香港教育大學
The Education University of Hong Kong

一帶一路國際研討會

'Belt and Road' International Conference

多語教育、文化傳承與人才培養

Multilingual Education, Cultural Heritage, and Talent Cultivation

會議手冊 Conference Handbook

2025· 6.17~18 (Tue-Wed)

主辦單位 Organisers

漢語及多語教育發展中心 Centre for Chinese and Multilingual Education Development

縱橫資訊科技文化創新中心 CKC TechCulture Innovation Centre

南亚及东南亚教育发展研究协同创新中心

協辦單位 Co-organisers

Graduate School

中國語言學系 CHINESE LANGUAGE STUDIES

英語教育學系 ENGLISH LANGUAGE EDUCATION

支持單位 Supporting Units

雲南師範大學 教育学部 Faculty of Education, Yunnan Normal University

一帶一路 國際研討會
'Belt and Road' International Conference
多語教育、文化傳承與人才培養
Multilingual Education, Cultural Heritage, and Talent Cultivation

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會議簡介

會議宗旨

在全球化不斷發展的背景下，「一帶一路」倡議為沿線國家之間的教育與文化交流提供重要的合作平台。多語教育不僅是促進跨文化溝通的核心手段，更是加強不同文化之間理解與合作的關鍵。文化傳承，尤其是中華文化的全球傳播，則成為了連接華僑社群與世界的橋樑。在這一背景下，如何在多元文化環境中實現語言學習、文化傳承與人才培養的融合，成為教育研究的重大課題。此次研討會，旨在從「一帶一路」的視角探討多語教育如何推動文化融合、促進華僑社群的文化延續，進而強化不同國家與地區之間的教育合作及人才培養。

會議日期及地點

日期：2025 年 6 月 17–18 日（星期二至三；UTC+8）

地點：香港教育大學大埔校園 （香港新界大埔露屏路十號）

主辦單位

香港教育大學漢語及多語教育發展中心

香港教育大學縱橫資訊科技文化創新中心

香港教育大學—雲南師範大學南亞及東南亞教育發展研究協同創新中心

協辦單位

香港教育大學研究生院

香港教育大學中國語言學系

香港教育大學英語教育學系

支持單位

雲南師範大學教育學部

雲南師範大學雲南華文學院

Introduction

Aims

With the continued development of globalisation, the 'Belt and Road' Initiative offers a key platform for educational and cultural exchanges among participating countries. Multilingual education plays an essential role in bridging cultures and fostering mutual understanding. Furthermore, cultural heritage, particularly the global dissemination of Chinese culture, has become a pivotal bridge connecting overseas Chinese communities with the wider world. In this context, integrating language learning with cultural heritage, as well as talent cultivation in a multicultural environment has emerged as a significant focus of educational research. The conference aims to explore, from the perspective of the 'Belt and Road' Initiative, how multilingual education can promote cultural integration, maintain the cultural continuity of overseas Chinese communities, and strengthen education collaboration and talent cultivation among various countries and regions.

Date and Venue

Date: 17–18 June 2025 (Tue-Wed; UTC+8)
Venue: Taipo Campus, The Education University of Hong Kong, 10 Lo Ping Road, Tai Po, New Territories, Hong Kong

Organisers

Centre for Chinese and Multilingual Education Development, The Education University of Hong Kong
CKC TechCulture Innovation Centre, The Education University of Hong Kong
EdUHK–YNNU Joint Centre for Synergistic Innovation in South and Southeast Asia Education Development and Research

Co-organisers

Graduate School, The Education University of Hong Kong
Department of Chinese Language Studies, The Education University of Hong Kong
Department of English Language Education, The Education University of Hong Kong

Supporting Units

Faculty of Education, Yunnan Normal University
Yunnan Chinese Language and Culture College, Yunnan Normal University

會議須知

一、會議進行中，請確保手提電話及其他響鬧裝置處於靜音狀態。

二、會議將以中文及英文進行。

三、大會將對研討會進行拍攝及錄影，敬請留意。

四、會議期間，請佩戴名牌，憑名牌享用茶點及午膳。

五、香港教育大學校園範圍內全面禁煙（包括電子煙或其他吸煙設備），敬請留意。

六、會議時間分配注意事項：

1. 主題演講發表時間為 30 分鐘，問答環節 10 分鐘。
2. 分場報告每篇論文的發表時間為 13 分鐘，綜合討論時間為 10 分鐘。
3. 工作人員將於結束前 2 分鐘，舉牌提示一次；發表時間結束時，再舉牌一次。
4. 綜合討論期間，與會者發言請遵從會場主持人安排，並報上姓名及所屬機構。
5. 由於會議行程緊湊，請與會者提前 10 分鐘進入會場。

七、分場報告主持人職責：

1. 所有論文發表前，請主持人簡單介紹本場論文發表人的基本信息，如姓名、所屬機構、報告題目等。
2. 維持會場秩序及把握時間分配。如有需要，主持人可促請逾時者盡快結束，或提早結束綜合討論。
3. 主持綜合討論環節時，可作簡短點評或提問。如場內已無提問或回應，可提早結束綜合討論。

八、本手冊內所載內容安排以會議實際安排為準，如有更改，恕不另行通知。

Instructions

1. Please switch your mobile phones and other sound-making devices to silent mode during the conference.
2. This conference will be conducted in both Chinese and English.
3. Photo and video shooting will be conducted during the conference.
4. Attendees are required to wear name badges throughout the conference. Refreshments and lunch will be available upon presentation of the badge.
5. Smoking, including the use of e-cigarettes or other vaping devices, is strictly forbidden in any part of the campus of The Education University of Hong Kong.
6. Time allocation guidelines:
    a. Keynote presentations are allotted 30 minutes, followed by a 10-minute Q&A session.
    b. Each paper in the parallel sessions will have 13 minutes for presentation, with an additional 10 minutes for comprehensive discussion.
    c. A time reminder will be arranged 2 minutes before the conclusion; another reminder will be shown when the presentation time has ended.
    d. During the discussion session, participants should adhere to the moderator's guidance and state their name and affiliation when speaking.
    e. Due to the tight schedule, please arrive at least 10 minutes before the session starts.
7. Responsibilities of the moderator for the parallel session:
    a. Before the presentations, the moderator should briefly introduce the presenters, including name, affiliation, and presentation title.
    b. The moderator is responsible for order maintenance and time management. If necessary, the moderator may remind the speakers who exceed their time to conclude promptly or may end the discussion ahead of schedule.
    c. During the comprehensive discussion, the moderator may offer brief comments or pose questions. If there are no further questions, the discussion may be concluded ahead of schedule.
8. The content in this handbook is subject to change based on the actual arrangements without any prior notice.

程序表 Programme

Day One: 2025.6.17 (星期二 Tuesday)

時間 Time	會議活動 Event
08:30–08:55	簽到 Registration
09:00–09:20	**開幕式 Opening Ceremony | D1-LP-04** **致歡迎辭 Welcome Remarks** 李子建教授（香港教育大學校長） Professor Lee Chi Kin John (President, The Education University of Hong Kong) **致開幕辭 Opening Remarks** 何力治先生（香港特別行政區政府「一帶一路」專員） Mr Ho Lik Chi Nicholas (Commissioner for Belt and Road, HKSAR Government) **紀念品贈送環節 Souvenir Presentation** **合影 Group Photo**
09:20–10:05	**主題演講 Keynote Speech (1) | D1-LP-04** **開場致辭 Remarks** 陳錦榮教授（香港教育大學人文學院院長） Professor John Erni (Dean, Faculty of Humanities, The Education University of Hong Kong) **香港在大華語發展與推廣中的位置——兼論華語區語言研究的成績和展望** **Hong Kong's Role in the Development and Promotion of Chinese Language, with a Discussion on the Achievements and Prospects of Chinese Linguistic Research** 周清海教授（南洋理工大學） Professor Chew Cheng Hai (Nanyang Technological University) 主持人：施仲謀教授（香港教育大學） Moderator: Professor Si Chung Mou (The Education University of Hong Kong)
10:05–10:45	**主題演講 Keynote Speech (2) | D1-LP-04** **建立適切國際中文教育的應用語言學*** **Reconstructing Applied Linguistics for International Chinese Education*** 李宇明教授（北京語言大學） Professor Li Yuming (Beijing Language and Culture University) 主持人：梁佩雲教授（香港教育大學） Moderator: Professor Leung Pui Wan Pamela (The Education University of Hong Kong) **線上演講 Online Presentation*

時間 Time	會議活動 Event	
10:45–11:05	茶歇 Refreshment	
11:05–12:20	分場報告 **Paper Presentation (1)** **A–C**	
12:20–14:10	午飯 Lunch	
14:10–15:25	分場報告 **Paper Presentation (2)** **D–F**	
15:25–15:45	茶歇 Refreshment	
15:45–17:00	嘉賓論壇 **Plenary Session I | D1-LP-08** **Rethinking Digital Tools for Multilingual and Culturally Responsive Teaching** Dr Mohammed Alwaqdani (沙特阿拉伯烏姆·庫拉大學 Umm Al-Qura University) **Navigating Teacher Training and Development Challenges in New Curriculum Reform: Lessons from Vietnam** Ms Nguyen Ngoc Ninh (香港教育大學 The Education University of Hong Kong) **Bridging Cultures Through Language: CMU's Multilingual Education Initiatives in the Belt and Road Context** Mr Todsaporn Pichaiya (清邁大學 Chiang Mai University) **越南人才培養及與中國高校在該領域的教育合作——以河內國家大學人文社科大學為例** **Talent Cultivation in Vietnam and Educational Cooperation with Chinese Universities in This Domain (A Case study of University of Social Sciences & Humanities, Hanoi)** 鄧氏秋香教授（越南河內國家大學所屬社會人文科學大學） Professor Dang Thi Thu Huong (University of Social Sciences & Humanities, Hanoi National University) 主持人：林善敏博士（香港教育大學） Moderator: Dr Lam Sin Manw Sophia (The Education University of Hong Kong)	分場報告 **Paper Presentation (3)** **G–H**

Day Two: 2025.6.18 (星期三 Wednesday)

時間 Time	會議活動 Event	
09:10–10:25	**嘉賓論壇 Plenary Session II | D1-LP-08** **馬來西亞華校的三語教育、文化傳承與人才培養** **Trilingual Education, Cultural Heritage and Talent Cultivation in Malaysian Chinese Schools** 王曉梅教授（廈門大學馬來西亞分校中文系創系主任） Professor Wang Xiaomei (Xiamen University Malaysia) **Education in a Multi-Ethnic Society: The Malaysian Experience in Cultivating Global Talent** 鄭明瑜教授（馬來西亞拉曼大學） Professor Cheng Ming Yu (Universiti Tunku Abdul Rahman) **中文教育在印尼多元文化中的傳承與傳播** **The Inheritance and Dissemination of Chinese Education in Indonesia's Multicultural Society** 陳友明博士（印尼全國三語學校協會） Dr Yudi Sutanto Tan (Indonesian National Trilingual School Association) 主持人：譚詠瑜博士（香港教育大學） Moderator: Dr Tam Wing Yu Hugo (The Education University of Hong Kong)	分場報告 **Paper Presentation (4)** **I–J**
10:25–10:45	茶歇 Refreshment	
10:45–12:00	**分場報告 Paper Presentation (5)** **K–M**	
12:00–13:30	午飯 Lunch	
13:30–14:45	**分場報告 Paper Presentation (6)** **N–P**	
14:45–15:05	茶歇 Refreshment	
15:05–15:45	**主題演講 Keynote Speech (3) | D1-LP-04** **Beyond Algorithms: Centering Affect in Multilingual Education and Assessment in the AI Era** 練美兒教授（香港教育大學） Professor Lin Mei Yi Angel (The Education University of Hong Kong) 主持人：林善敏博士（香港教育大學） Moderator: Dr Lam Sin Manw Sophia (The Education University of Hong Kong)	

時間 Time	會議活動 Event
15:45–16:25	**主題演講 Keynote Speech (4) | D1-LP-04** **Kazakhstan at the Crossroads of Cultures and Languages: New Horizons for International and China-Kazakhstan Educational Cooperation** 迪娜拉·道恩博士（阿里法拉比哈薩克國立大學 / 哈薩克國立女子師範大學） Dr Dinara Dauyen (Al-Farabi Kazakh National University/Kazakh National Women's Teacher Training University) 主持人：金晶博士（香港教育大學） Moderator: Dr Jin Jing (The Education University of Hong Kong)
16:25–16:35	**閉幕致辭 Closing Remarks | D1-LP-04** 金晶博士（香港教育大學） Dr Jin Jing (The Education University of Hong Kong) 謝家浩博士（香港教育大學） Dr Tse Ka Ho (The Education University of Hong Kong)
16:55	出發前往歡送晚宴 Banquet

- ✓ **主題演講**：每位講者報告時間為 30 分鐘，隨後安排 10 分鐘答問環節。

  Keynote Speech: The duration for each presentation is 30 minutes, followed by a 10-mintue Q&A session.
- ✓ **嘉賓論壇**：每位嘉賓報告時間為 15–20 分鐘，之後設有 15 分鐘答問環節。每場論壇共邀請 3–4 位嘉賓參與。

  Plenary Session: The duration for each presentation is 15–20 minutes, followed by a 15-mintue Q&A session. Each session will have three to four speakers.
- ✓ **分場報告**：每位報告者發表時間為 13 分鐘，之後設有 10 分鐘的綜合討論。每節安排 4–5 位報告者進行分享。

  Paper Presentation: The duration for each presentation is 13 minutes, followed by a 10-mintue Q&A session. Each session will have four to five presenters.

*活動內容將以現場實際安排為準，如有任何更改，恕不另行個別通知，敬請見諒。

Please note that the programme is subject to change based on the actual arrangements without any prior notice.

分場報告

Paper Presentation (1)

A–C

2025.6.17 11:05–12:20

每組四至五篇論文報告，每篇報告 13 分鐘，綜合討論 10 分鐘，分三組同時進行。

Each group includes four to five 13-minitue presentations, followed by a 10-minute discussion. Three groups will be conducted simultaneously.

A

主持人：王嬋娟博士（香港教育大學）

Moderator: Dr Wang Chanjuan (The Education University of Hong Kong)

地點 Location：D2-LP-10

11:05–11:18	**A1**	**促進雲南高等教育中的多元文化理解：政策與實踐** **Promoting Multicultural Understandings in Yunnan Higher Education: Policies and Practices** 韓亦初（香港教育大學）Han Yichu (The Education University of Hong Kong) 熊卫雁（香港教育大學）Xiong Weiyan (The Education University of Hong Kong)
11:18–11:31	**A2**	**非物質文化遺產（ICH）在「一帶一路」高校聯盟中的產教融合：機制與案例研究** **Industry-Education Integration of Intangible Cultural Heritage (ICH) in the Belt and Road University Alliance: Mechanisms and Case Studies** 沈芳旭（香港教育大學）Shen Fang Xu (The Education University of Hong Kong)
11:31–11:44	**A3**	**從國際高等教育角度看中歐高校合作多語教育研究** **A Study on Multilingual Education in Sino–European University Collaborations from the Perspective of International Higher Education** 王嘉馨（香港教育大學）Wang Jia Xin (The Education University of Hong Kong)
11:44–11:57	**A4**	**基於「一帶一路」敘事的國際中文教育補語教學創新模式探索** **Exploration of Innovative Models for Teaching Complements in International Chinese Education Based on the 'Belt and Road' Narrative** 楊進（華南師範大學）Yang Jin (South China Normal University) 邱梳桐（華南師範大學）Qiu Shutong (South China Normal University)
11:57–12:10	**A5**	**坦桑尼亞中文教學資源發展狀況** **The Development of Chinese Teaching Resources in Tanzania** 肖洋（雲南師範大學）Xiao Yang (Yunnan Normal University)
12:10–12:20		**綜合討論 Discussion**

B

主持人：延晶博士（香港教育大學）
Moderator: Dr Yan Jing (The Education University of Hong Kong)
地點 Location：D2-LP-09

11:05–11:18	**B1**	**有效教授幼兒學習中文的策略與技巧** **Effective Strategies and Techniques for Teaching Young Children to Learn Chinese** 張連航（香港大學專業進修學院） Cheung Lin Hong (HKU School of Professional and Continuing Education)
11:18–11:31	**B2**	**香港非華語幼兒中文教育發展與研究：從教學實踐到未來趨勢** **The Development and Research of Chinese Language Education for Non-Chinese Speaking Preschoolers in Hong Kong: From Teaching Practices to Future Trends** 彭志全（香港大學專業進修學院） Pang Chi Chuen (HKU School of Professional and Continuing Education)
11:31–11:44	**B3**	**非華語學生的漢語學習動機：社會教育模型的適用性研究** **Chinese Learning Motivation Among Non-Chinese Speaking Students: A Study on the Applicability of the Socio-Educational Model** 梁巧怡（香港教育大學）Leung Hau Yi Kelly (The Education University of Hong Kong) 鍾慧賢（香港教育大學）Chung Wai Yin (The Education University of Hong Kong) 林善敏（香港教育大學）Lam Sin Manw Sophia (The Education University of Hong Kong)
11:44–11:57	**B4**	**探討非華語學生專上中文課程的設計原則與難點：以香港教育大學「幼兒教育專用中文」課程為例** **Exploring the Principles and Challenges on the Chinese Language Curriculum Design for Non-Chinese Speaking Students: An Example of "Chinese for Specific Purpose- Early Childhood Education" at The Education University of Hong Kong** 李詠達（香港教育大學）Lee Wing Tat (The Education University of Hong Kong)
11:57–12:10	**B5**	**多語教育下學前兒童語言能力的測評的研究** **Research on the Assessment of Language Abilities of Preschool Children in Multilingual Education** 黃子瑄（雲南師範大學）Huang Zi Xuan (Yunnan Normal University)
12:10–12:20		**綜合討論 Discussion**

C

主持人：羅燕玲博士（香港教育大學）
Moderator: Dr Law Yin Ling (The Education University of Hong Kong)
地點 Location：D2-LP-08

11:05–11:18	**C1**	**人工智能時代的實用文教學設計——以香港中文大學「實用中文寫作」為例** **Pedagogical Design for Practical Chinese Writing in the Era of AI: A Case Study of The Chinese University of Hong Kong** 黎必信（香港中文大學）Lai Pit Shun (The Chinese University of Hong Kong)
11:18–11:31	**C2**	**數智時代寫作課程教學實踐** **Pedagogical Practices for Writing Courses in the Era of Digital Intelligence** 徐秀芬（香港科技大學）Xu Xiufen (The Hong Kong University of Science and Technology)
11:31–11:44	**C3**	**促進自主學習的教學策略探討：以香港大專學生中文寫作課堂為例** **Exploring Teaching Strategies to Promote Self-Regulated Learning: A Case Study of Chinese Writing Classes for Hong Kong Vocational Education Students** 易瑩瑩（香港高等教育科技學院） Yi Yingying (Technological and Higher Education Institute of Hong Kong)
11:44–11:57	**C4**	**多模態寫作中的人工智能應用：香港大學生中文話題寫作的實證研究** **The Application of AI in Multimodal Writing: An Empirical Study on Chinese Thematic Writing Among University Students in Hong Kong** 王子茹（香港教育大學）Wang Ziru (The Education University of Hong Kong) 廖先（香港教育大學）Liao Xian (The Education University of Hong Kong)
11:57–12:10	**C5**	**跨語言的中文素材寫作：多語環境中的寫作形態** **Chinese Writing from Cross-Linguistic Sources: Writing Tasks in Multilingual Environments** 廖先（香港教育大學）Liao Xian (The Education University of Hong Kong)
12:10–12:20		**綜合討論 Discussion**

分場報告

Paper Presentation (2)

D–F

2025.6.17 14:10–15:25

每組四至五篇論文報告，每篇報告 13 分鐘，綜合討論 10 分鐘，分三組同時進行。
Each group includes four to five 13-minitue presentations, followed by a 10-minute discussion. Three groups will be conducted simultaneously.

D

主持人：羅樂然博士（香港教育大學）
Moderator: Dr Law Lok Yin (The Education University of Hong Kong)
地點 Location：D2-LP-10

14:10–14:23	**D1**	**「知識圖譜+AI 智能體」驅動的新型國際中文教學模式構建與效能驗證** **"Knowledge Graph + AI Agent"-Driven Construction and Efficacy Verification of a New International Chinese Teaching Model** 趙麗君（大連理工大學）Zhao Li Jun (Dalian University of Technology)
14:23–14:36	**D2**	**「SPOC 混合式教學」模式下《紅樓夢》中林黛玉人物形象教學設計** **Teaching Design of Lin Daiyu's Character in Dream of the Red Mansion under "SPOC Blending Teaching" Mode** 包雪嬌（香港教育大學）Bao Xue Jiao (The Education University of Hong Kong)
14:36–14:49	**D3**	**基於數字技術的感知與產出教學模式在漢語語音教學的應用研究** **Application of Digital Technology-Based Perception-Production Teaching Model in Chinese Phonetics Instruction: An Empirical Study** 石柳（華北水利水電大學） Shi Liu (North China University of Water Resources and Electric Power)
14:49–15:02	**D4**	**「跨越絲路」阿聯酋 CFL 教材中的視覺元素及跨文化意識** **Visual Elements and Cross-Cultural Awareness in the UAE CFL Textbook "Across the Silk Road"** 陳菘霖（臺灣成功大學）Chen Sung Lin (Taiwan Cheng Kung University)
15:02–15:12		**綜合討論 Discussion**

E

主持人：延晶博士（香港教育大學）
Moderator: Dr Yan Jing (The Education University of Hong Kong)
地點 Location：D2-LP-09

14:10–14:23	**E1**	**香港媒體與流行文化中的粵語：保育與變遷** **Cantonese in Hong Kong Media and Popular Culture: Preservation and Transformation** 王泊鈞（香港教育大學）Wang Bojun (The Education University of Hong Kong)
14:23–14:36	**E2**	**數字化時代蒙古長調傳承的價值及保護路徑探析** **The Value and Preservation Pathways of Mongolian Long Song Heritage in the Digital Era** 湯雅惠（香港教育大學）Tang Ya Hui (The Education University of Hong Kong)
14:36–14:49	**E3**	**閩南方言的保護與傳承探析** **Exploration into the Protection and Inheritance of Minnan Dialect** 楊紫萍（香港教育大學）Yang Zi Ping (The Education University of Hong Kong)
14:49–15:02	**E4**	**雲南文山廣南布央語傳承與保護研究** **The Study of Buyang Language Development and Protection in Guannan Yunnan** 趙雪（滇池學院）Zhao Xue (Dianchi College)
15:02–15:12		**綜合討論 Discussion**

F

主持人：羅燕玲博士（香港教育大學）
Moderator: Dr Law Yin Ling (The Education University of Hong Kong)
地點 Location：D2-LP-08

14:10–14:23	**F1**	**傳統訓詁的教學轉化：以「桀」字為例** **The Pedagogical Transformation of Traditional Exegesis: A Case Study of the Character "桀" (Jié)** 董宇婷（香港教育大學）Dong Yuting (The Education University of Hong Kong)
14:23–14:36	**F2**	**對非華語學生漢字書寫中「同音別字」的偏誤分析** **Error Analysis of Homophones in Chinese Character Handwriting Among Non-Chinese Speaking Students** 謝天燊（香港教育大學）Tse Tin San (The Education University of Hong Kong)
14:36–14:49	**F3**	**「安娣，我要 laksa，不要 hum，打包！」：新加坡與馬來西亞的跨語詞彙互動** **'Auntie, one laksa, mai hum, dabao!': Lexical Interaction Between Mandarin and Other Languages of Singapore and Malaysia** 譚詠瑜（香港教育大學）Tam Hugo Wing-Yu (The Education University of Hong Kong)
14:49–15:02	**F4**	**探討漢字使用地區者用字遣詞差異，以真實語料為例，淺析語言交流可達度** **Investigating the Differences in Word Usage Among Chinese Character-Using Regions: A Case Study with Real Corpus Data, Analyzing Language Communication Accessibility** 李鈴珊（娜娜教育科技有限公司） Lee Ling Shan (NANA Education Technology Company Limited)
15:02–15:15	**F5**	**數字化背景下香港中文報紙所用粵方言字的調查研究** **Investigation and Research on the Use of Cantonese Characters in Hong Kong Chinese Newspapers in the Context of Digitalization** 李麗（浙江科技大學）Li Li (Zhejiang University of Science and Technology)
15:15–15:25		**綜合討論 Discussion**

分場報告

Paper Presentation (3)

G–H

2025.6.17 15:45–17:00

每組四至五篇論文報告，每篇報告 13 分鐘，綜合討論 10 分鐘，分兩組同時進行。
Each group includes four to five 13-minitue presentations, followed by a 10-minute discussion. Two groups will be conducted simultaneously.

G

主持人：羅樂然博士（香港教育大學）
Moderator: Dr Law Lok Yin (The Education University of Hong Kong)
地點 Location：D2-LP-10

15:45–15:58	**G1**	**語言教師信念與教學實踐——混合教學法下高中閱讀課堂研究** **Language Teachers' Beliefs and Teaching Practices ——A Study on High School Reading Classes under Blended Learning Approach** 陳曦（上海外國語大學）Chen Xi (Shanghai International Studies University)
15:58–16:11	**G2**	**籌辦讀書會提升準教師專業發展探究** **Enhancing Pre-Service Teacher Development Through Reading Clubs** 慕容嘉英（香港大學）Mo Yung Ka Ying (The University of Hong Kong)
16:11–16:24	**G3**	**中國大陸教師權威減弱的現象及其影響：一項基於訪問調查的研究** **The Erosion of Teacher Authority in Mainland China: An Investigative Study Based on Interviews** 高偉嘉（香港教育大學）Gao Weijia (The Education University of Hong Kong)
16:24–16:37	**G4**	**探究戲劇教學提升小學生學習文言文自我效能感** **Exploring the Effectiveness of Drama Education in Enhancing Primary Students' Self-Efficacy in Learning Classical Chinese** 鄧藝婷（香港教育大學）Tang Ngai Ting (The Education University of Hong Kong)
16:37–16:50	**G5**	**教育浪費理論觀照下鄉村教師專業發展的困境與突圍** **Predicament and Breakthrough of Rural Teachers' Professional Development from the Perspective of Educational Waste Theory** 劉琦莉（雲南師範大學）Liu Qi Li (Yunnan Normal University)
16:50–17:00		**綜合討論 Discussion**

H

主持人：廖先博士（香港教育大學）
Moderator: Dr Liao Xian (The Education University of Hong Kong)
地點 Location：D2-LP-09

15:45–15:58	**H1**	**針對非華語本科生學生的古文教學——以中外高校古代漢語課程為案例** **Classical Chinese Teaching for Non-Chinese Speaking Students: A Case Study of Undergraduate Classical Chinese Courses in Chinese and Foreign Universities** 余栢耀（香港大學專業進修學院） Yu Pak Yiu (HKU School of Professional and Continuing Education)
15:58–16:11	**H2**	**從生活到考場——香港非華語學生漢字生活化教學實踐** **From Life to Examination Room: The Practice of Teaching Chinese Characters in Daily Life for Non-Chinese Speaking Students in Hong Kong** 劉曉晴（香港大學專業進修學院） Liu Xiaoqing Sunny (HKU School of Professional and Continuing Education)
16:11–16:24	**H3**	**香港非華語生的中國歷史課堂教學探析——以〈鄭和下西洋〉的課題為例** **An Investigation into the Classroom Teaching of Chinese History for Non-Chinese Speaking Students in Hong Kong: A Case of Teaching "Zheng He's Voyage to the West"** 梁佩雲（香港教育大學）Leung Pui Wan Pamela (The Education University of Hong Kong)
16:24–16:37	**H4**	**香港非華語學生中文學習教材的比較分析：以兩部教材為例** **A Comparative Analysis of Chinese Learning Materials for Non-Chinese Speaking Students in Hong Kong: A Case Study of Two Textbooks** 鍾茵婷（香港樹仁大學）Chung Yan Ting (Hong Kong Shue Yan University)
16:37–16:50	**H5**	**內地與香港小學語文教材的比較研究——以 2024 年新部編版與香港啟思版為例** **A Comparative Study of Primary School Chinese Language Teaching Materials in the Mainland and Hong Kong - A Case Study of the New 2024 Edition of the Ministry of Education and The Hong Kong Kai-Shek Edition** 陳宇曦（湛江科技學院）Chen Yuxi (Zhanjiang University of Science and Technology)
16:50–17:00		**綜合討論 Discussion**

分場報告

Paper Presentation (4)

I–J

2025.6.18 09:10–10:25

每組四至五篇論文報告，每篇報告 13 分鐘，綜合討論 10 分鐘，分兩組同時進行。
Each group includes four to five 13-minitue presentations, followed by a 10-minute discussion. Two groups will be conducted simultaneously.

主持人：葉嘉博士（香港教育大學）
Moderator: Dr Ye Jia (The Education University of Hong Kong)
地點 Location：D2-LP-10

09:10–09:23	**I1**	**構建適應 AI 時代的香港中文教育多元化評估體系** **Constructing a Diversified Assessment System for Chinese Education in Hong Kong Adapted to the AI Era** 李文逸（香港教育大學）Li Wenyi (The Education University of Hong Kong)
09:23–09:36	**I2**	**文化傳承遇上科技：人工智能在中國傳統藝術教育中的角色** **Cultural Preservation Meets Technological Innovation: AI in Traditional Chinese Art Education** 吳秀華（香港教育大學）Ng Sau Wah (The Education University of Hong Kong)
09:36–09:49	**I3**	**感知中的協作橋樑：AI 與教師合作如何影響教師使用 AI 的行為意圖** **The Collaborative Bridge from Perception: How AI-Teacher Collaboration Impacts Teachers' Behavioral Intentions to Utilize AI** 魏煜桔（香港教育大學）Wei Yujie (The Education University of Hong Kong) 李俊迪（香港教育大學）Li Jundi (The Education University of Hong Kong)
09:49–10:02	**I4**	**人工智能作為高級集成：人工智能素養如何塑造職前教師接受 GenAI 技術的行為意願** **AI as Advanced Integration: How AI literacy Shapes Pre-Service Teachers' Behavioral Intention to Embrace GenAI Technology** 楊雪雯（香港教育大學）Yang Xuewen (The Education University of Hong Kong) 朱金鑫（香港教育大學）Zhu Jinxin (The Education University of Hong Kong)
10:02–10:12		**綜合討論 Discussion**

J

主持人：孫愛玲博士（香港教育大學）
Moderator: Dr Soon Ai Ling (The Education University of Hong Kong)
地點 Location：D2-LP-09

09:10–09:23	**J1**	**幼兒階段的人工智能：北京教師對於幼兒園中技術應用與語言發展的看法** **AI in the Early Years: Beijing Teachers' Perspectives on Technology and Language Development in Kindergarten** 王淏（香港教育大學）Wang Hao (The Education University of Hong Kong) 周彥玲（香港教育大學）Zhou Yanling (The Education University of Hong Kong) 朱敏（香港教育大學）Zhu Min (The Education University of Hong Kong)
09:23–09:36	**J2**	**運用人工智能共創繪本推動幼稚園普通話教學** **Using Artificial Intelligence to Co-Create Picture Books to Promote Putonghua Teaching in Kindergartens** 梁語桐（香港教育大學）Liang Yutong (The Education University of Hong Kong)
09:36–09:49	**J3**	**屏幕暴露與幼兒社會情感能力關係的考察——基於父母媒介干預與幼兒情緒能力的作用** **Exploring the Relationship Between Screen Exposure and Children's Socioemotional Competence — The Role of Parental Media Intervention and Children's Emotional Ability** 孫木香（雲南師範大學）Sun Mu Xiang (Yunnan Normal University)
09:49–10:02	**J4**	**數碼時代的語言學習：香港幼教教師對人工智能與科技融合的態度** **Language Learning in the Digital Age: Hong Kong ECE Teachers' Attitudes Toward AI and Technology Integration** 朱敏（香港教育大學）Zhu Min (The Education University of Hong Kong) 周彥玲（香港教育大學）Zhou Yanling (The Education University of Hong Kong) 王淏（香港教育大學）Wang Hao (The Education University of Hong Kong)
10:02–10:15	**J5**	**Emoji 影響文本理解的年齡差異** **Age Differences in Text Comprehension Influenced by Emojis** 楊微萍（雲南師範大學）Yang Weiping (Yunnan Normal University)
10:15–10:25		**綜合討論 Discussion**

分場報告

Paper Presentation (5)

K–M

2025.6.18 10:45–12:00

每組四至五篇論文報告，每篇報告 13 分鐘，綜合討論 10 分鐘，分三組同時進行。
Each group includes four to five 13-minitue presentations, followed by a 10-minute discussion. Three groups will be conducted simultaneously.

