THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

ENGLISH LANGUAGE CENTRE

中國語文教學中心
CHINESE LANGUAGE CENTRE

The Association of Hong Kong Language Centres

# AHKLC Symposium 2025

# Repositioning Language Education in the Age of AI

22-23 May 2025

The Hong Kong Polytechnic University

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# Welcome Message

Dear Participants

Welcome to the symposium on "Repositioning Language Education in the Age of AI." As the chair of the organizing committee, I am delighted to have you with us for this significant event, which is co-organized by the English Language Centre and the Chinese Language Centre at the Hong Kong Polytechnic University, in collaboration with the Association of Hong Kong Language Centres (AHKLC).

Our esteemed keynote speakers hail from prestigious institutions, including the Massachusetts Institute of Technology, King's College London, Waseda University, and National Taiwan Normal University. We are also honored to host presenters from various educational institutions across Hong Kong, Japan, South Korea, Taiwan, and Thailand.

This symposium offers a unique platform to explore the transformative impact of artificial intelligence on language education. Our program features paper presentations, interactive workshops, intriguing demonstrations, and engaging roundtable discussions, all designed to inspire and foster dialogue among language professionals.

This gathering is an invaluable opportunity for language educators and researchers to exchange ideas and collaborate on innovative approaches to language teaching and learning. Your insights and contributions are crucial as we navigate the challenges and harness the potential of AI in language education.

Thank you for joining us in this important dialogue. We look forward to a stimulating and rewarding experience for all.

Warm regards

Linda Lin

Committee Chair

Repositioning Language Education in the Age of AI Symposium

# Organising Committee

Chair: Linda Lin

Abstracts sub-committee: Jay Bidal, Linda Lin, Cheng, Ken, Lam Yan Yan

Programme sub-committee: Mary Cheng, Jay Bidal, Andy Fung

Liaison sub-committee: Andy Fung, Jamie Sullivan, Frankie Har, Grace Lam, Kevin Goh

Technical sub-committee: Angelo Chu, Peggy Lui

Graphic design:  Lucas Li

# Symposium Programme

## DAY 1

*Thursday, 22 May 2025*

| | | | | | |
|---|---|---|---|---|---|
| 9.00 – 9.30am | Check-in<br>(Outside *Chiang Chen Studio Theatre*) | | | | |
| 09.30 – 10.05am | Opening & Paper Award Ceremony<br>(*Chiang Chen Studio Theatre*) | | | | |
| 10.05 – 10.55am | Plenary 1: **Prof Glenn STOCKWELL**<br>Exploring the Realities of AI in the Language Classroom<br>(*Chiang Chen Studio Theatre*) | | | | |
| 10.55 – 11.25am | Refreshment Break<br>*(Outside CD301–CD304)* | | | | |
| Parallel Sessions | CD302 | CD303 | CD304 | CF302 | CF303 |
| 11.25 – 11.55 am | Workshop<br><br>To delve or not to delve: is that the question?<br><br>*John GLENIS* | Comparing Feedback Quality: ChatGPT vs. Human Teachers in Developing Advanced Writing Skills<br><br>*Aditi JHAVERI* | Motivation or Demotivation? Examining inadequacies with use of AI in English T&L - Expectancy-Value Framework<br><br>*Pui Lun CHOW* | Integrating academic integrity and GenAI literacy: A comprehensive approach in the first-year undergraduate EAP course<br><br>*Alice YAU, Vivian KWAN & Matthew YEUNG* | Evaluating Large Language Models (LLMs) for Scoring Reading Comprehension in Traditional Chinese<br><br>*Eric AU YEUNG* |
| 11.55am – 12.25pm | | ChatGPT feedback engagement: Undergraduate L2 writers' with lower- and higher-level feedback in persuasive essay revision<br><br>*Hyebin SEO & Jina SON* | Emotion Regulation Strategies in Online Classrooms: Teachers' Perspectives<br><br>*Miori SHIMADA* | AI Literacy in English for Academic Purposes: We Only Had to Change One Thing – Everything<br><br>*Richard NICKALLS* | 當 AI 比人更像人：談生命書寫教學<br>When AI Seems More Human Than Humans: The Learning and Teaching of Life Writing<br><br>*Yuk Ling CHOI* |
| 12.40 – 2.10pm | Lunch<br>(*Kong Chiu Lau*) | | | | |

| Parallel Sessions | CD302 | CD303 | CD304 | CF303 |
|---|---|---|---|---|
| 2.15 – 2.45pm | A Result of Reflection in Action<br><br>*Aditi JHAVERI & Edward LI*<br>(AHKLC Best Paper Award) | Enhancing student engagement through a GenAI pedagogical approach in English for Academic Purposes courses<br><br>*Rita Gill SINGH, Lillian WONG, Paul MYERS & Jackin WONG* | Exploring the role of AI in designing speaking and listening tasks for an undergraduate English course<br><br>*Leo YU & John Della Pietra* | The Impact of GenAI on Chinese as a Second Language (CSL) Instructional Design and Outcomes<br><br>*David Chun Wah YUEN* |
| 2.45 – 3.15pm | Workshop<br><br>AI prompt writing for helping with teaching and assessment<br><br>*Andrew MORRALL, Jim LO & Ellen MOK* | Increasing students' Generative AI literacy through task design in an English for Academic Purposes course<br><br>*Leo YU & Rita Gill SINGH* | Hybrid Intelligence in Assessing Student Oral Presentations<br><br>*Christy CHAN, Pauli LAI & Julia CHEN* | Transforming Language Learning: Exploring the Metaverse in Teaching Chinese as a Foreign Language<br><br>*Yan Yan LAM* |
| 3.15 – 3.45pm | | In Search of GenAI Resilience<br><br>*Melinda WHONG & Delian GASKELL* | Impacts of Using Gongyeh on EAL Undergraduate Presenters and Audience<br><br>*Kathy LEE, Michelle FONG, Andrew WONG, Angus CHEUNG & Oscar WOO* | 中大生成式 AI「爾雅」系統介紹<br><br>*梁德華* |
| 3.45 – 4.05pm | Poster Presentation and Refreshment Break (Outside *CD301–CD304*) | | | |
| 4.05 – 4.35pm | AI and Human Languaging: A Critical Framework for English Language Education in Hong Kong<br><br>*Liang CAO* | Beyond Assessment: Analyzing Student-Driven GenAI Reflections to Enhance Critical Thinking and AI Literacy<br><br>*Delian GASKELL & Gary MUDDEMAN* | Bridging Policy and Practice: Impacts of GenAI on Thai EFL Education<br><br>*Ratchadavan KONGSATT & Thamonthon YORDMING* | Empowering Chinese Language Education: The CAN Framework for AI-Supported Teaching Strategies<br><br>*Lai Ping WONG & Tak Shun TSIN* |
| 4.50 – 5.40pm | Plenary 2: **Dr Chao-Mei TU**<br>Integration of AI technology in Chinese as a Second Language: Teacher Training, Student Learning, and Administrative Management<br>(*Chiang Chen Studio Theatre*) | | | |

