expectations, consistent with Leech’s (1983) “Pollyanna Principle”, whereas the méiyǒu pattern negates the existence of positive scalar projections, thereby highlighting the distance between the comparative entities. The study offers new insights with cognitive and functional accounts to analyze the constructional association with pragmatic implicature, with pedagogical implications for a more accurate presentation in textbooks.

Keywords: Chinese Alternative Negative Comparatives, Pragmatic Inference, Semantic Polarity, Collostructional Analysis

Day 2 Session 5A

人工智能輔助古代漢語教學：以香港大學通識課程為例的教學模型探討

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Abstract

人工智能的迅速發展為大學教育帶來全新的挑戰。本研究聚焦香港的特殊語境，探討在以古代漢語為本的通識課程中引入人工智能所引發的教學法思考——尤其面對背景多元、於中國古代文獻認知不一的學生群體，人工智能應如何定位及使用。為了具體回應此議題，本研究以香港理工大學中國歷史與文化通識課程「世說與新語：漫讀中國古典短篇小說」為實證場域。教學實踐顯示，傳統的文本細讀若無顯在的嚮導角色（如有效植入語言分析工具、描繪文學地圖等），非專業背景的學生幾乎不可能在短時間內確立學習條件與興趣。因此，課堂嘗試以人工智能輔助的計算語言學方法為介入手段，降低學生的入門門檻。在此基礎上，本研究設計並比較了兩種教學模型，以探討人工智能適切融入的路徑。一將人工智能的宏觀分析結果（如主題聚類、時空聯繫等）視為待證假設，引導學生以精讀文本來加以驗證或挑戰；二則採相反次序，先以文本細讀培養學生的語感與問題意識，再指導他們向人工智能提出更具深度的探詢指令。此二者的核心設計，旨在建立「宏觀遠讀」與「微觀細讀」之間的教學循環，從而避免學生對人工智能產生不加批判的依賴。透過上述教學實踐，本研究將人工智能的角色從單純的「工具」提升至可供對話、協商乃至詰問的「學習夥伴」，並從這一教學模式的具體思路與學理反思，探討如何善用人工智能技術，同時有效培養學生的資訊素養與批判思維，以期為人工智能時代下的古代漢語教學提供具意義的參考。

Keywords: 人工智能輔助教學, 古代漢語, 通識教育

人工智能工具在輔助備考口試中的優勢與不足 —— 一項以學生為中心的調查研究

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Abstract

伴隨著人工智能工具的迅速更新換代，在第二語言教與學領域，教師扮演的角色正在發生重大的變化。以口試為例，學生過去在準備過程中主要依賴教師，而現在學生可以借助人工智能工具，完成多方面的學習任務。例如準備口試文本，提高文本的準確性等。同時，也可以將文本轉換成發音標準、語調自然的樣板，進而模仿練習。除此之外，學生還可以借助人工智能工具生成問題，並與人工智能工具實現自然對話，幫助自己更好地準備問答環節。業界普遍認為人工智能工具在輔助學生準備口試方面具有顯著優勢，那麼在實際的學習中，具體的情況又是如何呢？學生如何評價人工智能工具的輔助作用？跟教師相比，人工智能工具的優勢與不足在哪？如果教師可以為每位學生提供時間充裕的輔導，學生會在教師與人工智能工具之間如何進行選擇？此外，學生自身學習動機、學習能力的差異，又是否會對上述問題產生影響？本文擬以香港理工大學初級漢語班的學生作為研究對象，通過調查問卷與訪談的方式，對上述問題進行研究，了解學生使用人工智能工具準備口試的體驗，以及對人工智能時代教師在哪些方面仍然具有無可替代的作用的看法。此研究以學生為中心，希望研究結果能夠有助教師對以上問題有更全面的認識，從而更好地與人工智能工具「協作」，幫助學生提高學習成效。

Keywords: 人工智能工具, 初級漢語, 口試, 優勢, 不足

基于量子语言模型的中国古典叙事诗学时空演变研究

徐佳

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Abstract

量子语言观认为，语言本身具有量子化的生成与互动特征。我国古典叙事诗歌的语言具备非线性、语境依赖性与动态关联性复杂时空属性，这与量子语言观中语义叠加、观测坍缩与意象纠缠等现象形成同构。本研究基于 python3.13 环境引入量子语言模型，通过自动分层筛选与典型样本抽样的方式，选取 2400 个代表性文本进行分阶段的量子化建模，提取出各时期的量子叙事特征参数（叠加度、纠缠度和相似度），形成历时量子语言模型，并以此分析中国古典叙事诗学的内在语言结构与时空演变规律。研究发现，中国古典叙事诗学呈现一条从经典确定性向量子态演化的非线性时空演变路径。先秦至两汉时期，叙事诗处于“经典确定性时空”，语义结构受伦理观测约束。魏晋至唐时期进入“量子激发与跃迁”阶段，主要特征是高维语义叠加态与复杂意象之间的纠缠，叙事时空从确定性跃迁至可能性维度。宋代以后，在理学思辨与市民文化等外部参数驱动下发生“量子分岔”现象，叙事诗歌形成了雅、俗两种时空并存模式。直至明清时期，叙事时空与意象耦合出现典型的“环境退相干”效应，其语义叠加的可能性与纠缠的复杂性均被系统性抑制，叙事诗歌呈现出高度坍缩状态。历时量子语言模型进一步识别出量子螺旋型、量子纠缠型、量子干涉型与量子坍缩型四种时空演变机制，为中国古典叙事诗学连续因果向离散概率的时空演化转变提供新的解释框架和分析范式。

Keywords: 量子语言模型, 中国古典叙事诗学, 时空演变

從反向解釋到具體的人生體驗：生成式人工智能作為晏幾道語言研究的啟發與理論工具

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Abstract

通過填寫提示詞進行假設（如：晏幾道未曾家道中落），命令生成式人工智能生成相關文本。通過分析這些文本，探究生成式人工智能在語言方面與原作的不同之處，從而探究是哪些具體的歷史、情境等要素，支撐著晏幾道獨特用語？生成式人工智能中的「彩雲」、「琵琶」是孤立的詞語，而晏幾道詞中的這些意象，實則是其聽覺與觸覺等要素的交彙點，構成了晏幾道用詞的整體性。生成式人工智能對於晏幾道詞的模仿失敗，不應僅被視為一種技術失敗，而應被重新定義為可以反向解釋語言的途徑之一。通過分析人工智慧作品與原作在語言上的偏差，可以看出人類在語言寫作中不可替代的核心——具體的人生體驗。首先研究漢語語言學用法，將其從一般情況下的漢語語言推進至具體情境下對寫作語言的研究。晏幾道詞中的語言，體現了其特定身份（作為沒落貴族身份等等）在具體文化場景（如歌筵酒席）中，與外在事件互動生成的、不可分割的語言構思過程。生成式人工智能的局限，根本上在於其缺乏歷史情境中的主體性領悟與意識投射。這也啟示數位人文研究模式從數據收集轉向另外的方向——或許不在於讓生成式人工智慧的語言更像人，而在於利用虛擬實境（VR）與增強現實（AR）等技術，嘗試為讀者構建一個可進入部分的類比歷史環境，從而探索漢語語言學在數字媒體中的傳播路徑。

Keywords: 生成式人工智能, 晏幾道, 漢語語言學

The Improvement of LLM-Generated Fractured Fairy Tales on Sustainable Engagement in Singaporean Children's Chinese Reading

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Abstract

The rapid development of Large Language Models (LLMs) and their capacity to generate customized reading materials has opened new possibilities for integrating artificial intelligence into second-language education. Although prior research has examined the technical affordances of LLMs in language learning, empirical evidence remains limited on how LLM-generated literary texts function pedagogically, particularly in Chinese as a Second Language (CSL) contexts involving young learners. Addressing this gap, the present study examines whether fractured fairy tales generated by ChatGPT can foster sustainable reading engagement among Chinese-speaking primary school students in Singapore. Grounded in theories of reader engagement, narrative-based language learning, and motivation development, the study investigates the dynamic relationships among young readers, narrative texts, and LLM-generated content. Fractured fairy tales refer to narrative adaptations that deliberately rework well-known fairy tales by modifying plot structures, character roles, or thematic emphases, grounded in recognizable story frameworks. By reconstructing familiar narrative structures while introducing altered perspectives, fractured fairy tales are hypothesized to support reading motivation and comprehension through the activation of prior story knowledge and the encouragement of active meaning-making. The study further proposes conceptual models illustrating how LLM-mediated storytelling may contribute to sustained reading motivation through narrative familiarity, iterative interaction, and cognitive engagement. An empirical mixed-methods design was adopted. Fifty readers aged 10 to 12 participated in a structured reading project combining pre- and post-reading surveys, reading assessments, and reading observations. Participants engaged with ChatGPT-generated fractured fairy tales over a designated reading period. Quantitative data examined changes in reading motivation, engagement, and comprehension, while qualitative data captured readers' interpretive responses and reading behaviours across contexts. Preliminary results indicate that ChatGPT-generated fractured fairy tales elicited noticeable motivational responses. The inclusion of familiar narrative elements, particularly localized Singaporean contexts, appeared to lower access barriers and support more immediate engagement. Over 70% of participants reported a desire to reread the stories at least twice and expressed interest in further reading within this genre, suggesting potential for sustained engagement rather than one-time exposure. The findings are expected to demonstrate a positive association between exposure to LLM-generated fractured fairy tales and sustainable Chinese reading engagement among young CSL learners, especially those with moderate reading proficiency. By empirically examining LLM-generated literary texts in an educational setting, this study contributes to ongoing discussions on the pedagogical role of advanced technologies in CSL education. It positions LLMs not as replacements for human-authored texts but as complementary tools that support literacy development, reader engagement, and narrative learning in multilingual environments.

Keywords: Reading Motivation, Second Language Acquisition, Singaporean Children's Chinese Reading, AI Creation

Day 2 Session 5B

香港非华语小学生量词偏误分析——基于语料库研究

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Abstract

量词是汉语语法体系中的重要组成部分，也是汉语二语习得的公认难点。现有研究表明留学生量词偏误大多受单一的母语背景影响，但关于对多语环境下的量词偏误的研究较少，特别是香港非华语学生的量词习得情况，该群体处于乌尔都语、印地语等母语与粤语并存的多语环境中，其使用汉语量词时，既受到母语迁移的影响，也受到粤语干扰。然而，有关这一群体量词偏误的实证研究仍相对不足。在此背景下，本研究基于香港理工大学中文及双语学系研发的“香港非华语学生语料库”中的量词偏误，系统分析不同年级、不同母语背景学生汉语量词使用中的偏误类型与分布特征，回答多语接触环境下量词偏误的主要类型及迁移机制等问题。研究采用定量与定性相结合的语料库分析法，通过统计高频偏误量词及典型偏误形式，对比普通话与粤方言的差异，分析多语接触环境中，母语与粤语双重影响在量词习得中的作用。本研究预期依据学习者在量词使用中存在的问题，构建具有教学意义的“高频偏误量词表”，并提出针对性的教学策略。研究结论有望为香港非华语学生汉语量词教学提供实证依据，有效提高学生在量词使用中的准确性与流畅度。同时也将从语言接触与跨语言迁移视角丰富汉语量词习得理论，为构建多语言环境下的汉语量词习得模型提供支撑。

Keywords: 量词偏误, 汉语作为第二语言, 基于语料库研究, 香港非华语学生

Automated Reading Text Grading for International Chinese Education Using BERT and Standards-Based Cross-Attention

Zhang Tingyu, Lei Lei

Shanghai International Studies University

Abstract

Automated Reading Text Grading for International Chinese Education Using BERT and Standards-Based Cross-Attention Reading text grading plays a crucial role in international Chinese language education, as it provides an objective basis for selecting, adapting, and developing instructional materials across proficiency levels. With the release of the Chinese Proficiency Grading Standards in 2021, there is an urgent need for automated reading grading models aligned with the three-tier nine-level framework. In response to this need, this study proposes an automated reading text grading model for international Chinese education. Specifically, we constructed a large-scale, standards-aligned dataset comprising diverse text types, including domestic and overseas Chinese textbooks as well as HSK reading materials. Texts were annotated according to both three-level and seven-level difficulty schemes mapped to the Standards. We first developed baseline models using traditional machine learning and neural approaches, including Naive Bayes, Support Vector Machines, and LSTM. We then fine-tuned a Chinese BERT model for reading grading. The BERT model was further enhanced through a cross-attention mechanism that incorporated structured linguistic features derived from the Standards, specifically graded information on characters, vocabulary, and grammar. The cross-attention design enabled dynamic interaction between BERT's contextual embeddings and static difficulty representations, allowing the model to prioritize linguistically salient features relevant to proficiency levels. Experimental results showed that the BERT-based model substantially outperformed the baseline models. Moreover, the standards-integrated BERT model achieved exact accuracy of over 90% and adjacent accuracy of 100% in three-level classification, and exact accuracy of approximately 79% and adjacent accuracy of 99% in seven-level classification. Ablation experiments showed that grammatical features contributed most strongly to classification performance, followed by character-level features, highlighting the central role of grammar in reading difficulty differentiation. Therefore, this study offers practical implications for international Chinese education. The proposed model provides a scalable and interpretable tool for grading reading texts, supporting textbook development, text adaptation, and proficiency-aligned assessment. More broadly, this study demonstrates how linguistic standards can be effectively integrated with deep learning models to support evidence-based language teaching in the era of generative artificial intelligence.