K

主持人：葉嘉博士（香港教育大學）
Moderator: Dr Ye Jia (The Education University of Hong Kong)
地點 Location：D2-LP-10

10:45–10:58	**K1**	**多元社會中文化自信心的建構——新加坡華族文化保護和繼承說略** **Construction of Cultural Self-Confidence in a Multicultural Society: An Interpretative Framework on the Preservation and Inheritance of Singaporean Chinese Culture** 徐峰（南洋理工大學國立教育學院） Xu Feng (National Institute of Education, Nanyang Technological University)
10:58–11:11	**K2**	**文化扎根與語言共生：廣府文化融入香港小學中文教材的編寫設計研究** **Cultural Roots and Language Symbiosis: Research on the Integration of Cantonese Culture into the Compilation and Design of Chinese Textbooks for Hong Kong Primary Schools** 羅嘉欣（香港教育大學）Luo Jia Xin (The Education University of Hong Kong)
11:11–11:24	**K3**	**博而不精「微掌握」——從「新六藝通識課程」看漢文化遺產的時代傳承與國際傳播** **Broad but Not Deep: Micro-Mastery — Reflecting on the Temporal Heritage and International Dissemination of Chinese Cultural Heritage Through the Curriculum of the New Six Arts** 周立（香港教育大學）Chau Lap (The Education University of Hong Kong)
11:24–11:37	**K4**	**中泰兩國文化同源與影響分析：基於中泰文化詞彙的對比分析** **Analysis of Cultural Homology and Influence Between China and Thailand: A Contrastive Analysis Based on Chinese and Thai Cultural Vocabulary** 趙莎莎（雲南師範大學）Zhao Shasha (Yunnan Normal University) 龍昱廷（雲南師範大學）Long Yuting (Yunnan Normal University)
11:37–11:50	**K5**	**中國古代神話人物原型的當代共情力建構案例研究——以動畫電影《哪吒 2》為中心** **The Contemporary Presentation of Ancient Chinese Mythological Archetypes and the Power of Empathy ——Focusing on the Movie "Nezha 2"** 魏慧萍（澳門科技大學）Wei Hui Ping (Macau University of Science and Technology)
11:50–12:00		**綜合討論 Discussion**

L

主持人：孫愛玲博士（香港教育大學）
Moderator: Dr Soon Ai Ling (The Education University of Hong Kong)
地點 Location：D2-LP-09

10:45–10:58	**L1**	**數字化跨媒介環境中詩詞傳承與語言學習：以「尋找古時月」古典詩文朗誦及短片製作比賽為例** **Classical Poetry Preservation and Language Learning in a Digital Cross-Media Environment: A Case Study of the "In Search of the Ancient Moon" Competition** 梁穎（香港大學專業進修學院） Liang Ying (HKU School of Professional and Continuing Education)
10:58–11:11	**L2**	**基於 TPACK 理論框架的 AI 繪畫融合教學實踐——以《故鄉》教學為例** **Integrating AI Painting into Teaching Practice Based on the TPACK Framework: A Case Study of "Gu Xiang" Instruction** 蔣毅（香港教育大學）Jiang Yi (The Education University of Hong Kong) 金頂頂（香港教育大學）Jin DingDing (The Education University of Hong Kong)
11:11–11:24	**L3**	**智能時代語文教育的範式轉移初探：從工具性到數位人文的結構轉型** **Exploration of Paradigm Shifts in Language Education in the Intelligent Era: A Structural Transition from Instrumentality to Digital Humanities** 翟彥君（香港教育大學）Chak Yin Kwan (The Education University of Hong Kong)
11:24–11:37	**L4**	**虛擬實境教學對香港中小學生學習中國古詩文的成效 ——以「同走古人路——虛擬實境體驗學習中國古詩文」項目為例** **The Effectiveness of Virtual Reality Teaching on the Learning of Chinese Classical Poetry by Primary and Secondary School Students in Hong Kong: A Case Study of the "Walking with the Ancients: Virtual Reality Experience in Learning Chinese Classical Poetry"** 馮振輝（香港教育大學）Feng Zhen Hui (The Education University of Hong Kong)
11:37–11:50	**L5**	**探索不同情緒設計特徵對香港中學生多媒體學習中國詩歌欣賞的影響** **Exploring the Effect of Using Different Levels of Emotional Design Features on Hong Kong Secondary Students' Multimedia Learning and Appreciation of Chinese Poetry** 李頔（香港教育大學）Li Di (The Education University of Hong Kong)
11:50–12:00		**綜合討論 Discussion**

M

主持人：廖先博士（香港教育大學）
Moderator: Dr Liao Xian (The Education University of Hong Kong)
地點 Location：D2-LP-08

10:45–10:58	**M1**	**拷貝式話題結構「X 就 X 在 Y」的立場釋因功能與結構整合** **The Stance-Expressive and Stance-Explanatory Function of the Copy-Topic Structure "X jiu X zai Y"** 張菲菲（上海外國語大學）Zhang Fei Fei (Shanghai International Studies University)
10:58–11:11	**M2**	**香港中學古詩文選編與香港詩詞選錄初探——以《積學與涵泳—中學古詩文誦讀材料選編》為中心** **Exploring the Anthology of Chinese Classical Poetry for Hong Kong Secondary Schools and the Possibility of Including Hong Kong Poetry: A Focus on an Anthology Published by the Hong Kong Education Bureau** 嚴瑞彬（香港大學專業進修學院） Yim Shui Bun (HKU School of Professional and Continuing Education)
11:11–11:24	**M3**	**「使令動詞」濫用之趨勢及改善建議** **The Trend of Abuse of "Causative Verbs" and Suggestions for Improvement** 陳彥峯（香港浸會大學）Chan Yin Fung (Hong Kong Baptist University)
11:24–11:37	**M4**	**跨語言和跨方言習得視角下的漢語普通話句末延長效應** **Utterance-Final Lengthening Effect of Chinese Mandarin from the Cross-Language and Cross-Dialect Acquisition Perspectives** 張凌（香港教育大學）Zhang Ling (The Education University of Hong Kong)
11:37–11:50	**M5**	**華人文化繪本教學設計與實施之研究 -以蒙特梭利課室 3-6 歲混齡班為例** **Research on the Teaching Design and Implementation of Chinese Cultural Picture Books - Taking the Montessori Classroom's 3-6-Year-Old Mixed-Age Class as an Example** 劉雪沁（香港教育大學）Lau Suet Tsam (The Education University of Hong Kong)
11:50–12:00		**綜合討論 Discussion**

分場報告

Paper Presentation (6)

N–P

2025.6.18 13:30–14:45

每組四至五篇論文報告，每篇報告 13 分鐘，綜合討論 10 分鐘，分三組同時進行。
Each group includes four to five 13-minitue presentations, followed by a 10-minute discussion. Three groups will be conducted simultaneously.

N

主持人：張凌博士（香港教育大學）

Moderator: Dr Zhang Ling (The Education University of Hong Kong)

地點 Location：D2-LP-10

13:30–13:43	**N1**	**多語教育與跨文化能力發展的理論與應用探討** **From Principles to Practice in Multilingual Education for Intercultural Competence** 單欣（北京順義國際學校）Shan Jessica (International School of Beijing) 曾影（北京順義國際學校）Zeng Grace (International School of Beijing)
13:43–13:56	**N2**	**小學生家長對華語學習和雙語實踐的態度：新加坡的經驗** **Parents' Attitudes Towards Chinese Language Learning and Bilingual Practices: The Singapore Experience** 李麗（南洋理工大學新加坡華文教研中心） Li Li (Singapore Centre for Chinese Language, Nanyang Technological University)
13:56–14:09	**N3**	**基於融媒體時代的漢語國際教育中道家文化傳播困境及化解策略研究** **Taoist Culture in Chinese International Education Based on Integrated Media Studies in the Era of Communication Dilemmas and Resolution Strategies** 潘泓（香港教育大學）Pan Hong (The Education University of Hong Kong)
14:09–14:22	**N4**	**建構主義演變下的素養本位學習結構模型構建** **The Construction of a Competency-Based Learning Structure Model under the Evolution of Constructivism** 邱士慶（雲南師範大學）Qiu Shi Qing (Yunnan Normal University)
14:22–14:35	**N5**	**數智化背景下雲南師範大學中越雙語課程教學模式的創新與實踐** **Innovation and Practice of the Sino-Vietnamese Bilingual Teaching Model under the Context of Digital Intelligence at Yunnan Normal University** 楊健（雲南師範大學）Yang Jian (Yunnan Normal University)
14:35–14:45		**綜合討論 Discussion**

O

主持人：譚詠瑜博士（香港教育大學）
Moderator: Dr TAM Wing Yu Hugo (The Education University of Hong Kong)
地點 Location：D2-LP-09

13:30–13:43	**O1**	**中學教師的數字素養、心理韌性和職業倦怠的關係** **The Relationship Between Digital Literacy, Psychological Toughness and Burnout Among Secondary School Teachers** 鄧永輝（香港教育大學）Deng Yonghui (The Education University of Hong Kong)
13:43–13:56	**O2**	**「一帶一路」背景下教育神經科學賦能寧夏回漢教育** **The Empowerment of Ningxia Hui-Han Education by Educational Neuroscience under the Belt and Road Initiative** 張娌婭（香港教育大學）Zhang Liya (The Education University of Hong Kong)
13:56–14:09	**O3**	**進展性評估對學業表現的影響：探討教師情感支持的作用** **The Influence of Formative Assessment on Academic Performance: Exploring the Role of Teachers' Emotional Support** 吳俊生（香港教育大學）Wu Jun Sheng (The Education University of Hong Kong)
14:09–14:22	**O4**	**課堂冥想對於課堂焦慮、課堂行為、文本理解及延時回憶之影響的實證研究 ——以《山居秋暝》古典詩歌教學為例** **An Empirical Study on the Effects of Classroom Meditation on Classroom Anxiety, Classroom Behavior, Text Comprehension, and Delayed Recall in Teaching Classical Poetry: A Study Using Mountain Dwelling in Autumn Twilight** 鄧蓉（香港教育大學）Deng Rong (The Education University of Hong Kong)
14:22–14:35	**O5**	**腦科學視域下對教師情感勞動的啟示** **Implications for Teachers' Emotional Labour from a Brain Science Perspective** 趙子怡（雲南師範大學）Zhao Zi Yi (Yunnan Normal University)
14:35–14:45		**綜合討論 Discussion**

P

主持人：王嬋娟博士（香港教育大學）

Moderator: Dr Wang Chanjuan (The Education University of Hong Kong)

地點 Location：D2-LP-08

13:30–13:43	**P1**	**「一帶一路」香港的角色與優勢** **Hong Kong's Role and Advantages in the Belt and Road Initiative** 李潔芳（香港大學專業進修學院） Lee Kit Fong (HKU School of Professional and Continuing Education)
13:43–13:56	**P2**	**一帶一路下的中華文化話語權構建：基於博物館的跨文化展覽** **Constructing the Discourse of Chinese Culture under the Belt and Road: Intercultural Exhibitions Based on Museums** 施佳蕾（香港教育大學）Shi Jia Lei (The Education University of Hong Kong)
13:56–14:09	**P3**	**「一帶一路」人才培育中的中華文化通識要訣** **The Key Points for General Knowledge of Chinese Culture for 'Belt and Road' Talent Cultivation** 潘樹仁（香港都會大學）Poon Abraham Shue Yan (Hong Kong Metropolitan University)
14:09–14:22	**P4**	**基於 Q 方法的泰國華校創始人群像分析** **Q Methodology: A Group Portrait Analysis of the Founders of Thai Chinese Schools** 龍昱廷（雲南師範大學）Long Yuting (Yunnan Normal University) 趙莎莎（雲南師範大學）Zhao Shasha (Yunnan Normal University)
14:22–14:32		**綜合討論 Discussion**

主題演講

Keynote Speech

主題演講 Keynote Speech (1)

香港在大华语发展与推广中的位置——兼论华语区语言研究的成绩和展望

Hong Kong's Role in the Development and Promotion of Chinese Language, with a Discussion on the Achievements and Prospects of Chinese Linguistic Research

周清海（南洋理工大学）
Chew Cheng Hai (Nanyang Technological University)

摘要：

一、从全球而不是中国的眼光看华语

二、对教材编辑、出版的意见

三、从事华语文教学的人员，应该有一些语言学的修养

四、语言差距的处理

五、香港能做些什么？

关键词：大华语；语言差距；语言教科书的编撰

Abstract:

1. Viewing the Chinese language from a global, rather than solely a China-centred perspective.
2. Opinions on the textbook editing and publishing.
3. Language teachers should possess a certain level of linguistic knowledge
4. Handing language differences.
5. What can Hong Kong contribute?

Keywords: global Chinese; language differences; language textbook editing

主題演講 Keynote Speech (2)

建立适切国际中文教育的应用语言学

Reconstructing Applied Linguistics for International Chinese Education

李宇明（北京语言大学）
Li Yuming (Beijing Language and Culture University)

摘要：

学科理论既是实践的总结，亦是实践的指导与支撑。国际中文教育，需要构建适切的应用语言学，以总结国际中文教育的实践经验，以指导、支撑国际中文教育事业。应用语言学是在英语二语教育和国际传播的基础上发展起来的，其研究材料甚至研究方式、研究目标等，都决定了其理论的有限性和适用范围的有限性。国际中文教育从当今的应用语言学中汲取了不少营养，但是不能原封照搬。国际中文教育事业的发展，需要构建适切国际中文教育的应用语言学，因为：一、中文及其中文教育的特殊性；二、国际中文教育独特的发展路径；三、国际中文教育的庞大规模；四、数智时代的发展机遇。国际中文教育研究涉及方方面面，主要是探索三大规律：第一，中文二语学习规律；第二，中文二语教育规律；第三，中文国际传播规律。这三大规律是“国际中文教育学”的理论基础。

关键词：国际中文教育；学科建设；应用语言学

Abstract:

Disciplinary theory serves as both a systematic synthesis of practical knowledge and a conceptual framework guiding practice. In the field of International Chinese Education (ICE), applied linguistics requires refinement to simultaneously advance theoretical foundations and optimize practical implementation. The conventional paradigm of applied linguistics, historically grounded on research in English as a Second Language (ESL) and cross-culture communication of English language, reveals inherent constraints in research scope, methodological approaches, and theoretical frameworks when applied to ICE contexts. While contributing substantially to the development of ICE, the existing theory remains insufficiently adapted to the distinctive characteristics of Chinese language and its pedagogy. This disciplinary evolution necessitates a re-construction in applied linguistics that addresses four critical dimensions: (1) the unique linguistic features of Chinese and its pedagogy; (2) the particular developmental path of ICE; (3) the massive scope of ICE worldwide; (4) the transformation of ICE in the digital age. Theoretical inquiry in ICE mainly encompasses three interrelated domains, including, Chinese as a second language acquisition (CSL), Teaching Chinese to Speakers of other languages (TCSOL), and cross-cultural communication of Chinese language. These three constituent elements collectively sustain and advance ICE as a robust academic discipline.

Keywords: international Chinese education (ICE); discipline development; applied linguistics

主題演講 Keynote Speech (3)

Beyond Algorithms: Centering Affect in Multilingual Education and Assessment in the AI Era

練美兒（香港教育大學）
Lin Mei Yi Angel (The Education University of Hong Kong)

Abstract:

The rapid advancement of artificial intelligence (AI) is reshaping multilingual education, providing tools that offer instant feedback, adaptive learning pathways, and unprecedented access to linguistic resources. These tools excel at teaching and assessing linguistic knowledge, such as grammar and vocabulary, across multiple languages. However, as AI increasingly automates traditional aspects of education, critical questions arise: What role do human educators play in an AI-immersive era? How can multilingual education retain its cultural and affective dimensions while leveraging AI innovations?

This paper argues that while AI is proficient in handling routine linguistic tasks and standardized assessments, it does not address the deeper human, cultural, and affective dimensions of multilingual education. To align with the goals of the Belt and Road Initiative—promoting transcultural understanding, fostering heritage continuity, and cultivating talent across diverse regions—a transformative approach to multilingual education and assessment is necessary.

I propose the adoption of the "4T Lenses"—Translanguaging, Trans-semiotizing, Transknowledging (Heugh, 2023), and Transculturing (Lin and Chen, 2025)—as a framework for rethinking multilingual education. These lenses invite educators to view multilingual education as a dynamic, embodied, and affective process that transcends linguistic boundaries, fosters transcultural and trans-epistemic exploration, and emphasizes synergy of diverse ways of knowing, being, and becoming.

By reimagining multilingual education through the 4T Lenses, educators can address the unique cultural and affective needs of learners, particularly in overseas Chinese and multicultural communities. Translanguaging and trans-semiotizing highlight the multimodal and embodied nature of multilingual communication, fostering values-realizing and self-making processes that contribute to cultural heritage preservation, and global citizenship.

This paper provides practical insights into how the 4T Lenses can serve as a powerful heuristic for educators to transcend the limitations of AI, cultivating the creative, transcultural, and relational capacities that are essential for multilingual communication in the Belt and Road contexts. By centering human, affective engagement and cultural exploration, multilingual education can play a pivotal role in fostering collaboration, integration, and talent cultivation among the diverse communities along the Belt and Road.

References

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learning with multimodality in English medium education (EME) classrooms across Asia. London: Routledge.

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Keywords: multilingual education; artificial intelligence (AI); translanguaging; affective engagement; 4t lenses

主題演講 Keynote Speech (4)

Kazakhstan at the Crossroads of Cultures and Languages: New Horizons for International and China-Kazakhstan Educational Cooperation

迪娜拉·道恩博士（阿里法拉比哈薩克國立大學 / 哈薩克國立女子師範大學）

Dr Dinara Dauyen (Al-Farabi Kazakh National University/Kazakh National Women's Teacher Training University)

Abstract:

Kazakhstan, situated at the heart of Eurasia, occupies a unique geopolitical and cultural position at the intersection of East and West. As a multilingual and multiethnic nation, Kazakhstan has embraced a strategic vision of fostering cultural integration and global connectivity through education. This keynote presentation explores Kazakhstan's evolving role in international educational cooperation, with particular emphasis on its deepening academic ties with China under the framework of the Belt and Road Initiative (BRI).

Keywords: multilingualism; cultural exchange; educational cooperation; Belt and Road Initiative, Kazakhstan–China relations

嘉賓論壇

Plenary Session

嘉賓論壇 Plenary Session I

Rethinking Digital Tools for Multilingual and Culturally Responsive Teaching

Mohammed Alwaqdani (Umm Al-Qura University)

Abstract:

This talk explores how digital tools ranging from AI applications to immersive and multilingual learning technologies can support more culturally inclusive and linguistically responsive education. Grounded in recent research and classroom practice from the Global South, including Saudi Arabia and other Belt and Road contexts, the talk highlights the potential and the challenges of using digital tools to engage diverse learners. It shows the importance of teacher agency, cultural adaptation, and ethical design when integrating technologies such as generative AI. By rethinking how we design and implement educational technologies, the session invites reflection on how educational technologies can move beyond standardization to support learners' identities, languages, and traditions in an increasingly digital world.

Keywords: digital education; multilingual teaching; culturally responsive pedagogy, generative AI in education; Belt and Road Initiative

嘉賓論壇 Plenary Session I

Navigating Teacher Training and Development Challenges in New Curriculum Reform: Lessons from Vietnam

Nguyen Ngoc Ninh (The Education University of Hong Kong)

Abstract:

In 2010, Vietnam's Ministry of Education and Training (MOET) embarked on a comprehensive general education curriculum reform (K-12) to overhaul both content and structure. Drawing upon insights from various international education systems and with financial support from the World Bank, MOET initiated projects to renovate the general education curriculum (Renovating General Education Project – RGEP) and prepare in-service teachers (Enhancing Teacher Education Project – ETEP) for the implementation of the new curriculum. Despite acknowledged efforts, significant challenges persist in effectively equipping teachers for this transition. This study employs a historiographical approach, conducting in-depth interviews with key stakeholders to unravel these challenges and uncover nuances that may have been overlooked. The findings reveal inherent tensions in policy borrowing, as Vietnam strives to adapt international best practices while preserving its unique cultural identity. The study highlights discrepancies between policy intent and implementation, suggesting insufficient preparatory conditions for success. The absence of systemic thinking, a legacy of the subsidy era, and conflicts between individual/group interests and national priorities further complicate the process. By shedding light on these challenges, this study aims to contribute to the nascent body of evidence-based research on the implementation effectiveness of Vietnam's curriculum reform and its impact on teacher training and development. Addressing these issues is crucial for the successful completion of the first implementation cycle in 2025 and the long-term success of Vietnam's educational reforms.

Keywords: curriculum reform; teacher training; policy borrowing; implementation gaps; systemic thinking

嘉賓論壇 Plenary Session I

Bridging Cultures Through Language: CMU's Multilingual Education Initiatives in the Belt and Road Context

Todsaporn Pichaiya (Chiang Mai University)

Abstract:

Discuss CMU's efforts in promoting multilingual education, such as the Thai as a Foreign Language (TFL) program, which caters to international students aiming to achieve proficiency in Thai. Highlight how these initiatives foster cultural integration and prepare students for opportunities within the Belt and Road framework.

Keywords: Thai language; multilingual education; foreign language program; cultural integration

嘉賓論壇 Plenary Session I

越南人才培养及与中国高校在该领域的教育合作——以河内国家大学人文社会科学大学为例

Talent Cultivation in Vietnam and Educational Cooperation with Chinese Universities in This Domain (A Case Study of University of Social Sciences & Humanities, Hanoi)

邓氏秋香（越南河内国家大学所属人文与社会科学大学）
Dang Thi Thu Huong (University of Social Sciences & Humanities, Hanoi National University)

摘要：

越南国家大学所属人文社科大学由胡志明主席于 1945 年（即越南民主共和国成立仅一个月后）亲自创建。 八十年以来，我们一直是越南社会科学与人文学科领域的头部学校，河内人文社科大学的使命在于：“率先培养高素质、高学历的人力资源；研究、创新和传播人文社会科学知识，服务于建设和保卫国家及融入国际社会的事业”。近年来，我们与中国高校多次举办教育、培训和科研交流合作活动，为中越两国培养人才。

今天我将向大家介绍越南河内人文社科大学在人才培养，以及与中国高校合作培养人才方面所取得的成绩，找出其中存在的不足和局限，并提出相应的解决方案，从而挖掘我们学校潜力和优势，进一步强化与中国高校在人才培养方面的合作。

关键词：人才培养；越南；中国；高等教育合作；越南河内国家大学人文社会科学大学

Abstract:

The University of Social Sciences and Humanities (USSH) was founded by President Ho Chi Minh in October 1945, merely one month after the establishment of the Democratic Republic of Vietnam. Over the past 80 years, the University has consistently been a premier institution in Vietnam in the field of social sciences and humanities, with the mission is “to spearhead the cultivation of high-quality, highly-skilled human resources; to conduct research, foster innovation, and disseminate knowledge in social sciences and humanities, thereby serving the cause of national construction, defence, and international integration.” In recent years, USSH has engaged in numerous collaborative training and research initiatives with Chinese universities, focusing on talent cultivation for both nations.

This paper will present an overview of the Vietnamese government's policies concerning talent cultivation. It will highlight the achievements of the USSH, VNU-Hanoi, in talent development and its collaborative endeavours with Chinese higher education institutions in this sphere. Furthermore, the study will investigate existing inadequacies and limitations, and subsequently propose strategic measures to enhance and fortify cooperation between USSH and Chinese universities in talent cultivation, in a manner commensurate with the potential and strengths of the respective institutions.

Keywords: Talent Cultivation; Vietnam; China; Higher Education Cooperation; University of Social Sciences and Humanities (USSH)

嘉賓論壇 Plenary Session II

马来西亚华校的三语教育、文化传承与人才培养

Trilingual Education, Cultural Heritage and Talent Cultivation in Malaysian Chinese Schools

王晓梅（厦门大学马来西亚分校中文系创系主任）
Wang Xiaomei (Xiamen University Malaysia)

摘要：

马来西亚华人从幼稚园开始学习三种语文，即马来文、中文和英文。华文小学（简称“华小”）以中文为主要教学媒介语，马来文和英文都是必修课；中学阶段华文独立中学（简称“独中”）延续华小的三语教学模式，而国民型华文中学（简称“华中”）则以马来文为主要教学媒介语，中文和英文是必修课，国民中学（简称“国中”）则注重马来文和英文，中文是选修课。不同源流的三语教育在中华文化的传承、文化交融以及人才培养方面不完全相同，形成多元的教育与人才培养模式。文章通过三个个案访谈以及相关教育统计资料，展示不同教育源流的华语人才的学习经历及自我评估，讨论马来西亚多语人才的优势以及在文化传承中的作用。

关键词：华校；多语人才；文化传承；马来西亚

Abstract:

Chinese Malaysians learn three languages, Malay, Chinese and English, from kindergarten onwards. In Chinese primary school (Huaxiao), Chinese is the main medium of instruction, and both Malay and English are compulsory; in secondary schools, Chinese Independent Secondary Schools (Duzhong) continue the trilingual mode of instruction in primary schools, while National-type Chinese Secondary Schools (Huazhong) use Malay as the main medium of instruction, and both Chinese and English are compulsory subjects, and National Secondary Schools (Guozhong) emphasize on Malay and English, with Chinese as an elective subject. Trilingual education of different streams is not identical in terms of Chinese culture inheritance, cultural integration, and talent cultivation, resulting in diverse modes of education and talent cultivation. Through three case interviews and relevant educational statistics, the article demonstrates the learning experiences and self-assessment of Chinese-speaking talents from different educational streams, and discusses the advantages of multilingual Malaysian talents and their role in cultural transmission.

Keywords: Chinese schools; multilingual talent; cultural heritage; Malaysia

嘉賓論壇 Plenary Session II

Education in a Multi-Ethnic Society: The Malaysian Experience in Cultivating Global Talent

鄭明瑜（馬來西亞拉曼大學）
Cheng Ming Yu (Universiti Tunku Abdul Rahman)

Abstract:

Malaysia's education system is a reflection of its unique multi-ethnic, multi-cultural, and multi-lingual society, which comprises three major ethnic groups, namely the Bumiputera (indigenous), Chinese, and Indian communities. Over the years, Malaysia has worked to strike a balance between promoting national unity through the use of Bahasa Malaysia, the national language, and accommodating the linguistic rights and aspirations of its diverse communities. Through a parallel school system, Malaysia demonstrates how linguistic and cultural diversity can be successfully integrated within a unified national education framework. At the primary school level, the coexistence of national schools (which use Bahasa Malaysia as the medium of instruction and English as a compulsory subject) and national-type schools (which use Mandarin and Tamil respectively as the main medium of instruction, while Bahasa Malaysia and English are taught as a compulsory subject), allows students to learn in their mother tongues while also acquiring proficiency in Bahasa Malaysia and English. Despite differences in medium of instruction, all schools implement the nationally standardised curriculum, ensuring cohesive academic progression and common learning outcomes. This foundation, reinforced at the secondary level with continued emphasis on Bahasa Malaysia and English, contributes to the development of a highly multilingual population. The multilingual and multicultural approach has produced generations of Malaysians who are functionally multilingual, culturally adaptable, and well-prepared to compete in diverse and global environments. Many Malaysians are proficient in Bahasa Malaysia, English, and their respective mother tongues, an advantage that is increasingly valuable in today's interconnected world.

Keywords: multi-ethnic and multi-lingual society; parallel education system; global talent

嘉賓論壇 Plenary Session II

中文教育在印尼多元文化中的传承与传播

The Inheritance and Dissemination of Chinese Education in Indonesia's Multicultural Society

陈友明（印尼全国三语学校协会）
Yudi Sutanto Tan (Indonesian National Trilingual School Association)

摘要：

中国人历来注重教育，尤其重视对自己子女进行语言文化传承教育。早年移居印尼的中国人，就已兴办私塾和华文学校。上世纪 60 年代之前出生的华人，大都接受过系统的华文教育，这一代华裔以后成为复兴印尼中文教育、传承中国文化和语言的中坚力量；60 年代中期印尼发生政治变故，中华文化和华文学校遭到封禁，华文教育和语言传承因此而中断；本世纪初，印尼实行民主改革，中华文化和华文教育得以复苏，新兴的华文学校——三语学校在印尼各地蓬勃兴起。如今三语学校已成为印尼中文教育主要的传承基地。

本文将从印尼华人社区结构、代际语言特征和所处社会环境揭示主流语言、土著方言和英语对华语传承的影响；本文还将阐述印尼华人在多元文化、多语环境和政府政策下如何克服困难创办三语学校、开展三语教育、传承语言文化的情况。

“一带一路”倡议推行以来，中、印尼合作关系不断发展，中国投资和中国企业与日俱增，汉语人才需求大幅增加，激发了华裔和友族青少年学习汉语、了解中国、体会中国文化的热情；多种形式的汉语教学模式和职场汉语、AI 赋能应用成了当今印尼中文教育的新特点。

中华文化源远流长，具有深厚的历史积淀和广泛的影响力。早期的华人移民给土著居民带来了中华文化的各种元素，中华文化已渗入当地与印尼本土文化有机地融合，成为独树一帜的印华文化，深深地影响着本土族民的文化和社会生活。华人作为印尼社会的重要组成部分，在中文教育和语言文化的传承、传播方面面临独特的挑战和机遇，可以为中、印尼的“一带一路”建设和发展发挥积极的作用。

关键词：印尼中文教育 三语学校；语言文化；传承；传播

Abstract:

The Chinese have always attached great importance to education, especially to the language and cultural inheritance education for their children. The Chinese who immigrated to Indonesia in the early years had already established private schools and Chinese schools. Most of the Chinese born before the 1960s received systematic Chinese education, and this generation of Chinese later became the backbone of the revival of Chinese education in Indonesia and the inheritance of Chinese culture and language; In the mid-1960s, political changes occurred in Indonesia, and Chinese culture and Chinese schools were banned, so Chinese education and language inheritance were interrupted; At the beginning of this century, Indonesia

implemented democratic reforms, and Chinese culture and Chinese education were revived. The emerging Chinese schools-trilingual schools-have flourished in various parts of Indonesia. Today, trilingual schools have become the main inheritance base of Chinese education in Indonesia.

This article will reveal the influence of mainstream language, indigenous dialects and English on the inheritance of Chinese language from the perspective of the structure of the Chinese community in Indonesia, intergenerational language characteristics and the social environment in which they live; this article will also explain how the Chinese in Indonesia overcome difficulties in establishing trilingual schools, carrying out trilingual education, and inheriting language and culture under a multicultural, multilingual environment and government policies.

Since the implementation of the Belt and Road Initiative, the China-Indonesia cooperation relationship has continued to develop, Chinese investment and Chinese enterprises have increased day by day, and the demand for Chinese talents has increased significantly, which has stimulated the enthusiasm of Chinese and friendly ethnic youth to learn Chinese, understand China, and experience Chinese culture; various forms of Chinese teaching models and workplace Chinese, AI-enabled applications have become new features of Chinese education in Indonesia today.

Chinese culture has a long history, with profound historical accumulation and extensive influence. Early Chinese immigrants brought various elements of Chinese culture to the indigenous residents. Chinese culture has penetrated into the local area and organically integrated with the local Indonesian culture, becoming a unique Indonesian-Chinese culture, which has deeply influenced the culture and social life of the local people. As an important part of Indonesian society, the Chinese face unique challenges and opportunities in the inheritance and dissemination of Chinese education and language and culture, and can play a positive role in the construction and development of the Belt and Road Initiative between China and Indonesia.

Keywords: Chinese education in Indonesia; trilingual schools; language and culture; inheritance; dissemination

論文摘要

Abstracts

分場報告

Paper Presentation (1)

A–C

2025.6.17 11:05–12:20

A1

促进云南高等教育中的多元文化理解：政策与实践

Promoting Multicultural Understandings in Yunnan Higher Education: Policies and Practices

发 表 人 Presenters | 韩亦初（香港教育大学）、熊卫雁（香港教育大学）
Han Yichu (The Education University of Hong Kong)
Xiong Weiyan (The Education University of Hong Kong)

摘要：

云南省位于中国西南部，以其多元文化环境而闻名，这得益于其丰富的民族构成和独特的地理特征。该省共有 25 个少数民族，并与越南、老挝和缅甸等邻国关系密切。这种紧密的联系使得在当地高等教育体系中融入多元文化教育至关重要，以培养大学生对多种族群和国家文化的全面理解。

本研究探讨云南高校如何在新自由主义全球化、文化霸权和本土知识体系之间进行权衡，以促进多元文化教育。基于批判性多元文化主义的视角，本研究剖析该地区结构性不平衡与创新实践之间的张力。

尽管省级政策将云南定位为“一带一路”倡议下的教育枢纽，但实证研究表明仍存在持续的不平等现象。大多数在滇国际学生主要就读语言或医学专业，反映出教育的新自由主义商品化趋势，而 STEM（科学、技术、工程、数学）及 FAME（金融、会计、管理、经济）学科的国际学生比例较低。案例研究揭示了云南高校发展中的矛盾动态：云南大学在其区块链融合的区域经济课程中，通过提升本土学者的声音来构建“第三空间”，但“双一流”政策强调量化指标，使高校间的规模竞争加剧，削弱了公平的文化交流。此外，英语授课模式带来了双重翻译困境。

本研究深入探讨云南高校如何推进多元文化教育，重点分析省级及高校政策，并审视区域内具有代表性的高校实践。通过分析这些动态，本研究旨在提供有价值的见解，以期在文化多样的环境中，通过自上而下的策略有效促进多元文化教育的发展。

关键词：多元文化教育；接触区；文化混融；新自由主义高等教育

Abstract:

Yunnan Province, located in Southwest China, is known for its multicultural environment due to its diverse ethnic groups and geographical features. It is home to 25 ethnic minority groups and shares close connections with neighboring countries such as Vietnam, Laos, and Myanmar. This interconnectedness makes it imperative to integrate multicultural education into the local higher education system, equipping college students with a comprehensive understanding of diverse ethnicities and national cultures. This study investigates how Yunnan's higher education institutions negotiate neoliberal globalization, cultural hegemony, and localized knowledge systems to foster multicultural education. Drawing on the critical multiculturalism it explores the tensions between structural imbalances and innovative practices in the region. While provincial policies frame Yunnan as an education hub under One Belt and Road Initiative, empirical findings reveal persistent disparities. Most international students in Yunnan enroll in language or medical programs, reflecting the neoliberal commodification of education, while STEM and FAME disciplines remain underrepresented. Case studies highlight paradoxical

dynamics: Yunnan University's blockchain-integrated regional economics courses foster "third space" by amplifying indigenous scholars' voices, yet the Double First-Class Initiative's emphasis on quantitative metrics exacerbates scale competition at the expense of equitable cultural exchange. Furthermore, English-medium instruction creates a dual translation dilemma. This study delves into an in-depth exploration of how higher education institutions in Yunnan promote multicultural education. It scrutinizes the provincial and institutional policies in place, as well as the practices of exemplary universities within the region. By analyzing these dynamics, this study aims to offer valuable insights into employing a top-down approach to foster multicultural education within a culturally diverse environment.

Keywords: multicultural education; contact zones; cultural hybridity; neoliberal higher education

A2

非物质文化遗产（ICH）在“一带一路”高校联盟中的产教融合：机制与案例研究

Industry-Education Integration of Intangible Cultural Heritage (ICH) in the Belt and Road University Alliance: Mechanisms and Case Studies

发 表 人 | 沈芳旭（香港教育大学）
Presenter | Shen Fang Xu (The Education University of Hong Kong)

摘要：

本研究探讨了“一带一路”高校联盟如何通过产教融合促进非物质文化遗产产业化。通过分析中国森山健康小镇的 PPP 模式和社区驱动的陕西“秦医”非物质文化遗产传习所，我们揭示了三个关键机制：

通过联盟网络进行资源整合，结合工匠精神、学术专长和电子商务平台；

通过专业模块（如漆器的防潮包装）培养物流人才；

跨境协同作用，例如向东南亚出口药材，使产量每年增加 25%。

研究结果凸显了大学在文化保护和市场需求之间的桥梁作用，而产品设计中的文化适应（如法国消费者对 3D 刺绣的偏好）等挑战则需要进一步关注。研究提出了加强对联盟推动的非物质文化遗产项目的资金支持的政策建议。

关键词：“一带一路”倡议；产教融合；非物质文化遗产；跨境电子商务；大学联盟

Abstract:

This study explores how the Belt and Road University Alliance facilitates the industrialization of intangible cultural heritage (ICH) through industry-education collaboration. By analyzing the PPP model of Senshan Health Town (China) and the community-driven Shaanxi “Qin Medicine” ICH Workshop, we reveal three key mechanisms:

Resource integration through alliance networks, combining craftsmanship, academic expertise, and e-commerce platforms;

Logistics talent cultivation with specialized modules (e.g., moisture-proof packaging for lacquerware);

Cross-border synergy exemplified by the export of medicinal herbs to Southeast Asia, generating a 25% annual output increase.

Findings highlight the role of universities in bridging cultural preservation and market demands, while challenges such as cultural adaptation in product design (e.g., French consumers’ preference for 3D embroidery) require further attention. The study proposes policy recommendations to strengthen funding support for alliance-driven ICH projects.