# Symposium Programme

## DAY 2

*Friday, 23 May 2025*

| | | | | | |
|---|---|---|---|---|---|
| 9.00 – 9.30am | Check-in (food and drinks served)<br>(Outside *Chiang Chen Studio Theatre*) | | | | |
| 09.30 – 10.20am | Plenary 3: **Dr Takako AIKAWA**<br>Generative AI in Language Education: Evolving Roles of Teachers and Pedagogical Innovations<br>(*Chiang Chen Studio Theatre*) | | | | |
| 10.20 – 10.40am | Refreshment Break<br>*(Outside CCST)* | | | | |
| 10.40 – 11.30am | Plenary 4: **Prof Ursula WINGATE**<br>GenAI policies and practices: the need for staff and student education<br>(*Chiang Chen Studio Theatre*) | | | | |
| Parallel Sessions | CD302 | CD303 | CD304 | CF302 | CF303 |
| 11.45am – 12:15pm | Interactive demonstration<br><br>Improving intra-rater reliability with a handwritten paraphrase assessment<br><br>*Joshua LEE* | Impact and implications of AI in education for every (language) teacher - Part 3: What we (don't) know about generative AI in 2025<br><br>*Locky LAW* | AI and the other LLM, Language Learning Motivation: Motivational conflicts experienced by tertiary EMI students<br><br>*Jonathan RICKHARD* | Integrating prompt writing into the curriculum: Insights into Postgraduate EAP Students' GenAI Prompting Practices<br><br>*Marcella CAPRARIO, Karen WONG, Linda LIN &*<br><br>*Vickie LI* | AI-Powered Assisted Learning of Business Chinese for Total Beginners<br><br>*Hsin-Hsin Lee & Li-Yu Chen* |
| 12.15 – 12.45pm | | Boosting language learning motivation in tertiary students through gamification in the GenAI age<br><br>*Linda LIN & Jay Joseph BIDAL* | Co- creating with GenAI: A Case Study on Students' Scriptwriting Capabilities in an ESP context<br><br>*Hazal WONG & Miranda FUNG* | Technology-Enhanced Reading: Leveraging AI for Oral Fluency in the L2 Classroom<br><br>*Catherine SUDO* | 文學散步結合 360 全景視角影片寫作教學<br><br>*張詠梅* |
| 12.45 – 2.00pm | Lunch<br>*(UGarden)* | | | | |
| 12:50 – 1:50pm | AHKLC AGM – Lunch Provided<br>(CD301) | | | | |

| Parallel Sessions | CD302 | CD303 | CD304 | CF302 | CF303 |
|---|---|---|---|---|---|
| 2.00 – 2.30pm | Integration of ChatGPT into Project-based Learning: A Course Design Framework<br><br>*Xin Sheila LIANG & Jing LUO*<br>(AHKLC Best Paper Award) | Rethinking Debate Research and Preparation with AI: Classroom-based Action Research from Japan<br><br>*Chris HARWOOD* | Workshop<br><br>Bytewise: Empowering Teachers with AI Customization Platform for Interactive Learning Experience<br><br>*Simon Ho WANG* | Dealing with inappropriate GenAI use. The experience of one language centre<br><br>*Zou DI & Mike GROVES* | AI 技術在語言學習中的實際應用<br><br>*苗傳江* |
| 2.30 – 3.00pm | Workshop<br><br>From Idea to Plug & Play<br><br>*Jessica XIA & Ryan WINDSOR (Plug&Play Editors of STiLE)* | Incorporating Speech Analysis in English Pronunciation Education<br><br>*Betty Mengyuan LI* | | Exploring teacher perspectives on Generative AI tools: Enhancing English for Academic Purposes and Content-Based Learning<br><br>*Rita Gill SINGH, Hazal WONG, Miranda FUNG, Peggy LAI & Lillian WONG* | 論人工智能精煉中文表述的表現<br><br>*黎必信* |
| 3.00 – 3.30pm | | | | | 桌上遊戲在小說教學的課堂設計與應用<br><br>*林麗玲* |
| 3.30 – 3.50pm | Poster Presentation and Refreshment Break *(Outside CD301–CD304)* | | | | |

| Parallel Sessions | CD302 | CD303 | CF302 | CF303 |
|---|---|---|---|---|
| 3.50 – 4.20pm | EssayMaster: Evaluating AI-Enhanced Teacher Feedback to Improve Students' Writing Development<br><br>*Hongyun DENG* | Reevaluating the Role of Objective Questions in Writing Pedagogy in the Age of AI<br><br>*Yuan TAO* | Critical Use of Generative AI in Second Language Teacher Education: Identity and AI Literacies<br><br>*Yue ZHANG* | 粵語教材自動生成的試驗：DeepSeek 對 ChatGPT<br><br>*鄭紹基* |
| 4.35 – 5.25pm | Round-table Discussion: Repositioning Language Education in the Age of AI – Roles of Language Centres<br>***Prof Glenn STOCKWELL***<br>***Dr Chao-Mei TU***<br>***Prof Ursula WINGATE***<br>***Dr Wesley CURTIS***<br>(*Chiang Chen Studio Theatre*) | | | |
| 5.25 – 5.35pm | Closing<br>(*Chiang Chen Studio Theatre*) | | | |

# Plenary Speaker 1

**Prof Glenn STOCKWELL**
Professor in Applied Linguistics
Waseda University, Japan

Prof Glenn Stockwell (PhD, University of Queensland) is Professor of Applied Linguistics at the Graduate School of International Culture and Communication Studies, Waseda University. He is author of Mobile Assisted Language Learning: Concepts, Contexts and Challenges (Cambridge University Press, 2022) and editor of Smart CALL: Personalization, Contextualization, & Socialization (Castledown) and Computer Assisted Language Learning: Diversity in Research and Practice (Cambridge University Press, 2012). He is editor-in-chief of Computer Assisted Language Learning and the Australian Journal of Applied Linguistics. His current research interests include the impact of technology on teaching and learning, mobile-assisted language learning, artificial intelligence in language education, teacher and learner training with technology, and the development of learner autonomy.

**Time:** 10.05 – 10.55am, 22 May 2025 **Venue:** Chiang Chen Studio Theatre

## Exploring the Realities of AI in the Language Classroom

### Abstract

The emergence of generative AI tools has sparked widespread excitement about their potential in education, particularly in language teaching. However, beyond the initial hype lies the need for a critical examination of how AI is reshaping the language classroom. This presentation explores the tangible impacts of integrating AI into language learning, focusing on three key areas: language development, learner reliance, and ethical considerations. While AI tools offer opportunities for personalised feedback, adaptive learning, and enhanced engagement, their actual contributions to language acquisition remain uneven. Do they truly foster linguistic competence, or do they inadvertently reinforce surface-level fluency? Additionally, the increasing reliance on AI raises questions about learner autonomy and critical thinking. Are students developing the skills to evaluate and refine AI-generated content, or becoming overly dependent on these tools? The session also explores the ethical dimensions of AI in education, including data privacy, bias, and the implications of outsourcing linguistic creativity to machines. Drawing on research and practical examples, the presentation offers a balanced perspective on the promises and pitfalls of AI in the language classroom. By moving beyond the rhetoric of innovation, this presentation challenges educators to critically assess the role of AI, ensuring it supports meaningful learning outcomes while addressing the ethical and pedagogical complexities it introduces.