Keywords: Reading grading, International Chinese Education, BERT, Integrated Standards, cross attention

More Graceful, Less Familiar? A Corpus-Based Study of Literary Grace in Chinese Writing

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Abstract

Defamiliarization refers to making familiar language appear unfamiliar to disrupt automatized perception and deepen aesthetic engagement (Shklovsky, 1917). Empirical studies in cognitive psychology and neuroscience suggest that formal linguistic deviations, such as novel word choices, syntactic variation, and rhetorical salience, can heighten attention, increase cognitive load, and enhance aesthetic response (Jacobs & Willems, 2018). Yet in advanced Chinese writing instruction and GenAI-assisted writing, “literary grace” remains difficult to operationalize for assessment and feedback, because it is a multidimensional construct, existing studies often focus on single dimensions, and large-scale evidence from Chinese texts is still scarce. To address this gap, we analyze two large-scale Chinese corpora: the paragraph-level Chinese Literary Grace Corpus (CLGC; 1,856,838 tokens, annotated for literary grace level and figures of speech) (Li et al., 2022), and a self-built sentence-level corpus (433,044 tokens). We extracted 58 linguistic features spanning four dimensions, familiarity, diversity, complexity, and figures of speech, and assessed their predictive value for literary grace classification using a support vector machine (SVM). We further examine whether these feature families provide stable signals across textual units (paragraphs vs. sentences). All four dimensions robustly predicted literary grace levels, yielding F1 scores above 85% in the CLGC and above 65% in the sentence-level corpus. The overall weighted F1 scores reached 89.94% and 78.25%, respectively. Key predictors include mean log character frequency, lexical acquisition level, mean number of figure-of-speech, mean concreteness score, out-of-vocabulary (OOV) rate, semantic dispersion, and the sensory adjectives rate. While performance decreases at the sentence level, the results suggest a partially shared predictor set, pointing to a transferable and interpretable feature profile: high-grace texts tend to employ less frequent, more diverse, syntactically complex, and rhetorically elaborated linguistic forms, which can serve as feedback dimensions in advanced Chinese writing pedagogy. These findings support the defamiliarization hypothesis, suggesting that processing difficulty and formal deviation contribute to heightened aesthetic responses. They also offer corpus-grounded, interpretable targets for advanced Chinese writing pedagogy and evaluation in GenAI-assisted writing contexts beyond fluency alone.

Keywords: Defamiliarization, Corpus linguistics, Chinese writing, Literary grace, Interpretable machine learning

“Playing Games, Learning Chinese”: In-Game Text for L2 Chinese Vocabulary Learning - Evidence from Corpus Modeling

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Abstract

As digital environments become increasingly immersive and interactive, the potential for utilizing internal text in games to facilitate L2 learning is gaining recognition. Video games offer a unique blend of contextual and experiential learning, where players engage with the text in a meaningful and dynamic way. This study aims to explore the impact of text-rich open-world RPG mobile games, Genshin Impact, on L2 Chinese vocabulary learning through corpus modeling. Previous research has analyzed in-game text from the perspectives of readability and lexical diversity, highlighting the potential of game text as a rich language resource for L2 learning. Furthermore, the present study centers on two research questions. The first is whether the lexical distribution of in-game Chinese text resembles that of natural Chinese corpora. The second is how HSK-level vocabulary coverage varies across different categories of in-game text. We have constructed a corpus of in-game text from Genshin Impact, one of the most internationally influential games produced by a Chinese game developer. The in-game texts are categorized according to their communicative functions: exploratory interactions, talk, quest texts, expository texts, and character-related texts. To evaluate the naturalness of the in-game corpus, two large lexical databases were selected for comparison: SUBTLEX-CH and Chipola, both of which represent contemporary spoken Chinese. In addition, HSK vocabulary lists were incorporated to assess lexical difficulty levels and estimate coverage across different text categories. Our findings reveal that the lexical distribution of in-game text is highly similar to that of naturally occurring corpora and reflects certain spoken-language characteristics. Across the entire corpus, HSK vocabulary accounts for nearly 85% of all tokens, a relatively high level of coverage. In addition, the study finds notable differences across genres, particularly, quest texts show the highest proportion of HSK vocabulary. More than 70 percent of quest-related tokens fall within the elementary HSK level, suggesting considerable potential for supporting vocabulary development among beginners. Finally, we discuss the feasibility of using in-game text from popular Chinese games as a resource for L2 vocabulary learning based on our analysis of HSK target words and propose several pedagogical suggestions.

Keywords: Chinese Vocabulary Learning, Education Technology, Lexical Coverage, Corpus Modeling

Corpus-based Constructional Analysis of Novel Usages: The case of “爱你老己”

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Abstract

1. Research Gap In the context of social media and Computer-Mediated Communication (CMC), Chinese constructions exhibit remarkable innovation and productivity. Recently, a "novel usage" represented by the phrase "爱你老己" has emerged on social media platforms like Sina Weibo. This expression not only breaks the traditional collocational constraints of the "老 + kinship/social appellation" pattern (e.g., "老妈", "老铁"), but also demonstrates a tendency to transcend fixed constructional frameworks. While existing research has largely focused on the affixation of the character "老", it has overlooked the flexibility of such novel usages regarding slot variation and their underlying cognitive motivations. 2. Core Questions (1) How does the expression come into being? From "爱你老 X" to "X 你老己" and even "爱我老己" or "爱你小己"? What mechanisms are involved in the process of constructionalization in using the expressions? (e.g., constraints related to syllables, parts of speech, semantics, syntactic position and patient analysis). (2). What are the unique functional motivations and semantic and pragmatic properties associated with the formal variations? 3. Theoretical Framework and Methodology This paper is primarily based on Goldberg's Construction Grammar and Traugott's theory of Subjectification. It first automatically collects example sentences for target words from Sina Weibo via web crawling, and then uses a mixed-methods approach combining "quantitative corpus analysis" with "AI-assisted qualitative analysis. Behavioral Profile analysis will be conducted with manual coding of the linguistic instances associated with this construction to investigate the morphosyntactic features of the construction. A detailed comparison is done to compare the corpus-based human analyses and AI-assisted analyses. 4. Key Findings The expression "爱你老己" is not an isolated lexical combination but a highly open Schematic Construction. (1). Formal properties: The construction exhibits bidirectional productivity. On one hand, the patient in the X slot generalizes from standard terms like "老妈" to the novel "老己". On the other hand, the verb and person slots have loosened, generating variants such as "恨你老己" (expressing self-mockery) or "爱我老己" (expressing self-affirmation). This evidence suggests that "老己" has gradually lexicalized into an independent psychological entity with anthropomorphic qualities. (2). Functional motivations: Corpus analysis reveals that this novel usage primarily serves functions of "emotional solace," "ritual marking," and "social performance." By "Self-othering", the self into an intimate object (老己), users construct a sense of care from an external perspective, thereby achieving deeper emotional resonance during moments of overwork, setbacks, or goal achievement. 5. Significance By analyzing "爱你老己" and its variants, this study reveals the constructional mechanisms and motivations of novel usages in internet language: advancing our understanding of the ever-evolving communicative needs and emotional resonance by restructuring conventional collocations. This study offers a new dynamic perspective for constructional research on the evolution of Chinese novel expressions and demonstrates the potential of Generative AI in assisting the excavation of low-frequency but high-value linguistic phenomena. This study suggests that modern Chinese pedagogy should move beyond fixed collocations to embrace the productivity of schematic constructions. By incorporating such novel expressions, educators can enhance learners' pragmatic competence in social media contexts, helping them navigate complex emotional expressions and "self-othering" social performances. Furthermore, the integration of Generative AI in this research illustrates a promising path for using technology to keep teaching materials dynamically updated with evolving linguistic trends.

Keywords: Constructional Analysis, 爱你老己, AI-assisted

Day 2 Session 5C
Monolingual versus Bilingual Instruction in L2 Chinese Grammar
Teaching: Behavioral Outcomes and Teacher–Student Interaction
Mechanisms

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Abstract

Instructional language choice is a central issue in second language (L2) teaching. While the first language (L1) interference hypothesis advocates exclusive use of the target language (monolingual instruction, MI), the L1 facilitation hypothesis supports the combined use of learners' L1 and the target language (bilingual instruction, BI). However, prior research has largely focused on single behavioral dimensions of learning outcomes, leaving unclear how instructional language affects multidimensional teaching outcomes and the neurocognitive mechanisms underlying teacher–student interaction during instruction. Combining behavioral experiments with functional near-infrared spectroscopy (fNIRS) hyperscanning, the present study compared 36 teacher–student dyads during L2 Chinese grammar instruction delivered in different instructional languages. The results showed that (1) MI yielded higher scores in skill application than BI, whereas no significant differences were observed in knowledge-related measures; MI was also associated with lower anxiety and mind wandering. At the neural level, BI elicited stronger activation in the left inferior frontal gyrus and weaker activation in the left superior frontal gyrus. (2) During instruction, teacher–student interpersonal neural synchronization (INS) was stronger under MI in low-level speech processing regions, but weaker under MI in higher-level social-interactive regions, with no differences observed in regions associated with semantic or mutual understanding. (3) Mediation analyses further showed that, under BI, increased brain activation related to learners' speech monitoring mediated higher anxiety; moreover, reduced INS reflecting weakened teacher–student mutual prediction, as well as enhanced INS reflecting students' passive following of teacher input, mediated increases in anxiety and mind wandering, respectively. By contrast, under MI, reductions in INS that reflect students' passive following of teacher input mediated improvements in skill application. Taken together, these findings suggest that BI weakens teacher–student predictive mechanisms and increases cognitive control demands related to speech monitoring, biasing learners toward more passive following of teacher input. These may offset the potential benefits of L1-based semantic scaffolding and emotional support, resulting in reduced grammatical processing efficiency, diminished skill application, and heightened anxiety and mind wandering. In contrast, MI appears to better support autonomous and efficient language processing. Accordingly, MI may be more effective for production-oriented tasks, whereas BI may be better suited to concept introduction or emotional support phases. From an integrated “input–teaching process–multidimensional outcomes” perspective, this study elucidates the neural mechanisms through which instructional language choice influences L2 grammar learning, highlighting the importance of matching instructional language to specific teaching goals and task demands.

