

# 4<sup>TH</sup> INTERNATIONAL CONFERENCE ON ENGLISH ACROSS THE CURRICULUM

PRE-CONFERENCE WORKSHOPS

**2 DECEMBER 2024**

MAIN CONFERENCE

**3-4 DECEMBER 2024**

THE HONG KONG POLYTECHNIC UNIVERSITY

AND ONLINE ON ZOOM

Conference brought  
to you by the winner  
of the 2022 Hong Kong  
UGC Teaching Award  
(Collaborative Teams)



# Conference Location Map

## The Hong Kong Polytechnic University



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## General Information

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English Across the Curriculum  
C/O Educational Development Centre  
The Hong Kong Polytechnic University  
Hung Hom, Hong Kong

 [eac2024@polyu.edu.hk](mailto:eac2024@polyu.edu.hk)  
 <https://www.polyu.edu.hk/eacconference>  
**Guestbook**  
 <https://padlet.com/eac2024info1/eac2024>



# Welcome Message from the Organising Committee

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We are delighted to see you all at the Fourth International Conference on English Across the Curriculum (EAC) brought to you by the recipient of the esteemed 2022 Hong Kong University Grants Committee (UGC)'s Teaching Excellence Award (Collaborative Team). We are grateful to the UGC for the Award Grant that has allowed us to hold this conference. The Organising Committee of the EAC2024 Conference comprises staff from three universities: The Hong Kong Polytechnic University, City University of Hong Kong, and Hong Kong University of Science and Technology; and we thank the three universities and their language centres, as well as the Educational Development Centre of PolyU for their staunch support.

EAC2024 Conference aims to bring together local and international language educators into dialogue and exchange of the latest theories and practices of English Across the Curriculum (EAC) and Content and Language Integrated Learning in their academic settings. We are proud to be joined by presenters from around 13 regions and countries, including Australia, Brunei, Hong Kong, Japan, Macau, Mainland China, Norway, Philippines, Singapore, Sweden, Taiwan, the United Kingdom, and the United States, sharing how EAC has developed and sustained in different parts of the world.

This year's presentations cover a wide range of EAC topics ranging from the integration of English learning into the discipline, theoretical discussion of EAC challenges and opportunities, to AI-powered language learning and assessment tools. The disciplines for EAC practices encompass architecture, business, genre studies, law, physics, and translation studies, just to name a few. The diversity of approaches enriches us on how educators implement the EAC principles and the latest technology into their curriculum design and assessments.

We are grateful to our invited speakers for their plenary speeches, workshops and discussion panels. We would also like to thank everyone who presents, participates in, and supports the Conference. All the abstracts underwent a double blind review, and around 80 of them will be presented.

In the first two EAC Conferences that were held in person, we included a cultural event, e.g. a local choral group singing famous Cantonese songs. This year we are very glad that wushu master and four-time world champion Li Fai sifu will be performing taichi and taichi sword for us. Don't miss that and the cocktail ceremony that follows it.

Enjoy the conference and the networking opportunities it presents!

Organising Committee

The Fourth International Conference on English Across the Curriculum



Ms Christy Chan  
CityUHK

Ms Grace Lim  
PolyU

Dr Julia Chen  
PolyU

Dr Elza Tsang  
HKUST

Ms Vicky Man  
HKBU

# Congratulatory Welcome Message

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**Professor Kwok-yin Wong**  
Vice President (Education)  
The Hong Kong Polytechnic University

Ladies and gentlemen, esteemed colleagues, distinguished guests, and participants

It is my great pleasure to welcome you all to the Fourth International Conference on English Across the Curriculum. We are gathered here today at The Hong Kong Polytechnic University and online, not only to share knowledge and insights but also to celebrate the remarkable achievements within our academic community.

First and foremost, I would like to extend my heartfelt congratulations to Dr Julia Chen for her outstanding leadership in guiding an inter-institutional team on English Across the Curriculum (EAC) that has been honoured with the prestigious University Grants Committee (UGC) Teaching Award (Collaborative Team), Silver Prize in the international QS Reimagine: Breakthrough Technology Innovation in Education Award, and was a Shortlisted Finalist for the Times Higher Education Awards Asia. The dedication and vision of Dr Chen and the colleagues on her EAC team from four Hong Kong universities have brought recognition to our institutions. The team has been invited to give talks in different institutions and keynotes at international conferences in the USA and Singapore.

The EAC2024 Conference is made possible through the generous funding from the UGC Teaching Award Grant. The conference underscores our commitment to fostering innovative educational practices and our belief in the importance of developing students' communication skills, particularly in the context of their respective disciplines. In an age increasingly influenced by Generative AI, the ability to communicate effectively is more crucial than ever. We must equip our students with the tools they need to articulate their ideas clearly and persuasively, ensuring they can thrive in a rapidly evolving landscape.

Our university places immense importance on learning and teaching. We are dedicated to developing best practices that enhance our students' language and communication abilities, and recognise that strong communication skills are foundational to academic success and professional development. The international EAC Conference serves as a vital platform for the exchange of ideas and discussions on developing students' academic literacy, which is essential in our globalised world.

I would like to take a moment to express my gratitude to the Organising Committee, which comprises dedicated staff from three local universities. Your hard work and commitment have made this event possible, and we are all grateful for your efforts.

We are also thrilled to welcome renowned keynote speakers, plenary panellists, and workshop facilitators who will share their expertise with us over the course of this conference. With over 80 parallel paper presentations, we have a rich programme ahead that promises to inspire and engage all participants.

Finally, I would like to extend a warm welcome to all participants who have travelled from 13 countries and regions to join us. Your presence here enriches our discussions and fosters a spirit of international collaboration.

I wish all of you a fruitful and enjoyable conference experience. May this gathering inspire new ideas, foster meaningful connections, and contribute to the ongoing development of communication skills in our academic community.

# Conference Themes

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- a. Roles of EAC, WAC, and CLIL in learning and teaching
- b. Opportunities and challenges in implementing EAC, WAC, and CLIL
- c. Innovative pedagogical and assessment practices in EAC, WAC, and CLIL
- d. Designing EAC, WAC, and CLIL programs and fostering collaboration
- e. Integrating technology for language learning in EAC, WAC, and CLIL
- f. Examining the impact of these approaches

## Acknowledgements from the Chair of the Organising Committee

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On behalf of the Organising Committee, I would like to thank:

1. The Hong Kong University Grants Committee (UGC) for the UGC Teaching Award Grant that funds the inter-institutional English Across the Curriculum (EAC) Project that organises this conference. Special thanks to Professor James Tang, UGC Secretary-General, for his Opening Address.
2. Professor Kwok-Yin Wong, Vice President (Education) of The Hong Kong Polytechnic University, for his Welcome Address.
3. The three universities and their centres on the inter-institutional EAC project:
  - The Hong Kong Polytechnic University and its Educational Development Centre and English Language Centre
  - City University of Hong Kong and its Chan Feng Men-ling Chan Shuk-Lin Language Centre
  - Hong Kong University of Science and Technology and its Centre for Language Education
4. Our sponsor, The WAC Clearinghouse, and its Founding editor and Publisher, Professor Mike Palmquist, for their staunch support of, and advice for, EAC. Our profound gratitude goes to Professor Terry Myers Zawacki and Professor Marty Townsend for their mentorship and love. Without them, EAC would not have come this far.
5. Our 3 keynote speakers: Professor Maria Kutteva, Professor Anthony So, and Professor Abram Anders.
6. Our 4 pre-conference workshop speakers: Professor Anthony So, Dr Nora Hussin, Ms Jessie Lam, Dr Elza Tsang, Professor Yuen Yi Lo and Dr Esther Tong.
7. Our plenary panelists: Dr Heather Falconer, Professor Amy Lannin, Dr Joel Rodgers, Professor Susan Thomas, Dr Wesley Curtis, Dr Nora Hussin, Dr Jose Lai, Dr Clive Lee, Ms Catherine Lin, Mr Adrian Ting, Dr Jane Robbins, Professor Ursula Wingate, Professor King Chow, Dr Angela Frattarola, Professor Angel Lin and Dr Christopher Basgier.
8. All presenters of parallel sessions, colloquia, workshops, and posters for your contributions and enthusiasm.
9. All the abstract reviewers for your time and effort throughout the abstract review process. Each abstract underwent a double-blind review, and in some cases, triple-blind reviews.
10. All the facilitators, support staff, and student helpers at the Conference, including those who help out at our pre-conference workshops, keynote sessions, plenary panels, and parallel sessions.

11. Master Li Fai for her spectacular tai chi performance in the cultural event of EAC2024, and Professor Allen Leung for the Chinese-English interpretation and co-performance.
12. The sterling support team at the Educational Development Centre (EDC) in PolyU led by Mr CK Chu (Administration Manager), Mr Sam Poon, Miss Alle Leung, and Miss Winnie Tam for compiling the programme book with the Organising Committee and all the meticulous planning and preparations; our designer and webmaster, Miss Birley Chan; Mr Raymond Ho for IT-related preparations; the video team in EDC led by Mr Anthony Ho and audio-visual colleagues from the English Language Centre of PolyU.
13. Our supporting organisations (in alphabetical order):
  - Hong Kong Teaching Excellence Alliance
  - Hong Kong Tourism Board
14. The three hotels that offer special rates for conference attendees (in alphabetical order):
  - Harbour Plaza Metropolis
  - Hotel ICON
  - Park Hotel
15. Everyone who joins this conference and graces it with your presence. You make the event special and we are so glad to have you with us. We look forward to the opportunity to welcome you again to the next EAC Conference.



Julia Chen, PhD FTCL PFHEA  
Director, Educational Development Centre  
<https://www.polyu.edu.hk/en/edc/about-edc/people/dr-julia-chen/>  
Associate Professor (courtesy), Department of English and Communication  
The Hong Kong Polytechnic University  
Chair, Hong Kong Teaching Excellence Alliance  
<https://hktea.edu.hk/>

## **Pre-Conference and Conference Programme**

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# Pre-Conference Programme

## Monday 2 December 2024

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09.30 – 10.00am	Check-in (Outside Cheung On Tak Lecture Theatre, TU201)	
	<b>TU101</b>	<b>TU103</b>
10.00am – 12.00pm	<b><u>Workshop 1</u></b> Writing in the Mathematical Sciences: Some Do's and Don'ts  <b>Prof Anthony Man-Cho SO</b>	<b><u>Workshop 2</u></b> Empowering Self-Directed Learning in Academic English: Designing Micro Learning Units <b>Dr Nora HUSSIN,</b> <b>Ms Jasmine CHEN,</b> <b>Ms Jessie LAM</b> <b>Dr Elza TSANG</b>
12.15 – 2.00pm	Lunch (VA Student Canteen, G/F, Shaw Amenities Building)	
2.10pm – 2.55pm	Guided Visit <ul style="list-style-type: none"> <li>• CAVE at IC</li> <li>• CAVE at APSS</li> <li>• Library Tour</li> <li>• ELC</li> </ul>	
	<b>TU101</b>	<b>TU103</b>
3.00 – 5.00pm	<b><u>Workshop 3</u></b> Implementing CLIL/LAC in the digital age  <b>Prof Yuen Yi LO</b>	<b><u>Workshop 4</u></b> Unleashing the Power of Generative-AI for Disciplinary Writing Empowerment  <b>Dr TONG, Ka-man Esther</b>

# Conference Programme

## Day 1 Tuesday 3 December 2024

09.00 – 09.30am	Check-in (Outside Cheung On Tak Lecture Theatre, TU201)			
09.30 – 10.05am	Opening (Cheung On Tak Lecture Theatre, TU201)			
10.05 – 11.05am	Keynote 1: <b>Prof. Maria KUTEEVA</b> Revisiting Language Across Disciplines in the Age of EMI and AI (Cheung On Tak Lecture Theatre, TU201)			
11.05 – 11.25am	Refreshment Break (Outside Cheung On Tak Lecture Theatre, TU201)			
11.25am – 12.25pm	Plenary Panel 1: WAC/EAC Operations and Pedagogy <b>Dr Heather FALCONER</b> <b>Prof Amy LANNIN</b> <b>Dr Joel RODGERS</b> <b>Prof Susan THOMAS</b> (Cheung On Tak Lecture Theatre, TU201)			
12.30 – 1.30pm	Lunch (Communal Student Restaurant, 4/F, Communal Building)			
1.35 – 2.35pm	Keynote 2: <b>Prof. Anthony Man-Cho SO</b> Designing and Implementing Writing Components in STEM Courses (Cheung On Tak Lecture Theatre, TU201)			
2.35 – 3.00pm	Poster presentation and refreshment break (PQ Podium)			
	<b>P303</b>	<b>P304</b>	<b>P305</b>	<b>P306</b>
3.00 – 3.30pm	Graduate students’ perception and use of ChatGPT as a tool to develop writing skills  <i>Christian Chia, Jonathan Phan, Owen Harry, Kit Mun Lee</i>	Integrating Content and Language: Autobiographical reflections among ELT practitioners across educational contexts  <i>Connie Chan, Jody Leung and Patrick Leung</i>	Investigating the effectiveness of teacher-researcher-ChatGPT collaboration in supporting CLIL teachers’ assessment design  <i>Jieting Jerry Xin</i>	The unessay in higher education: integrating AI to foster creative academic expression  <i>Chitra Sabapathy, Jun Hiang Lee, Thirunalini Palaniappan</i>
3.30 – 4.00pm	A content and language integrated approach in teaching with case studies  <i>Mattia Miani, Shih-Ching Picucci-Huang</i>	Enhancing EAC: A collaborative approach to teaching environmental impact assessment in ocean science education  <i>Eunice Tang, Elza Tsang, Cynthia Yau</i>	Effectiveness of teacher modelling in improving students’ disciplinary writing skills at an EMI university  <i>Sheng Tan, Vincent Leung</i>	
4.00 – 4.10pm	Break (Outside Cheung On Tak Lecture Theatre, TU201)			
4.10 – 5.10pm	Plenary Panel 2: How Language Centres Can Develop and Sustain EAC <b>Dr Wesley CURTIS</b> <b>Dr Nora HUSSIN</b> <b>Dr Jose LAI</b> <b>Dr Clive LEE</b> <b>Ms Catherine LIN</b> <b>Mr Adrian TING</b> <b>Dr Jane ROBBINS</b> (Cheung On Tak Lecture Theatre, TU201)			
5.20 – 5.50pm	Cultural Activity - Tai Chi demonstration (Outside Cheung On Tak Lecture Theatre, TU201)			
6.00 – 9.00pm	Welcome Reception (U.Green)			

Check-in (Outside Cheung On Tak Lecture Theatre, TU201)				09.00 – 09.30am
Opening (Cheung On Tak Lecture Theatre, TU201)				09.30 – 10.05am
Keynote 1: <b>Prof. Maria KUTEEVA</b> Revisiting Language Across Disciplines in the Age of EMI and AI (Cheung On Tak Lecture Theatre, TU201)				10.05 – 11.05am
Refreshment Break (Outside Cheung On Tak Lecture Theatre, TU201)				11.05 – 11.25am
Plenary Panel 1: WAC/EAC Operations and Pedagogy <b>Dr Heather FALCONER</b> <b>Prof Amy LANNIN</b> <b>Dr Joel RODGERS</b> <b>Prof Susan THOMAS</b> (Cheung On Tak Lecture Theatre, TU201)				11.25am – 12.25pm
Lunch (Communal Student Restaurant, 4/F, Communal Building)				12.30 – 1.30pm
Keynote 2: <b>Prof. Anthony Man-Cho SO</b> Designing and Implementing Writing Components in STEM Courses (Cheung On Tak Lecture Theatre, TU201)				1.35 – 2.35pm
Poster presentation and refreshment break (PQ Podium)				2.35 – 3.00pm
<b>P307</b>	<b>PQ303</b>	<b>PQ304</b>	<b>TU201</b>	
Being unconventional: Do we have the blessings of tech giants?  <i>John Wong</i>	Teaching AI literacies in WAC: strategies for integrating critical AI skills across disciplines  <i>Abram Anders</i>	Creative approaches: CLIL teacher education case Studies from Australia, Hong Kong, Taiwan, and Brazil  <i>Fiona Wiebusch, Victoria Bos</i>	Rethinking plagiarism and pedagogy: Building an empirical foundation for policy and practice across disciplines  <i>Karyn Kessler, Paul Rogers, Paul Michiels</i>	3.00 – 3.30pm
Oral Presentation: perceptions of difficulties and Its use in enhancing speaking skill  <i>Annie Parmis</i>	Redesigning an «English» course into an «English Across the Engineering Curriculum” for pre-engineering students.  <i>Pavel Zemliansky</i>			3.30 – 4.00pm
Break (Outside Cheung On Tak Lecture Theatre, TU201)				4.00 – 4.10pm
Plenary Panel 2: How Language Centres Can Develop and Sustain EAC <b>Dr Wesley CURTIS</b> <b>Dr Nora HUSSIN</b> <b>Dr Jose LAI</b> <b>Dr Clive LEE</b> <b>Ms Catherine LIN</b> <b>Mr Adrian TING</b> <b>Dr Jane ROBBINS</b> (Cheung On Tak Lecture Theatre, TU201)				4.10 – 5.10pm
Cultural Activity - Tai Chi demonstration (Outside Cheung On Tak Lecture Theatre, TU201)				5.20 – 5.50pm
Welcome Reception (U.Green)				6.00 – 9.00pm



## Day 2 Wednesday 4 December 2024 - Morning

09.00 – 09.30am	Check-in (Outside Cheung On Tak Lecture Theatre, TU201)				
09.30 – 10.30am	Keynote 3: <b>Prof. Abram ANDERS</b> Generative AI and Writing Literacies: Applications for WAC/WID (Cheung On Tak Lecture Theatre, TU201)				
	<b>P303</b>	<b>P304</b>	<b>P305</b>	<b>P306</b>	<b>P307</b>
10.40 – 11.10am	Communication-intensive courses: A multilingual and multimodal approach to English Across the Curriculum  <i>Grace Chang, Wim Vergult</i>	Writing critical responses in medical humanities: From take-home to in-class with AI-assisted preparatory activities  <i>Elaine Ng</i>	New insights on cultural literacy and impact of Readtheory to facilitate literacy development  <i>Malai Zeiti Sheikh Abdul Hamid, Jaya Priah Kasinathan, Siti Norazimah Haji Mohamad</i>	Enhancing writing excellence: AI-powered feedback for cross-disciplinary english assignments  <i>Pauli Lai, Ivan Lau, Richard Pang, Chiho Chan, Vico Lai</i>	Introducing Primary English education worldwide to students with global perspectives  <i>Miori Shimada</i>
11.10 – 11.40am	Developing a peer mentoring model for a writing centre to support English-across-the-curriculum  <i>Ryan Hunter, Adam Barker, Issa Ying</i>	Literacy development for dentistry students' research and clinical needs  <i>Greg Chung-Hsien Wu</i>	Using AI as digital information input, not as final linguistic output in academic writing  <i>Sara Lai-Reeve</i>	Using Gongyeh to help mitigating Hong Kong EAL undergraduate students' fear of oral presentation  <i>Kathy Lee, Michelle Fong</i>	Fostering disciplinary engagement in EAC: An emic approach and a decade of HKU experience  <i>Ken Kin Loong Ho</i>
11.40am – 12.00pm	Poster Presentation and Refreshment Break (PQ Podium)				
	<b>P303</b>	<b>P304</b>	<b>P305</b>	<b>P306</b>	<b>P307</b>
12.00nn – 12.30pm	AI for language learning workshop  <i>Marshall Warren Yin</i>	Using tailored source texts to develop academic writing skills  <i>Mary Eddy U, Jeremy Phillips</i>	Preparing English language instructors for teaching ESP courses: A Case study in legal English  <i>Man Long Chan, Cherry Chan</i>	Teacher beliefs, emotions, and practices in Implementing English Across the Curriculum (EAC) in Mainland China: A narrative inquiry  <i>Yang Gao, Ying Li, Xi Qian, Gang Zeng</i>	Dual roles of content teachers in CLIL classrooms in higher education  <i>Tony Chun Tung Kwok</i>
12.30 – 1.00pm	The possibility of a happy marriage of Education and Technology: how a Generative AI platform may achieve, and the potential to go further  <i>Rodney Wai Chi Chu, Kai Pan Mark</i>	Appropriating ChatGPT in English argumentative writing: An activity theory perspective  <i>Yunan Zhang, Lianjiang Jiang</i>	Clarifying lexico-grammar descriptions in assessment rubrics via a multidimensional analysis of student writing  <i>Ge Lan, Shelley Staples</i>	Supporting EMI teacher development in higher education in China  <i>Peter Beech</i>	An investigation into Business students' criticality in article critique assignments  <i>Meilin Chen, Linfeng Cai</i>
1.00 – 2.00pm	Lunch (VA Student Canteen, G/F, Shaw Amenities Building)				

Check-in (Outside Cheung On Tak Lecture Theatre, TU201)					09.00 – 09.30am
Keynote 3: <b>Prof. Abram ANDERS</b> Generative AI and Writing Literacies: Applications for WAC/WID (Cheung On Tak Lecture Theatre, TU201)					09.30 – 10.30am
<b>P309</b>	<b>PQ303</b>	<b>PQ304</b>	<b>PQ305</b>	<b>PQ306</b>	
Empowering research postgraduates through unified curricula and self-determination theory  <i>Aditi Jhaveri, Danyal Freeman</i>	<b>Venue Changed to TU201</b>  Helping students tell their story  <i>Jane Robbins, Calum Page, Kevin Goh, Kira Rimrott</i>	Enhancing Disciplinary Literacy of Physics Students: A Collaboration between Content and EAP Instructors  <i>Ella Leung, Yao Hing Wong</i>	Adapting and adopting stance in academic writing using ChatGPT  <i>Maria Kuteeva</i>		10.40 – 11.10am
Teaching and assessing GenAI-assisted writing processes  <i>Jay Bidal</i>		An Integrated EAC Approach to Implementing Speaking in the Architecture Discipline  <i>Jose Lai, Adam Fingrut, Olive Cheung, Johnson Chan, Martha Ng</i>	Aligning Writing Concepts Across the First- and Second-Year Curriculum  <i>Heather Falconer</i>	Rubric-Driven Teaching and Learning Enhancement using Hybrid Intelligence  <i>Christy Chan, Pauli Lai, Julia Chen, Kimmy Cheng</i>	11.10 – 11.40am
Poster Presentation and Refreshment Break (PQ Podium)					11.40am – 12.00pm
<b>P309</b>	<b>PQ303</b>	<b>PQ304</b>	<b>PQ305</b>	<b>PQ306</b>	
Optimizing literature reviews with AI: Opportunities and ethical implications  <i>Shiqian Zhou</i>	EAC teaching in the Metaverse  <i>Jean-Paul Duquette</i>	Content-based writing instruction: Promoting student-centred learning through a blended format  <i>Anuradha Ramanujan, Gene Segarra Navera</i>	University students’ perceptions of a grammar application to support their English Language Learning  <i>Ivy Chan</i>		12.00nn – 12.30pm
Unveiling the art of popular science communication in physics: A Linguistic exploration by physics students  <i>Anna P.S.YU</i>	Writing Across the Curriculum: Challenges in the programme implementation  <i>Yin Ling Cheung</i>	CorpusChat: Specifically-tailored GPTs for enhancing academic writing skills in diverse disciplines  <i>Lisa Cheung</i>	Multiliteracies in the EAC/CLIL classroom: preparing students for the world  <i>Robin Harvey</i>		12.30 – 1.00pm
Lunch (VA Student Canteen, G/F, Shaw Amenities Building)					1.00 – 2.00pm

## Day 2 Wednesday 4 December 2024 - Afternoon

	P303	P304	P305	P306	P307
2.05 – 2.35pm	Peer corrective feedback practices and perceptions among Chinese Learners of English  <i>Shike Jian</i>	Building a learner corpus of disciplinary writing: Promoting Data-driven Learning for English Learners  <i>Jie Yang, Ge Lan</i>	A Trial of an AI-Powered Automated Writing Evaluation Platform: Affordances and Limitations  <i>Jim Lo, Agnes Ng, Pinna Wong</i>	Thematic Options And Success In ESL Writing  <i>Debbie Guan Eng Ho</i>	<i>Understanding How to Implement CLIL: Opportunities and challenges</i>  <b>Cancelled – Presenter is ill</b>  <i>Jing Zhang</i>
2.35 – 3.05pm	Reflecting on my 8-year experience as co-supervisor and frontline supporter in an EAC Project  <i>Allen Ho</i>	Promoting interdisciplinary learning in the academic writing classroom: Residential college writing courses  <i>Anuradha Ramanujan, Gene Segarra Ramanujan</i>	Empowering Translanguaging Pedagogy in EMI classrooms: Integrating AI-Powered chatbots  <i>Qianqian Wu, Fan Fang</i>	Empowerment through language: Collaborative initiatives in gender studies and English Across the Curriculum  <i>Kristy Woon Ki Chan, Joseph Man Kit Cho, Olive Yuet Ying Cheung, Sarah Abramson</i>	<b>Time Updated</b>  Academic transitions: EAP and STEAM collaborations at an EMI University in China  <i>Brenden Theaker, David Anstey</i>
3.05 – 3.35pm	Forming Partnership: GenAI tools and EFL doctorate students  <i>Linda Lin, Vickie Li</i>	Developing professional oral communication skills in design: A discourse analytical study of online discussions  <i>Li Xia, Grace Lim, Stefan Sonntag</i>	EMI economic students in China: self-directed learning strategies when reading English disciplinary texts  <i>Wenyun Jia, Jack Pun</i>		
3.35 – 3.50pm	Refreshment Break (PQ Podium)				
3.50 – 4.50pm	Plenary Panel 3: Sustainability and Directions for EAC in the Era of GenAI <b>Dr Christopher BASGIER</b> <b>Prof King CHOW,</b> <b>Dr Angela FRATTAROLA</b> <b>Prof Angel LIN</b> <b>Dr Ursula WINGATE</b> (Cheung On Tak Lecture Theatre, TU201)				
4.50 – 5.00pm	Closing (Cheung On Tak Lecture Theatre, TU201)				