# Plenary Speaker 2


## Dr Chao-Mei TU

Associate Professor in Chinese as a Second Language
National Taiwan Normal University, Taiwan


Dr Chao-Mei Tu received her Ph.D. from Purdue University and is currently a faculty member in the Department of Chinese as a Second Language at National Taiwan Normal University. She teaches both undergraduate and graduate courses, with a focus on Taiwanese film and literature, as well as Chinese for specific purposes. Known for her innovative teaching methods, Dr Tu has received accolades for her dedication to student learning and curriculum design. She has spearheaded initiatives to integrate technology and interdisciplinary approaches into her courses, enriching the learning experience for students from diverse backgrounds.

Beyond her academic pursuits, Dr Tu serves as the Associate Director of the Mandarin Training Center. In this capacity, she plays a key role in fostering the professional growth of Chinese language educators, overseeing administrative operations, and contributing to the development of innovative courses and teaching materials. Her leadership and vision have been instrumental in advancing the center's reputation as a hub for excellence in Chinese language education.

**Time:** 4.50 – 5.40pm, 22 May 2025 **Venue:** Chiang Chen Studio Theatre

## Integration of AI technology in Chinese as a Second Language: Teacher Training, Student Learning, and Administrative Management


### Abstract

At National Taiwan Normal University, three key institutes—the Department of Chinese as a Second Language, the Mandarin Training Center, and the Chinese Language and Technology Center—are at the forefront of integrating technology into the teaching and learning of Chinese as a second language. Given the vast amount of data involved and the large number of students and educators across these units, considerable efforts have been made to harness technology in order to enhance the effectiveness and efficiency of Chinese language education.

This presentation will examine the integration of technology and artificial intelligence (AI) in three key areas: teacher training, student learning, and administrative management. In teacher training, workshops have been conducted to equip educators with the necessary knowledge and skills to effectively incorporate technology and AI into their teaching practices. These efforts aim to facilitate the preparation and delivery of lessons with greater efficiency and precision. In terms of student learning, AI technologies have been utilized to create virtual learning environments and to generate interactive images and videos, which have enhanced engagement and motivation among learners. Additionally, the development of digital learning platforms has afforded students greater flexibility, enabling them to tailor their learning experiences to their own pace and needs. From an administrative perspective, AI has also been employed to address the challenges posed by a diverse, multicultural, and multilingual student population. By streamlining processes for gathering student feedback and providing tailored services, AI has contributed to more efficient administrative management and improved support for the student body.

# Plenary Speaker 3

**Dr Takako AIKAWA**
Senior Lecturer in Japanese
Massachusetts Institute of Technology, U.S.A.

Dr Takako Aikawa is a Senior Lecturer in Japanese at Massachusetts Institute of Technology, Global Languages, Cambridge, USA. Before joining MIT's Global Languages in 2013, she honed her expertise in machine translation and natural language processing at Microsoft Research. At MIT, she is responsible for directing the Japanese language program while utilizing technology for language learning.

**Time:** 09.30 – 10.20am, 23 May 2025 **Venue:** Chiang Chen Studio Theatre

## Generative AI in Language Education: Evolving Roles of Teachers and Pedagogical Innovations

### Abstract

This talk explores the potential of generative AI in language education, focusing on the evolving roles and responsibilities of language teachers. It covers several key research areas. First, the emphasis is on developing prompt engineering strategies to create effective language teaching and learning materials. I will showcase prompts designed for content generation that cater to individual learners' needs, interests, and proficiency levels. Second, I examine the pedagogical efficacy of AI-driven language instruction, including the evolving role of teachers and the best practices for utilizing AI as a co-teaching tool. This section highlights the importance of teachers' prompt-writing skills and AI literacy, with practical use cases from my teaching experiences. Third, I introduce my ongoing project, "Fluid Language Pedagogy," which leverages AI to foster a more personalized, flexible, and collaborative language learning experience. Finally, I address critical issues related to generative AI in language instruction, posing questions such as: What is the role of language teachers in the AI age? How should the language curriculum adapt to incorporate generative AI? What ethical and pedagogical considerations accompany AI in language learning? I will offer anecdotal responses to these questions. I conclude that we need to cultivate "perspective shifts" that enable generative AI to optimize our future language education. The imperative now is not to resist but to adapt.

# Plenary Speaker 4

Prof Ursula WINGATE

Professor of Language Education
King's College London, United Kingdom

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. Her recent research explores policies, perceptions and practices related to the use of Generative AI.

**Time:** 10.40 – 11.30am, 23 May 2025 **Venue:** Chiang Chen Studio Theatre

## GenAI policies and practices: the need for staff and student education

### Abstract

Many universities have faced challenges in establishing formal policies and clear guidelines for the use of generative AI (GenAI) tools, creating confusion among staff and students. Policies at leading universities worldwide have been shaped by a strong emphasis on originality in student work and concerns about academic misconduct (Luo, 2024), overlooking the substantial benefits that GenAI can bring to academic work. As a result of restrictive policies and insufficient professional guidance, academic staff often discourage the use of GenAI tools (Wise et al., 2024). This positions students, who are already widely using these tools, into a situation of uncertainty and illegitimacy. It has therefore been argued that policies cannot be based on traditional views of academic integrity but must be informed by knowledge of staff and students' perceptions and actual use of GenAI (Ou et al., 2024).

To address the existing disconnect between policies and practices as well the lack of adequate guidance, we designed workshops on the ethical and effective use of GenAI tools for lecturers and students in a large university department. The design was guided by a survey and focus group interviews that elicited participants' perceptions and practices. The workshops were concerned with the evaluation of existing policies, information on the affordances of a range of AI tools for the processes involved in academic writing, and ethical boundaries. The staff workshops aimed at reducing lecturers' resistance to GenAI tools and equipping them to support students in their use. The student workshops sought to address digital inequalities and create a more level academic playing field.

In this talk, I present some workshop content and findings from the workshop evaluations conducted through questionnaires and interviews. The findings confirm that prevalent university policies, shaped by concerns over potential misconduct, are detrimental to the productive use of GenAI in academic settings as they discourage lecturers from engaging with the technology and are met with resistance from students. They also highlight the need for systematic guidance for both staff and students.

Luo, J. (2024). A critical review of GenAI policies in higher education assessment: a call to reconsider the "originality" of students' work. Assessment & Evaluation in Higher Education, 49(5), 651–664. https://doi.org/10.1080/02602938.2024.2309963.

Ou, A. W., Stöhr, C. & Malmström, H. (2024). Academic communication with AI-powered language tools in higher education: From a post-humanist perspective. System, 121, 103225. https://doi.org/10.1016/j.system.2024.103225.