Keywords: Belt and Road Initiative; industry-education integration; intangible cultural heritage; cross-border E-commerce; university alliance

A3

从国际高等教育角度看中欧高校合作多语教育研究

A Study on Multilingual Education in Sino–European University Collaborations from the Perspective of International Higher Education

发 表 人 | 王嘉馨（香港教育大学）
Presenter | Wang Jia Xin (The Education University of Hong Kong)

摘要：

在“一带一路”倡议的范围内，许多欧洲国家继续参与伙伴关系。这种合作超越了经济联系，包括教育合作，特别是在高等教育领域。随着国际化趋势影响这一部门，参与"一带一路"倡议的国家的大学正在承担教学、研究和服务方面的基本且重要的责任。为了加强这些国家之间的学生流动性，克服合作大学之间的文化障碍，促进文化融合以促进包容性学习，多语言教育在高等教育中越来越受到重视。但该领域与双语教育研究相比，其发展仍缺乏全面而深入的研究，尤其是在实证研究方面。因此，中欧高校合作学术交流过程中的文化障碍导致需要加强国际教育体系的质量，特别是在多语言教育方面。因此，本研究侧重于影响欧洲国家多语言教育的主要因素和影响其可控性的因素。而且，基于这些可控因素，哪些方面最有利于推动多语言教育，哪些科目最符合这种教育方式？

多语教育作为同时使用两种或两种以上的教育模式，在过去关于的研究中有加拿大沉浸课程，卢森堡多语教育实践，欧洲学校和巴斯克地区双语教育。本文借鉴这些模式，通过国内和国际上的多语言教育做法进行总结梳理，确定了关键的影响因素以及可控制的因素。随后进行了一项实证研究，重点研究意大利、马耳他、奥地利、匈牙利和波兰的多语言教育模式。这项研究考虑到四个主要的教育变数：学科、教师、教学语言和学校环境。问卷设计根据以上四个因素为问卷进行设计的同时，也将结合马耳他大学关于多语言欧洲教学研究的问卷为基础进行设计。随后会对问卷的信度，效度和可行度进行检测。此外，还对来包含不同变量最多的欧洲高等教育机构的教师和学生进行了半结构化访谈。通过对这些第一手数据的分析，探讨了影响不同国家多语言教育可控性的因素。最后，运用社会生态模型研究了可控因素。这项研究旨为在高等教育的政策制定，尤其是制定有效的多语言教育政策提供了见解和建议。

基于教育变量，以下关于问题一和问题二的假设：以学科、教师、教学语言和学校环境为论据，多语言教育将受到积极的功能路线的影响。教学语言和学校环境比第一变量和第二变量更可控，尤其当其是与人工智能结合时。这两个变量对高等教育多语言教育有巨大影响。对问题三，通过对问题一和问题二的问卷调查，对可控因素进行调整后，通过定性研究得出合适的学科类型和教学协作的结论。

关键词：一带一路；国际高等教育；多语教育

Abstract:

In the context of the Belt and Road Initiative, numerous European countries continue to engage in partnerships. This cooperation extends beyond economic ties to encompass educational collaboration, particularly in higher education. As internationalization trends shape this sector, universities in countries participating in the Belt and Road Initiative are embracing essential responsibilities in teaching, research, and service. To enhance student mobility among these countries, navigate cultural barriers among collaborating universities, as well as foster cultural integration for inclusive learning, multilingual education is gaining increasing attention in higher education. However, compared with the study of bilingual education in this field, its development still lacks comprehensive and thorough study, especially in empirical study. Thus, cultural barriers in the process of academic exchange in Sino–European university collaborations, lead to the need to strengthen the quality of the international education system, especially in multilingual education. Therefore, this study focuses on what are the primary factors affecting multilingual education in European countries and the elements that influence its controllability. Moreover, based on these controllable factors, which aspects are most conducive to promoting multilingual education, and which subjects align best with this educational approach?

Multilingual education involves employing two or more educational models simultaneously, promoting both multilingualism and multiliteracy. Researchers have primarily focused on Canadian immersion programs, Luxembourg's education system, European schools, the Foyer project, and bilingual education in the Basque region. Drawing on these models and examining multilingual education practices both domestically and internationally, this paper identifies key influencing factors, along with those that can be controlled. An empirical study was then conducted, focusing on the multilingual education models in Italy, Malta, Austria, Hungary, and Poland. This study takes into account four key educational variables: subject, teacher, language of instruction, and school context, all of which informed the design of a survey rooted in the University of Malta's research on teaching and learning in a multilingual Europe. The survey's feasibility, reliability, and validity were subsequently tested. In addition, semi-structured interviews were carried out with both teachers and students in higher education institutions from those countries with diverse variables. Through the analysis of this firsthand data, the factors influencing the controllability of multilingual education across different nations were explored. The controllable factors were then examined using the social-ecological model. Ultimately, the study offers insights and recommendations for developing effective multilingual education policies within higher education.

Based on the educational variables, the following hypothesis about questions one and two: using subject, teacher, language of instruction, and school context as arguments, the multilingual education will be affected by the forward function routes. The language of instruction and the school context are more controllable than the first and second variables, especially when combined with artificial intelligence. These two variables have an enormous influence on the higher education multilingual education. For question three, based on a questionnaire survey of question one and question two after adjusting the controllable factors, the conclusion about the suitable types of subjects and teaching collaborations is obtained by qualitative study.

Keywords: The Belt and Road Initiative; international higher education; multilingual education

A4

基于“一带一路”叙事的国际中文教育补语教学创新模式探索

Exploration of Innovative Models for Teaching Complements in International Chinese Education Based on the 'Belt and Road' Narrative

发 表 人 | 杨进（华南师范大学）、邱梳桐（华南师范大学）
Presenters | Yang Jin (South China Normal University)
Qiu Shutong (South China Normal University)

摘要：

在对外汉语课堂中，语法一直是教学的重难点。当前语法教学普遍存在语法语用平面知识难以理解与应用、讲练平衡难以实现、教材内容滞后于时代发展、思政教育难融入等问题。高级班语法课也需优化教学模式与内容，提升知识深度与学习难度，以适应学生已有基础。针对上述痛点，本研究以汉语补语教学为切入点，构建“语用导向的国际中文教育 3T 教学模式”，将“结果补语”“可能补语”“状态补语”的语法教学与“一带一路”叙事深度融合，探索语法、文化与思政协同育人的创新路径。该模式依托“三平面讲解 - 主题式操练 - 任务型活动”框架，从句法、语义、语用三维度解析补语知识，以“一带一路”合作案例为情境载体，设计教学性任务与真实性任务，并借助智能 ai 和大数据为教学赋能，丰富教学内容和手段。实践表明，该模式能有效提升学生的语法应用能力、文化理解力及思政素养，为国际中文教育的语法教学改革提供了可供复制的实践范例，兼具学术价值与现实意义。

关键词：对外汉语教学；语法教学；语用导向；3T 教学模式；一带一路

Abstract:

In the field of International Chinese Education, grammar has always been a significant challenge in instruction. Current grammar teaching commonly faces issues such as the difficulty in understanding and applying pragmatic aspects of grammar, the challenge of balancing explanation and practice, the lag of textbook content behind contemporary developments, and the difficulty of integrating ideological and political education. Advanced grammar classes also require the optimization of teaching methodologies and content to enhance the depth of knowledge and the complexity of learning, in order to accommodating the students' existing foundation. Addressing these pain points, this study takes the teaching of Chinese complements as a focal point to construct a "Pragmatics-Oriented 3T Teaching Model for International Chinese Education." This model deeply integrates the grammar teaching of "resultative complements," "potential complements," and "stative complements" with the narrative of the "Belt and Road" initiative, exploring innovative pathways for the synergistic cultivation of grammar, culture, and ideological education. The model relies on a framework of "three-dimensional explanation - thematic practice - task-based activities" to analyze complement knowledge from syntactic, semantic, and pragmatic perspectives. Using "the Belt and Road" cooperation cases as contextual carriers, it designs both instructional and authentic tasks, and leverages AI and big data to empower teaching, enriching both content and methodologies. Practice has shown that this model can effectively enhance students' grammatical application skills, cultural understanding, and ideological literacy, providing a replicable practical example for the reform of grammar teaching in international Chinese education, with both academic value and practical significance.

Keywords: international Chinese education; grammar instruction; pragmatics-oriented approach; 3T teaching model; The Belt and Road

A5

坦桑尼亚中文教学资源发展状况
The Development of Chinese Teaching Resources in Tanzania

发 表 人 | 肖洋（云南师范大学）
Presenter | Xiao Yang (Yunnan Normal University)

摘要：

随着坦桑尼亚中文教育的快速发展，中文教学资源的需求日益增加。本研究通过调查坦桑尼亚中文教学资源的使用现状、教师的使用态度及需求，探讨了当前中文教育资源在坦桑尼亚的发展情况与存在的问题。研究表明，孔子学院是中文教育资源的主要提供者，然而，本土中文教材的缺乏、教学资源的陈旧以及有限的配套资源限制了中文教育的进一步发展。根据调查结果，坦桑尼亚教师对现有教材的满意度较高，但对教材的适应性、文化内容和配套资源的需求却未能得到充分满足。本研究提出了加强中文教学资源本土化建设、提升教师资源使用能力以及开发适合低龄学习者和职业中文课程的资源等建议，以期为坦桑尼亚中文教育的可持续发展提供有益的参考。

关键词：坦桑尼亚；中文教育；教学资源；教材使用；教学大纲

Abstract:

With the rapid development of Chinese education in Tanzania, the demand for Chinese teaching resources has been steadily increasing. This study investigates the current usage, teachers' attitudes, and the demand for Chinese teaching resources in Tanzania, exploring both the development status and the challenges facing Chinese education resources in the country. The study reveals that Confucius Institutes are the primary providers of Chinese educational resources. However, the lack of local Chinese textbooks, outdated teaching resources, and limited supplementary materials have hindered further development of Chinese education. The findings indicate that while Tanzanian teachers are generally satisfied with the existing textbooks, the resources' adaptability, cultural content, and supporting materials are insufficient to fully meet their needs. This study proposes suggestions such as strengthening the localization of Chinese teaching resources, enhancing teachers' resource utilization skills, and developing resources for young learners and vocational Chinese courses, to provide valuable references for the sustainable development of Chinese education in Tanzania.

Keywords: Tanzania; Chinese education; teaching resources; textbook usage; curriculum guidelines

B1

有效教授幼兒學習中文的策略與技巧

Effective Strategies and Techniques for Teaching Young Children to Learn Chinese

發 表 人 Presenter | 張連航（香港大學專業進修學院）
Cheung Lin Hong (HKU School of Professional and Continuing Education)

摘要：

隨著全球化的發展，中文作為世界上使用人數較多的語言，其學習價值日益突顯。幼兒時期是語言學習的黃金時期，然而，由於中文的語音、書寫及語法特性，使得幼兒學習中文面臨諸多挑戰。因此，探討有效的幼兒中文教學策略與技巧，對於提升學習成效具有重要意義。

本文綜合語言習得理論、兒童心理學及教育學等相關研究成果，分析幼兒學習中文的關鍵要素，並歸納出有效的教學策略與技巧。首先，透過「沉浸式語言環境」來提升幼兒的語言感知能力，如透過繪本閱讀、互動遊戲及兒歌朗誦，讓幼兒在自然的語境中習得中文。其次，運用「多感官教學法」，結合視覺、聽覺、觸覺等多種感官刺激，如利用圖像識字、故事演繹等方式，增強幼兒對漢字的記憶與理解。而「遊戲化學習」也是提升幼兒學習動機的重要策略，教師可以透過角色扮演、游戲活動等讓幼兒在遊戲中習得語言，提高學習興趣與參與度。

關於語言能力的建立，針對聲調與發音較難掌握的問題，可透過韻律活動、押韻詩及口語遊戲來強化幼兒的語音認知，降低發音困難。而在書寫方面，則可以從基礎筆畫入手，結合書法遊戲與手部肌肉訓練，幫助幼兒建立良好的書寫習慣。

成功的幼兒中文教學應以「趣味性」與「互動性」為核心，並結合多元教學法，以提升幼兒的學習興趣與語言能力。

關鍵詞：幼兒中文學習；語言習得；沉浸式教學；多感官教學；遊戲化學習

Abstract:

With the development of globalization, Chinese, as one of the most widely spoken languages in the world, is increasingly recognized for its learning value. Early childhood is a golden period for language acquisition; however, due to the phonetic, written, and grammatical characteristics of Chinese, young children face many challenges in learning the language. Therefore, exploring effective teaching strategies and techniques for teaching Chinese to young children is of significant importance for enhancing learning outcomes.

This article synthesizes research findings from language acquisition theory, child psychology, and education, analyzing the key elements involved in young children's learning of Chinese and summarizing effective teaching strategies and techniques. First, an "immersive language environment" can enhance children's language perception abilities through activities such as reading picture books, interactive games, and reciting nursery rhymes, allowing children to learn Chinese within a natural context. Second, employing a "multisensory teaching approach" that combines visual, auditory, and tactile stimuli—such as using images for character recognition and storytelling—can strengthen children's memory and understanding of Chinese characters. Additionally, "gamified learning" is an important strategy for enhancing

children's motivation to learn; teachers can use role-playing and game activities to help children acquire language through play, increasing their interest and participation.

Regarding the development of language skills, to address the challenges of mastering tones and pronunciation, rhythmic activities, rhyming poems, and oral games can be utilized to reinforce children's phonological awareness and reduce pronunciation difficulties. In terms of writing, starting with basic strokes and integrating calligraphy games and hand muscle training can help children establish good writing habits.

Successful Chinese teaching for young children should focus on "fun" and "interactivity" while incorporating diverse teaching methods to enhance children's learning interest and language abilities.

Keywords: early childhood Chinese learning; language acquisition; immersive teaching; multisensory teaching; gamified learning

B2

香港非華語幼兒中文教育發展與研究：從教學實踐到未來趨勢

The Development and Research of Chinese Language Education for Non-Chinese Speaking Preschoolers in Hong Kong: From Teaching Practices to Future Trends

發 表 人 Presenter | 彭志全（香港大學專業進修學院）
Pang Chi Chuen (HKU School of Professional and Continuing Education)

摘要：

近年香港非華語幼兒人數持續增加，其中文教育備受關注。本研究從前線教學支援實踐出發，回顧過去五年由研究者所帶領的幼稚園校本支援計劃，分析其中有效的中文教育策略與成果。本研究團隊獲教育局及優質教育基金支持，研究者統籌設計及推行一系列專為非華語幼兒設計的二語中文教材，包括生活化教材「童閱童說」、遊戲互動教材「童遊童學」及主題識字教材「談天說地」。透過教師培訓、家長教育及建立專業學習社群，成功提高了非華語幼兒的中文能力，亦促進教師專業發展及家校合作的效能。本文將綜合分析相關教學模式和策略成效，並反思教學實踐中的挑戰與成果。研究亦提出未來可持續發展的方向，包括深化校本課程行動研究模式、建設跨校專業學習社群，以及推動文化融合教育活動，藉以更全面支持非華語幼兒語文發展，並促進他們在香港多語多元文化環境中的融合。研究成果將為未來相關政策制定與教學實踐提供重要參考。

關鍵詞：非華語幼兒；中文教育；二語教材；教師專業支援；文化共融

Abstract:

With the growing population of non-Chinese speaking preschoolers in Hong Kong, Chinese language education for these children has increasingly gained attention. This study critically reviews frontline teaching practices and experiences accumulated over the past five years in supporting Chinese language acquisition among non-Chinese speaking preschoolers. Through a series of practical interventions funded by the Education Bureau and Quality Education Fund, the author has led the development and implementation of specialized second language teaching resources, such as the contextualized curriculum "Reading and Speaking with Children," the interactive game-based learning materials "Play and Learn with Children," and the thematic literacy series "Talking about Everything." Additionally, initiatives involving extensive teacher training workshops, parent education programs, and professional learning communities have significantly enhanced educational effectiveness and home-school collaboration. The study highlights the proven success of integrating practical teaching strategies into everyday classroom activities and explores the effectiveness of teacher professional development and parental involvement in supporting preschoolers' Chinese language learning. Looking forward, this study proposes further advancement through deepening action research on school-based curricula, creating inter-school professional learning communities, and promoting multicultural educational activities. These strategies aim to holistically support the language development of non-Chinese speaking preschoolers and enhance their integration into Hong Kong's multilingual and multicultural society.

Keywords: non-Chinese speaking early childhood learners; Chinese education; teaching practices; professional development; cultural inclusion

B3

非華語學生的漢語學習動機：社會教育模型的適用性研究

Chinese Learning Motivation Among Non-Chinese Speaking Students: A Study on the Applicability of the Socio-Educational Model

發 表 人 Presenters
梁巧怡（香港教育大學）、鍾慧賢（香港教育大學）、林善敏（香港教育大學）
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摘要：

香港約有 26,200 名非華語學生（NCS），主要來自南亞及東南亞地區。隨著非華語人口增長，特區政府推行多項政策支援其漢語學習，惟學生仍面臨語言障礙，影響社會融入及職業發展。本研究以 Gardner（2010）社會教育模型 為理論基礎，探討融合型動機、工具型動機及學習環境態度 對香港初級非華語學生漢語學習的影響。透過 76 份來自不同文化背景學生的問卷（6-point Likert Scale），分析性別、學習時長及年齡等變項對學習動機的影響。結果顯示，學生認為學習中文有助提升溝通能力（3.83）。然而，他們在 中文寫作方面信心較低，撰寫中文電郵的得分為 2.90，「全力以赴學習中文」得分亦低（2.71），反映學習過程中的挑戰與挫折。儘管如此，多數學生認同學習中文的重要性，特別是在 學術與職業發展 方面（4.38、4.32），但對課後使用中文的必要性認同度較（2.99），這或與家庭語言環境及家長期望有關。本研究深化對非華語學生學習動機的理解，並為課程設計、教學改進及政策調整提供實證，以提升其中文學習成效。

關鍵詞：非華語；社會教育模型；中學生

Abstract:

Hong Kong has approximately 26,200 Non-Chinese Speaking (NCS) students, primarily from South and Southeast Asia. As the NCS population grows, the Hong Kong SAR government has implemented various policies to support their Chinese language learning. However, language barriers remain a significant challenge, affecting their social integration and career development. This study, based on Gardner's (2010) Socio-Educational Model, examines the impact of integrative motivation, instrumental motivation, and learning environment attitudes on Chinese language acquisition among junior NCS students in Hong Kong. A questionnaire survey (6-point Likert Scale) was conducted with 76 students from diverse cultural and linguistic backgrounds to analyze how gender, learning duration, and age influence motivation. Results indicate that students generally believe learning Chinese enhances communication skills (average 3.83). However, their confidence in writing Chinese is low, with an average score of 2.90 for writing emails in Chinese. Additionally, the statement "I am making my best effort to learn Chinese" received a relatively low score (2.71), reflecting challenges and frustration in the learning process. Despite these difficulties, most students acknowledge the importance of learning Chinese, particularly for academic and career development (4.38 and 4.32, respectively). However, their recognition of the necessity of using Chinese after school is lower (2.99), possibly due to family language environment and parental expectations. This study enhances the understanding of NCS students' learning motivation and provides empirical evidence for curriculum design, pedagogical improvements, and policy adjustments to enhance their Chinese language learning experience and outcomes.

Keywords: non-Chinese speaking; secondary students; socio-educational model

B4

探討非華語學生專上中文課程的設計原則與難點：以香港教育大學「幼兒教育專用中文」課程為例

Exploring the Principles and Challenges on the Chinese Language Curriculum Design for Non-Chinese Speaking Students: An Example of "Chinese for Specific Purpose- Early Childhood Education" at The Education University of Hong Kong

發 表 人 | 李詠達（香港教育大學）
Presenter | Lee Wing Tat (The Education University of Hong Kong)

摘要：

香港少數族裔學生雖然長期在香港生活，但由於文化隔閡，大多只會母語和英語，不懂中文、粵語，政策上稱他們為「非華語學生」。由於語言環境與需求不同，現有的對外漢語教材不符合他們的學習需要，因此非華語學生的課程設計需另辟蹊徑。

本文以香港教育大學的「幼兒教育文憑課程（支援非華語兒童的教學）」中的「幼兒教育專用中文」為例，探討職業導向的非華語學生專上中文課程的設計需求、特色及難點。「幼教文憑」課程為期一年，旨在培訓學生成為幼兒園教學助理，中文課程設計則有以下原則：（一）以聽說為主，讀寫為輔；（二）使用粵語配合本地交流；（三）強調閱讀，專注基本漢字詞彙和句式，不求流暢書寫；（四）教材內容貼合職場語境，包括實用文、教學用語及幼教文本，設計口語及角色扮演等評估任務，讓學生能「現學現用」。

文章最後總結了設計非華語學生中文課程的困難與挑戰，包括粵語和漢字學習及實用文學習的挑戰，並提出改善建議，以提升教學效果。

關鍵詞：香港；非華語學生；少數族裔；職業導向；中文課程設計

Abstract:

Although ethnic minority students in Hong Kong have lived in the city for a long time, cultural barriers often limit their language skills to their mother tongues and English, leaving them with little to no knowledge of Chinese or Cantonese. Officially, they are referred to as "Non-Chinese Speaking (NCS) Students". Due to the differences in their language environment and learning needs, existing Chinese language textbooks designed for international students do not meet their requirements. As a result, the curriculum for non-Chinese speaking students must take a different approach.

This paper takes the example of the "Chinese for Specific Purpose" course cater to the "Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children)" program at The Education University of Hong Kong, exploring the learning target, characteristics, and challenges of a vocationally-oriented Chinese language curriculum for NCS students. The one-year "Diploma in Early Childhood Education" program aims to train students to become teaching assistants in kindergartens, and the design principles for the Chinese language course include: (1) focusing primarily on listening and speaking, with reading and writing as supplementary skills; (2) using Cantonese to facilitate local communication; (3) emphasizing reading skills by concentrating on basic Chinese characters and sentence structures rather than achieving fluent writing; and (4) ensuring that the content of the teaching materials is relevant to the workplace context, incorporating practical documents,

teaching language, and early childhood education texts. Assessment tasks, such as oral presentations and role-playing, are designed to allow students to "learn and apply" immediately.

In conclusion, the paper summarizes the difficulties and challenges involved in designing Chinese language courses for NCS speaking students, including the challenges of learning Cantonese, Chinese characters, and practical documents. It also offers suggestions for improvement to enhance the effectiveness of the teaching and curriculum design.

Keywords: Hong Kong; non-Chinese speaking students; ethnic minorities; vocational-oriented; Chinese language curriculum development

B5

多语教育下学前儿童语言能力的测评的研究

Research on the Assessment of Language Abilities of Preschool Children in Multilingual Education

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Presenter | Huang Zi Xuan (Yunnan Normal University)

摘要：

全球化背景下，由于跨文化交流的深入，“一带一路”沿线国家的多语教育也随之深化。过去几十年中，已建立起较为完整的中文、英文能力的测评体系，但其主要以成人为测评对象，尚未建构起针对学前儿童的语言能力测评指标体系，其他语言并未有较为完善的能力测试体系。由于学前儿童身心发展的特殊性，原有的测评系统存在实施困难、难以真实反映儿童水平等困境。因此针对学前儿童的多语言能力测评体系的构建需要进一步研究。本研究从多语教育背景幼儿语言能力的测评研究的背景与意义、目前研究面临的困境以及相应的促进策略三方面进行阐述。

关键词：多语教育；学前儿童；语言能力测评

Abstract:

Under the background of globalization, with the deepening of cross-cultural communication, multilingual education in the countries along the “Belt and Road” has also been further developed. Over the past few decades, relatively complete assessment systems for Chinese and English language proficiency have been established, but they mainly target adults and have not yet developed assessment indicators for preschool children’s language abilities. Moreover, there are no well-established proficiency testing systems for other languages. Due to the unique physical and mental development of preschool children, the existing assessment systems face difficulties in implementation and fail to accurately reflect children’s language proficiency. Therefore, the construction of a multilingual proficiency assessment system for preschool children requires further research. This study elaborates on the background and significance of the research on the language proficiency assessment of multilingual education background children, the current research challenges, and corresponding promotion strategies.

Keywords: multilingual education; preschool children; language ability assessment

C1

人工智能時代的實用文教學設計——以香港中文大學「實用中文寫作」為例

Pedagogical Design for Practical Chinese Writing in the Era of AI: A Case Study of The Chinese University of Hong Kong

發 表 人 | 黎必信（香港中文大學）
Presenter | Lai Pit Shun (The Chinese University of Hong Kong)

摘要：

近年中學文憑試中國語文科重新考核實用文，令「實用文寫作」課程及教學設計重新成為熱點，但隨着生成式人工智能出現，大學程度的「實用中文寫作」課程的應用價值卻備受質疑。「實用中文寫作」課程設計應如何與時並進，讓修讀學生於研習中有所得著，成為迫切討論問題。筆者認為，生成式人工智能固然具備基本的實用中文寫作能力，但在措辭、表述、語氣等方面仍有人為修訂的空間，特別是實用文體背後的「禮節」或文化規範等，似乎人工智能生成的實用文本仍未能取代人為作品。職是之故，「實用中文寫作」的課程設計理應因應當前的語境條件有所調適，並在教學目標及預期成果方面有所改變。

本文擬據筆者 2023/24 學年任教香港中文大學語文選修科目「實用中文寫作」經驗，析述當前語境條件下「實用中文寫作」課程的設計理念，並說明學科的教學方法如何配合修訂後的教學目標及預期成果，再引述修讀學生的習作表現及回饋以評估成效，期望從個案角度，為同類課程設計提供經驗。

關鍵詞：實用文寫作；人工智能與語文教學；課程設計

Abstract:

In recent years, the re-introduction of practical writing within the Chinese Language subject of the Hong Kong Diploma of Secondary Education (HKDSE) has reignited interest in the curriculum and pedagogical design of "Practical Chinese Writing." However, with the advent of generative artificial intelligence, the applicability of university-level "Practical Chinese Writing" courses has come under scrutiny. It is imperative to address how the design of these courses can evolve in response to contemporary contexts, ensuring that students derive meaningful insights from their studies. While generative AI demonstrates a fundamental capability in practical Chinese writing, there remains significant room for human refinement in aspects such as diction, expression, and tone. Notably, the cultural norms and "etiquette" underlying practical writing seem to avoid the generative capabilities of AI, suggesting that AI-generated practical texts have yet to supplant human-authored works. Consequently, the curriculum design for "Practical Chinese Writing" should adapt to current contextual conditions, necessitating modifications in both teaching objectives and learning outcomes.

This paper aims to draw upon my experience teaching the elective course "Practical Chinese Writing" at The Chinese University of Hong Kong during the 2023/24, to discuss the design principles of the course within the prevailing context. It will also explain how the teaching methodologies align with the revised teaching objectives and learning outcomes, followed by an analysis of student performance and feedback to evaluate effectiveness. The goal is to provide experiential insights for the design of similar courses from a case study perspective.

Keywords: practical Chinese writing; artificial intelligence; curriculum design

C2

數智時代寫作課程教學實踐
Pedagogical Practices for Writing Courses in the Era of Digital Intelligence

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Presenter | Xu Xiufen (The Hong Kong University of Science and Technology)

摘要：

數智時代，知識的獲取變得方便快捷。AI 工具可以為學生提供高效及個性化的學習，對於教育工作者來說，教育內容和教學方式也要隨之改變。本文通過探討以 ChatGPT 為代表的 AI 工具如何幫助學生提升寫作能力，反思教師角色的轉變及教學內容的重整。基於 AI 可提供形式化知識及可生成強邏輯文本信息的特點（余夢璀，2025），我們的寫作設計是要求學生建基於自己和組員完成小組口頭報告的學習經歷，總結自己的學習經驗，以經驗報告的形式完成寫作。是次寫作任務，學生不僅需要將學習過程的中觀察、體驗等原始經驗整合，還需要經過深層思考轉化為系統的知識、理論或新概念。我們嘗試讓學生將經驗與自己的知識體系有新的連接。從學生的反饋來看，是次寫作能幫助他們反思和梳理具體場景下的學習收穫，能實現知識的深度調動和生成，而 AI 在這次寫作中的作用是潤色語言及改善邏輯表達。AI 時代，學生的學習過程是教師、學生和人工智能共同參與的過程。所以教學內容要從結果導向向過程導向轉變，教學方式要從幫助學生獲取知識到提升能力的轉變。

關鍵詞：數字時代；自主學習；過程導向；能力導向

Abstract:

In the digital Intelligence era, knowledge acquisition has been dramatically streamlined and accelerated. Artificial Intelligence (AI) tools offer students efficient and tailored educational experiences. Consequently, educators must adapt both the content and methodologies of their teaching to align with these advancements. This paper delves into how AI tools, exemplified by ChatGPT, can enhance students' writing abilities. It also examines the evolving roles of educators and the necessary restructuring of educational content.

Drawing on the capabilities of AI to furnish formal knowledge and generate logically coherent text (Yu Menglong, 2025), our pedagogical approach requires students to leverage their personal and collaborative experiences from group oral presentations. Students are tasked with synthesizing these experiences into comprehensive reports, thereby transforming observational data and experiential learning into structured knowledge, theories, or innovative concepts through critical reflection. This process is designed to foster connections between students' experiences and their existing knowledge frameworks.

Feedback indicates that this assignment effectively facilitates students' reflection on and organization of the knowledge they acquire in specific contexts, promoting a deep engagement with and generation of new knowledge. In this context, AI's role is to refine the linguistic quality and enhance the logical coherence of students' written outputs.

In the era of AI, the learning journey involves a dynamic interplay among educators, students, and artificial intelligence. This necessitates a shift in educational focus from a purely results-oriented approach to one that is process-oriented, and from a teaching methodology that primarily aims at knowledge transmission to one that enhances students' competencies.

Keywords: digital era; self-directed learning; results-oriented approach; process-oriented approach

C3

促進自主學習的教學策略探討：以香港大專學生中文寫作課堂為例

Exploring Teaching Strategies to Promote Self-Regulated Learning: A Case Study of Chinese Writing Classes for Hong Kong Vocational Education Students

發 表 人 | 易瑩瑩（香港高等教育科技學院）
Presenter | Yi Yingying (Technological and Higher Education Institute of Hong Kong)

摘要：

課程發展議會（2014，2017）明確提出中小學教育的目標在於裝備學生成爲終身學習和自主學習者。對於大專學生來説，成爲自主學習者同樣是他們重要的目標。大專學生在學習過程中有更大的空間，同時大專學生畢業之後即將進入職場，這些因素都對香港大專學生的自主學習提出更高的要求（Schunk & Zimmerman, 2010; Storch, 2005）。自主學習的重要性毋庸置疑，然而自主學習的教學實踐面對種種困難。首先，自主學習的概念內涵豐富，涉及多重面向的討論，前綫教師難以準備把握；其次，前綫教師教務沉重，不一定有充足的時間和空間設計適合的自主學習課程；另外，學校課程教學進度的限制因素等等都造成自主學習教學的挑戰（吳善煇，2015）。目前促進自主學習的教學實踐大致分爲以下三個取向：一、認知取向的自主學習教學設計；二、人本取向的自主學習教學設計；三、科技取向的自主學習教學設計（田慧等，2020；高寶玉，2018；趙志成，2014）。本研究針對香港大專學生，結合中文寫作課堂，嘗試制定一套適合大專學生自主學習發展的教學方案，以西方的元認知策略爲基礎，融合常規教學課堂，期望能促進其自主學習能力。

關鍵詞：自主學習；中文寫作；大專學生

Abstract:

The Curriculum Development Council (2014, 2017) has explicitly stated that the goal of primary and secondary education is to equip students to become lifelong and self-regulated learners. For vocational education students, becoming self-regulated learners is crucial. Vocational education students enjoy greater flexibility in their learning process, and as they are on the verge of entering the workforce, these factors impose higher demands on their capacity for self-regulated learning (Schunk & Zimmerman, 2010; Storch, 2005). While the importance of self-regulated learning is undeniable, the implementation in teaching faces numerous challenges. First, the concept of self-regulated learning is multifaceted, which makes it difficult for teachers to understand. Second, teachers lack of time or resources to design appropriate self-regulated learning curricula because of the heavy workload. Additionally, constraints such as rigid school schedules and curriculum requirements further complicate the implementation of self-regulated learning (Ng, 2015). Current teaching practices aimed at promoting self-regulated learning broadly categorized into three approaches: (1) cognitive-oriented instructional design, (2) humanistic-oriented instructional design, and (3) technology-oriented instructional design (Tian et al., 2020; Ko, 2018; Chiu, 2014). This study focuses on vocational education students in Hong Kong and integrates Chinese writing classrooms to develop a teaching framework tailored to fostering self-regulated learning. Grounded in Western metacognitive strategies and aligned with regular classroom instruction, the proposed framework aims to enhance students' capacity for self-directed learning.

Keywords: self regulated learning; Chinese writing; college students

C4

多模態寫作中的人工智能應用：香港大學生中文話題寫作的實證研究

The Application of AI in Multimodal Writing: An Empirical Study on Chinese Thematic Writing Among University Students in Hong Kong

發 表 人 | 王子茹（香港教育大學）、廖先（香港教育大學）
Presenters | Wang Ziru (The Education University of Hong Kong)
Liao Xian (The Education University of Hong Kong)

摘要：

隨著人工智能（AI）技術的快速發展，其在教育領域的應用逐漸受到關注，特別是在語言學習與寫作教學方面。生成式人工智能（如 ChatGPT）利用自然語言處理（NLP）技術，提供文本生成、語言校正與語意重構等功能，為寫作教學帶來新的可能性。同時，多模態寫作（Multimodal Composition）透過整合文本、圖像、音頻與視頻等多重符號系統，促進學生的符號協同能力與創造性表達。然而，香港本地大學教育中的中文話題寫作仍主要依賴傳統書面教學模式，對多模態元素的應用有限，難以滿足現代社會對綜合溝通能力的需求。此外，現有研究多集中於人工智能在外語學習中的應用，針對中文寫作的實證研究仍然不足。因此，本研究探討人工智能技術與多模態寫作的結合如何影響學生的符號協同能力、寫作效率與學習投入，並分析學生對該技術的態度與體驗。研究假設包括：（1）ChatGPT 生成的文本能有效與多模態元素結合，提升學生的符號協同能力；（2）人工智能輔助工具能提高寫作效率並增強學習興趣；（3）大多數學生對人工智能輔助多模態寫作持正面態度，但可能面臨技術挑戰。本研究旨在為中文寫作教學提供創新模式，突破傳統書面文本教學的局限，並填補人工智能與多模態結合在中文寫作領域的研究空白。

關鍵詞：多模態；人工智能；大學生；中文寫作

Abstract:

With the rapid advancement of artificial intelligence (AI) technology, its application in education has garnered increasing attention, particularly in language learning and writing instruction. Generative AI tools, such as ChatGPT, utilize natural language processing (NLP) to provide text generation, language correction, and semantic reconstruction, offering new possibilities for writing pedagogy. Meanwhile, multimodal writing integrates multiple symbolic systems—such as text, images, audio, and video—to enhance students' semiotic coordination and creative expression. However, Chinese thematic writing in Hong Kong's higher education system still primarily relies on traditional text-based instruction, with limited incorporation of multimodal elements, making it difficult to meet modern society's demands for comprehensive communication skills. Additionally, existing research has predominantly focused on AI applications in foreign language learning, with limited empirical studies on AI-assisted Chinese writing.

