

## **Leveraging Technology for Multimodality-Oriented Research and L2 Teaching: The Case of Compliments in Chinese**

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Multimodality-oriented research conceptualizes human communication as the integration of multiple semiotic resources, including grammar, conversational structure, prosody, and embodied actions. This perspective offers a novel way of understanding the relationship between language and related fields. As a result, multimodality has become a central concern across diverse disciplines such as discourse linguistics, language learning and teaching, and artificial intelligence.

In this talk, I demonstrate how AI-based tools can be leveraged for both Chinese linguistic research and the teaching of Chinese as a second language (CSL). Specifically, I show how technologies such as video data processing, speech-to-text conversion, machine translation, and visualization software can support fine-grained qualitative analyses of Chinese across multiple domains (e.g., lexico-grammar, pragmatics, multimodal interaction, and translation), while also enabling large-scale empirical investigation. This integrated approach has the potential to generate insights that would otherwise be difficult to obtain.

From an instructional technology perspective, incorporating AI-assisted multimodal analysis into Chinese L2 instruction can provide learners with innovative ways to engage with authentic Chinese materials, thereby enhancing pedagogical effectiveness. As an illustrative case, I focus on the pragmatic function of compliments in video-recorded naturally occurring conversation, demonstrating how findings from multimodal interactional analysis, assisted by AI tools, can be translated into CSL classroom practice.