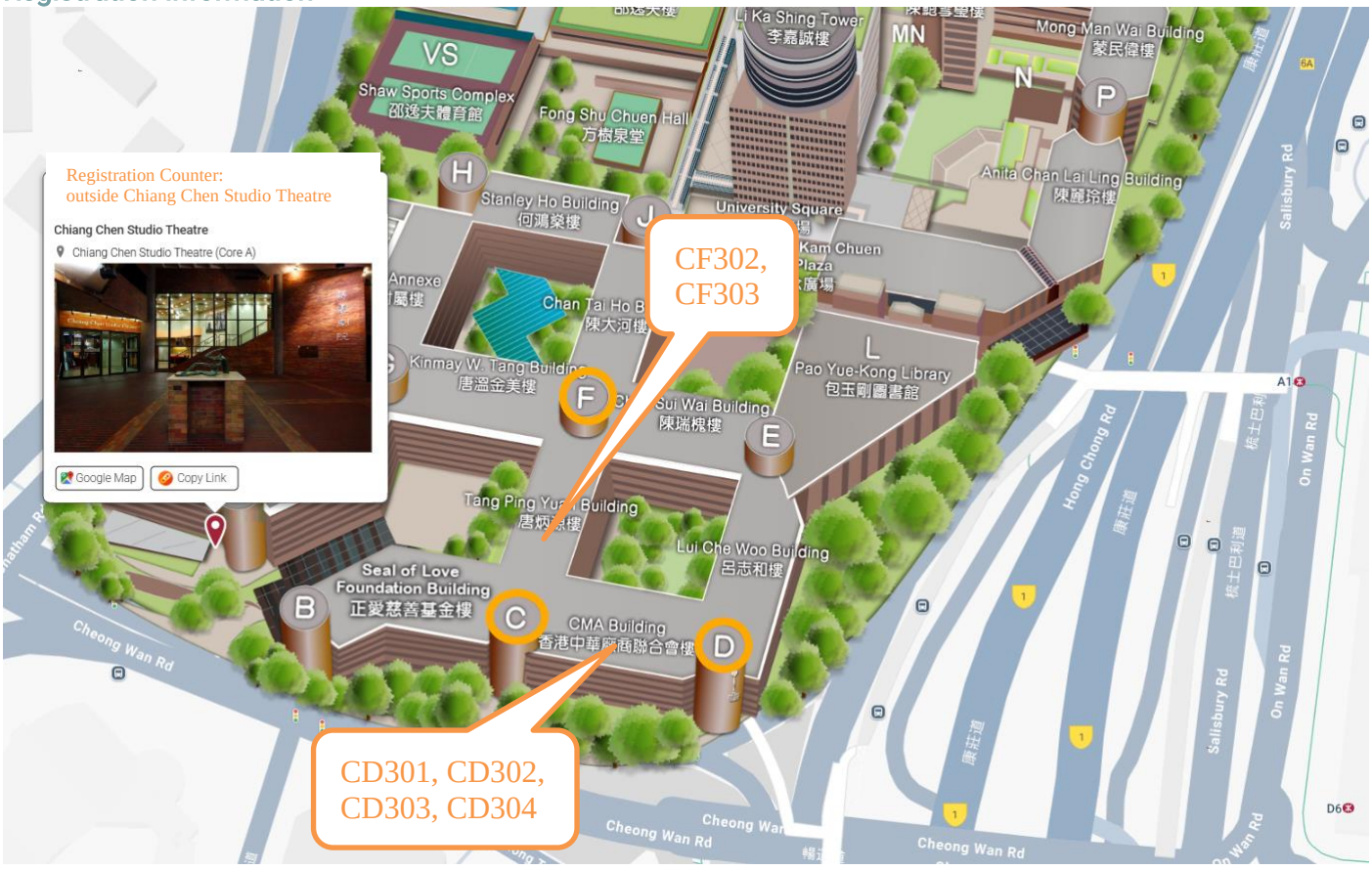
Wise, B., Emerson, L., Van Luyn, A., Dyson, B., Bjork, C. & Thomas, S. E. (2024). A scholarly dialogue: writing scholarship, authorship, academic integrity and the challenges of AI. Higher Education Research & Development, 43(3), 578–590. https://doi.org/10.1080/07294360.2023.2280195.

# General information

## Symposium Venue

The Symposium is held in The Hong Kong Polytechnic University. Plenary sessions are in the Chiang Chen Studio Theatre (CCST) and other presentations are CD 3/F and CF 3/F. The map below highlights the location of the venues for the plenary sessions and parallel paper presentations.

## Registration Information




| Date | Time | Venue |
|---|---|---|
| 22 May 2025 | 9.00 – 10.00am | Outside Chiang Chen Studio Theatre, Core A G/F |
| | 11.00am – 4.00pm | Outside CD301 |
| | 4.30- 5.00 | Outside Chiang Chen Studio Theatre, Core A G/F |
| 23 May 2025 | 9.00 – 10.00am | Outside Chiang Chen Studio Theatre, Core A G/F |
| | 11.00am – 4.00pm | Outside CD301 |

## Lunch and Refreshment Breaks

- 22 May: Dim Sum at Kong Chiu Lau (港潮樓), Tsim Sha Tsui
- 23 May: UGarden P/F, CD & DE Wing

## Refreshments will be served:

- Outside Chiang Chen Studio Theatre G/F
- Outside CD301 – CD304

## Outside CD301

The following are available in outside CD301, which opens from 11.00am – 4.00pm on the days of the symposium:

- Details of registration and enquiries
- Lost & Found
- Supporting organisations' tables and display

(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, 101R, 102, 102P, 102R, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113,
   115, 116, 117, 118, 170, 171, 171P, 182, 307

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 /hɜːŋ gɒŋ leɪ gʊŋ daɪ hɒk/ and written

香港理工大學

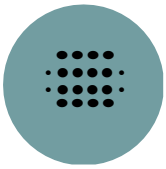
## Internet Connection

### *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://www.eduroam.org/?p=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, users can use the service for two hours, after which they have to accept the terms again to continue using the service.



# Abstracts of AHKLC Best Paper Award

Venue: CD302

*2.15 – 2.45pm, 22 May 2025*

## A Result of Reflection in Action

**Aditi JHAVERI & Edward LI**
*The Hong Kong University of Science and Technology*

This paper presents findings from a reflective pedagogy group at a language centre in a Hong Kong university, initiated by seven teachers to evaluate a new first-year English for Academic Purposes (EAP) course. The group engaged in individual reflections and collaborative dialogues two to three times each semester. A pivotal moment occurred during a dialogue when the teachers recognized the value of integrating student reflections from the course's three units, which provided insights into student learning and challenges. This realization led to a focus on using these reflections to inform teacher discussions aimed at enhancing course design and delivery. The study employs thematic coding based on course learning outcomes—Effective Learning, Spoken Language, and Written Language. Findings indicate teachers' concerns regarding the pedagogical approach and time constraints, while students expressed mixed feelings about Spoken Language but positive feedback on Written Language. The paper advocates for a reflective pedagogy approach that incorporates both teacher and student perspectives to improve EAP outcomes.

Venue: CD302

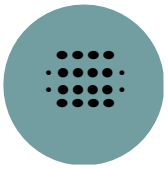
*2.00 – 2.30pm, 23 May 2025*

## Integration of ChatGPT into Project-based Learning: A Course Design Framework

**Xin Sheila LIANG**
*The Hong Kong University of Science and Technology*
**Jing LUO**
*The University of Hong Kong*

This paper proposes the design of a course which integrates ChatGPT into Project-based Learning (PBL). It is a 12-hour Chinese language course which aims to cater to the diverse learning needs of the students in the formal Chinese language courses at the Hong Kong University of Science and Technology (HKUST). The design of the course empowers learners to set their own intended learning outcomes and to determine a topic for a group project which leads to a product based on their learning needs and interests. They can achieve the intended learning outcomes through exploring and accomplishing the project with the guidance of the teacher and the utilization of ChatGPT. The course objective, content and sequencing, format and presentation, and assessment are illustrated based on Nation and Macalister's (2010) model. Through the analysis of the findings, we have identified the various roles of learners, teachers, and ChatGPT in the course. This paper provides insights into the potential of artificial intelligence (AI) tools in language education and a useful reference for future AI integrated course design.