Keywords: Instructional language choice, Second language (L2) grammar instruction, fNIRS hyperscanning, Teacher–student interpersonal neural synchronization (INS), Cognitive control

可及性视角下的汉语语篇回指加工研究：来自眼动的证据

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Abstract

可及性理论指出，回指形式可及性由高到低为零形式、代词、名词短语；且先行语可及性越高，越倾向使用高可及回指。但先行语可及性序列结论不一：NPAH认为主语可及性高于宾语；语料库研究发现存现宾语可及性不低于主语；启动研究表明主语可及性低于宾语。因此，先行语与回指形式可及性对应关系无定论，其心理现实性也缺乏检验。本文采用眼动阅读范式，考察汉语先行语位置和回指形式的加工情况。实验设计为3[先行语位置：主语(S)、一般动宾(O)、存现宾语(EO)]*3[回指形式：零形式(ZA)、代词(Pro)、名词短语(NP)]（见下表）。被试为54名汉语母语者。通过R语言分析了6-8区的首次注视时间、凝视时间、回视路径时间和总注视时间；及2/4区的回视入比率和回看注视时间。兴趣区1 2 3 4 5 6 7 8 9 S 昨天下午一位客人来到我家，∅/他/这位客人带了不少好看的礼物。O 昨天下午我家请了一位客人，∅/他/这位客人带了不少好看的礼物。EO 昨天下午我家来了一位客人，∅/他/这位客人带了不少好看的礼物。结果显示，先行语位置上，EO句加工最快，可及性最高；S句加工最慢：与语料库研究不同，但与启动研究一致，说明S的在线、离线加工地位不同。汉语NPAH呈“EO>O>S”序列。回指形式上，ZA句加工最快，是汉语优势回指；Pro加工最慢，可能与书面语名词化倾向、代词信息量少有关。交互效应表明，ZA回指EO句加工最快；ZA对句法位置最敏感。此外，回指形式效应出现更早、更持久，是更有效的加工线索。本文修正了汉语NPAH，并从在线角度重新审视了回指关系的加工地位。

Keywords: 汉语, 先行语, 回指形式, 可及性, 眼动

The Non-Nativelike Neurocognitive Signatures of Hierarchical Syntax Processing: ERP Evidence from Second Language Learners of Mandarin Chinese

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Abstract

The hierarchical nature of human language requires human brain to internally parse and represent different dependencies (short dependency or long dependency) among syntactic objects. Within the electrophysiological explorations on morphosyntactic processing, few studies focused on hierarchical syntactic structure processed by Chinese second language (L2) learners. This event-related potential (ERP) study investigated the processing of hierarchical syntactic structures in 20 intermediate- to advanced-level Chinese L2 learners from Angola, Indonesia and Thailand, whose first language (L1) were Portuguese, Indonesian, and Thai, respectively. We used a syntactic violation paradigm, and created low-level and high-level syntactic structures by embedding a verb-modifier di-phrase and a noun-modifier de-phrase in Mandarin short passive sentences. Compared to our previous findings from native Chinese speakers, the behavioral data from the L2 group revealed significantly lower accuracy rates than L1 group in all conditions, and higher accuracy rates in low-level conditions than in high-level conditions in the grammaticality judgment task, indicating that hierarchical syntax processing posed greater difficulty for the L2 learners, particularly with high-level structures. The ERP data of Chinese L2 learners showed a broadly distributed and enhanced P600 effect across all conditions, suggesting increased cognitive effort during the processing of hierarchical syntactic structures. The observed P600 effect may further reflect that L2 processing of Chinese hierarchical structures was modulated by L1 positive transfer and cross-language syntactic similarity, pointing to dynamic interactions between pre-existing linguistic knowledge and newly acquired syntactic rules. The absence of a biphasic Left Anterior Negativity-P600 pattern indicated that even proficient late L2 learners, despite having developed robust representations of complex syntactic information such as hierarchical syntax, did not achieve the level of automatic processing characteristic of native Chinese speakers. Additionally, the observed right hemisphere engagement—including a Right Anterior Negativity(RAN)-like component—implied that L2 processing of hierarchical syntax in Chinese might rely more heavily on right hemisphere and involved neural substrates associated with attentional control, monitoring, and executive functions. The right-lateralized negativity observed in L2 group may also reflect the difficulty of processing the long-distance dependency formulated by phrase structure grammar (PSG). This study offers electrophysiological evidence for the potential effects of L1 transfer and cross-linguistic structural similarity on L2 acquisition. The findings carry practical implications for pedagogical practices in Teaching Chinese to Speakers of Other Languages (TCSOL).

Keywords: Mandarin Chinese processing, Second language learners, ERPs, Hierarchical syntactic structures

Short-term training experience shapes the neural representation when processing alphabetic and logographic words: an EEG training study

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Abstract

Recent research on third language (L3) acquisition has proposed several influential models, such as the L1 factor hypothesis, the L2 status model, and the linguistic proximity model. However, most of these models are based on learners of alphabetic languages, with relatively little attention paid to learners whose first language is Chinese, a logographic writing system. Previous neuroimaging studies have demonstrated distinct neural representations for alphabetic and logographic scripts. Although some research has examined neural dynamics during monolingual language learning, it remains unclear how learning multiple languages with different orthographic transparencies reshapes neural processing, particularly in a multilingual context. To address this issue, we recruited 30 native Chinese speakers who had learned English as their second language to acquire two novel languages—Jiaguwen and Russian—using a short-term artificial language learning paradigm over approximately one month. Jiaguwen shares visual-orthographic characteristics with Chinese characters, whereas Russian represents an unfamiliar alphabetic script. The training consisted of three stages: visual form training, phonological training, and semantic training. EEG signals were recorded before and after each training stage using a one-back task. The results showed that the N170 component elicited a larger amplitude for Chinese characters than for Jiaguwen and Russian words, while no significant differences were observed between Chinese characters and English words, nor between Jiaguwen and Russian words across all EEG sessions. For the P200 component, following visual form training, Jiaguwen and Chinese characters elicited similar amplitudes, both of which were significantly larger than those for Russian words, whereas English and Russian words showed similar amplitudes. In contrast, the N400 component revealed similar patterns for Chinese characters and English words, as well as for Jiaguwen and Russian words after visual form training, and these patterns remained stable throughout the training process. These findings suggest that prior language experience shapes neural processing of new languages in a script-dependent manner, with different ERP components reflecting distinct stages of orthographic, phonological, and semantic processing. The present study provides neurocognitive evidence for understanding how Chinese learners process and acquire languages with different writing systems, offering new insights into the neural mechanisms underlying multilingual and third language learning.

Keywords: Chinese characters, Jiaguwen, Russian words, Word processing, Orthographic transparency, Language training, ERPs

Acquisition of the blocking effect in L2 Chinese by L1 Indonesian speakers

Lyu Jun, Sarah Yunita

Peking University

Abstract

Background This study investigates L1 Indonesian speakers' processing of reflexive *ziji* ('self') in L2 Chinese in relation to the blocking effect phenomenon. In Chinese, the reflexive *ziji* can be long-distance (LD) bound by a non-local subject; however, when the local subject is a 1st-person pronoun, LD binding is not allowed (e.g., 'John₁ said I₂ like self*_{1/2}'s shirt'). This is because (i) LD *ziji* is empathic (perspective-sensitive), requiring the speaker or reader to empathize with the non-local subject or empathy locus and (ii) the 1st-person pronoun 'I' is a stronger empathy locus and is prioritized over a 3rd-person empathy locus (e.g., Kuno'87). The Indonesian 'half-reflexive' *diri-pro* ('self-pro') can function as a reflexive when locally bound; but when bound non-locally, it functions as a pronoun and does not exhibit blocking effects (e.g., Cole & Hermon'05; Kartono'13). Thus, a crucial question is whether Indonesian-speaking L2 Chinese learners can acquire the empathic features of *ziji*. **Methods** Forty-three L2 Chinese learners, in addition to 33 L1 Chinese and 40 L1 Indonesian control speakers, participated in three picture-based truth-value judgment experiments, respectively. Two factors, ANTECEDENT (local vs. non-local) and BLOCKER (blocker vs. non-blocker) were fully crossed in a 2x2 factorial design. In each of the 3 experiments (L1 Indonesian, L1 Chinese, L2 Chinese), participants first made a forced choice acceptability judgment and then rated the acceptability of a particular reading using a 7-point Likert scale. The L2 participants also completed a cloze test (L2 proficiency) and a language background survey. Mixed effects logistic and linear regressions were run over forced choice judgments and acceptability ratings, respectively. **Results & Discussion** We highlight three main findings. First, consistent with prior theoretical discussions of *diri-pro* (e.g., Cole & Hermon 2005; Kartono 2013), our experiments show that *diri-pro* does not show any blocking effect and, unlike *ziji*, cannot function as a LD empathic reflexive. Second, L2 speakers can acquire the empathic features of *ziji*, particularly at higher proficiency levels, in line with predictions of the Feature Reassembly Hypothesis (e.g., Lardiere 2009). Finally, L2 speakers face greater difficulty in establishing long-distance dependencies, which may explain their lower acceptance of non-local binding in the non-blocker conditions.

Keywords: Chinese, second language acquisition, reflexive

Day 2 Session 5D

构建“课堂—社区—田野”连续体：高年级中文桥梁课程设计初探

Ma Yinqiu

Princeton University

Abstract

近年来，美国华语教育在中小学阶段持续推广，同时华人人口亦迅速增长。2022–2023 年人口普查数据显示，美国华人总数已接近 600 万（包括台裔美国人），成为美国增长最快的族裔之一。这一变化促使大学阶段中文学习者结构发生明显转变：一方面，有华裔背景的学生显著增加；另一方面，高水平中文学习者的比例也呈上升趋势。在此背景下，高年级学习者的中文学习需求日趋多元并向深层发展。目前北美地区的高年级中文教学（含教材）多向文学、历史、电影、商业、医学、法律、新闻等专业研究领域拓展。在持续推进课程材料纵向与横向深化之余，我们进一步思考：能否将语言学习延伸至课堂之外，把在地社区合作实践与目标语地区的田野调查纳入整体课程设计？能否将学生自己的研究兴趣通过桥梁课程的设计落地于华语使用地区的实践研究？为此，我校中文项目组致力于更全面地回应高年级学习者的差异化需求，尝试将课堂学习、社区实践与田野调查三者有机融合。通过与其他领域学者合作，我们将最新学术研究成果融入中文教学材料，并且积极与美国本土的华人群体以及中国的高校建立联系，共同构建“课堂—社区—田野”三位一体的桥梁课程模式。本报告将以 2025–26 学年春季学期新设的“高年级社区实践与海外田野调查项目”为例，观察并探讨该模式在提升高级语言能力、深化跨文化理解、以及培养学习者主体性等方面的潜在作用。

Keywords: 桥梁课程, 社区, 田野调查, 高年级中文教学

Designing Advanced Chinese for Academic Purposes: Linguistic Inquiry as Pedagogical Practice

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Abstract

This study investigates how sociolinguistic and discourse-analytic approaches can be empirically integrated into advanced Chinese as a Foreign Language (CFL) instruction, arguing that linguistic analysis can function simultaneously as an object of study, a pedagogical method, and a site of language development. Drawing on a qualitative case study of an advanced-level Chinese class in a North American University, the study examines how advanced learners engage with Chinese sociolinguistics through sustained analytical use of the target language. The pedagogical design is grounded in key concepts from Chinese sociolinguistics and discourse studies, such as language change and innovation, the social meanings of linguistic choice, and usage-based and sociocultural theories of language learning. Rather than treating linguistic theory as abstract knowledge, the course operationalizes these concepts through the analysis of authentic language data drawn from media discourse, online interaction, institutional communication, and everyday language practices in contemporary China. Empirical evidence is drawn from classroom observations, student oral presentations, written analytical projects, and discussion transcripts produced entirely in Chinese. Analysis of student discourse reveals that learners increasingly appropriate sociolinguistic terminology and analytical frames to interpret language phenomena, articulate culturally grounded arguments, and negotiate meaning in interaction. For example, students analyzing emergent expressions such as “City 不 City” or evolving forms of address terms for women demonstrate growing sensitivity to the relationship between linguistic form, social positioning, and historical context, while simultaneously expanding their lexical range, syntactic complexity, and discourse coherence. From a theoretical perspective, these findings support usage-based and “linguaging” accounts of second language development, which posit that language learning occurs through meaning-oriented use and reflective engagement with form. Linguistic analysis, in this context, is not a metalinguistic detour but a productive mechanism through which advanced learners refine communicative competence and academic language ability. The study argues that integrating sociolinguistic inquiry into advanced CFL instruction enables learners to use Chinese as an analytical tool for understanding society, culture, and discourse, thereby aligning advanced language pedagogy with contemporary linguistic theory. This approach offers a model for bridging linguistic research and teaching practice in advanced and academic Chinese education.

