AI 时代的汉语差异化教学

理论与实践

Differentiated Chinese Language Instruction
in the AI Era: Theory and Practice

Saturday, March 1, 2025

8401 Good Luck Rd, Lanham, MD 20706

会议注册链接

https://forms.gle/dAs5SqmLeufRqa546

CLTA-NCR Spring Workshop 2025
Agenda

9:00 AM – 9:30 AM   Registration and Breakfast 注册、早餐

9:30 AM – 9:35 AM   Opening Remarks 开幕辞

> by Dr. Lihong Huang, President of CLTA-NCR 会长黄丽红老师

9:35 AM – 10:50 AM   Presented by **Invited Speaker**

> **Dr. Xianwen Cao 曹贤文老师**
>
> with assistance from Ms. Fengyong Zhang 张凤永老师
>
> "Differentiated Chinese Language Teaching in the AI Era: Concepts, Strategies, and Practices"
>
> followed by Q & A moderated by Mr. Ted Xu 徐昕老师

10:50 AM – 11:00 AM   Coffee Break 茶歇

11:00 AM – 12:30 PM   Presented by **Invited Speaker**

> **Ms. Alice Zhang 张瑛老师**
>
> "Leveraging Differentiated Instruction and Assessment for Effective Language Teaching"
>
> followed by Q & A moderated by Mr. Ted Xu 徐昕老师

12:30 PM – 1:30 PM   Lunch 午餐

1:30 PM   Closing of the Workshop 会议闭幕

Speakers & Abstracts

主讲嘉宾及内容简介

曹贤文 Xianwen Cao

曹贤文，南京大学教授、博士生导师、海外教育学院副院长、中国语言战略研究中心研究员，兼任世界汉语教学学会理事、世界汉语教学学会教师发展专业委员会副主任委员、南京师范大学博士生导师、北京语言大学语言资源高精尖创新中心特聘研究员。长期在国内外从事国际中文教育教学和研究工作，一线教学经验丰富，发表学术论文 60 余篇，出版专著、教材等 10 余部，主持国家社科基金、教育部人文社科基金等研究课题多项。

张凤永 Fengyong Zhang

张凤永，南京大学文学院在读博士，持有剑桥成人英语教学证书（CELTA）。曾任南京大学海外教育学院中文教师、联合国职员中文培训项目、美国国际教育交流协会（CIEE）项目、美国国家安全语言计划青年组（NSLI-Y）等众多来华项目汉语教师。2012-2013 年任韩国仁济大学中文系讲师，2015-2019 年任英国谢菲尔德大学孔子学院外派教师。

内容简介

标题：AI 时代的中文差异化教学——理念、策略与实践

摘要： 在人工智能迅猛发展的今天，将 AI 技术高效融入中文教学，实现真正的差异化教学，已成为教育工作者关注的核心议题。本次讲座将系统探讨 AI 时代中文差异化教学的

理念框架、实践策略与创新方法。首先，从理论出发，解析 AI 与经典教学设计理论的深度融合，并结合美国教育政策与实践环境，阐述 AI 在中文教学中的角色。其次，探讨 AI 驱动下的具体教学策略，包括学情分析与诊断、个性化内容推送、智能资源库建设等实践方法。此外，还将展示多款实用的 AI 教学工具，涵盖语音训练、写作辅助、内容生成等多个维度，并结合 K-12 和大学课堂的具体案例，展示这些工具的实际应用效果。最后，就教师专业发展和教学创新等方面进行探讨，帮助与会教师掌握 AI 辅助下的差异化教学方法，提升教学效果。

Title: Differentiated Chinese Language Teaching in the AI Era: Concepts, Strategies, and Practices

Abstract: The rapid advancement of artificial intelligence (AI) has transformed the landscape of Chinese language teaching, enabling more advanced approaches to Differentiated Instruction. This presentation examines the integration of AI technologies in Chinese language education through three key dimensions: theoretical foundations, practical strategies, and innovative applications. We analyze how AI enhances established pedagogical theories while addressing the specific context of U.S. educational practices. The discussion encompasses AI-driven strategies for learner assessment, personalized content delivery, and resource development, supported by examples from K-12 and higher education settings. Practical demonstrations of AI tools for pronunciation, writing, and content generation will illustrate effective classroom applications. The session concludes with actionable insights for professional development and instructional design, equipping educators with methods to enhance teaching effectiveness through AI integration.

张瑛 Alice Zhang

张瑛，获得苏州大学英美文学学士学位。在美学习国际关系，获得中小学特殊教育硕士学位。1997-2010 年执教于巴尔的摩市公立学校。2011-2015 年期间任汉办-马里兰大学中文教师资格证书项目主任，现任马里兰大学教育学院教育管理系高级教职专家、研究生教育学课程讲师、世界语言教育研究生及实习生导师。至今为美国中小学输送了近 200 名高质量的认证中文教师，项目毕业生在美国各中小学极其受欢迎。同时活跃于美国中文教学领域。作为大学理事会 AP 阅卷官、AP 中文工作坊顾问、AP 中文课程教学大纲审核员以及美国外语教学学会 OPI 考官，她应邀在美国东岸、中部以及西岸中学和大学培训 AP 中文教师。她也是 ACTFL/CAEP 项目评审员之一，审核美国各高校世界语言教育项目的报告。作为世界银行教育顾问，她在南美国家进行考察，帮助当地建立了规范的特殊教育学校。她的研究方向是美国中小学中文教师培养，其中包括课堂管理、中文沉浸和 AP 中文教学。

内容简介

Title: Leveraging Differentiated Instruction and Assessment for Effective Language Teaching

Introduction:

This presentation explores how to implement differentiated instruction (DI) and assessment strategies to address the diverse needs of students in language classrooms. It is designed to provide participants with practical tools and methodologies, including the integration of AI tools like Suno AI and alignment of assessments with models such as AAPPL (Assessment of Performance toward Proficiency in Languages).

Outline:

Part 1: Exploring the Three Components of Differentiated Instruction

The presentation will begin with an overview of the three core components of DI, followed by a mini-lesson that demonstrates these principles:

- **Content:** Introduce a topic using Suno AI for teaching.
- **Process and Product:** Group participants based on the proficiency levels of their students and provide tiered tasks to engage with the content.

Part 2: Hands-On Lesson Plan Development

Participants will:

- Work independently, in pairs, or in groups to design a lesson plan that incorporates DI strategies and tailored assessments.
- Utilize tools such as AAPPL for students at novice levels or OPI (Oral Proficiency Interview) for those at intermediate or pre-advanced levels. The presenter will introduce AAPPL/OPI as needed.

Conclusion:

The presentation will conclude with selected participants presenting their lesson plans, fostering a collaborative environment where ideas and strategies can be shared and refined.

Special Thanks to the Following Institutions
for Their Generous Support

The Chinese Language Teachers Association (CLTA)

马里兰中文教育学院

中国驻美国大使馆教育处

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