

e·ChinesePlus: Enhancing Online Chinese Language Learning for Spanish Speakers through Expert-Driven Digital Activities

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Background

At the previous conference (TCLT11) we presented [e-ChineseTools](#)



The screenshot shows the homepage of the e-Chinese Tools website. The background is a top-down view of a desk with a laptop, headphones, glasses, a notebook, and a clock. The website header includes the logo 'e-Chinese Tools' with the tagline 'DIGITAL TOOLS FOR TEACHING AND LEARNING CHINESE' and a navigation menu with links: 'THE PROJECT', 'DISSEMINATION AND PUBLICATIONS', 'POLL', 'CONTACT', 'SUGGEST', and 'ADMINISTRATION'. A language selector is set to 'English'. The main content area features the title 'e-Chinese Tools' and the subtitle 'One thousand and one tools to learn Chinese', with the note 'Constantly updated'. Below this is a search interface with a text input field labeled 'Word, description', an 'Advanced search' button, and three dropdown menus for 'Skill' (Reading, Listening, Cultural), 'Type' (Activity, Audio, Song), and 'Level'. A green 'Search' button is positioned to the right of the dropdowns. In the bottom right corner, there are three green icons: a plus sign, a trash can, and an upward arrow.

Rationale

[e-Chinese](#)Tools: good to find resources (>450), but not enough

Need for activities that enhance students' active skills, not just passive

Need for resources for Spanish-speaking students

Democratization of access to quality online Chinese L2 resources

What and who

- Website:
<https://dtieao.uab.cat/gelea2lt/chineseplus/>
- 3 filters:
 - **Level:** A1, A2, B1 & B2 (CEFR)
 - **Skill:**
 - Reading, listening, speaking, vocabulary, grammar, pronunciation, characters, **culture** and **translation**
 - **Topic**
- **Team** of 7 Chinese language teachers & researchers

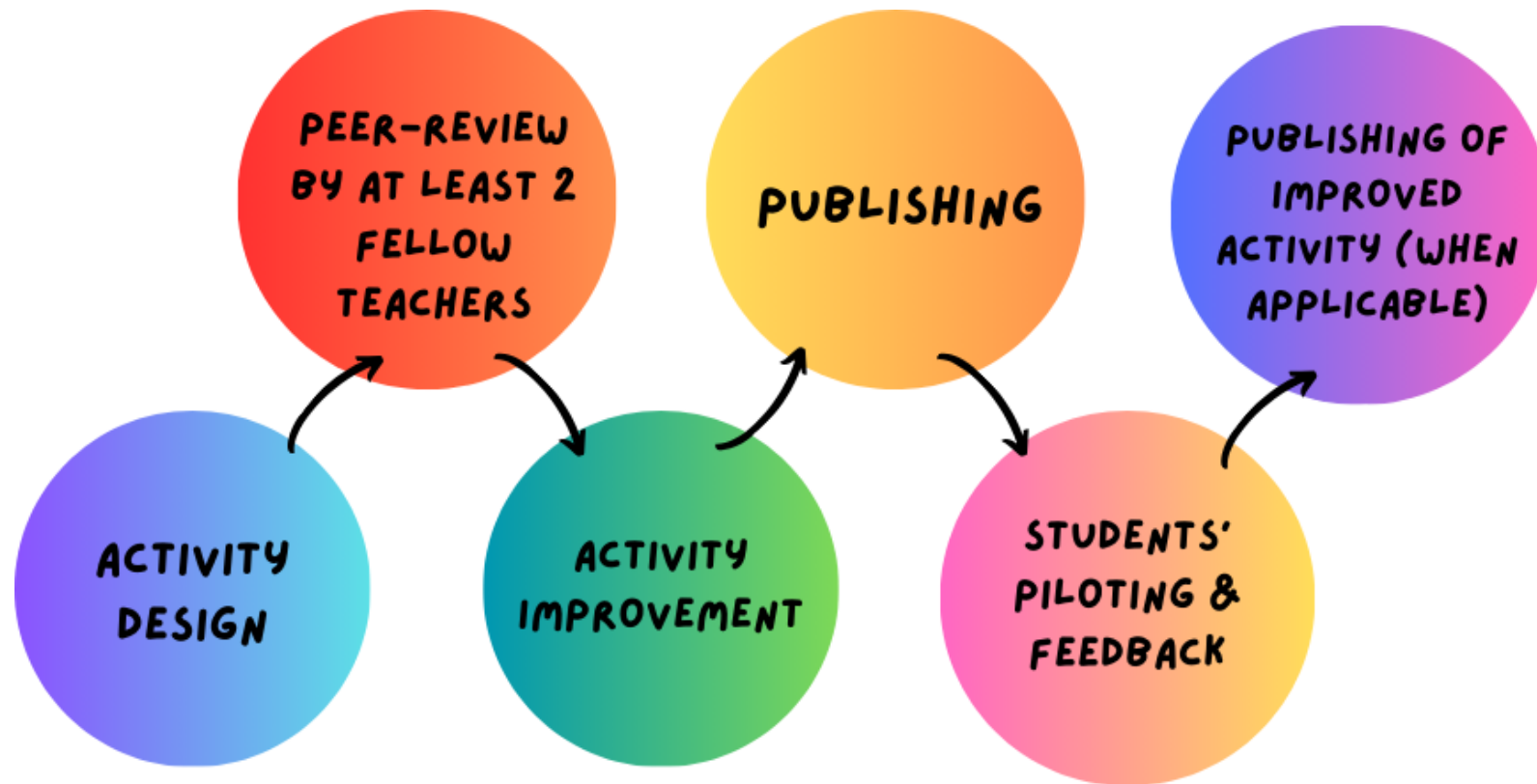
The screenshot displays the CELEA2LT website interface. At the top, there are logos for 'fundació Institut Confuci de Barcelona' (巴家罗群孔子学院基金会), 'TXJCC', and 'CELEA2LT'. A navigation bar includes 'Mis actividades 30' and 'Todas las actividades'. The main heading is 'Todas las actividades'. Below this is a search bar labeled 'Buscar cursos'. The course listings are organized into a grid of six items, each with a book icon and a colored bar at the bottom:

- CE. De viaje a China (A 1)
- CE. Direcciones (A 1)
- CE. Empanadillas y cómo cocinarlas (B 1)
- CE. 申请书 (B 2)
- CE. 求职信 (B 2)
- CE. Deportes (B 1)

On the right side, there are filter sections:

- Nivel:** A 1 (30), B 1 (18), B 2 (9), A 2 (18)
- Categorías:** Comprensión escrita (CE) (17), Comprensión oral (CO) (9), Cultura (7), Expresión oral (EO) (4), Traducción (3), Pronunciación (4), Grafémica (8), Gramática (14), Vocabulario (9)
- Temas:** Comida (2), Compras (3), Deportes (1)

How: Workflow of team's work



Our approach to activities' design

Open access

Moodle-based webpage

Use of existing

technologies (CALL)

Self-corrective

activities with feedback

+ GenAI = **ICALL**

Use of ICALL in activity creation

Text

Reading comprehension ✓
Listening comprehension ✓
Text correction and
modification ✓
Question generation ✗

Image

Vocabulary
Culture
Listening
Reading
Speaking

Audio

Listening (text-to-speech)
Speaking (speech-to-text)

Use of ICALL in activity creation: text generation

Rellena los huecos de esta carta de solicitud con los términos formales adecuados en cada caso. 请选择合适的书面表达填空，将这封申请书补充完整。

_____ 招生办公室：

您好！我名叫宋玛丽，毕业于巴塞罗那自治大学东亚研究专业。我_____ 贵校的“汉语作为外语教学”硕士学位课程。

在我的_____ 学习期间，我始终保持优异的成绩，并且对汉语及其教学法产生了_____。此外，我_____ 在辽宁大学通过交换项目深入学习汉语，这段经历不仅提高了我的语言能力，还增强了我对中华文化的理解和热爱。

对我来说，选择_____ 的汉语教学硕士课程是基于贵校在此领域的卓越教育质量和研究成果。我对贵校的教学方法和研究资源特别感兴趣，相信这将极大地助力我未来的学术和职业发展。

_____ 能够成为贵校的一员，不仅为了进一步提升我的专业技能，也希望将来能够在推广汉语教育和文化交流中发挥积极作用。我坚信，贵校的_____ 和教育资源将为我提供无与伦比的学习和成长机会。

感谢您_____。期待将来能为贵校的发展尽一份自己的力量。_____ 或安排面试，_____ marieta@chineseplus.com _____。

此致 _____，

宋玛丽

浓厚的兴趣

与我联系

学术环境

本科

敬请通过

如需更多信息

希望申请

尊敬的

贵校

敬礼

有幸

我热切希望

考虑我的申请

Use of ICALL in activity creation: text generation

Lee el texto siguiente y selecciona las palabras que faltan (sobra alguna): / 阅读下面的短文，选出缺失的词语（有一个多余选项）：

