



International Journal of Chinese Language Teaching  
Special issue on Professional Development Models for International  
Chinese Teachers in the AI Era  
Call for papers

**Guest Editors**

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**Background**

Artificial intelligence (AI) is deeply integrated into every aspect of international Chinese language education. Technologies such as machine learning, natural language processing, computer vision, knowledge graphs, and intelligent speech recognition are driving profound changes in teachers' roles across instructional design, classroom practice, and assessment. This shift marks a transition in pedagogical paradigms from “technology-enhanced teaching” to a new stage of “AI-augmented pedagogy.” AI not only expands the diversity of teaching resources and instructional modalities but also serves as a key driver for the systematic reshaping of teachers' knowledge structures, professional competencies, and professional identity.

In this era, teacher professional development is undergoing a transformation from traditional training models to a combination of data-driven, AI-supported, and contextually embedded learning, with teacher agency emerging as a central issue. However, AI also introduces new ethical and governance challenges, including data privacy, algorithmic bias, technological over-dependence, and the potential erosion of professional judgment. These developments impose higher demands on professional agency, intercultural teaching competence, and lifelong learning sustainability of international Chinese teachers.

To address the new opportunities and challenges facing professional growth of international Chinese teachers in the AI era, and to promote theoretical innovation and practical exploration in related fields, this journal is launching a special issue titled “**Professional Development Models for International Chinese Teachers in the AI Era**”.

## **Aims and Scope**

This special issue aims to foster deep integration between AI technologies and the professional development of international Chinese teachers. Topics include, but are not limited to:

1. **Theoretical Research on Professional Development of International Chinese Teachers in the AI Era**, such as:
  - Pathways to achieving professional development for international Chinese teachers in the AI era
  - Sources of motivation for professional development in the AI era
  - Assessment frameworks for professional development in the AI era
2. **Research on Professional Identity and Agency of International Chinese Teachers in the AI Era**, such as:
  - Studies on the attitudes and perceptions toward AI of international Chinese teachers
  - Research on the evolution of professional identity among international Chinese teachers in the digital-intelligent era
  - Factors influencing teacher agency in the digital-intelligent era
3. **Research on the Transformation of Knowledge and Competency Literacies for International Chinese Teachers in the AI Era**, such as:
  - Cultivation of critical AI literacy and ethical responsibility awareness
  - Development of instructional design and implementation competencies in human-AI collaborative environments
  - Enhancement of intercultural communication and pedagogical adaptability supported by technology
4. **Research on the Training and Development of International Chinese Teachers in the AI Era**, such as:
  - Professional development of international Chinese teacher educators empowered by digital intelligence
  - Blended training models for international Chinese teachers enabled by digital intelligence
  - Evaluation of effectiveness and incentive mechanisms for international Chinese teacher training empowered by digital intelligence
5. **Research on Self-Directed and Community-Based Development of International Chinese Teachers Enabled by AI**, such as:
  - Reflective practice among international Chinese teachers based on human-AI dialogue
  - Technology-driven development of intercultural communities and professional learning communities for international Chinese teachers

- Construction of digital-intelligent platforms for sustainable professional development of international Chinese teachers
6. **Research on AI-Empowered Full-Cycle Career Development for International Chinese Teachers**, such as:
- Feasibility studies on incorporating digital-intelligent literacy into tiered professional competency certification for teachers
  - Models for developing AI literacy and professional competencies among pre-service teachers
  - Pathways for enhancing AI adaptability and teaching competencies among in-service teachers

### **Important Dates**

- Abstract submission due: 15 June 2026
- Initial notification: 30 June 2026
- Full manuscripts due: 15 September 2026
- Revised manuscripts due: 15 November 2026
- Publication date: June 2027

### **Submission Instructions**

We accept submissions written in English or Chinese. English articles should be around 8,000 words and Chinese articles 10,000 Chinese characters (inclusive of notes and bibliography). For formatting requirements, contributors are invited to review online the journal's style guide and recent publications at [www.clt-international.org](http://www.clt-international.org). Questions about this special issue and submission of abstracts and full manuscripts should be sent to guest editors at [asela@chinese.ecnu.edu.cn](mailto:asela@chinese.ecnu.edu.cn) (T.K.A.P. KUMARA) , [iclewenjingc@163.com](mailto:iclewenjingc@163.com) (Wenjing Chen) and [haitingcheng@qq.com](mailto:haitingcheng@qq.com)(Haiting Cheng).