This study explores how the integration of AI and multimodal writing influences students' semiotic coordination, writing efficiency, and learning engagement, while also examining their attitudes and experiences with AI-assisted writing. The research hypotheses include: (1) ChatGPT-generated text can effectively integrate with multimodal elements, enhancing students' semiotic coordination abilities; (2) AI-assisted tools can improve writing efficiency and increase students' motivation for learning; and (3) while most students hold a positive attitude toward AI-assisted multimodal writing, some may face challenges related to technical

operation and multimodal integration. This study aims to provide an innovative approach to Chinese writing instruction, overcoming the limitations of traditional text-based teaching and addressing the research gap regarding the integration of AI and multimodal composition in Chinese writing education.

Keywords: multimodal; artificial intelligence; university students; Chinese writing

C5

跨語言的中文素材寫作：多語環境中的寫作形態

Chinese Writing from Cross-Linguistic Sources: Writing Tasks in Multilingual Environments

發 表 人 | 廖先（香港教育大學）
Presenter | Liao Xian (The Education University of Hong Kong)

摘要：

隨著時代的發展，人們的交流越來越呈現新的特點。對於國際中文教育而言，過去的寫作教學偏重以單一語言進行寫作，不過在多語的環境中，學生同時利用不同的語言進行寫作亦已逐漸變得司空見慣。對於這樣的寫作，我們應如何認識其寫作過程，值得開始關注。本研究以香港大學生為研究對象，分析他們同時使用中文和英文素材進行寫作時的寫作過程，再進一步延伸討論其對未來中文教育的應用價值。

關鍵詞：跨語言；素材寫作；多語環境

Abstract:

With the development of the times, communication among people is increasingly exhibiting new characteristics. In the context of international Chinese education, previous teaching of writing has mostly focused on writing in a single language. However, in multilingual environments, it has gradually become common for students to utilize different languages in their writing. How we understand the writing process in such contexts is worthy of attention. This study focuses on university students in Hong Kong, analyzing their writing processes when using both Chinese and English materials concurrently, and further discusses the implications of this for future Chinese education.

Keywords: cross-linguistics; source-based writing; multilingual contexts

分場報告

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D1

“知识图谱+AI 智能体”驱动的新型国际中文教学模式构建与效能验证

“Knowledge Graph + AI Agent”-Driven Construction and Efficacy Verification of a New International Chinese Teaching Model

发 表 人 | 赵丽君（大连理工大学）
Presenter | Zhao Li Jun (Dalian University of Technology)

摘要：

在“一带一路”倡议与教育新基建协同推进背景下，国际中文教育亟需通过数智化转型构建新型教育生态。本研究以汉语综合课为载体，基于 SPOC 平台创建“知识图谱-AI 智能体-混合教学”三位一体的数智化课程体系，探索语言教育数字化转型升级。通过系统解构课程要素，建成包含 216 个知识点与 238 项关联资源的双维度知识网络，实现教学资源的谱系化重组与智能匹配；建设课程智能体，实现智能答疑与实时辅导。该模式通过三大创新机制有效破解传统教学困境：知识图谱的动态演化机制实现内容系统性重构，AI 助教的认知陪伴功能化解规模与个性化矛盾，数字资源的精准供给弥合线上线下教学鸿沟。实证数据显示，教学效率提升 20%，学生成绩环比、同比双提升，课程满意度达 98.32%。研究形成的“知识图谱+AI 智能体”技术方案，为新时代国际中文教育新质生产力发展提供了可复制路径，推动教学形态向人本化、精准化、泛在化方向深度演进，为全球中文教育数字化转型贡献了创新实践范式。

关键词：知识图谱；AI 智能体；国际中文教育；数智化转型；SPOC 平台

Abstract:

Amidst the integration of the Belt and Road Initiative and educational new infrastructure, international Chinese education necessitates digital-intelligent transformation to rebuild its pedagogical ecosystem. This study constructs a tripartite framework (“knowledge graph-AI agent-blended learning”) on a SPOC platform for Chinese comprehensive courses, addressing language education digitization. Systematic curricular deconstruction yielded a dual-dimensional knowledge network integrating 216 knowledge nodes with 238 contextualized resources, enabling intelligent resource orchestration. A domain-specific AI agent was concurrently deployed for automated tutoring and real-time support.

Three innovative mechanisms resolve enduring pedagogical dilemmas:

1) The dynamic evolution mechanism of knowledge graphs facilitates systematic content reconstruction;
2) The cognitive companion functionality of AI teaching assistants resolves the scalability-personalization paradox;
3) Precision provisioning of digital resources bridges online-offline instructional divides.

Empirical validation reveals 20% efficiency gain, with student excellence rates rising 33.3% quarterly and 40% annually, coupled with 98.32% satisfaction. The “knowledge graph + AI agent” paradigm establishes replicable protocols for cultivating new-quality productivity in Chinese education, advancing learner-centric, data-driven, and context-adaptive pedagogical paradigms. This technical architecture provides a transformative blueprint for global Chinese education’s digital transition.

Keywords: knowledge graph; AI agent; international Chinese education; digital-intelligent transformation; SPOC platform

D2

“SPOC 混合式教學” 模式下《紅樓夢》中林黛玉人物形象教學設計

Teaching Design of Lin Daiyu’s Character in Dream of the Red Mansion under “SPOC Blending Teaching” Mode

發 表 人 | 包雪嬌（香港教育大學）
Presenter | Bao Xue Jiao (The Education University of Hong Kong)

摘要：

“整本書閱讀與研討”是《普通高中語文課程標準》中 18 個學習任務群之首，且部編版《普通高中語文教科書》（必修下冊）設有“《紅樓夢》整本書閱讀”單元，可見《紅樓夢》閱讀與教學在高中語文教学中的重要性。但是，當前學生存在“讀不下去”，教師存在“難操作”等困境。并且，在“AI+教育”的時代，伴隨教師角色的轉變和評價體系的更新，需要再次思考《紅樓夢》的教學方式和教育意義。因而，本文以小說人物形象教學出发，探究在“SPOC 混合式教學”模式下，结合 AI 技术，於線上課完整帶讀《紅樓夢》，於講臺課進行林黛玉人物形象教學，於研討課和展示課中促進學生閱讀和理解《紅樓夢》的教學策略。

關鍵詞：SPOC 混合式教學；《紅樓夢》整本書閱讀；林黛玉；人物形象教學

Abstract:

Comprehensive Reading and Discussion of the Entire Book is the first of 18 learning task clusters in the Senior High School Chinese Curriculum Standards.The Ministry-compiled Senior High School Chinese Textbook (Compulsory Lower Volume) includes a unit on Comprehensive Reading of Dream of the Red Mansion, highlighting the importance of reading and teaching *Dream of the Red Mansion* in high school Chinese education. However, students currently face challenges such as difficulty in continuing to read, while teachers encounter difficulties like inability to implement effectively.Moreover, in the era of AI Education,with the transformation of teacher roles and the updating of evaluation systems, it is necessary to reconsider the teaching methods and educational significance of *Dream of the Red Mansion*. Therefore, this paper focuses on character image instruction in novels, integrating AI technology to explore strategies for comprehensive online reading of *Dream of the Red Mansion* under the SPOC Blended Learning model, character image instruction of Lin Daiyu in lecture classes, and promoting students reading and understanding of *Dream of the Red Mansion* through discussion and demonstration classes.

Keywords: SPOC blending teaching; the whole book reading of dream of the Red Chamber; Lin Daiyu; character image teaching

D3

基于数字技术的感知与产出教学模式在汉语语音教学的应用研究

Application of Digital Technology-Based Perception-Production Teaching Model in Chinese Phonetics Instruction: An Empirical Study

发 表 人 | 石柳（华北水利水电大学）
Presenter | Shi Liu (North China University of Water Resources and Electric Power)

摘要：

本研究以社会文化理论和自我决定理论为理论框架，创新性地提出了一种基于数字技术的感知与产出教学模式，旨在探究这种教学模式与传统教学模式在汉语语音教学效果上的差异。研究邀请了 70 名汉语学习者为被试，将其分为实验组（n=35）和对照组（n=35）。实验组以“感知与产出测评小程序”为教学工具，全程使用感知与产出教学模式教授汉语语音；对照组则使用传统教学模式授课，仅在课前测评、课后测评、阶段性测评时使用感知与产出测评小程序。为保证教学实验的严谨，实验组、对照组需要在保证教学内容相同、教学进度一致的情况下开展三次测评。研究结果表明，胜任感、归属感、自主性是影响学习效果的决定性因素，感知与产出教学模式相比传统教学模式更能够有效提升教学效果，能够为汉语教师在教育数字化时代的教学创新提供新的思路，也可以为数字技术融入汉语语音教学的高质量转型提供有效参考。

关键词：数字技术；感知与产出教学模式；汉语语音教学；教学效果

Abstract:

In the era of educational digitalization, digital-technology-assisted language learning has emerged as an independent research area. In response to the booming research trend, scholars actively integrate digital technologies like big data and AI into face-to-face Chinese phonetic learning. However, issues such as poor interactivity, slow feedback, and underutilization of digital tools have hindered the improvement of learning effectiveness. Against this backdrop, this study, anchored in Sociocultural Theory and Self-Determination Theory, innovatively presents a perception and production teaching model with HanPhonic assessment tool. The aim is to verify the effectiveness of the perception and production teaching model based on HanPhonic Mini-Program compared with the conventional face-to-face Chinese phonetic learning. Seventy CSL learners were recruited and divided into an experimental group (n=35) and a control group (n=35). The experimental group fully integrated digital tools during teaching, while the control group used them only for pre-class, post-class, and phased assessments. Findings indicate that the new model has a more positive impact on learners' Chinese phonetic learning. The study also elaborates on the model's mechanism and explores key learning-affecting factors. These results provide new insights for Chinese teachers to innovate teaching in the digital age and promote the high-quality transformation of Chinese phonetic learning in the digital wave.

Keywords: digital-technology; perception and production teaching model; Chinese phonetics instruction; teaching effectiveness

D4

「跨越絲路」阿聯酋 CFL 教材中的視覺元素及跨文化意識

Visual Elements and Cross-Cultural Awareness in the UAE CFL Textbook "Across the Silk Road"

發 表 人 | 陳菘霖（臺灣成功大學）
Presenter | Chen Sung Lin (Taiwan Cheng Kung University)

摘要：

2019 年起國際中文教育正式納入阿聯酋中小學教育體系（梁宇等,2019;朱志平,2021）。截至 2024 年 6 月，阿聯酋已有 171 所學校開設中文課程，7.1 萬名學生學習中文（吳應輝等 2024:1）。《跨越絲路》於 2022 年出版適用對象為中學生。教材是中國與阿聯酋合作，並確保了本地化的特色。截至 2025 年已發行了 4 個等級，各級再分 3 冊。本研究以現有的 12 冊教材為研究對象，主要探討教材中視覺元素的用途以及跨文化意識。

Wright(1976, 1989), Hill(1990, 2013), Goldstein(2009), Keddie(2009)強調了教材中視覺元素的重要性。研究者指出在 EFL 教材中的插圖和文字相合，藉由輔助性的語境創造意義，能夠形成一種真實且多模態的文本(Mourão,2016)。David & Nicolas(2023:173-782)從三個指標，詞彙、聽力理解和學習者的描述活動，之下再分為 12 項次指標，包含詞彙與圖片完全匹配、詞彙作為圖片的標注、圖片作為線索引出正確的詞彙、圖片提示創作句子或短文等。藉此評估 6 年級、9 年級和 11 年級三套英語教材中視覺元素與的相關性。David &Nicolas(2023:173-782)研究表明，教材中大多數的圖片僅用於“裝飾”目的，可能會干擾相關訊息的選擇。跨文化學習可被視為橫跨“文化研究”和“語言學習”兩個領域。這兩種關係在跨文化溝通的能力方面將得到了體現(Byram, 1997)。

本文將透過 David &Nicolas(2023:173-782)的 12 項指標，針對《跨越絲路》教材中的視覺元素進行分析，另外也將探討這些視覺元素與跨文化意識的連結。

關鍵詞：視覺元素；跨文化意識；CFL

Abstract:

Since 2019, international Chinese language education has been officially integrated into the educational system of primary and secondary schools in the United Arab Emirates (UAE) (Liang Yu et al., 2019; Zhu Zhiping, 2021). As of June 2024, 171 schools in the UAE have offered Chinese language courses, with 71,000 students studying Chinese (Wu Yinghui et al., 2024, p. 1). The textbook Across the Silk Road, published in 2022, is designed for middle school students. This textbook, a collaborative effort between China and the UAE, incorporates localization features. By 2025, four textbook levels will have been published, each divided into three volumes. This study will examine the existing 12 volumes of the textbook, focusing primarily on the functions of visual elements and the cross-cultural awareness embedded within the textbook.

Wright (1976, 1989), Hill (1990, 2013), Goldstein (2009), and Keddie (2009) have emphasized the significance of visual elements in textbooks. Researchers have indicated that illustrations in EFL (English as a Foreign Language) textbooks, when combined with text, create meaning through auxiliary contexts, forming a genuine and multimodal text (Mourão, 2016). David & Nicolas (2023, pp. 173-178) proposed three main criteria—vocabulary, listening

comprehension, and learners' descriptive activities—which are further divided into 12 subcriteria. These subcriteria include the complete matching of vocabulary and images, using vocabulary as image labels, using images as clues to elicit correct vocabulary, and using images to prompt the creation of sentences or short passages. These criteria were employed to assess the correlation of visual elements in English textbooks for grades 6, 9, and 11. Their study revealed that most images in textbooks are used merely for "decorative" purposes, which may interfere with the selection of relevant information. Cross-cultural learning can be regarded as spanning the fields of "cultural studies" and "language learning." The relationship between these two fields is reflected in the competencies associated with cross-cultural communication (Byram, 1997).

This paper will analyze the visual elements in the Across the Silk Road textbook using the 12 subcriteria proposed by David & Nicolas (2023, pp. 173-178), and will also explore the cross-cultural awareness associated with these visual elements.

Keywords: visual elements; cross-cultural awareness; teaching Chinese as a foreign language

E1

香港媒體與流行文化中的粵語：保育與變遷

Cantonese in Hong Kong Media and Popular Culture: Preservation and Transformation

發 表 人 | 王泊鈞（香港教育大學）
Presenter | Wang Bojun (The Education University of Hong Kong)

摘要：

粵語是香港的主要語言，承載本地文化與身份認同，並透過媒體與流行文化影響社會語言生態。然而，隨著數字媒體興起及語言政策變遷，其地位正面臨挑戰。傳統粵語媒體雖仍具優勢，但普通話與英語內容的增加削弱其影響力。此外，串流媒體與社交平台的普及改變年輕一代的語言習慣，使粵語在新媒體環境中的傳承更具挑戰。本研究從傳統與新興媒體探討粵語在香港媒體與流行文化中的保育與變遷。在傳統媒體方面，本地電視台粵語節目製作資源減少。在新興媒體方面，社交媒體為粵語創作者提供機會，但市場規模限制使其處於劣勢。儘管如此，粵語保育仍有積極動向。一方面，本地媒體與創作者推動粵語內容，如電影、網絡短片，為文化傳承注入動力。另一方面，粵語在網絡社群中的使用仍活躍，特別在年輕族群中，粵語俚語與網絡用語的流行顯示其適應與演變能力。未來，如何在全球化及數字媒體時代維持粵語在香港媒體與流行文化中的地位，將成為學界與文化界的重要課題。

關鍵詞：粵語；媒體；流行文化；語言保育；香港文化

Abstract:

Cantonese is the primary language of Hong Kong, carrying local culture and identity while influencing the linguistic landscape through media and popular culture. However, with the rise of digital media and changes in language policies, its status is facing challenges. Although traditional Cantonese media still hold certain advantages, the increasing presence of Mandarin and English content has weakened its influence. Additionally, the widespread use of streaming platforms and social media has altered the language habits of younger generations, making the transmission of Cantonese in the new media environment more difficult.

This study examines the preservation and transformation of Cantonese in Hong Kong's media and popular culture from the perspectives of traditional and emerging media. In traditional media, local television stations have reduced resources for Cantonese program production. In emerging media, social media platforms provide opportunities for Cantonese content creators, but market size limitations place them at a disadvantage.

Despite these challenges, efforts to preserve Cantonese remain active. On one hand, local media organizations and creators continue to promote Cantonese content, such as films and online short videos, contributing to cultural transmission. On the other hand, Cantonese remains widely used in online communities, particularly among younger generations, where the popularity of Cantonese slang and internet expressions demonstrates its adaptability and evolution. In the future, how to maintain Cantonese's presence in Hong Kong's media and popular culture amid globalization and the digital media era will be a key issue for both academic and cultural sectors.

Keywords: Cantonese; media; popular culture; language preservation; Hong Kong culture

E2

數字化時代蒙古長調傳承的價值及保護路徑探析

The Value and Preservation Pathways of Mongolian Long Song Heritage in the Digital Era

發 表 人 | 湯雅惠（香港教育大學）
Presenter | Tang Ya Hui (The Education University of Hong Kong)

摘要：

蒙古長調是蒙古族傳統音樂的重要組成部分，隨著現代文明的衝擊與社會轉型，蒙古長調面臨著傳承人老齡化，傳承方法單一（口耳相傳），文化生態脆弱（牧區人口流失以及音樂喜好現代化）等問題。本文通過對當地問卷調查與數據分析，系統梳理蒙古長調在數字化時代的傳播與傳承現狀，並運用 SWOT 分析法，评估长调数字化與產業化並在文化，經濟和社會方面帶來的的优势、劣势、机遇与挑战。最後，提出長調在數字化時代保護的可能的創新保護路徑，例如結合蒙古語語料庫開發 AI 數字人，對話式教學軟件以及聲音 IP 開發，借住人工智能與互動式遊戲學習軟件實現動態保護，並且依託“一帶一路”倡導的文旅產業協同效應促進蒙古長調長期活態傳承，盡可能突破非遺保護的“博物館化”困境，並利用“創作 - 品牌 - 衍生”的價值鏈模型，通過盡可能發揮產業鏈各環節的協同作用，實現傳承與經濟發展共贏。為蒙古長調的持續性發展提出新建議。

關鍵詞：蒙古長調傳承；數字化活態保護；“一帶一路”文化旅遊產業

Abstract:

Mongolian long song (Urtiin Duu) constitutes a significant component of traditional Mongolian music. It is confronted with challenges impacted by modern civilization and social transformation, including an ageing population of inheritors, a single method of inheritance (oral transmission), and a fragile cultural ecology (population loss in pastoral areas and the preference of modern-style-music). This paper systematically analyses the current status of the transmission and inheritance of Mongolian long song in the digital era through local questionnaire surveys and data analysis. It employs SWOT analysis to evaluate the advantages, disadvantages, opportunities and challenges from the perspectives of the digitalization and industrialization of long song in terms of culture, economy and society. The study puts forward several innovative protection strategies for the preservation of long tunes in the digital age. These include the development of AI-powered digital avatars, creation of interactively conversational teaching software and gamified learning platforms to engage younger generations teaching software, and sound IP development in combination with Mongolian language corpora. The study also advocates the reliance on the synergistic effect of the cultural tourism industry advocated by the 'Belt and Road Initiative'. The promotion of long-term living inheritance of Mongolian long-tone is proposed, with the aim of breaking through the dilemma of 'museumization' in the protection of intangible cultural heritage as much as possible. The value chain model of 'creation-brand-derivatives' is suggested as a means of achieving a win-win situation between inheritance and economic development by giving full play to the synergy of all links in the industrial chain. New suggestions are put forward for the sustainable development of Mongolian long-tone.

Keywords: Mongolian long song heritage; digital living preservation; Belt and Road cultural-tourism industry

E3

閩南方言的保護與傳承探析

Exploration into the Protection and Inheritance of Minnan Dialect

發 表 人 | 楊紫萍（香港教育大學）
Presenter | Yang Zi Ping (The Education University of Hong Kong)

摘要：

閩南方言作為古漢語活化石，是源於河洛話的漢唐古音，傳承至今承載著不同區域不同國界人們的溝通與情感，更紀錄著當地獨特的歷史記憶與文化價值。在當前愈發重視語言文化多樣性和地方文化遺產保護的背景下，保護和傳承閩南方言的重要性不言而喻。然而，在全球化、信息化和城鎮化的浪潮下，方言的使用範圍日益萎縮，年輕一代的方言能力普遍下降，地方文化自信被削弱，閩南方言的保護與傳承工作面臨嚴峻挑戰。探尋閩南方言保護與傳承的路徑，應從當前的困境出發，著眼於家庭、學校、社會的多維度，協同新媒體與科技賦能，搭建更廣闊溝通與合作的橋樑，提出更加符合現代社會信息化和價值觀的實施策略，推陳出新，與時俱進，切實推動閩南方言的保護與傳承。

關鍵詞：閩南方言；方言保護；傳承創新

Abstract:

The Minnan dialect, as a living fossil of ancient Chinese, is derived from the Han and Tang dialects of the Heluo dialect. It has been passed down to this day, carrying the communication and emotions of people from different regions and borders, and recording the unique historical memory and cultural value of the local area. In the context of increasing emphasis on linguistic and cultural diversity and the protection of local cultural heritage, the importance of protecting and inheriting the Minnan dialect is self-evident. However, under the wave of globalization, informatization, and urbanization, the scope of dialect use is shrinking, the dialect ability of the younger generation is generally declining, local cultural confidence is weakened, and the protection and inheritance of Minnan dialect are facing severe challenges. To explore the path of protecting and inheriting Minnan dialect, we should start from the current difficulties, focus on multiple dimensions of family, school, and society, collaborate with new media and technology empowerment, build broader bridges of communication and cooperation, propose implementation strategies that are more in line with modern social informatization and values, innovate and keep pace with the times, and effectively promote the protection and inheritance of Minnan dialect.

Keywords: Minnan dialect; dialect protection; inheritance and innovation

E4

雲南文山廣南布央語傳承與保護研究

The Study of Buyang Language Development and Protection in Guannan Yunnan

發 表 人 | 趙雪（滇池學院）
Presenter | Zhao Xue (Dianchi College)

摘要：

布央語與仡佬語同屬仡央語支，是分佈于廣西百色、雲南文山的瀕危語，使用人數 2000 人左右。根據今年 2 月調查數據，結合前人學者研究，發現廣南縣布央語使用人數減少，活力降低明顯。研究以雲南省文山州廣南縣底圩鄉央連村布央語為調查對象，介紹布央語的曆史源流、研究現狀以及央連村布央語的語言情況。央連村村民都會使用布央語、壯語和漢語，超過半數村民都在外地工作求學，僅在家庭內部使用布央語，且年輕人受媒體等影響，在家庭內部也經常使用漢語和壯語，布央語傳承受到影響，具體表現在語音、詞彙、語法等方面。研究得出結論，提倡保護語言也是保護文化，建議繼續進行央連布央語保護工作，做好語言記錄，鼓勵年輕人積極參加央連村的民俗節日等活動，探索新的語言保護方式。

關鍵詞：布央語；語言保護；文化傳承

Abstract:

The Buyang language, along with Gelao language, belongs to Geyang branch. It is an endangered language in Baise, Guangxi, and Wenshan, Yunnan, with nearly 2,000 native speakers. According to survey data from February this year, combined with previous scholarly research, we found that the number of Buyang language speakers in Guangnan has decreased, and the vitality of the language has significantly declined. The study focuses on the Buyang language in Yanglian Village, Guangnan, Wenshan, Yunnan Province, and introduces the historical origins, previous studies, and present state of the language in Yanglian. The local people of Yanglian are all fluent in Buyang, Zhuang, and Chinese(including Mandarin and the dialect). More than half of the villagers work or study outside the village and only use Buyang within their families. Moreover, influenced by social media and other factors, young people often use Chinese and Zhuang even within their families, which has affected the heritage of the Buyang language. This is evident in aspects such as phonetics, vocabulary, and grammar. The study concludes that protecting a language is also a way to preserve culture, and agree that keep documenting the Buyang language in Yanglian, encouraging young people to actively participate in local folk festivals and other activities, and exploring new methods of language preservation.

Keywords: Buyang Language; languange protection; cultural inheritance

F1

傳統訓詁的教學轉化：以「桀」字為例

The Pedagogical Transformation of Traditional Exegesis: A Case Study of the Character "桀" (Jié)

發 表 人 | 董宇婷（香港教育大學）
Presenter | Dong Yuting (The Education University of Hong Kong)

摘要：

漢字作為中華文化的核心載體，其訓詁揭示了語言歷史演變，蘊含了文化思維邏輯。本文以「一帶一路」下的文化傳播為背景，以「桀」字的訓詁爭議為例，探討了傳統訓詁學的教學轉化。「桀」的造字主要有三種爭議，其中，主張「桀」字「從舛在木上」，取「高出」之義的會義說在解讀「桀」的引申義時更具邏輯連貫性，適合用作教學轉化。從語義網絡看，「桀」字的核心義「高出」衍生出雙向的引申義：正向價值如「傑出」；負向價值如「凶暴」，體現了漢字文化中「對立統一」的思維模式：一方面，「高出」象徵超越與卓越；另一方面，過度「高出」可能導致壓迫與暴虐。對外傳播時，可在「桀」字訓詁的基礎上，以文化響應法，比對傑出者與暴君故事；以邏輯推演法，引導學生思考「高出」與「傑出」、「凶暴」的內在邏輯聯繫，實現教學轉化。本文將傳統訓詁與文化思維相結合，通過「桀」字的訓詁，展示了漢字文化中的「對立統一」思維，也為教學轉化提供了理論支持。

關鍵詞：桀；訓詁；對立統一；漢字文化；一帶一路

Abstract:

As the core carrier of Chinese culture, the exegesis of Chinese characters reveals their historical linguistic evolution and encapsulates cultural and cognitive logic. Against the backdrop of cultural dissemination under the Belt and Road Initiative, this study explores the pedagogical transformation of traditional exegesis through the interpretive controversies surrounding the character "桀" (Jié).

Three primary interpretations exist for the formation of "桀". Among these, the ideogrammic statement—which posits that "桀" shows "舛" (feet) atop "木" (tree), signifying "above"—demonstrates logical coherence in interpreting its extended meanings, making it more suitable for pedagogical adaptation. Semantically, the core meaning of "桀" as "above" generates bidirectional extensions:

- Positive Values such as "outstanding" (傑出).
- Negative Values such as "brutal" (凶暴).

This duality reflects the "dialectical unity" in Chinese character culture: while "above" symbolizes transcendence and excellence, excessive "above" may lead to oppression and brutality.

For cross-cultural pedagogical adaptation, this study proposes strategies grounded in the exegesis of "桀":

1. Cultural Resonance Teaching: Comparing narratives of outstanding figures and tyrants, making intercultural teaching easier to understand.

2. Logical Deduction Method: Guiding students to analyze the intrinsic connections between "above", "outstanding", and "brutal".

By integrating traditional philological analysis with cultural philosophy, this research demonstrates how the character "桀" embodies the "dialectical unity" inherent in Chinese character culture. It further provides theoretical support for transforming exegetical studies into pedagogical frameworks, advancing the global dissemination of Chinese cultural heritage under the Belt and Road Initiative.

Keywords: 桀 (Jié), exegesis; dialectical unity; Chinese character culture; Belt and Road Initiative

F2

對非華語學生漢字書寫中「同音別字」的偏誤分析

Error Analysis of Homophones in Chinese Character Handwriting Among Non-Chinese Speaking Students

發 表 人 | 謝天燊（香港教育大學）
Presenter | Tse Tin San (The Education University of Hong Kong)

摘要：

漢字書寫對漢語學習者的語言習得有著重要影響，然而在非華語學生（NCS）的中介語言中，漢字書寫的偏誤並不少見。本研究調查了 NCS 小學生在漢字書寫中所犯的偏誤，並基於來自香港的中介語料庫進行偏誤分析。隨著非華語學生人數持續增長，他們在學習中文方面面臨的挑戰變得愈發重要，因此更有研究的必要。

本研究檢視了 NCS 學生在中文寫作中出現的錯誤類型，探索了這些錯誤的可能原因，希望有助開發適合的教學材料。在語料庫中識別中「同音別字」的偏誤中，某些字形錯誤的頻率顯著高於其他錯誤。通過檢視這些錯誤，本文進行了基於語料庫的錯誤分析。研究結果表明，這一錯誤趨勢可能與學習者的母語有關，特別是英語和各種南亞語言，因為這些語言中缺乏音調區分，而音調是中文的一個特徵。

關鍵詞：漢字書寫；偏誤分析；非華語學生；語料庫

Abstract:

The proper use of Chinese-character handwriting (CCW) significantly influences language learners' language proficiency; however, errors in CCW are common among non-Chinese speaking ethnic minority primary students (NCS) in their interlanguages. This study investigates the errors made in CCW by NCS primary students, drawing on an interlanguage corpus from Hong Kong. As the population of non-Chinese speaking primary students continues to grow, their challenges in learning Chinese have become increasingly significant.

This research examines the types of errors occurring in the Chinese writing of NCS students, explores the possible causes of these errors, and provides an analysis aimed at developing appropriate teaching materials. Among the errors related to similar pronunciation identified in the corpus, certain character errors are notably more frequent than others. By examining these errors, this paper conducts a corpus-based error analysis. The findings suggest that this trend in errors is likely attributable to the learners' native languages, particularly English and various South Asian languages, due to the absence of tonal distinctions, which is a distinctive feature of Chinese.

Keywords: Chinese-character handwriting (CCW); error analysis; non-Chinese speaking students; corpus-based analysis

F3

「安娣，我要 laksa，不要 hum，打包！」：新加坡與馬來西亞的跨語詞彙互動

'Auntie, one laksa, mai hum, dabao!': Lexical Interaction Between Mandarin and Other Languages of Singapore and Malaysia

發 表 人 | 譚詠瑜（香港教育大學）
Presenter | Tam Hugo Wing-Yu (The Education University of Hong Kong)

摘要：

新加坡與馬來西亞華語詞語的多源性一直備受社會語言學家關注。過往的研究多集中於詞源追溯或從規範性角度進行探究。學界提出過很多界定「外來詞」或「借詞」的原則，也有的學者嘗試以「特有詞」為名來編寫詞典，但目前學界對這些詞的定義與範圍都莫衷一是。為了理解詞彙的接觸過程，本文會首先指出目前華語詞語研究的術語限制，並借鑑趙知恩提出的「向日葵模式」，以審視半島地區四大語言（華語、英語、馬來語和閩南語）之間的互動模式。本文根據詞語的本土化程度將詞語劃分為三類：第一代詞彙、第二代詞彙和全球詞彙。本文發現華語中所謂的「馬來語借詞」大多實際上是經過閩南語和漢字作為中介轉化而來，而非華語直接與馬來語接觸的結果。本文認為目前學界的研究分歧有兩個：第一，部分學者採用物源的角度去界定外來詞；第二，部分學者忽略南方漢語在構詞當中的中介角色。本文認為要從非二元的角度去理解特有詞語的雙重或多重語言身份，特別要關注福建話（閩南語）和漢字在構詞當中的角色。

關鍵詞：詞彙互動；語言接觸；跨語詞彙；新加坡華語；馬來西亞華語

Abstract:

Previous research on Mandarin/Huayu vocabulary in Singapore and Malaysia has primarily focussed on language documentation and linguistic variation from either etymological or prescriptive perspectives. Scholars in Chinese linguistics have proposed various principles for defining 'loanwords' or 'foreign words,' and some have attempted to compile dictionaries using the term 'characteristic lexicon' (teyouci). Yet, there remains considerable discord in the academia regarding the definitions and scopes of these terms. This paper aims to re-examine the current limitations and terminological constraints in the study of Mandarin vocabulary in the region. Drawing upon the theoretical notion of 'Sunflower model' proposed by Jieun Kiaer, this article argues for an understanding of the dual/multiple linguistic identities of Mandarin lexicon (translingual words) from a non-binary perspective, with particular emphasis on Hokkien (a variety of Southern Min/Banlamese) and the role of Sinographs in word formation. This paper identifies two reasons for divergence in the research on Mandarin 'loanwords' within the academia. Firstly, some scholars define loanwords from a material source perspective. Secondly, some scholars overlook the intermediary role of southern Sinitic languages in word formation. It calls for more attention to the role of Hokkien and Malay on lexical interaction and creativity in Southeast Asian Mandarin.

Keywords: lexical interaction; Malaysian Mandarin; Singapore Mandarin; language contact; translingual words

F4

探討漢字使用地區者用字遣詞差異，以真實語料為例，淺析語言交流可達度

Investigating the Differences in Word Usage Among Chinese Character-Using Regions: A Case Study with Real Corpus Data, Analyzing Language Communication Accessibility

發 表 人 | 李鈴珊（娜娜教育科技有限公司）
Presenter | Lee Ling Shan (NANA Education Technology Company Limited)

摘要：

在一帶一路的視覺下，本研究通過跨地區語料對比，比較漢字使用差異對文化融合的雙重效應。從社交媒體、新聞文本及教育文獻的三角驗證，系統分析中國大陸、港、澳、臺、新、馬等地區的用字遣詞差異：1）簡繁轉換造成的技術性障礙可通過標準化工具有效地解決；2）真正影響交流深度的文化負載詞的語義遷移，例如語境錯位問題；3）新馬華社獨創的“組屋”等混合詞，展現語言適應中的文化主體性。研究通過問卷測試實試，顯示“語言可及度”數據，測試大華語區的詞彙互通率。這些發現為漢語教育提供新方向：建議在基礎漢字教學中強化“大華語”概念，同步建立區域特色詞語料庫；在師訓培養中，推行跨文化交際模式，培育兼備文化敏感性和理解大華語詞彙能力的複合型人才。本研究論證語言差異非交流障礙，正是文化對話的生長點，通過建立動態的語言協調機制，可有效促進華僑社群的語言傳承，並為一帶一路教育共同體建設大華語教育方向。

關鍵詞：大華語教育；跨文化交際；身份符號化；多語教育生態系

Abstract:

Under the vision of the Belt and Road Initiative, this study compares the dual effects of differences in Chinese character usage on cultural integration through cross-regional corpus comparison. Through triangulation verification of social media, news texts, and educational literature, it systematically analyzes the differences in word usage among Mainland China, Hong Kong, Macau, Taiwan, Singapore, and Malaysia:

Technical barriers caused by simplified and traditional character conversion can be effectively resolved through standardized tools.The real impact on the depth of communication comes from the semantic shift of culturally loaded words, such as contextual misalignment issues.Innovative hybrid words created by the Chinese communities in Singapore and Malaysia, such as “HDB” (public housing), demonstrate cultural subjectivity in language adaptation.The study uses questionnaire tests to show “language accessibility” data, testing the lexical mutual intelligibility rate in the Greater Chinese region. These findings provide new directions for Chinese language education:

It is recommended to strengthen the concept of “Greater Chinese” in basic Chinese character teaching and simultaneously establish regional characteristic word corpora.

In teacher training, promote cross-cultural communication models to cultivate compound talents with cultural sensitivity and the ability to understand Greater Chinese vocabulary.

This study argues that language differences are not barriers to communication but growth points for cultural dialogue. By establishing a dynamic language coordination mechanism, it can effectively promote the language inheritance of overseas Chinese communities and provide a direction for Greater Chinese education in the construction of the Belt and Road educational community.