Keywords: Usage based Language Learning, Classroom based Linguistic Inquiry, Advanced Chinese class

职业导向与文化适配：专门用途中文(CSP)教材的体裁与认知实证分析

Liang Ying

Xianyang Polytechnic Institute

Abstract

职业中文 (Vocational Chinese) 作为专门用途中文 (CSP) 的核心构成, 是连接语言教学与职业实践的关键纽带。然而, 当前针对 CSP 教材内容编排的研究多停留于经验层面的探讨, 缺乏基于语言学及认知理论的深层实证分析。本研究旨在回答以下核心问题: 一是当前主流 CSP 教材在语篇体裁与练习设计上是否符合“职业导向”? 二是其知识构建方式是否能够有效支撑学生在数字化职业环境中的实际交际与行动能力? 本研究选取了三本具有代表性的专门用途中文教材为样本, 构建了多维文本分析框架进行对比实证研究: (1) 基于 ESP 体裁分析理论, 对比教材语篇与真实职场语篇的体裁特征差异; (2) 依据布鲁姆认知目标分类法, 对练习设计的认知层级进行编码统计; (3) 结合 ACTFL 文化标准, 考察职业文化语境的呈现深度。通过深度语篇分析, 研究揭示了当前 CSP 教材编写中存在的深层“认识论误区”。一是体裁错位: 语篇高度倾向于“知识普及型说明文”, 缺乏职场真实的“行动型体裁”, 导致学习者职业身份悬置。二是认知降维: “陈述性知识”的考核占比高达 85%以上, “程序性知识”训练严重匮乏, 导致学习者被构建为知识的“被动阅读者”而非“职业行动者”。三是语境真空: 教材中的职业场景剥离了“高语境沟通”及本土人际策略等文化变量, 难以培养学生跨文化交际的得体性。本研究指出了传统 CSP 教材“知识灌输”范式的局限性, 提出在数字化转型背景下, 引入生成式 AI (GenAI) 技术重构教材生态: 利用 AI 生成动态的“仿真职业案例”与“博弈式对话训练”, 以弥补纸质教材语境缺失的短板。这为提升职业中文教学的有效性提供了新的理论视角与实践路径。

Keywords: 专门用途中文(CSP), 教材评价, 体裁分析, 认知目标, 生成式 AI

再探中高級華語教學語言點

Chang Li-Ping

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Abstract

張莉萍（2022）的研究中指出教學研究者對於初級語法點是多有共識，中高級的語法點則因為教材主題選擇的不同，出現較大的差異，這種差異是自然的現象，不過仍需要有選擇語法點的準則讓教材編輯者或教學者有所依循，而非自由心證。在該研究中，以百萬詞出現頻次 1 為基準探討中高級語法點的選擇問題，針對沒達門檻的語法點，建議調整語法點的表達方式也可達到教學的目標，例如「即使……也不例外」，調整為「……也不例外」，教學的例句則給予典型的詞語搭配，優先造出含有「連……也不例外」、「當然也不例外」、「即使……也不例外」的示例。再如原教材語法點「就更不用說了」調整為「更不要說/更別說/更不用說」，因為中高級學習者的程度已經具備衍生創造的能力。如此，除了可以提高該語法點的語言覆蓋率，也是讓中高級學習者可以將以前所學融會貫通的好策略。本研究在該研究基礎上進一步探討，還有哪些語言表達在現階段的中高級教材中被普遍忽略，McCarthy（2015）舉英語未來完成式為例來說明，他指出一般未來完成式所教授的是像這個例子：By the end of this year, I will have been living here for five years. 但他指出從語料庫中可以發現其他用法（使用在過去事件），而這個用法對學習者而言很有用，例子如：You will have been given a hand-out as you entered the room（當你走進會場時，應該已經拿到一份講義）。可見有些構式，有不只一種用法或功能，這在華語教學也常見，從學習者使用和習得可以發現因為一些多義功能的構式沒有在中高級階段持續呈現，學習者無從得知，在使用時即容易犯錯。例如，「會」的多義功能（Chang, 2025）、否定詞「不、沒」、「是……的」構式進階用法。本研究將應用語料庫，包括中介語語料庫，分析母語者的使用與學習者使用的差異，提供更多值得學習的語法點次結構或多義結構以擴展高級學習者的學習內容。參考書目：張莉萍（2022）。從基於用法的理論探討中高級華語教學語法點，華語文教學研究，19(2)，33-64。Chang, L. (2025). Modeling the Semantic Functions of the Modal Verb Hui: A Learner Corpus-Based Study with Pedagogical Implications. Presented at the 26th Chinese Lexical Semantics Workshop (CLSW 2025), Inner Mongolia University, Hohhot. July 11-13, 2025. McCarthy, M. (2015). The role of corpus research in the design of advanced-level grammar instruction. In M. Christison, D. Christian, P. A. Duff, & N. Spada (Eds.), Teaching and learning English grammar: Research findings and future directions (pp. 87–102). Routledge. <https://doi.org/10.4324/9781315719016>

Keywords: 語料庫, 用法為本, 高級語法點

基于整合性学习理念的成语教材编写模式新探

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Abstract

成语字词凝练且文化内涵深厚，汉语学习者学习成语往往同时持有语言和文化学习目标。目前面向汉语二语学习者的专门的成语教材，编写设计上的共同点是提供成语释义、典型例句，记忆、理解和句子层面的应用练习。有的提供成语典故课文，或是文言文，或译成现代白话文，课文定位停留在陈述故事内容上。不论是从教还是学的角度，这种编写模式都未实现成语教学的效益最大化。成语词形长、语义透明度较低、相对低频，学习者普遍认为成语难记难理解难用。影响习语习得的因素虽多，但关键因素是语境和频率。本研究从这两个因素着手，针对学习困难和学习效益难题，构建多维度学习支架，探索成语与文化整合性学习的教材编写模式。教材围绕典故设计文化主题，编写多体裁课文，创建完整丰富的文化情境，表达上则有意地使用成语，使学习者在聚焦意义输入时相对高频地接触成语。每个成语在课文、讲解、练习中达到 6-10 次的输入频次。同时，成语多为高等 7-9 级词，教材控制成语之外词汇的等级、句长等，降低学习者的认知负荷。在练习设计上，以布鲁姆的学习分类法为指导，练习认知难度逐步递增，在记忆、理解性练习之外，提供与课文同主题不同层级的文化情境和匹配的成语，让学习者在意义构建的过程中自然输出成语。简言之，该模式突破了以往孤立地学习成语的模式，通过完整的语篇建构文化情境，在聚焦意义的过程中相对高频地输入和输出成语。这种整体学习模式大大提高了语言文化学习的丰富性、实用性，提高了成语与文化学习的效益。

Keywords: 频率, 情境, 整合性学习

Day 2 Session 6A
The Sentential Standardization of “you xialie qingxing (xingwei) zhiyi de”in Legal Documents

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Abstract

That which regards one of the following situations (actions)" is a frequently used ambiguous sentence pattern in legal documents, with many irregularities in legislative practice. From the perspective of legislative technical standards, this article proposes corresponding suggestions : the anchor clause should retain "de" and be uniformly regarded as a hypothetical marker; the extraposition clause should generally not be a nominal structure, and if it is a verbal structure, it should not be followed by "de" ; the catch-all provisions should adopt a nominal structure, and "other" should be placed as far back as possible. To avoid irregularities such as subject absence, redundant subject, verbose subject, conflicting subject, and improper relativization; the core noun in the sentence pattern should be uniformly "situations " and the like.

Keywords: legislative language, One of the following situations (actions), legislative technical norms

Self-Teaching in Heritage Language Learners: How Morphological Variation Differentially Affects English and Chinese Word Learning

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Abstract

According to the Self-Teaching Hypothesis proposed by Share (1995), children acquire new vocabulary and orthographic patterns during independent reading, with phonological recoding (i.e., the translation of unfamiliar printed words into their spoken equivalents) serving as the core mechanism. Previous research (e.g., Ginestet et al., 2021; Pacton et al., 2013; Wang et al., 2023) has demonstrated that the morphological variation of novel words (e.g., vack, vacks, vacking, vackes) contributes to orthographic learning through self-teaching. However, this effect remains unexplored in the context of Chinese learning. While Chinese lacks internal inflectional changes, morphological diversity can be achieved by combining target pseudo-characters with common suffixes (e.g., 头, 子, 儿, 边). Therefore, this study investigated whether the impact of morphological variation could influence the outcome of self-teaching. Seventeen English-Chinese bilingual children (Chinese heritage speakers, $M = 8.65$) independently read eight short stories containing novel words and subsequently completed posttests measuring orthographic and semantic learning in both Chinese and English. Univariate analyses indicated no significant effect of morphological variation on Chinese orthographic learning ($F(1, 64) = 0.472, p = .494, \text{partial } \eta^2 = .007$). In contrast, morphological variation played a critical role in English, significantly facilitating both orthographic learning ($F(1, 32) = 8.524, p = .006, \text{partial } \eta^2 = .186$) and semantic learning ($F(1, 32) = 4.721, p = .037, \text{partial } \eta^2 = .129$). These discrepancies indicate that self-teaching mechanisms are modulated by writing systems. Consequently, while morphological variability aids English learning, distinct pedagogical approaches are required for Chinese heritage learners. (word counts: 253)

Keywords: self-teaching, orthographic learning, morphological variation, Chinese heritage children

基于实证的汉语二语学习者韵律习得与教学的互动机制

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Abstract

汉语二语学习者表现出的“洋腔洋调”现象与韵律有着非常重要的关系。汉语二语学习者的韵律习得与教学并非孤立存在,而是呈现出相互影响、相互作用的互动模式。其韵律的习得方式和特点对韵律教学有何启发,以及怎样通过恰当的韵律教学方法提高跨语言汉语学习者的口语水平,已成为国际中文教育领域的研究焦点。文章整合量化了韵律的停延、重音和语调三个方面的内容,主要观察的韵律线索为音高(起伏度)、音长(停延比)和音强(音量比),同时分析不同韵律线索间的协同作用。实证研究数据表明,汉语二语学习者的韵律习得呈现出阶段性特征,并且会受到上一阶段言语加工策略的制约,这就要求韵律教学明确不同阶段的教学重点。整体来看,汉语二语韵律习得表现出明显的跨语言差异,不同母语背景的汉语二语学习者的韵律实现存在偏好,不同韵律内容和不同韵律线索具有交互效应。文章基于韵律习得结果,从宏观与微观两个维度提出了具体的韵律教学方法,明确了“习得特征—精准教学—习得优化”的互动模式。文章提出,即时的韵律习得偏误可视化报告,以及精准的教学指导,还需要充分挖掘来自语言学、计算机、心理学、神经科学等多个领域的跨学科深度合作潜力。

