



International Journal of Chinese Language Teaching Special Issue
Generative Artificial Intelligence for L2 Chinese Language Learning and Teaching
Call for Papers

Guest Editors

Zhongqi Shi, Department of East Asian Languages and Cultures, Columbia University, USA
Bonong Lyu, Chinese International Education College, Xiamen University, China

Background

In the past year, there has been a rapidly growing interest in exploring the integration of Generative Artificial Intelligence (GenAI) into language education, including L2 Chinese learning and teaching. With advancements in technology, GenAI presents a promising avenue for revolutionizing language teaching and learning in the context of L2 Chinese.

The potential of GenAI in enhancing L2 Chinese language skills is vast and multifaceted. For example, by providing personalized feedback, adaptive learning pathways, and immersive language experiences, GenAI has the capacity to facilitate various aspects of language skills, including listening, speaking, reading, and writing. Furthermore, the influence of GenAI extends beyond mere skill acquisition, impacting learner motivation, perception, and attitude towards L2 Chinese learning. As learners engage with AI tools, they develop new perspectives on language learning and experience heightened levels of engagement and efficacy. In the age of Generative AI, innovative pedagogical approaches are emerging to leverage GenAI technology for enhancing L2 Chinese language instruction and learning outcomes. Educators are exploring novel strategies and methodologies to integrate GenAI into instructional practices, aiming to address pedagogical challenges and optimize learning experiences for L2 Chinese learners.

Overall, there is a compelling need for empirical research and classroom-based studies to explore the potential of GenAI in L2 Chinese language learning and teaching, address pedagogical challenges, and maximize its impact on educational outcomes. By advancing our understanding of GenAI's role in language education, we can effectively harness its potential to enhance L2 Chinese language learning experiences and outcomes for learners worldwide.

Aims and Scope

As the landscape of language education evolves with technological advancements, we invite proposals that explore the intersection of Generative Artificial Intelligence (GenAI) and L2 Chinese language learning and teaching. Specifically, we seek contributions that address the following topics in the context of L2 Chinese:

1. **Enhancing L2 Chinese Language Acquisition, Production, and Performance with GenAI:** Investigate how GenAI tools can augment the process of acquiring, producing, and performing L2 Chinese language skills.
2. **Facilitating L2 Chinese Language Skills through GenAI:** Explore the potential of GenAI in facilitating various aspects of L2 Chinese language skills, including listening, speaking, reading, and writing.
3. **Impact of GenAI on Learner Motivation, Perception, and Attitude:** Examine the influence of GenAI on learner motivation, perception, and attitude towards L2 Chinese learning, as well as their overall experiences when utilizing AI tools.
4. **Innovative Pedagogical Approaches in the Age of Generative AI:** Present innovative pedagogical approaches that leverage GenAI technology to enhance L2 Chinese language instruction and learning outcomes.
5. **Pedagogical Challenges of Incorporating GenAI:** Discuss the challenges and considerations involved in integrating GenAI into instructional practices for L2 Chinese language education.
6. **Strategies for Leveraging GenAI in Assessment Processes:** Explore strategies for utilizing GenAI technology in assessment processes to effectively evaluate L2 Chinese language proficiency.
7. **Artificial Intelligence and Educators' Professional Development:** Investigate the role of GenAI in educators' professional development for L2 Chinese language instruction.

8. **Development of GenAI-based Language Learning Resources and Materials:** Present initiatives focused on developing ChatGPT-based language learning resources and materials tailored for L2 Chinese learners.
9. **Perceptions of GenAI in Language Education:** Examine teachers' and students' perceptions of ChatGPT as a tool for language education, particularly in the context of L2 Chinese learning.

We particularly encourage methodologically rigorous empirical studies and classroom-based research focused on AI for L2 Chinese language learning. While we value meta-analyses, research reviews, and highly innovative conceptual papers, we are particularly interested in contributions that provide tangible insights from real-world educational settings.