Keywords: greater Chinese education; cross-cultural communication; identity symbolization; multilingual education ecosystem

F5

数字化背景下香港中文报纸所用粤方言字的调查研究

Investigation and Research on the Use of Cantonese Characters in Hong Kong Chinese Newspapers in the Context of Digitalization

发 表 人 | 李丽（浙江科技大学）
Presenter | Li Li (Zhejiang University of Science and Technology)

摘要：

香港中文报纸（简称“报纸”）作为以汉字为主要载体的新闻媒体，在香港大众传媒领域长期占据主导地位，对受众使用中文具有引导作用。报纸中涌现的粤方言字词是独特的地域语言文化现象，也是港式中文的显著特征。本文聚焦报纸使用粤方言字的实际状况，以 2012 年至 2021 年的网络版报纸的新闻文本为调查对象，建立近 23 亿字次的研究语料库。以此语料库为基础，综合应用语言学、现代文字学、语料库语言学和数字人文的理论及方法，借助计算机技术，调查、分析和阐释十年间报纸所用粤方言字的特征与变化。研究发现随着时间推移，报纸所用粤方言字种的数量不断减少，其累计使用频率稳中有降，粤方言字在报纸中的活力度逐渐减弱。报纸用字在不断适应社会发展的过程中发生着动态变化。本文将深入分析影响粤方言字使用变化的社会、历史、政治、教育、技术因素等等，探讨如何在保持语言传统的同时适应数字化需求，在多文多语社会环境中实现语言生态平衡。

关键词：数字化；香港中文报纸；粤方言字；使用状况；变化趋势

Abstract:

Hong Kong Chinese newspapers (hereinafter referred to as “newspapers”), as a news medium primarily utilizing Chinese characters, have long held a dominant position in the realm of mass media in Hong Kong, guiding the public in the use of the Chinese language. The emergence of Cantonese dialect words and characters in newspapers is a unique regional linguistic and cultural phenomenon, as well as a distinctive feature of Hong Kong-style Chinese. This paper focuses on the actual usage of Cantonese characters in newspapers, taking the news texts of online editions from 2012 to 2021 as the subject of investigation, and establishes a research corpus of nearly 2.3 billion characters. Based on this corpus, the study integrates theories and methods from applied linguistics, modern philology, corpus linguistics, and digital humanities, and employs computer technology to investigate, analyze, and interpret the characteristics and changes of Cantonese characters used in newspapers over the decade. The research finds that over time, the number of Cantonese character types used in newspapers has continuously decreased, their cumulative frequency has steadily declined, and the vitality of Cantonese characters in newspapers has gradually weakened. The characters used in newspapers are undergoing dynamic changes in the process of adapting to societal development. This paper will delve into the social, historical, political, educational, and technological factors influencing the changes in the use of Cantonese characters, and explore how to maintain linguistic traditions while adapting to digital needs, achieving a balance in the linguistic ecology within a multilingual and multicultural social environment.

Keywords: digitalization; Hong Kong Chinese newspapers; Cantonese characters; usage status; trends of change

分場報告

Paper Presentation (3)

G–H

2025.6.17 15:45–17:00

G1

语言教师信念与教学实践——混合教学法下高中阅读课堂研究

Language Teachers' Beliefs and Teaching Practices ——A Study on High School Reading Classes under Blended Learning Approach

发 表 人 | 陈曦（上海外国语大学）
Presenter | Chen Xi (Shanghai International Studies University)

摘要：

近年来，随着教育信息化的推进，混合学习逐渐成为语言教学的重要模式。尽管已有研究关注教师信念对教学实践的影响，但在混合教学环境下，其作用机制仍需深入探讨。

本研究采用质性研究方法，以东南沿海三所重点高中的语言教师为研究对象，结合课堂观察、深度访谈和问卷调查，探讨教师如何在混合教学模式下教授阅读，以及影响其教学策略的关键因素。研究发现，教师信念直接影响混合教学的实施，不同信念导致教学策略的差异，同时，信念在实践中不断调整，以适应教学需求。

本研究的贡献在于，从教师信念的视角深化对混合教学实践的理解，揭示其对教学决策的动态影响。通过质性分析，本研究提供了关于教师信念如何塑造混合教学实践的深入见解，不仅丰富了混合学习理论，也为教师培训和教学改革提供了实践启示。未来研究可进一步探讨不同学科背景下的教师信念特点，以及如何优化教师专业发展，以提升混合教学的有效性。

关键词：语言教师；混合教法；信念与实践

Abstract:

In recent years, with the advancement of educational informatization, blended learning has gradually emerged as a significant model in language instruction. Although existing research has addressed the impact of teacher beliefs on pedagogical practices, the mechanisms through which these beliefs operate in blended teaching environments still require in-depth exploration.

This qualitative study investigates language teachers from three key high schools in China's southeastern coastal region. Through classroom observations, in-depth interviews, and questionnaire surveys, the research examines how teachers implement reading instruction in blended learning contexts and identifies critical factors influencing their instructional strategies. Findings reveal that teacher beliefs directly shape the implementation of blended pedagogy, with divergent beliefs leading to variations in instructional approaches. Furthermore, these beliefs undergo continuous adaptation during practice to accommodate evolving pedagogical needs.

The study contributes to the field by deepening the understanding of blended teaching practices through the lens of teacher beliefs and revealing their dynamic impact on instructional decision-making. Through qualitative analysis, it provides nuanced insights into how teacher beliefs mediate blended pedagogical practices, thereby enriching blended learning theory and offering practical implications for teacher training and educational reform. Future research could further explore characteristics of teacher beliefs across different disciplinary contexts and investigate ways to optimize professional development programs to enhance the effectiveness of blended instruction.

Keywords: language teachers; blended learning; beliefs and practices

G2

籌辦讀書會提升準教師專業發展探究

Enhancing Pre-Service Teacher Development Through Reading Clubs

發 表 人 | 慕容嘉英（香港大學）
Presenter | Mo Yung Ka Ying (The University of Hong Kong)

摘要：

香港教育統籌局（現為教育局）於 2002 年向全港學校發放「推廣學校閱讀文化」公函，以配合學校課程改革其中一個關鍵項目「學會閱讀，從閱讀中學習」，學校透過推廣閱讀文化，以提升學生語文能力及學習能力，達至終身學習和全人發展。課程發展議會在 2017 年出版《中學教育課程指引》「從閱讀中學習：邁向跨課程閱讀」提及學校可舉辦多元化的閱讀活動，營造閱讀文化，如讀書會，提高學生的閱讀興趣和動機。

為提升準教師舉辦多元化閱讀活動的經驗，本人於文學士及教育學士（語文教育）—中文教育一年級學生為對象，策劃並推行了一個為期一學年的讀書會計劃，作為推廣閱讀文化的試點。學生輪流組織讀書會，透過自訂閱讀主題、設定討論題目、帶領討論及分享閱讀心得，營造閱讀文化、提升閱讀能力及帶領讀書會的技巧。學生在活動完成後進行反思，認同讀書會的成效，認為有助促進教師專業發展。

關鍵詞：閱讀；讀書會；教師專業發展

Abstract:

In 2002, the Hong Kong Education and Manpower Bureau (now known as the Education Bureau) issued a circular to all schools promoting reading culture, aligning with a key element of the school curriculum reform, "Learning to Read, Reading to Learn." Schools were encouraged to foster a reading culture to enhance students' language proficiency and learning abilities, contributing to lifelong learning and whole-person development. The Curriculum Development Council's 2017 publication, "Learning through Reading: Towards Cross-curricular Reading" in the Secondary Education Curriculum Guide, suggests various reading activities, such as reading clubs, to cultivate a reading culture and enhance students' reading interest and motivation.

To enhance pre-service teachers' experience organizing diverse reading activities, I designed and implemented a year-long reading club program with first-year students in the Bachelor of Arts and Bachelor of Education (Language Education) - Chinese Language program. This pilot program served as a practical exploration of promoting reading culture. Students took turns organizing reading club sessions, selecting reading themes, formulating discussion questions, leading discussions, and sharing their reading insights. This process cultivated a reading culture, improved their reading skills, and developed their abilities to facilitate reading clubs. Upon completion of the program, students reflected on their experiences and affirmed the effectiveness of the reading clubs, recognizing their contribution to professional teacher development.

Keywords: reading; reading club; teacher professional development

G3

中國大陸教師權威減弱的現象及其影響：一項基於訪問調查的研究

The Erosion of Teacher Authority in Mainland China: An Investigative Study Based on Interviews

發 表 人 | 高偉嘉（香港教育大學）
Presenter | Gao Weijia (The Education University of Hong Kong)

摘要：

隨著中國大陸社會和教育體制的變革，教師在課堂上的權威逐漸受到挑戰，這一現象引起了學術界和教育工作者的廣泛關注。教師權威的減弱不僅影響到教師的教學管理和學生的學習態度，也對整體教育質量產生深遠影響。本研究旨在通過訪問調查，探討教師權威減弱的具體表現及其成因，並分析其對教師、學生以及教育環境的影響。本研究採用了質性研究方法，通過對一線教師、學生及教育專家的訪談，深入了解教師在現代教育環境中所面臨的挑戰。研究結果顯示，教師權威減弱的原因主要包括教育體制的改革、社會價值觀的變遷、學生自主意識的增強等。這些因素共同作用，導致教師在課堂上的權威地位不再如以往那樣穩固。此外，教師權威減弱還對班級管理、學生行為以及教師心理產生了深遠影響。教師需要不斷調整自己的教學方法和管理策略，建立更為平等、合作的師生關係。這對教師的專業發展和學校的教育質量提出了新的挑戰。本研究的結論為教師權威的變遷提供了新的視角，並為教育政策制定者、學校管理者以及一線教師提供了實踐建議，有助於在當前教育體制中有效應對教師權威的減弱，促進教育質量的提升。

關鍵詞：教師權威；教育改革；教師角色；學生行為；班級管理

Abstract:

With the transformation of Chinese society and the education system, the authority of teachers in classrooms has gradually been challenged, a phenomenon that has attracted widespread attention from both academia and educators. The weakening of teacher authority not only affects teaching management and student attitudes but also has a profound impact on overall educational quality. This study aims to investigate the specific manifestations and causes of the weakening of teacher authority and analyze its effects on teachers, students, and the educational environment through interview-based research. This study employs qualitative research methods, conducting interviews with frontline teachers, students, and education experts to gain an in-depth understanding of the challenges teachers face in the modern educational landscape. The results show that the weakening of teacher authority is primarily due to educational reforms, shifts in social values, and the strengthening of student autonomy. These factors collectively contribute to the erosion of the previously stable authority of teachers in the classroom.Furthermore, the weakening of teacher authority has far-reaching effects on classroom management, student behavior, and teacher psychology. Teachers need to continuously adjust their teaching methods and management strategies, establishing more equal and cooperative relationships with students. This presents new challenges for teacher professional development and the overall quality of education in schools.The conclusion of this study provides new insights into the changes in teacher authority and offers practical suggestions for education policymakers, school administrators, and frontline teachers. It contributes to effectively addressing the erosion of teacher authority within the current education system, promoting the improvement of educational quality.

Keywords: teacher authority; educational reform; teacher roles; student behavior; classroom management

G4

探究戲劇教學提升小學生學習文言文自我效能感

Exploring the Effectiveness of Drama Education in Enhancing Primary Students' Self-Efficacy in Learning Classical Chinese

發 表 人 | 鄧藝婷（香港教育大學）
Presenter | Tang Ngai Ting (The Education University of Hong Kong)

摘要：

本地中文課程日益重視文學教學。近年，教育局在四個學習階段中引入 93 篇文言「建議篇章」，希望學生從小接觸文言經典，體會作品的語言和思想之美，提升文化修養。然而，過去研究顯示學生在學習文言文時面臨多重挑戰，導致自我效能低落，缺乏理解文言文的能力。戲劇教學作為一種多元化的教學策略，通過實踐學習，能有效提升學生的學習興趣。因此，戲劇教學提升小學生文言文學習自我效能的成效值得研究。

本研究採用行動研究方法，研究者為 24 位小五學生設計了四節教學干預課程，教授《守株待兔》和《鷸蚌相爭》兩篇文言散文。透過小組訪談及課業評估等質性研究工具，了解學生對文言文學習的看法。研究結果顯示，戲劇教學顯著提升了學生學習文言文的滿足感和自信心。儘管學生對切身相關度的評價仍是四項指標中最低，但這一方面的增幅卻是最大的。而三種戲劇活動中，學生對角色扮演表現出最強烈的興趣，認為這有助於掌握文言文的內容和思想。基於此，建議教師在文言文教學中融合戲劇元素，以多元化的教學策略優化學習體驗，促進文言文的有效教與學。

關鍵詞：戲劇教學；文言文教學；自我效能感

Abstract:

The local Chinese curriculum increasingly emphasizes literary teaching. In recent years, the Education Bureau has introduced 93 recommended classical Chinese texts across four learning stages, aiming for students to engage with classical works from an early age, appreciate the beauty of the language and ideas, and enhance their cultural literacy. However, past research indicates that students face multiple challenges in learning classical Chinese, leading to low self-efficacy and insufficient understanding of the language. This study explores the effectiveness of drama education as a diversified teaching strategy that enhances student engagement and interest in learning.

Utilizing an action research approach, the researcher designed four teaching intervention classes for 24 primary five students, focusing on two classical Chinese essays: "守株待兔" and "鷸蚌相爭". Qualitative research tools, including group interviews and assessments, were employed to gather insights into students' perspectives on learning classical Chinese.

The findings reveal that drama teaching significantly improves students' satisfaction and confidence in learning classical Chinese. While students rated the relevance of the material to their lives as the lowest among four indicators, this area exhibited the greatest increase. Among three types of drama strategies, students showed the strongest interest in role-playing, believing it aids in comprehending the content and ideas of classical Chinese. Based on these results, it is recommended that teachers integrate drama elements into classical Chinese instruction to optimize the learning experience through diversified teaching strategies and promote effective teaching and learning of classical Chinese.

Keywords: drama education; classical Chineselearning; self-efficacy

G5

教育浪费理论观照下乡村教师专业发展的困境与突围

Predicament and Breakthrough of Rural Teachers' Professional Development from the Perspective of Educational Waste Theory

发 表 人 | 刘琦莉（云南师范大学）
Presenter | Liu Qi Li (Yunnan Normal University)

摘要：

教育是国家发展的基石，教师是教育质量提升的关键。乡村教育作为我国教育体系的重要组成部分，长期以来面临着教师专业发展不足的问题。这些问题不仅影响了乡村教育的质量，也制约了乡村孩子的发展前景。杜威的教育浪费理论为我们提供了一个反思和改进乡村教师专业发展的视角。本文将通过杜威的教育浪费理论，分析我国乡村教师在专业发展中存在的乡村教师专业发展资源分配不均衡、职后培训与现实需求脱节、传统教育观念制约、缺少专家型支持体系等具体问题，并提出基于杜威教育浪费理论的改进策略，优化教师培训体系，提升培训实效；激发教学创新，提升教学质量；构建支持性教育环境，促进教师持续成长。以期为我国乡村教师的专业发展提供参考和借鉴。

关键词：乡村教师；杜威；教师专业发展乡村教师；杜威；教师专业发展

Abstract:

Education is the cornerstone of national development, and teachers are the key to improve the quality of education. As an important part of China's education system, rural education has long faced the problem of insufficient professional development of teachers. These problems not only affect the quality of rural education, but also restrict the development prospects of rural children. Dewey's theory of educational waste provides us with a perspective to reflect on and improve the professional development of rural teachers. Based on Dewey's theory of educational waste, this paper will analyze the specific problems existing in the professional development of rural teachers in China, such as unbalanced distribution of rural teachers' professional development resources, disconnection between on-the-job training and practical needs, restriction of traditional educational concepts, lack of expert support system, etc., and put forward improvement strategies based on Dewey's theory of educational waste to optimize the teacher training system and enhance the training effectiveness; Stimulate teaching innovation and improve teaching quality; Construct a supportive educational environment to promote teachers' sustainable growth. In order to provide reference for the professional development of rural teachers in China.

Keywords: rural teachers; Dewey; teachers' professional development

H1

針對非華語本科生學生的古文教學——以中外高校古代漢語課程為案例

Classical Chinese Teaching for Non-Chinese Speaking Students: A Case Study of Undergraduate Classical Chinese Courses in Chinese and Foreign Universities

發 表 人 | 余栢耀（香港大學專業進修學院）
Presenter | Yu Pak Yiu (HKU School of Professional and Continuing Education)

摘要：

在全球化的環境下，中文已成為全球最為廣泛使用的語言之一，每年都有來自世界各地的莘莘學子到中國各高校學習中文及中國文化，也有不少外國學府開展不同程度的中文及中國文化課程，供本地學生學習及進行相關課題的研究。其中，針對非華語本科學生，古文作為中國古代政治、環境、文學、歷史等領域的文字載體，在傳播及推廣中國源遠流長的民族文化上有關鍵作用。因此，如何正確地、有意識地和有效率地讓外國學生學習古文，已經成為中外高校本科生中文教學中不能回避的命題。本研究將以北京大學中文系及悉尼大學人文及社會學院的古代漢語課程教學為案例，探討在兩所高校不同的教學方針及歷史文化背景下，古漢課程的大綱、內容及教學方法，並嘗試通過學生的回饋，如與母語學習的異同、學習古文的常見問題及感受等，分析如何進一步完善現有的教學，包括方法論、教件配置、師生之間的有效互動三個方面，讓學生在學習中文的過程中能夠獲益，並體會中華文化的魅力所在。

關鍵詞：古文教學；中文教學；第二語言；非華語；本科生教學

Abstract:

In view of globalization, Chinese language has become one of the most widely spoken languages in the world. Every year, thousands of students from countries all over the world come to Chinese universities to study Chinese language and culture. Additionally, numerous foreign educational institutions offer Chinese language and culture courses with different levels for local students to learn and conduct research. Among these, classical Chinese or ancient texts that cover ancient Chinese politics, environment, literature, history and other fields, play a pivotal role in disseminating and promoting China's long-lasting national culture to non-Chinese speaking undergraduate students who already have a foundational grasp of Chinese. Therefore, how to correctly, consciously, and efficiently teach classical Chinese to foreign students has become an unavoidable topic in Chinese language education of undergraduate students in both Chinese and foreign universities. This research will take the classical Chinese courses offered by the Department of Chinese Language and Literature at Peking University and the Faculty of Arts and Social Sciences at the University of Sydney as case studies. It will explore the syllabus, content, and teaching methodologies of classical Chinese courses under different educational policies and historical-cultural backgrounds of the two universities. By analyzing student feedback, such as the similarities and differences with learning their native language, common issues encountered while studying classical Chinese and their feelings about the learning process, the study aims to further improve and refine existing teaching mechanisms. This includes methodological approaches, preparation of teaching materials and effective interaction between teachers and students. All these will let students benefit from their Chinese language studies while appreciating the allure of Chinese culture.

Keywords: classical Chinese teaching; Chinese teaching; second language; teaching non-Chinese speaking student; undergraduate teaching

H2

從生活到考場——香港非華語學生漢字生活化教學實踐

From Life to Examination Room: The Practice of Teaching Chinese Characters in Daily Life for Non-Chinese Speaking Students in Hong Kong

發 表 人 | 劉曉晴（香港大學專業進修學院）
Presenter | Liu Xiaoqing Sunny (HKU School of Professional and Continuing Education)

摘要：

本研究針對 10 名非華語高中生（7 名巴基斯坦籍、3 名菲律賓籍），設計「場景穿透教學法」，打破漢字學習與生活經驗的隔閡。教學策略分為三階段：通勤漢字採集階段，學生拍攝生活場景中的「衝突漢字」（如「油麻地」站名與「麻油」廣告字序顛倒），教師彙整成「漢字解碼牆」引發討論；家庭語料轉化階段，將洗髮露「深層修護」、餅乾盒「期間限定」改編為填空題與造句題，學生製作「考點預警手冊」標註易錯字（如 65%學生混淆「限」與「根」）；語體轉換階段，學生改寫口語訊息（如「聽日停水記得儲水」）為書面通知，並互評錯誤。

四個月教學實踐顯示，學生自主記錄漢字量從每週 7 個增至 32 個，連結「特價」「維修」等生活詞與 GCSE 考題。關鍵在於利用衝突情境（如「深水埗」vs「埗仔碼頭」）激發探究，實現漢字生活化教學。

關鍵詞：場景穿透教學；衝突漢字；生存式學習；非華語讀寫；母語遷移

Abstract:

This study targeted 10 non-Chinese speaking high school students (7 from Pakistan and 3 from the Philippines) and designed a “scenario-penetrating teaching method” to break down the barriers between Chinese character learning and life experience. The teaching strategy is divided into three stages: the commuting Chinese character collection stage, in which students take photos of “conflicting Chinese characters” in life scenes (such as the order of the characters in the name of the “Yau Ma Tei” station and the “Mayou” advertisement is reversed), and the teacher compiles them into a “Chinese character decoding wall” to stimulate discussion; the home corpus conversion stage, the shampoo “deep repair” and the biscuit box “limited time” are adapted into fill-in-the-blank and sentence-making questions, and students make a “test point warning manual” to mark the characters that are easy to make mistakes (such as 65% of students confuse “限” and “根”); the language conversion stage, students rewrite oral messages (such as “Remember to store water when the water supply is cut off on tomorrow”) into written notices, and evaluate each other’s mistakes.

Four months of teaching practice showed that the amount of Chinese characters recorded independently by students increased from 7 per week to 32, linking daily words such as “special offer” and “repair” with GCSE exam questions. The key is to use conflicting situations (such as “Sham Shui Po” vs. “Po Tsai Pier”) to stimulate exploration and realize the teaching of Chinese characters in a life-like manner.

Keywords: scene-based teaching; conflicting Chinese characters; survival-based learning; non-Chinese reading and writing; mother tongue transfer

H3

香港非華語生的中國歷史課堂教學探析──以〈鄭和下西洋〉的課題為例

An Investigation into the Classroom Teaching of Chinese History for Non-Chinese Speaking Students in Hong Kong: A Case of Teaching "Zheng He's Voyage to the West"

發 表 人 | 梁佩雲（香港教育大學）
Presenter | Leung Pui Wan Pamela (The Education University of Hong Kong)

摘要：

學習第二語言同時也在學習目的語所承載的文化。然而，如何幫助學生有效學習目的語的文化，是第二語言教學的一大挑戰。本文將以香港的初中非華語生學習中國歷史的案例，探討以中文為第二語言（中文二語）學習者學習中華歷史與文化的現況及有效的課堂教學策略。

來自兩所不同中學的受訪教師，均曾以〈鄭和下西洋〉為題開放教室，讓研究團隊觀課。通過課堂觀察，團隊借鑑 SIOP（Sheltered Instruction Observation Protocol）模型（Echevarria, Vogt, & Short, 2017），分析了兩節課堂的教學設計及實施過程，從而評估以中文二語教授學科內容的教學效果。SIOP 模型主張內容與語言綜合教學，強調在教授學科內容的同時，促進語言技能的發展。對照兩位受訪教師的中國歷史課堂教學策略異同，研究團隊認為教授非華語生中文二語，不但可以超越中文科的語文知識和能力訓練，中文科的語文學習題材更應該向相關的人文學科內容拓展。本文建議中文科與人文學科跨科協作，以期達致內容學習與語言學習並進，真正提升中文二語教學的效能。

關鍵詞：中文二語教學；課堂教學策略；中國歷史；中華文化；非華語學生

Abstract:

Learning a second language also involves learning the culture associated with the target language. However, effectively helping students learn the culture of the target language is a significant challenge in second language teaching. This paper explores the current situation and effective classroom teaching strategies for non-Chinese-speaking (NCS) junior secondary school students in Hong Kong learning Chinese History, specifically focusing on Chinese as a Second Language (CSL) learners.

Two teachers from different schools opened their classroom lessons on the topic of "Zheng He's Voyages to the West," allowing the research team to observe their classes. Through classroom observation, the team has made reference to the SIOP (Sheltered Instruction Observation Protocol) model (Echevarria, Vogt, & Short, 2017) in analysing the instructional design and implementation process of these lessons, thereby assessing the effectiveness of teaching subject content in CSL. The SIOP model advocates for integrated content and language instruction, emphasising the development of language skills alongside subject content teaching. By comparing the similarities and differences in the Chinese history teaching strategies of the two teachers involved, the research team suggests that teaching CSL to NCS students can go beyond language knowledge and skills training in Chinese Language classrooms. The language learning materials in Chinese Language should be expanded to include related humanities subject content. This paper recommends cross-disciplinary collaboration between Chinese and related humanities subjects to achieve concurrent content and language learning, thereby truly enhancing the effectiveness of CSL teaching.

Keywords: Chinese second language teaching; classroom teaching strategies; Chinese history; Chinese culture; non-Chinese speaking students

H4

香港非華語學生中文學習教材的比較分析：以兩部教材為例

A Comparative Analysis of Chinese Learning Materials for Non-Chinese Speaking Students in Hong Kong: A Case Study of Two Textbooks

發 表 人 | 鍾茵婷（香港樹仁大學）
Presenter | Chung Yan Ting (Hong Kong Shue Yan University)

摘要：

本論文旨在運用第二語言習得理論，對比分析香港非華語學生使用的中文學習教材。本研究選取了地利亞修女紀念學校編寫的教材，以及香港大學教育學院出版的《新版中文八達通：第二語言中文教材》。通過分析這兩份教材的設計，本研究探討其如何運用第二語言習得理論，以及教材中的文化呈現是否注重本地文化與生活情境的結合。研究以輸入假說、語言遷移理論和超語實踐理論（translanguaging）等第二語言理論為框架，分析這些理論在非華語學生中文教材中的應用方式及其對學習的影響。研究結果顯示，兩份教材雖然均有融入語言習得理論，並在內容中結合了文化與生活情境，且在語言設計上運用了超語實踐理論（translanguaging），但在理論應用及內容比例的取捨上仍存在差異。因此，本研究希望透過對兩份教材的比較與分析，總結其各自的優勢與不足，提出改進建議，為進一步完善香港非華語學生的中文教材編寫提供參考。

關鍵詞：第二語言習得；超語實踐理論；輸入假說；語言遷移；教材

Abstract:

This study aims to apply second language acquisition theories to compare and analyze Chinese learning materials used by non-Chinese-speaking (NCS) students in Hong Kong. The research examines two sets of materials: the textbooks developed by Delia Memorial School and the New Chinese Octopus Card: Chinese as a Second Language Textbook published by the Faculty of Education at The University of Hong Kong. By analyzing the design of these materials, this study explores how second language acquisition theories are applied and whether the cultural representations in these materials emphasize the integration of local culture and real-life contexts. Using second language theories such as the Input Hypothesis, Language Transfer Theory, and Translanguaging, this study investigates how these theories influence the design of Chinese learning materials for NCS students and their impact on learning outcomes. The findings reveal that while both textbooks incorporate second language acquisition theories, integrate cultural and real-life contexts, and utilize translanguaging approaches in language design, they differ in the balance and emphasis of these elements. This study aims to summarize the strengths and weaknesses of each set of materials through comparative analysis and provide recommendations for improving the design of Chinese learning materials for NCS students in Hong Kong.

Keywords: second language acquisition; translanguaging theory; input hypothesis; language transfer; teaching materials

H5

内地与香港小学语文教材的比较研究——以 2024 年新部编版与香港启思版为例

A Comparative Study of Primary School Chinese Language Teaching Materials in the Mainland and Hong Kong - A Case Study of the New 2024 Edition of the Ministry of Education and the Hong Kong Kai-Shek Edition

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Presenter | Chen Yuxi (Zhanjiang University of Science and Technology)

摘要：

通过对比发现，两者在文学素材的选择和语言运用上存在差异，前者更倾向于传统经典与现代文本的结合，后者则注重真实生活的案例与多元文化的引入。此外，教材的插图和排版风格也反映了不同的教育导向与审美取向。研究结果为今后两地小学语文教材的改革与发展提供了参考，促进区域教育的相互理解与借鉴。

关键词：语文教材；比较研究；新部编版；香港启思版

Abstract:

The purpose of this paper is to conduct a comparative study between the 2024 New Partial Edition Primary Language Teaching Kit and the Hong Kong Kai Si Edition. The study analyzes the similarities and differences between the two in terms of educational concepts and practices, starting from the teaching objectives and guiding ideology, unit themes and arrangement, text arrangement and teachers' and students' satisfaction. The New Partial Edition emphasizes the integration of socialist core values and the cultivation of students' national identity and collective consciousness, while the Hong Kong Kai-shek Edition focuses more on the development of students' comprehensive abilities and emphasizes the cultivation of critical thinking and creativity. Through comparison, it is found that there are differences in the selection of literary materials and the use of language between the two, with the former favoring the combination of traditional classics and modern texts, and the latter focusing on real-life examples and the introduction of multiculturalism. In addition, the illustrations and layout styles of the textbooks also reflect different educational and aesthetic orientations. The results of the study provide a reference for the future reform and development of elementary school language teaching materials in the two regions, and promote mutual understanding and reference in regional education.

Keywords: primary chinese language materials; comparative study; new ministry edition; Kai-Shek edition

分場報告

Paper Presentation (4)

I–J

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I1

構建適應 AI 時代的香港中文教育多元化評估體系

Constructing a Diversified Assessment System for Chinese Education in Hong Kong Adapted to the AI Era

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摘要：

隨著 AI 迅猛發展與廣泛應用，教育領域正經曆深刻變革。香港中文教育作為傳承與弘揚中華文化的重要陣地，其評估體系亟需適應 AI 時代的新需求。本研究旨在構建一套適應 AI 時代的香港中文教育多元化評估體系，以提升中文教育的針對性和有效性。研究首先分析當前中文教育評估體系存在的問題與挑戰，明確構建多元化評估體系的重要性和緊迫性。隨後，通過文獻綜述、專家訪談和實地調研等方法，設計包含智能診斷評估、個性化學習路徑推薦以及多維度能力評估等模組的多元化評估體系。實驗結果顯示，該體系能夠精准識別學生的學習需求，提供個性化的學習資源和回饋，有效提升了學生的中文學習興趣和成績。本研究為香港中文教育評估體系的改革提供新的思路和方法，具有重要的理論和實踐意義。

關鍵詞：AI；中文教育；多元評估體系

Abstract:

With the rapid development and widespread application of AI, the field of education is undergoing profound changes. As an important position for inheriting and promoting Chinese culture, the assessment system of Chinese education in Hong Kong urgently needs to adapt to the new needs of the AI era. This study aims to construct a diversified assessment system for Chinese education in Hong Kong adapted to the AI era to enhance the pertinence and effectiveness of Chinese education. The study first analyzes the problems and challenges of the current Chinese education assessment system and clarifies the importance and urgency of constructing a diversified assessment system. Subsequently, through literature review, expert interviews and field research, a diversified assessment system is designed that includes modules such as intelligent diagnostic assessment, personalized learning path recommendation and multi-dimensional ability assessment. The experimental results show that the system can accurately identify students' learning needs, provide personalized learning resources and feedback, and effectively improve students' interest and performance in Chinese learning. This study provides new ideas and methods for the reform of the Chinese education assessment system in Hong Kong, which has important theoretical and practical significance.

Keywords: AI; Chinese education; multi-dimensional assessment system

I2

文化傳承遇上科技：人工智能在中國傳統藝術教育中的角色

Cultural Preservation Meets Technological Innovation: AI in Traditional Chinese Art Education

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摘要：

人工智能（AI）的快速發展為教育帶來了革新性的可能，尤其在創意藝術領域。本文探討了人工智能重新定義中國傳統藝術教學的潛力，特別聚焦於中國書畫。這些深深植根於文化遺產的傳統藝術，高度依賴原創性、人文精神、歷史和人的參與，使得人工智能的融入既充滿前景又極具複雜性。雖然人工智能技術為教學策略、課程開發和學生參與提供了創新工具，但同時也引發了關於如何保護這些學科特有人文元素的重要議題。

本研究探討了人工智能驅動工具的應用，例如機器學習算法和電腦視覺系統，用於分析和模擬筆觸技巧、提供個性化反饋，以及數字重現歷史名作。這些進步不僅支持技能發展，還擴大了傳統中國藝術的可及性，促進了全球欣賞。然而，本文強調在技術創新與藝術實踐中不可替代的人類創造力和原創性之間保持平衡的重要性。

研究強調教育工作者、技術專家和文化專家之間跨領域合作的必要性，以確保人工智能應用能夠補充而非掩蓋藝術教育中的人文特質。通過探討人工智能融入的挑戰與機遇，本研究為探討技術在教育中的角色提供了更廣泛的討論。文章主張採用深思熟慮的方法，既發揮人工智能豐富藝術教學的潛力，同時又維護中國傳統藝術核心的創造力、原創性和人的參與。

關鍵詞：人工智能；藝術教育；中國書法；水墨畫；跨領域合作

Abstract:

The rapid evolution of artificial intelligence (AI) has introduced transformative possibilities for education, particularly in the realm of creative arts. This paper examines the potential of AI to redefine the teaching and learning of traditional Chinese art, with a focus on calligraphy and painting. These art forms, deeply rooted in cultural heritage, rely heavily on originality, creativity, and human input, making the integration of AI both promising and complex. While AI technologies offer innovative tools to enhance instructional strategies, curriculum development, and student engagement, they also raise critical questions about preserving the unique human elements that define these disciplines.

This study investigates the application of AI-driven tools, such as machine learning algorithms and computer vision systems, to analyze and emulate brushstroke techniques, provide personalized feedback, and digitally recreate historical masterpieces. These advancements not only support skill development but also broaden access to traditional Chinese art, fostering global appreciation. However, the paper underscores the importance of maintaining a balance between technological innovation and the irreplaceable role of human creativity and originality in artistic practice.

The research highlights the need for interdisciplinary collaboration among educators, technologists, and cultural experts to ensure that AI applications complement rather than overshadow the human touch in art education. By addressing the challenges and opportunities

of AI integration, this study contributes to the broader conversation about the role of technology in education. It advocates for a thoughtful approach that harnesses AI's potential to enrich art pedagogy while safeguarding the creativity, originality, and human input that are central to traditional Chinese art.