台师大 房间出租

嗨！大家好！我是一个在台北市住的年轻女孩子，我家离师大很 ，位置真的超方便！现在我正在找室友，希望可以认识新朋友，也能分担一下租金哦。

附近
近
靠近

房子简介：

- 两间 ：其中一间现在空出来等你！室内已提供家具，包括床、书桌、椅子和衣柜；
- 一个温馨的 ：配有沙发和电视，非常适合大家一起聚会、看电影或聊天；
- 干净整洁的 ；
- 实用的 ：配备基本厨具，我也偶尔会做一些小点心，欢迎一起分享！
- 还有一个小小的 ，提供书桌和椅子，如果你需要安静的地方工作或学习，这里会很适合你。

Use of ICALL in activity creation: text generation

Ordena los párrafos para formar una carta de presentación. 请将下面这封求职信的各语段按正确顺序排列。

李胡安

我对西班牙语教育充满热情，希望能在贵校发展我的教学生涯。我相信，我的专业背景和实践经验会使我成为贵校理想的候选人。

此致 敬礼，

此外，我具备HSK4级的中文水平，能够用中文进行基本的沟通和教学说明。我深信这将有助于我更好地与学生和同事沟通，提高教学效果。

感谢您考虑我的申请，期待有机会参加面试，为贵校的发展尽一份自己的力量。任何疑问，请随时通过86-79854127或huanito@chineseplus.com与我联系。

在我的学术生涯中，我一直保持优异的成绩，并且在英国曼彻斯特的一所学校完成了教学实习，积累了宝贵的教学经验。这段经历不仅让我掌握了教学方法和课程设计，还增强了我的跨文化交流能力。通过实践，我学会了如何激发学生的学习兴趣 and 参与感。

尊敬的招聘经理，

您好！我叫李胡安，是一名翻译专业的毕业生，持有西班牙语外语教学的硕士学位。我希望通过此信来申请贵校的西班牙语教师职位。

Use of ICALL in activity creation: image generation

Marca todas las piezas de ropa que van con el medidor 件 (jiàn).



耳朵

鼻子

眼睛

嘴巴

头发

眉毛

脖子

Use of ICALL in activity creation: image generation



梨花 老张 老王 我 兰兰 玛丽 阿梅 雪白 马克

Use of ICALL in activity creation: text & audio generation

Completa el mapa del tiempo según la información que escuches en la previsión meteorológica siguiente. /
根据下面的天气预报信息，完成天气图。

▶ 🔊 ————— -1:53 1x

南海诸岛

晴朗 多云转阴 阵雨 雷暴 晴转小雨 18°C-14°C 26°C-20°C

Use of ICALL in activity creation: image & audio generation

EO. Ropa y colores

Marcar como hecha



你买了什么衣服? ¿Qué has comprado?

Prem per parlar

EO. Ropa y colores

Marcar como hecha



你买了什么衣服? ¿Qué has comp

Prem per parlar

EO. Ropa y colores

Marcar como hecha



你买了什么衣服? ¿Qué has comprado? (Di el objeto, la cantidad y color)

Les vostres respostes s'han interpretat com a:

一条 ✖

Respostes correctes:

一条蓝色的牛仔裤

一条蓝牛仔褲

我买了一条蓝色的牛仔裤

我买了一条蓝牛仔褲

一条蓝裤子

一条蓝色的裤子

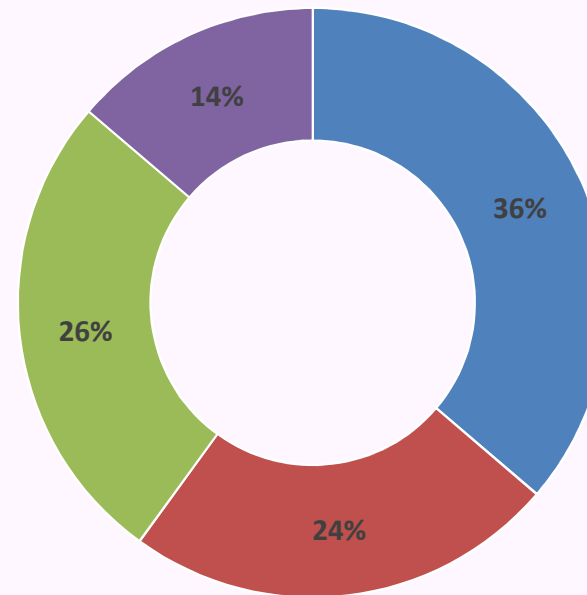
我买了一条蓝色的裤子

我买了一条蓝裤子

Overview of current offer

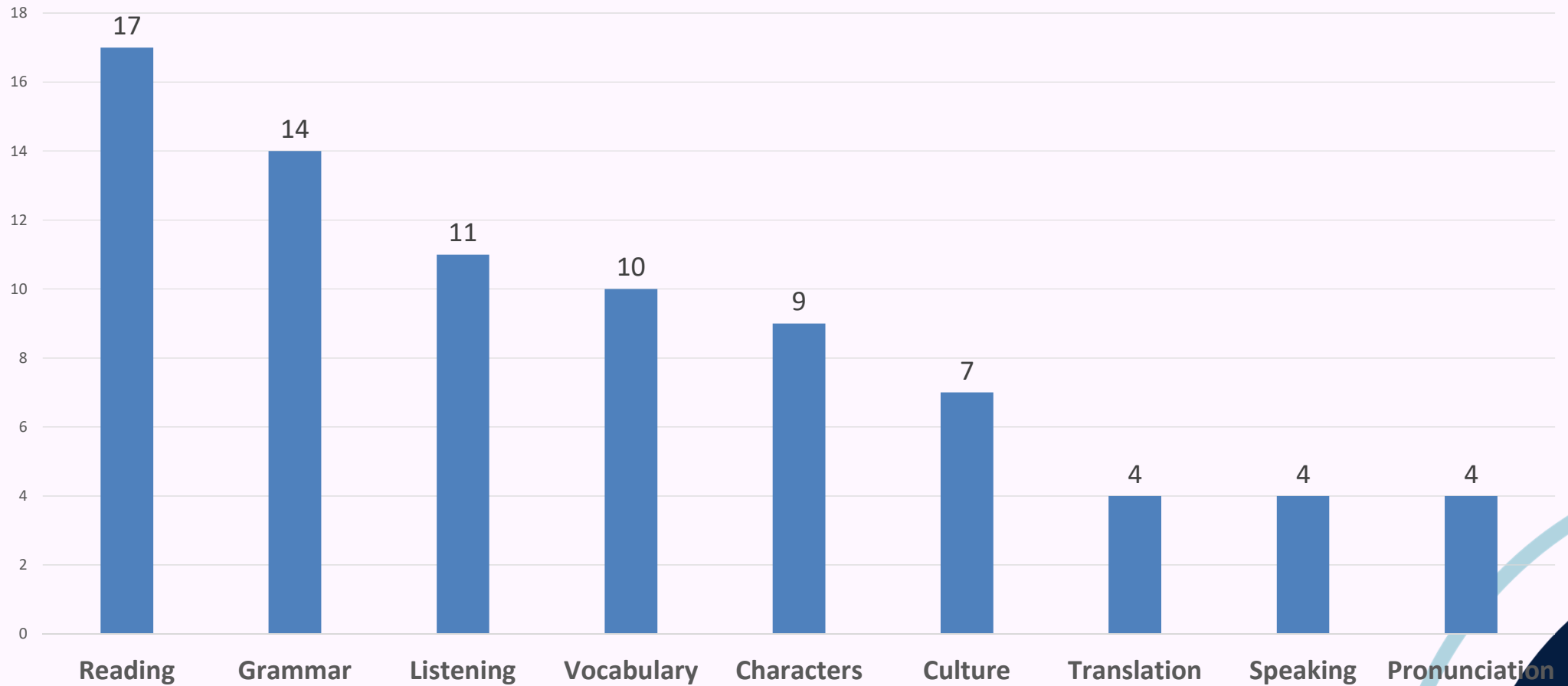
- 80 activities
- 4 levels
- 9 skills
- 102 users