Keywords: 汉语作为第二语言, 韵律习得, 韵律教学, 二语习得, 互动机制

界面假说视角下“以为”和“认为”的习得研究

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Abstract

“以为”和“认为”是汉语中一对句法形式相近但语义—语用界面特征有别的认识类心理动词。“以为”具有反叙实语义倾向，多用于表达与事实不符的主观判断，且语体偏口语化；“认为”则语义中性，语体适用范围更广，无反叙实隐含（姜毅宁，2023）。二者在二语习得中常出现混用与语境适配偏误，反映出学习者在跨模块界面整合上的困难。现有研究虽已关注其本体差异与偏误表现（许光灿，2014），但尚缺乏基于界面假说的系统性习得考察，难以揭示习得差异的认知机制。本研究以界面假说（Sorace，2011）为理论框架，将偏误划分为三类：单一模块偏误、内界面偏误与外界面偏误。举例如下：(1) 单一模块偏误“他以为[Cb 因为]我看到了我朋友的照片。”（单一形态错误）(2) 内界面错误“爸爸好像很担[B 担]心我的健康，以为{CQ 我}常不吃饭。”（句法-语义错误）(3) 外界面错误“我认为{CC 以为}患不治之病的人应该有选择“安乐死”的权利。”（句法-语用错误）“我以为{CC 认为}代沟这些现象不仅仅是我们时代{CQ 的}问题。”（句法-语用错误）结合 HSK 动态作文语料库与全球汉语中介语语料库，将学习者分为初、中、高三个水平组，运用对比分析、统计分析与偏误分析法，重点探究以下研究议题：

(1) 不同水平学习者使用“以为”和“认为”时，内外界面偏误的分布与演变规律；(2) 二者在句法语用界面整合上的差异及其对习得难度的影响。据语料库统计分析结果显示：学习者的偏误率随语言水平提高而下降，但外界面偏误始终占比最高，且“以为”的外界面偏误率显著高于“认为”。这一发现印证了界面假说中“外界面习得难于内界面”的观点，同时说明“以为”因涉及反叙实语义与语用适配的双重要求，其句法-语用整合难度更大，习得进程更为缓慢。本研究从界面整合视角揭示了“以为”与“认为”习得差异的内在机制，为界面假说提供了汉语心理动词习得的实证支持，并对国际中文教学具有启示意义，建议在教学中加强语境化、对比化的界面整合训练，尤其重视“以为”的语用条件教学。

Keywords: 界面假说, 以为, 认为, 二语习得, 偏误分析

Discourse topicality and the processing of implicit causality in L2 Chinese

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Abstract

Pronoun resolution in causal events (e.g., John disturbed Mary because he...) is known to be strongly influenced by verb cues, whereby certain verbs bias the cause toward the subject (NP1-biased verbs) or the object (NP2-biased verbs). However, discourse topicality might also modulate comprehenders' expectations of the upcoming referent. In this study, we investigated the role of verb bias – a local cue – and the presence/absence of discourse topicality – a global cue – in L1 and L2 Chinese speaker's pronoun resolution. Methods The factors Verb Bias (NP1-biased/NP2-biased) and Discourse Topicality (Topic/Non-topic) were manipulated in a sentence completion task. Discourse topicality was established via a preceding context sentence (e.g., 'Let's talk about Xiaoming'), with only the subject (NP1) eligible to be topical. Eight implicit causality verbs (four NP1-biased, four NP2-biased) were used to construct 24 target item sets. See (1) for example target sets. Participants included 46 L1 Chinese speakers and 48 late L2 learners of Chinese (HSK 5 or above). L2 learners were further divided into higher- and lower-proficiency groups based on post-experiment cloze tests. Results Mixed-effects logistic regression analyses revealed a significant Verb Bias x Topicality interaction in both groups ($p < 0.001$). While both L1 and L2 speakers exhibited strong verb bias effects ($ps < 0.001$), L1 speakers showed a stronger topicality effect compared to L2 speakers ($p < 0.05$). Specifically, L2 learners exhibited a much weaker topicality effect: although discourse topicality biasing NP1 suppressed NP2 co-reference in NP2-biased conditions, no significant topicality effect was observed in NP1-biased conditions, where the verb and discourse cues converged. Proficiency analyses further revealed that sensitivity to discourse topicality in L2 speakers increased with higher proficiency. Discussion Our study shows that L2 learners are sensitive to both verb-semantic and discourse-topical information during anaphora resolution. However, they prioritize more local, semantic cues and face challenge in integrating semantic and discourse cues, modulated by L2 proficiency. Implications for L2 acquisition theories including the Interface Hypothesis (Sorace & Filiaci, 2006), the Unified Competition Model (MacWhinney, 2005), and expectation-based accounts (e.g., Grüter et al., 2017) are discussed. (1) An example target item for the experiment. Sentences are original sentences in Chinese. Let's talk about John topic/yesterday non-topic. John disturbed NP1-biased/warned NP2-biased Mary. This was because he NP1/she NP2.

Keywords: Implicit causality, Discourse topicality, Second language acquisition, Pronoun resolution, the Unified Competition Model, Interface hypothesis

Day 2 Session 6B

Single or multiple lemmas for compounds? Evidence from Cantonese Classifiers

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Abstract

In Chinese, the production of a grammatically correct noun phrase requires the selection of a specific numeral classifier (e.g., Number + Classifier + Noun). Chinese classifiers are notoriously challenging for CSL (Chinese as a Second Language) education. While previous research has found that classifiers are automatically activated as lexico-syntactic features during lemma access (Huang & Schiller, 2021; Wang et al., 2025), it remains unclear whether classifiers of both compound constituents are activated during compound production, as predicted by multiple-lemma representation accounts (Lorenz et al., 2018; Lorenz et al., 2022; Marelli et al., 2012). The present study investigated the lexical representation of compounds by examining whether the classifiers of both the head and the modifier are activated during compound production. We employed a picture–word interference (PWI) paradigm with native Cantonese speakers. Participants named pictures of compound nouns (e.g., 河馬 ‘hippo’) while ignoring superimposed distractor words. The distractors were manipulated across three semantically unrelated conditions regarding the congruency of classifiers: 1. Head-congruent (sharing a classifier with the head noun; e.g., 馬 ‘horse’ in 河馬 ‘hippo’); 2. Modifier-congruent (sharing a classifier with the modifier; e.g., 河 ‘river’); 3. Incongruent with both constituents. In addition, a semantically related and classifier-congruent condition was included as to verify that the picture–word interference paradigm produced the expected interference effect. We expected facilitatory effects for both head-congruent and modifier-congruent distractors compared to the incongruent control. Such a pattern of results would suggest that the lemmas of both constituents and their respective lexico-syntactic features are automatically activated during compound production. This would support the multiple-lemma representation account, suggesting that compounds have holistic lemma representations while simultaneously activating constituent-specific lemmas with their individual lexico-syntactic features. The present findings have important implications for CSL, particularly in the teaching of classifiers. Approximately 80% of modern Chinese vocabulary consists of two-character compounds. We suggest including the internal structure of compound words when teaching classifiers. By analyzing the head and modifier, learners can use the classifier associated with familiar morphemes to figure out the classifier for new words. Such an approach has the potential to improve the efficiency of classifier acquisition in Chinese pedagogy.

Keywords: Classifier, Compound nouns, Cantonese, Speech production, Picture-word interference, Lexico-syntactic feature

现代汉语动词重叠式核心语义内涵再探析

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Abstract

动词重叠式是汉语的一种重要的语法现象，也是汉语学界所关注的热点问题之一。关于现代汉语动词重叠式的核心语义这一问题，目前仍存在诸多讨论。最具代表性之一的论述则认为汉语动词重叠式与“量”有关，并认为其主要特征为“次少”“时短”。但我们认为，“次少”“时短”并非同一水平的概念，而“时短”才是动词重叠式的基本特征。并且如何理解“时短”这一特征也有待更进一步的分析。本文主要从重叠式与其基式的关系这一视点出发，运用认知语言学的理论进行深度探求。通过考察我们发现，重叠式主要表示在某个特定时间内所做出的相应动作，具有与表示一般性动词基式的句子功能相斥的特点。也就是说，如果动词基式所表达的是相对完整的动作义，那么动词重叠式所表达的应该是相对的模糊义。因而我们认为，动词重叠式与其基式所表达的语义功能之间具有相辅相成的互补关系。另一方面，我们也发现“时短”并不能完全涵盖所有动词重叠式的语义特征。相反，其有时还能够表达“时长”的含义。这不仅与其相应的动词基式本身的特点密切相关，还与准许重叠式进入的语境有关。如果说“时短”这一特征更多体现在重叠式的基本使用层面，那么“时长”则体现了重叠式多样化使用层面的特点。这也说明动词重叠式内部也同样存在相对性特征。因此，我们认为动词重叠式所表示的“量”是与其基式相对的“非定量”。

Keywords: 动词重叠式, 时短, 非定量

漢字的歷時語義分佈追蹤研究——以「道」、「德」為例

Law Yinling, Shen Xun

The Education University of Hong Kong

Abstract

漢字語義的發展和運用是一個流動的過程，在歷時的長河中，語詞的義項會有增減，義項的使用頻率亦會因社會和思想環境的不同而有高低之別。若要充份地掌握漢字的語義發展情況，就必須要對語詞進行歷時性的語義分佈追蹤。這一工作須要在海量的語料中尋找包含目標語詞的語句，逐一判別語詞的用法，然後進行語義歸納和義項頻率統計。惟中國各類文獻浩如煙海，人力統計耗時耗力，因此，過往對於語詞義項的研究往往只關注於某一特定典籍或歷史時期，而缺乏針對多種語料的歷時性調查。信息科技的發展，語料庫、大語言模型等工具的增建和使用，卻突破了人力不足的缺口，為語義的歷時分佈研究帶來了契機。本文取「道」、「德」二字為例，使用基於 BERT 模型微調所得到的語義追蹤框架，以各種語料庫中的文本作為分析基礎，對兩字在不同語境中的義項進行語義消歧，數據化地歸納出二字在歷時發展中的各個義項，拼合出二字義項的頻率歷時分布表和語義地圖。「道」、「德」是中國哲學的重要概念，亦是德性討論的理念基礎。梳理二者在歷史中的演變過程，不僅可以幫助人們更好地了解二字本身，更可以藉助其承載的內涵窺見中國思想史的變化。本文將配合歷代的社會和思想情況，分析語義追蹤的結果，並討論箇中原委。

Keywords: 人工智能, 歷時語言學, 中國哲學

放置動詞的空間語義體系

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Abstract

放置動詞在呈現實體的空間分布與位置變化方面具有重要地位，是學習者掌握空間表達能力的核心語彙。然而，現有研究對此類動詞的語義類型與論元特徵仍欠缺系統性的分析，使得課堂教學難以將其語義差異與構式特徵清楚呈現給學習者。本研究從受事與處所之間的空間接觸方式入手，建構了一個新的分類框架，以考察不同放置動詞在空間語義上的組織機制。本研究進一步梳理放置類動詞常涉及的受事屬性，根據空間關係理論歸納其典型的構式化表達模式，用以展示受事與空間位置短語之間可能形成的多種關係，如接觸、包含或相離等。在語義描述的基礎上，本文亦探討了大語言模型在放置動詞教學中的相關功能。綜上，本研究不僅完善了放置動詞的空間語義分類體系，亦展示了大語言模型在動詞教學實踐中的應用潛力。

Keywords: 放置動詞, 空間語義, 大語言模型

從《說文解字》看「權利」等翻譯詞匯語義源流考辨

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Abstract

當代漢語「權利」一詞主要對應西方 rights 概念，強調個體之正當主張；然其詞源可追溯至先秦，如《荀子》中指涉「權勢與財貨」。本文旨考察該詞的演變軌跡。首先，溯源古文字形與經典註疏。本文以《說文解字》為基礎，考察「權」（本義黃華木，引申為秤錘、平衡）與「利」（從刀從禾，指收穫之銳利）的本義演變，並結合段玉裁註疏及甲骨、先秦典籍用例，解析「權利」在古典文獻中如何從具體的度量獲取，演化為對權勢財貨的負面追逐。其次，透過跨語際對比揭示近代翻譯史中的語義重構。本文將「權利」置於近代西學東漸思想史與概念史研究中，橫向聯繫「理性」（reason）、「革命」（revolution）、「社會」（society）及「民族」（nation）等詞彙的演變路徑。探討近代譯者如何借用漢語古詞進行「義理嫁接」，完成從古典義到現代義的轉化，並分析其在對譯過程中的語義斷裂與附加。最後，論述此種轉型對現代漢語語義使用的深遠影響。研究發現，「權利」的轉譯並非等義交換，而是經歷了語義的正向化與抽象化重組。這種變化不僅重構了漢語詞彙體系，更深刻塑造了現代社會的法律意識與思維邏輯。本文力求揭示在現代性轉型中，傳統詞彙如何完成概念的現代化重構。