Keywords: artificial intelligence; art education; traditional Chinese calligraphy; ink painting; creativity; human input; interdisciplinary collaboration

I3

感知中的协作桥梁：AI 与教师合作如何影响教师使用 AI 的行为意图

The Collaborative Bridge from Perception: How AI-Teacher Collaboration Impacts Teachers' Behavioral Intentions to Utilize AI

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摘要：

人工智能（AI）在教育环境中的整合已成为一个蓬勃发展的研究领域，近期的进展显著扩展了其应用潜力，并促进了创新的教师与 AI 协作实践。本研究基于 Davis（1989）的技术接受模型（Technology Acceptance Model, TAM）和社会影响理论（Social Influence Theory），构建了一个新的理论框架，以探讨协作环境如何调节教师对 AI 采纳的行为意图（Behavioral Intention, BI）。具体而言，我们认为教师与 AI 的协作在感知有用性（Perceived Usefulness, PU）、感知易用性（Perceived Ease of Use, PEOU）与行为意图之间起到调节作用，同时系统性地纳入社会动态因素，包括同伴影响和集体经验学习机制，以深化我们对 AI 在教学环境中整合的理解。本研究基于 Davis（1989）的技术接受模型（Technology Acceptance Model, TAM）和社会影响理论（Social Influence Theory），构建了一个新的理论框架，以探讨协作环境如何调节教师对 AI 采纳的行为意图（Behavioral Intention, BI）。本研究采用定量研究方法，样本涵盖 538 名来自不同教育机构的教师（K-12 教育占 45%，高等教育占 38%，职业培训占 17%）。数据在两个月内通过结构化问卷收集，测量了感知有用性、感知易用性、行为意图以及教师与 AI 的协作频率（Mean collaboration score = 3.8/5, SD = 0.7）。通过路径分析，我们的模型拟合良好，结果显示，教师与 AI 的协作显著增强了感知有用性（p < 0.05）和感知易用性（p < 0.05）对行为意图的影响。与 TAM 模型一致，我们确定学校支持（p = 0.002）和 AI 自我效能感（p < 0.001）是感知有用性和感知易用性的正向预测因素，而 AI 使用焦虑则表现出强烈的负相关（p < 0.001）。研究进一步揭示，依据社会影响理论，在协作环境中的教师报告的行为意图得分显著高于独立工作的教师，突显了个体认知评估（TAM）与集体社会过程之间的协同作用。本研究为技术采纳文献做出了贡献，通过整合技术接受模型（TAM）与社会影响理论，提出了一个双重理论框架，以阐明协作环境如何减轻 AI 采纳的感知和社会障碍。我们认为，教育机构应优先培养教师与 AI 的实践社区，以增强 AI 的感知有用性和易用性，从而缓解 AI 接受焦虑，提升教师的采纳意愿，推动 AI 在教育环境中的广泛整合。

关键词：AI-教师合作；感知有用性；感知易用性；行为意图；教育科技

Abstract:

The integration of Artificial Intelligence (AI) in educational settings has emerged as a burgeoning area of research, with recent advancements significantly expanding its application potential and fostering innovative teacher-AI collaborative practices. Building on Davis' (1989) Technology Acceptance Model (TAM) and Social Influence Theory, this study develops a novel theoretical framework to examine how collaborative environments mediate teachers' Behavioral Intention (BI) toward AI adoption. Specifically, we posit that AI-teacher collaboration acts as a moderating mechanism between Perceived Usefulness (PU), Perceived

Ease of Use (PEOU), and BI, while systematically incorporating social dynamics—including peer influence and collective experiential learning mechanisms—to advance our understanding of AI integration in pedagogical contexts.

We employed a quantitative approach with a sample of 538 teachers across diverse educational institutions (45% K-12, 38% higher education, 17% vocational training). Data were collected over a 2-month period through structured surveys measuring PU, PEOU, BI, and AI-teacher collaboration frequency (mean collaboration score = 3.8/5, SD = 0.7). Through path analysis, our model fits well, and our results show that AI-teacher collaboration significantly amplifies the effects of PU (p < 0.05) and PEOU (p < 0.05) on BI. Consistent with TAM, we identified school support (p = 0.002) and AI self-efficacy (p < 0.001) as positive predictors of PU and PEOU, while AI anxiety showed a strong negative correlation (p < 0.001). Our study further reveals that collaborative practices, as theorized by Social Influence Theory, teachers in collaborative environments reported higher than BI scores than those working in isolation, highlighting the synergy between individual cognitive evaluations (TAM) and collective social processes.

Our research contributes to technology adoption literature by integrating the Technology Acceptance Model (TAM) and Social Influence Theory, proposing a dual theoretical framework to elucidate how collaborative environments mitigate perceptual and social barriers to AI adoption. We posit that institutions should prioritize fostering AI-teacher communities of practice to enhance AI's perceived usefulness and ease of use, thereby alleviating AI acceptance anxiety, increasing teachers' adoption intentions, and advancing AI's widespread integration in educational contexts.

Keywords: AI-teacher collaboration; perceived usefulness; perceived ease of use; behavioral intention; educational technology

I4

人工智能作为高级集成：人工智能素养如何塑造职前教师接受 GenAI 技术的行为意愿

AI as Advanced Integration: How AI literacy Shapes Pre-Service Teachers' Behavioral Intention to Embrace GenAI Technology

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摘要：

生成性人工智能（GenAI）在过去一年中迅速改变了教育环境，展示了其革新学校教育的潜力。本研究旨在探讨职前教师将 GenAI 整合到其教学实践中的意图（IIGenAITP）。通过对职前教师的数据进行分析，研究通过改编统一理论接受与使用技术（UTAUT）框架的核心变量，探讨 IIGenAITP 的关键预测因素，并将 AI 素养作为核心因素纳入其中。本调查将考察职前教师的 AI 素养与其 IIGenAITP 之间的关系，同时评估努力期望和绩效期望的顺序中介效应。此外，本研究将控制促进条件和社会影响的影响。研究结果预计将提供关于影响职前教师 IIGenAITP 的复杂因素之间互动的宝贵见解，从而有助于制定有效的教育策略和政策，促进学术环境中 AI 的伦理和有影响力的整合。

关键词：GenAI；人工智能素养；职前教师；行为意向

Abstract:

Generative Artificial Intelligence (GenAI) has rapidly transformed educational settings over the past year, demonstrating its potential to revolutionize school education. This study aims to investigate pre-service teachers' intentions to integrate GenAI into their teaching practices (IIGenAITP). Drawing on data from pre-service teachers, the research explores key predictors of IIGenAITP by adapting the core variables of the Unified Theory of Acceptance and Use of Technology (UTAUT) framework, incorporating AI literacy as a central factor. This survey will examine the relationship between pre-service teachers' AI literacy and their IIGenAITP, while assessing the sequential mediation effects of effort expectancy and performance expectancy. Additionally, this study will control for the influences of facilitating conditions and social influence. The findings are expected to provide valuable insights into the complex interplay of factors shaping pre-service teachers' IIGenAITP, contributing to the development of effective educational strategies and policies that promote ethical and impactful AI integration in academic contexts.

Keywords: GenAI; AI literacy; pre-service teachers; behavioral intention

J1

幼儿阶段的人工智能：北京教师对于幼儿园中技术应用与语言发展的看法

AI in the Early Years: Beijing Teachers' Perspectives on Technology and Language Development in Kindergarten

发 表 人 Presenters
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摘要：

随着科技的迅猛发展，人工智能（AI）在从幼儿园到大学的各级教育中日益凸显其重要性。尽管人工智能在改进教育实践方面具有巨大潜力，但其在幼儿教育（ECE）领域，尤其是在幼儿语言教学中的应用，仍有待深入探究。本研究与联合国教科文组织 2024 年倡导的以人为本的人工智能发展理念相一致，旨在调查幼儿教育教师对于在幼儿园环境中使用人工智能来支持儿童母语（L1）和第二语言（L2）及读写能力学习的态度和实践情况。

本研究采用了混合研究方法，通过一份包含 28 个问题（既有封闭式问题也有开放式问题）的问卷，收集了定量和定性数据。该研究考察了教师对儿童语言学习需求的理解、他们对数字技术和非数字技术的使用情况，以及他们对人工智能在支持语言发展方面所起作用的看法。在获得事先同意后，这份问卷被分发给了来自中国北京多个区的公立幼儿园的 118 名在职幼儿教育教师。

研究结果显示，教师们主要从语言功能表现的角度来满足母语和第二语言学习者的语言需求，而不是深入理解语言习得背后的认知机制。这反映出他们对幼儿语言和读写能力发展轨迹的理解有限。虽然大多数教师表示在教学实践中会同时整合数字技术和非数字技术，但他们发现非数字工具在保持儿童的兴趣和注意力方面存在挑战。对于数字工具，他们的担忧包括其实际使用效果以及对儿童视力可能产生的影响。关于人工智能，大多数教师持积极态度，认可其在提高便利性、效率和教学可能性方面的潜力。然而，也有一小部分教师对使用人工智能所涉及的伦理风险、安全性和局限性表示担忧。

这项研究有助于更深入地了解幼儿园教师如何看待并在幼儿语言教学中应用人工智能。它还提供了实用的见解，为在幼儿教育中负责任地整合和发展人工智能提供参考，与全球在教育环境中推动以人为本的人工智能的努力相契合。

关键词：人工智能；幼儿园教师；幼儿早期教育，语言学习

Abstract:

With the rapid advancement of technology, artificial intelligence (AI) has gained increasing prominence in education, spanning from kindergarten to university levels. While AI holds significant potential for enhancing educational practices, its application in Early Childhood Education (ECE), particularly in language teaching for young children, remains underexplored. Aligned with UNESCO's 2024 advocacy for human-centered AI development, this study investigates ECE teachers' attitudes and practices regarding the use of AI to support children's first (L1) and second (L2) language and literacy learning in kindergarten settings.

A mixed-methods approach was employed, combining quantitative and qualitative data through a 28-item questionnaire featuring both closed- and open-ended questions. The study examined teachers' understanding of children's language learning needs, their use of digital and non-digital technologies, and their perceptions of AI's role in supporting language development. The questionnaire was distributed to 118 in-service ECE teachers from public kindergartens across multiple districts in Beijing, China, with prior consent obtained.

Findings revealed that teachers primarily addressed L1 and L2 learners' language needs in terms of linguistic functional performance rather than a deep understanding of the cognitive mechanisms underlying language acquisition. This reflects a limited grasp of young children's language and literacy developmental trajectories. While most teachers reported integrating both digital and non-digital technologies in their practice, they identified challenges with non-digital tools in sustaining children's interest and attention. Concerns about digital tools included their practicality and potential impact on children's eyesight. Regarding AI, most teachers expressed positive attitudes, acknowledging its potential for enhancing convenience, efficiency, and teaching possibilities. However, a small subset raised concerns about ethical risks, safety, and limitations associated with AI use.

This study contributes to a deeper understanding of how kindergarten teachers perceive and apply AI in language teaching for young children. It also provides practical insights to inform the responsible integration and development of AI in early childhood education, aligning with global efforts to promote human-centered AI in educational contexts.

Keywords: AI; kindergarten; early childhood education; language learning

J2

運用人工智能共創繪本推動幼稚園普通話教學

Using Artificial Intelligence to Co-Create Picture Books to Promote Putonghua Teaching in Kindergartens

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摘要：

高速發展的人工智能已經延伸至人類生活和學習。運用人工智能（AI）有潛力可以幫助香港幼兒學習普通話的研究還尚未探索深入。本研究旨在開發一套便攜式的 AI 繪本工具包，以支持香港幼兒教師的普通話教學實踐發展。該工具包含括便攜式 AI 工具及素材，以及教學策略。40 名幼兒教師參與了本研究。本研究採用混合方法，分兩階段進行。第一階段採用 AI 素養問卷以了解幼兒教育教師對 AI 的相關知識及應用情況；第二階段採用個案研究以探討 AI 工具包的教學過程。研究結果表明，AI 工具包對於幼兒教師的 AI 教學素養以及對幼兒的普通話創意性教學均有顯著促進作用。實用的教學工具包可以擴展教師對 AI 融入幼兒教學故事的理解和策略。與 AI 相關的資源支持教師創作適切故事內容，並在創作過程中培養其 AI 教學素養。此外，運用 AI 工具共創繪本的互動性學習還激發了教師為幼兒的普通話自主導向學習環境中開創新的學習機會，並在原創繪本故事中整合多模式體驗。

關鍵詞：人工智能；幼兒教育；繪本；普通話

Abstract:

The rapid development of artificial intelligence has spread to children's lives and learning. The potential of using artificial intelligence (AI) to help young children in Hong Kong learn Putonghua has not been explored in depth. This study aims to develop a portable AI picture book creation toolkit to support the development of Putonghua teaching practices for Hong Kong kindergarten teachers. The tool includes portable AI tools and resources, as well as pedagogical strategies. 40 kindergarten teachers participated in this study. This study adopted a mixed method and was conducted in two stages. The first stage used an AI literacy questionnaire to understand the knowledge and application of AI by kindergarten teachers; the second stage used a case study to explore the teaching process of the AI toolkit. The results show that the AI toolkit significantly promotes the AI teaching literacy of kindergarten teachers and the creative teaching of Putonghua for young children. The practical AI picture book creation toolkit can expand teachers' understanding and strategies for incorporating AI into teaching stories for young children. AI-related resources enable teachers to create appropriate story content and cultivate their AI teaching literacy in the creation process. In addition, interactive learning experiences of using AI tools to co-create picture books has also inspired teachers to create new learning opportunities in Putonghua self-directed learning environments for young children and integrate multimodal experiences in original picture book stories.

Keywords: artificial intelligence; early childhood education; picture books; Putonghua

J3

屏幕暴露与幼儿社会情感能力关系的考察——基于父母媒介干预与幼儿情绪能力的作用

Exploring the Relationship Between Screen Exposure and Children's Socioemotional Competence — The Role of Parental Media Intervention and Children's Emotional Ability

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摘要：

为了探讨幼儿屏幕暴露对社会情感能力的影响机制，本研究构建了一个有调节的中介模型，重点考察幼儿情绪能力在屏幕暴露与社会情感能力关系中的中介作用，以及父母媒介干预的调节作用。通过对 7561 名幼儿家长的问卷调查，收集了关于孩子屏幕暴露、情绪能力、父母媒介干预和社会情感能力的数据。结果表明：（1）屏幕暴露对幼儿社会情感能力具有显著的正向影响；（2）幼儿情绪能力在屏幕暴露与社会情感能力的关系中起到了中介作用；（3）父母媒介干预在屏幕暴露与幼儿情绪能力的关系中发挥了调节作用，缓解了屏幕暴露的负面影响。基于此，建议家庭、幼儿园和社区在共建共享的框架下，密切合作，依据幼儿的成长规律，发挥父母媒介干预的积极作用，减少屏幕暴露对幼儿情感和社会能力的负面影响，创造有利于幼儿发展的教育生态环境。

关键词：幼儿社会情感能力；屏幕暴露；父母媒介干预；幼儿情绪能力

Abstract:

This study aims to investigate the mechanisms through which screen exposure influences young children's socioemotional competence. A moderated mediation model was developed to examine both the mediating role of children's emotional ability in the relationship between screen exposure and socioemotional competence, as well as the moderating role of parental media intervention in this relationship. A total of 7,561 parents participated in a survey assessing their children's screen exposure, emotional ability, parental media intervention, and socioemotional competence. The findings revealed: (1) screen exposure significantly predicts young children's socioemotional competence, with a positive effect on socioemotional outcomes; (2) children's emotional ability mediates the effect of screen exposure on socioemotional competence; (3) the negative impact of screen exposure on children's emotional ability is moderated by parental media intervention. Based on these results, we recommend that families, kindergartens, and communities collaborate within a coordinated framework that emphasizes the importance of developmental principles and utilizes parental media intervention to mitigate the negative effects of screen exposure, thereby fostering a supportive environment for the healthy development of children's socioemotional competence.

Keywords: children's socioemotional competence; screen exposure; parental media intervention; children's emotional ability

J4

数码时代的语言学习：香港幼教教师对人工智能与科技融合的态度

Language Learning in the Digital Age: Hong Kong ECE Teachers' Attitudes Toward AI and Technology Integration

发 表 人 Presenters
朱敏（香港教育大学）、周彦玲（香港教育大学）、王淏（香港教育大学）
Zhu Min (The Education University of Hong Kong)
Zhou Yanling (The Education University of Hong Kong)
Wang Hao (The Education University of Hong Kong)

摘要：

随着对以人为本的人工智能 （AI） 的日益重视，现有研究主要集中在小学、中学和高等教育上，而幼儿教育 （ECE） 的探索相对不足。本研究调查了教师对儿童语言发展需求的理解与人工智能在 ECE 中的潜在整合之间的差距，解决了教育技术研究中的关键差距。基于技术教学内容知识（TPACK）框架（Mishra&Koehler，2006 年）和技术接受模型（TAM）（Davis，1989，该研究探讨了教育者如何将技术融入教学法和内容知识，以及他们对人工智能采用的态度。

采用了混合方法，通过包含封闭式和开放式问题的 28 项问卷将定量和定性数据相结合。问卷已派发给全港 15 所政府资助幼稚园的 108 名幼稚园教师。研究结果表明，教育工作者经常对幼儿的语言需求持有误解，优先考虑听、说、读、写技能，而忽视了早期语言和识字习得的发展细微差别。教师们对 AI 集成表示谨慎乐观，承认它有可能减轻管理负担和支持个性化学习。然而，人们开始担心人工智能驱动的内容选择和教师角色可能被取代。这项研究强调了教师的认知、语言背景和对人工智能的态度之间的复杂相互作用，突出了在早期教育中部署以人为本的人工智能的必要性。

关键词：以人为本的人工智能 （HCAI）；早期幼儿教育；语言发展

Abstract:

Amid growing emphasis on human-centered artificial intelligence (AI), existing research has largely focused on primary, secondary, and higher education, leaving early childhood education (ECE) relatively underexplored. This study investigates the gap between teachers' understanding of children's language development needs and the potential integration of AI in ECE, addressing a critical gap in educational technology research. Grounded in the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) and the Technology Acceptance Model (TAM) (Davis, 1989), the study explores how educators integrate technology into pedagogy and content knowledge, as well as their attitudes toward AI adoption.

A mixed-methods approach was employed, combining quantitative and qualitative data through a 28-item questionnaire featuring both closed- and open-ended questions. The questionnaire was distributed to 108 kindergarten teachers across 15 government subsidised kindergartens in Hong Kong. Findings reveal that educators often hold misconceptions about young children's linguistic needs, prioritizing listening, speaking, reading, and writing skills while overlooking the developmental nuances of early language and literacy acquisition. Teachers expressed cautious optimism about AI integration, acknowledging its potential to reduce administrative burdens and support personalized learning. However, concerns

emerged regarding AI-driven content selection and the possible displacement of teachers' roles. The study underscores the complex interplay between teachers' cognition, linguistic backgrounds, and attitudes toward AI, highlighting the need for human-centered AI deployment in early education.

This research contributes to a deeper understanding of AI's role in Hong Kong ECE and provides insights for designing AI tools that align with teachers' needs and children's developmental trajectories.

Keywords: human-centered artificial intelligence (HCAI); early childhood education; language development

J5

Emoji 影响文本理解的年龄差异

Age Differences in Text Comprehension Influenced by Emojis

发 表 人 | 杨微萍（云南师范大学）
Presenter | Yang Weiping (Yunnan Normal University)

摘要：

随着互联网的发展和智能设备的普及，老年群体开始广泛使用 emoji，并形成了独特的使用习惯。已有研究表明老年人和年轻人在“微笑 emoji”的理解上存在差异，但对于其他 emoji 的理解差异尚不清楚。本研究旨在探究不同类型表情符号（emoji）对文本理解的影响，并特别关注老年人与年轻人的理解异同。研究采用 2（年龄：年轻人、老年人）×4（emoji 类型：积极、消极、中性、无）的混合实验设计，研究发现：（1）在效价评分上，emoji 类型的主效应显著，积极|消极 emoji 使文本更积极|消极；年龄主效应显著，老年人评分高于年轻人。（2）在反应时上，emoji 类型和年龄的交互作用显著；老年人在各 emoji 条件下的反应时都长于年轻人，重要的是，年轻人在 emoji 各条件下的反应时差异不显著，而老年人在积极 emoji 条件下的反应时显著短于消极 emoji，中性 emoji 条件下的反应时最短。研究结果表明，emoji 的嵌入能有效提升文本情感效价，相比年轻人，老年人在信息加工中存在积极效应，并且对积极 emoji 存在反应偏向。

关键词：emoji；文本理解；年龄；积极效应

Abstract:

With the development of the Internet and the widespread use of smart devices, the elderly population has increasingly adopted the use of emojis and developed unique usage patterns. Previous research has shown that there are differences between older and younger adults in the interpretation of the “smiling emoji” ,but the differences in the understanding of other types of emojis remain unclear. This study aims to investigate the impact of different types of emojis on text comprehension, with a particular focus on the similarities and differences in comprehension between older and younger adults. A mixed experimental design of 2 (age: younger adults, older adults) × 4 (emoji type: positive, negative, neutral, none) was employed. The results showed that: (1) For valence ratings, the main effect of emoji type was significant, with positive emojis increasing the positivity of the text and negative emojis increasing the negativity of the text. Respectively,The main effect of age was also significant, with older adults giving higher ratings than younger adults. (2) For reaction times, the interaction between emoji type and age was significant. Older adults had longer reaction times than younger adults across all emoji conditions. Importantly, while younger adults showed no significant differences in reaction times across emoji conditions, older adults had significantly shorter reaction times for positive emojis compared to negative emojis, with the shortest reaction times in the neutral emoji condition. The findings suggest that the incorporation of emojis can effectively enhance the emotional valence of text. Compared to younger adults, older adults exhibit a positivity bias in information processing and a reaction preference for positive emojis.

Keywords: emoji; text comprehension; age; positivity effect

分場報告

Paper Presentation (5)

K–M

2025.6.18 10:45–12:00

K1

多元社会中文化自信心的建构——新加坡华族文化保护和继承说略

Construction of Cultural Self-Confidence in a Multicultural Society: An Interpretative Framework on the Preservation and Inheritance of Singaporean Chinese Culture

发 表 人 Presenter | 徐峰（南洋理工大学国立教育学院）
Xu Feng (National Institute of Education, Nanyang Technological University)

摘要：

新加坡作为多元种族国家，华族文化在历史与当代社会中均占据重要地位，对国家文化认同及社会稳定产生深远影响。新加坡的文化建设历经波动，民族文化认同与传承成为关键问题。华族文化的保护不仅延续传统，更塑造国家文化自信。

本文分析新加坡华族文化的挑战及政府通过政策、教育等应对措施。华族文化的多元性源于移民历史及双语政策的不平衡。福建、广东、潮州等方言影响深远，但英语的广泛推广导致华语影响力下降，年轻一代的母语认同减弱。家庭传承乏力，使华族文化在多元文化共存中承受更大压力。

面对全球化及国际格局变化，新加坡需强化文化核心价值，以维持文化稳定。政府推动母语教育、社区文化活动等，提升文化认同感，并促进文化交融与创新。研究表明，文化自信不仅关乎历史传承，更关乎社会未来。新加坡的经验对多元文化国家具有借鉴意义。

关键词：文化自信；华族文化；多元；双语政策；传统与创新

Abstract:

Singapore's Chinese culture plays a vital role in national identity and social stability. Cultural development has faced fluctuations, making ethnic identity and heritage key concerns. Preserving Chinese culture is not just about tradition but also about fostering national confidence.

This study explores the challenges of Chinese cultural preservation in Singapore and the government's responses through policies and education. The diversity of Chinese culture stems from migration history and an imbalanced bilingual policy. While dialects like Hokkien, Cantonese, and Teochew have left a mark, the dominance of English has weakened Mandarin, reducing younger generations' native language recognition. Family transmission has also declined, increasing the pressure on cultural preservation.

Amid globalization and shifting geopolitics, Singapore must reinforce its cultural core values for long-term stability. The government promotes mother tongue education and cultural initiatives to strengthen identity while fostering integration. Findings show that cultural confidence is about both heritage and future development. Singapore's experience provides valuable lessons for other multicultural nations.

Keywords: cultural confidence; Chinese culture; multiculturalism; bilingual policy; tradition and innovation

K2

文化扎根與語言共生：廣府文化融入香港小學中文教材的編寫設計研究

Cultural Roots and Language Symbiosis: Research on the Integration of Cantonese Culture into the Compilation and Design of Chinese Textbooks for Hong Kong Primary Schools

發 表 人 | 羅嘉欣（香港教育大學）
Presenter | Luo Jia Xin (The Education University of Hong Kong)

摘要：

香港作為多元文化交匯的國際都市，廣府文化（粵方言、節慶習俗、民間故事等）是其核心文化身份的重要載體。然而，現行小學中文教材普遍以普通話為主導，對本土文化的融入呈現碎片化，未能充分發揮「以文化促語言」的教學潛力。近年香港課程發展議會倡導「文化傳承」與「貼近生活經驗」的教材設計原則，為廣府文化的系統性融入提供政策支持。本研究旨在回應這一教育需求，探討如何將廣府文化有機整合至教材，驗證文化融入教材對學生中文學習動機、文化認知及語言應用能力的影響。研究方法將用到對比三套常用教材，量化統計廣府文化元素，分析現行香港小學中文教材中廣府文化的呈現方式與不足，建構「語言—文化—生活」三位一體的教材編寫框架，設計廣府文化主題單元。通過學生問卷（文化認同量表）、教師焦點訪談及課堂觀察記錄，評估教材成效。本研究的成果致力於促進香港小學生的語言能力與身分及文化認同雙軌發展，同時促進與粵港澳大灣區的交流與融合。

關鍵詞：廣府文化；小學中文教材研究；課程設計；粵港澳大灣區

Abstract:

As a multicultural international city, Hong Kong's Cantonese culture (Cantonese dialect, festivals and customs, folk stories, etc.) is an important carrier of its core cultural identity. However, the current Chinese language teaching materials for elementary school are generally dominated by Putonghua, and the integration of local culture is fragmented, thus failing to fully realize the teaching potential of "promoting language through culture". In recent years, the Curriculum Development Council (CDC) of Hong Kong has advocated the principles of "cultural heritage" and "close to daily life experience" in the design of teaching materials, providing policy support for the systematic integration of Cantonese culture. This study aims to respond to this educational need by exploring how to integrate Cantonese culture into teaching materials in a systematic way, and verifying the impact of cultural integration on students' motivation, cultural awareness and language proficiency in Chinese language learning. The methodology of the study is to compare three sets of commonly used teaching materials, quantify the elements of Cantonese culture, analyze the ways of presenting Cantonese culture in the existing Chinese teaching materials for elementary school in Hong Kong, and analyze the inadequacies of the presentation of Cantonese culture in these teaching materials, so as to construct a framework for the writing of teaching materials based on the "language-culture-life" trinity, and to design the thematic units of Cantonese culture. The effectiveness of the teaching materials was evaluated through student questionnaires (Cultural Identity Scale), teacher focus group interviews and classroom observations. The results of this study aim to promote the dual-track development of Hong Kong primary students' language proficiency, identity and cultural identity, as well as to facilitate exchanges and integration with the Greater Bay Area of Guangdong, Hong Kong and Macao.

Keywords: Cantonese culture; primary school Chinese textbook research; curriculum design; Guangdong-Hong Kong-Macao Greater Bay Area

K3

博而不精「微掌握」——從「新六藝通識課程」看漢文化遺產的時代傳承與國際傳播

Broad but Not Deep: Micro-Mastery — Reflecting on the Temporal Heritage and International Dissemination of Chinese Cultural Heritage Through the Curriculum of the New Six Arts

發 表 人 | 周立（香港教育大學）
Presenter | Chau Lap (The Education University of Hong Kong)

摘要：

現代職場環境的極速變化使傳統的「一門深入」式的專業課程難以及時、充分地滿足市場需要，職場更需要博而不精、具備多元知識技能的人才；同時，部分學習者也沒有就單一學科持續深入研習的條件、興趣或能力；此外，人工智能與大數據新興教育科技的出現，以及後疫情時代學與教模式的改變，都促使學界開始關注新的議題——「微掌握」（Micro-Mastery）。「微掌握」是指發展專長和學習掌握微小技能，而非要成為某一領域的專家。本文以香港教育大學推出的「新六藝通識課程」為例，探討「微掌握」模式對漢文化遺產的時代傳承與國際傳播的意義。

「六藝」（禮、樂、射、禦、書、數）是中國古代儒家倡導的六種基本技能，是漢文化的重要遺產。隨著時代的發展，這些古代技能與現代人的生活漸行漸遠，制約了其傳承與傳播。有鑑於此，教大推出了「新六藝通識課程」，涵蓋語文、藝術、音樂、體育及科技等跨學科知識技能。課程以「古為今用、中外共融」為原則，結合當今社會需要，將經典內容淺易化處理；搭配微 2+1 學分組合；並融入創新科技元素；教學語言採用兩文三語（粵英普），向不同文化背景的學生開放；並藉助 AI 技術促進學習；同時，評核也打破傳統紙筆模式，採用微電影、動畫製作等多元形式，全面實踐體驗式學習，讓學生重新詮釋「六藝」精髓在現今社會的意義，使他們提升知識技能，迎接未來社會的機遇和挑戰。

階段性成果顯示，以「微掌握」學與教模式為本的「新六藝通識課程」能夠有效促進漢文化遺產的時代傳承與國際傳播。

關鍵詞：微掌握；文化遺產；人工智能；通識；國際化

Abstract:

The rapid evolution of the modern workplace poses significant challenges for traditional, in-depth professional courses to meet market demands in a timely and comprehensive manner. There is an increasing need for professionals who possess broad, though not necessarily deep, knowledge and a diverse array of skills. Additionally, some learners may lack the conditions, interests, or abilities to engage in sustained, intensive study of a single discipline. The emergence of educational technologies such as artificial intelligence and big data, along with shifts in teaching and learning paradigms in the post-pandemic era, has prompted academia to explore a new concept— "Micro-Mastery." Micro-mastery refers to the cultivation of specific skills and the development of expertise in small, manageable areas, rather than the pursuit of becoming an expert in a singular field. This paper investigates the significance of the micro-mastery model in the temporal heritage and international dissemination of Chinese cultural

heritage, using the "New Six Arts" General Education Curriculum launched by The Education University of Hong Kong as a case study.

The "Six Arts" (Rites, Music, Archery, Charioteering, Calligraphy, and Mathematics) are six foundational skills espoused by ancient Confucianism, representing a crucial aspect of Chinese cultural heritage. However, as time has progressed, these ancient skills have gradually become disconnected from contemporary life, thereby impeding their transmission and dissemination. In response, EdUHK has developed the "New Curriculum of the Six Arts," which integrates interdisciplinary knowledge and skills across language, arts, music, physical education, and technology. The curriculum is grounded in the principle of "drawing on the ancient for contemporary application while integrating Eastern and Western cultures," simplifying classical content to better align with current societal needs. It features a micro 2+1 credit combination and incorporates elements of innovative technology. The medium of instruction employs a bilingual and trilingual approach (Cantonese, English, and Mandarin), ensuring accessibility for students from diverse cultural backgrounds. Furthermore, AI technology is harnessed to enhance learning experiences, while assessments move beyond traditional paper-and-pencil methods to include varied formats such as micro-films and animation production. This comprehensive, experiential learning approach enables students to reinterpret the essence of the "Six Arts" within the context of contemporary society, thereby enhancing their knowledge and skills to better navigate future opportunities and challenges.

Preliminary findings suggest that the "New Six Arts" General Education Curriculum grounded in the micro-mastery teaching and learning model, effectively fosters the temporal heritage and international dissemination of Chinese cultural heritage.

Keywords: Micro-Mastery; cultural heritage; artificial intelligence; general education; internationalization

K4

中泰两国文化同源与影响分析：基于中泰文化词汇的对比分析

Analysis of Cultural Homology and Influence Between China and Thailand: A Contrastive Analysis Based on Chinese and Thai Cultural Vocabulary

发 表 人 | 赵莎莎（云南师范大学）、龙昱廷（云南师范大学）
Presenters | Zhao Shasha (Yunnan Normal University)
Long Yuting (Yunnan Normal University)

摘要：

随着全球化的推进，中泰两国文化的交融与碰撞愈加频繁。本研究旨在通过对中泰两国文化词汇的对比分析，探讨两国文化的同源性及其相互影响。研究重点在于识别和分析两国在传统文化、宗教信仰、民俗习惯等方面的词汇共性与差异，揭示其文化认同与文化差异的根源，为深化两国文化交流提供理论基础。在研究方法上，本文采用定量与定性相结合的分析手段，通过对中泰两国相关文化词汇的系统收集与分类，运用语料库分析技术，进行词汇对比，并结合文化背景进行深入解读。本研究的贡献在于深化了对中泰文化关系的理解，揭示了两国文化保护与传承的具体体现及其在现代社会的影响力。研究表明，尽管中泰文化存在明显的差异，但在语言词汇层面仍然有着显著的交集，这种交集不仅体现了历史渊源，也为未来语言文化保护与传承提供了新的视角与路径。

关键词：同源文化；文化影响；文化词汇；对比研究

Abstract:

As globalization progresses, cultural exchanges between China and Thailand are growing. This study examines the common origins and mutual influences of their cultures through comparative analysis of cultural vocabulary. It identifies lexical similarities and differences in traditional culture, religious beliefs, and folk customs to reveal the roots of cultural identity and differences, providing a theoretical basis for deeper cultural exchange. Using both quantitative and qualitative methods, the research systematically collects and classifies relevant cultural terms, employs corpus analysis for lexical comparison, and interprets results within cultural contexts. The study enhances understanding of Sino-Thai cultural relations and highlights modern efforts in cultural protection and inheritance. Despite clear differences, significant intersections in language vocabulary reflect historical ties and offer new perspectives for future cultural preservation.

Keywords: cognate culture; cultural influence; cultural vocabulary; comparative study

K5

中國古代神話人物原型的當代共情力建構案例研究 ——以動畫電影《哪吒 2》為中心

The Contemporary Presentation of Ancient Chinese Mythological Archetypes and the Power of Empathy ——Focusing on the Movie "Nezha 2"

發 表 人 | 魏慧萍（澳門科技大學）
Presenter | Wei Hui Ping (Macau University of Science and Technology)

摘要：

中國古代神話人物原型凝聚並映現著獨特的文化認同。這些古老的原型形象，怎樣在當代語境中煥發新的生機？其人物形象如何超越時空局限和族群差異，從而在最大範圍內引發共情？本研究以 2025 年在全球電影市場引起巨大反響的動畫電影《哪吒 2》的神話人物原型塑造為案例，通過對視聽綜合元素、人物形象、語言、行爲、價值觀的細緻分析，考察其核心原型人物的當代化呈現方式、個體特徵、普世化價值提取及其共情力的觸發機制，嘗試闡釋這部作品建構當代共情力的策略和路徑，反思國際中文教育領域的文化敘事，以期助益於歷史文化元素的創新式傳承和故事講述。

關鍵詞：古代神話原型；當代呈現；共情力

Abstract:

The archetypes of ancient Chinese mythological characters reflect the unique cultural identity. How do these ancient archetypal images take on new life in the contemporary context? How do these characters transcend the limitations of time and space, as well as differences among ethnic groups? Do these characters evoke the greatest range of empathetic feelings? This study takes the archetypal creation of the mythical character in the animated film "Nezha 2", which has aroused great attention in the global film market in 2025, as a successful case. Through a detailed analysis of the comprehensive audio-visual elements, the image-shaping of the characters, language, behavior, and values as well. The author tries to discover the proper contemporary presentation method, individual characteristics, universal value extraction and triggering mechanism of empathy effects. The strategies and paths for constructing contemporary empathy lie in these details. It will bring us more new revelations on cultural narratives in the field of international Chinese education, especially on the innovative inheritance and storytelling based on historical and cultural elements.