P309	PQ303	PQ304	PQ305	PQ306	
AI Speech Assistants: will they replace humans?  <i>Adam Forrester</i>	Enriching inquiry and communication: Deep thinking, source integration, and presentation in a WAC course	Addressing lexical challenges for diverse curricula: An inquiry into undergraduates' academic vocabulary learning strategies - <i>Edsoulla Chung, Daniel Fung, Aaron Wan</i>	Assessing the impact of machine translation in multilingual students' writing choices		2.05 – 2.35pm
Exploring teachers' perspectives on CLT and language testing and evaluation : A quantitative-qualitative study  <i>Rose Marie Berdos, Annie Parmis</i>	<i>Angela Frattarola, Alvin Leong, Yi-Chin Hsieh, Mia Huan Tan, Audrey Tan, Esther Soo, Audrey Toh, Keri Matwick</i>	Navigating cognitive and linguistic demands in CLIL classrooms: Pedagogical strategies for dual-focused learning  <i>Daphne Choi</i>	<i>Susan Thomas, Bronwen Dyson, Benjamin Miller</i>		2.35 – 3.05pm
Evaluating English learning gains and experiences among tertiary students in a blended learning environment  <i>Wan Sze, Julia Chen</i>	Translanguaging Practice in a CLIL Classroom  <i>Virak Chan</i>	Towards machine translation literacy in second language writing: An assemblage perspective  <i>Rong Yu, Lianjiang Jiang</i>			3.05 – 3.35pm
Refreshment Break (PQ Podium)					3.35 – 3.50pm
Plenary Panel 3: Sustainability and Directions for EAC in the Era of GenAI <i>Dr Christopher BASGIER</i> <i>Prof King CHOW</i> <i>Dr Angela FRATTAROLA</i> <i>Prof Angel LIN</i> <i>Dr Ursula WINGATE</i> (Cheung On Tak Lecture Theatre, TU201)					3.50 – 4.50pm
Closing (Cheung On Tak Lecture Theatre, TU201)					4.50 – 5.00pm

# Keynote Speaker 1

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## **Prof. Maria KUTEEVA**

Professor of English Linguistics  
Stockholm University

### **Revisiting language across disciplines in the age of EMI and AI**

*Prof. Maria Kuteeva is Professor of English linguistics at Stockholm University. Her research has focused on academic discourse analysis, as well as roles and uses of English in multilingual universities. She has published numerous journal articles, five special journal issues, and three books. She serves on four international editorial boards and is co-editor-in-chief of Ibérica. Her work has been recognized in the Stanford/Elsevier World's 2% most-cited scientists ranking.*

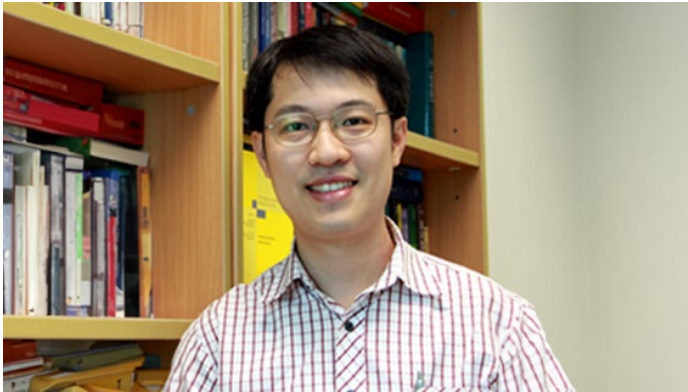
**Time:** 10.05 — 11.05am (HKT), 3 December 2024

**Venue:** TU201, The Hong Kong Polytechnic University

Recent research shows that disciplines are not set in stone, as there is a great deal of intra-disciplinary variation as well as interdisciplinarity (e.g. Trowler, 2014). Objects of study, research methodologies, and contextual factors can impact academic discourses and knowledge-making practices more than disciplinary labels. Further, recent debates across a wide range of research communities call for an increase in knowledge perspectives, e.g. in order to address imbalances between Global North and South (Heidt, 2023). In this context, AI-supported tools are seen as a way to address systemic biases (Nature Editorial, 2023). Drawing on the theoretical framework inspired by Bakhtin (Kuteeva, 2023), my talk zooms in on different dimensions of language – normative, socio-ideological, and interactional – in the context of increasing use of English medium instruction (EMI) and emergence of AI-supported large language models (LLMs), such as Chat-GPT. Although the way in which LLMs operate is reminiscent of the seminal ‘examine and report back’ methodology (Swales and Feak, 2004) developed to teach academic writing, these models lack agency, metacognition, knowledge of the local context, and understanding of how the human language works. Thus, it is possible that LLMs will drive both language use and knowledge construction towards further homogeneity, reinforcing existing biases and inequalities (Kuteeva & Andersson, *fc.*). Whereas LLMs can be useful for facilitating access to so far occluded genres and for providing translations, they are far from humans when it comes to linguistic creativity, particularly across languages, registers and styles. This is the area where university stakeholders, e.g., academic writing instructors, have the upper hand and can draw on their knowledge of socio-material contexts and entire communicative repertoires to develop students’ rhetorical knowledge and critical stance. As recent research in EMI underscores the specificity of local educational settings and multilingual practices, I will look at ways to foster collaboration between EMI and EAP/EAD and consider both the affordances and limitations of LLMs to support literacy practices.

## Keynote Speaker 2

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### **Prof. Anthony Man-Cho SO**

Dean, Graduate School  
Deputy Master, Morningside College  
Professor, Department of Systems Engineering  
and Engineering Management  
The Chinese University of Hong Kong

### **Designing and implementing writing components in STEM courses**

*Professor Anthony Man-Cho SO is currently Dean of the Graduate School, Deputy Master of Morningside College, and Professor of the Department of Systems Engineering and Engineering Management at The Chinese University of Hong Kong (CUHK). Professor So has been a Fellow of the Institute of Electrical and Electronics Engineers (IEEE) since 2023 and an Outstanding Fellow of the Faculty of Engineering at CUHK since 2019. He serves on the editorial boards of several journals in the field of mathematical optimization, including Mathematical Programming, Mathematics of Operations Research, and SIAM Journal on Optimization. Professor So has received a number of research and teaching awards, including the 2016-17 CUHK Research Excellence Award, the 2010 CUHK Young Researcher Award, the 2022 University Grants Committee (UGC) Teaching Award (General Faculty Members Category), and the 2022 CUHK University Education Award.*

**Time:** 1.35 — 2.35pm (HKT), 3 December 2024

**Venue:** TU201, The Hong Kong Polytechnic University

Teaching in STEM disciplines typically focuses on training students' technical and problem-solving skills. What is often neglected is the training of students' technical writing skills. A well-designed writing component in a STEM course can provide students with an opportunity to reflect on and take control of their own learning, to actively construct knowledge, and to practice some features of discourse in the discipline. In this talk, I will share my experience of designing and implementing a writing component in an undergraduate-level engineering mathematics course and reflect on the lessons learned so far as we enter the GenAI era.



## Keynote Speaker 3

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### **Prof. Abram ANDERS**

Jonathan Wicker Professor of Innovation and  
Associate Director of the Student Innovation  
Center  
Iowa State University, USA

### **Generative AI and Writing Literacies: Applications for WAC/WID**

*Abram Anders is the Jonathan Wickert Professor of Innovation and Associate Director of the Student Innovation Center at Iowa State University. His research bridges technological innovation and human-centered design, with a focus on artificial intelligence applications in writing and education. He pioneered Iowa State's first AI writing course and is leading the development of an AI Innovation Studio to foster interdisciplinary collaboration.*

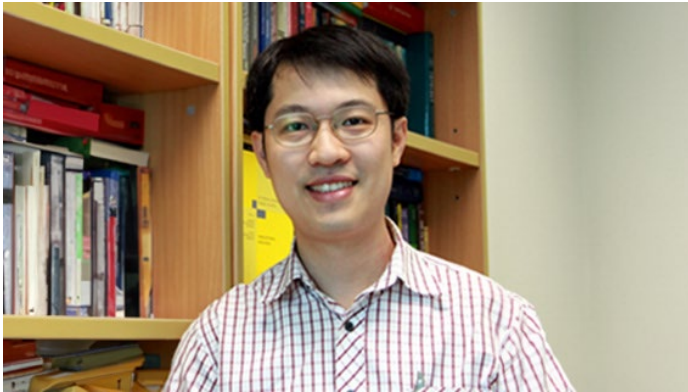
**Time:** 9.30 — 10.30am (HKT), 4 December 2024

**Venue:** TU201, The Hong Kong Polytechnic University

Recent studies of generative AI have demonstrated positive impacts on writing and communication performance in both academic and professional contexts. With its capabilities for the responsive creation of text and media, generative AI can support diverse multimodal communication tasks in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) contexts. Whether focused on learning to write or writing to learn, generative AI can be leveraged to design learning experiences that promote both writing and rhetorical fluency and free up cognitive capacity for higher-order learning. Most significantly, generative AI may enable scalable ways to provide more responsive and personalized feedback to students at critical moments in writing and learning processes both in individual courses and across university-wide programs. Developing innovative applications of generative AI for WAC and WID is not without its challenges. Concerns exist about potential negative effects on student learning including overwhelm, overreliance, or diminished autonomy. Similarly, educators must navigate a steep learning curve to utilize these tools responsibly and productively. To support these efforts, this presentation proposes a model for teaching and learning generative AI literacies integrating three essential elements: generative AI knowledge and skills; disciplinary knowledge and skills, and capacities for self-regulated learning (SRL)—which empower learners to act as 'humans in the loop' and actively oversee AI-assisted writing and communication processes. This model is supported by findings from a study in which students completed creative projects involving situated disciplinary applications of generative AI. Students in this study demonstrated use of SRL strategies and experienced statistically significant growth in self-efficacy for generative AI literacies. Based on this framework, the presentation will demonstrate promising applications for WAC and WID programs and offer directions for future research.

# Pre-Conference Workshop 1

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## **Prof. Anthony Man-Cho SO**

Dean, Graduate School

Deputy Master, Morningside College

Professor, Department of Systems Engineering  
and Engineering Management

The Chinese University of Hong Kong

## **Writing in the Mathematical Sciences: Some Do's and Don'ts**

*Professor Anthony Man-Cho SO is currently Dean of the Graduate School, Deputy Master of Morningside College, and Professor of the Department of Systems Engineering and Engineering Management at The Chinese University of Hong Kong (CUHK). Professor So has been a Fellow of the Institute of Electrical and Electronics Engineers (IEEE) since 2023 and an Outstanding Fellow of the Faculty of Engineering at CUHK since 2019. He serves on the editorial boards of several journals in the field of mathematical optimization, including Mathematical Programming, Mathematics of Operations Research, and SIAM Journal on Optimization. Professor So has received a number of research and teaching awards, including the 2016-17 CUHK Research Excellence Award, the 2010 CUHK Young Researcher Award, the 2022 University Grants Committee (UGC) Teaching Award (General Faculty Members Category), and the 2022 CUHK University Education Award.*

**Time:** 10.00am — 12.00nn (HKT), 2 December 2024

**Venue:** TU101, The Hong Kong Polytechnic University

Mathematical writing aims to use mathematics as a primary means for expression, deduction, and communication of ideas. Naturally, it calls for an effective blending of two languages: one natural (in our case, English), the other mathematical. In this workshop, we will discuss some essential elements of mathematical writing. Anyone who is interested in the effective presentation of mathematics in his/her discipline is welcome.

## Pre-Conference Workshop 2



**Dr Nora HUSSIN**

The Centre for Language  
Education  
Hong Kong University of  
Science and Technology



**Ms Jasmine CHEN**

The Centre for Language  
Education  
Hong Kong University of  
Science and Technology



**Ms Jessie LAM**

The Centre for Language  
Education  
Hong Kong University of  
Science and Technology



**Dr Elza TSANG**

The Centre for Language  
Education  
Hong Kong University of  
Science and Technology

### Empowering Self-Directed Learning in Academic English: Designing Micro Learning Units

***Dr Nora A. HUSSIN** is an Associate Director and Senior Lecturer at the Center for Language Education, Hong Kong University of Science and Technology. Her research interests are situated in exploring connections between leadership, GenAI and language education, particularly in driving innovative approaches to foster future-oriented learning environments in higher education.*

***Ms Jasmine CHEN** is a Lecturer at the Center for Language Education, Hong Kong University of Science and Technology. She has actively participated in the development of the center-wide Self-Directed Learning (SDL) project. Her research interests focus on eLearning, approaches in language instruction and assessment methods.*

***Ms Jessie LAM** is a Senior Lecturer at the Centre for Language Education, Hong Kong University of Science and Technology. She is the lead in curriculum development and is currently managing the revamp of the university's undergraduate English language curriculum. Her research interests focus on GenAI and language curriculum, the integration of formal and extended language curricula, and methods of language course delivery.*

***Dr Elza TSANG** is a Senior Lecturer at the Centre for Language Education (CLE) at HKUST and has actively participated in funded projects related to English teaching and English Across the Curriculum (EAC), including projects sponsored by the UGC and TLIP. Her research interests include EAP/ESP genre analysis, eLearning and reflective teaching.*

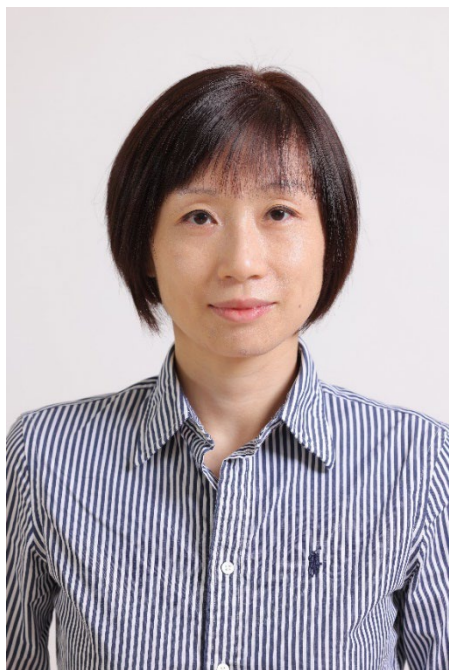
**Time:** 10.00am — 12.00nn (HKT), 2 December 2024

**Venue:** TU103, The Hong Kong Polytechnic University

In the rapidly evolving digital age, the integration of English Across the Curriculum (EAC) in various undergraduate curricula has become increasingly important. This workshop aims to explore innovative approaches to enhance students' English academic literacy in the disciplines through a center-wide project in the Center for Language Education, HKUST. The workshop focuses on the development of micro learning lessons to empower university students in learning academic English. These micro learning lessons will be accessible through a learning platform, where users are encouraged to choose their individual learning paths, moving beyond acquiring specific skills to fostering intrinsic motivation. During the workshop, we will explore the pedagogical principles underlying the micro learning materials and their design. Participants will have hands-on opportunities to experience what makes a good a micro learning lesson and actively participate in creating their own lessons. By engaging in practical exercises, we hope attendees will gain insights into the effectiveness and potential of micro learning in fostering self-directed language learning in an academic context. This workshop invites educators, language teaching professionals, and scholars in EAC, WAC, and CLIL to join us to explore the opportunities and challenges of creating, implementing and evaluating micro learning lessons. Together, we will reflect on innovative pedagogical practices and collaboratively investigate how micro learning can support and enhance students' English literacy development within the disciplines. We will also consider how micro learning has the potential to reshape traditional curricula.

## Pre-Conference Workshop 3

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### **Prof. Yuen Yi LO**

Associate Dean (Learning & Teaching)  
Associate Professor  
Academic Unit of Language and Literacy Education  
Faculty of Education  
The University of Hong Kong

### **Implementing CLIL/LAC in the digital age**

*Prof. Yuen Yi LO is an Associate Professor at the Teacher Education and Learning Leadership (TELL) Unit of the Faculty of Education, The University of Hong Kong. Her research interests include bilingual education, Medium of Instruction policy and classroom interaction. In recent years, she has been investigating the professional development of teachers in content and language integrated learning (CLIL) and issues related to CLIL assessments. Her research has been published in Review of Educational Research, International Journal of Bilingual Education and Bilingualism and Teaching and Teacher Education, and her work has been collated in her monograph "Professional Development of CLIL Teachers"*

**Time:** 3.00 — 5.00pm (HKT), 2 December 2024

**Venue:** TU101, The Hong Kong Polytechnic University

There has been a global spread of bilingual education, particularly in the form of English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL), at different education levels. It is assumed that students on these programmes can learn content subjects and the target language (very often English) simultaneously. However, the challenges encountered by both teachers and students have been well documented. Some of these challenges can be alleviated with recent technological advancements, including abundant multimodal resources and AI tools. In this workshop, the speaker will illustrate how CLIL teachers can use multimodal resources to facilitate teaching and learning. As these resources are available online, the teaching and learning space can be extended beyond classroom, which not only deals with the time issue when integrating content and language learning in lessons, but also facilitates students' self-directed learning. The speaker will also share some preliminary ideas and examples of using GenAI tools to design and differentiate assessment tasks, design assessment rubrics and scaffold students for assessment.



## Pre-Conference Workshop 4

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### **Dr TONG Ka-man Esther**

Principal Lecturer and Head  
Division of Languages and Communication  
College of Professional and Continuing Education  
The Hong Kong Polytechnic University

### **Unleashing the Power of Generative-AI for Disciplinary Writing Empowerment**

*Dr Esther Tong is Principal Lecturer and Head of Division of Languages and Communication at the College of Professional and Continuing Education, The Hong Kong Polytechnic University. She received the CPCE Dean's Award for Outstanding Teaching Performance/Achievement 2014/15 and FSTE General Education Outstanding Teaching Award 2017. She co-leads a government-funded AI-assisted academic English writing project and has led a research and development initiative on adjunct English-across-the-curriculum as Principal Investigator. Her passion lies in enhancing language education through technology and multimodal pedagogies.*

**Time:** 3.00 — 5.00pm (HKT), 2 December 2024

**Venue:** TU103, The Hong Kong Polytechnic University

This workshop provides practical insights for educators seeking to leverage generative-AI in support of students' disciplinary writing development. The speaker will introduce an innovative AI-assisted academic English writing platform, purpose-built to facilitate provision of teacher-AI collaborative writing feedback on a disciplinary writing assessment within an applied social sciences undergraduate degree programme. This generative-AI assisted writing feedback platform aligns with principles of assessment for learning and dynamic assessment that have guided the implementation of a genre-based approach to assessment design. Drawing from the personal experience, the speaker will share insights gained during the platform's design process and practical implementation in refining AI-generated writing feedback and integrating technology-enhanced language pedagogy in a social sciences-specific English subject. She will also present students' perspectives on the quality of feedback and their level of engagement with the writing feedback and other scaffolding disciplinary language support on the writing platform. Participants in this workshop will assume dual roles of both teachers and students. They will experience the intersection of human expertise, machine assistance and learner engagement - a technology-enhanced English-across-the-curriculum pedagogy designed to foster engagement with texts and other multimodal scaffolding support through dialogic inquiry processes. This technology-assisted approach aims to empower students in their disciplinary writing practices. As participants reflect on their hand-on experiences, they will engage in discussions about the potential benefits, challenges and limitations of generative-AI-assisted language pedagogy. By fostering a critical dialogue, this workshop encourages language educators to envision new possibilities for enhancing language-across-the-curriculum instruction.

# Plenary Panel 1

## WAC/EAC/CLIL Operations and Pedagogy

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**Time:** 11.25am — 12.25pm (HKT), 3 December 2024

**Venue:** TU201, The Hong Kong Polytechnic University

**Panelists:**



**Dr Heather FALCONER, University of Maine**

Heather M. Falconer is an Assistant Professor of Professional and Technical Writing and faculty member of the Maine Center for Research in STEM Education at the University of Maine. She is author of the book, *Masking inequality with good intentions*, as well as numerous peer-reviewed articles, and co-editor of *Inclusive STEM* and *Adapting the past to re-imagine possible futures* (both available through The WAC Clearinghouse).

**Prof. Amy LANNIN, University of Missouri**

Amy Lannin is an Associate Professor in English Education at the University of Missouri and directs the Campus Writing Program to support writing across the curriculum. Lannin directs several grant-funded projects including the STEM Literacy Project (NSF DRK-12), Linking Science, Mathematics & Literacy (NIH/SEPA), and the Show Me Literacies Collaborative (Comprehensive Literacy State Development grant - Department of Education).



**Dr Joel RODGERS, University of Toronto**

Joel Rodgers, PhD, is the coordinator of graduate student professional development in the Office of Graduate Professional Development & Student Success, Faculty of Arts & Science, University of Toronto. He co-coordinates the Arts & Science Writing-Integrated Teaching (WIT) program, an award-winning program that helps instructors and academic units embed discipline-specific writing instruction in undergraduate courses and programs.

**Prof. Susan THOMAS, The University of Sydney**

Susan E. Thomas is the Founding Director of the Writing Hub and WRIT Program at the University of Sydney. She was previously President of the American Council of Writing Program Administrators and has recently been selected as Chair of the 7th World Congress on Writing Research (Writing Research Across Borders), to be held at the University of Sydney in 2026.



**Facilitator**

Dr Aditi Jhaveri  
Senior Lecturer  
Area Lead for Scholarship Advancement  
Center for Language Education  
The Hong Kong University of Science and Technology

## Plenary Panel 2

### How Language Centres can Develop and Sustain EAC

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**Time:** 4.10 — 5.10 pm (HKT), 3 December 2024

**Venue:** TU201, The Hong Kong Polytechnic University

**Panelists:**



**Dr Wesley CURTIS, City University of Hong Kong**

Dr. Wesley Curtis is Head of the Chan Feng Men-ling Chan Shuk-lin Language Centre at City University of Hong Kong. He is the incumbent President of the Association of Hong Kong Language Centres and a former Vice President of the US-based Consortium of University and College Intensive English Programs. His professional interests lie in SLA, IT, and HEI internationalization.

**Dr Nora HUSSIN, The Hong Kong University of Science & Technology**

Nora A. Hussin is an Associate Director and Senior Lecturer at the Center for Language Education, Hong Kong University of Science and Technology. Her research interests are situated in exploring connections between leadership, GenAI and language education, particularly in driving innovative approaches to foster future-oriented learning environments in higher education.



**Dr Jose LAI, The Chinese University of Hong Kong**

Jose LAI is Director of the English Language Teaching Unit at The Chinese University of Hong Kong. She also oversees the development, implementation, and review of curricula as well as large-scale funded projects. She is the Chief Supervisor of the university-wide English Across the Curriculum (EAC) project on campus. Her recent professional interests evolve around EAC, peer-tutoring, learner autonomy, and curriculum review.

**Dr Clive LEE, The University of Hong Kong**

Clive is Executive Director, Centre for Applied English Studies at the University of Hong Kong (HKU). Clive joined HKU from HKUST's new campus in Guangzhou where he founded and led the Division of Language Education, building on his experience as Head of English Language at the University of Bath in the UK.



**Ms Catherine LIN, The Education University of Hong Kong**

Ms Lin is the Associate Head of the Centre for Language in Education at the Education University of Hong Kong. She has extensive experience in English teaching and curriculum development at the tertiary level. Her teaching and research interests include computer-assisted language teaching and learning, second language learning motivation, language learner engagement, and teacher feedback.

**Mr Adrian TING, Lingnan University**

Since 2003, Adrian Ting has taught and managed English enhancement courses at universities in Hong Kong and the UK. During his tenure at Salford University, he initiated a bespoke EAP support program for postgraduate students. Currently, he is a Senior Lecturer at Lingnan University where he leads an ESP course for undergraduates. His research interests include academic writing, CALL, and learner motivation.

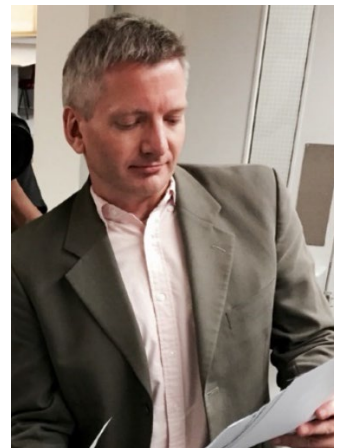


**Dr Jane ROBBINS, The Hong Kong Polytechnic University**

Dr Jane Robbins is the Interim Director of the English Language Centre (ELC) of Hong Kong Polytechnic University and previously worked as a corporate Language Training Consultant at the Hong Kong Polytechnic University's Centre for Professional and Business English. She currently teaches storytelling and presentation skills, focused on helping students to express themselves more confidently in an English-speaking environment.

**Facilitator**

Mr Adam Forrester  
Senior Lecturer / Assistant Dean  
English Language Centre / Faculty of Humanities  
The Hong Kong Polytechnic University





## Plenary Panel 3

### Sustainability and Directions for EAC in the Era of GenAI

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**Time:** 3.50pm — 4.50pm (HKT), 4 December 2024

**Venue:** TU201, The Hong Kong Polytechnic University

**Panelists:**



**Dr Christopher BASGIER, Auburn University**

Christopher Basgier is Director of University Writing, a comprehensive writing across the curriculum (WAC) program and writing center at Auburn University. He has extensive experience working with faculty and departments to integrate writing throughout undergraduate and graduate curricula. His research spans writing across the curriculum, genre, threshold concepts, and digital rhetoric, and critical AI literacy across the curriculum.