Keywords: 說文解字, 權利, 概念史

Day 2 Session 6C

大语言模型(LLM)在对外汉语教学测试中的应用——以初级语法试题自动生成为例

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Abstract

为解决对外汉语初级语法教学中教师命题耗时久、题型单一、适配性不足等问题，本研究聚焦大语言模型（LLM）在试题生成领域的实证应用，构建基于预训练 LLM 的初级语法试题自动生成系统，开展出题效率专项实证研究。研究以主谓宾语序、数词+量词+名词组合、是非问句、特殊问句为核心语法点，整合《新实用汉语》1 级教材语料、静态练习题库及脱敏学生偏误数据（已去标识化处理），对 LLM 进行预训练与微调，融入检索增强生成（RAG）技术保障试题与教学目标的契合度。通过对比 4 名对外汉语教师人工命题与系统自动命题的效率差异，设置“单语法点基础题”“多语法点综合题”“个性化偏误强化题”三类任务。结果显示，LLM 系统在生成单套 20 题试卷平均耗时、题型多样性、适配性、教材知识点契合度以及针对不同母语背景学习者偏误的定向命题准确率方面，都比教师人工命题大为提升。研究证实，预训练 LLM 可显著提升对外汉语初级语法试题的命题效率与质量，有效释放教师事务性工作精力，为智能技术赋能对外汉语教学提供了实证支撑与可操作路径，丰富了大语言模型在教育领域实证应用的研究维度，对推动对外汉语教学数字化转型具有实践价值。未来研究将聚焦于试题全面电子化，个性化学生学习过程，基于学习者画像为每位学生量身定制强化练习题，通过 AI 实时分析答题数据与学习效果，形成“生成—练习—分析—迭代”的闭环，持续优化个性化教学适配度。

Keywords: 大语言模型（LLM），对外汉语初级语法教学，试题自动生成，出题效率，个性化练习

基于生成式 AI 的汉语隐喻语料库构建与对外汉语教材编写研究

Zhou Yang

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Abstract

隐喻能力的培养是国际中文教育的核心目标之一，但当前对外汉语教材隐喻素材存在碎片化、梯度缺失等问题，且现有研究缺乏生成式 AI 适配汉语隐喻语料库构建的系统性方案，未形成“语料库-教材编写”的闭环转化路径，这一研究空白制约了隐喻教学的优化升级。基于此，本研究以认知隐喻理论、第二语言习得理论与语料库语言学理论为支撑，聚焦两大核心问题：如何通过生成式 AI 构建适配教学需求的汉语隐喻语料库？如何基于语料库优化教材隐喻素材编写？研究采用文献研究法、实验研究法、专家评审法，首先设计适配汉语隐喻特征的分阶段 Prompt 方案，通过 GPT-4、文心一言 3.5 的对比验证，实现隐喻识别 F1 值稳定在 0.85 以上；其次依托该方案构建教学适配型汉语隐喻语料库，提炼梯度适配、情境整合等 4 大编写原则，设计分阶段教学案例。研究使用“生成式 AI-隐喻语料库-教材编写”的闭环研究模式，不仅丰富了认知隐喻理论与计算语言学的交叉研究成果，更为主流对外汉语教材隐喻素材的系统化优化提供了可操作的技术路径与实践方案，对提升国际中文隐喻教学质量具有重要参考价值。

Keywords: 生成式 AI, 汉语隐喻, 语料库构建, 对外汉语教材编写

基於語料庫的 LDA 主題建模與 AIGC 主題詮釋：香港少數族裔小學中文教材演變分析

Liu Shang

Abstract

LDA 模型作為一種非監督學習方法，能夠通過識別文本中的詞彙共現模式來挖掘潛在主題（王振振等，2013）。然而，LDA 生成的主題關鍵字可能缺乏語義連貫性，難以直接反映主題的深層含義。本研究結合生成式人工智慧（AIGC, GPT-5）技術，通過語義詮釋彌補這一不足，研究旨在分析香港少數族裔小學中文教材的主題演變軌跡，並探討其隱含語言學習目標的變化。本研究主要回答兩個問題：1) 香港少數族裔小學中文教材的核心主題分佈（主題數量、主題概率分佈及主題內容）如何從一年級到六年級演變？2) 通過 AIGC 語義詮釋，這些主題的演變揭示了怎樣的語言學習目標變化？研究以香港教育局發佈的《中國語文（非華語學生適用）》小學教材為對象，選取涵蓋一至六年級的 50 篇核心課文構建語料庫。首先，利用 LDA 模型進行主題建模，並通過 C_v 主題一致性指標確定最優主題數量，以生成各年級的主題概率分佈。隨後，將 LDA 模型輸出的高頻主題詞清單輸入 GPT-5，通過設計提示語生成主題名稱並進行語義闡釋。提示語的設計基於 LDA 關鍵字及香港非華語學生中文課程指引中的語文教育學習目標框架。最後，結合課程指引中明確的語言知識，採用內容分析法對主題演變所反映的語言學習目標進行人工分析與推斷。本研究通過揭示教材主題與語言學習目標的演變路徑，為優化針對少數族裔學生的中文教材編寫與教學設計提供實證依據。研究結果不僅能夠為香港少數族裔學生的中文教育提供理論支持，還可為其他地區的中文教育政策制定與教材設計提供參考。

Keywords: 語料庫, LDA 主題建模, AIGC 主題詮釋, 香港少數族裔, 中文教材演變

從生成到適配：生成式人工智能產出職業情境粵語教學材料的效能評估與優化框架研究

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Abstract

生成式人工智慧（Gen-AI）為創建情境化教學材料提供可能，但其在特定領域的可靠性存疑。香港教授非華語學生（NCS）的教師在利用 AI 生成職場粵語教材時，面臨質量不穩、文化失當及修正耗時等挑戰。現有研究缺乏對 AI 處理「低資源語言變體」（粵語）與「特定社會語域」（職業交際）的系統性實證評估，導致教學應用缺乏依據。為此，本研究旨在建立評估與優化框架，核心探討：主流 Gen-AI 在生成「面向香港 NCS 學生的職業粵語材料」時，於語言、文化、情境與教學四大維度的效能與偏誤為何？如何透過提示詞工程提升其教學適用性？研究以情境學習理論與社會文化理論為主要依據，強調真實語境與文化中介的核心作用。方法採用設計本位研究與專家評估。首先，建構包含語言、文化、情境與教學可塑性的四維評估框架。繼而，選取多模型，針對核心職業情境進行多輪「生成-評估-優化」迭代，並由專家小組進行量化與質性分析。預期成果包括：揭示 AI 的粵語誤用模式與文化語用偏誤，並驗證一組高效提示詞模板。本研究旨在將 AI 教育應用研究推向對細分語言與語域的深度診斷，並透過產出實用工具，賦能教師成為 AI 的專業協同設計者。

Keywords: 生成式人工智慧, 粵語二語教學, 職業導向語言教學, 教材開發與評估, 提示詞工程, 香港非華語學生

「字到詞」：大數據新聞語料中的 中文讀寫門檻探究

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Abstract

有關傳統漢語讀寫能力要求的討論，主要集中於掌握漢字的意義和要求，且常以三千字作為門檻標準。本文認為，漢語讀寫能力要求的依據與釐定應得到更全面的探討。

本項研究基於跨地區跨時段的報刊語料，借助 LIVAC 語料庫 (www.livac.org)，分析北京、香港、臺北三地三千個常用字及其相關基礎詞彙的兩種漸進覆蓋率，旨在比較不同漢語社區字和詞閱讀能力門檻的異同及其意義。結果顯示，相較於僅從漢字層面衡量，從詞彙層面探討讀寫能力更具解釋力。具體而言，在多個社區為期一年的新聞報導中，約三千常用詞即可覆蓋的當年報章用詞約 80%，而這些詞彙僅涉及約一千個漢字。此外，若將時間跨度擴展至二十餘年，同樣達到 80% 覆蓋率所需之常用詞及漢字數量均不足雙倍。

可見，具備這種詞彙能力，應可被視為能適當掌握報導的內容，因此建議以詞為本探索所得的此等字詞或可被視為漢語讀寫能力的實際門檻。然而，儘管三地社區的詞彙重合度很顯著，其間存在的差異在對外漢語教學 (TCSL) 以及針對母語為方言者的語言學習，仍值得特別關注。

Keywords: 漢字，詞彙，閱讀要求，泛華語區異同，大數據語料庫

Day 2 Session 6D

“连 XP 也/都 VP”构式交替多因素研究

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Abstract

现代汉语中“连 XP 也 VP”与“连 XP 都 VP”构成了近义构式交替，既往研究多关注二者的共性，对其深层功能分化与多维制约机制缺乏系统性的量化实证。本研究基于大规模语料库，对极性，信息结构，构式意义及语域等九大语言学变量进行标注并结合多重对应分析（MCA）与随机森林（Random Forest）模型进行统计建模。研究发现，“也”与“都”虽共享表层结构，但在语义—语用及语篇配置上存在倾向性：（1）极性与推理机制差异：“也”呈现出肯定与类同倾向，旨在强化话题框架下的焦点（XP）的归属；而“都”具有全量概括性与否定强化效应，尤其在否定语境中，能够触发从“极值”推导出“全否定”的逻辑推理，常伴随强烈的主观反预期；（2）信息结构差异：“也”更多依赖前置话题驱动，嵌入“话题—焦点”的线性承接链条以维持语篇连贯；“都”则偏向焦点驱动，其意义构建聚焦于句法内部的焦点突显而非外部话题的简单延续。“也”与“都”在语篇中形成了类同扩展与逻辑突显的互补分工。本研究结果为“连”字句教学提供了实证依据。语篇教学中，应超越句本位视角，重视语篇层面的功能分工。教师应通过语境重现，帮助学习者加深对于“也/都”差异化构式意义的理解，从而促进其在心理词典中建立更为精准的形式—意义映射，以规避因母语负迁移导致的过度泛化与混用。

Keywords: 构式交替, 连字句, 随机森林, 多重对应分析, 信息结构, 语篇功能

汉语流水句的判定要素及其识别机制

Cui Liang

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Abstract

流水句作为汉语句式的典型代表,具有重要研究价值。纵览以往文献,本文发现流水句研究主要存在两大不足:一是流水句的判定尚存争议,基于直觉的流水句识别,易受主观因素影响,同时面临智仁互见的挑战,其根因在于尚未形成兼具操作简便性和可重复性的识别机制;二是其研究目前多以定性分析为主,基于内省反思或文学语料考察流水句的某一侧面,鲜见基于一定规模语料的定量分析。针对流水句的直觉识别困境,本文受赵元任先生“零句说”思想的启发,建立流水句语料库,通过定量和定性结合的方法,对流水句结构特征进行量化分析,提出流水句的判定应考虑四个要素:是否使用关联词、句段类型是否多样、句段主语是否隐含和是否多个不同主语共现。经数据分析,本文发现四个要素呈现出一定的层级性特征,按其发挥作用的大小依次为句段类型多样 > 句段主语隐含 > 存在多个主语 > 不用关联词。流水句的判定大致符合“四三常规、二一受限”的规律,即满足三四个要素是流水句的常规现象,仅满足一两个要素的流水句十分有限,并据此提出流水句的识别机制。该研究为流水句识别机制探究的首次尝试,对今后的汉语二语教材编写及测试、汉语篇章信息处理和机器翻译等方面的应用有一定启发。