Important Dates

- Abstract submission due: 1 June, 2024
- Full manuscripts due: 1 September, 2024
- Publication date: early 2025

For inquiries and submissions, please contact: zs2132@columbia.edu (Dr. Shi) and bnlyu@xmu.edu.cn (Dr. Lyu).

We look forward to receiving your proposals and advancing the discourse on GenAI in L2 Chinese language education.

《国际汉语教学学报》

生成式人工智能技术在国际中文教学中的应用专刊

征稿启事

专刊主编

史中琦，美国哥伦比亚大学东亚语言文化系

吕伯宁，中国厦门大学国际中文教育学院/海外教育学院

背景

生成式人工智能技术正在以难以想象的速度进入我们的生活和工作，语言教学也面临着又一次革命性的机遇和挑战。在过去的一年里，如何将生成人工智能（GenAI）应用到语言教育，是整个学界关心的热点话题，国际汉语教学也不例外。GenAI 在提升第二语言汉语技能方面的潜力是巨大而多方面的。例如，通过提供个性化反馈、适应性学习路径和沉浸式语言体验，GenAI 可能促进各项语言技能的提升，包括听、说、读、写等。GenAI 的影响不仅仅局限于技能的习得，还可能对第二语言汉语学习者动机、认知和态度有重大影响。随着学习者深入使用人工智能工具，他们对语言学习可能会产生了新的理解，可能体验到了更高水平的参与度，也可能提高学习的效率。同时，利用 GenAI 技术的创新教学方法也正在涌现。教育工作者正在探索将 GenAI 整合到教学实践中的新策略和方法，旨在解决教学中的难点，优化第二语言汉语学习者的学习体验。所以，我们迫切需要实证研究和基于课堂的研究，探索 GenAI 在第二语言汉语学习和教学中的潜力，最大程度地发挥其影响。通过深入理解 GenAI 在语言教育中的作用，我们可以有效地利用技术的潜能，提升第二语言学习者的体验和效果。

征稿主题

本期专刊接受以下主题：

1. 生成式人工智能辅助汉语作为第二语言习得：调查生成式人工智能技术如何辅助汉语作为第二语言的习得、语言表达和表现。
2. 通过生成式人工智能促进第二语言汉语技能：探索生成式人工智能在促进第二语言汉语技能（包括听、说、读、写等各个方面）的潜力。
3. 生成式人工智能对学习动机、感知和态度的影响：探究生成式人工智能技术对学习者在第二语言汉语学习过程中的动机、感知和态度以及在利用人工智能工具时的学习体验的影响。

4. 生成人工智能时代的教学方法创新：介绍生成式人工智能技术融合国际中文教与学的创新教学方法。
5. 生成式人工智能技术的教学挑战：讨论将生成式人工智能技术融合到国际中文教学实践中所面临的挑战和困境。
6. 生成式人工智能技术应用于教学评估：探索利用生成式人工智能技术应用于国际中文教育测量与评估。
7. 生成式人工智能与教育工作者的专业发展：探讨生成式人工智能技术发展背景下的教师专业发展。
8. 基于生成式人工智能的语言学习资源和材料的开发：介绍基于生成式人工智能技术的国际中文学习资源和材料开发。
9. 对生成式人工智能技术的感知研究：探讨在汉语作为第二语言学习的环境下，教师和学生感知生成式人工智能技术应用于国际中文教育的感知。

我们特别鼓励严谨的实证研究和基于课堂的研究，我们也欢迎元分析、研究综述和创新的理论性文章，但我们特别感兴趣的是来自真实教育环境中的研究，力求能够提供切实可行的贡献。

时间节点

- 摘要提交：2024年6月1日
- 全文提交：2024年9月1日
- 刊出日期：2025年初

专刊咨询、摘要和全文提交，请联系：zs2132@columbia.edu（史中琦博士）、bn1yu@xmu.edu.cn（吕伯宁博士）。

我们期待收到您的投稿。