Level

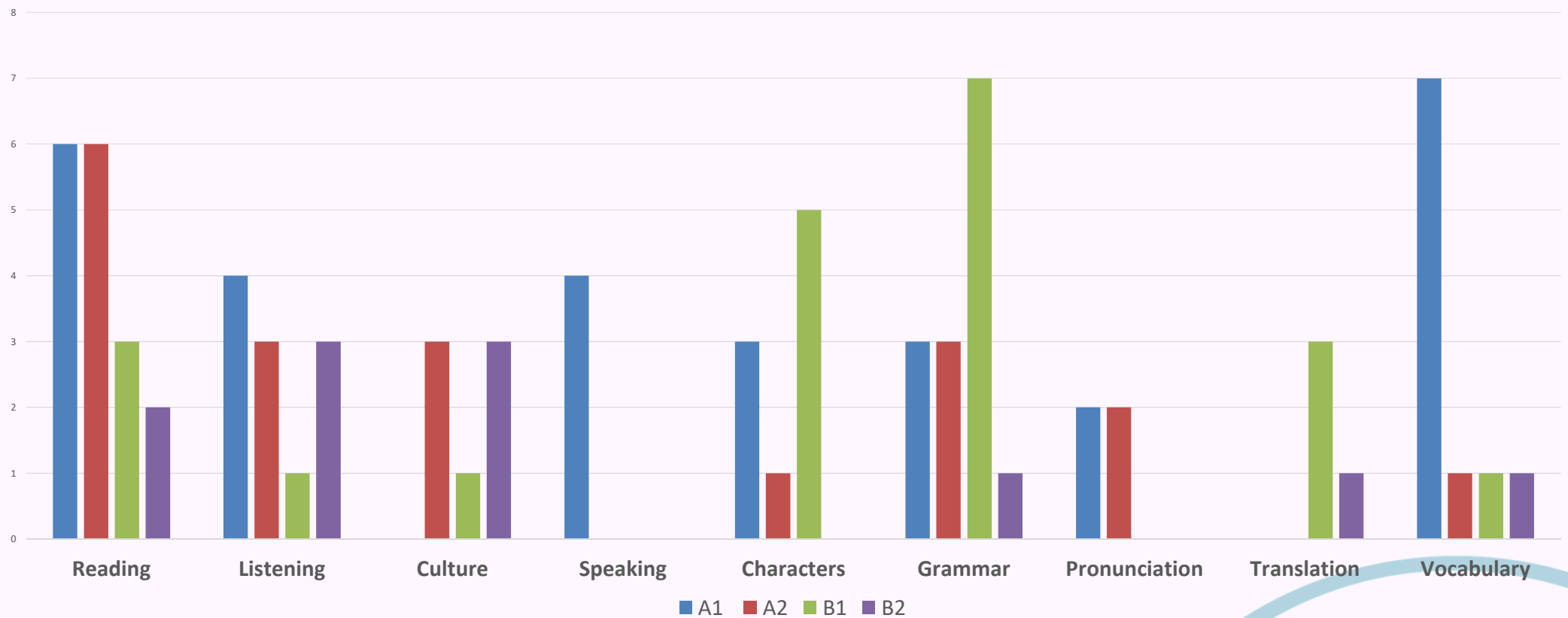


■ A1 ■ A2 ■ B1 ■ B2

Overview of current offer: skills



Overview of current offer: skill-level



Piloting with students

What an interesting and stimulating activity!

It's the first time I see such an exercise.

It makes you think. It's good to practice!

It took me a while to complete because I am not very familiar with *chengyu* but I learned a lot.

It's fun and entertaining, different from more typical and conventional activities.

Speaking activities cannot be done with the phone. And sometimes you need to repeat a few times...



Work in progress

Increase the number of activities

Balance between levels and skills

More feedback from students

Feedback from colleagues (OA)



Conclusions

- This resource fills a gap identified in previous research
- The use of ICALL has empowered us to create different kinds of activities without the need to rely on sophisticated technological skills
- Due to the team's background, it includes translation and cultural activities, not easily found in other resources
- More diverse resources = more affordances to learn for students (aligned with the principles of the Universal Design for Learning framework)



Future challenges

- Popularizing the resource among Spanish-speaking Chinese L2 students (including Latin America)
- Creating advanced speaking activities
- Exploring the possibility of using other AI tools like chatbots to develop productive skills (oral and written)

Thank you!

谢谢!