References:
Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.



# Abstracts of Parallel Sessions

## Parallel session 11.25am – 12.25pm

CD302

### To delve or not to delve: is that the question?

Workshop

John GLENIS
*The Hong Kong Polytechnic University*

This interactive demonstration aims to investigate to what extent tools like Originality AI, QuillBot, GPTZero, CopyLeaks, Sapling and Turnitin can effectively detect AI-generated content. It also looks at how manipulating a text - making grammatical and lexical adjustments - can affect the performance of an AI detection tool. Human intervention as well as the employment of AI humanizer tools are both examined for their efficiency in bypassing detection. Moreover, this demonstration explores to what extent teachers alone can detect AI-generated text and other forms of academic dishonesty. It promotes a blended approach as the most reliable method, and suggests practical tips towards such a multi-dimensional approach, as well as possible adjustments in the ways students are assessed and rubrics developed. Finally, it argues that academic institutions which accept, integrate and facilitate the ethical use of AI tools should also assess it as an academic skill.

## Parallel session 11.25 – 11.55am

CD303

### Comparing Feedback Quality: ChatGPT vs. Human Teachers in Developing Advanced Writing Skills

Aditi JHAVERI
*The Hong Kong University of Science and Technology*

This study compares formative feedback from ChatGPT-3 and human teachers on student essays, evaluating language, coherence, and content/argumentation in writing. ChatGPT primarily addressed surface-level issues like typos, citations, and sentence length, even when prompts targeted deeper aspects such as thesis development, argumentation, and structural coherence. In contrast, experienced teachers provided higher-quality feedback, offering nuanced insights into metacognitive processes, such as synthesising information, extrapolating and inferring from evidence and stance-taking. While ChatGPT's feedback remained conservative and unchanged despite revised prompts, teachers identified subtle areas for improvement to guide students toward more sophisticated writing. These findings suggest that as of now ChatGPT is useful for proofreading and addressing mechanical language accuracy issues but lacks the depth to support advanced writing development. Consequently, Generative AI can be used as a supplementary tool for feedback in conjunction with critical comments from skilled educators in fostering deeper writing competencies.

## Parallel session 11.25 – 11.55am

CD304

### Motivation or Demotivation? Examining inadequacies with use of AI in English T&L - Expectancy-Value Framework

**Pui Lun CHOW**
*The Chinese University of Hong Kong*

This study identifies a critical gap in the consideration of human behavior motivation— specifically, the expectancy of success and the value of outcomes[1]—in the promotion of AI use in higher education, particularly English teaching and learning. A survey of 82 undergraduate students (Years 1-3) at the Chinese University of Hong Kong2 revealed a negative correlation between the use of AI as writing tools and students' confidence in writing English without the aid of machine. Additionally, students reported no significant improvement in their perceived ability to write in English after using AI tools. These findings underscore the need to emphasize the goal of fostering unaided cognitive skills in education in the era of GenAI and addressing the demotivation of authentic learning caused by misuse of AI tools.

[1] Wigfield, A. (1994). Expectancy-value theory of achievement motivation: A developmental perspective. *Educational Psychological Review*, 6, 49–78. https://doi. org/10.1007/BF02209024

[2] Correlation and linear regression analyses were performed on the 70 valid data points after data cleaning. The following characteristics were excluded: i. Surveys completed in significantly short or long durations (shortest 2% and longest 2%); ii. Incomplete.

CF302

### Integrating academic integrity and GenAI literacy: A comprehensive approach in the first-year undergraduate EAP course

**Alice YAU, Vivian KWAN & Matthew YEUNG**
*The University of Hong Kong*

This presentation outlines the strategic design of a GenAI curriculum for the first-year undergraduate English for Academic Purposes course, which annually serves 2,300 students. Integrating academic integrity and GenAI literacy, the curriculum is informed by Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) and the research of Chan and Colloton (2024). It features five key units: navigating prompts, evaluating sources, researching and referencing, paraphrasing, summarizing and synthesizing, and proofreading and editing. A self-developed survey of 212 students revealed that the curriculum effectively equips them with skills to critically evaluate and utilize GenAI for academic writing. Students highlighted the module's comprehensive approach, its alignment with Bloom's Taxonomy, and its broader academic relevance. This presentation will detail the curriculum's development, implementation, and initial student feedback, highlighting its potential to foster responsible GenAI use and uphold academic integrity.

References:

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## Parallel session 11.25 – 11.55am

CF303

### Evaluating Large Language Models (LLMs) for Scoring Reading Comprehension in Traditional Chinese

Chinese Language

Eric AU YEUNG
*The University of Hong Kong*

The rise of artificial intelligence has opened new possibilities for language education, particularly in the domain of assessment. This study investigates the potential of large language models (LLMs), including ChatGPT-4o, LLAMA 3.3, ChatGLM, Qwen, Mixtral, and DeepSeek, in scoring Traditional Chinese reading comprehension. Using a dataset of over X students' responses to Progress in International Reading Literacy Study (PIRLS) questions and expert teacher evaluations as a benchmark, we compared the performance of various LLMs and their parameter configurations. The PIRLS reading comprehension questions, categorized into four levels of difficulty, were used to evaluate the performance of LLMs in scoring student responses across these distinct difficulty levels. Results demonstrate that LLMs achieved near-human performance in scoring reading comprehension tasks, highlighting their potential to automate and personalize evaluation processes. This study provides an empirical insight for educators and researchers to assess the capabilities of LLMs in language evaluation.

## Parallel session 11.55am – 12.25pm

CD303

### ChatGPT feedback engagement: Undergraduate L2 writers' with lower- and higher-level feedback in persuasive essay revision

Hyebin SEO & Jina SON
*Seoul National University*

As L2 writing cannot develop without feedback engagement, it has become an increasingly researched topic in L2 writing. Furthermore, ChatGPT's feedback potential and concerns make ChatGPT feedback engagement an important topic for further research. Nevertheless, recent studies on ChatGPT feedback engagement have primarily focused on graduate students and automated written corrective feedback, overlooking undergraduate students' engagement with higher-level feedback, such as discourse and content. Therefore, this case study examines three Korean EFL undergraduate students' prompting and engaging with ChatGPT feedback throughout their revision of persuasive essays and the individual and contextual factors that shape their engagement with stimulated recall interviews and semi-structured interviews. The results of this study reveal the diversity of engagement patterns and the influence of writing experiences shaping learners' cognitive engagement. Surprisingly, lower L2 proficiency did not necessarily result in lower feedback engagement among participants, possibly due to their high motivation for L2 learning.

## Parallel session 11.55am – 12.25pm

**CD304**

### Emotion Regulation Strategies in Online Classrooms: Teachers' Perspectives

**Miori Shimada**
*Toyo University*

This study examines how EFL teachers at Japanese universities support students with negative emotions in synchronous online classes, using Gross' (2015) Process Model to explore five Emotion Regulation (ER) strategies. The pandemic reduced social interaction (Gkonou & Miller, 2023) and cultural exposure (Mercer, 2011), which hindered motivation and intercultural competence. Anxiety and burnout (King et al., 2020) further highlighted the need for effective ER strategies. A survey of about 50 teachers investigated the most commonly used ER strategies and their effectiveness in addressing students' emotions. Results showed differences between Japanese and non-Japanese teachers' approaches. This presentation covers the initial research phase, with future studies examining barriers to using less common ER strategies and ways to improve their effectiveness. The presentation will also suggest integrating ER strategies like reflection, mindfulness, and emotion-focused activities into EFL curricula to better support students in online education.