**Prof. King CHOW, Hong Kong University of Science and Technology**

As a veteran Director for many academic programs, e.g., Molecular Biomedical Sciences, Bioengineering, Individualized Interdisciplinary Majors and the University Common Core Program, Prof. Chow has served as Director of Interdisciplinary Programs Office overseeing the development of Science & Tech, liberal arts, and interdisciplinary education. He helped launch multiple academic departments. He is currently the Dean of Students, offering students support beyond academic disciplines, and he serves as the Director of the Center for the Development of Gifted and Talented. Over the years, he has actively engaged in broad teaching development initiatives championing a full range of pedagogy in education.



**Dr Angela FRATTAROLA, Nanyang Technological University**

Dr Angela Frattarola is the Director of the Language and Communication Centre at NTU and a Senior Fellow. She led the designing and coordination of NTU's Interdisciplinary Collaborative Core module, CC0001 Inquiry & Communication in an Interdisciplinary World. Her research and teaching spans from academic writing to literary criticism. In writing studies, she has examined the teaching of EAP in Singapore and feedback practices. In literary studies, her book *Modernist Soundscapes: Auditory Technology and the Novel*, is an interdisciplinary exploration of sound studies, the history of auditory technology, and the early twentieth century novel.



**Prof. Angel LIN, The Education University of Hong Kong**

Prof. Angel M. Y. Lin is Chair Professor of Language, Literacy and Social Semiotics in Education at the Education University of Hong Kong. Dr. Lin has been at the forefront of English language education since the late 1990s when she started working on classroom research projects in Hong Kong. She has published widely on second language education, language across the curriculum, academic literacies, and has developed the Multimodalities-Entextualization Cycle (MEC) for use in Content and Language Integrated Learning (CLIL). Recently, she has developed the "PAA Model and 4T Lenses" for critical engagement with AI in education.





**Dr Ursula WINGATE, King's College London**

Ursula Wingate is Professor of Language Education in the School of Education, Communication and Society at King's College London. Her research interests include theoretical and pedagogical models underpinning the development of students' academic literacy. Based on her recent research project on perceptions and practices surrounding GenAI tools, she proposes pedagogical approaches that empower students to use GenAI ethically and effectively in their academic writing.

**Facilitator: Dr Julia CHEN, The Hong Kong Polytechnic University**

Julia Chen (PhD, PFHEA) is the Director of the Educational Development Centre and Associate Professor (courtesy) of the Department of English and Communication at HK PolyU, and Chair of the HK Teaching Excellence Alliance initiated by the University Grants Committee. The inter-institutional English Across the Curriculum team that she leads has received multiple awards, including the QS Reimagine Education Awards Silver Prize.

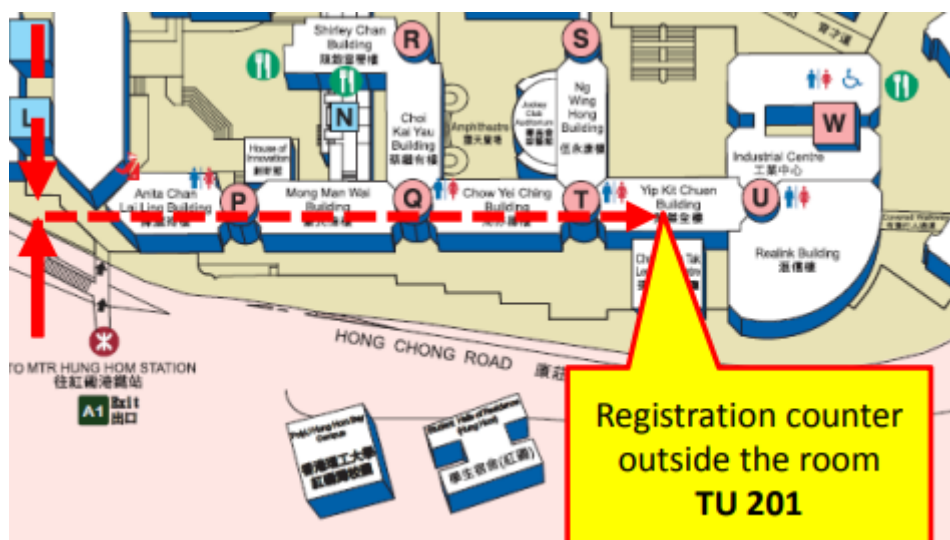


# General Information

## Conference Venue

The Conference is held in The Hong Kong Polytechnic University. Plenary sessions are in the Cheung On Tak Lecture Theatre (TU201) and other presentations are P podium levels, P 3/F and PQ 3/F. Please refer to the map on page 2 of this programme, it highlights the location of the venues for the plenary sessions and parallel paper presentations.

## Registration Information



Date	Time	Venue
2 December 2024	9.30 - 4.00pm	Outside Cheung On Tak Lecture Theatre (TU201)
3 December 2024	9.00 - 5.00pm	Outside Cheung On Tak Lecture Theatre (TU201)
4 December 2024	9.00 - 5.00pm	Outside Cheung On Tak Lecture Theatre (TU201)

The following are available at the registration counter, which opens from 9.00am-12.00pm on the days of the conference:

- Details of registration and enquiries
- Lost & Found

## Lunch and Refreshment Breaks

Lunch:

- 2 December: VA Student Canteen, Shaw Amenities Building G/F
- 3 December: Dim Sum at 4/F, Communal Student Restaurant
- 4 December: VA Student Canteen, Shaw Amenities Building G/F

Refreshments will be served during morning and afternoon breaks:

- TU Podium level
- P Podium level

(See campus map on the inside back cover).

Please wear your badge throughout the conference.

## **Amenities within PolyU**

Banking: Hang Seng Bank – Core VA, podium level

Bookstore: Commercial Press – Core VA, podium level

7-Eleven: Core VA, podium level

LibCafe: Core E, podium level

H Cafe (American Diner): Block FGHJ Courtyard, podium level

Lawn Cafe: Core N, one level below podium

Pacific Coffee: Block X Courtyard, podium level

## **Getting to PolyU**

### ***By Mass Transit Railway (MTR)***

1. Get off at Hung Hom station at Exit A1 or Exit D1, and follow the signage directing to The Hong Kong Polytechnic University.

### ***By Bus***

1. Tunnel Bus (from Hong Kong Island)

Take any tunnel bus passing Hong Kong Cross Harbour Tunnel, get off at the bus stop right after crossing the Tunnel from the Hong Kong Island. Take the footbridge leading to the podium of the University.

2. Tunnel Bus (from Kowloon or New Territories)

Take any tunnel bus passing Hong Kong Cross Harbour Tunnel, get off at the last bus stop before crossing the Tunnel in Hung Hom, Kowloon. Look for the exit to The Hong Kong Polytechnic University, then walk across the footbridge to the University.

Available Bus Routes\*: 101, 102, 102P, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 115, 116, 117, 118, 170, 171, 171P, 182

3. Other Buses

Take any of the bus routes stopping at Cheong Wan Road, get off at the PolyU Cheong Wan Road entrance, then take the main staircase from the Fountain Square to the podium.

Available Bus Routes\*: 5, 5C, 8, 8A, 26, 28, 41A, 98D, 98P, 215X, 81C, 87D, 973

*\* for reference only*

### ***By Motor Vehicle / Taxi***

Enter PolyU campus from Cheong Wan Road and turn left for the dropoff area at Core A. To show the taxi driver where to go, you can show the name of the university in Chinese, which is pronounced /h3:ŋ gɔŋ lei gɔŋ dai hɔk/ and written as

香港理工大學

## **Internet Connection**

### ***Wireless Access via 'eduroam'***

PolyU is a member of the 'eduroam' initiative, which is a WLAN mutual access initiative among member institutions around the world. By configuring the WLAN parameters of your mobile device, you can conveniently access the WLAN at all eduroam institutions. More information on 'eduroam' and its member list can be found at <https://eduroam.org/where/>.

### ***Wireless Access via 'Wi-Fi.HK via PolyU'***

PolyU also provides free Wi-Fi service to visitors on-campus. Visitors can enjoy free Wi-Fi service at the Library, podium area, canteens and some open public areas by selecting the WiFi SSID (Service Set Identifier) of 'Wi-Fi.HK via PolyU'. After accepting the terms and conditions, visitors can use the service for two hours, after which they have to accept the terms again to continue using the service.



## Abstracts of Parallel Sessions

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3 Dec 2024

3.00 - 3.30 PM

**Graduate Students' Perception and Use of ChatGPT as a Tool to Develop Writing Skills**

*Christian Chia, Ed.D., is a lecturer at the Centre for English Language Communication, National University of Singapore, and has taught communication skills and academic English in Singapore and New Zealand. His book, *Autonomy in Language Learning: The Use of IT and Internet Resources*, was published by McGraw Hill in 2007. Currently, he teaches Academic Communication to Graduate Researchers and focuses on empowering students to become self-directed learners and effective communicators. His research interests include grammar teaching and learning, learner autonomy and professional communication skills.*

*Jonathan Phan is an instructor at the Centre for English Language Communication, National University of Singapore. Previously, he taught the Intensive English Programme at Universiti Sains Malaysia, and was formerly a graduate research assistant. He also taught English to primary and secondary students in Malaysian schools. His research interests include English as a Second/Foreign Language, and writing skills for Malaysian indigenous students (Orang Asli).*

*Owen Harry, Ph.D., is an instructor at the Centre for English Language Communication, National University of Singapore. He completed his doctoral degree in English Literature from the Department of English, Linguistics, and Theatre Studies at the same institution. He has taught academic writing in various capacities since 2017 in the UK and Singapore. He is primarily interested in research communication, graduate-level academic literacies, and content-specific writing instruction.*

*Kit Mun Lee, Ph.D., is a lecturer at the Centre for English Language Communication, National University of Singapore. She is currently teaching academic communication for postgraduate research students. She has taught and coordinated various writing and communication modules, most of which have been designed for students from STEM disciplines in NUS. Her research interests include corpus linguistics, assessment and strategies for enhancing student engagement and learning.*

Since its public release in November 2022, ChatGPT has garnered significant global attention, though opinions on its use in education remain divided. Proponents highlight its potential to provide personalized tutoring, instant feedback, and support for diverse learning needs (Baker et al., 2019; Zhai, 2022). Conversely, critics argue that over-reliance on AI could diminish critical thinking skills and increase instances of plagiarism (Looi & Wong, 2023). Some higher education institutions worldwide have banned or restricted AI tools like ChatGPT due to concerns about plagiarism (Cassidy, 2023; CGTN, 2023; Reuters, 2023; Sankaran, 2023). However, since 2023, universities in Singapore have allowed students in its universities to use AI tools for their assignments (Rakshika and Lee, 2024). This questionnaire study

involves graduate students from various disciplines, including STEM, Arts and Humanities, and Business. Specifically, it examines their awareness, opinions, usage, and the impact of ChatGPT as a learning tool for developing English writing skills. The findings indicate that students were aware of ChatGPT's capabilities and limitations, particularly concerning the accuracy of information it generates. Generally, students had a positive opinion of ChatGPT, valuing its convenience and not perceiving its use as a violation of academic integrity. They recognized the benefits of using ChatGPT for grammar correction, paraphrasing, summarizing texts, gathering information, generating content for research assignments, and data analysis.

P304

**Connie Chan**

The Education University of Hong Kong Jockey Club Primary School

3 Dec 2024

**Jody Leung**

3.00 - 3.30 PM

NLSI Lui Kwok Pat Fong College

**Patrick Leung**

The University of Hong Kong

### **Integrating Content and Language: Autobiographical Reflections among ELT Practitioners across Educational Contexts**

Content and Language Integrated Learning (CLIL) has emerged as an effective dual-focused instructional approach that combines learning of academic subject matter with development of second language ability. This presentation, in the form of autobiographical reflections, will examine, analyse and compare the perspectives and pedagogical practices of three English language teachers teaching content-based topics in English language lessons across different educational settings in Hong Kong – one in a primary school, one in a secondary school, and one in a university context.

Through development of lessons on subject matter such as environmental pollution, these presenters/teachers have utilised CLIL to provide students with opportunities to use

English meaningfully as a tool for gaining knowledge, rather than treating the language as an isolated subject. Their reflections on curricular design, lesson planning, classroom techniques, and assessment methods will be discussed. Common practices across contexts such as blending language and content objectives, scaffolding language demands of texts and tasks, emphasising subject-specific terminology, and evaluating both content mastery and language proficiency will also be explored.

This presentation aims to build deeper understanding of real-world CLIL instructional perspectives and techniques as well as generating insight into integrating language and content effectively to promote multi-disciplinary learning and academic achievement.

P305

**Jieting Jerry Xin**

The University of Hong Kong

3 Dec 2024

3.00 - 3.30 PM

### **Investigating the effectiveness of teacher-researcher-ChatGPT collaboration in supporting CLIL teachers' assessment design**

*Jieting Jerry XIN is a PhD candidate at the Faculty of Education, The University of Hong Kong. His research interests include Content and Language Integrated Learning, teacher assessment literacy, and teacher-researcher collaboration. His studies are presented at conferences including AERA, AILA, RELC, and BAAL.*

Assessment is arguably as essential as teaching and learning. However, due to the mediating role of L2, CLIL teachers can easily encounter challenges such as what to assess, how to design valid assessment tasks, how to provide assessment scaffolding (Liu et al., 2023). The advent of generative AI tools like ChatGPT brings more possibilities for CLIL teachers to address these pedagogical issues effectively. To some degree, ChatGPT is viewed as teachers' assistant. Yet, teacher education is needed to help CLIL teachers make use of ChatGPT for assessment design smartly.

In this study, teacher-researcher-ChatGPT collaboration was adopted as a means of supporting a Grade 6 STEM

CLIL teacher in assessment design. The researcher jointly engaged in it by offering the teacher a workshop at the beginning, discussions during the process, and feedback on the final product in the end. This study aims to investigate the effectiveness of this collaboration and how the teacher perceives it. Dialogic data, artefact data, and reflective data were collected and analysed. Findings suggest that this collaboration is effective in sharpening the teachers' assessment literacy and her capabilities to use ChatGPT for assessment design. Based on the findings, implications for both practice and research will be discussed.

P307

**John Wong**

City University of Hong Kong

3 Dec 2024

3.00 - 3.30 PM

**Being Unconventional: Do We Have the Blessings of Tech Giants?**

*John Wong's primary research interest is Internet Technology. He created a large number of web pages / websites in the mid-90's and 2000's to supplement his teaching. In the 2010's, he turned his attention to cloud computing, and has since been working to integrate it into the language classroom.*

*He has given over 30 conference presentations worldwide and published a number of articles on the roles and applications of IT in language education.*

The integration of technology into language teaching has been a theme for as long as technology is evolving. As technology evolves, the dialogue continues, and the search goes on. But search is somewhat passive, and answers remain elusive. Pennington (2004) argues that language professionals should take a more proactive role and “cannot ... let IT happen to us or without us”. However, Petko et al. (2015) suggest that bottom-up innovation initiatives often fail due to lack of top-down endorsement. The presenter proposes a novel bottom-up technology integration approach requiring minimal top-down support. Language educators can chart their own paths, starting with the teaching material they have control of and use daily in the classroom. In higher education, courses are

developed predominantly with software programs that are standalone technologies. This is understandable, but alternatives should be explored. Through an unconventional use of a popular web-based tool, the presenter started converting entire language courses, e.g. English for Engineering, into an interactive online mode a year ago. Making the best of similar technologies and their template submission functions, teachers of a course can create and upload lesson templates that colleagues can directly download for use in class, with minimal institutional coordination.

This presentation contributes to the discussion of teaching disciplinary English with the support of technology.

PQ303

**Abram Anders**

Iowa State University

3 Dec 2024

3.00 - 3.30 PM

**Teaching AI Literacies in WAC: Strategies for Integrating Critical AI Skills Across Disciplines**

*Dr. Abram Anders is the Jonathan Wickert Professor of Innovation and Associate Director of the Student Innovation Center at Iowa State University. His research focuses on the intersection of technology, communication, and pedagogy. Dr. Anders has published extensively on innovative teaching practices and the integration of AI in education, emphasizing writing instruction and creative processes.*

The integration of generative AI in English Across the Curriculum (EAC) and Writing Across the Curriculum (WAC) programs presents both opportunities and challenges for educators and students. This presentation introduces innovative strategies for developing students' critical AI literacies while enhancing writing instruction across disciplines. We explore key components of AI literacy education: understanding how large language models work, developing critical skills (fact-checking, evaluative judgment, iterative processes), and navigating ethical considerations in academic AI use.

Drawing from research and practical experience, we demonstrate activities that WAC educators can implement, such as AI-assisted writing projects, ethical scenario discussions, and discipline-specific AI application

exercises. Our approach emphasizes human-in-the-loop strategies, ensuring AI enhances rather than replaces student learning and creativity. We address common implementation challenges in WAC settings and provide strategies for adapting AI literacy instruction across various disciplines.

By integrating these AI literacy principles, WAC programs can equip students with transferable skills essential for academic success and future careers. This presentation aims to provide WAC educators with actionable insights for leveraging AI to support writing instruction and content mastery across the curriculum while fostering critical thinking and ethical awareness in an AI-enhanced academic landscape.



P306

**Interactive Workshop**

3 Dec 2024

3.00 - 4.00 PM

**Chitra Sabapathy, Jun Hiang Lee and Thirunalini Palaniappan**

National University of Singapore

**The Unessay in Higher Education: Integrating AI to foster creative academic expression**

*Chitra SABAPATHY is a Senior Lecturer at the Centre for English Language Communication, National University of Singapore. She has taught and developed communication skills courses at both undergraduate and postgraduate levels. She advocates for collaborative, interactive, and inclusive teaching methods, with a focus on developing oral communication skills.*

*LEE Jun Hiang is a full-time instructor at the Centre for English Language Communication, National University of Singapore. She comes from a literature background and is a Master of Arts (English) graduate of Nanyang Technological University. Currently, she teaches CS2101 Effective Communication for Computing Professionals. Thirunalini PALANIAPPAN, is an adjunct lecturer at the Centre for English Language Communication (CELC), National University of Singapore and the Language and Communication Centre (LCC) at Nanyang Technological University (NTU). She teaches CS2101 Effective Communication for Computing Professionals at CELC and Inquiry and Communication in an Interdisciplinary World at LCC.*

Recent advancements in generative AI have prompted educators to reassess their teaching and assessment methods (e.g., Kung et al., 2022). Rather than viewing AI solely as a threat to academic integrity, it is crucial to explore its integration into education, reflecting future realities of various disciplines (Dawson, 2020).

This workshop highlights the "unessay" (O'Donnell, 2012) concept as a useful pedagogical approach in Higher Education. This method grants students autonomy, fostering ownership, creativity, and critical thinking (Jakopak, Monteith and Merkle, 2019). By choosing their topics and presentation methods, students can uniquely express their ideas and identities.

Studies have shown the effectiveness of this approach in encouraging students to consider their audience, select appropriate rhetorical strategies, and synthesize information effectively (e.g., Aycock et al., 2019, Goodman, 2022, Michaels et al., 2023, Sabapathy, C., 2024, Wood and Stringham, 2022). The unessay prepares students for an AI-shaped future and allows them to explore alternative modes of expression.

The workshop introduces the unessay concept, drawing from its implementation in a communication module for undergraduate students in the School of Computing at the National University of Singapore. It explores how this approach can potentially lead to an innovative pedagogical and assessment approach in HE.

PQ304

**Interactive Workshop**

3 Dec 2024

3.00 - 4.00 PM

**Fiona Wiebusch and Victoria Bos**

The Queensland Institute

**Creative Approaches: CLIL Teacher Education Case Studies from Australia, Hong Kong, Taiwan, and Brazil**

*Fiona Wiebusch is the Co-founder of The Queensland Institute, Fiona brings 25 years' experience in language education, leadership, and teacher training. Specialising in professional development programs, she empowers educators to deliver courses in English with confidence and creativity. Fiona (MA TESOL) has successfully led initiatives for universities and Ministries of Education in 17 countries.*

*Vicki Bos has extensive experience developing and delivering CLIL teacher training programmes in international contexts. She is passionate about learning design, action research, and assessment development. Vicki (MA TESOL) is a teacher development specialist with The Queensland Institute and directs the University of Queensland's School of Psychology mental-health research choir.*

Since 2020, The Queensland Institute (QI) has implemented innovative approaches to teacher education in Content and Language Integrated Learning (CLIL) in partnership with universities in Australia, Hong Kong, Taiwan, and Brazil. This interactive workshop showcases effective strategies for CLIL teacher training, focusing on engagement, personalisation, autonomy, and creativity. It emphasises the necessity for educators to respond to diverse learner cohorts and incorporate inclusive teaching practices when delivering courses in English. The case studies demonstrate how teachers are empowered to adapt their 'textbooks, talk, and tasks' (Wiebusch, 2023) to help learners access discipline-specific content in English. In Australia, initiatives utilised digital tools for remote

teacher training and fostered connections with local schools. Programs in Hong Kong and Taiwan emphasised contextualisation to promote inclusion and align with policy reforms (Lo, 2020; Chang, 2024). A Brazilian case study highlights an innovative partnership model to support university academics in developing CLIL curricula for Collaborative Online International Learning (COIL), enhancing student intercultural competence (Bryant, Garcia, & Salomão, 2023). These programs are delivered in-person in Australia, online, and in a blended mode. This session shares successful teacher education outcomes, offering insights into best practices and practical solutions for CLIL teacher training in diverse settings.

TU201

**Karyn Kessler and Paul Rogers**

University of California Santa Barbara

**Colloquium****Paul Michiels**

George Washington University

3 Dec 2024

3.00 - 4.00 PM

**Rethinking plagiarism and pedagogy: Building an empirical foundation for policy and practice across disciplines**

In writing centers, composition courses, libraries, and syllabi across the curriculum, fear of plagiarism challenges the development of learning and learners. This may be especially true for international and multilingual learners in language and writing courses designed to support the advancement of academic literacies and proficiencies. In this colloquium, data from a mixed-method study on expert writing practices across the disciplines invites participants to rethink the concept and the role of plagiarism as we reorient our pedagogical approaches to source integration to that of what experts really do with words and ideas when writing in the sciences, social sciences and humanities. This colloquium

is organized around three short presentations from a new mixed-method study that aims to build an empirical foundation for positive and developmental approaches to source integration pedagogy and policy in higher education. After each brief presentation on a different aspect of the study (retrospective interviews with experts, think-aloud sessions with developing experts, and semi-structured interviews with academic integrity experts), speakers will facilitate a hands-on activity for participants to become familiar with the study design, make use of the data, and consider applications and implications for their local contexts and classrooms including in the context of GenAI.

P303

**Mattia Miani and Shih-Ching Picucci-Huang**

The University of Nottingham Ningbo China

3 Dec 2024

3.30 - 4.00 PM

**A content and language integrated approach in teaching with case studies**

*Mattia Miani (mattia.miani@nottingham.edu.cn) is a Director of Education and Student Experience for the Preliminary Year Content at the Centre for English Language Education at UNNC, where he leads the teams teaching content subjects to Preliminary Year students. Before joining UNNC, Mattia worked for 6 years in Vietnam at RMIT University holding a variety of roles: lecturer, manager of enterprise and executive education and manager of co-curricular education, and for 10 years in Italy as university lecturer and entrepreneur. In 2011 he was recognized by RMIT Vietnam as its best teacher of the year. He is a Lord Dearing award recipient for his innovative teaching practices (2020) and a Senior Fellow of the Higher Education Academy. He has published four books and numerous articles on e-government, creative thinking, corporate communication, and educational research. He holds a Master of Science in Creative Studies from State University of New York.*

*Shih-Ching (Susan) Picucci-Huang (susan.huang@nottingham.edu.cn) joined the Centre for English Language Education at the University of Nottingham Ningbo China in 2017 where she has taught both EAP and content subjects. She completed her Doctorate in Education (EdD) at Durham University (UK) and MA in TESOL at the University of Liverpool (UK). She is a Fellow of the Higher Education Academy. Her research interest includes educational and cultural topics revolving around the notion of identity. Her more recent publications address the use of English names by Chinese students and pedagogical models within the context of transnational higher education.*

The presentation addresses the challenges of teaching business cases to preliminary year students in a Sino-Foreign transnational university in mainland China, where the medium of instruction is English, and students are not native speakers of the language.

The experience is based on the re-development of a module called into Introduction by Business and Management started in 2018 and ongoing to this day. The 12-week long module, attended every year to more than 600 students, is part of the suite of modules offered to foundation year students by the University's Centre for English Language Education. The presentation will illustrate the language and content integrated learning

(CLIL) approach that has been developed to answer the specific needs of these students enrolled in an EMI transnational setting, combining language concerns and the use of a classic case method approach. The presentation is based on autoethnographic work by the author grounded in a living pedagogical theory delving into the rationale for specific pedagogical choices and the organizational challenges to implement them. It will include select quantitative data reflecting the students' reaction to the module's evolution over the years. The presentation and the underlying research are meant to contribute to the understanding of CLIL within the context of foundation programs in transnational education in China.

