



# **International Cooperation in CSL/CFL Studies**

**Yu-Ju Lan**

**Situated and Immersive TELL Lab  
National Taiwan Normal University**



# International Cooperation



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**Since 2011**



**Since 2013**



**2013 ~ 2018**



**Since 2018**



**Since 2018**

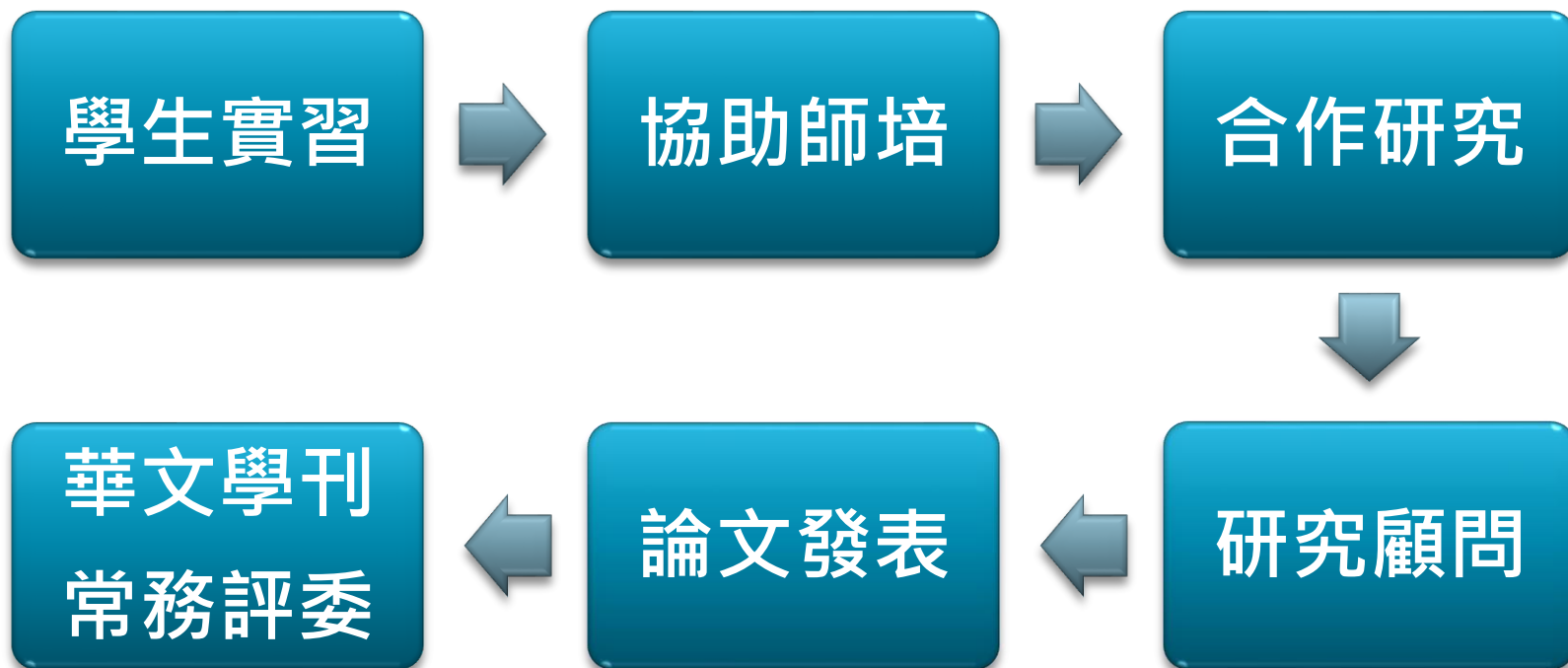


## Does a 3D immersive experience enhance Mandarin writing by CSL students?

*Yu-Ju Lan, National Taiwan Normal University*

*Bo-Ning Lyu, The University of Hong Kong*

*Chee Kuen Chin, Singapore Centre for Chinese Language*



2021-05-03

## 眼見為憑 悠遊擬真情境 樂學華語寫作





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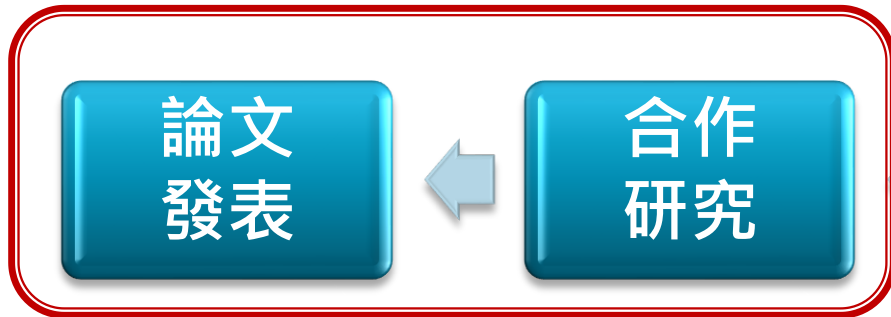
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論文  
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kaiting30  
Friend  
ChengYuefjao

Owner  
Kaylee West  
XiLin Yifu

chiayun

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pei416

Nian-Shing Chen  
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Member  