References:

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**CF302**

### AI Literacy in English for Academic Purposes: We Only Had to Change One Thing – Everything.

**Richard NICKALLS**
*Lingnan University*

Due to the urgent necessity to raise university students' Generative AI literacy (Kohnke et al., 2023; Ng et al., 2021; O'Dea et al., 2024), the LUE1002 EAP credit-bearing course (500-600 students, 11-12 tutors) at Lingnan University has been embedding AI into its syllabus since 2023. Efforts to embrace Generative AI in 2023/24 achieved mixed results (Nickalls, 2024). On the one hand, evaluation surveys and focus groups showed that students believed the new materials, assessments, and policies were enhancing their Generative AI literacy. On the other hand, the tutors expressed several frustrations and reported many serious suspicions of inappropriate AI usage (5.7% of main written assessment submissions). This presentation reports on the significant improvements achieved in the 2024-25 year, as measured by a mixed-method analysis, which were gained from integrating AI training and tools

into more synchronous units of work, redesigning assessments, increasing tutor training and launching fully blended asynchronous approaches.



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O'Dea, X., Tsz Kit Ng, D., O'Dea, M., & Shkuratskyy, V. (2024). Factors affecting university students' generative AI literacy: Evidence and evaluation in the UK and Hong Kong contexts. *Policy Futures in Education*. https://doi.org/10.1177/14782103241287401

**CF303**

## 當 AI 比人更像人：談生命書寫教學 When AI Seems More Human Than Humans: The Learning and Teaching of Life Writing

**Yuk Ling CHOI**
*The Hong Kong Polytechnic University*

Chinese Language

AI 的飛躍發展早已影響創意寫作領域，其對於人及其風格的模仿、涉及經驗與情感的敘事，都對傳統的作者身份和創作觀念提出挑戰。是次報告將以本地大專生學習書寫生命故事的過程為點，考察 AI 在此期間擔當或積極或消極的角色，以及微觀學生如何理解並取捨 AI 的工具價值與干預作用，由此討論今日教授非虛構寫作的複雜處境。

## Parallel session 2.15 – 2.45pm

**CD303**

### Enhancing student engagement through a Generative AI pedagogical approach in English for Academic Purposes courses

Rita Gill SINGH
*Hong Kong Baptist University*
Lillian WONG
*The University of Hong Kong*
Paul MYERS
*Hong Kong Baptist University*
Jackin WONG
*The Hong Kong Polytechnic University*

While the benefits of Generative AI tools for EAP courses have been investigated, how to specifically integrate adapted GenAI tasks into EAP and content-based courses requiring academic English for first-year students at universities remains under-explored. Underpinned by the principled communicative language teaching approach and ChatGPT literacy framework, this study aims to identify university teachers' difficulties and opportunities for incorporating GenAI into EAP courses and subject-based courses requiring the usage of academic English, and to adapt GenAI tasks for use in EAP and content-based courses at six UGC-funded universities in Hong Kong. To evaluate the effectiveness of tasks in increasing students' engagement, learning, and GenAI literacy, data were collected using questionnaires and in-depth interviews. Brief insights into the findings will be shared. The findings may have implications for educators and researchers in terms of how to shape future curriculum design integrating adapted GenAI tasks, teacher training, and policy in Higher Education.

**CD304**

### Exploring the role of AI in designing speaking and listening tasks for an undergraduate English course

Leo YU & John Della PIETRA
*Hong Kong Baptist University*

AI technologies are believed to empower teachers to improve their productivity in various ways, including the design of engaging teaching and learning materials. Divided into two parts, this presentation aims to explore how AI was incorporated within different stages of the production of the speaking and listening components of an assessment in an undergraduate English course. In the first part, we will examine how Generative AI tools such as ChatGPT were employed to aid in the creation and standardisation of an assessment-specific genre containing opposing views on academic, argumentative but non-technical topics, while in the second part, the opportunities and challenges we faced when using HeyGen, an AI video generator, to produce the recordings for the tasks will be examined.

## Parallel session 2.15 – 2.45pm

**CF303**

### The Impact of GenAI on Chinese as a Second Language (CSL) Instructional Design and Outcomes

**David Chun Wah YUEN**
*The Hong Kong Polytechnic University*

Chinese Language

This study explores the use of GenAI tools in teaching Chinese as a Second Language (CSL), focusing on improving instructional design efficiency and learning outcomes. Twenty-two university students, divided into four groups, designed listening, speaking, reading, and writing lesson plans based on Chinese picture books to address the needs of non-Chinese-speaking primary students in Hong Kong. The study comprised three stages: (1) utilizing AI tools to create lesson plans, (2) refining plans based on teacher feedback, and (3) observing classroom implementation and evaluating student progress. Results show that AI tools significantly enhanced the efficiency, creativity, and specificity of lesson plans, while multiple feedback cycles improved their structure and content. This approach effectively developed students' language skills in listening, speaking, reading, and writing. The findings highlight the potential of GenAI in supporting innovative and targeted solutions for CSL education.

## Parallel session 2.45 – 3.45pm

**CD302**

### AI prompt writing for helping with teaching and assessment

Workshop

**Andrew MORRALL, Jim LO & Ellen MOK**
*The Hong Kong Polytechnic University*

AI has the potential to assist teachers with teaching and assessment. The quality of this assistance depends partly on prompt writing skills. This workshop will give practical advice and samples of AI prompts and activities, including: how the presenter used AI to streamline the feedback process, saving time while maintaining the personal touch that students value; how students can use GenAI to refine their assignments before submission, potentially reducing your workload while encouraging student ownership of their work; how GenAI can assist in providing formative and summative feedback, allowing teachers to focus on personalized insights and guidance; how GenAI can support teachers in estimating grades, serving as a preliminary tool to enhance accuracy and consistency; how to use GenAI's Q&A abilities to help generate feedback on non-written work; tips and tricks for better results from GenAI. Please bring your laptop, rubrics, and anonymised sample student work to experiment with.

## Parallel session 2.45 – 3.15pm

**CD303**

### Increasing students' Generative AI literacy through task design in an English for Academic Purposes course

**Leo YU & Rita Gill SINGH**
*Hong Kong Baptist University*

Although the investigation of the benefits and impacts of Generative AI tools in English for Academic (EAP) courses has gained considerable attention, the focus on task design integrating GenAI tools in EAP has been under-explored. This study explores the use of task design to raise first-year students' GenAI literacy in an EAP course drawing on the ChatGPT literacy framework. GenAI and human-generated texts were designed to highlight the affordances and limitations of ChatGPT by asking students to critically compare two versions of an academic summary and an argumentative essay. Students were able to identify the ChatGPT generated versions and indicate a higher awareness of the limitations and benefits of GenAI tools, the need to critically evaluate information and verify the accuracy of information and in-text citations. This study suggests the need for training on task design to support teachers to adapt their instruction in response to the influence of GenAI.