3 Dec 2024

3.30 - 4.00 PM

**Enhancing EAC: A Collaborative Approach to Teaching Environmental Impact Assessment in Ocean Science Education**

*Ms. Eunice Tang is a Lecturer at the Centre for Language Education (CLE) at HKUST. She is passionate about exploring innovative approaches to teaching English for Specific Purposes (ESP) and has developed ESP courses tailored to ocean science, civil engineering and mechanical engineering, collaborating closely with faculty members from the School of Science and School of Engineering at HKUST. Eunice received the CLE Teaching Award for Pedagogic Innovation in 2020 for her innovation in course design and teaching strategies that significantly enhance language learning in science and engineering contexts and accommodate diverse learning styles .*

*Dr. Elza Tsang is a Senior Lecturer at the Centre for Language Education (CLE) at HKUST. She has been actively involved in developing the English curriculum for senior science students, including courses on teaching Capstone report/FYP writing and Science Communication. Dr. Tsang has also contributed significantly to various funded projects related to ESP/EAC teaching. Her academic interests include EAP/ESP genres, eLearning, and reflective teaching.*

*Professor Cynthia Yau is an Assistant Professor of Science Education in the Department of Ocean Science (OCES) at HKUST. She is a marine biologist with many years of university teaching experience and is very familiar with the environmental impact assessment (EIA) process, having been involved in various marine ecological baseline surveys and EIAs in Hong Kong, acting as a specialist expert consultant, or as an expert adviser on Hong Kong Government's Professional Liaison Groups. Cynthia is also the instructor of the course OCES4203 Environmental Impact and Risk Assessment at HKUST, in which she draws upon her direct experience of local EIA projects to develop and enhance the relevancy of the course to our undergraduate students.*

This abstract presents the design of an English course to support students learning Environmental Impact Assessment (EIA) in undergraduate ocean science education. The course design encompasses a collaborative and interdisciplinary approach, incorporating a needs analysis and curriculum development with a focus on blended learning and multimodal learning activities.

The needs analysis phase involves a comprehensive and continuous dialogue between two English teachers and a faculty member who is an expert in EIA, facilitating a shared understanding of the language requirements and challenges specific to EIA report writing and communications to different stakeholders. Additionally, group interviews are conducted with past ocean science students who have taken the course to gather insights into their language learning experiences. A survey questionnaire is also administered to current ocean science students to assess their language needs and preferences.

Using the insights from the needs analysis, the curriculum development phase incorporates blended learning

strategies. The course is designed to integrate both online and face-to-face components, providing flexibility and accessibility for students. Multimodal learning activities, such as interactive online modules and multimedia resources are incorporated to cater to diverse learning styles and enhance students' engagement and understanding of EIA concepts.

The instructional strategies in the course utilize blended learning approaches, incorporating both synchronous and asynchronous activities. Formative and summative assessments are designed to align with the EIA course assessments to evaluate students' language proficiency and their application of EIA principle.

In this talk, we will discuss the design of the English course and highlight the significance of English proficiency across the curriculum. We will emphasize the collaborative efforts involved in conducting the needs analysis, designing course materials and assessments, and leveraging interdisciplinary connections.

P305

**Sheng Tan and Vincent Leung**

The Hong Kong Polytechnic University

3 Dec 2024

3.30 - 4.00 PM

**Effectiveness of teacher modelling in improving students' disciplinary writing skills at an EMI university**

Teacher modelling is a process during which teachers guide learners to co-analyse a specific genre using model texts (e.g., Wette, 2014, 2015), aiming to develop students' genre awareness (Hyland, 2004). According to Cumming (1995), modelling can be classified into text modelling (i.e., teacher-guided discussions of model exemplars), cognitive modelling (i.e., teachers' self-display of their writing processes), and social modelling (i.e., teacher-student joint efforts to revise or produce academic discourses). Many existing studies on using teacher modelling in genre-based writing instruction were conducted in general writing courses from a learn-to-write perspective (e.g., Denchuk, 2020; Wette, 2014, 2015). However, little research examined the effectiveness of teacher modelling in discipline-specific writing instruction from a write-to-learn perspective. To fill this research gap, writing workshops involving Cumming's

(1995) taxonomy of teacher modelling were designed to enhance the disciplinary writing abilities of business students at an English-medium university. After attending the workshops, the students wrote a course paper individually and submitted it to a business course teacher for evaluation. According to the evaluation results provided by the business course teacher, the students who attended the workshops outperformed those who did not attend them in terms of content, structure, and language in the writing. Analyses of a post-workshop semi-structured interview with the business course teacher yielded in-depth findings about the effectiveness of teacher modelling in disciplinary writing instruction. This study makes significant contributions to the literature on writing across the curriculum (WAC) by examining the effects of teacher modelling on students' disciplinary writing performance.

P307

**Annie Parmis**

Visayas State University

3 Dec 2024

3.30 - 4.00 PM

**Oral Presentation: Perceptions of Difficulties and Its Use in Enhancing Speaking Skill**

*Annie A. Parmis teaches research, English, and literature courses. A PRC-licensed teacher, she is also a recipient of TESOL and IELTS certificates. She has already published online 27 research articles and 23 Study Guides. She also hosts the "Nostalgia" program for Facebook live broadcast (DYDC, VSU).*

For educators in the English language, one of the most prevailing concerns is to know whether their students have the capacity to speak the target language well in oral presentations. This study aims to evaluate the students' perceptions of the difficulties in oral presentation according to personal traits and analyze their use of oral presentation in enhancing their speaking skill.

Using a descriptive quantitative-qualitative research method, this research has for its respondents a complete enumeration of 74 Fourth Year Bachelor of Arts in English Language Studies (ABELS) students.

For the students' perceptions of the difficulties in oral presentation according to personal traits, results showed that a number of respondents strongly agree that they feel

very anxious and are also afraid of failure every time they do an oral presentation. Majority of them have problems in their vocabulary, fluency, time constraints, and grammar. This implies that the respondents have some difficulties in expressing themselves orally in English.

As for the respondents' use of oral presentation in enhancing their speaking skill, results revealed that majority of the respondents think that giving an oral presentation helps in enhancing their speaking skill. To increase the effectiveness of oral presentation and speaking skill, their suggestions include the following: study more about vocabulary and grammar; more practice and language exposure; more encouragement and guidance; supportive environment; and be more confident.



PQ303

**Pavel Zemliansky**

Oslo Metropolitan University

3 Dec 2024

3.30 - 4.00 PM

**Redesigning an «English» course into an «English Across the Engineering Curriculum» for Pre-Engineering Students.**

This presentation describes and reflects upon the process of a redesign of a course for pre-engineering students at a large Norwegian university. Historically, this course was a generic “English” course whose stated purpose was to equip students with better English skills. It generally followed the widely-accepted EAP model, within which students are given general and generic academic English language skills, with little or no attention to the particularities of discourse in engineering. However, as the author of this presentation taught this course year after year, he realized that the current format of the courses did not quite meet the needs of the students. All students in the class (like a vast majority of Norwegians) speak and write

good “general” English already. What they need are academic and professional language skills. Therefore, the author has been incrementally redesigning the course to better meet the students’ needs.

The redesign centers around the introduction of professional writing genres (usability tests and reports, genre analyses of technical reports, and others), instruction in genre as function followed by form, basics of virtual teamwork, writing process and writing project management, etc. The purpose of this presentation is to build an early assessment of the effectiveness of this approach.

P303

**Grace Chang and Wim Vergult**

Centre for Applied English Studies, University of Hong Kong

4 Dec 2024

10.40 - 11.10 AM

**Communication-intensive Courses: A multilingual and multimodal approach to English Across the Curriculum**

*Ms. Grace Chang*

*Grace is a Lecturer at the Centre for Applied English Studies. In the CIC team, she is responsible for providing teaching support and developing micro-courses. She obtained her BA&BEd and MA in Applied Linguistics degrees at HKU. She was previously a teacher trainer at the Faculty of Education delivering pedagogy courses and supervising pre-service teachers’ teaching practicum as well as MEd/ MA(TESOL) dissertations. Currently at CAES, Grace teaches EAP and ESP courses at both the undergraduate and postgraduate levels. Teaching aside, Grace works closely with EDB and HKEAA on various language assessment, and regularly adjudicates speaking and writing competitions.*

*Mr. Wim Vergult*

*Wim is an Assistant Lecturer at the Centre for Applied English Studies. He is the coordinator for the Visual and Digital Resources (VADR) team within the Communication-intensive Courses (CiC) initiative since 2023. At VADR, he manages and trains students hired as Peer Consultants to deliver in-class workshops and provide assessment feedback throughout the University of Hong Kong. He has an MA in applied linguistics where he completed a dissertation in the field of language assessment. He has been involved in tertiary education since 2018. His research interests lie in assessment theory and peer learning.*

While traditional English Across the Curriculum (EAC) models focus on English written and speaking skills to enhance learner content outcomes, the Communication-intensive Courses (CiC) initiative at the University of Hong Kong (HKU) expands this approach by incorporating multilingual and multimodal communication skills – written, oral, visual, and digital – across disciplines. This multimodal and multilingual approach appeals to today's diverse and digital society, where the ability to engage through multiple modes and languages is crucial for students to navigate an increasingly global and complex landscape. Multimodal projects provide students opportunities to learn content and “create meaning” by combining communication formats, methods, and strategies. This develops students’

awareness and application of genre conventions through the rhetoric process, further enriching the learning experience when aligned with EAC/WAC theory. The CiC initiative empowers faculty to embed these diverse literacies, transforming multimodal communication from a peripheral skill into a core university-wide competency. This presentation outlines the CiC approach and its impact on individuals, faculty, and students. By expanding beyond English instruction and applying multilingual strategies in second-language contexts, CiC has built a strong community for teachers promoting the importance of integrating communication across disciplines and helped students recognize the value of development multimodal communication competences.



P304

**Elaine Ng**

The Chinese University of Hong Kong

4 Dec 2024

10.40 - 11.10 AM

**Writing Critical Responses in Medical Humanities: From Take-Home to In-Class with AI-Assisted Preparatory Activities**

*Dr. Elaine Ng is a Senior Lecturer at the English Language Teaching Unit of The Chinese University of Hong Kong. She serves as the Faculty Coordinator between the Unit and the Faculty of Medicine, overseeing ELTU courses for both MBChB and non-MBChB students.*

The development of text-based generative AI tools has recently revolutionized how academic writing is learned, taught, and assessed (Hartwell & Aull, 2023), prompting educators to reconsider their pedagogical approaches and the role of high-stakes, take-home assignments. This paper presents findings from a small-scale, mixed-methods pilot of an in-class critical response writing component for MBChB students (N = 48) in a level three Medical Humanities course at a Hong Kong university, marking a shift from the summative take-home assignment used before 2023. Originally part of the university's English Across the Curriculum initiative, the component aims to develop students' evaluative judgment on communication issues between physicians and patients

through critical writing exercises based on a hospital-set television series. It includes three preparatory stages with non-assessed activities, such as reverse engineering critiques of human-written and AI-generated samples, reflections on content, language, and organization, and generating a critical response outline. The final assessment, which does not involve AI, requires students to write a critical response in class after viewing an episode from a different hospital-set series. This paper will also explore student perceptions of the shift, drawing on findings from a post-test questionnaire, voluntary interviews, and student samples from various stages of the component.

P305

**Malai Zeiti Sheikh Abdul Hamid**

Universiti Teknologi Brunei

4 Dec 2024

10.40 - 11.10 AM

**Jaya Priah Kasinathan**

SEAMEO Regional Training Centre Brunei

**Siti Norazimah Haji Mohamad**

Universiti Teknologi Brunei

**New insights on cultural literacy and impact of Readtheory to facilitate literacy development**

*Dr Malai Zeiti Sheikh Abdul Hamid is Assistant Professor and Deputy Dean at Universiti Teknologi Brunei. Fulbright alumni and scholar from Harvard Graduate School (HGSE), she leads Brunei's Reading and Literacy Association (RELA) and International UKLA Ambassador. A TESL specialist, her research interests include language and literacy education and wellness.*

*Dr Jaya Priah Kasinathan is a TVET Specialist and the Training & Professional Development Manager at SEAMEO VOC TECH, Regional Training Centre, Brunei. Her main expertise lies in designing and developing capacity-building programmes for TVET personnel across the ASEAN region. Her research interests include education, management, wellbeing, and leadership.*

*Siti Norazimah binti Hj Mohamad is an Education Officer and Literacy Coach for 18 year. She attended the English Learning Enrichment Program at UBD, Brunei, and East-West Center, Hawaii, with Master of Education in Educational Policy and Leadership. Her background is in lesson planning, dialogic teaching, collaborative learning, and assessment.*

In the past two decades, Brunei students have achieved low literacy rates with failing standards in the English Language. Nationally, Brunei has adopted a national philosophy, the 'Malay Islamic Monarchy' (Melayu Islam Beraja, or MIB) and has been identified as the only surviving independent Malay Islamic Monarchy in South East Asia (Braighlinn, 1992). In 2018, 6,828 Brunei students across 55 secondary schools Brunei students took part in PISA, of which 48% of students attained at least Level 2 proficiency in reading, with mean score of 408 (below OECD average: 478). Brunei children's literacy experiences has been closely linked with their cultural

literacy (Bourdieu, 1991), yet bedtime reading is an uncommon literacy practice. Adult literacy has remained at 97.6%, but Brunei primary school children still struggle to excel in literacy development. The aim of the study is to investigate the impact of Readtheory in primary schools for motivating students' interest in reading and the use of English language across the curriculum in school subjects such as Social Studies, ICT, Mathematics and Science. It is hoped that implementation of Readtheory will become an impetus as a programme that can be used to enhance literacy development among Brunei primary school students.

P306

**Pauli Lai, Ivan Lau, Richard Pang, Chiho Chan and Vico Lai**

The Hong Kong Polytechnic University

4 Dec 2024

10.40 - 11.10 AM

**Enhancing Writing Excellence: AI-Powered Feedback for Cross-Disciplinary English Assignments**

*Dr. Pauli Lai is a lecturer in the Department of Electrical and Electronic Engineering at PolyU. She specializes in databases and programming, with a keen focus on leveraging AI and EdTech to enhance teaching methodologies. In recognition of her exceptional contributions, she received the Faculty Outstanding Teacher Award in 2024.*

*Ivan Lau is an instructor in the Department of Electrical and Electronic Engineering at PolyU. He earned his BS from the University of Wisconsin–Stout and his MSc from the University of Manchester. He focuses on the innovative application of technology in teaching to engage students effectively.*

*Richard Pang holds a BSc in Computer Science and an MSc in Telecommunications and Computer Networks Engineering. With his experience in electronic and computer science, he has contributed to enhancing student engagement through projects like an online coding platform and an AI OER portal, emphasizing AI's benefits for education.*

*Chiho Chan is a Project Associate in the Department of Electrical and Electronic Engineering at PolyU. He participated in the 4th International Conference on Service-Learning, focusing on AI's role during the pandemic. As a co-author of an article on AI-enhanced presentation skills, he also studies the impact of game-based learning.*

*Vico Lai is a Project Assistant in the Department of Electrical and Electronic Engineering at PolyU. He is well-versed in programming and has participated in several initiatives. These include developing an AI platform for assessing writing tasks with AI feedback.*

This study explores the transformative role of AIReAS (AI Review Assessment System), an AI-driven platform designed to improve English writing outcomes across various disciplines through tailored feedback. Utilizing GenAI, AIReAS provides automated, rubric-based feedback for English writing tasks, adaptable to different subject areas. Educators can input specific rubrics and assignment details, allowing AIReAS to deliver immediate, relevant feedback. For example, in service-learning courses, AIReAS evaluates activity proposals for clarity and resource management plans for thoroughness, offering constructive insights. It also guides students in

reflective journals to express empathy and civic responsibility more deeply. In an AI subject, the platform critiques book reports by examining philosophical discussions and personal reflections on the use of AI technologies, enhancing analytical and personal engagement. This flexibility highlights AIReAS's cross-disciplinary potential. A user experience survey reveals that students appreciate the platform's role in improving their English writing integrated with subject knowledge. Teachers report noticeable improvements in students' writing, contributing to a more enriched learning environment.

P307

**Miori Shimada**

Toyo University

4 Dec 2024

10.40 - 11.10 AM

**Introducing Primary English Education Worldwide to Students with Global Perspectives**

Globalization and the proliferation of English as an international language have prompted the implementation of English education reforms worldwide. Numerous scholars have supported the global growth of primary English education, highlighting the rising trend of introducing English learning at an early age.

For education majors and students learning international relations in different fields, acquiring knowledge of primary English education globally has become increasingly valuable. This is attributed to English's critical role in global market engagement. The prevailing trend illustrates that the practice of teaching English from an early age in primary schools is rapidly expanding in Asia, Europe, and other regions.

This presentation introduces the course Primary English Education Worldwide, designed for Japanese study

abroad students and international students. The course features traditional lectures, active group participation/presentation, and guest speaker sessions. Each group creates PowerPoint slides highlighting a selected country's primary English education system. Students receive detailed explanations through these group slides and evaluate both their group members' commitment and other groups' presentations.

The presenter addresses issues encountered during the course and outlines the required elements for presentation slides. Additionally, questions for the final test, based on the group slides, will be shared with the audience for further discussion. This presentation shows how content knowledge can be taught to students who major in the discipline of education in a country where English is taught as a foreign language.

P309

**Aditi Jhaveri and Danyal Freeman**

The Hong Kong University of Science and Technology

4 Dec 2024

10.40 - 11.10 AM

**Empowering Research Postgraduates through Unified Curricula and Self-Determination Theory**

*Dr Aditi Jhaveri is a Senior Lecturer and the Area Leader for Scholarship Advancement at the Center for Language Education at HKUST.*

*Dr Danyal Freeman is a Senior Lecturer and the Programme Coordinator of Taught Postgraduate Courses at the Center for Language Education at HKUST.*

This talk will examine the impact of a unified curriculum on research postgraduate students, shedding light on how principles of self-determination theory can enhance academic communication practices.

In 2023, The Hong Kong University of Science and Technology (HKUST) approved switching English across the postgraduate curriculum from several, different school-based language courses to one common course taken by all research degree students regardless of their school. Underpinning this innovation was the recognition that language education benefits research degree students by allowing them to bring in and apply the individuality of their research into the course syllabus and language learning activities rather than to teach research through generalized, abstract instruction.

This resulted in a flipped-approach course design with classes entirely for experiential learning supported by research and practices from self-determination theory, andragogy, and contemporary scholarship in research degree education, which has been received well by students. Student feedback and teacher observations suggest that the unified curriculum not only equips research postgraduates with essential academic skills but also enables them to authentically integrate their research identity into their language learning journey.

The presentation will highlight the implications of this shift on research communication practices and the academic experience for postgraduate students.

PQ304

**Ella Leung and Yao Hing Wong**

The Chinese University of Hong Kong

4 Dec 2024

10.40 - 11.10 AM

**Enhancing Disciplinary Literacy of Physics Students: A Collaboration between Content and EAP Instructors**

*Ms. Ella Leung teaches EAP at The Chinese University of Hong Kong and coordinates all the core English language courses for science majors. As an EAC co-supervisor, she oversees and acts as a frontline teacher for all the collaborations within the science sub-team.*

*Mr. Wong Yao Hing teaches EAP and Critical Thinking at The Chinese University of Hong Kong and supports EAC collaborations with the Physics Department and the General Education Foundation Programme. Previously, he taught at National University of Singapore and served as Deputy Director (Engineering Foundation Year) at University of Southampton Malaysia.*

The English Across the Curriculum (EAC) Project at The Chinese University of Hong Kong—which was inceptioned in 2016—is an institutional movement aiming at enhancing students’ disciplinary literacy. This paper presents one of our more recent collaborations with the Department of Physics. Employing the four-stage genre-based pedagogy framework by Gardner (2015) and drawing specific applications from Lughmani et al. (2016), two language instructors from the English Language Teaching Unit worked with content instructors of two Year 2 compulsory Physics laboratory courses to provide language intervention aiming at generating students’

genre awareness of writing in the field of Physics and improving students’ ability in describing and discussing relevant content in the subject area. Post-intervention surveys are conducted via online questionnaires to gather both qualitative and quantitative feedback from students. Initial findings show that teachers’ goodwill is not always answered by student enthusiasm. In this presentation, we will describe the model of collaboration with the Physics Department, analyze feedback from students, highlight pertinent insights from both content instructors and language educators, and discuss challenges and lessons learned.

PQ305

**Maria Kuteeva**

Stockholm University

4 Dec 2024

10.40 - 11.10 AM

### **Adapting and adopting stance in academic writing using ChatGPT**

*Maria KUTEEVA is Professor of English linguistics at Stockholm University. She received her PhD (1999) in English studies from the University of Manchester. Her research has focused on academic discourse analysis and explored how English is used by students and academic faculty in multilingual university settings. Kuteeva's publications have engaged with scholarly debates surrounding ontologies and roles of English in research and education. She has held visiting researcher positions at the University of Wisconsin, Madison (2013) and the University of Helsinki (2018). In 2021 she was an Erik Allardt research fellow at the Helsinki Collegium for Advanced Studies. Kuteeva's work has appeared in international peer-reviewed journals, such as Applied Linguistics, English for Specific Purposes, Journal of English for Academic Purposes, Journal of Second Language Writing, Higher Education, and Journal of Multilingual and Multicultural Development. Recent books include Language Perceptions and Practices in Multilingual Universities (2020, Palgrave Macmillan, with Kaufhold and Hynninen) and Tension-filled English at the Multilingual University: A Bakhtinian Perspective (2023, Multilingual Matters). She serves on the editorial boards of several international journals and is co-editor-in-chief of Ibérica: Journal of the European Association of Languages for Specific Purposes.*

The emergence of LLMs, such as ChatGPT, has raised serious concerns among educators. Even experienced reviewers and editors in applied linguistics struggle to detect differences between AI-powered and human-authored academic writing (Casal & Kessler, 2023). The LLM output is based on statistical associations in the training dataset which covers a wide range of registers and styles, but at the same time is skewed towards what is dominant on the internet, e.g. journalistic prose. As a result, educators already see “journalese” creeping into their students’ writing (Nesi, 2024).

In this presentation, I zoom in on the lexico-grammatical expressions of stance (e.g. Gray & Biber, 2012). Studies

have shown that academic writing in English should not be regarded as “objective, faceless and impersonal” (Hyland, 2005: 173). Today, writers are even more likely to “hype” their claims through lexico-grammatical choices (Hyland, 2023). I explore the contrast between “hyped” and “faceless” writing with a focus on how ChatGPT can be used to adapt or adopt stance with regard to knowledge claims. While the model may aid in exploring different styles of stance, effective human-AI collaboration still depends heavily on writers’ awareness of their text’s specific purpose and their critical attention to the output.

**TU201 (New Venue)**

**Interactive Workshop**

**Jane Robbins, Calum Page, Kevin Goh and Kira Rimrott**

The Hong Kong Polytechnic University

4 Dec 2024

10.40 - 11.40 AM

### **Helping students tell their story**

*Kira is an English Language educator from Toronto, Canada, with a passion for innovative teaching and storytelling. Her experience includes teaching in Germany, Canada, the Czech Republic, China, Taiwan, Cambodia, and Hong Kong. At PolyU, she integrates storytelling and AI to enhance language learning and maximise student engagement.*

Being able to present well has always been important – in interviews, in academia, in the business world. In a world of Apple-style product launches and Instagram Stories, being able to present your own story has become increasingly important.

PolyU’s Sharing your story: Language for personal narrative and reflection is a General Education elective taken by SYA students from all disciplines. It takes the craft of storytelling and adds to it the English language

training required by SYA students to help students develop the skills not only to tell a story persuasively and authentically but to speak in English with greater confidence in a variety of settings.

In this workshop, our storytelling team will take you through some of the techniques we use to increase our students’ confidence in speaking English in public in whatever situation they find themselves needing to do so.



P303

**Ryan Hunter, Adam Barker and Issa Ying**

The Hong Kong Polytechnic University

4 Dec 2024

11.10 - 11.40 AM

**Developing a peer mentoring model for a writing centre to support English-across-the-curriculum**

*Ryan Hunter is currently an instructor at The Hong Kong Polytechnic University English Language Centre and a doctoral student specializing in e-learning in the Education Policy, Organization and Leadership programme at The University of Illinois Urbana-Champaign. He has previously worked for universities in Macau, South Korea, and the United States.*

*Adam Barker is currently working at the Hong Kong Polytechnic University and previously taught in Australia and Japan. He has over 20 years of teaching experience and is interested in curriculum design, pedagogy and teaching, peer-mentoring models, and critical thinking.*

*Dr. Issa Ying currently works at the English Language Centre of The Hong Kong Polytechnic University. Her research interests include pedagogical strategies for language teaching and learning, critical thinking, Visible Thinking Routines, communities of learners, peer mentoring, narrative inquiry and discourse analysis.*

A pilot project to develop a writing center (Writing Café @PolyU) at an English-medium Hong Kong university was started with the goal of supporting English across the curriculum by assisting undergraduate students with their general process writing skills along with discipline-specific content, genre and language. A peer mentor model was adopted and guided by research on genre-based writing feedback (Kuiper et al., 2017, Munje et al., 2018, & Yu, 2021), community of learners (Akella, 2012, Moser et al., 2015, & Schoonheim-Klein et al., 2012), and online writing support (Gherwash & Paiz, 2020, Severino & Prim, 2016, Tan, 2011, Thompson, 2014, & Weirick et

al., 2017). Undergraduate peer mentors and mentees were recruited from multiple departments across the university. Peer mentors met their mentees online or in-person to discuss their writing assignments and provide feedback on drafts. Post-session reports were collected from mentors and post-session reflections were collected from mentees. Post-semester surveys for mentees and focus group interviews of both mentors and mentees were also conducted. The findings reveal the opportunities and benefits provided to mentors and mentees. Challenges are also reported in terms of revising the model, improving the quality of tutoring and feedback practices and increasing training and support.