Keywords: 汉语流水句, 判定要素, 识别机制, 零句说

“构式-语块”理论下的汉语双宾句教学改良——基于偏误的动词优化教学法实践探索

Wang Changyu

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Abstract

在国际中文教育领域，汉语双宾句是较为关键的教学语法点之一。构式语法虽被引入教学实践，但其在双宾句这一语法点上的应用效果及潜在问题尚缺乏实证研究。本文基于构式语法与语块理论，整合现有教学流程，围绕双宾句展开教学实验，发现留学生出现系统性典型偏误特征。研究通过设立对照组，结合神经语言学中 N400 及晚正复合波等电生理证据，分析偏误成因，进而提出以“突出动词”为核心的教学改进方案。实验结果表明，新方法有效减少了学生偏误，教学效果显著优于传统构式语法教学模式。本研究主要贡献有三：第一，通过实证与神经科学证据，揭示了构式教学中忽视动词是导致偏误的关键原因，弥补了该领域实证研究的空缺；第二，提出了以动词为核心的“构式-语块”优化教学路径，为汉语双宾句乃至其他句式的教学提供了可操作的方法；第三，促进了语言学理论与教学实践的深度融合，强调汉语二语教学应立足汉语本体特点，对国际中文教育的方法创新具有启示意义。

Keywords: “构式-语块”理论, 双宾句, 偏误, 突出动词教学法

话题与述题之间：对比话题的结构与功能研究

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Abstract

本文以“V起N来”为例探究现代汉语中对比话题的结构与功能。“V起N来”不仅可以充当句子的谓语，还经常处于句中，占据一个话题与述题之间的位置。“V起N来”与句子的主语构成主动宾关系，同时为后续评价划定了适用范围。然而，该结构既不处于句首位置，不是典型的话题；也不是评价的一部分，不属于典型的述题。所以这是一个处于话题与述题之间的成分，这也是本文题目的来源。我们认为，“V起N来”是对比话题，其所在的句子呈现出“主话题+对比话题+述题”的信息结构。一方面，“V起N来”具有话题性。VN表达的事件在语境中已被激活，是说话人谈论的对象。结构中的名词N一般不带定语、数量短语、领属或指示代词等成分，因此并不指称具体客体，而是与动词V共同表示一个抽象事件。这一事件因反复出现而被视为某一时期的特征，这种惯常（habitual）情况与特定主体结合后获得有定性。另一方面，“V起N来”具备对比性，且往往体现出一定的语义极性。该结构为拆解在议问题（question under discussion）提供了形式依据，所引出的选项集合可以构成在议问题的不同子问题。若无显性对比项出现，“V起N来”则作为典型情境在潜在的选项集合中凸显。本研究的主要发现如下：1.“V起N来”不作谓语时，其主要功能是充当对比话题，并在多数情况下作为次话题出现。2.对比话题和主话题之间存在单向蕴含关系，对比话题往往是主话题所关联的惯常行为，有对比话题则有主话题。3.对比话题是语篇推进的显著提示，为在议问题的拆解提供了形式化手段。

Keywords: V起N来, 对比话题, 在议问题, 信息结构

以人工智慧配合「以讀促寫」教學法提昇非華語學生中文能力

張紫薇, 黃天愛

The Education University of Hong Kong

Abstract

香港的非華語(Non-Chinese Speaking, NCS)學生為在一語學校學習的漢語二語學習者。如何提昇非華語學生的中文能力, 特別是讀寫能力, 多年以來一直是香港教育界其中一個重要課題。

「以讀促寫」(Read to Learn, Learn to Write R2L) 由 David Rose 與 J.R. Martin (2012) 基礎於系統功能語言學 (SFL) 而發展的文類教學法。它是一種強調閱讀與寫作深度結合的有效二語教學策略。將閱讀的文本作為「鷹架」引導學生吸取語言知識、結構框架和表達方式, 最終轉化為寫作能力。邱佳琪 (2018) 研究顯示, R2L 能有效提升非華語學生的中文讀寫表現及照顧學習差異。

R2L 應用在中文教學仍在起步階段。究其原因之一是教學時需要大量針對文體及語篇特色的示例供學生參考, 而 AI 的出現正彌補了 R2L 教材的不足, 特別針對漢語的小學 R2L 教材更是缺乏。隨著 AI 的技術出現, 可以為教師提供針對特定語境、語旨及語篇文體的示範供參考; 又可提供個性化及多模態的教材增加教學流程的趣味, 增加更多可理解的文本輸入, 令二語學習者更快提升水平在 AI 設計上增加「語境與功能」。即設計 AI 任務時, 明確社會語境 AI, 又能使「解構—共建—獨立構建」的教學循環得以強化。本研究嘗試將人工智慧(GenAI)結合語言學 SFL 的理論, 進行教學探討能否更有效建立學生的中文能力。

本研究為香港教育大學非華語小學學習圈的教學實驗計畫。研究以三組教學模式。一組採用一般傳統教學模式。一組以 AI 加入 R2L 文本為教材。第三組以 R2L 模式教學。經過一個單元教學輸入後, 初步比較學生的學習表現, 以評估各種方式的教學成效。通過 AI 教學結合語言學的理論研究, 希望為二語教學老師提供參考, 探索如何更有效提昇非華語學生的中文水平。

參考資料:

Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. London, England: Equinox.

邱佳琪 (2018) 「閱讀促進寫作」中文第二語言教學法研究—提升香港非華語學生實用文閱讀與寫作能力《教育學報》第 46 卷第 1 期頁 165-182

關之英 (2014) 香港中國語文教學 (非華語學生) 的迷思《中國語文通訊》第 93 卷第 1 期頁 39-57。

Keywords: 以讀促寫, SFL, 非華語教學, 人工智慧(GenAI)

How to get to City University of Hong Kong

Campus address: City University of Hong Kong, 83 Tat Chee Avenue, Kowloon Tong, Hong Kong SAR (地址: 中國香港特別行政區九龍達之路香港城市大學)

Conference venue: LI Building, Room: LI-3505 (李达三叶耀珍学术楼 3505 室)

1. Arriving by Air

From Hong Kong International Airport to Kowloon Tong, there are three options:

A. By MTR

Line	Board → 3 transfers
Airport Express	Airport Station → Tsing Yi (青衣)
Tung Chung Line (Orange line)	Tsing Yi → Lai King (荔景)
Tsuen Wan Line (Red line)	Lai King → Prince Edward (太子)
Kwun Tong Line (Green line)	Prince Edward → Kowloon Tong (九龍塘 C 出口)

At Kowloon Tong Station, take Exit C and follow the signs to CityU.

B. By Bus

From the Airport Bus Terminal, take Citybus **E22** and alight at Shek Kip Mei Park (Cornwall Street) in Kowloon Tong, then walk to campus.

Note: Buses accept Octopus card (八達通卡) or exact coins only — NO change is given.

C. Taxi

Take a taxi at the Airport taxi area. The fare from the Airport to CityU is roughly HKD300–360, including per-piece luggage charges and tunnel/bridge tolls.

Destination

City University of Hong Kong, 83 Tat Chee Avenue, Kowloon Tong.

D. Airport Express + Taxi

Take the airport Express to **Tsing Yi** (HKD73), then cross the hallway to take a taxi to CityU (about HKD130).

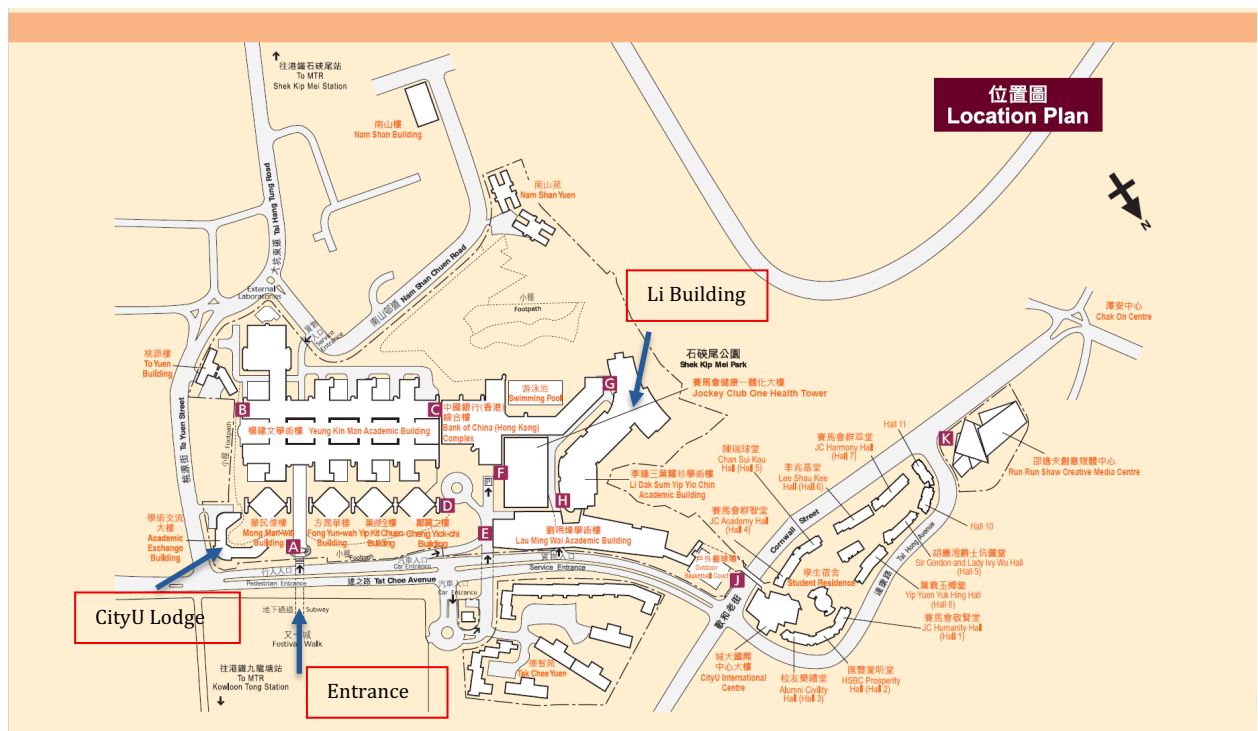
2. Arriving by High-Speed Rail

For arrivals at Hong Kong West Kowloon Station. Transfer to the MTR as follows:

Line	Board → Alight
On foot	West Kowloon Station (西九龍站) → Austin Station (柯士甸站)
Tuen Ma Line (Brown line)	Austin → Hung Hom (紅磡)
East Rail Line (Light blue line)	Hung Hom → Kowloon Tong (九龍塘)

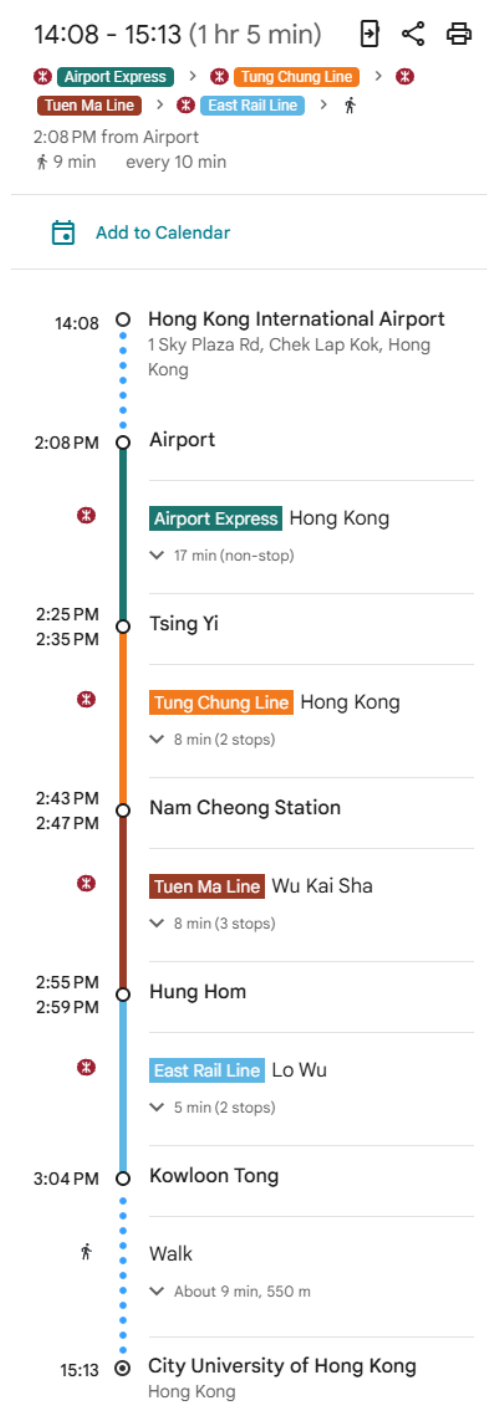
At Kowloon Tong Station, Take Exit C and follow the signs to CityU.