# 《国际汉语教学学报》

## 人工智能时代的国际中文教师专业发展模式专刊

### 征稿启事

#### 专刊主编

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#### 相关背景

人工智能正深度介入国际中文教育的各个环节。以机器学习、自然语言处理、计算机视觉、知识图谱以及智能语音等为代表的人工智能技术，推动教师在教学设计、课堂实践、教学评估等各个环节的角色产生变化，标志着教学范式从“技术增强型教学”迈向“智能协同教学”新阶段。AI 不仅拓展了教学资源与教学模式多样性，也成为教师知识结构、专业能力与身份认同发生系统性重塑的重要手段。

在这一时代背景下，教师专业发展正经历由传统培训模式向数据驱动、智能支持与情境化学习相结合的转型，教师能动性成为专业发展的核心议题。然而，AI 也带来了数据隐私、算法偏差、技术依赖与专业判断弱化等新的伦理与治理挑战，并对国际中文教师的专业能动性、跨文化教学能力以及学习持续性提出更高要求。为回应 AI 时代国际中文教师成长的新机遇与新命题，促进相关领域的理论创新与实践探索，本刊特发起“人工智能时代的国际中文教师专业发展模式”专刊征稿。

#### 征稿主题

本次征稿旨在推动人工智能技术与国际中文教师专业发展深度融合，主题包括但不限于：

- 1、人工智能时代国际中文教师专业发展理论研究，例如：
  - 人工智能时代国际中文教师专业发展的实现路径
  - 人工智能时代国际中文教师专业发展的动力来源
  - 人工智能时代国际中文教师专业发展的评估框架
- 2、人工智能时代国际中文教师专业身份与能动性研究，例如：
  - 国际中文教师对人工智能的态度与认知研究
  - 数智化时代国际中文教师的身份认同嬗变研究
  - 数智化时代国际中文教师能动性影响因素研究
- 3、人工智能时代国际中文教师知识与能力素养转型研究，例如：

- 批判性人工智能素养与伦理责任意识培养
- 人机协同环境下教学设计与实施能力发展
- 技术辅助的跨文化沟通与教学适应力发展

4、人工智能时代国际中文教师培养研究，例如：

- 数智赋能的国际中文教师教育者专业发展
- 数智赋能的国际中文教师混合型培训模式
- 数智赋能的国际中文教师成效评估与激励机制

5、人工智能与国际中文教师自主驱动及共同体发展研究，例如：

- 基于人机对话的国际中文教师反思性实践
- 技术驱动的国际中文教师跨文化社群与共同体发展
- 国际中文教师专业可持续性发展的数智化平台建设

6、数字技术赋能国际中文教师全周期职业发展研究，例如：

- 数智素养纳入教师专业能力分级认定可行性研究
- 职前教师的人工智能素养与专业能力发展模式
- 在职教师人工智能适应力与教学能力提升路径

## 时间节点

- 摘要提交：2026年6月15日
- 接受通知：2026年6月30日
- 全文提交：2026年9月15日
- 修改稿提交：2026年11月15日
- 刊出日期：2027年6月

## 稿件体例

论文可用英文或中文撰写，篇幅限 8000 英文单词或 10000 汉字（含注释及参考文献）。文稿格式要求请参阅期刊体例及近期刊出的论文，网址：[www.clt-international.org](http://www.clt-international.org)。有关本期专刊的诸项事宜请洽专刊主编安喜乐（[asela@chinese.ecnu.edu.cn](mailto:asela@chinese.ecnu.edu.cn)）、陈文景（[iclewenjingc@163.com](mailto:iclewenjingc@163.com)）和程海婷（[haitingcheng@qq.com](mailto:haitingcheng@qq.com)）。