P304

**Greg Chung-Hsien Wu**

The University of Hong Kong

4 Dec 2024

11.10 - 11.40 AM

**Literacy development for dentistry students' research and clinical needs**

*Dr. Greg Chung-Hsien Wu is currently a lecturer at the Centre for Applied English Studies, the University of Hong Kong. His primary areas of interest include professional development of ESP/CLIL practitioners, teaching and learning in cross-disciplinary/cross-curricular contexts, and EAP/ESP pedagogy within the EMI contexts.*

Disciplines at tertiary level embraces its epistemological framework featuring distinct academic conventions and discourse practices. Language practitioners who need to devise a discipline-specific academic literacy course are faced with the challenge of dealing with disciplinary areas of knowledge. Pedagogical complexities escalate when developing dentistry students' literacy as they are trained as a scientific researcher and a practicing dentist. Compared to much literature investigating cross-disciplinary teaching praxis over the years, explorations into dentistry discourse are not yet as prevalent.

Aiming to explore how to develop dentistry students' literacy for research and clinical needs, the researcher

conducted this case study in an academic literacy course for year-four dentistry students in Hong Kong, who were required to complete a research-informed report for a compulsory Community Health Project. Focusing on a language practitioner who also took on a program coordinator's role, the researcher conducted two semi-structured interviews, together with five visits of classroom observations. Two students participated in one joint interview and one individual interview. Based on the observation notes and transcribed scripts, the study suggested that a sustainable collaboration with the faculty specialists and the integration of disciplinary corpora were the key to substantiating dentistry students' clinical readiness to the dentistry domain.



4 Dec 2024

11.10 - 11.40 AM

**Using AI as digital information input, not as final linguistic output in academic writing**

*Sara is an accredited Senior Fellow by Advance HE (Higher Education, UK). With extensive experience in various leadership roles in higher education, she has managed and mentored sizeable research and academic teams both locally and overseas. Over the course of her illustrious academic career spanning more than 25 years, she has developed and designed over 40 English language courses at both undergraduate and postgraduate levels.*

In the evolving landscape of academic writing, the integration of artificial intelligence (AI) presents both opportunities and challenges. This paper examines how AI can serve as a valuable resource for digital information input, especially in the initial research process like brainstorming ideas and topic selections. However, it argues against its use as a final linguistic output, which can undermine critical thinking and authentic voice in academic writing. In the experiment, an undergraduate class (N=30) were asked to write one short essay with the free choice of using AI (within the scope of the University AI Guidelines). The findings demonstrated a wide range of AI use (0.0-5.0) in the essays. By analysing the various degree of AI use in the essays, the results showcase the importance of providing clearer instructional strategies to students on AI's role as a supportive tool versus as a source of final writing products. The students were also asked to detect the possible foul plays (i.e. completely AI generated

content) in the writing samples. The study highlights the necessity to raise the awareness of using AI ethically and legitimately (appropriately citing the use of AI). It, in turn, advocates for more specific instructional strategies of AI use (what, when, how) that encourage students to use AI-generated content ethically as a starting point for their own analysis and synthesis, promoting originality and personal evaluation of the AI digital input in their writing process. Furthermore, it calls for educators to emphasize the development of linguistic skills and critical engagement, ensuring that AI complements rather than replaces the essential human elements of academic writing. This paper ultimately aims to contribute to the expanding and yet possibly contentious discourse on the effective AI integration in education and more specifically in the contexts of English across the Curriculum (EAC), in the hope of fostering better understanding of its application in higher education.

4 Dec 2024

11.10 - 11.40 AM

**Using Gongyeh to Help Mitigating Hong Kong EAL Undergraduate Students' Fear of Oral Presentation***Kathy Lee*

*Dr. Kathy Lee, a Lecturer and Programme Director at Hong Kong Baptist University's Language Centre, brings over 20 years of English language teaching expertise. She fosters inclusive learning environments, leveraging research-informed pedagogy, innovative assessment design, and educational technology to enhance student experiences and outcomes in language acquisition.*

*Michelle Fong*

*Ms Michelle Fong is a Lecturer in the English Section at the Language Centre, where she is dedicated to enhancing student learning experiences. With a strong focus on e-learning, learner motivation, and assessment, Michelle is passionate about addressing the challenges students face in oral communication. As an advocate for active learning, Michelle positions herself as a facilitator and co-explorer in the classroom, encouraging students to engage in guided discussions, debates, and peer evaluations. She recognizes the prevalence of public speaking anxiety—a significant barrier to student success—and aims to empower her students by incorporating innovative strategies, such as technology-enhanced tools, to foster confidence and engagement. Her commitment to creating supportive learning environments ensures that students are not only participants but also contributors to dynamic classroom discourse.*

In Hong Kong, oral presentation is an essential part of the undergraduate experience as it is a common form of assessment. In oral presentations, students are typically required to stand and present to an audience (Sullivan, 2009) to enhance and showcase their learning. Public speaking anxiety is one of the most prevalent forms of anxiety disorders (Bartholomay & Houlihan, 2016), and is widespread among diverse cultures (Hassal et al., 2000). Previous research conducted in different parts of the world has found that many students experience fear and anxiety in public speaking (E.g. Dwyer & Davidson 2012; Ferreira Marinho et al., 2017; Kondo & Yang, 2004; Le Febvre et al., 2018; Lee et al., 2024; Nash et al, 2016; Tsang 2020).

The aims of this study are to investigate the effectiveness of using Gongyeh, a real time presentation peer feedback and recording platform, in reducing the anxiety experienced by students in individual oral presentations, and to investigate whether the use of Gongyeh could lead to better audience engagement. The study is conducted within the context of a compulsory university course titled "The Art of Persuasion," which aims to develop students' persuasive speech skills in English for effectively expressing their points of view in various settings.

This work-in-progress study builds on the project of Lee et al., (2024) and further modifies the questionnaire developed by Hook et al. (2008) to measure students' levels of speech anxiety at the beginning of the course and after their Final Presentation. Invitation to voluntarily participate in this study was sent to 19 classes using Gongyeh and 19 classes using alternative peer feedback methods such as document based peer feedback forms or Moodle Workshop. Students will receive training and hands-on experience with their assigned feedback method in Week 9 or 10 of the 13 week course. Their Final Presentations are scheduled in Weeks 12 and 13.

Gongyeh allows students to receive constructive and useful feedback through time-synchronized peer comments on videos of their presentations. Additionally, the platform enables audience members to provide encouragement through comments and emojis, potentially fostering a more supportive environment for presenters.

Statistical analysis will provide evidence of the overall effect of the level of anxiety and their performance and whether there is any statistically significant impact after the use of Gongyeh compared to traditional feedback methods. The study will examine:

1. Changes in self-reported anxiety levels before and after using Gongyeh or alternative feedback methods
2. Quantity and quality of peer feedback provided through each platform or method
3. Students' perceptions of the usefulness of time-synchronized comments (Gongyeh) versus other feedback formats.
4. The impact of encouraging comments and emojis on presenter confidence in the Gongyeh group.

The findings of this study are expected to shed light on the understanding of the speech anxiety faced by EAL undergraduates and the effectiveness of Gongyeh in enhancing students' presentation skills and audience's engagement. This study provides evidence that public speaking fear among EAL students should be acknowledged and informs future course design to better prepare students for oral presentations assessments. The results will be particularly relevant for English across the curriculum initiatives, as they demonstrate how technology can be integrated into language learning and assessment in content-based courses like "The Art of Persuasion" and other disciplinary courses.

P307

**Ken Kin Loong Ho**

The University of Hong Kong

4 Dec 2024

11.10 - 11.40 AM

**Fostering disciplinary engagement in EAC: An emic approach and a decade of HKU experience**

*Dr. Ken Ho is a lecturer and the English-in-the-Discipline programme coordinator at Centre for Applied English Studies at The University of Hong Kong. His research interests include engineering epistemology, engineering rhetoric and technical genre. <https://caes.hku.hk/staff/teaching-staff/ken-ho/>*

The benefits of integrating English learning and the subject discipline have been emphasized in higher education under a number of pedagogical practices such as EAC, WAC, CLIL and ESP. The critical question, however, is how discipline specific can an English course be to promote a learning experience authentic and specific to the subject matter. As a former engineer and an English-in-the-Discipline (ED) programme coordinator/teacher serving six engineering departments and 500+ engineering undergraduates annually at HKU (2012-2023), I will discuss the successes and challenges in collaborating with the engineering faculty. Illustrating with a course Technical English for Biomedical Engineering in specific, I will share my emic, immersive

approach to engaging engineering teachers and informants (e.g., teaching assistants and industry practitioners) in course design, materials development and co-assessment. To further the integration of disciplinary content and language in this course, I will advocate a discerning use of technical artefacts, disciplinary genres (e.g., technical user manual) and manageable scientific experiments to advance students' communicative competence facilitated by disciplinary thinking. Suggestions will be offered to EAC/ESP teachers who would like to push the disciplinary boundary of their English courses but may not necessarily possess a technical background nor the subject matter expertise.

P309

**Jay Bidal**

The Hong Kong Polytechnic University

4 Dec 2024

11.10 - 11.40 AM

**Teaching and Assessing GenAI-assisted Writing Processes**

*Jay Bidal is a Teaching Fellow at The Hong Kong Polytechnic University, and has been teaching EAP for more than 25 years in a variety of countries, including Turkey and the UAE. He is interested in technology in teaching and academic writing instruction.*

GenAI can be a powerful tool for university students at EMI institutions to perform better in assignments, but they need guidance into how to effectively leverage GenAI in the writing process. This paper details how GenAI use has been taught and assessed in a number of ESAP courses for Design students. The teaching approach models the application of GenAI throughout the writing process, whereby students participate in co-creation with the instructor of an extended example of the target writing. They then leverage the revealed strategies in the construction of their own writing. The use of GenAI also features an assessment element: students are graded on

how well they apply their learning of these GenAI-related strategies with a new rubric criterion, Writing Process. This is graded according to an appendix to the final draft submission, in which students detail, through screenshots and reflective notes, how they have used GenAI at the various stages of the process. Overall, students appear happy with the approach, as measured by the end-of-course Student Feedback Questionnaire and their appreciative comments. The quality of the final draft submissions is also generally higher than for previous cohorts, as evidenced by the grades for criteria related to content and language clarity and accuracy.

PQ304

**Jose Lai, Adam Fingrut, Olive Cheung, Johnson Chan and Martha Ng**

The Chinese University of Hong Kong

4 Dec 2024

11.10 - 11.40 AM

**An Integrated EAC Approach to Implementing Speaking in the Architecture Discipline**

*Jose LAI is Director of the English Language Teaching Unit at The Chinese University of Hong Kong. She also oversees the development, implementation, and review of curricula as well as large-scale funded projects. She is the Chief Supervisor of the university-wide English Across the Curriculum project on campus.*

*Adam FINGRUT is Director of the professional Master of Architecture programme and Co-director of the Centre for Robotics in Construction and Architecture at The Chinese University of Hong Kong. His research explores computational design, robotics, and how to train future professionals in an ever-changing design industry.*

*Olive CHEUNG is a Senior Lecturer at the English Language Teaching Unit of The Chinese University of Hong Kong. Her professional interests include, ELT/EAP/ESP curriculum development and assessment design, public speaking, and pronunciation learning strategies. She is a co-supervisor of the university-wide English Across the Curriculum project on campus.*

*Johnson CHAN is a Lecturer at the English Language Teaching Unit of The Chinese University of Hong Kong. Currently, he specialises in English for Specific Purposes (ESP) courses, including English for Law Students, English for Architecture Students II and Business Communication I and II.*

*Martha NG is a Lecturer at the English Language Teaching Unit of The Chinese University of Hong Kong. She specialises in the teaching and learning of communications and related profession in creative approaches. She is the facilitator of the project English Across the Curriculum with the Master of Architecture programme.*

One of the key challenges for architecture (ARCH) students is to articulate their design well to both specialists and non-specialists. Providing direct interventions by the EAC team has been the norm to train students in the delivery skills necessary for attending design studios through workshops and rehearsals sessions with live-performance comments. To further motivate student engagement and to address any perceived gap between content learning and language learning, the EAC-ARCH team has proposed an integrated approach to implementing EAC interventions through embedding the overt language learning outcomes and interventions into

the formal content course design. The novelty of this model is to take a covert approach and frame this CoP collaboration as an ARCH initiative to provide students with more practice opportunities for design pin-ups, presenting, and acting as critics for their peers. Rather than being run by the EAC team, a series of five topical sessions seamlessly interpolated into the content course outline would be directly overseen and enacted by the studio supervisors. The EAC team would only act as observers in the process in addition to designing the activities. This presentation aims to discuss the design principles and challenges of implementing this new model.

PQ305

**Heather Falconer**

University of Maine

4 Dec 2024

11.10 - 11.40 AM

**Aligning Writing Concepts Across the First- and Second-Year Curriculum**

*Heather M. Falconer is an Assistant Professor of Professional and Technical Writing and faculty member of the Maine Center for Research in STEM Education at the University of Maine. She is author of the book, Masking inequality with good intentions, as well as numerous peer-reviewed articles and edited collections.*

Effective communication skills are a critical aspect of being successful in any academic discipline. Yet, for many undergraduate students, disciplinary-based reading and writing techniques serve as a barrier both to understanding and demonstrating knowledge in their field. While research has shown that explicitly teaching the ways in which language and forms of writing (i.e., genres) reflect the various procedural and communicative tasks disciplinary practitioners regularly perform can have positive impacts on persistence and the development of disciplinary identity (Falconer, 2022; Hyland, 2012; Poe et al., 2011), it is also clear that writing practices and concepts learned in one space do not necessarily transfer to other contexts without explicit triggering.

This paper will present one approach being tested at the University of Maine that explicitly aligns the rhetorical practices and concepts taught in the required First-Year Writing (FYW) curriculum to first- and second-year Biology and Engineering courses. This alignment includes the way “habits of thought” (Strober, 2011) around writing are developed across

disciplinary lines and establishes a common language related to reading and writing practices within the University. The presentation will share strategy, tools developed, and preliminary findings showing improved understanding and implementation of citation practices and discourse conventions.

PQ305

**Christy Chan**

City University of Hong Kong

4 Dec 2024

**Pauli Lai and Julia Chen**

11.10 - 11.40 AM

The Hong Kong Polytechnic University

### **Rubric-Driven Teaching and Learning Enhancement using Hybrid Intelligence**

*Christy Chan is a senior tutor and coordinator for the Bespoke Language Services and Scholarship Support at CityU. Her expertise includes teaching EAP, ESP, EAC, and teacher training courses in higher education. She was a collaborative winner of the UGC Teaching Award 2022.*

*Dr. Pauli Lai is a lecturer in the Department of Electrical and Electronic Engineering at PolyU. She specializes in databases and programming, with a keen focus on leveraging AI and EdTech to enhance teaching methodologies. In recognition of her exceptional contributions, she received the Faculty Outstanding Teacher Award in 2024.*

*Julia Chen (PhD, PFHEA) is the Director of the Educational Development Centre at HK PolyU, and Chair of the HK Teaching Excellence Alliance initiated by the University Grants Committee. The inter-institutional English Across the Curriculum team that she leads has received multiple awards, including the QS Reimagine Education Awards Silver Prize.*

*Dr Kimmy Cheng is a lecturer in the Department of Communication Studies and the School of Communication and Film at BU. Her research interests lie in health communication, celebrity culture, and public speaking. She received the General Education Teaching Award (with Honorable Mention) in the academic year of 2014-2015.*

The project proposes a rubric-driven Generative AI speaking assessment platform designed to provide automatic feedback on students' recorded oral presentations while allowing teachers to modify and refine comments before releasing to students. Hybrid intelligence is a combination of human and machine intelligence to make meaningful evaluation and assessment. A case in point is the diversification and expansion in the types of speaking tasks across the disciplines, ranging from project presentation in engineering to elevated pitch in business. The speaking assessment platform employs hybrid intelligence to support students and teachers in different ways. For

example, it offers students opportunities to practise their speaking skills and address stage fright. It further helps students see the usefulness of assessment rubrics for learning and self-improvement. Discipline academics also benefit from the platform as they tend to lack the metalanguage for precise comments regarding linguistic and paralinguistic features such as pronunciation, intonation, pace, facial expression, body gesture and accuracy, but the GenAI-empowered platform can. Leveraging artificial and human intelligences, the platform acts as an ubiquitous education tool for self-assessment and formative assessment.

P303

**Marshall Warren Yin**

The Hong Kong Polytechnic University

4 Dec 2024

12.00 - 12.30 PM

**AI for Language Learning Workshop**

*Dr. Marshall Yin is an educator with nearly 30 years of experience in America and Hong Kong. He has taught a wide range of levels from Kindergarten up to PhD students. His experience includes teaching digital literacy, special education, early childhood and ESL. Marshall has led tech programs and tech initiatives. He is currently an instructor at the Hong Kong Polytechnic University.*

I have been running workshops on Chat GPT for language learning. The pedagogy is based on modelling and giving feedback.

Outcomes – Skills that can applied to EAP

Chat GPT for writing and research in partnership with the University Library site to check for fake information and improve search skills.

How to prompt for terms and concepts, which can lead to subsequent prompts, helpful in brainstorming and learning vocabulary.

How to prompt for outlines to help organise writing

How to prompt for feedback on errors, reasons why, and options to choose from. In this way, Chat GPT does NOT rewrite, but more importantly gives feedback and options. EAP Application and process Students from their discipline enter terms from their academic field.

They then prompt to generate synonyms for brainstorming and, definitions for vocabulary learning

A focused topic is formed, and can be organised by prompting for an outline Students write, and learn how to prompt for error identification and language options.

In this way writing is improved by way of awareness and choice, not by re-writing.



P304

**Mary Eddy U and Jeremy Phillips**

University of Tourism Macau

4 Dec 2024

12.00 - 12.30 PM

**Using Tailored Source Texts to Develop Academic Writing Skills**

*Mary Eddy U has taught and developed materials for university English as a Second Language courses in Macau for over a decade. She has research interests in tourism education and English as a Second Language teaching methods and materials. She enjoys making learning relevant, practical, and fun for students.*

*Jeremy Phillips has a BA from The University of Toronto, an MAELT from The University of Reading, the CELTA and the DELTA. He started teaching English in Korea, and has taught in Canada, The Czech Republic, Turkey, Japan and Macau. His research interests are academic writing, teacher-training and materials development.*

Academic writing is a necessary skill at university. ELLs studying at English-medium universities face the challenge of demonstrating comprehension of new content through writing in a foreign language. Similarly, students from rote learning based educational backgrounds may have difficulty effectively integrating sources into argumentative writing. A teaching intervention employing tailored source-texts was used to scaffold tasks and build critical reading and writing skills for beginning academic writers, with the goal of supporting WAC. Based on literature, it was hypothesized that differences in students' English for Academic Purposes self-efficacy and writing task value would explain differences in writing success expectations

(Fischer, et al., 2017; Teng & Wang, 2023). Pre and post-term surveys, and discourse analysis for an in-class academic essay were conducted with 103 first-semester university students in Macau. 77% of students effectively or semi-successfully wrote in academic style post-intervention. Regression showed that for successful English writers, EAP knowledge, EAP self-efficacy, and task value explained the vast majority of differences in students' expectations of writing success. However, the surveyed variables predicted only 8% of students' actual success in writing, with no differences based on high-school medium of instruction. Implications are given for teaching Academic writing skills (vis-à-vis general writing skills) within the curriculum.

P305

**Man Long Chan**

The Chinese University of Hong Kong

4 Dec 2024

12.00 - 12.30 PM

**Cherry Chan**

City University of Hong Kong

**Preparing English Language Instructors for Teaching ESP Courses: A Case Study in Legal English**

*Mr. Johnson CHAN is a Lecturer at the English Language Teaching Unit, The Chinese University of Hong Kong. Currently, he specializes in English for Specific Purposes (ESP) courses, including English for Law Students, English for Architecture Students II and Business Communication I and II.*

*Dr. Cherry CHAN is an Instructor at the Chan Feng Men-ling Chan Shuk-lin Language Centre at City University of Hong Kong. Her main areas of interest include English for Academic Purposes (EAP) and English for Specific Purposes (ESP).*

English language instructors, especially novice instructors, often encounter challenges when teaching English for Specific Purposes (ESP) courses without having subject-specific expertise. This research explores ways to support non-specialist English language instructors teaching ESP courses, using Legal English as a case study. The presentation examines the preparation process from two perspectives: a trainee, an applied linguist and English for Academic Purposes (EAP) instructor with no legal background who is assigned to engage in a legal English course, and a trainer, an ESP instructor with legal training and experience in designing and teaching a legal English course in another institution. Adopting an action research

approach, this study encompasses dialogic, interactive training sessions, pre- and post-training reflections of the trainer and trainee, needs analysis and genre analysis questionnaires. This presentation reports on the challenges experienced by both the trainee and the trainer throughout the preparation process. This research contributes to the field by addressing the needs of non-specialist English language instructors, and providing insights into the provision of supportive administrative practices and peer training in helping instructors devise appropriate pedagogy for ESP courses and English Across the Curriculum (EAC) projects.

P306

**Yang GAO, Ying LI and Xi QIAN**

Xi'an Jiaotong University

4 Dec 2024

**Gang ZENG**

12.00 - 12.30 PM

Dalian Maritime University

### **Teacher Beliefs, Emotions, and Practices in Implementing English Across the Curriculum (EAC) in Mainland China: A Narrative Inquiry**

*Yang GAO is an Associate Director at the Center of Teaching and Learning Development and a Research Professor at the School of Foreign Studies, Xi'an Jiaotong University. He supervises PhD programs in language teacher education.*

*Ying LI is an Associate Dean at the School of Foreign Studies, Xi'an Jiaotong University. She is responsible for coordinating the English Across the Curriculum (EAC) program with the Medical School at Xi'an Jiaotong University.*

*Xi QIAN is a Professor at the School of Foreign Studies, Xi'an Jiaotong University, and the Program Coordinator for the joint program between Xi'an Jiaotong University and Politecnico di Milano.*

*Gang ZENG is a Professor and Dean at the School of Foreign Languages, Dalian Maritime University. He coordinates the programs between Dalian Maritime University and the University of Houston.*

This qualitative narrative inquiry delves into the implementation and operation of English Across the Curriculum (EAC) programs in mainland China, focusing on the interplay of teacher beliefs, emotions, and practices. Through in-depth interviews and narrative analysis, the study explores how teachers construct meaning and make sense of their experiences within the context of EAC program management. Participants included six teachers and teacher educators from three regions in mainland China. These programs varied in scope, encompassing joint collaborations with international partners and intra-university collaborations between colleges and schools.

Findings reveal that teachers encountered various challenges in implementing EAC programs. However, through a narrative analysis of their experiences, the study highlights their agency, resilience, and adaptability in navigating these challenges, utilizing contextual affordances to inform and refine their practices. Insights from this study offer valuable guidance for teacher educators in designing and implementing effective EAC programs, emphasizing the importance of supporting teachers' emotional well-being and fostering a sense of community.

P307

**Tony Chun Tung Kwok**

The Hong Kong Polytechnic University

4 Dec 2024

12.00 - 12.30 PM

### **Dual Roles of Content Teachers in CLIL Classrooms in Higher Education**

*Mr Tony Kwok is Lecturer and Programme Leader at the Division of Languages and Communication in the College of Professional and Continuing Education, The Hong Kong Polytechnic University, teaching English-related subjects to sub-degree and undergraduate students. His teaching and research interests lie in CLIL, multilingualism, World Englishes and ELT methodology.*

CLIL is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, p.1). However, practically, this “idealised” form of CLIL may be implemented differently in many educational contexts such as Hong Kong, in which students' additional language, English, is used as the medium of instruction of non-language content subjects (Lo & Lin, 2019). Content teachers, despite having a pivotal role in CLIL classrooms, may understand and interpret the teaching and learning of language differently in their content subjects.

In this light, this research study aims to investigate content teachers' understandings and attitudes of CLIL, and their roles of content and language teaching in the classroom. This qualitative case study investigates three business teachers in a tertiary institution in Hong Kong through in-depth qualitative data collected via interviews and lesson recordings in a semester-long subject. Preliminary findings show that while all teacher participants recognised the dual focus of CLIL and identified themselves as language teachers, they only spent little time on the teaching of language, limited to rectifying pronunciation of words and introducing discipline-specific lexical items.

P309

**Shiqian Zhou**

The Education University of Hong Kong

4 Dec 2024

12.00 - 12.30 PM

**Optimizing Literature Reviews with AI: Opportunities and Ethical Implications**

*Shiqian Zhou (Jocelyn) is an English tutor at the Education University of Hong Kong. She has led workshops on the effectiveness of AI in English language learning and conducted courses on English academic writing. Her research focuses on integrating technology into teaching and addressing ethical issues in AI-assisted English education.*

Many students, mainly English second-language learners, find English academic writing challenging. This research aims to enhance second-language learners' academic language proficiency by guiding students to use AI tools such as Avidnote, Elicit, and Scite. While AI tools improve students' English language use and sentence structures, they raise concerns about academic integrity. The primary issue is the risk of academic dishonesty, as some students may over-rely on AI, neglecting critical thinking and engagement with their learning. This research addresses these concerns by teaching students to use AI effectively and ethically, helping them balance legitimate assistance with the risk of misconduct.

The research involved 33 senior undergraduates and postgraduates majoring in Education and Language Studies, participating in 12 workshops on writing literature reviews. Feedback from focus group interviews and surveys indicated that while AI helps students efficiently summarize academic sources, many copy and paste AI-generated content without modification, leading to superficial analysis and potential academic misconduct. Two key themes emerged: AI's effectiveness in research writing and the need for guidance on avoiding academic misconduct. The study recommends instruction on responsible AI use, emphasizing critical evaluation and ethical concerns, and proposes guidelines for proper AI integration in academic writing.