Keywords: ancient mythology archetypes; contemporary presentation; the power of empathy

L1

數字化跨媒介環境中詩詞傳承與語言學習：以「尋找古時月」古典詩文朗誦及短片製作比賽為例

Classical Poetry Preservation and Language Learning in a Digital Cross-Media Environment: A Case Study of the "In Search of the Ancient Moon" Competition

發 表 人 | 梁穎（香港大學專業進修學院）
Presenter | Liang Ying (HKU School of Professional and Continuing Education)

摘要：

隨著全球化的發展與「一帶一路」倡議的推進，語言教育與文化傳承成為國際教育合作的重要議題。「尋月」比賽作為一項融合古典詩詞朗誦與短片製作的競賽，旨在提升香港學生對中華文化的認識與欣賞，並促進語言學習與創意表達的結合。本研究將探討「尋月」比賽如何通過數字化手段與差異化教學策略，在多元文化環境中推動語言學習與文化傳承。比賽的設計結合了語音訓練、視覺敘事與跨媒體學習，為學生提供沉浸式的學習體驗，從而增強其對古典詩詞的理解與應用能力。此外，研究亦將分析參賽學生的語言表現與學習動機，以評估此類競賽在語言教育與文化傳承方面的有效性。

關鍵詞：古詩文學習；普通話朗誦；文化傳承；短片製作

Abstract:

With the advancement of globalization and the Belt and Road Initiative, language education and cultural heritage preservation have become critical topics in international educational collaboration. The "In Search of the Ancient Moon" Competition, integrating classical poetry recitation with short film production, aims to enhance Hong Kong students' appreciation of Chinese culture while fostering language learning and creative expression. This study explores how the "In Search of the Ancient Moon" Competition Competitionv employs digital tools and differentiated instructional strategies to promote language acquisition and cultural transmission in a multicultural environment. By incorporating phonetic training, visual storytelling, and cross-media learning, the competition offers students an immersive learning experience, strengthening their understanding and application of classical poetry. Furthermore, this research analyzes participants' linguistic performance and learning motivation to assess the competition's effectiveness in language education and cultural heritage preservation.

Keywords: ancient poetry learning; Putonghua recitation; cultural heritage; short film production

L2

基於 TPACK 理論框架的 AI 繪畫融合教學實踐——以《故鄉》教學為例

Integrating AI Painting into Teaching Practice Based on the TPACK Framework: A Case Study of "Gu Xiang" Instruction

發 表 人 | 蔣毅（香港教育大學）、金頂頂（香港教育大學）
Presenter | Jiang Yi (The Education University of Hong Kong)
Jin DingDing (The Education University of Hong Kong)

摘要：

本研究以整合技術的學科教學知識（TPACK）為理論框架，針對魯迅小說《故鄉》的文學環境描寫教學，創新構建"預構-深化-遷移"三階段 AI 繪畫融合教學模式。通過系統性整合技術知識（TK）、學科內容知識（CK）與教學法知識（PK），將生成式 AI 技術深度嵌入教學全流程：在預習階段運用 AI 繪畫實現文本視覺化預構，課中採用多模態交互深化環境描寫分析，課後引導學生通過 AI 繪畫輔助學生環境描寫。此外，研究亦探討探討提示詞工程（Prompt Engineering）對 AI 圖像生成準確度的影響機制，嘗試歸納適用於文學環境描寫的提示詞設計策略。研究突破傳統文學教學的單模態侷限，嘗試在多模態交互教學下與 AI 繪畫的結合方式，提升環境描寫教學效能方面。文章亦會歸納文學導向的提示詞設計策略，提升 AI 生成圖像的敘事適切性。本研究為智能技術與文學教學的深度融合提供可操作路徑，提供 AI 時代文學教學的實操範式。

關鍵詞：TPACK 理論；AI 繪畫；環境描寫教學；多模態學習；提示詞工程

Abstract:

This study employs the Technological Pedagogical Content Knowledge (TPACK) framework to construct an innovative three-phase AI painting-integrated instructional model ("pre-construction, deepening, and migration") for teaching environmental descriptions in Lu Xun's novel "Gu Xiang". Through systematic integration of technological knowledge (TK), content knowledge (CK), and pedagogical knowledge (PK), the research deeply embeds generative AI technology throughout the instructional process: utilizing AI painting for text visualization during pre-class preparation, implementing multimodal interaction to deepen environmental description analysis in-class, and guiding students in AI-assisted environmental description creation post-class. The investigation further examines the impact mechanisms of prompt engineering on AI image generation accuracy, attempting to formulate prompt design strategies specifically adapted for literary environment depiction. Breaking through the unimodal limitations of traditional literary pedagogy, this research explores multimodal interactive teaching approaches combined with AI painting to enhance environmental description instruction effectiveness. The study also synthesizes literature-oriented prompt design strategies to improve narrative appropriateness in AI-generated images. Ultimately, this research provides operational pathways for deep integration of intelligent technologies with literary education, establishing practical paradigms for AI-era literary pedagogy.

Keywords: TPACK framework; AI painting; environmental description pedagogy; multimodal learning; prompt engineering

L3

智能時代語文教育的範式轉移初探：從工具性到數位人文的結構轉型

Exploration of Paradigm Shifts in Language Education in the Intelligent Era: A Structural Transition from Instrumentality to Digital Humanities

發 表 人 | 翟彥君（香港教育大學）
Presenter | Chak Yin Kwan (The Education University of Hong Kong)

摘要：

本論文探討中國語文教育在數位化轉型中的發展歷程及展望未來發居路徑。基本文結合教育科技成熟度模型（Hype Cycle）與教育實例，初探數位技術對語文教學的雙重影響，如：AI 作文批改（i.e. mLang 系統）、AR 實境寫作教材等提升教學效率；Hype Cycle 指出數位化發展呈現階段性特徵，在現今智能教育時代的階段，生成式 AI 應用，如 ChatGPT 輔助創意寫作，有望技術逐步從「工具替代」邁向「範式轉移」。對此，本文提出三大發展路徑：一，推動「AI 助教」人機協同教學，並融合編程思維到文學創作；二，融合新智能技術，例如眼動追蹤分析學生表現、元宇宙的語文學習場景建構；三，教育模式重構，建立數位人文教學發展路徑，同時平衡工具性與文化傳承需求。

未來語文教育需不斷更新及求變，除了善用生成式 AI 的知識轉移潛力，亦需配合政策保障向有利的方向發展。本文嘗試為語文教育數位化提供理論參照，並對教育科技研發與課程改革具實踐啟示意義。

關鍵詞：數位人文教育；生成式 AI；人機協同教學

Abstract:

This paper examines the developmental trajectory of Chinese language education during its digital transformation and explores future pathways. Integrating the Hype Cycle model of educational technology maturity with practical case studies, the study preliminarily investigates the dual impacts of digital technologies on language pedagogy. Examples include AI-driven essay evaluation systems (e.g., mLang) and augmented reality (AR)-enhanced writing materials, which improve instructional efficiency. The Hype Cycle highlights the phased characteristics of digital development. In the current era of intelligent education, generative AI applications—such as ChatGPT-assisted creative writing—indicate a gradual transition from "tool substitution" to "paradigm shift." To address this, the paper proposes three developmental pathways:

1. Promoting human-machine collaborative teaching through "AI teaching assistants" and integrating computational thinking into literary creation.
2. Incorporating emerging intelligent technologies, such as eye-tracking analytics for student performance assessment and metaverse-based immersive language learning environments.
3. Reconstructing educational models to establish a digital humanities-oriented pedagogical framework while balancing instrumental efficiency and cultural heritage preservation.

Future language education must continuously evolve by leveraging the knowledge-transfer potential of generative AI while aligning with supportive policy frameworks. This study aims to provide theoretical insights into the digitalization of language education and offers practical implications for educational technology innovation and curriculum reform.

Keywords: digital humanities education; GenAI; human-machine co-teaching

L4

虛擬實境教學對香港中小學生學習中國古詩文的成效 ——以「同走古人路——虛擬實境體驗學習中國古詩文」項目為例

The Effectiveness of Virtual Reality Teaching on the Learning of Chinese Classical Poetry by Primary and Secondary School Students in Hong Kong: A Case Study of the "Walking with the Ancients: Virtual Reality Experience in Learning Chinese Classical Poetry"

發 表 人 | 馮振輝（香港教育大學）
Presenter | Feng Zhen Hui (The Education University of Hong Kong)

摘要：

本研究探討虛擬實境（Virtual Reality）教學對香港中小學生學習中國古詩文的成效，回應香港教育局《中國語文課程指引》中對古詩文學習的展望，包括提高對中華文化的認識、興趣和閱讀能力。中國古詩文語言優美，情意兼備，但對中小學生來說較為抽象。傳統的古詩文教學傾向文本講讀，學生較難以深入體會詩文的意境與文化內涵。不同學校的學生，因年齡、文化背景的差異，學習古詩文時面臨不同挑戰。本研究針對不同年級學生和學校的教學需要，結合教育局推出的適合中小學生程度的古詩文「建議篇章」，設計多套虛擬實境（VR）教學方案，通過眼動追蹤（Eye tracking）、人工智能聊天機（AI Chatbot）、沉浸式體驗構建古詩文中的場景及文化情境，為學生提供直觀且具吸引力的學習體驗。本研究以三所本地小學及一所國際學校的學生作為實驗對象進行比較分析，對比傳統教學與 VR 教學在學生參與、學習動機和理解能力的差異，並對前線教師進行深度訪談。研究成果將為香港教育局提倡的「從閱讀中學習」目標提供創新教學方式的實證支持，並為本地和國際學校的古詩文教育提供多元教學策略，促進跨文化交流。

關鍵詞：虛擬實境；古詩文；眼動追蹤；人工智能聊天機；沉浸式體驗

Abstract:

This study investigates the effectiveness of Virtual Reality (VR) teaching in learning ancient Chinese poems by primary and secondary students in Hong Kong. It aligns with the vision of the Hong Kong Education Bureau (EDB)'s "Chinese Language Curriculum Guide"(《中國語文課程指引》), which aims to enhance students' knowledge of, interest in, and ability to read Chinese culture. Ancient Chinese poetry, with its beauty, emotion, and meaning, can be relatively abstract for young students. Traditional teaching methods often focus on textual reading, making it challenging for students to understand the poems' meanings and cultural connotations deeply.

Students from different schools face challenges in learning ancient poetry due to age and cultural background variations. This study addresses the teaching needs of students across different grades and schools. It incorporates the "Recommended Chinese Classics"(「建議篇目」) of ancient Chinese poems introduced by the Education Bureau, tailored to the levels of primary and secondary students. The study designs several VR teaching plans that adopt eye tracking, AI Chatbots, and immersive experiences to construct scenes and cultural contexts from ancient Chinese poems, providing students with intuitive and engaging learning experiences.

Comparative analyses were conducted with students from three local primary schools and one international school to compare student engagement, learning motivation, and comprehension between traditional and VR teaching approaches. In-depth interviews with frontline teachers were also conducted. The study's results will provide empirical evidence to support the "learning through reading" goal advocated by the Hong Kong Education Bureau and offer diversified teaching strategies to promote cross-cultural exchanges in ancient Chinese poetry education in local and international schools.

Keywords: virtual reality; Chinese classical poetry; eye tracking; AI chatbot; immersive experience

L5

探索不同情緒設計特徵對香港中學生多媒體學習中國詩歌欣賞的影響

Exploring the Effect of Using Different Levels of Emotional Design Features on Hong Kong Secondary Students' Multimedia Learning and Appreciation of Chinese Poetry

發 表 人 | 李頓（香港教育大學）
Presenter | Li Di (The Education University of Hong Kong)

摘要：

本研究旨在分析不同情緒設計元素在多媒體學習中對教學中國詩歌的有效性。我們將實施一個 3（情緒設計類型：插圖背景人物朗讀、動畫背景人物朗讀和中國畫背景人物朗讀）之間組設計。共招募 120 名參與者，包括來自不同教育背景的學生，並隨機分配到三個實驗組中的一個。每組將使用根據其指定情緒設計類型設計的多媒體材料來學習選定的中國詩歌。

為了評估這些設計的有效性，我們將通過對記憶和理解的評估來測量學習成果，並同時考察參與者的情感反應和參與程度。此外，將設立一個對照組，參與者將使用標準的黑白文本格式學習相同的詩歌，沒有任何情緒設計元素。這一比較將提供情緒設計對學習效果影響的見解。

預期結果將有助於理解不同情緒設計如何增強中國詩歌的教學，從而可能導致更有效的教育策略。未來的研究可以探索更多情緒設計特徵及其與各種文化背景的互動，以進一步豐富多媒體學習體驗。

關鍵詞：多媒體學習；情感設計；詩歌學習

Abstract:

This study aims to analyze the effectiveness of different emotional design elements in multimedia learning for teaching Chinese poetry. We will implement 3 (emotional design types: illustrated background with a character reading, animated background with a character reading, and traditional Chinese painting background with a character reading) between-subjects design. 120 participants, including students from various educational backgrounds, will be recruited and randomly assigned to one of the three experimental groups. Each group will use multimedia materials designed according to their assigned emotional design type while studying selected Chinese poems.

To evaluate the effectiveness of these designs, we will measure learning outcomes through assessments of retention and comprehension alongside participants' emotional responses and engagement levels. A control group will also be established, where participants will study the same poems using a standard black-and-white text format without any emotional design elements. This comparison will provide insights into the impact of emotional design on learning efficacy.

The anticipated results will contribute to understanding how different emotional designs can enhance the teaching of Chinese poetry, potentially leading to more effective educational strategies. Future research may explore additional emotional design features and their interactions with various cultural contexts to enrich multimedia learning experiences.

Keywords: multimedia learning; emotional design; appreciation of Chinese poetry

M1

拷贝式话题结构“X 就 X 在 Y”的立场释因功能与结构整合

The Stance-Expressive and Stance-Explanatory Function of the Copy-Topic Structure “X jiu X zai Y”

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Presenter | Zhang Fei Fei (Shanghai International Studies University)

摘要：

本文以构式“X 就 X 在 Y”为研究对象，对北京大学 CCL 语料库中的这一结构进行穷尽搜索和统计，形式上注重整个格式的结构特点以及构件与结构之间的互动关系；意义功能上充分利用立场研究的相关理论来分析其核心构式义和使用动因。

“X 就 X 在 Y”是一个拷贝式话题结构，第一个 X 常常是对先述话语中某个已有成分的回应和重申，在词类、主观性和语义指向上存在差异，用于立场表达，包括评价立场、认识立场和情感立场三种类型。后一个 X 是对话题 X 的拷贝，充当整个句子的核心谓词，通过介词“在”引出补语 Y，整个述题“X 在 Y”特别是补语 Y 是焦点信息，用于立场解释。Y 可以是词、短语和句子，在完句性或空间性上存在差异，使得 Y 所作出的解释有详略之分。Y 空间性的弱化引发了从处所义到原因义的语用推理。

总的来说，构式“X 就 X 在 Y”能够同时用于立场表达和立场解释，合称立场释因。拷贝式话题结构体现了二者的联系与整合，前者是后者的动因，后者是前者的依据。

关键词：“X 就 X 在 Y”；立场表达；立场解释；因果关系；拷贝式话题结构

Abstract:

This paper focuses on the construction “X 就 X 在 Y” as its research subject. Through an exhaustive search and statistical analysis of this structure in the Peking University CCL Corpus, the study emphasizes the structural characteristics of the entire format and the interactive relationship between its components and the structure. In terms of meaning and function, the research leverages relevant theories of stance analysis to explore its core constructional meaning and usage motivations.

The “X 就 X 在 Y” is a copy-type topic construction, where the first X often serves as a response to and reiteration of a previously mentioned component in the discourse. It varies in word class, subjectivity, and semantic orientation, and is used for stance expression, including evaluative stance, epistemic stance, and affective stance. The latter X is a copy of the topic X, functioning as the core predicate of the sentence. The preposition “在” introduces the complement Y, and the entire predicate “X 在 Y,” particularly the complement Y, serves as the focal information for stance explanation. Y can be a word, phrase, or sentence, differing in completeness or spatiality, which results in varying levels of detail in the explanation provided by Y. The weakening of Y’s spatiality triggers a pragmatic inference from locative meaning to causal meaning.

In summary, the construction “X 就 X 在 Y” can simultaneously be used for stance expression and stance explanation, collectively referred to as stance-explanation. The copy-type topic construction reflects the connection and integration of the two, where the former motivates the latter, and the latter provides the basis for the former.

Keywords: “X 就 X 在 Y”; stance expression; stance explanation; causal relationship; copy-topic structure

M2

香港中學古詩文選編與香港詩詞選錄初探——以《積學與涵泳—中學古詩文誦讀材料選編》為中心

Exploring the Anthology of Chinese Classical Poetry for Hong Kong Secondary Schools and the Possibility of Including Hong Kong Poetry: A Focus on an Anthology Published by the Hong Kong Education Bureau

發 表 人 | 嚴瑞彬（香港大學專業進修學院）
Presenter | Yim Shui Bun (HKU School of Professional and Continuing Education)

摘要：

香港教育局於 2014 年出版《積學與涵泳—中學古詩文誦讀材料選編》作為中學中國語文課程文言經典學習部份的建議篇章，其旨在學生透過詩文誦讀領會當中的情境和意涵，從而提升個人的語文能力。《選編》中涵蓋先秦至清代一百五十首的古典詩文，琳琅滿目。不過所選篇章之作者或內容皆無涉及香港地域性元素，對於學生在學習古詩文都產生情境認知（situated cognition）的障礙，或會降低學習興趣，影響語文學習的成效。儘管近年學界有關香港古詩文教材的討論範圍漸廣，包括人工智能或戲劇等，惟古詩文的篇章選集仍待審視及建議。綜合以上因素，本文先闡述《選編》選載詩文如何會影響學生的情境認知、興趣及理解能力，繼而嘗試提出數篇以香港為題材的古典詩文，分析其可行性，冀望彌補教材選篇的缺失以及增強香港中學古詩文傳統教材與學習的應用。

關鍵詞：香港中學古詩文選編；香港詩詞選錄；情境認知

Abstract:

In 2014, the Hong Kong Education Bureau published an anthology of Chinese classical poetry titled “Accumulated Learning and Cultivated Understanding: A Compendium of Recitation Materials for Chinese Ancient Poetry and Prose in Secondary Education” as a suggested text for the study of classical Chinese literature within the secondary Chinese language curriculum. The aim of this anthology is to enhance students’ language proficiency through the recitation of poetry, allowing them to grasp the contexts and meanings embedded within the texts. This anthology encompasses a rich selection of 150 classical poems and prose pieces ranging from the Pre-Qin period to the Qing dynasty. However, the selected works do not include authors or content with elements specific to Hong Kong, which may create obstacles for students’ situated cognition in learning classical poetry and prose. This lack of regional relevance could diminish students’ interest in learning and ultimately affect the effectiveness of language acquisition. Despite an expanding discourse in academia regarding Hong Kong classical literature textbooks, including discussions on artificial intelligence and drama, the anthology of classical poetry and prose remains in need of review and recommendations.

Given these factors, this paper first examines how the selected texts in the anthology influence students’ situated cognition, interest, and comprehension abilities. It then attempts to propose several classical poems centered on Hong Kong, analyzing their feasibility, addressing the gaps in the current curriculum and enhancing the application of traditional classical teaching materials in Hong Kong secondary education.

Keywords: The Anthology of Chinese Classical Poetry for Hong Kong Secondary Schools; Selected of Chinese Classical Poetry from Hong Kong; situated cognition

M3

「使令動詞」濫用之趨勢及改善建議

The Trend of Abuse of "Causative Verbs" and Suggestions for Improvement

發 表 人 | 陳彥峯（香港浸會大學）
Presenter | Chan Yin Fung (Hong Kong Baptist University)

摘要：

「使令動詞」（Causative Verbs）是表達指使、命令意義的動詞，現代漢語常用的「使令動詞」有「使」、「令」和「讓」等，在句子表達中多組成兼語短語（S1+使令動詞+S2+V+O）。然而，在當今學生寫作中，「使令動詞」已成為濫用之趨勢，結果造成詞彙貧瘠、句式單調、語法錯誤（主語殘缺）等問題，是青年人寫作的一大通病。本文將會探討「使令動詞」濫用的現象以及所衍生的問題，並以大學學生寫作為例，提出修正的方法，以期學界正視。

關鍵詞：使令動詞；兼語；濫用；寫作

Abstract:

"Causative Verbs" are verbs that express the meaning of instructing and commanding. Commonly used "causative verbs" in modern Chinese include "使", "令" and "讓", etc. In sentence expression, they are often combined into conjunctive phrases (S1+causative verb+S2+V+O). However, in today's student writing, "Causative Verbs" have become a trend of abuse, resulting in problems such as poor vocabulary, monotonous sentences, grammatical errors (incomplete subjects), etc., which is a common problem in young people's writing. This article will explore the phenomenon of abuse of "Causative Verbs" and the problems that arise from it, and use university students' writing as an example to propose correction methods in the hope that the academic community will take it seriously.

Keywords: causative verbs; conjunctive phrases; abuse; writing

M4

跨語言和跨方言習得視角下的漢語普通話句末延長效應

Utterance-Final Lengthening Effect of Chinese Mandarin from the Cross-Language and Cross-Dialect Acquisition Perspectives

發 表 人 | 張凌（香港教育大學）
Presenter | Zhang Ling (The Education University of Hong Kong)

摘要：

本文以母語分別為越南語和粵語的學生為例，探討在跨語言和跨方言視角下，漢語普通話句末延長效應的習得特點。本文實驗的目標組發音人有兩組，分別是越南組和粵語組，對照組爲標準普通話母語組，各組男女比例各半。所有發音人都按要求完成了一項漢語普通話看圖說話任務，另外越南組和香港組發音人還分別以越南語和粵語完成了相同圖片的說話任務。所有的說話任務都錄音，並使用 Praat 軟件進行聲學測量，測出各音節時長，再比較分析非句末音節和句末音節時長特點。實驗結果表明，越南學生和香港學生的漢語普通話句末延長效應都與對照組有較顯著的差別，又與其本身母語的韻律特征有差異。本文的研究說明，跨語言和跨方言的韻律特征習得有其複雜性，二語的韻律特征並非簡單的處於母語和目標語之間。

關鍵詞：越南；粵語；韻律特征；語音習得；句末延長效應

Abstract:

This paper takes students whose native languages are Vietnamese and Cantonese as examples to explore the characteristics of acquiring the final lengthening effect in Mandarin Chinese from a cross-linguistic and cross-dialectal perspective. The targeted experimental subjects included two groups of speakers: the Vietnamese group and the Cantonese group, with a control group of native Mandarin speakers. Each group had a balanced gender ratio. All speakers completed a picture description task in Mandarin Chinese as required, while the Vietnamese group and the Cantonese group also completed the same task in their respective native languages. All speaking tasks were recorded, and acoustic measurements were conducted using Praat software to measure the duration of each syllable, allowing for a comparative analysis of the duration characteristics of non-final and final syllables. The experimental results indicated that both Vietnamese and Hong Kong students showed significant differences in the final lengthening effect in Mandarin Chinese compared to the control group, and these effects also differed from the prosodic features of their native languages. The study demonstrates that the acquisition of prosodic features across languages and dialects is complex, and the prosodic characteristics of a second language are not simply positioned between the native and target languages.

Keywords: Vietnam; Cantonese; prosodic features; sound acquisition; utterance-final lengthening

M5

華人文化繪本教學設計與實施之研究 -以蒙特梭利課室 3-6 歲混齡班為例

Research on the Teaching Design and Implementation of Chinese Cultural Picture Books - Taking the Montessori Classroom's 3-6-Year-Old Mixed-Age Class as an Example

發 表 人 | 劉雪沁（香港教育大學）
Presenter | Lau Suet Tsam (The Education University of Hong Kong)

摘要：

本研究旨在發展一套「華人文化繪本」運用於幼稚園階段的教學模式，選取原創中國繪本童年（一）《荷花鎮的早市》，結合蒙特梭利教育理念，探討蒙特梭利課室內幼兒在真實而自然的學習情境中所經歷的中文二語的經驗。藉由個案研究（Case study）的方式，研究場所為香港一間蒙特梭利雙語幼稚園，選取 6 名 3–6 歲混齡的幼兒和 2 位中文教師。透過繪本教學、課室觀察、體驗活動、教師與幼兒訪談資料、幼兒自發性閱讀和書寫行為，蒐集資料與整理。研究發現：

1. 透過「華人文化繪本」教學，融入華人文化的故事情境，有助於幼兒中文二語的學習與發展外，也可讓幼兒認識中華文化的內涵。

2. 教師在教學中扮演觀察者、仲介與示範及支持者的角色，並參與幼兒的學習活動，提供大量的體驗活動及繪本閱讀支持與互動的學習環境，能夠促進幼兒成為自發性閱讀者和書寫者。

3.「華人文化繪本」不僅是幼兒學習中文的語言材料，也是教師設計和教授中華文化課程的重要資源，並能在蒙特梭利課程中設計適合中文二語學習的活動。

關鍵詞：華人文化繪本；蒙特梭利教育；中文二語教學

Abstract:

The purpose of this study is to develop a teaching model for applying "Chinese cultural picture books" to kindergartens. It selected the original Chinese picture book Childhood (1) "Morning Market in Lotus Town" and combined it with Montessori educational concepts to explore the Chinese second language experience experienced by children in Montessori classrooms in a real and natural learning situation. Through a case study, the research site was a Montessori bilingual kindergarten in Hong Kong, with 6 mixed-age children aged 3-6 and 2 Chinese teachers selected. Data are collected and organized through picture book teaching, classroom observations, experiential activities, interviews between teachers and children, and children's spontaneous reading and writing behaviors. Research found:

1. Through the teaching of "Chinese Culture Picture Books", integrating the story situations of Chinese culture will not only help children learn and develop Chinese as a second language, but also allow children to understand the connotation of Chinese culture.

2. Teachers play the role of observer, intermediary, demonstration and supporter in teaching, and participate in children's learning activities. They provide a large number of experiential activities and picture book reading support and an interactive learning environment, which can promote children to become spontaneous readers and writers.

3. "Chinese Culture Picture Books" are not only language materials for children to learn Chinese, but also an important resource for teachers to design and teach Chinese culture courses, and can design activities suitable for Chinese second language learning in Montessori courses.

Keywords: Chinese cultural picture books; montessori education, Chinese second language teaching

分場報告

Paper Presentation (6)

N–P

2025.6.18 13:30–14:45

N1

多语教育与跨文化能力发展的理论与应用探讨

From Principles to Practice in Multilingual Education for Intercultural Competence

发 表 人 Presenters
单欣（北京顺义国际学校）、曾影（北京顺义国际学校）
Shan Jessica (International School of Beijing)
Zeng Grace (International School of Beijing)

摘要：

在多元语言文化的重要性日益凸显的时代，语言教育在培养跨文化胜任力方面发挥着至关重要的作用。本报告探讨了如何将理论原则转化为实践应用，设计出能够满足每位学生需求的综合性语言课程体系。通过整合基于语言教学研究的方法与实际应用，我们会分享一种创新且具有包容性的课程如何成为跨语言和跨文化的桥梁，最终培养具有全球视野的新时代人才。

结合我们在规划语言项目与课程设计方面的实践经验，我们会重点解析确保课程包容性、语言公平和文化响应力的核心设计要素。围绕语言教学中跨文化胜任力的培养路径，探讨教学策略的制定，着重剖析语言学习、文化认同与深化学生对东道国文化理解之间的互动关系。

通过案例分析与实践示例，本次分享为教育工作者提供提升多语及多元文化教育的有效方法。通过将课程设计与跨文化胜任力培养目标相结合，我们倡导一种新型教育范式，该模式不仅提升学生的语言能力，还赋予他们更强的文化意识和鉴赏力，使其能够在多元文化世界中自信前行，并以更深厚的文化理解力为多元文化社会做出积极贡献。

关键词：教育公平；跨文化交际；多文化素养；全球胜任力；国际中文教育

Abstract:

In an era of increasing linguistic and cultural diversity, multilingual education plays a pivotal role in fostering intercultural competence. This presentation explores the transition from theoretical principles to practical implementation in designing a comprehensive language curriculum that meets the needs of every student. By integrating research-based approaches with real-world applications, we examine how an innovative and inclusive curriculum can serve as a bridge for cross-linguistic and cross-cultural connections, ultimately cultivating global citizenship.

Drawing from our experience in program design, we highlight key design elements that ensure inclusivity, linguistic equity, and cultural responsiveness. We discuss strategies for embedding intercultural competence into language instruction, emphasizing the interplay between language learning, cultural identity, and deepening students' understanding of the host country's culture.

Through case studies and practical examples, this session provides educators with current methodologies for enhancing multilingual and multicultural education. By aligning curriculum design with the goals of intercultural competence, we advocate for an educational approach that not only enhances linguistic proficiency but also empowers students to navigate and contribute to a multicultural world with greater cultural awareness and appreciation.

Keywords: inclusive education; intercultural understanding; global competence; international Chinese education; intercultural literacy

N2

小学生家长对华语学习和双语实践的态度：新加坡的经验

Parents' Attitudes Towards Chinese Language Learning and Bilingual Practices: The Singapore Experience

发 表 人 | 李丽（南洋理工大学新加坡华文教研中心）
Presenter | Li Li (Singapore Centre for Chinese Language, Nanyang Technological University)

摘要：

本研究探讨了在家常用华语的新加坡小学生家长对孩子华语学习的态度、期望和支持，以及对于双语实践的看法。笔者从一项家庭语言环境问卷调研中提取了 86 名家长的数据,分析他们对于孩子学习华语的态度、满意程度、期望以及对孩子华语学习的支持形式。调研结果显示，家长们对孩子学习华语的交流动机和工具性动机给予几乎相同的重视。他们为孩子创造了常用华语的家庭语言环境，监督和支持他们的华语学习，但有相当数量的家长对孩子的华语表现或华语水平并不完全满意。尽管如此，当问及额外补习时，有相当一部分家长并不愿将孩子送入华语强化班。家长们对华英双语混用的不同态度可能为我们进一步理解这些家长对孩子的华语学习态度提供有价值的线索。本研究说明新移民家庭家长对孩子学习华语的态度、期望、对孩子学习华语的支持以及社会环境中的双语实践态度之间可能存在复杂的关系，这些因素可能有助于解释这些家长对孩子的华语期望和实际选择之间的矛盾之处。

关键词：二语态度；华语学习；双语实践

Abstract:

This study explores the attitudes, expectations, and support of Singaporean primary school parents who speak Mandarin at home towards their children's learning of Chinese language (CL), as well as their views on bilingual practices. The data was collected from 86 parents through a home language environment survey, asking about their attitudes, satisfaction, expectations, and the forms of support they provide for their children's learning of CL. We found that parents acknowledge the importance of both the communicational and instrumental values of their children's learning of CL. They use Mandarin as much as possible at home, and support their children's learning of CL. However, some parents are not satisfied with their children's Chinese proficiency. Despite this, when asked about additional tutoring, many parents are reluctant to enroll their children in the enrichment classes. The varying attitudes of parents towards the mixed use of Mandarin and English might offer valuable insights into their overall attitudes towards their children's CL learning. Findings of this study may help explain the contradictions between parents' expectations and their actual choices regarding their children's CL learning in Singapore.

Keywords: L2 Attitude; Chinese language learning; bilingual practice

N3

基于融媒体时代的汉语国际教育中道家文化传播困境及化解策略研究

Taoist Culture in Chinese International Education Based on Integrated Media Studies in the Era of Communication Dilemmas and Resolution Strategies

发 表 人 | 潘泓（香港教育大学）
Presenter | Pan Hong (The Education University of Hong Kong)

摘要：

融媒体时代，信息传播生态的结构性重塑促使多元媒介深度融合，为汉语国际教育中道家文化传播构筑全新生态。研究发现，道家文化传播存在诸多阻碍。不同文化间的显著差异，致使受众理解道家文化时产生认知偏差，如“道”概念与西方思维差异，形成理解障碍；传播主体在融媒体技术应用上存在短板，影响内容呈现；传播内容碎片化，缺乏系统性架构，难以展现文化内涵；传媒与新媒体融合不足，各新媒体平台也未形成协同矩阵，传播效果欠佳。针对上述困境，本研究提出化解策略：强化跨文化传播能力培养，提升传播者敏感度与策略选择能力；提升融媒体技术应用水平，实现技术与文化深度耦合；构建系统性传播内容体系，打造精品；优化传播渠道整合，打破壁垒，构建精准传播机制。本研究就困境解决提供理论与实践路径，助力提升文化国际传播力。

关键词：融媒体；汉语国际教育；道家文化；传播

Abstract:

In the era of converged media, the structural reshaping of the ecology of information dissemination has prompted the deep integration of multiple media, building a new ecology for the spread of Taoist culture in Chinese international education. The study found that there are many obstacles to the spread of Taoist culture. Significant differences between different cultures create a cognitive bias in the audience's understanding of Taoist culture. For example, the difference between the concept of "Tao" and Western thinking has formed an understanding barrier; the dissemination discipline is deficient in the application of converged media technologies, which affects the presentation of content; distributed content is fragmented and lacks systematic structure, making it difficult to demonstrate cultural connotations; the integration of media and new media is insufficient, and the various new media platforms do not form a synergistic matrix, resulting in poor spread effects. In response to the aforementioned dilemmas, this study proposes a solution strategy: to enhance the cultivation of cross-cultural communication capabilities, to enhance the sensitivity and strategy selection capabilities of communicators; we will enhance the application level of converged media technologies and achieve deep coupling of technology and culture; systematic dissemination of content systems to create quality products; We will optimize the integration of transmission channels, break down barriers and build accurate transmission mechanisms. This research provides a theoretical and practical path to solve the dilemma and helps to enhance the international spread of culture.

Keywords: integrated media; Chinese international education; Taoist culture; communication

N4

建构主义演变下的素养本位学习结构模型构建

The Construction of a Competency-Based Learning Structure Model under the Evolution of Constructivism

发 表 人 | 邱士庆（云南师范大学）
Presenter | Qiu Shi Qing (Yunnan Normal University)

摘要：

建构主义是课程与教学中具有实用价值的实践性理论，其本质是基于结构主义理论建立起来的教学理论，多年以来得到教育教学实践的普遍认可。随着国际社会的发展，人才综合性需求的不断攀升，单一的知识性结构已经不能满足社会对人才培养的需要，因此，素养育人已成为现代教师教育实践的主流。在此背景下建构主义的整体主义色彩日益凸显，结构化教学的演变成为必然，也为人才培养立足于素养本位提供了关键性条件。为了适应素养时代的需要，基于教育理论的学习主体地位，本研究关注建构主义逐步演变成了一种复合型的学习结构模式，强调素养形成中的异质跨越内核，构建素养本位的学习结构模型，创造性的提出了以大概念为连接点的“桥接-熔断”学习思维模型，以此来满足教师教学中普适性的需要。

关键词：建构主义；演变；素养本位；思维模型；学习结构

Abstract:

Constructivism is a practical theory with significant value in curriculum and teaching, essentially a teaching theory established based on structuralism. Over the years, it has been widely recognized in educational practice. With the development of the international community and the continuous increase in the comprehensive demand for talents, the single knowledge structure can no longer meet the needs of society for talent cultivation. Therefore, cultivating students' comprehensive qualities has become the mainstream of modern teacher education practice. Against this backdrop, the holistic nature of constructivism has become increasingly prominent, and the evolution of structured teaching has become inevitable, providing a key condition for talent cultivation based on the quality-oriented approach. To meet the needs of the quality-oriented era, based on the dominant position of the learning subject in educational theory, this study focuses on the gradual evolution of constructivism into a compound learning structure model, emphasizing the heterogeneous leap core in the formation of qualities, and constructs a quality-oriented learning structure model. Creatively, it proposes a "bridging-fusing" learning thinking model with big concepts as the connection point to meet the universal needs in teachers' teaching.