3. Campus map

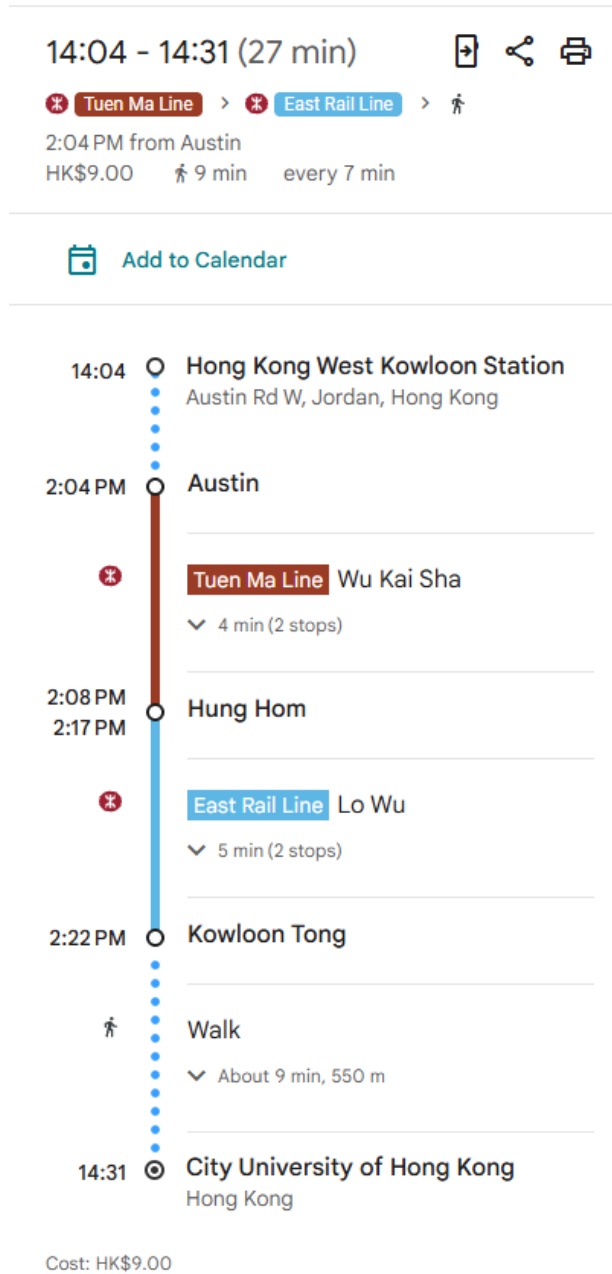


5. Navigation screenshots from Google Map

From airport to City University of Hong Kong



From High-speed rail to City University of Hong Kong



前往香港城市大学交通指南

地址：中國香港特別行政區九龍達之路香港城市大學

会场：李达三叶耀珍学术楼 3505 室

1. 机场落地到九龙塘地铁站

适用于从香港国际机场抵港，共三种方式：

方式一：地铁

线路	上车 → 下车
机场快线	机场站 → 青衣站
东涌线	青衣 → 荔景
荃湾线	荔景 → 太子
观塘线	太子 → 九龙塘（下车）

在九龙塘站按指示牌前往城大。

方式二：大巴

在机场巴士总站乘坐城巴 E22，在九龙塘歌和老街的「石硤尾公园」站下车，再步行约 10–15 分钟到校园。

提示

巴士接受八达通卡或上车投币，但不设找零。

方式三：打车

行李较多时较方便。从机场到城大车费约港币 300–400 元，已含每件行李附加费及隧道、高架桥过路费。

目的地

香港城市大学，九龙塘。

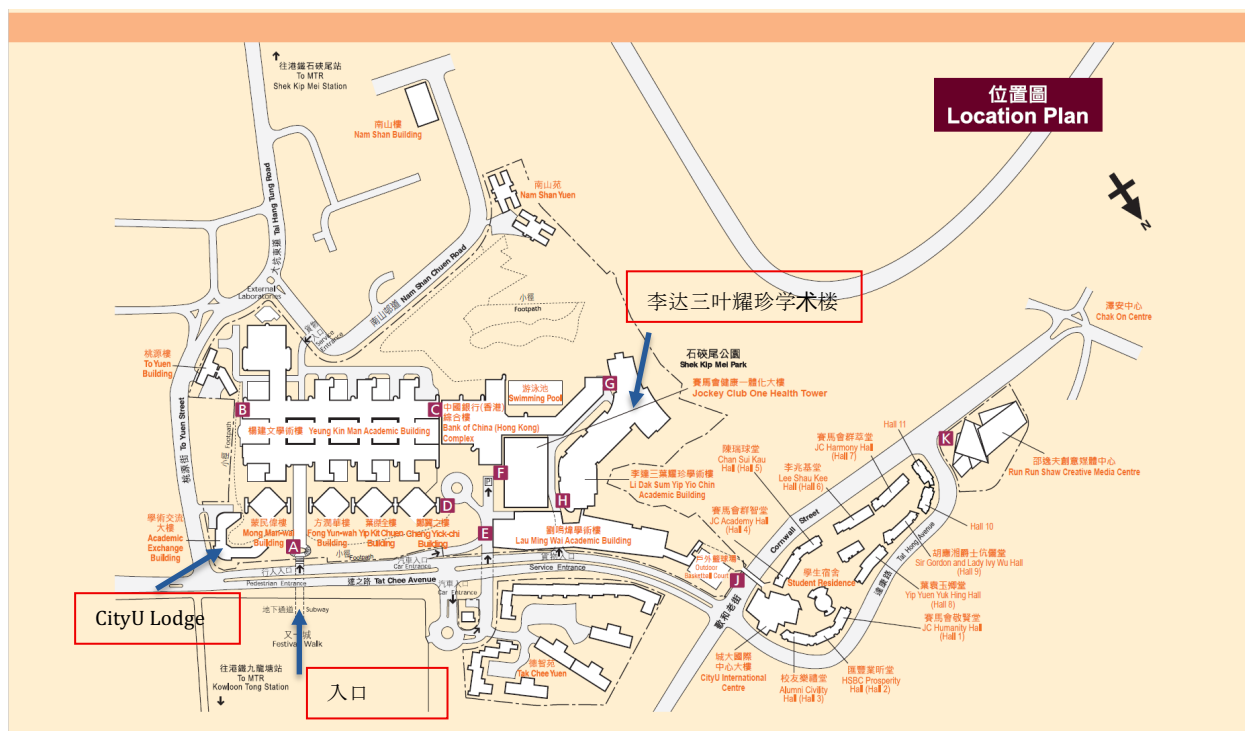
2. 高铁落地到九龙塘地铁站

适用于乘高铁抵达香港西九龙站，可转乘港铁：

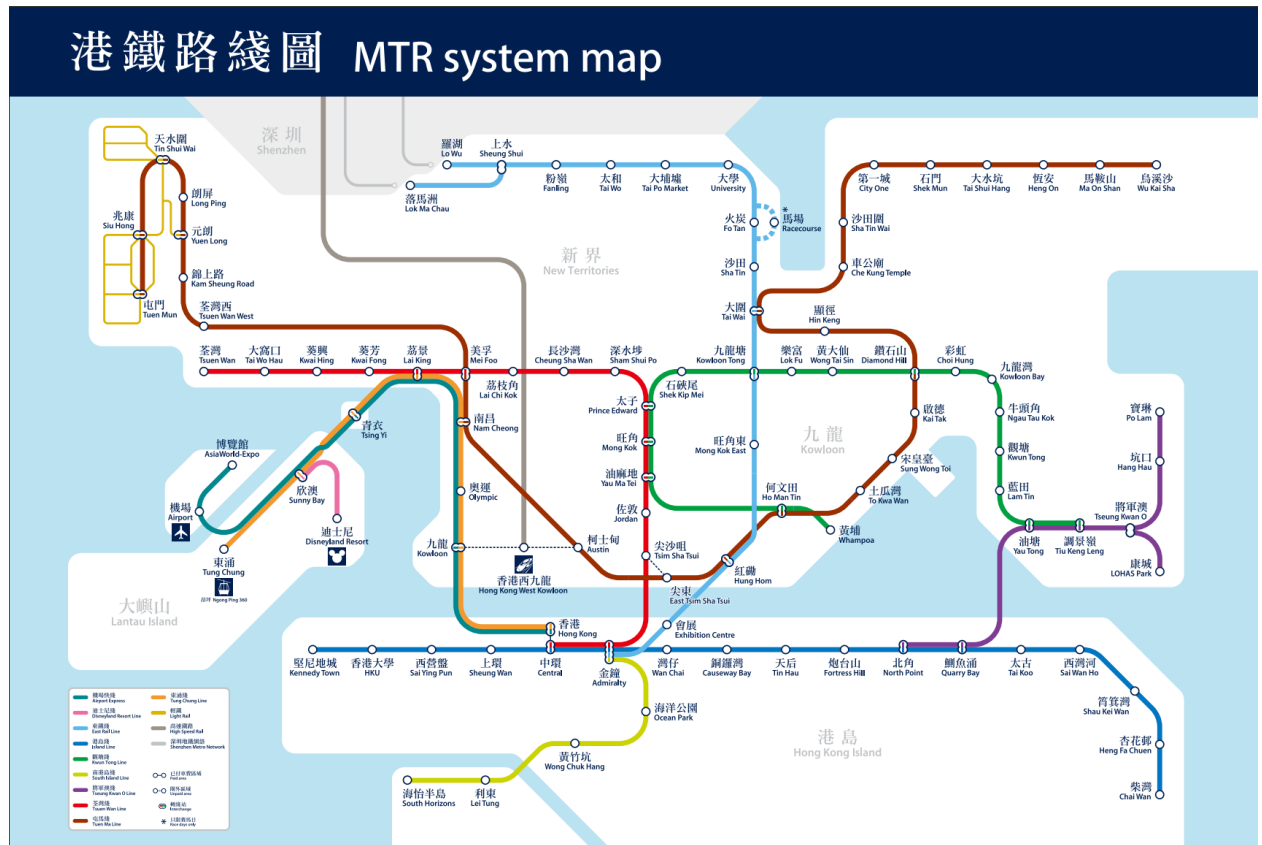
线路	上车 → 下车
步行换乘	西九龙站 → 柯士甸站（经天桥 / 隧道）
屯马线	柯士甸 → 红磡
东铁线	红磡 → 九龙塘（下车）

在九龙塘站按指示牌前往城大。

3. 校园地图



4. 香港地铁地图



5. 谷歌地图导航界面

从香港机场前往香港城市大学

13:58 - 14:52 (54 分钟)   

 機場快綫 >  東涌綫 >  荃灣綫 >  觀塘綫 > 

13:58从機場站发车
步行 7 分钟 每10分钟

 添加到日历



从香港西九龙高铁站前往香港城市大学

14:04 - 14:28 (24 分钟)   

 屯馬綫 >  東鐵綫 > 

14:04从柯士甸发车
HK\$9.00 步行 6 分钟 每7分钟

 添加到日历



Hong Kong

中國香港