PQ303

**Jean-Paul Duquette**

University of Macau

4 Dec 2024

12.00 - 12.30 PM

**EAC Teaching in the Metaverse**

Education in the metaverse as envisioned by science fiction authors like Ernest Cline and companies like Meta has yet to be realized. However, educators have been using Linden Lab's Second Life (SL) as an alternative to more mainstream forms of online instruction since its inception in 2003. For example, teachers at Cypris Chat, a volunteer English and Japanese learning community within SL, have been leading EAC courses and activities since 2010. What insights might language instructors of these courses provide regarding the benefits and drawbacks of using an immersive 3D environment to

teach content-based courses? This presentation will focus on description of three long-running content-based courses at Cypris Chat: American history, ecology and English literature. Semi-structured interviews were completed with both instructors and past and present students of these content classes. By evaluating these discussions with an emphasis on the positive and negative aspects of avatar-based, virtual world EAC instruction, this presentation should provide guidance for teachers and administrators interested in providing alternatives to current online platforms.

PQ304

**Anuradha Ramanujan and Gene Segarra Navera**

National University of Singapore

4 Dec 2024

12.00 - 12.30 PM

**Content-based writing instruction: Promoting student-centred learning through a blended format**

*Anuradha Ramanujan is Senior Lecturer at the Centre for English Language Communication at the National University of Singapore (NUS) where she teaches courses in critical thinking and content-based academic writing. Her research interests include postcolonial literary and cultural studies, critical pedagogy, writing studies, food studies and critical animal studies.*

*Gene Segarra Navera is Deputy Director and Senior Lecturer at the Centre for English Language Communication of the National University of Singapore (NUS). He teaches content-based academic literacy courses and writes in the areas of Philippine presidential rhetoric, critical discourse studies, and writing and speech communication pedagogies.*

Many universities are transitioning from exclusively in-person classes to a blended format that combines face-to-face and online, asynchronous learning. From a pedagogical perspective, blended instruction seeks to promote independent learning (IL) by providing students with the flexibility to navigate course content based on individual learner profiles and interests (Boelens et. al., 2017).

This presentation examines some possibilities and challenges of implementing blended instruction within interdisciplinary, content-driven writing courses offered to residential college students at the National University of Singapore. To facilitate student engagement with key concepts, frameworks and perspectives on the topic, these

courses combine explicit content instruction via the reading and discussion of relevant scholarship with explicit writing instruction. However, the reduced face-to-face contact time following the transition to blended learning necessitates new ways of thinking about content and writing instruction and the relationship between asynchronous, self-directed learning and the “community of inquiry” created through “social presence” within a physical classroom (Garrison, 2016). We specifically show how IL content generated through asynchronous student participation can provide useful insights allowing teachers to adapt course content and instruction to develop a “negotiated syllabus” (Clarke, 1991) that recognizes learner needs and agency.

PQ305

**Ivy Chan**

Singapore Management University

4 Dec 2024

12.00 - 12.30 PM

**University students’ perceptions of a grammar application to support their English Language Learning**

*Ivy Chan is a lecturer at the Centre for English Communication (Singapore Management University). Her research interests include English Language Teaching and using technology in learning.*

Good grammar facilitates students’ ability to communicate clearly and appropriately in academic and professional settings. However, many university students find learning grammar boring, and tend to learn grammar as discrete rules. In response, the Centre for English Communication (Singapore Management University) supported the development of a grammar application, Grammar Guru (GG), to increase student engagement and improve students’ grammatical competency. Having been informed of the benefits of game-based learning, GG was launched in July 2023 and awarded the university’s Technology-enhanced Learning award. GG, set in a corporate workplace, possessed game elements such as a storyline, a leaderboard and points. GG’s questions were crafted to simulate real-world communication tasks, such

as introducing oneself to colleagues and crafting an appropriate email. The questions comprised word-level issues (e.g., subject-verb agreement and article usage) and sentence-level issues (e.g., run-on sentences and sentence fragments).

This study seeks to understand 12 students’ perspectives on GG in supporting their English language learning. The researchers employed a qualitative approach, including semi-structured interviews, reflection logs and think-aloud protocols. The data collected was coded using open and axial coding. The study’s findings will inform educators of GG’s impact on students’ grammar, speaking and writing skills, and teaching practices.

P303

**Rodney Wai Chi Chu and Kai Pan Mark**

The Hong Kong Polytechnic University

4 Dec 2024

12.30 - 1.00 PM

**The possibility of a happy marriage of Education and Technology: how an Generative AI platform may achieve, and the potential to go further**

*Rodney Chu is the Chair of Learning and Teaching Committee of Department of Applied Social Sciences since 2013. His research interest is in e-learning and application of immersive technologies for pedagogical enhancement. He won the Best Teaching Award (Individual) in Faculty of Health and Social Sciences, and led a team and won the QS Reimagine Education Silver Award (Asia Region), both in 2023.*

*Kai Pan MARK is Senior Educational Development Manager at The Hong Kong Polytechnic University. He collaborates with academic staff to design student-centered educational technology and supports MOOC development. He chairs the IEEE Education Society Chapters Committee and Hong Kong Section Education Chapter and received the IEEE Education Society Edwin C. Jones, Jr. Meritorious Service Award (2022) for his commitment to the field.*

The existence of a platform to increase the degree of Student-Staff interaction is always a favour in pedagogical design, let alone that platform could be of assistance to students in enhancing their academic performance of concerned subject. The use of AIReAS (AI Review Assessment System) developed by PolyU, which is an integration of a Large Language Model (LLM) to transform the experience of submission, review, and assessment of written assignments in an online platform, was being tried out in two subjects of different nature: the first being a compulsory GE subject with 'English writing requirement' involving students from very different

disciplines but not accustomed in essay-writing, the second being an elective subject for students in social, sciences who are keen to enhance their written report standard that they are more accustomed to. The try-out was on a voluntary basis and with the confirmation that would not affect the final grades gave the room for the collection and measure of genuine responses. The result is encouraging in terms of students' sense of achievement in revising their writing, teachers' collection of feedback on their designed assessment rubrics, and the possibility of providing an open and transparent atmosphere for improving pedagogical design.

P304

**Yunan Zhang and Lianjiang Jiang**

The University of Hong Kong

4 Dec 2024

12.30 - 1.00 PM

**Appropriating ChatGPT in English Argumentative Writing: An Activity Theory Perspective**

Since the release of ChatGPT, much attention has been given to its potential applications and effectiveness, while the ChatGPT-mediated writing process receives less attention. Drawing on Activity Theory (AT) and the construct of appropriation, this research conceptualises the English argumentative writing learners' use of ChatGPT as a mediated appropriation process where they appropriate various mediational resources to achieve writing goals. Through observations and semi-structured interviews, we conducted a multiple case analysis of two participants learning English argumentative writing through their content subjects and demonstrating different levels of appropriating ChatGPT: one participant was unfamiliar with ChatGPT before the research, while the other is an advanced ChatGPT user. At a macro level, an activity system framework revealed five mediating factors that come into play in the ChatGPT-mediated writing process: (1) ChatGPT as a feedback provider in language and content aspects; (2) AWE tools, search engines as

supplementary tools; (3) writers' prior knowledge of writing conventions activated by ChatGPT; (4) dynamic motives adjusted by ChatGPT feedback; (5) different perceived role of ChatGPT as a tool and a writing partner. The mediation of ChatGPT was thus posited in its interplay with writing goals, other technological tools, symbolic tools, writing conventions, and ChatGPT's contextual division of labor in a ChatGPT community. Then, a micro view at the dynamic writing process showed the chains of actions constituting individuals' activities. The similarities between their actions confirmed the basic approach to appropriating ChatGPT from prompting ChatGPT, responding to it, and integrating its feedback. The differences between the two cases showed note-taking as a distinctive strategy and an iterative and reflective cycle when writers of higher appropriation levels internalise ChatGPT's feedback. The results could contribute to a nuanced understanding of the varied experience of different writers using ChatGPT.



P305

**Ge Lan**

City University of Hong Kong

**Shelley Staples**

University of Arizona

4 Dec 2024

12.30 - 1.00 PM

**Clarifying lexico-grammar descriptions in assessment rubrics via a multidimensional analysis of student writing**

*Ge Lan is an assistant professor in the Department of English at City University of Hong Kong. His research interests include corpus linguistics, register studies, second language writing, English for academic/specific purposes, bibliometrics, and natural language processing.*

*Shelley Staples is a professor in the Department of English at University of Arizona. Her research focuses on the use of corpus-based discourse analysis (qualitative and quantitative computational text analysis) to investigate language use across spoken and written contexts.*

This study aims to clarify descriptions of lexico-grammar usage in assessment rubrics via a multidimensional analysis of students' disciplinary writing in a HK university. The HK universities often provide students with English courses to improve their writing skills, and one course objective is to improve students' lexico-grammar usage, so they can produce sentence structures that meet the expectation of their disciplinary communities. However, the assessment rubrics of these courses include some non-transparent descriptions of language use, such as "use varied lexico-grammatical features" and "use appropriate lexico-grammatical features. To clarify these descriptions, a multidimensional analysis will be conducted to analyze a corpus of student writing across four disciplinary domains (Science,

Engineering, Business, and Humanities/Social Sciences). 1500 discipline-specific papers were tagged, and a new multidimensional model is currently being established to demonstrate 1) co-occurring patterns of lexico-grammatical features (to clarify "variation") and 2) their corresponding communicative functions (to clarify "appropriateness"). In other words, the students are expected to use these occurring features (i.e., variation) to meet target communicative functions (i.e., appropriateness) in these written registers. The model will provide evidence-based guidelines for writing assessment in the disciplinary English courses, effectively helping teachers and students achieve the teaching/learning outcomes.

P306

**Peter Beech**

University of Nottingham Ningbo China

4 Dec 2024

12.30 - 1.00 PM

**Supporting EMI Teacher Development in Higher Education in China**

*Peter Beech is a highly experienced teacher trainer and is currently Senior Tutor in Professional Education and Training at the University of Nottingham Ningbo China. He has designed and run bespoke training and development courses for thousands of teachers and has presented his research at numerous conferences.*

Despite the rapid expansion of EMI in Higher Education in China and the corresponding increase in research interest, EMI teacher development is an area that has received little attention (Macaro & Han 2020, Yuan 2021, Jinghui 2023). One approach that has been implemented to leverage the strengths of both foreign and local teachers, and particularly to enhance their language awareness, is to use team teaching (Xu & Zhang 2022), which can lead to significant changes both in language awareness and in pedagogical practice. This approach can be further enhanced by closer collaboration between content teachers and EAP teachers (Galloway et al., 2020). Another approach to enhancing the quality of EMI

teaching is to raise teachers' awareness through the implementation of action research projects (Cao & Yuan 2020). This presentation reports on a project undertaken in a Sino-Foreign university in which elements from these three approaches were combined. Content teachers in science, engineering and business disciplines including both foreign and local teachers undertook a structured professional development programme over the course of one year, which included observing more experienced teachers, working with a mentor and being observed, and developing reflective practice. Participants reported significant impact on their professional practice.

P307

**Meilin Chen and Linfeng Cai**

Hong Kong Baptist University

4 Dec 2024

12.30 - 1.00 PM

**An investigation into Business students' criticality in article critique assignments***Meilin Chen*

*Meilin Chen is a Lecturer at Hong Kong Baptist University. She teaches discipline-specific English academic writing to students from a variety of disciplinary backgrounds at both undergraduate and postgraduate levels and other courses related to language learning or research. She is interested in corpus linguistics, learner corpus research, English for academic purposes, critical discourse analysis, data-driven learning, and corpus-assisted discourse analysis. Her publications have appeared in journals such as Discourse and Society, English for Specific Purposes, International Journal of Corpus Linguistics, and System.*

*Linfeng Cai*

*Linfeng Cai is a Research Associate at the Language Centre of Hong Kong Baptist University. With a multidisciplinary background in Applied Linguistics, Materials Sciences, and Physics, he is interested in English for academic purposes and science communication. Currently, he is working on a Writing Across the Curriculum project.*

Effective critiques involve an introduction to the scrutinised text, content summary, and cogent evaluations (Devira & Westin, 2021; Hartley, 2006). Yet, novice writers often overlook genre requirements (Howitt et al., 2022; Teramoto & Mickan, 2008), focus narrowly (List & Oaxaca, 2023), and thus lack criticality (Leong, 2013; Mirador, 2018). Previous research on students' critiques mainly concentrated on the number and foci of critical evaluations. How well students incorporate and organise essential rhetorical moves has been overlooked, and students' and instructors' perceptions of critique writing were seldom surveyed.

Addressing this gap, this study examines the rhetorical moves in 45 English article critiques by L2 Business

undergraduates, complemented by ten interviews with students and instructors. The analysis reveals frequent omissions of two essential stages: an introduction contextualising the analysis and a conclusion recapitulating the evaluation. Moreover, descriptive summaries tend to dominate, while critiques are given sparsely. They are often unintegrated and disconnected from an overall judgment. The interview further identifies instructors' diverging expectations for coherent writing and critical evaluations, potential reasons for students' fragmented presentation and lack of evaluation. Explicit genre-based instructions are therefore necessary to fully exploit the pedagogical value of critique writing and nurture student competence in disciplinary discussions.

P309

**Anna P.S.YU**

The Hong Kong University of Science and Technology

4 Dec 2024

12.30 - 1.00 PM

**Unveiling the Art of Popular Science Communication in Physics: A Linguistic Exploration by Physics Students**

This study explores the nuanced language features essential for composing pop science communication on physics by physics students in their third year at university. The aim is to equip these students with the skills to effectively communicate controversial ideas to the public through opinion articles, podcasts, and mini TED-style talks. Unique language aspects include incorporating insider physics topics while ensuring clarity for lay audiences without oversimplifying the science in physics.

Such skills are crucial for physics students, recognizing that not all will pursue careers in physics but will instead leverage their physics knowledge in diverse professions. This research investigates the challenges associated with teaching such a course and explores effective pedagogical approaches. The paper also elucidates how assignments, including podcasts, opinion pieces, and mini TED-style talks, are meticulously structured to yield positive educational outcomes and enhance the teaching process.

PQ303

**Yin Ling Cheung**

Nanyang Technological University

4 Dec 2024

12.30 - 1.00 PM

**Writing Across the Curriculum: Challenges in the programme implementation**

*CHEUNG Yin Ling earned her Ph.D. in Linguistics from Purdue University, USA. She is Associate Dean and Associate Professor at National Institute of Education, Nanyang Technological University, Singapore. Her research interests include writing instruction, writing teacher identity, and academic writing.*

Writing Across the Curriculum (WAC) has gained currency in the United States since five decades ago. Despite its success in the United States, not until two decades ago was a WAC programme first launched in Hong Kong. The purpose of this study was to investigate the challenges faced in the programme implementation at a university in Hong Kong. The research design of this study included data comprising interviews with the course lecturer and the undergraduate students, students' writing, and the reflective journals of the WAC tutor. Two WAC journalism courses were selected for the study which lasted two consecutive semesters. Data for the interviews

and students' writing were collected in the second semester while the reflective journals covered both semesters. Findings will be discussed in terms of three aspects: a) the difficulties of writing in a second language, b) cultural differences in basic educational assumptions, and c) the logistical difficulties of programme implementation. The study contributes to the WAC literature, particularly challenges such as the demand for multilingual awareness and discipline-specific expertise on the part of the tutor could be overcome with additional training or pedagogical methods from the discipline cooperating faculty.

PQ304

**Lisa Cheung**

The University of Hong Kong

4 Dec 2024

12.30 - 1.00 PM

**CorpusChat: Specifically-tailored GPTs for enhancing academic writing skills in diverse disciplines**

*Lisa Cheung, Ph.D., is a Senior Lecturer at the Centre for Applied English Studies, The University of Hong Kong. She is a recipient of the University's Outstanding Teaching Award (2022) and The Faculty of Arts' Teaching Excellence Award (2018-19). She has been actively involved in the teaching of a range of postgraduate and undergraduate English enhancement courses on academic and professional communication, and has extensive experience in developing corpus-based learning resources and their integration with classroom teaching. Lisa leads the Centre's development project on Students as Partners, utilizing HKU students' expertise and experience as a student to contribute equally to 'teaching and learning process' and 'enhancement of teaching and learning policy or practices', and has provided various consultation sessions at different student partnership events. She is currently the Coordinator for Mentoring, overarching responsibility for mentoring within CAES to engage more staff in structured mentoring, provide training opportunities for new mentors, and identify ways for further enhancing the quality and impact of mentoring in CAES. Other leadership roles include the Deputy Programme Coordinator for the Faculty of Arts since 2022-2023 and the Programme Coordinator for the English courses for the Faculty of Dentistry (2016-2022).*

In this talk, I will introduce an innovative AI-empowered platform CorpusChat that offers customized GPTs for university students to develop their discipline-specific academic writing skills. CorpusChat seamlessly merges corpus linguistics with GenAI, uniting two domains centered around data analysis. This synergy enables a deeper understanding of data, fostering authenticity in language understanding, and streamlining the process of conducting corpus searches without requiring extensive technical expertise (Crosthwaite & Baisa, 2023). The unique capabilities of CorpusChat encompass: 1) leveraging ChatGPT and RAG to bridge language learning and academic writing; 2) developing specialized chatbots tailored to the needs of discipline-specific academic writing; and 3) empowering these chatbots with

the capacity to analyze language patterns within discipline-specific corpora.

As a pilot for Arts students at HKU, two chatbots were created utilizing the British Academic Written English (BAWE) and an in-house Corpus of Humanities and Arts Texts (CHAT). Building on the student survey and focus group interviews, I will explore how GenAI and corpus linguistics can bridge the gap by offering more innovative English language learning opportunities for students across disciplines.

I will conclude with some practical observations about how to enhance CorpusChat for learning English across disciplines and point to further avenues of research.

PQ305

**Robin Harvey**

New York University

4 Dec 2024

12.30 - 1.00 PM

**Multiliteracies in the EAC/CLIL classroom: preparing students for the world**

*Dr. Robin Harvey is a Clinical Associate Professor of TESOL, Bilingual and World Language Education at New York University, former Co-Director of the MA TESOL program at NYU Shanghai, and Director of NYU's Project for Developing Chinese Language Teachers (DCLT). She is a former teacher of English and Chinese.*

The world in which students live and the way students express themselves has changed dramatically over the past decades, while our pedagogies for teaching in large part have not. We prepare learners for the written page, while often failing to incorporate the new literacies tools available for meaning-making in the modern world. A multiliteracies approach (e.g. Cope & Kalantzis, 2019, New London Group, 1996) to EAC and CLIL equips learners to construct knowledge across cultural and disciplinary contexts, integrating written and aural text, visuals, sound, gesture, and more to critically interpret and convey meaning.

This presentation will share an innovative multiliteracies approach to designing EAC and CLIL curricula and lessons. We will first ground our approach in the theories of new literacies and multiliteracies. Next, we will invite participants to engage in a hands-on multiliteracies lesson, as we move through the stages of exploring available resources for learning, drawing connections between and across multiple modes of expression (design), and critically interpreting and (re)designing resources to construct new meanings and knowledge. Participants will come away with an understanding of the importance of new and multiliteracies approach to interdisciplinarity in EAL/CLIL, along with resources for integrating these approaches.

P303

**Shike Jian**

University of Queensland

4 Dec 2024

2.05 - 2.35 PM

**Peer Corrective Feedback Practices and Perceptions among Chinese Learners of English**

*Shike Jian is a recent Master of Applied Linguistics (TESOL) graduate from the University of Queensland. Her research interests include TESOL, EAL/D, EAC, CLIL, and TBLT. Shike has taught English from primary to university levels and contributed to research on peer interaction and peer corrective feedback.*

Peer interaction and peer corrective feedback (PCF) are critical in language learning, particularly within EAC and CLIL contexts as empirical studies show that PCF draw their attention to anomaly in both language and content. While existing studies have highlighted the influence of proficiency levels and task types on PCF, less is known about how communication styles and disciplinary backgrounds (e.g., Business, Engineering, Humanities), impact these dynamics. This study investigates how Chinese learners' perceived proficiency levels, communication styles, and disciplinary backgrounds affect PCF. Twenty-seven Chinese international students from various disciplines at an Australian university were grouped by proficiency (high, low, or mixed). Recorded

and transcribed group interactions were coded for language-related episodes (LREs) and PCF. Quantitative analysis showed no significant effect of perceived proficiency level on LREs frequency. Recast was the most frequent PCF type with low-proficiency participants. Post-task interviews revealed different PCF perceptions across disciplines. Participants generally used indirect language to soften negative comments. These findings offer insights into how proficiency, communication styles, and disciplinary backgrounds influence PCF in EAC environments. Given that English is widely used as a medium of instruction in EAC and CLIL contexts, the findings inform pedagogical approaches to create effective EAC environments for Chinese learners.



P304

**Jie Yang and Ge Lan**

City University of Hong Kong

4 Dec 2024

2.05 - 2.35 PM

**Building a Learner Corpus of Disciplinary Writing: Promoting Data-driven Learning for English Learners**

*Jie YANG (Hailey) is a PhD student in the Department of English at the City University of Hong Kong. Her research interests include corpus linguistics, register studies, textbook analysis, and English for academic/specific purposes.*

*Ge LAN (Gee) is an assistant professor in the Department of English at City University of Hong Kong. His research interests include corpus linguistics, register studies, second language/translingual writing, English for academic/specific purposes, bibliometrics/scientometrics, and natural language processing.*

English is used as the medium of academic and professional communication in HK, and HK universities often mandate English courses for students. Currently, the rapid development of digital technology has a large impact on English education, bringing new approaches to teaching English across the curriculum. This presentation introduces an ongoing project of corpus building with students' disciplinary writing and identifies how the corpus can be used for English teaching.

The corpus is built with student writing in four major disciplinary domains in a HK university: science, engineering, business, and humanities and social sciences. With the help of English teachers, 947 students contributed their data to the corpus. Via a collaboration with the Corpus and Repository of Writing (Crow), an interinstitutional project in the US, our corpus will be

added to the Crow's database, which has a well-designed user interface to provide multiple functions of text analysis. In this way, scholars from all over the world can access the HK student data, working on teaching, learning, assessment, and research for our students.

In terms of teaching English across the curriculum, our corpus can be used for data-driven learning, which refers to using concordancing tools to analyze texts for pedagogical purposes. The corpus data can be applied in disciplinary English courses, for example: a) develop teaching materials to show frequent lexico-grammatical features; b) use the selected papers for marking standardization; c) teach students how to use concordancing tools to "interact" with the language in the corpus; d) offer sample papers for students to scaffold their writing in different disciplinary genres.

P305

**Jim Lo, Agnes Ng and Pinna Wong**

The Hong Kong Polytechnic University

4 Dec 2024

2.05 - 2.35 PM

**A Trial of an AI-Powered Automated Writing Evaluation Platform: Affordances and Limitations**

*Jim Lo is an Instructor at the English Language Centre (ELC) of the Hong Kong Polytechnic University (PolyU). He teaches EAP and professional English courses to students from various departments across the university. He is also a member of the Centre's English Writing Requirement liaison team.*

*Agnes Ng has experience in teaching EAP courses at undergraduate level and Workplace English courses for a range of disciplines.*

*Pinna Wong is an Instructor at the ELC of the PolyU, specialising in teaching EAP and DSR subjects to students from various departments across the university. She also serves on the Centre's English Writing Requirement liaison team, dedicated to enhancing students' academic writing skills and overall language proficiency.*

This presentation reports the findings from a trial of the AI Review Assessment System (AIReAS), an automated writing evaluation platform powered by GPT-4 and developed by the Hong Kong Polytechnic University. AIReAS enables teachers to input assignment details and assessment rubrics, generating a set of rubric-based feedback and a predicted grade for each student submission. The trial was conducted on a research report assignment in a general education course on the history of Hong Kong. Students received feedback from both teachers and the platform and were interviewed for comments on both types of feedback.

Thematic analysis of the focus group interview transcripts showed that students appreciated the AI feedback for its wide coverage, as well as its high efficiency and accessibility. However, they found the feedback too general to be helpful for improving their reports. In contrast, teacher feedback was perceived as more detailed and useful as it included specific examples of issues. Students showed a clear preference for teacher feedback but expressed interest in using both types to maximize their benefits. The results confirmed the value of AI feedback and its potential limitations as identified in research on automated writing evaluation.

P306

**Debbie Guan Eng Ho**

Universiti Brunei Darussalam

4 Dec 2024

2.05 - 2.35 PM

### **THEMATIC OPTIONS AND SUCCESS IN ESL WRITING**

Writing in schools today are more focused on the contexts of writing and text genres or text types where a genre-based approach to writing is being increasingly adopted. However, while a genre-based approach has certainly brought about higher proficiency in students' writing skills, in many cases, it has been adopted without much attention paid to the textual dimension of a text, particularly on what gets foregrounded in an utterance or a clause. This paper argues that this foregrounding of message provides important clues for the hearer or reader to make an accurate guess as to the genre of the text. Specifically, it argues that the thematic choices writers

make could be an important influencing factor in the successful writing of a genre. Based on a thematic analysis adapted from Berry (1995) focusing on the thematic options employed in promotional texts written by ESL undergraduate students, it was found that the thematic choices employed in each text played an influencing role in differentiating a successful text from an unsuccessful one. The paper highlights an important pedagogical implication – that, beyond the genre-based approach, thematic options that is foregrounded in each clause also play influencing roles in writing in schools and across subjects.