KareyLan

Member  
Roylin1003

Grace

Yen-Tin

qiuyegrace

STARBURST DANCE BALL  
TOUCH TO GET YOUR GROOVE ON  
45 DANCES LOADED

CLICK screen  
to hear music







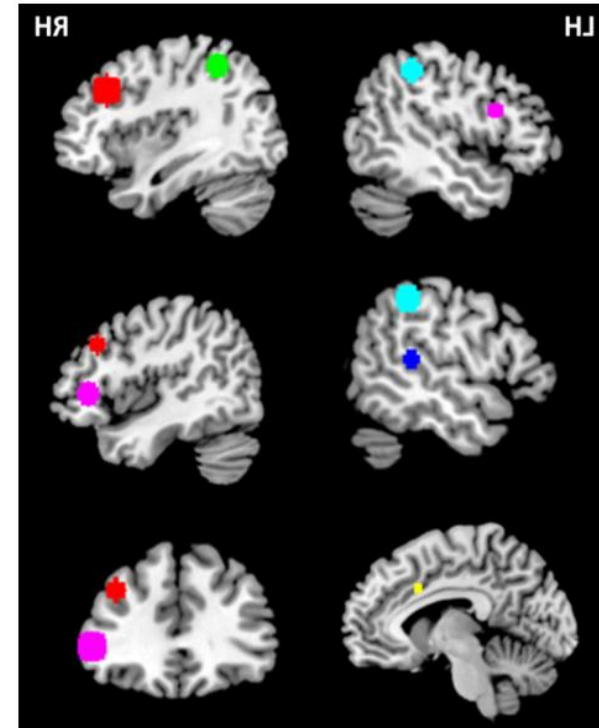
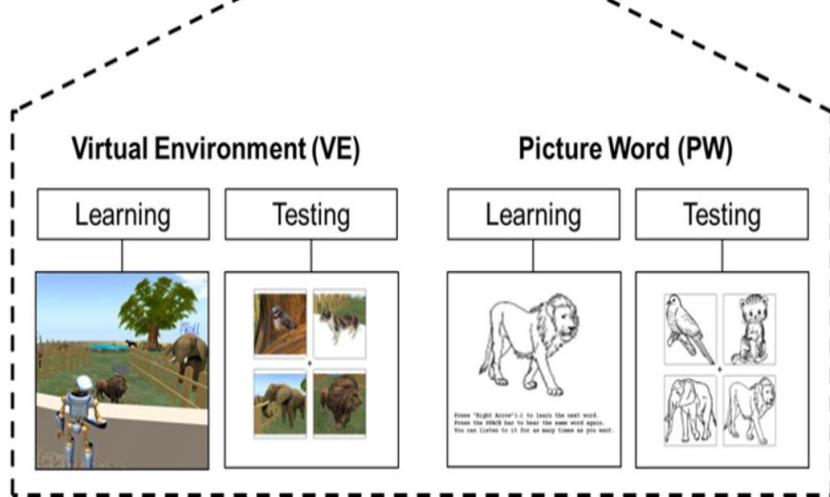
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Prof. Ping Li





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研究

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研究

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Embodied cogni  
in virtual enviro

Yu-Ju Lan, Niall  
Scott Grant

Educational Technology Research  
and Development  
A bimonthly publication of  
the Association for Educational  
Communications & Technology

ISSN 1042-1629

Education Tech Research Dev  
DOI 10.1007/s11423-015-9380-y

Education Tech Research Dev (2015) 63:671–690  
DOI 10.1007/s11423-015-9380-y

RESEARCH ARTICLE

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Springer

Hsiao, I. Y. T., Lan, Y.-J., & Kao C.-L., & Li, P  
in Virtual Worlds. *Educational*

Visualization Anal



Indy Y.