**CD304**

### Hybrid Intelligence in Assessing Student Oral Presentations

**Christy CHAN**
*City University of Hong Kong*
**Pauli LAI**
*The Hong Kong Polytechnic University*
**Julia CHEN**
*The Hong Kong Polytechnic University*

Hybrid intelligence, which integrates human and artificial intelligence, is revolutionizing the assessment of student oral presentations. Various AI speaking assessment platforms analyze speech delivery, including pronunciation, fluency, and paralinguistic features such as tone and pacing, while human evaluators assess content depth and rhetorical effectiveness (Zou & Wang, 2024). This combination provides more objective and comprehensive feedback based on the given rubrics, assisting students to improve their oral presentations independently. This paper reports on the user feedback of an oral presentation assessment platform using hybrid intelligence. Both quantitative and qualitative user feedback indicate that the AI-driven platform increases students' awareness of the designated learning outcomes and self-monitor improvement, proving its benefits for self-assessment and autonomous learning. However, certain technical limitations caused by artificial intelligence such as inaccuracies in speech recognition and misinterpretation in emotions may affect assessment reliability, making human intelligence a necessary supplement to artificial intelligence alone.

References:

Zou, B., & Wang, C. (2024). Using an artificial intelligent speaking assessment platform—EAP talk—to develop EFL speaking skills. In *English for Academic Purposes in the EMI Context in Asia: XJTLU Impact* (pp. 287-300). Cham: Springer Nature Switzerland.

## Parallel session 2.45 – 3.15pm

**CF303**

### Transforming Language Learning: Exploring the Metaverse in Teaching Chinese as a Foreign Language

**Yan Yan LAM**
*The Hong Kong Polytechnic University*

Chinese Language

As the digital age progresses, the metaverse is transforming education. In Hong Kong, the pioneering initiative "Metaverse for Teaching Chinese as a Foreign Language" leverages this immersive platform to teach spoken Chinese to beginners. Utilizing advanced technology, the program creates a three-dimensional environment that enhances practical language skills. This study focuses on improving Chinese as a second language (CSL) by employing Gamified Constructivist Teaching in the Metaverse (GCTM), fostering a more interactive and engaging educational experience. The program has received highly positive feedback from students, with surveys indicating that learners appreciate the immersive experience and desire more opportunities for metaverse practice. This paper explores the core concepts and applications of the metaverse, analyzing its potential and challenges in oral language learning, while providing valuable insights for effective Chinese language instruction.

## Parallel session 3.15 – 3.45pm

**CD303**

### In Search of GenAI Resilience

**Melinda WHONG & Delian GASKELL**
*The Hong Kong University of Science and Technology*

When GenAI came to public attention late in 2022, the Center for Language Education (CLE) at HKUST took the early decision to 'embrace' this new technology, in anticipation of the university's decision to do so. In Spring 2023, the CLE required all students to declare whether they used GenAI on assessed tasks. Since then, there has been active exploration of GenAI at both the instructor and course level, with some courses explicitly incorporating use of GenAI, and others modifying assessment tasks to mitigate potential GenAI use. This paper reports on a CLE-wide study conducted in Spring 2025 to explore the 'GenAI resilience' (McMinn, 2024; Lui & Bates, 2025) of all courses in the Center, in order to identify examples of best practice, and to see if any courses need further modification. In addition to exploring the notion of GenAI resilience, useful examples of best practice will be shared.

References:

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CD304

## Impacts of Using Gongyeh on EAL Undergraduate Presenters and Audience

**Kathy LEE, Michelle FONG, Andrew WONG, Angus CHEUNG & Oscar WOO**
*Hong Kong Baptist University*

This study investigates the effectiveness of Gongyeh, a real-time presentation feedback platform, in reducing speech anxiety and improving audience engagement for Hong Kong undergraduate students enrolled in a compulsory public speaking course titled “The Art of Persuasion”. Building on previous research, it aims to measure anxiety levels before and after using Gongyeh, potentially informing future course design for oral presentations. 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.

References:

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## Parallel session 3.15 – 3.45pm

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**CF303**

### 中大生成式 AI「爾雅」系統介紹

**梁德華**

*香港中文大學*

Chinese Language

香港中文大學中國語言及文學系於 2024 年 3 月向香港大學教育資助委員會教學發展及語文培訓補助金申請資助，與中大初創公司「巫筆」一同研發生成式 AI 漢語教學輔助系統「爾雅」，以支援校內師生教授與學習「大學中文」科目。「爾雅」系統於 2024 年 9 月正式開放師生使用，至 2025 年 2 月為止，使用次數已超過 2000 次。本文將深入介紹「爾雅」系統的功能，從而顯示「爾雅」系統之價值。

## Parallel session 4.05 – 4.35pm

**CD302**

### AI and Human Languaging: A Critical Framework for English Language Education in Hong Kong

**Liang CAO**

*The Education University of Hong Kong*

This proposed study investigates how generative AI (e.g., ChatGPT) reshapes English language education in Hong Kong by contrasting AI-human and human-human communication through languaging theory (Thibault, 2011, 2020). Using a two-phase design, Phase 1 examines how AI's rule-based, decontextualized language diverges from human dynamic, embodied languaging in Hong Kong secondary classrooms. Structured tasks comparing student interactions with AI and peers will be analyzed via multimodal discourse analysis (Jones, 2012) to identify gaps in emotional attunement, contextual adaptation, and relational depth. Phase 2 develops a critical AI literacy framework, equipping educators to foster three competencies: critical awareness (interrogating AI's affordances/limitations), relational intelligence (preserving human connection amid AI use), and ethical engagement (addressing biases in AI-mediated communication). The study advances AI literacy by harmonizing GenAI efficiency with human-centered values, guiding curriculum and policy to prioritize socio-emotional and ethical competencies alongside technical skills in Hong Kong's multilingual and multicultural language education context.

## Parallel session 4.05 – 4.35pm

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**CD303**

### Beyond Assessment: Analyzing Student-Driven GenAI Reflections to Enhance Critical Thinking and AI Literacy

**Delian GASKELL & Gary MUDDEMAN**
*The Hong Kong University of Science and Technology*

This study investigates the relationship between GenAI tool usage and critical thinking development among first-year business communication students at a university in Hong Kong. Analyzing 800+ unassessed GenAI reflections collected across two academic semesters, the research explores how unassessed reflective practices influence students' AI literacy and critical thinking skills. The study focuses on two primary areas: the impact of course-specific feedback bots on student critical thinking and GenAI literacy, and the role of intrinsic versus extrinsic motivation in reflection quality. By examining students' self-motivated engagement with GenAI tools across three major assignments, the research aims to understand how students develop evaluative judgment without assessment pressure. The findings contribute to understanding how ungraded reflective practices foster metacognitive strategies in GenAI integration. This research addresses concerns about AI potentially creating an illusion of proficiency while offering practical insights for educators implementing GenAI tools in business communication and higher education contexts.