P307

**Jing ZHANG**

Cancelled -

Presenter is ill

The University of Hong Kong

4 Dec 2024

2.05 - 2.35 PM

### **Understanding How to Implement CLIL: Opportunities and Challenges**

*My name is Jing ZHANG. Now, I am a master student from Faculty of Education in The University of Hong Kong.*

This study examines the implementation of Content and Language Integrated Learning (CLIL), a pedagogical approach that combines subject content with language instruction to improve students' language skills while deepening their understanding of academic subjects. The growing adoption of CLIL across educational contexts presents opportunities and challenges, particularly with advancements in society and technology. This study conducted a systematic review of empirical research between 2019 and 2024, analyzing 40 peer-reviewed papers from databases such as SpringerLink, Cambridge Core, and Frontiers, to understand these dynamics.

Key opportunities identified include increased student motivation, higher engagement, and improved

comprehension of both language and content. Challenges, however, primarily affect teachers, particularly their dual proficiency in the target language and subject matter. Only 30% of educators reported feeling adequately prepared to teach CLIL, highlighting the need for enhanced teacher training, access to suitable instructional materials, and tailored assessment methods.

This paper offers insights into both student and teacher experiences, providing recommendations for developing more effective CLIL practices. These findings aim to support educators and policymakers in refining CLIL implementation, contributing to its continued development as a viable and effective educational approach.

P309

**Adam Forrester**

The Hong Kong Polytechnic University

4 Dec 2024

2.05 - 2.35 PM

### **AI Speech Assistants: will they replace humans?**

*Adam Forrester is a senior lecturer at the English Language Centre of the Hong Kong Polytechnic University. His interests include integrating technology into teaching and learning.*

This presentation will review several AI speech assistants which have been trialled by a university language centre in Hong Kong. Students using the different systems included undergraduate and postgraduate and were from a range of disciplines and had a wide range of abilities. Students were surveyed about their use of the different tools, and then a smaller group joined focus group interviews. A small number of teachers were also interviewed about the different tools. Results showed that students were generally positive about the online AI speaking assistants, but still valued the chance to have speaking interactions with human teachers. Students noted

that while at first online speech tools could appear impressive, they often lacked the depth of conversation that could take place with a human. On the other hand, in terms of repetitive practice and the ability to spot and correct errors, the AI tools were impressive. Results also show that while teachers were initially concerned about the AI tools, they are now more comfortable integrating the tools into their teaching and using them as a teaching assistant. The presentation will end with a look to the future and focus on tools which are currently not widely available in Hong Kong.

PQ304

**Edsoulla Chung**

Hong Kong Metropolitan University

4 Dec 2024

2.05 - 2.35 PM

**Daniel Fung**

The University of Hong Kong

**Aaron Wan**

Hong Kong Metropolitan University

### **Addressing Lexical Challenges for Diverse Curricula: An Inquiry into Undergraduates' Academic Vocabulary Learning Strategies**

*Edsoulla Chung is an Assistant Professor at Hong Kong Metropolitan University. Her research focuses on teacher development, English language education, and vocabulary acquisition. She has recently published in Innovation in Language Learning and Teaching, International Journal of Applied Linguistics, International Review of Applied Linguistics in Language Teaching, and System.*

*Daniel Fung is an Assistant Professor at The University of Hong Kong. His primary research interests include listening strategies, vocabulary acquisition, and English-medium instruction. His recent research papers have been published in Language Teaching Research, the International Journal of Bilingual Education and Bilingualism, Language and Education, and System.*

*Aaron Wan is a research assistant at Hong Kong Metropolitan University. With a first-class honours degree in English language and linguistics from King's College London and a master's degree with distinction in linguistics from University College London, his research interests include English language education, Global Englishes, and sociolinguistics.*

In higher education, the increase in English Medium Instruction (EMI) programmes, where content subjects such as Geography and Science are taught in English (Fung & Lo, 2023), underscores the importance of academic vocabulary learning. Although this vocabulary is crucial for success across various disciplines, students often need to learn it independently due to the insufficient focus on developing such vocabulary in English for Academic Purposes (EAP) courses (Tang et al., 2016). Consequently, understanding how students employ vocabulary learning strategies (VLS) to meet their academic challenges is important. Our mixed-methods study examined the VLS of 172 first-year undergraduates of diverse proficiency levels and academic disciplines

through a questionnaire and interviews. Results showed that students used various VLS to different extents.

Common strategies included dictionary use and guessing, whereas goal setting was less common, especially among proficient students. Social strategies, like seeking help from teachers and peers, were underutilised, especially among science students. Our study highlights the need to offer explicit VLS instruction and integrate these strategies into broader English learning instruction across the curriculum to enhance students' ability to navigate the lexical demands of their disciplines and improve their academic performance.

*A Lecturer at the Language & Communication Centre (LCC), Nanyang Technological University (NTU), Singapore, Audrey Toh has taught business communication and academic writing in Singapore's polytechnics and universities.*

*Keri Matwick is a Senior Lecturer at the Language and Communication Centre, NTU. She teaches academic writing and conducts research on food, language, and culture. She is currently researching future food, linguistic landscape, and culinary nationalism.*

*Tan Mia Huan is a Senior Lecturer in the Language and Communication Centre at Nanyang Technological University, Singapore. She teaches academic writing courses to undergraduate and postgraduate students. Her research interests include interdisciplinary academic literacy in higher education, and bilingual education in Asia. Audrey Tan is a lecturer at LCC, NTU. She teaches CC0001, a critical thinking and writing course for undergraduates. Her research interests include looking at learner identities through narrative approaches. She also writes fiction and is a fiction editor with the creative journal PR&TA.*

*Esther Soo is a lecturer at Nanyang Technological University and teaches engineering communication and academic writing courses. Her research areas include communication skills and educational technologies. Her current research focuses on oral communication skills and pedagogies using generative artificial intelligence(GAI) tools in learning.*

*Yi-Chin Hsieh is a Senior Lecturer at Nanyang Technological University and she teaches EAP (English for academic purposes) courses. She conducted pedagogical research in different domains of EAP (e.g., learning transfer, peer review practices). Her current research focuses on English-medium instruction (EMI) in higher education and oral communication skills.*

*Angela Frattarola is the Director of the Language and Communication Centre, NTU. She has been teaching academic writing and literature since 2004 and does research in modernist literature, sound studies, and writing studies.*

*Yi-Chin Hsieh is a Senior Lecturer at Nanyang Technological University and she teaches EAP (English for academic purposes) courses. She conducted pedagogical research in different domains of EAP (e.g., learning transfer, peer review practices). Her current research focuses on English-medium instruction (EMI) in higher education and oral communication skills.*

*Leong Ping Alvin lectures at the Language & Communication Centre, Nanyang Technological University, Singapore. He teaches academic writing, and his research interests are in grammar, systemic-functional linguistics, and discourse analysis.*

CC0001 Inquiry & Communication in an Interdisciplinary World is a first-year communication course taken by all incoming students at Nanyang Technological University (Singapore). Students begin the course by closely observing and analysing a place or community in Singapore or their own writing practices. After sustained observation, students are guided in forming a conceptual research question to which they do not have an answer. To respond to this question, students find and engage with reliable sources that offer interesting, surprising ideas. As they draft their final assignment, students move beyond summarizing the ideas of others by applying, evaluating and synthesising sources to develop an argument.

Ultimately, they must contribute their own ideas, so that, by the end of their essay, they shed new light on their chosen topic.

In our colloquium, each presentation will explore various aspects of CC0001, including strategies for guiding students in forming conceptual research questions, the process of knowledge generation through synthesising source-texts, and best practices for designing effective presentation slides. Moreover, we will discuss the impact of curriculum design in cultivating student feedback literacy.

PQ305

**Colloquium**

**Susan Thomas, Bronwen Dyson and Benjamin Miller**

The University of Sydney

4 Dec 2024

2.05 - 3.05 PM

**Assessing the Impact of Machine Translation in Multilingual Students' Writing Choices**

*Bronwen Dyson is a Senior Lecturer in English and Writing, with a specialisation in Professional Writing, specifically doctoral writing. She is the sole and co-author of numerous articles and books. Most recently, she has published the monograph *Dynamic variation in second language acquisition: a language processing perspective* (2021).*

*Susan Thomas is Founding Director of the University of Sydney Writing Hub and Writing Program. She has published widely on rhetoric, writing studies, and writing centres. She is a past president of the American Council of Writing Program Administrators and the current chair of Writing Research Across Borders 2026.*

*Benjamin Miller is Lecturer in Writing Studies at the University of Sydney. His teaching and research draw connections between rhetorical theory, Australian literary studies, theatre history and Indigenous studies. Benjamin's publications and research projects explore how race, identity and culture are constantly reformulated through rhetorical activism.*

English as an Additional Language (EAL) students often use machine translation to translate words, phrases, sentences, paragraphs, or entire documents when writing in an additional language (Lee, 2023). Since the interaction involves two parties, writing studies research (Yancey, 2004) suggests that student-machine translation interactions can be seen as collaborative. But how ethical are these collaborations, a question widely asked about the use of various forms of AI which assist with writing? This study seeks to contribute to research which views writing as collaborative (Ede & Lunsford, 2001) by defining 'ethical collaboration' as student-machine interactions in which students not only acknowledge the role of machine

translation but also use their own words, rather than those of the potentially more accurate machine. To examine the ethics of machine translation use by EAL students, this interdisciplinary research draws on two pertinent disciplines: Writing Studies and Second Language Acquisition.

The study involves a substantial cohort of young adults (approximately 70). The participants are second language learners of English with beginner and intermediate levels of English enrolled in the following TAFE courses: Adult Migrant Education Program, English for Academic Purposes and, English for Further Study.

P303

**Allen Ho**

The Chinese University of Hong Kong

4 Dec 2024

2.35 - 3.05 PM

**Reflecting on My 8-year Experience as Co-Supervisor and Frontline Supporter in an EAC Project**

*Dr Allen Ho is a Senior Lecturer at the English Language Teaching Unit of The Chinese University of Hong Kong. Having served the tertiary education sector for 20 years, he is an experienced English instructor, course designer and project coordinator. His professional interests include learning transfer, EAC and peer response.*

English Across the Curriculum (EAC) has been more emphasized, prevalent and well-developed in tertiary education in Hong Kong in the past decade. It is encouraging to observe that more language teachers and content teachers are putting in collaborative effort to enhance students' disciplinary literacy, which is crucial to their academic study and future career development. Since 2016, in my affiliated university, I have been serving as one of the Co-supervisors of an EAC project funded by the Teaching Development and Language Enhancement Grant (TDLEG), overseeing collaborations with subject teachers from the Faculty of Arts and Faculty of Education. I also have the privilege to contribute to the project as a

frontline supporter, through conducting research writing workshops and providing individual feedback to writing drafts for students from the Department of Sports Science and Physical Education and Department of Cultural and Religious Studies.

In this presentation, I will reflect on my experiences in the past eight years in these dual roles, with both administrative and pedagogical lenses. Emphases will be placed on how to foster and sustain collaboration with content teachers, using a fluid yet strategic approach. Critical reflections on my own professional growth along the way will also be shared.



P304

**Anuradha Ramanujan and Gene Segarra Ramanujan**

National University of Singapore

4 Dec 2024

2.35 - 3.05 PM

**Promoting interdisciplinary learning in the academic writing classroom:  
Residential college writing courses**

*Gene Segarra Navera is Deputy Director and Senior Lecturer at the Centre for English Language Communication of the National University of Singapore (NUS). He teaches content-based academic literacy courses and writes in the areas of Philippine presidential rhetoric, critical discourse studies, and writing and speech communication pedagogies.*

*Anuradha Ramanujan is Senior Lecturer at the Centre for English Language Communication at the National University of Singapore (NUS) where she teaches courses in critical thinking and content-based academic writing. Her research interests include postcolonial literary and cultural studies, critical pedagogy, writing studies, food studies and critical animal studies.*

Major social and technological shifts in recent years have resulted in new questions and concerns that traditional disciplinary concepts, frameworks, and techniques cannot adequately address (Stentoft, 2017). These changes have necessitated a concomitant rethinking of the purpose and goals of higher education. Universities are increasingly emphasizing the need for interdisciplinary perspectives and training to equip students with tools to make sense of the complex and multifaceted issues facing the world. The National University of Singapore (NUS) is no exception as faculties, programmes and courses emphasize an interdisciplinary approach to teaching and learning.

In this presentation, we focus on content-focused undergraduate writing courses offered to students from a

range of disciplines as part of the residential college curriculum. Although the writing courses are not officially considered interdisciplinary because they deviate from the university's definition of the concept, we maintain that course content and learning outcomes promote interdisciplinary thinking. In this presentation, we introduce the concept of interdisciplinarity in higher education, explain NUS's interpretation and illustrate how our writing courses integrate different disciplinary perspectives and approaches to "broaden" students' "intellectual horizons" and provide transferrable skills and competencies needed to understand and address "modern challenges" (NUS News: Interdisciplinary and Lifelong Learning, 2021).

P305

**Qianqian Wu and Fan Fang**

Shantou University

4 Dec 2024

2.35 - 3.05 PM

**Empowering Translanguaging Pedagogy in EMI classrooms: Integrating AI-Powered Chatbots**

In response to a world increasingly shaped by globalization and digitalization, English education faces the need for adaptation and innovation. This study examines the implementation of translanguaging pedagogy in English as a medium of instruction (EMI) settings, specifically through the use of AI-powered chatbots to support translanguaging practices in EMI classrooms. Translanguaging pedagogy emphasizes the flexible use of multiple languages as a resource for learning, creating a more inclusive language acquisition environment. It highlights students' linguistic and cultural backgrounds, individual identities, and histories. AI-powered chatbots, equipped with multilingual and multimodal capabilities, offer personalized language support and interactive language practice without being limited by time or space. This study is conducted in an

elective course on "Topics in Language and Culture" where AI-powered chatbots are utilized to assist with content instruction. The class includes students from diverse disciplines including English, Engineering and Global Studies Honor's Program. Using pre- and post-surveys, chatbot records, reflective journals, and interviews, this paper explores 1) how students perceive the integration of AI-powered chatbots into EMI classrooms, and 2) how students can leverage AI-powered chatbots to enhance translanguaging practices for optimizing their curriculum learning. The findings provide practical implications for educators on incorporating translanguaging pedagogy and AI technologies into the classroom, equipping students with the linguistic skills and awareness needed to thrive in the rapidly evolving digital society.

P306

**Kristy Woon Ki Chan, Joseph Man Kit Cho and Olive Yuet Ying Cheung**

The Chinese University of Hong Kong

4 Dec 2024

**Sarah Abramson**

2.35 - 3.05 PM

University of Bristol

### **Empowerment through Language: Collaborative Initiatives in Gender Studies and English Across the Curriculum**

*Kristy CHAN is a Lecturer at the English Language Teaching Unit of The Chinese University of Hong Kong. She has been closely involved in the English Across the Curriculum project with both the Gender Studies Programme and the General Education Foundation Programme. Her research explores issues of space, pain, and identity in contemporary British drama.*

*Dr. Joseph Cho Man Kit is a lecturer of Gender Studies Programme at the Chinese University of Hong Kong. He often experiments with various pedagogical approaches that make teaching and learning more fun and effective. Dr. Cho was awarded The Vice-Chancellor's Exemplary Teaching Award in 2020.*

*Olive CHEUNG is a Senior Lecturer at the English Language Teaching Unit of The Chinese University of Hong Kong. Her professional interests include ELT/EAP/ESP curriculum development and assessment design, public speaking, and pronunciation learning strategies. She is a co-supervisor of the university-wide English Across the Curriculum project on campus.*

*Sarah Abramson is a graduate student at the University of Bristol pursuing their Masters in Inclusive Education. Their main research interest is in the ways in which colleges and universities can create more inclusive environments so that all students are able to study, regardless of disability.*

This presentation explores the collaborative partnership between the English Language Teaching Unit (ELTU) and the Gender Studies Program (GDRS) at The Chinese University of Hong Kong, as a part of the English Across the Curriculum (EAC) initiative founded by Dr. Jose Lai, a broader institutional movement that has been ongoing for years, involving ELTU and numerous other academic departments/ programs across campus. The collaboration intertwines the realms of language proficiency and feminist theories in the form of a Community-of-Practice (CoP) project by engaging Gender Studies students in workshops led by instructors from both departments. These workshops aim to enhance students' capacity to

articulate theoretical constructs, decipher English texts in the discipline, and excel in course assessments. Themes such as gendered language were covered to further broaden students' intellectual horizons and language awareness. The presentation will discuss the conception of the collaboration and key intervention strategies employed, and reflect on the project outcomes as well as obstacles encountered along the way. In particular, it will share the team's experience in implementing various pedagogical approaches such as co-teaching interactive sessions, and review the proactive changes made in response to students' feedback over the past two years.

P309

**Rose Marie Berdos and Annie Parmis**

Visayas State University

4 Dec 2024

### **Exploring Teachers' Perspectives on CLT and Language Testing and Evaluation : A Quantitative- Qualitative Study**

*Rose Marie S. Berdos, MS in Language Teaching, is a Licensed Professional Teacher and an English Communication Trainer. She has published one research article and three study guides and is currently a class adviser at Visayas State University Integrated National High School.*

This study explored English teachers' perceptions of Communicative Language Teaching (CLT) and their training in language testing and evaluation, offering valuable insights into the intersection of pedagogical theory and practical assessment in ESL contexts. Using a descriptive quantitative-qualitative survey method and advanced statistical tools such as Principal Components Analysis and Pearson correlation, the research provided a comprehensive analysis of teachers' experiences across diverse educational settings.

Despite challenges like heterogeneous class sizes and varying levels of English proficiency, CLT was identified as a favored teaching methodology. Additionally, the study underscored the growing popularity of Task-Based Language Teaching (TBLT) and Form-Focused (FonF)

strategies, indicating a strategic preference for balancing linguistic fluency with accuracy.

A key finding was the lack of significant correlation between pedagogical techniques and assessment training, emphasizing a critical gap in teacher education programs. This gap points to the need for professional development initiatives that integrate teaching methods with assessment strategies.

The findings of this study have broad implications for educational practices across disciplines. By addressing the alignment of teaching methods with assessment training, educators in various fields can enhance instructional effectiveness and better adapt to diverse learning environments, making the research relevant to a wide range of educational contexts.

PQ304

**Daphne Choi**

University of Hong Kong / The Hong Kong University of Science and Technology

4 Dec 2024

2.35 - 3.05 PM

**Navigating cognitive and linguistic demands in CLIL classrooms: Pedagogical strategies for dual-focused learning**

*Daphne Choi, MCIL CL, is a language practitioner with seven years of teaching experience in secondary and post-secondary education. She holds a master's degree in comparative literature, a PGDE, and a CELTA, and is pursuing a master's degree in applied linguistics. Her research interests span language education, literature, linguistics, and music.*

*Cherry Wong Sze Yiu holds a BA (Hons) in English for Business and Professional Communication from the Hong Kong Polytechnic University and is currently pursuing an MA in Applied Linguistics at the University of Hong Kong. She has seven years of teaching experience across primary and secondary schools.*

In Content and Language Integrated Learning (CLIL) classrooms, students face the dual challenge of mastering subject content while simultaneously using a second language, which can often lead to cognitive overload. This presentation evaluates pedagogical strategies grounded in cognitive load theory (Sweller, 1988), sociocultural theory (Vygotsky, 1978), and translanguaging (García, 2009), reframing these challenges as opportunities for instructional enhancement.

A content-language interleaving approach is proposed, alternating between content exploration and language-focused tasks to optimize cognitive resource allocation and enhance retention. Dynamic scaffolding, guided by sociocultural theory, involves real-time adjustment of instructional support based on formative assessments,

aiming to align with students' evolving needs within their zone of proximal development. Conceptual translanguaging moments are also expected to leverage students' linguistic repertoires, allowing them to process complex concepts in their first language before articulating their understanding in English, deepening comprehension and reducing cognitive strain.

A case study from a private secondary school for Hong Kong students in mainland China, where a majority of Mandarin-speaking students engage with scientific content in English, illustrates the practical application of these strategies. By synthesizing theoretical insights and empirical data, this presentation offers evidence-based approaches for addressing the cognitive and linguistic demands of dual-focused learning environments.

P303

**Linda Lin**

The Hong Kong Polytechnic University

4 Dec 2024

3.05 - 3.35 PM

**Vickie Li**

The University of Hong Kong

**Forming Partnership: GenAI tools and EFL Doctorate Students**

*Linda Lin holds a Ph.D. in applied linguistics and works in the Hong Kong Polytechnic University. She has extensive experience in L2 language learning and teaching, L2 language writing analysis, and pedagogic development. Her research interests include academic writing, vocabulary learning, and applications of concordancing in teaching and learning.*

*Vickie Li holds a PhD in curriculum studies and currently works at the University of Hong Kong. She has extensive teaching and research experience in language education. Her research interests lie in the area of second language teaching and learning, as well as language learner identity.*

The higher education sector has witnessed a profound change after the whirlwind launch of ChatGPT in 2022. Words ranging from 'disrupt', 'transform' to 'revolutionize' have been used to describe the impact of tools powered by Generative Artificial Intelligence (GenAI) such as ChatGPT. This has led to robust scholarship on the opportunities and challenges presented by GenAI tools for higher education. However, little research has fully explored the views of postgraduates who need to manage more complex writing tasks, such as writing journal articles, grant proposals and theses. To bridge this gap, this study aims to investigate the GenAI

use by EFL PhD students in the disciplines of science and engineering. Both qualitative and quantitative data were collected for the current study. The participants were PhD students taking a course on thesis writing in a university in Hong Kong. The results of the present study revealed that most students were able to effectively leverage GenAI tools such as ChatGPT as a writing assistant. This writing assistant and the students formed a partnership in academic writing. These findings have significant pedagogical implications, for example, the need for assessment re-designing in the GenAI era to prevent plagiarism and to promote higher-level thinking.

P304

**Li Xia, Grace Lim and Stefan Sonntag**

The Hong Kong Polytechnic University

4 Dec 2024

3.05 - 3.35 PM

**Developing professional oral communication skills in design: A discourse analytical study of online discussions**

*Dr. Xia Li received his PhD in Linguistics from PolyU in 2018. He is the project associate in School of Design, PolyU undertaking language enhancement projects for design majors. His specialisations include English for Academic and Specific Purposes, Teaching and Learning in Virtual Environment and Modelling Blended Learning Skills for Teachers.*

*Grace Lim is a Lecturer at the English Language Centre of Hong Kong Polytechnic University. She is teaching postgraduate courses on thesis writing and speaking as well as discipline specific English for undergraduate students. Her professional interests include writing and speaking across the curriculum and AI mediated English learning.*

*Stefan Sonntag is Professor of Practice, Principal Teaching Fellow and Programme Leader in the BA (Hons) Advertising Design Programme at PolyU's School of Design, where he develops and implements a wide range of teaching subjects. His research interest includes all matters relating to Internationalization and Sustainability.*

The prevalence of English as the lingua franca in design community poses challenges for non-native English speakers to communicate and work together with native English speakers. To address the issue, learners desire discipline English of design therefore they will be confidently communicating with native English speakers as a design professional. The objective of this study is to investigate how students majored in Design in a Hong Kong university become professional designers capable of using English to communicate with their counterparts in a UK university during a two-month, online virtual teaching and learning programme. A series of online discussions will be video-recorded and analysed from a discourse

analytical perspective to underline their development of oral communication skills by looking at their strategies such as repetition, substitution and code-switching in talking design specific concepts with their counterparts. It is hypothesised that students' oral communication will become more disciplinarily oriented with linguistic evidence such as the emergency of technicality, the increase of lexical density and the decrease of grammatical intricacy (Halliday & Martin, 1993). The findings of this study will illuminate both the design community and the language experts in helping non-native English speakers' growth towards internationalised design professionals.

P305

**Wenyun Jia and Jack Pun**

City University of Hong Kong

4 Dec 2024

3.05 - 3.35 PM

**EMI Economic Students in China: Self-Directed Learning Strategies When Reading English Disciplinary Texts**

*Wenyun Jia is a doctoral student researcher in the Department of English at the City University of Hong Kong. Her research interests lie in English medium instruction (EMI), disciplinary literacy education, learning strategies, and translanguaging.*

*Jack Pun is an Associate Professor at the Department of English, City University of Hong Kong. He received a DPhil from Oxford where he conducted research to explore the teaching and learning in EMI science classrooms. He is an associate editor of Journal of Research in Science & Technological Education.*

The use of English-medium instruction (EMI) is rapidly growing worldwide. However, EMI students face numerous challenges when reading content knowledge in their foreign language. Self-directed learning has gained growing attention for its potential to enhance students' academic performance and foster lifelong learning. Yet, rare studies have adopted a self-directed perspective to investigate EMI students' disciplinary reading strategies. To address this gap, this case study examines self-directed strategies employed by Chinese EMI students when reading disciplinary texts in economics. Drawing on knowledge from disciplinary literacy (e.g., Goldman et al., 2016) and self-directed learning (e.g., Knowles, 1975), alongside a complexity perspective (e.g., Oxford, 2016),

the study addresses two questions: What self-directed reading strategies do students use, and why do they adopt these strategies? Data were collected over seven months through a mixed-methods approach, including surveys (n=35) and qualitative methods (observations, interviews, think-aloud, n=4). The findings revealed that students employed strategies such as leveraging disciplinary discourse (e.g., extracting, explaining definitions) and exercising self-control. Qualitative data revealed the emergence of new strategies like identifying economic variables. Their strategy use was dynamic, with new strategies emerging and older ones being abandoned over time, influenced by textual, environmental, and personal factors. Implications will be discussed.