<sup>1</sup>Department of Applie

<sup>2</sup>Department of Psychol  
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training: EFFECTS OF LEARNING

Jennifer Legault<sup>a,\*</sup>, Shin-Yi Fang<sup>a</sup>,

<sup>a</sup> Department of Psychology and Center for Brain, Behavior, &  
<sup>b</sup> Department of Applied Chinese Language and Culture, Nati

*Bilingualism: Language and  
Cognition*

cambridge.org/bil

Keynote Article

Cite this article: Li P, Lan Y-J  
Language Learning (DLL): Insiq  
Behavior, Cognition, and the E  
*Bilingualism: Language and C*  
https://doi.org/10.1017/S13667

Received: 14 June 2021  
Revised: 24 June 2021  
Accepted: 24 June 2021

Keywords:  
digital language learning; secc  
acquisition; bilingual represen  
learning; neurocognition of la

Digital Language Learning (DLL): Insights from  
Behavior, Cognition, and the Brain

Ping Li<sup>1</sup> and Yu-Ju Lan<sup>2</sup>

*Bilingualism: Language and  
Cognition*

cambridge.org/bil

Author's Response

Cite this article: Li P, Lan Y-J (2021).  
Understanding the Interaction between  
Technology and the Learner: The Case of DLL.  
*Bilingualism: Language and Cognition* 1–4.  
https://doi.org/10.1017/S1366728921000948

Received: 23 September 2019  
Accepted: 23 September 2021

Keywords:  
digital language learning; technology and  
learning; personalized learning and big data;  
individual difference

Understanding the Interaction between  
Technology and the Learner: The Case of DLL

Ping Li<sup>1</sup> and Yu-Ju Lan<sup>2</sup>

<sup>1</sup>The Hong Kong Polytechnic University, Hong Kong and <sup>2</sup>National Taiwan Normal University, Taipei

Introduction

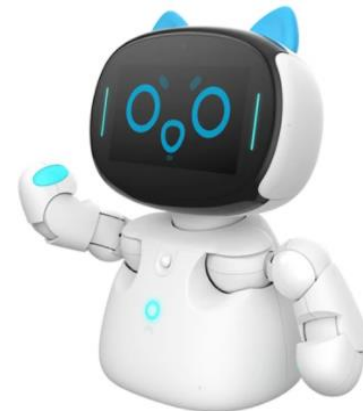
In our Keynote Article (henceforth KA) we outlined the DLL framework for using cutting-edge digital technologies to enhance second language (L2) learning and representation. L2 is an excellent example for illustrating how the development of emerging technologies may intersect with education due to the complexity and relevant instructional practices involved. Although our KA had much to say about the different types of technologies (e.g., mobile learning, virtual reality, and digital games) and the impacts that they bring to L2 learning in particular and to education in general, our goal was to understand how the features/affordances of these technologies could be better applied to enhance L2 learning effectiveness. At the outset we considered the gaps in the literature as the starting points of our discussion – specifically, the mismatch between technological features and learner-specific characteristics. Without understanding how the technologies may be relevant to a given task (L2 learning in this case), the application of a new technology will be blind. At the same time, without understanding how the learner characteristics fit a given technology, the use of a technology will be fruitless.



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《商業周刊》第 1057 期 三

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in Mandarin Chinese**  
(中文在线实时沉浸式沟通之研究报告)

Tseng, Miao-fen  
(曾妙芬)

Sun, Yujia  
(孙雨佳)

Lan, Yu-Ju  
(篮玉如)

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**Chapter 9**  
**A Preliminary Study of Pre-Service  
Teachers' Development and Reflections  
on Online Teaching**

Chih-hua Hsu, Yu-Ju Lan, and Miao-fen Tseng



一起探索

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thank  
you