Keywords: constructivism; evolution; competency-based; thinking model; learning structure

N5

数智化背景下云南师范大学中越双语课程教学模式的创新与实践

Innovation and Practice of the Sino-Vietnamese Bilingual Teaching Model under the Context of Digital Intelligence at Yunnan Normal University

发 表 人 | 杨健（云南师范大学）
Presenter | Yang Jian (Yunnan Normal University)

摘要：

“数智化”是数字化和智能化的结合体。数智化与教育信息技术的结合，快速推动了国际中文教育课程的改革、创新、开发和运用。本文分析云南师范大学在数智化背景下面向越南做好国际中文教育课程设置和教学模式的新探索，总结了该校结合“国际中文教育”“越南语”两个国家级一流专业建设点的突出优势，不断在中越双语课程上推陈出新：一是开发虚拟仿真实验、慕课、微课等多种数字化课程，运用于“中国文化”“中华文化与传播”“中越关系”“当代中国概况”“越南文学史”“（中越）比较文学”和“越南国情与创新创业实践”等多门课程中，增强课程的趣味性、时代感和挑战度。二是基于深度学习理论和联通主义理论，结合数智赋能和人机协同的优势，尝试构建“数智化”虚拟仿真实验教学模式，并从教学目标、教学环境、教学步骤设计和教学评价等要素出发，将数智技术贯穿于课前、课中和课后阶段，促进中外学生的深度学习，实现面向越南做好中华文化传播的育人目标。三是坚持以“立德树人”为根本任务，注重培养面向越南，国际中文教育专业教师的核心素养及传播中国文化的双语能力，开发 AI 智慧教学平台，推出自动生成 AI 智慧教学 PPT、“数智化”虚拟数字教师教学，AI 小助教问答、HSK 考试语料库、术语库、对齐库等功能，提升学生的创新能力、批判性思维能力、解决问题以及终身学习能力等高阶能力。

关键词：数智化；中越双语课程；教学模式；虚拟仿真课程

Abstract:

“Digital intelligence” refers to the integration of digital and intelligent technologies. The convergence of Digital intelligence with educational information technology has significantly accelerated the reform, innovation, development, and application of curricula in international Chinese language education. This paper explores Yunnan Normal University’s recent efforts in curriculum design and pedagogical innovation aimed at Vietnamese learners under the framework of digital intelligence. It highlights the university’s strategic advantage in developing two national-level first-class undergraduate programs—International Chinese Language Education and Vietnamese Studies—and its continuous breakthroughs in Sino-Vietnamese bilingual instruction. First, a variety of digital course formats—including virtual simulation labs, MOOCs, and Microlecture have been developed and applied in subjects such as Chinese Culture, Communication of Chinese Culture, Sino-Vietnamese Relations, An Overview of Contemporary China, History of Vietnamese Literature, Comparative Literature (China-Vietnam), and Vietnamese National Conditions and Innovation-Entrepreneurship Practice. These formats enhance the courses’ engagement, contemporaneity, and intellectual challenge. Second, based on deep learning theory and connectivism, the university is exploring a virtual simulation-based teaching model empowered by digital intelligence technologies and human-machine collaboration. This model incorporates intelligent tools across the full teaching cycle—pre-class, in-class, and post-class—through the careful design of instructional objectives, learning environments, procedures, and assessment methods. The goal is to

promote deep learning among international and domestic students and to foster talent for the dissemination of Chinese culture to Vietnam. Third, adhering to the fundamental mission of "moral education and character building," the university emphasizes the development of core competencies for future teachers of international Chinese education targeting Vietnam. These include bilingual communication skills and cultural transmission abilities. An AI-enhanced teaching platform has been developed, featuring automatic AI-generated teaching PPTs, virtual AI instructors, AI teaching assistants for Q&A, HSK exam corpora, terminology banks, and alignment databases. These tools aim to cultivate students' creativity, critical thinking, problem-solving skills, and capacity for lifelong learning.

Keywords: digital intelligence; Sino-Vietnamese bilingual courses; teaching model; virtual simulation curriculum

O1

中學教師的數字素養、心理韌性和職業倦怠的關係

The Relationship Between Digital Literacy, Psychological Toughness and Burnout Among Secondary School Teachers

發 表 人 | 鄧永輝（香港教育大學）
Presenter | Deng Yonghui (The Education University of Hong Kong)

摘要：

本篇研究計畫主要討論中學教師的數字素養、心理韌性和職業倦怠的關係展開，在全球教育數位化轉型加速的背景下，《中國教育現代化 2035》明確將教師數字素養作為核心專業能力之一。本研究擬通過系統綜述、定量調查和定性訪談相結合的混合研究方法，系統梳理國內外中學教師數字素養、心理韌性與職業倦怠研究現狀，厘清三者關係的理論基礎和研究進展。通過定量調查，測評中學教師數字素養現狀，並考察數字素養通過心理韌性影響職業倦怠的仲介機制，構建並驗證“數字素養-心理韌性-職業倦怠”的作用模型。基於定性訪談，深入探究中學教師在數位化轉型過程中的適應體驗，揭示數字素養影響職業倦怠的內在路徑。

本研究將為教師數字素養培訓方案的制定和實施提供實證依據，為提升教師心理韌性、預防職業倦怠提供針對性建議。通過混合研究方法的整合運用，既能提供可靠的量化證據，又能深入理解教師的主觀體驗，從而為教育管理決策和教師專業發展提供理論與實踐指導。

關鍵詞：數字素養；職業倦怠；心理韌性

Abstract:

This research project focuses on the relationship between digital literacy, psychological resilience and burnout among secondary school teachers. Against the background of the accelerated digitalization of global education, the “Modernization of China’s Education 2035” clearly identifies digital literacy as one of the core professional competencies of teachers. Through a mixed research method combining systematic review, quantitative survey and qualitative interviews, this study intends to systematically review the current status of research on digital literacy, mental toughness and burnout of secondary school teachers in China and abroad, and to clarify the theoretical basis of the relationship between the three, as well as the progress of the research. A quantitative survey was conducted to assess the current status of secondary school teachers’ digital literacy, and to investigate the mediating mechanism of digital literacy on burnout through psychological resilience, so as to construct and validate the role model of “digital literacy-psychological resilience-burnout”. Based on the qualitative interviews, the study will explore the adaptation experiences of secondary school teachers in the process of digital transformation and reveal the internal pathways of digital literacy affecting burnout.

This study will provide empirical evidence for the development and implementation of digital literacy training programs for teachers, and provide targeted recommendations for enhancing teachers’ psychological resilience and preventing burnout. Through the integration of mixed research methods, the study can provide reliable quantitative evidence and in-depth understanding of teachers’ subjective experiences, thus providing theoretical and practical guidance for educational management decisions and teachers’ professional development.

Keywords: digital literacy; job burnout; psychological resilience

O2

“一带一路”背景下教育神经科学赋能宁夏回汉教育

The Empowerment of Ningxia Hui-Han Education by Educational Neuroscience under the Belt and Road Initiative

发 表 人 | 张娌娅（香港教育大学）
Presenter | Zhang Liya (The Education University of Hong Kong)

摘要：

随着“一带一路”倡议的深入推进，教育多元合作成为沿线文化交流与人才培养的纽带。本文以中国宁夏回族自治区为例，探讨神经科学理论在教师培训与发展中的应用潜力与挑战。宁夏作为多民族聚居区，近年来通过基础教育普及、职业教育产教融合及高等教育“部区合建”等政策，显著提升了教育质量；同时，其“互联网+教育”示范区建设推动了教育数字化，实现了数据驱动的教学模式创新。然而区域教育资源不均衡、宗教文化对教育的潜在影响，以及教育国际化水平不足等问题仍需突破。

神经科学可通过以下路径赋能教师培训：

1）对比分析回汉学生认知差异，优化跨文化教学设计（Zheng et al., 2020）；

2）基于神经可塑性原理开发个性化培训方案（Immordino-Yang et al., 2019）；

3）结合 AI 与神经反馈技术，构建“脑-课堂”联动系统，动态监测学生注意力与情绪状态（Papanastasiou et al., 2020）。

研究同时指出，神经科学的应用需考虑技术创新的均衡与文化敏感性（Feldman, 2017）。宁夏可借助“一带一路”教育合作平台，与沙特、马来西亚等国家开展神经教育学联合研究。未来神经科学与教育学的深度融合将为沿线提供科学化、人性化的教师发展框架，助力全球教育公平与质量提升。

关键词：神经科学；一带一路；教师培训；跨文化教育；教育数字化

Abstract:

Under the “Belt and Road” Initiative, educational cooperation has emerged as a critical driver for cultural exchange and talent development among participating countries.

This paper examines the potential and challenges of applying neuroscience to teacher training and development. With a case study of Ningxia Hui Autonomous Region in China. Ningxia has achieved remarkable progress in basic education universalization, vocational education-industry integration, and higher education collaboration through policies such as “Ministry-Region Co-Construction”. Its “Internet + Education” pilot zone has also advanced digital transformation, enabling data-driven pedagogical innovation.

However, challenges persist, including regional educational inequality, the influence of religious culture, and limited internationalization. The study proposes three neuroscience-informed strategies:

1) Utilizing functional near-infrared spectroscopy (fNIRS) to compare cognitive patterns between Hui and Han students, thereby optimizing cross-cultural instructional design (Zheng et al., 2020);

2) Developing personalized training programs based on neuroplasticity principles to enhance teachers' adaptability in multilingual and multi-religious classrooms (Immordino-Yang et al., 2019);
3) Integrating AI and neurofeedback technologies to establish a "brain-classroom" interactive system (Papanastasiou et al., 2020).

The research highlights the need to balance technological innovation with cultural sensitivity, particularly in Islamic cultural contexts where ethical considerations of neural monitoring require careful navigation (Feldman, 2017). It further recommends that Ningxia leverage Belt and Road Educational Neuroscience platforms to collaborate with countries like Saudi Arabia and Malaysia in joint educational research, promoting standardized yet localized interfaith education models. Ultimately, the integration of neuroscience and pedagogy will provide a scientifically grounded, culturally responsive framework for teacher development.

Keywords: neuroscience; Belt and Road Initiative; teacher training; cross-cultural education; educational digitization

O3

進展性評估對學業表現的影響：探討教師情感支持的作用

The Influence of Formative Assessment on Academic Performance: Exploring the Role of Teachers' Emotional Support

發 表 人 | 吳俊生（香港教育大學）
Presenter | Wu Jun Sheng (The Education University of Hong Kong)

摘要：

進展性評估被廣泛認為是提升學生學業成績的重要工具，但其具體的影響機制仍然有待深入研究。關於進展性評估實踐、教師情感支持和學業成就之間的複雜關係的研究卻很少。為了解決這些變量之間未被充分探索的關係。本研究針對中國南方 250 名中學生的實證研究表明，教師情感支持的中介效應是顯著的。我們發現，進展性評估對學業成績沒有直接的顯著關係，但是通過教師情感支持有間接的關係。情感支持在這一過程中起到了重要的橋樑作用。這些研究結果表明，在教育實踐中，進展性評估與情感支持相結合可以更有效地促進學生的學業成績。因此，教師在應用進展性評估實踐的同時，應特別關注如何通過情感支持策略來激發學生的學習動力和信心。這種融合情感支持的雙重策略能夠顯著優化學習氛圍，從而進一步提高學生的學業成績，體現了情感支持與進展性評估相結合的實踐價值。

關鍵詞：進展性評估；學業成績；教師情感支持

Abstract:

Formative assessment is widely regarded as an important tool for enhancing students' academic performance, but the specific mechanisms of its impact remain underexplored. Research on the complex relationships between formative assessment practices, emotional support, and academic achievement is scarce. To address these underexplored relationships among these variables, this empirical study of 250 middle school students in southern China reveals that the mediating effect of emotional support is significant. We found that formative assessment does not have a direct, significant relationship with academic performance, but it has an indirect relationship through emotional support. Emotional support plays a crucial bridging role in this process. These findings suggest that in educational practice, combining formative assessment with emotional support can more effectively promote students' academic performance. Therefore, when implementing formative assessment practices, teachers should particularly focus on how emotional support strategies can be used to motivate and build students' confidence in learning. This dual strategy, integrating emotional support, can significantly optimize the learning environment, further improving students' academic performance, and reflects the practical value of combining emotional support with formative assessment.

Keywords: formative assessment; academic performance; teacher emotional support

04

課堂冥想對於課堂焦慮、課堂行為、文本理解及延時回憶之影響的實證研究——以《山居秋暝》古典詩歌教學為例

An Empirical Study on the Effects of Classroom Meditation on Classroom Anxiety, Classroom Behavior, Text Comprehension, and Delayed Recall in Teaching Classical Poetry: A Study Using Mountain Dwelling in Autumn Twilight

發 表 人 | 鄧蓉（香港教育大學）
Presenter | Deng Rong (The Education University of Hong Kong)

摘要：

冥想作為一種身心調節的注意操控方式，自 20 世紀 60 年代以來廣泛應用於心理學、教育學等領域。研究表明，冥想有助於提升注意力、改善記憶、增強正念、緩解焦慮和調節情緒。

本研究探討冥想在《山居秋暝》教學中的應用及其對課堂焦慮、課堂行為、記憶效率和文本理解的影響。王維山水詩情畫意自然兼備，傳達出一種佛理禪境之美。古典詩詞以文言寫作，言簡意豐，其語言及內容與現代白話文有較遠的時間和場景距離。學生對於文言詞彙句式、語境場景等的生疏，導致學習焦慮。進而呈現出消極的非言語和沈默等課堂行為及偏低的課堂記憶效率。詩中的山水描寫和人生感悟，對於中學生來說往往難以理解，遑論理解詩中意境。

研究採用對照實驗，選取 50 名 15-17 歲中學生，隨機分為實驗組（接受冥想干預）與對照組（無冥想干預），均參與《山居秋暝》課程。通過前測、後測及一周後的延時回憶測試，分析冥想干預的教學效能。

實驗採用靜觀注意覺知量表、文言課堂焦慮量表、文言課堂行為量表、情感共鳴和文化認同量表、自編文本理解測驗及延時回憶測試。數據分析將探討冥想是否有助於降低課堂焦慮、優化課堂行為、提升情感共鳴、提高記憶效率及文本理解能力，以期探討冥想對古典文學教學的功效以及兩者相結合的可能性。

關鍵詞：課堂冥想；課堂行為；記憶效率；文本理解；詩歌教學

Abstract:

Meditation, as a form of attention regulation for mind-body adjustment, has been widely studied since the 1960s, demonstrating its benefits in enhancing attention, improving memory, increasing mindfulness, reducing anxiety, and regulating emotions across psychology, education, and related fields.

This study investigates the application of meditation in classical poetry instruction, specifically in the teaching of Mountain Dwelling in Autumn Twilight, and its effects on classroom anxiety, classroom behavior, memory efficiency, and text comprehension. A controlled experiment was conducted with 50 high school students (aged 15–17), who were randomly assigned to an experimental group (receiving meditation intervention) and a control group (without meditation). Both groups participated in the same poetry lesson, with pre-tests, post-tests, and a delayed recall test administered one week later to assess the impact of meditation on learning outcomes.

The study employed the Mindful Attention Awareness Scale, the Classroom Anxiety Scale, the Classroom Engagement Scale, the Narrative Engagement Scale, and the Cultural Identity Scale, along with a self-designed text comprehension test and a delayed recall task. Data analysis will determine whether meditation can reduce classroom anxiety, optimize classroom behavior, enhance emotional resonance, and improve memory efficiency and text comprehension. This research aims to explore the effectiveness of meditation in classical literature instruction and its potential integration into pedagogical practices.

Keywords: classroom meditation; classroom behavior; memory efficiency; text comprehension; poetry teaching

O5

脑科学视域下对教师情感劳动的启示

Implications for Teachers' Emotional Labour from a Brain Science Perspective

发 表 人 | 赵子怡（云南师范大学）
Presenter | Zhao Zi Yi (Yunnan Normal University)

摘要：

脑科学在教育中的重要作用正逐渐被公众所认识，“脑科学与教育”是一个永恒的主题，但这一主题的内涵随着社会的进步在不断变化，脑科学在人们的情绪情感方面具有重要作用，但如今的脑科学知识多停留在对学生认知情感的培养上，而有关教师情感方面的实践研究少之又少，本篇文章基于对脑科学情感认知的了解和应用，着重探讨其对教师情感劳动层面的帮助，以期给教师的情感劳动带来相关的启示。

关键词：脑科学；教师情感劳动；情感认知

Abstract:

The important role of brain science in education is gradually being recognised by the public. "Brain science and education" is an eternal theme, but the connotation of this theme is constantly changing with the progress of society. Brain science plays an important role in people's emotions and feelings, but today's knowledge of brain science stays in the cognitive-emotional cultivation of students, whereasThere is little practical research on teachers' emotional aspects. Based on the understanding and application of brain science's emotional cognition, this article focuses on its help on the level of teachers' emotional labour, with a view to bringing relevant insights to teachers' emotional labour.

Keywords: brain science; teachers' emotional labour; emotional cognition

P1

「一帶一路」香港的角色與優勢
Hong Kong's Role and Advantages in the Belt and Road Initiative

發 表 人 | 李潔芳（香港大學專業進修學院）
Presenter | Lee Kit Fong (HKU School of Professional and Continuing Education)

摘要：

香港因地理位置優越，從貨物貿易轉口、到國際金融貨幣、再到文化傳遞，在「一帶一路」都有重要的賣點。

多年來香港政府為少數族裔學生升學、就業和融入社會而發展不同形式的「學習中文計劃」，現在已有較多少數族裔人士在多個行業發展。香港正好利用他們熟識地區的方言及學到中文的獨特優勢，作為香港企業及「一帶一路」國家的聯系人，而可以抓到發展自己的機遇。

現在政府準備推動「一帶一路」共建國家的人才前來香港就學或工作，對香港經濟發展注入新的動力。再加上，最近有多間院校為阿拉伯語初學者而設網上課程，讓學生以互動輕鬆的方式練習阿拉伯語，並同時了解更多關於阿拉伯世界的文化，開展作為聯系人角色的新工作。

香港政府冀望利用以上的優勢，可以擔當發展「一帶一路」國家貿易其中一員的聯系人角色。

關鍵詞：一帶一路；少數族裔；阿拉伯語；優勢；聯系人角色

Abstract:

Due to its advantageous geographical location, Hong Kong has important selling points in the "Belt and Road" initiative, from goods trade entrepot to international financial currency and cultural transmission.

Over the years, the Hong Kong Government has developed different forms of "Chinese Learning Programs" to help ethnic minority students pursue further studies, find employment and integrate into society. Now, there are many ethnic minority people working in various industries. Hong Kong can take advantage of their unique advantages of being familiar with the regional dialects and having learned Chinese, and serve as a liaison between Hong Kong enterprises and the countries along the Belt and Road Initiative to seize opportunities for their own development. The Government is now preparing to encourage talents from countries participating in the Belt and Road Initiative to come to Hong Kong to study or work, injecting new impetus into Hong Kong's economic development. In addition, several institutions have recently launched online courses for Arabic beginners, allowing students to practice Arabic in an interactive and easy way, while learning more about the culture of the Arab world and starting new jobs as connectors.

The Hong Kong government hopes to use the above advantages to play the role of a contact person for developing trade with one of the countries along the Belt and Road Initiative.

Keywords: One Belt One Road; ethnic minorities; Arabic; advantages; contact person roles

P2

一带一路下的中华文化话语权构建：基于博物馆的跨文化展览

Constructing the Discourse of Chinese Culture under the Belt and Road: Intercultural Exhibitions Based on Museums

发 表 人 | 施佳蕾（香港教育大学）
Presenter | Shi Jia Lei (The Education University of Hong Kong)

摘要：

在“一带一路”倡议持续推进的背景下，博物馆作为跨文化对话的重要载体，正通过中西结合的展陈策略，探索中华文化传承的创新路径。文章以“一带一路”中的文化互通为切入点，分析博物馆如何借助中西艺术、技术与叙事方法的融合，构建兼具本土性与国际性的文化表达体系。

首先，本篇文章指出现代博物馆通过引入西方策展方式理念与中国传统文物美学的有机融合，不仅提升了展览的叙事张力，更在跨文化语境中强化了中华文化的可理解性。其次，以“一带一路”中“丝绸之路”主题展览为例，借助西方技术手段（如 3D 复原、虚拟现实）推动文物“活态化”，增强年轻群体的文化认同；另一方面，通过对比展示中西古代贸易文物，在差异中凸显中华文明的历史独特性，进而重构全球化时代的文化话语权。

博物馆的中西结合不仅是技术层面的创新，更是中华文化主体性在全球化语境下的策略性表达，为“一带一路”人文共同体建设提供了文化解决方案。

关键词：一带一路；丝绸之路；博物馆；中西结合；文化传承

Abstract:

Under the background of the continuous promotion of the “Belt and Road” initiative, museums, as an important carrier of cross-cultural dialog, are exploring innovative paths of Chinese cultural inheritance through the combination of Chinese and Western exhibition strategies. Taking the cultural intercommunication in the “Belt and Road” initiative as a starting point, the article analyzes how museums can build a cultural expression system that is both local and international through the fusion of Chinese and Western art, technology and narrative methods.

First, this article points out that modern museums have not only enhanced the narrative tension of exhibitions, but also strengthened the comprehensibility of Chinese culture in cross-cultural contexts through the introduction of the concept of Western curatorial approach and the organic integration of traditional Chinese cultural relics aesthetics.

Secondly, taking the theme exhibition of “Silk Road” in “One Belt, One Road” as an example, it promotes the “living” of cultural relics with the help of western technological means (e.g., 3D restoration, virtual reality) to enhance the cultural identity of young people. Besides, by comparing and contrasting the ancient trade artifacts of China and the West, the museum highlights the historical uniqueness of Chinese civilization, and then reconstructs the right of cultural discourse in the era of globalization.

The combination of Chinese and Western artifacts in the museum is not only an innovation at the technical level, but also a strategic expression of the subjectivity of Chinese culture in the context of globalization, providing a cultural solution for the construction of the “Belt and Road” humanistic community.

Keywords: Belt and Road; Silk Road; museums; east meets west; cultural heritage

P3

「一帶一路」人才培育中的中華文化通識要訣

The Key Points for General Knowledge of Chinese Culture for 'Belt and Road' Talent Cultivation

發 表 人 | 潘樹仁（香港都會大學）
Presenter | Poon Abraham Shue Yan (Hong Kong Metropolitan University)

摘要：

在一帶一路的人才培育中，中華文化人才最為重要，自古以「禮」文化先行，帶著謙虛和諧的文化底蘊，與其他民族溝通往還，在平等互相學習文化的氛圍裡，有進一步的深刻了解，然後是貿易、經濟、科技的各種利益交換，各取所須。因而避免了因利爭執，甚至打鬥戰爭，才能長遠發揮一帶一路沿途各國的共同利益。

中華文化博大浩瀚，對於外國人來說確實難以明白，中國人學習本位文化當然較為容易，但要系統化展示給外籍人士，必須有要訣，簡潔而深入淺出，多用時代性事物作為比喻，令學生能夠具體掌握，切中文字的意義，更可以用中文正確表達自己的心意。

本文以「文以載道、史說古今、哲理倫常」，文史哲三位一體，化為現代闡釋要訣，簡述文化重點，教師或文化導師，輕易掌握系統教學的程序，學員們在趣味性的教材裡，易於學習，更容易延伸追尋文化的內涵，及對比不同文化。既開展多層面的學習，最終融入多元一體的宇宙整全教育，共締人類多邊大同的幸福樂土。

關鍵詞：一帶一路；文化通識；文史哲；多元一體；多邊大同

Abstract:

In the talent cultivation of the Belt and Road Initiative, talents of Chinese culture are the most important. Since ancient times, the culture of "etiquette" has always been the first. With the cultural heritage of humility and harmony, we communicate with other ethnic groups and learn from each other in an atmosphere of equality. Understanding, and then the exchange of various interests in trade, economy and technology, so that each side can get what it needs. This will avoid disputes over interests and even fights, and help promote the common interests of countries along the Belt and Road be realized in the long run.

Chinese culture is so vast and profound that it is indeed difficult for foreigners to understand. It is of course easier for Chinese people to learn their own culture, but to systematically present it to foreigners, there must be some key points. It is concise and easy to understand, and use more contemporary things as metaphors so that students can understand it. If you have a specific grasp of the meaning of Chinese characters, you can express your thoughts correctly in Chinese.

This article uses "literature carries the truth, history tells the past and present, philosophy teaches ethics", the trinity of literature, history and philosophy, to transform it into the key points of modern interpretation. Briefly describing the key points of culture, so that teachers or cultural mentors can easily grasp the procedures of systematic teaching. Students can easily learn from the interesting teaching materials. It is easy to learn, to extend the pursuit of cultural connotations, and to compare different cultures. It not only carries out multi-level learning, but also eventually integrates into the diverse and unified cosmic holistic education. Let us work together to create a happy paradise of multilateral harmony for mankind.

Keywords: Belt and Road; general knowledge of Chinese culture; philosophy-history-literature; diversity in one; multilateral harmony

P4

基于 Q 方法的泰国华校创始人群像分析

Q Methodology: A Group Portrait Analysis of the Founders of Thai Chinese Schools

发 表 人 Presenters
龙昱廷（云南师范大学）、赵莎莎（云南师范大学）
Long Yuting (Yunnan Normal University)
Zhao Shasha (Yunnan Normal University)

摘要：

泰国华校的创始人群体是推动当地中文教育和中华文化传承的重要力量。特别是在“一带一路”倡议的背景下，华校的中文教育更承担着重要的桥梁作用。泰国华校创始人群体的教育理念、文化认同、社群互动以及华校的创办历程、教学模式等，既受到本土社会需求的影响，也深受中华文化根脉的牵引，这使得华校创始人群体呈现出多样化的特征。本研究将通过三个研究步骤：一是穷尽观点，通过文献分析和专家咨询，设计 Q 样本；二是进行 Q 排序，揭示研究对象对中文教育与文化传承的态度与策略；三是实施因子分析，识别创始人群体的不同认知模式，构建其群像特征，从而实现三个研究目标即构建华校创始人群像、分析创始人群体在文化传承中的实践路径、揭示创始人群体的共性与差异。本研究将深化学界对泰国华校创始人群体的认知，了解泰国华校创建历史及发展历程，也将为未来华文教育的发展提供理论支持，同时拓展 Q 方法在国际中文教育中的应用价值。

关键词：Q 方法；泰国华校；创始人；群像分析

Abstract:

The founders of Thai Chinese schools are an important force in promoting local Chinese education and the inheritance of Chinese culture. Especially in the context of the “Belt and Road” initiative, Chinese international education in these schools plays a significant bridging role. The educational philosophy, cultural identity, community interactions, as well as the history of founding and teaching models of Thai Chinese schools, are influenced not only by local societal needs but also by the deep pull of Chinese cultural roots. This has resulted in a diverse range of characteristics among the founders. This study will proceed in three research steps: first, exhaustively collecting viewpoints through literature analysis and expert consultation to design the Q sample; second, conducting Q sorting to reveal the subjects’ attitudes and strategies toward Chinese education and cultural inheritance; third, applying factor analysis to identify the different cognitive patterns within the founder group and construct their group portrait characteristics. The study aims to achieve three objectives: to construct a group portrait of the founders of Thai Chinese schools, to analyze the practical pathways of the founders in cultural inheritance, and to reveal the commonalities and differences within the founder group. This research will deepen academic understanding of the founder group of Thai Chinese schools, shed light on the history and development of these schools, and provide theoretical support for the future development of Chinese education, while expanding the application value of Q methodology in international Chinese education.

Keywords: Q methodology; Thai Chinese schools; founders; group portrait analysis

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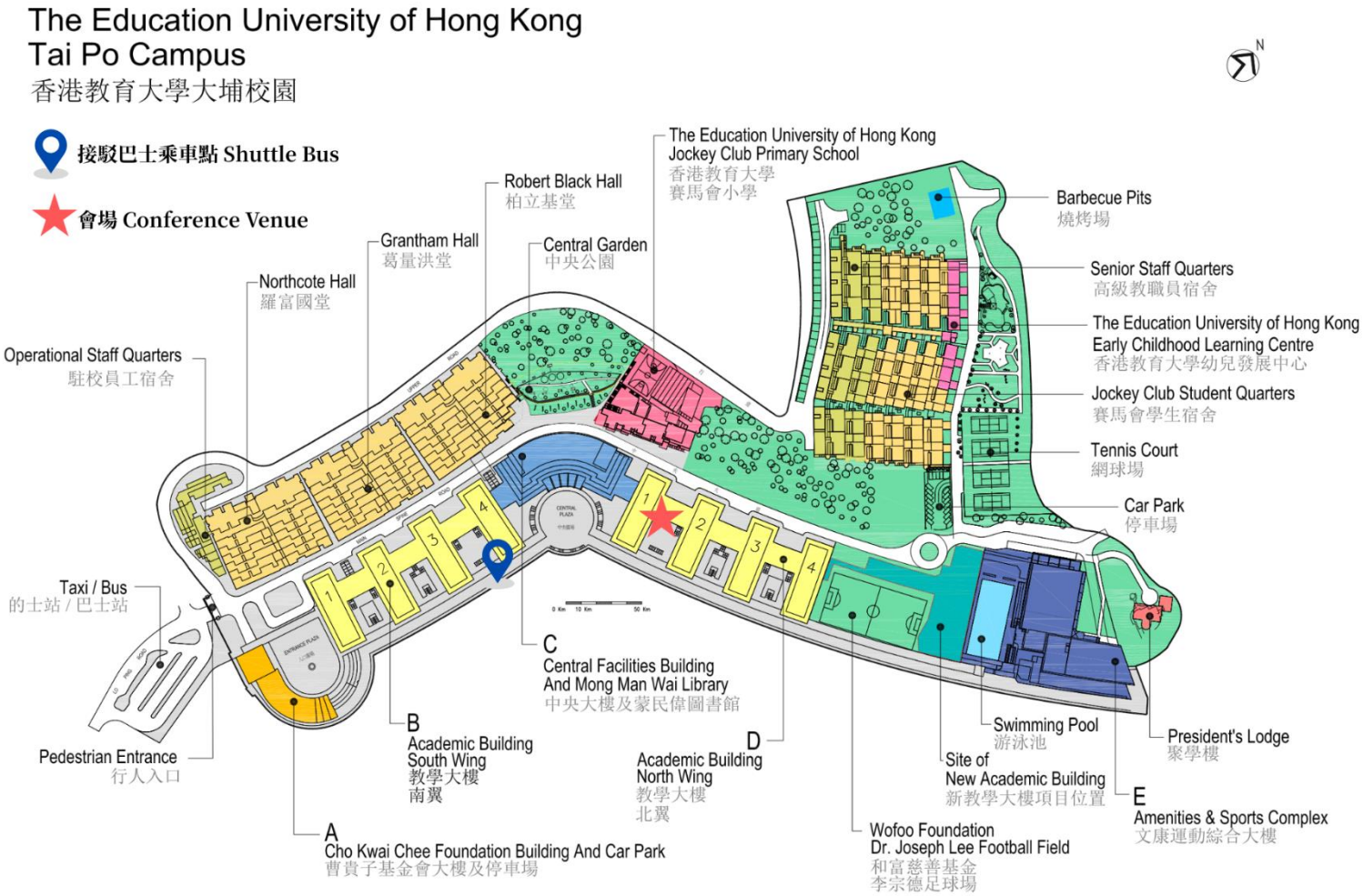

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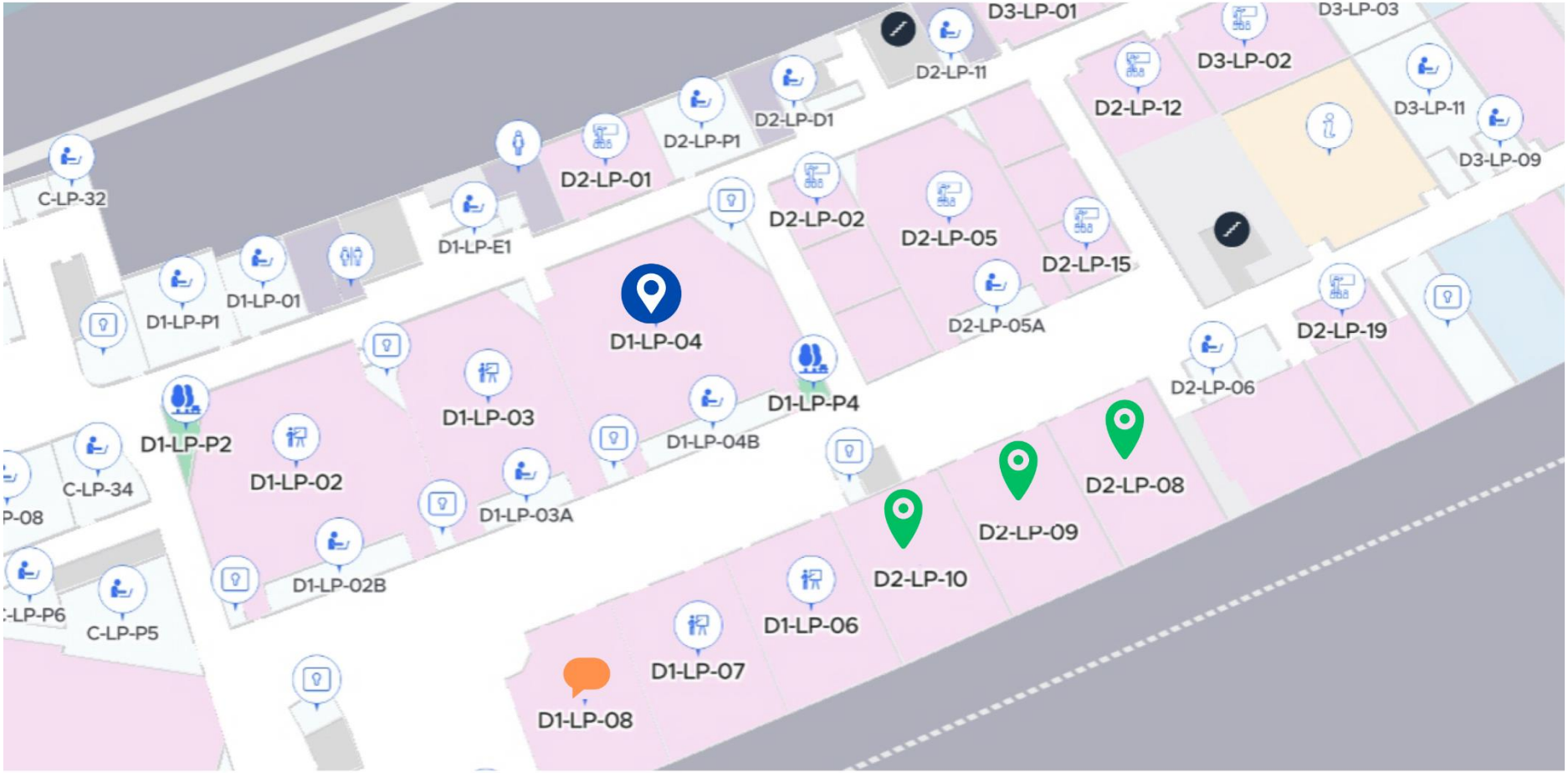

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