P307

**Brenden Theaker and David Anstey**

Presentation

Centre for English Language Education (CELE) University of Nottingham Ningbo, China (UNNC)

Time Updated

4 Dec 2024

2.35 - 3.05 PM

**Academic Transitions: EAP and STEAM Collaborations at an EMI University in China**

*Dr. Brenden Theaker has 20+ years teaching experience in Analytical Chemistry and Science. The Centre for English Language Education (CELE) Senior Tutor in Science & Engineering since 2018, his academic interests include developing mixed methods of teaching to non-native English speakers, curriculum development and interdisciplinary studies.*

*David Anstey is Module Convenor for Science and Engineering ESAP modules and Director of Operations at CELE, University of Nottingham Ningbo China. He has worked in EAP for over 15 years in Korea, Turkey and China, and his interests include educational leadership, operations management, behavioural leadership theory and curriculum design.*

The 2024 2nd Roundtable discussion encouraged dialogue between English for Academic Purposes (EAP) and STEAM content tutors, within the Centre for English Language Education (CELE) at University of Nottingham Ningbo, China (UNNC). This interdisciplinary platform showcased the long-term dedicated efforts of coherent teaching of English across the PY curriculum (EAC), focusing on student transitions from EGAP to ESAP in terms of materials- and personal development, and subject-specific language support. Contributions were made from colleagues and invited academics from the Faculty of Science and Engineering (FoSE) to inform the academic transition beyond the PY.

Strategies and recommendations demonstrated how EAP/Content tutors collaborate to improve content and

language learning across the curriculum. Firstly, working with the administrative sections (e.g. Admission Office, Careers Service) to raise awareness of diverse student academic backgrounds can better inform curriculum development to address their needs. For EAP modules, developing authentic and relevant assessments requires consultations with academic departments on teaching and learning activities (TLAs), data analysis, and educational technologies. For S&E modules, strategic practices include disciplinary vocabulary building, scientific thinking, and guest lectures to promote learner autonomy and register-level skills. Through these implementations, the CELE PY programme prepares students better for their academic studies at international EMIs.



P309

**Wan Sze**

Hong Kong Polytechnic University,  
Hong Kong Metropolitan University, Li Ka Shing School of Professional and Continuing  
Education

4 Dec 2024

3.05 - 3.35 PM

**Julia Chen**

The Hong Kong Polytechnic University

### **Evaluating English learning gains and experiences among tertiary students in a blended learning environment**

*Ms. SZE Wan, a Senior Lecturer at Hong Kong Metropolitan University, LiPACE, has 15 years of experience teaching sub-degree students. She is a three-time recipient of the “Best Teacher Award” and “Teaching Excellence Award”. She recently passed her doctoral viva with an excellent rating.*

*Julia Chen (PhD, PFHEA) is the Director of the Educational Development Centre at HK PolyU, and Chair of the HK Teaching Excellence Alliance initiated by the University Grants Committee. The inter-institutional English Across the Curriculum team that she leads has received multiple awards, including the QS Reimagine Education Awards Silver Prize.*

This study investigates whether students in Health Care and Early Childhood Education programmes at a Hong Kong continuing education institute experienced improvements in English learning gains and overall English learning experiences after engaging with blended learning (BL). The research focuses on the tangible outcomes for students in terms of language acquisition and the role of technology in enhancing learning opportunities. Using a mixed-methods approach, the study found that students reported varying degrees of improvement in their English scores and learning experiences. Satisfaction with the BL approach ranged from 70% to 100%, with many students appreciating the flexibility and additional resources provided by technology. Improved assessment

scores were noted post-intervention, indicating positive learning gains. However, the completion rates for flipped classroom activities varied significantly, highlighting challenges in student motivation and engagement with pre-class tasks.

Instructors observed that while technology offered more means and opportunities for language learning, its effectiveness was contingent on student participation and commitment. The study suggests that while BL can enhance English learning experiences and outcomes, additional strategies may be needed to ensure consistent student engagement and maximize the benefits of technology in language education.

PQ303

**Virak Chan**

Purdue University

4 Dec 2024

3.05 - 3.35 PM

### **Translanguaging Practice in a CLIL Classroom**

Translanguaging has been defined as the practices of multilingual individuals drawing from their full linguistic resources to benefit their communication and learning. These practices have increasingly been studied in the context of ESL, bilingual and CLIL K-12 education in developed countries such as the U.S and many E.U. countries. This current study is drawn from a larger dissertation on the medium of instruction policy in Cambodia's higher education. Data include 3 classroom observations, instructional materials (syllabi, textbooks, handouts, and power point slides), 3 focus group

interviews with 10 students, and informal interactions with a university administrators, instructors and students. It examines translanguaging practices among subsequent Khmer-English bilingual students, whose English is at various stages of development, in the context of a classroom on geography for tourism at a university in Cambodia. The study discusses different translanguaging practices employed by the students in their navigation of their schoolwork and the possible implications for teaching multilingual students in a CLIL classroom.

**Towards machine translation literacy in second language writing: An assemblage perspective**

*Rong Yu is a doctoral candidate at Faculty of Education, University of Hong Kong.*

*Lianjiang Jiang is an Assistant Professor of English Language Education at Faculty of Education, The University of Hong Kong.*

With the growing use of machine translation (MT) among students in second language (L2) writing, there is a pressing need to develop students' literacy in effectively leveraging this tool. Despite its importance, MT literacy remains underexplored, particularly in terms of its components and development. To address this gap, this study employed an emic approach to conceptualize MT literacy based on students' experiences with MT in naturalistic L2 writing contexts. Data was collected through an online narrative frame distributed to university students from 53 universities in China, with 1868

responses analyzed using thematic analysis. Through an assemblage lens, the study identified six essential elements of MT literacy: language (quality, form, and role), context (writing tasks and learning environment), co-agents (tool and people), perception (emotion, attitude, motivation, and belief), competence (linguistic, sociocultural, sociomaterial, and critical aspects), and identities (learner, writer, and MT user). Based on these findings, an MT literacy framework was proposed to guide the design of training programs aimed at cultivating MT-literate students in L2 writing contexts.

## Poster Presentations

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**Jiayi WU**

The Hong Kong University of Science and Technology

### **The development of Economic-major students' audience awareness to enhance their argumentative writing skills**

Economics students often communicate to diverse audiences, including policymakers, business fellows, and the public. Also, employers value audience awareness and adaptation as impressive traits, suggesting that these skills contribute significantly to reader commitment and satisfaction in professional settings (Coffelt & Smith, 2020). For economics major students, audience awareness is particularly crucial to successful workplace communication. Academic economics writing, which normally emphasizes argumentative elements and persuasive purposes, was chosen to help develop students' readers' awareness. The writing training is aimed at influencing the reader or aligning the reader's perspective with that of the writer. Unfortunately, many Economics university students overlook the audience through excessive use of jargon, complicated sentence structures, lack of concision, information gaps, etc. While some scholars have highlighted the importance of audience awareness in general, there has been limited comprehensive and systematic research on enhancing audience awareness specifically among Economic college

students. Ismial (2016) discusses how epistemological sophistication can enhance argumentative settings, suggesting that a nuanced understanding of the audience can lead to more effective argumentation. By focusing on economics students, this study will provide empirical evidence on how tailored audience awareness can improve their writing skills, thereby filling a gap in the literature. Therefore, this study aims to define audience awareness in Economics, examine its impact on persuasive writing, and finally suggest and testify practical and effective strategies, to improve audience awareness among Economics majoring students. Twenty senior year economic students from the same class with similarly high English proficiency were chosen. The pre and post semi-interviews were conducted to investigate students' understanding of audience awareness and their preferences of the teaching methods used in the class. Also, their pre and post essay analysis was to explore how effective the teaching methods are. As shown in the result, students' audience awareness has increased significantly.

**Eric Ho**

The Hong Kong Polytechnic University

### **Integrating English Across the Curriculum in a Baccalaureate Nursing Programme**

Effective nursing practice is rooted in critical inquiry and the application of research. This poster presentation highlights the integration of English Across the Curriculum (EAC) within a baccalaureate nursing programme in Hong Kong. By incorporating Writing Across the Curriculum (WAC), we aim to equip final-year students for their research-based honours projects, with a strong emphasis on critical thinking, communication skills, literature review proficiency, and the integration of

evidence in clinical practice. The presentation will detail our implementation strategies, which include tailored language support, informative seminars, and personalized assistance for students. Nursing educators believe that WAC fosters critical thinking by enabling students to articulate complex ideas clearly in writing. Meanwhile, students value the holistic learning approach that WAC provides, linking writing skills with content knowledge.

### **Comprehension Processing of Mathematical word Problems**

*Assoc. Prof. Ma. Corazon S. Sauz, Ph.D. is currently the Executive Assistant of the Office of the Vice-Rector for Academic Affairs University of Santo Tomas. She finished her Doctorate Degree, Doctor of Philosophy in Reading Education and her MA Degree, Master of Arts in English Language Arts at the Philippine Normal University. Her research interests include Literacy, English Studies and Curriculum Education.*

The present study describes the comprehension processing of engineering students in performing mathematical word problems.

The study sought to find out the relevance of the use of English in mathematics to training students' English skills in several ways:

1. **Vocabulary Development:** Mathematics has its own specialized vocabulary. Learning terms like "addition," "subtraction," "fraction," and "equation" helps students expand their English language skills, particularly in academic contexts.
2. **Reading Comprehension:** Understanding mathematical problems often requires strong reading skills. Students learn to interpret word problems and comprehend instructions, enhancing their overall reading proficiency.
3. **Communication Skills:** Explaining mathematical reasoning and solutions fosters verbal and written communication skills. Students practice articulating complex ideas clearly and coherently.
4. **Critical Thinking:** Engaging with mathematical concepts in English encourages analytical thinking. Students learn to reason through problems and construct logical arguments, skills that are valuable across disciplines.
5. **Interdisciplinary Connections:** Many subjects, including science and economics, use mathematical concepts. Mastery of math in English can enhance students' ability to integrate knowledge across disciplines.
6. **Standardized Testing:** Many standardized assessments, including those in math, use English language skills. Proficiency in reading and understanding instructions is crucial for success.
7. **Global Communication:** English is often the lingua franca in academia and professional settings. Understanding mathematical terminology in English prepares students for global collaboration and discourse.

A word problem task in Algebra & Geometry was performed by engineering students using the think-aloud procedure. The participants' accounts were subjected to qualitative data analysis of transcribing, highlighting statements, assigning initial codes and reducing related codes to core themes. A focus group discussion was also conducted to validate the students' observed responses. The study found five comprehension processing themes that emerged namely:

- 1) Making sense of the text refers to students' linguistic knowledge of the text.
- 2) Activating Schema refers to comprehension processing where students use, interact and connect newly acquired information from the text to their own existing background knowledge.
- 3) Thinking through refers to comprehension processing where students engage in complex mental activities and internal workings of the mind to understand a text.
- 4) Thinking Beyond refers to comprehension processing where students use self-awareness, self-questioning skills and self-introspection of one's knowledge of task, topic and thinking of related cognitive processes.
- 5) Conducting one's self refers to the observable changes in behavior while learning.

The study also found that there needs to be a fusion of reading and mathematical abilities in performing word problem solving tasks. Incorporating English into math education not only improves students' mathematical skills but also strengthens their overall language proficiency, making them more effective learners across subjects. This study serves as a valuable basis for addressing level of difficulties and weak points in the use of English encountered in disciplines across the curriculum. Engineering students' comprehension processing is complicated yet has become a challenging experience for them.



## **Chantel Abulaiti and Mahmoud Jeidani**

University of Nottingham Ningbo China

### **Teaching reflection: insights from first year students' writing**

This study aims to investigate the effectiveness of an intervention designed to facilitate reflective practices among first-year Nursing and Business students. A pattern deemed to be a cause for concern was observed in the reflective writing of 112 students during Semester 1 which highlighted significant issues, including superficial analysis and confusion over genre requirements. To gain deeper insights into these challenges, we conducted formal interviews with 9 students (Stage 1). The findings indicated that many students struggled with the expectations of reflective writing and found the instructions unclear. In response, we implemented a structured support framework utilizing Gibbs' Cycle as a

more detailed reflective model. We subsequently conducted 6 additional interviews to assess the impact of this intervention (Stage 2). Results demonstrated a marked improvement in the depth, structure, and adherence to conventions in students' reflective writing. However, some students continued to experience difficulties with Gibbs' Cycle, suggesting a need for adjustments to the model. Based on these insights, we recommend modifying the reflective framework and enhancing the clarity of assignment briefs to better guide students in their reflective practices. The implications of this study are particularly significant, especially given the increasing emphasis on reflection in the era of AI.

## **Grace Lim, Mary Cheng and Kin Cheung**

The Hong Kong Polytechnic University

### **Enhancing Student Communication: Integrating Language Expertise in Subject-Specific Assessments**

*Grace Lim is a Lecturer at the English Language Centre of Hong Kong Polytechnic University. She is teaching postgraduate courses on thesis writing and speaking as well as discipline specific English for undergraduate students. Her professional interests include writing and speaking across the curriculum and AI mediated English learning.*

*Mary Cheng is a language instructor at the English Language Centre of The Hong Kong Polytechnic University, where she has been teaching for more than 10 years. She is keen on exploring new pedagogies, such as technology-enhanced active learning, and sharing new ideas with her colleagues. Her research interests include English across the curriculum, technology-enhanced language learning and teaching, and blended learning.*

*Dr Kin Cheung is an associate professor at the School of Nursing in The Hong Kong Polytechnic University. She is a subject leader for a service-learning subject where her students participated in this study. This service-learning subject is open to all undergraduate students from various disciplines. She is eager to support English across the curriculum to enhance students' English learning.*

Over the past decade, The Hong Kong Polytechnic University (PolyU) has extended English Across the Curriculum (EAC) support to various departments. While traditional collaborations primarily involved providing language tips for subject assignments, recent study suggests that explicitly incorporating language components into subject assignments can significantly enhance students' awareness of communication's importance in their disciplines (Poster, M. et al., 2019; De la Barra, E., 2018).

This study explores the implementation of a novel approach in a nursing service-learning subject, involving approximately 30-35 students per class and 2-3 disciplinary teachers. The approach provided comprehensive language support including language tips on writing reflective essays, designing group poster,

delivering online poster presentations, and conducting face-to-face forums. Crucially, it integrated a dedicated language component into the assessment rubric specifically for the verbal aspect of poster presentations, with language experts grading this component alongside subject specialists.

A survey among participating students revealed that a majority of them found the additional language-focused grading component for poster presentations to be either useful or very useful. These findings suggest that explicitly assessing language skills within a specific, discipline-relevant context can heighten students' metacognitive awareness of their language use and its importance in their disciplinary context. This approach may provide valuable insights for integrating language instruction in other disciplines

**Levi Lam**

Hong Kong University of Science and Technology

### **Developing Communicative Competencies and Transferable Skills through Informal SDL Modules on Podcasting and Vlogging**

This poster presentation intends to describe a project that developed students' digital literacy through self-directed and experiential curricula provided by the CLE at HKUST. The learning experiences involved modules on podcasting (Summer 2023), infographics (Winter 2024), and podcasting and vlogging (Summer 2024) that were available for self-access to registered students. With support from the course facilitators, students developed their own ideas and created their own digital content. Some students' work was published on platforms such as Spotify and Student Voices (a CLE student scholarship site). The workshops emphasized specific communicative competencies and transferable skills such as audience awareness, storytelling, and effective use of evidence and language. These competencies and skills can be applied to

a range of formal coursework related to a variety of disciplines for which students need to present their ideas, orally and written, to specific audiences. This project can also provide important insight into how educators may design assessments that better reflect how students currently share and consume their information instead of standard compositions and presentations. This insight may inform how educators might shift from summative assessments that can be unduly influenced by GenAI tools to a more formative feedback and assessment approach that could evaluate students' critical processes as they develop and refine their ideas. This project could be further revised into a formal language elective that may effectively engage students' interests.

**Jinyu Liu**

Hong Kong University of Science and Technology

**Yuhan Ge**

The University of Hong Kong

### **Higher Education Teachers' Perspectives on Integrating Generative AI to Implement Assessment in CLIL Classrooms**

*LIU Jinyu is a Research Assistant at Centre for Language Education at the Hong Kong University of Science and Technology (HKUST). She obtained her M.A. (International Language Education) in the HKUST. Her research interests include English Language Teaching, pronunciation teaching and technology-assisted language teaching and learning.*

*GE Yuhan is a Research Assistant in the Faculty of Education at the University of Hong Kong. She obtained her M.A. (International Language Education) in HKUST. Her research interests include teaching English as a second/foreign language, technology-assisted language teaching and learning, and speech and language acquisition.*

Assessment has been deemed a crucial role in Content and Language Integrated Learning (CLIL), yet implementing robust assessment practices poses challenges for educators (Kao, 2023). While with the development of emerging technologies, tools like Generative Artificial Intelligence (GenAI) show their promise in education applications (Bannister et al., 2023). This qualitative study thus aims to explore the integration of GenAI in implementing assessment in CLIL contexts from the perspectives of six higher education teachers. Semi-structured interviews were conducted to gain insights into participants' stance on implementing assessment with the

involvement of GenAI, followed by the qualitative thematic analysis of the interviews. Preliminary findings suggest varied opinions towards the integration of GenAI and the impact on implementing assessment, indicating certain benefits and potential challenges. These insights contribute to educators as well as technology developers regarding the educational needs of enhancing GenAI tools to support assessment in CLIL classrooms (Andujar & Spratt, 2023), providing an initial foundation for more comprehensive examination of innovative technologies into assessment in CLIL contexts.

## **Pauli Lai and Julia Chen**

The Hong Kong Polytechnic University

### **AI-assisted virtual presentation skills training**

*Dr. Pauli Lai is a lecturer in the Department of Electrical and Electronic Engineering at PolyU. She specializes in databases and programming, with a keen focus on leveraging AI and EdTech to enhance teaching methodologies. In recognition of her exceptional contributions, she received the Faculty Outstanding Teacher Award in 2024.*

*Dr. Julia Chen, PFHEA, is the Director of the Educational Development Centre at PolyU and an Associate Professor in English and Communication. Her research focuses on technology in learning, English Across the Curriculum, and learning analytics. She has received multiple awards, including the QS Reimagine Education Awards Silver Prize.*

A common assessment in university is the oral presentation, and students are often required to deliver presentations in English. Two challenges arise. First, many students mainly focus on the discipline content in the assessment preparation process rather than the communication or use of English in their presentations. Second, lecturers of large classes (e.g. around 200 engineering students in one course) hardly have time to give feedback to each student on the English communication aspect of their oral presentations. A baseline survey reveals students' need for assistance with presentation skills and a hope for having AI-generated feedback among both students and discipline teachers. To address these needs and hope, a team of educators from

PolyU and BU with expertise in language and AI technology collaboratively developed an online English oral presentation platform called SmartPresenter. SmartPresenter provides students with presentation tips, learning materials, and extensive AI-generated feedback on the communication-related aspects of delivering oral presentations in English, including eye contact, facial expressions, vocal fillers, pronunciation, and fluency. This presentation describes the development and features of SmartPresenter, and the evaluation results of the effectiveness of the platform in facilitating independent learning practices for English oral presentations and assisting teachers in grading presentation assessment.

## **Toshihiko Kubota**

Meiji University

### **EAC to help quality grammar teaching**

The Japanese National Curriculum stipulates that grammar teaching in English classes should be done in a 'natural context', rather than through independent grammar training. A problem in the implementation of this global trend in Japan is its authorised English textbooks, which teachers are required to use. Even before the current curriculum, Japanese English textbooks were highly limited in the total number of words and the variety of expressions. As a result, it is often difficult to provide students with appropriate contexts using these textbooks. Using English corpora is one way to solve this problem, but the natural language of native speakers recorded in

corpora such as COCA is too advanced for the average high school student (the average CEFR level is A2 or below). Therefore, the author proposes that the introduction hours for multiple subjects in high school be conducted in English. This presentation will clarify the improvements that can be made using British A-level textbooks in these limited hours, from both a quantitative (vocabulary, semantic domains) and qualitative perspective (naturally linked descriptions for grammar). It should become clear that the introduction of EAC into Japanese classes has benefits that outweigh the possible problems and resistance.

# Technical Guide for Presenters

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This short guide introduces various technical aspects related to giving presentations at the EAC Conference on PolyU campus.

## *Power in Hong Kong*

The standard electrical voltage in Hong Kong is 220 volts AC, 50Hz. If your electrical equipment needs a 100 volts power supply, you will need a transformer. The majority of electrical outlets in Hong Kong take a three-pronged UK-style plug. See Hong Kong Tourism Board Information (<https://www.discoverhongkong.com/us/plan/traveller-info/what-you-should-know-before-travelling-to-hong-kong.html#4>) for more information.



Most rooms in PolyU will also have a power outlet built into the podium, or near the computer system, which you could use to power your equipment while you present.

## *Presentation Files*

The computer system in PolyU is primarily Windows-based. As such, many Apple formats may not work correctly on our machines. Almost all machines in PolyU come with a copy of Microsoft Office installed, so these files can be read easily. To avoid issues when giving presentations in PolyU, please use the following formats:

Presentations:	Powerpoint files (.ppt, .pptx)
Documents:	Microsoft Word (.doc, .docx) Adobe Portable Document Format(.pdf)
Audio files:	Windows Media Player compatible files (.mp3, .wma)
Video files:	Windows Media Player compatible files (.wmv, .mp4)
Images:	Standard image formats (.jpg, .bmp, .png)

If you have created your presentation files on a non-Windows system, please be sure to save your files in a format which will work across different platforms.

## *Audio-Visual Equipment*

Most rooms at PolyU provide equipment which you may use to facilitate your presentation, they are:

- A Windows-based computer system
- A projector and retractable projection screen
- A whiteboard
- A digital document camera
- Ceiling-mounted speakers

All rooms are equipped with the wireless connection via Zoom to connect a personal computer to the multimedia system.

Should you require any particular set-up other than those listed above for your presentation, please email [eac2024@polyu.edu.hk](mailto:eac2024@polyu.edu.hk).

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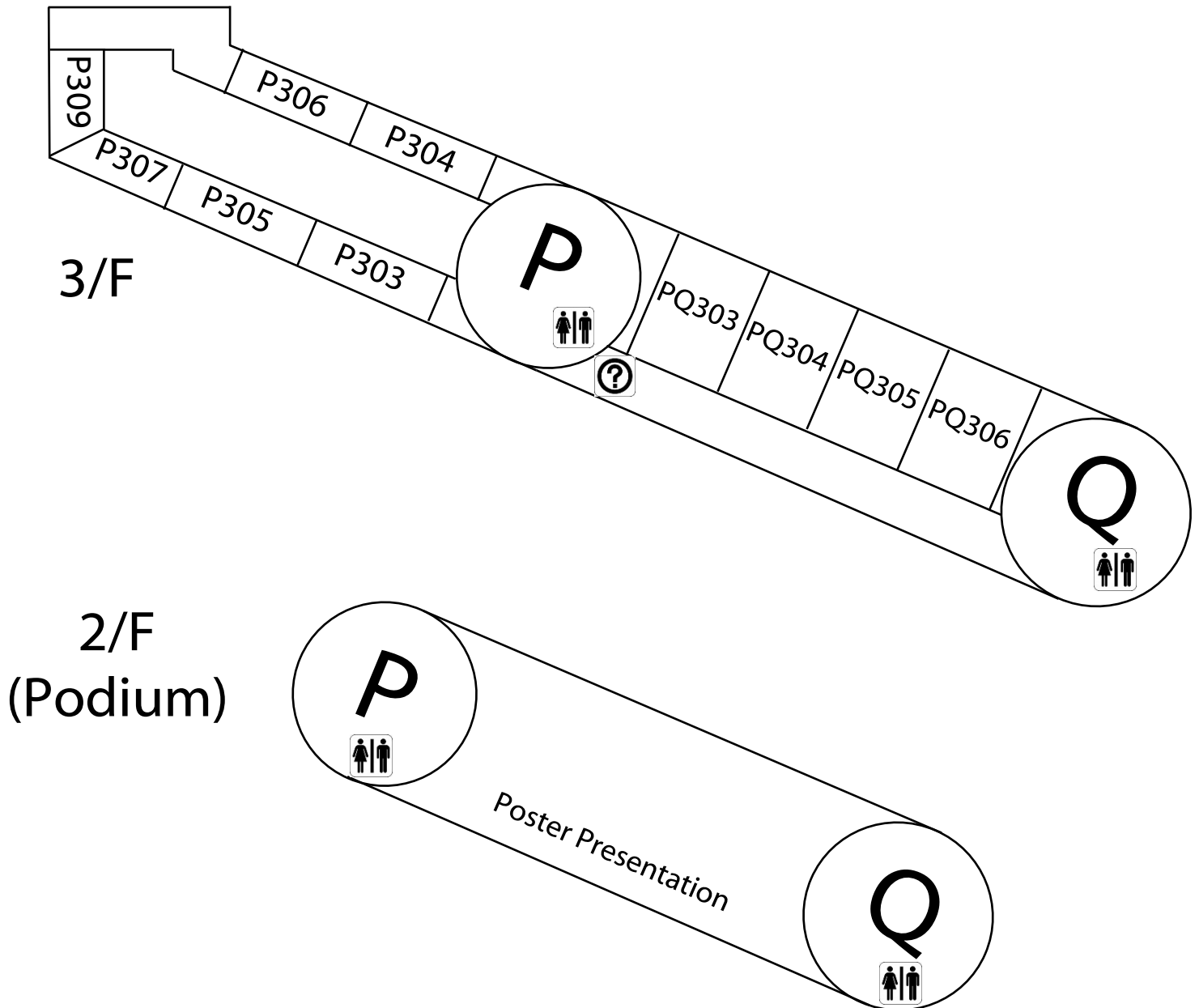
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# Floor Plans



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