**CD304**

### Bridging Policy and Practice: Impacts of GenAI on Thai EFL Education

**Ratchadavan Kongsatt**
*Kasetsart University*
**Thamonthon Yordming**
*Phra Nakhon Si Ayutthaya Rajabhat University*

This study investigates the intersection of policy and practice in the integration of Artificial Intelligence (AI) tools in English as a Foreign Language (EFL) classrooms in Thailand. The research explores how national policies on AI-driven education translate into classroom practices. Our study employed a mixed-methods approach, involving questionnaires and semi-structured interviews. The study examines teachers' perceptions in adopting AI to enhance learning management, develop digital skills, and improve students' foreign language proficiency. Based on the results of the simple random sampling method (SRS), 26 Thai EFL teachers were surveyed, and contacted in follow-up interviews to gain more insights. Findings reveal the extent to which AI supports personalized learning, classroom efficiency, and student engagement, while highlighting barriers such as technical issues and limited professional development opportunities. This research contributes to understanding the practical implications of AI in education and provides recommendations for bridging gaps between policy design and effective implementation.

Parallel session 4.05 – 4.35pm

CF303

## Empowering Chinese Language Education: The CAN Framework for AI-Supported Teaching Strategies

Chinese Language

Lai Ping WONG & Tak Shun TSIN
*Hong Kong Metropolitan University*

Chinese reading instruction poses unique challenges due to the language's complexity and reliance on memorization, often leading to low student engagement and difficulties for teachers in balancing character recognition, comprehension, and fluency. Artificial intelligence (AI) is seen as a promising solution to tackle these difficulties. This study investigates two key questions: (1) What challenges do teachers face when integrating AI into Chinese reading instruction? (2) What solutions can address these challenges? Through surveys, interviews, and classroom observations, three main challenges were identified: a lack of training for Creative Teaching Strategies (CTS)-based classroom practices, insufficient technical and pedagogical support for AI integration, and limited collaboration among educators. To overcome these barriers, the CAN Framework for AI-Supported Teaching Strategies was developed, built around three dimensions: Creative Teaching Strategies (CTS), AI Support, and Networking. CTS helps teachers shift from traditional teacher-centered methods to student-centered approaches, using AI tools to foster active student engagement. AI Support ensures teachers have access to essential resources, training, and administrative backing to confidently implement AI. Networking fosters collaboration among educators and partnerships with universities to exchange best practices and address shared challenges. Together, the CAN Framework offers a practical and scalable solution to empower teachers and improve Chinese reading instruction through AI.

## Parallel session 11.45am – 12:45pm

**CD302**

### Improving intra-rater reliability with a handwritten paraphrase assessment

**Joshua LEE**
*University of Macau*

Interactive demonstration

AI has allowed students to create paraphrases in writing without having to use traditional methods. Thus, the ELC team, included in the assessment, a task that included a handwritten paraphrase of a short paragraph, as well as human norming and calibration. Ultimately, the instructor rated the assessment due to practical issues of logistics. However, issues of intra-rater reliability occurred due to fatigue with the same paragraph repeatedly and providing timely feedback. Thus, the instructor experimented with Co-grader that has optical recognition (OCR). The instructor first assessed and wrote feedback on the paragraph and then the camera read the students handwriting and rated using the same rubric. The benefits include improving consistency with the instructor and additional feedback from the AI and students being able to engage with the feedback from both. The limitations include the OCR misreading students handwriting and interpretation of the rubric based on different language models.

## Parallel session 11.45am – 12:15pm

**CD303**

### Impact and implications of AI in education for every (language) teacher - Part 3: What we (don't) know about generative AI in 2025

**Locky LAW**
*The University of Hong Kong*

In the past two years, the landscape of generative artificial intelligence (GenAI) in education has evolved significantly and abruptly, particularly with the recent emergence of advanced reasoning models by DeepSeek, Grok, and OpenAI. These developments present both exciting opportunities and unexpected challenges for language educators. This presentation extends my previous talk at the 2023 AHKLC Annual Symposium: The Launch of STiLE. It provides an update on my interdisciplinary exploration from a computer science, linguistics, and education perspective by reviewing state-of-the-art GenAI applications, examining their integration within language pedagogy, and analyzing their implications for students and teachers. Essentially, I will once again discuss what we should—and might not—know about this technology. By exploring both the promises and pitfalls, this presentation equips language educators with practical insights to adapt their teaching methods, overcome emerging challenges, and harness GenAI's potential to transform language instruction for the future.

## Parallel session 11.45am – 12:15pm

**CD304**

### AI and the other LLM, Language Learning Motivation: Motivational conflicts experienced by tertiary EMI students

**Jonathan RICKHARD**
*The Hong Kong University of Science and Technology*

AI's capacity to generate bespoke high-quality text in various languages and genres opens up exciting new possibilities for language learning and use. Yet the ease of generating such output may undermine a student's willingness to invest time and effort in language learning. The motivational implications for language learners are likely to be complex and nuanced, and we need to understand them better, now that the transformation of language education by AI is underway. This presentation explores such motivational implications by presenting findings from a longitudinal qualitative study of the motivation to learn and use English at an EMI university in Hong Kong. It will discuss participants' reported experiences and views towards the use of AI in EAP, EMI and other domains, focusing on motivational conflicts that participants experienced and how (if at all) they resolved them. Conflicting goals, concerns and emotions regarding AI in language education will be discussed.

**CF302**

### Integrating prompt writing into the curriculum: Insights into Postgraduate EAP Students' GenAI Prompting Practices

**Marcella CAPRARIO, Karen WONG, Linda LIN**
*The Hong Kong Polytechnic University*
**Vickie LI**
*The University of Hong Kong*

While related literature indicates that GenAI can enhance academic writing, students can only reap these benefits through effective prompts. It is crucial to understand best practices for teaching students to develop such prompts, critically evaluate and utilize AI-generated feedback, understand GenAI's limitations, and utilize human instructors in the writing process. This study investigates these issues and provides guidelines for instructors. In the study, EAP instructors focused on effective use of GenAI, including prompt writing. Students reported the prompts they used, the GenAI responses, and how they applied the responses in two writing tasks. After the second writing task, they also reflected on their use of prompts over the semester, demonstrating their learning and any changes in their prompting behaviour. Content analysis is underway to reveal patterns and changes in the behaviours of interest. The findings will support EAP instructors' ability to foster AI literacy and support self-directed learning.

## Parallel session 11.45am – 12:15pm

CF303

### AI-Powered Assisted Learning of Business Chinese for Total Beginners

**Hsin-Hsin Lee**
*National Taipei University of Business*
**Li-Yu CHEN**
*National Taiwan Normal University*

Chinese Language

While Business Chinese is traditionally considered suitable for advanced learners, this study examines whether total beginners can effectively engage with the subject when supported by AI-powered tools and native-speaking language partners. The research explores a dual-approach model, where students utilize AI-assisted self-learning strategies alongside conversational practice with native speakers. This approach is integrated into a structured curriculum covering workplace self-introduction, numerical expressions, and shopping-related phrases. The study evaluates students' development of autonomous learning strategies, their feedback on AI integration, and the overall effectiveness of this blended learning method. Findings from this research aim to provide insights for future educational program development in Business Chinese instruction.

## Parallel session 12.15 – 12.45pm

CD303

### Boosting language learning motivation in tertiary students through gamification in the GenAI age

**Linda LIN & Jay Joseph BIDAL**
*The Hong Kong Polytechnic University*

This presentation reports on the pilot of a timed online language game designed to motivate students in their language learning. With the emergence of GenAI, some students might perceive a reduced necessity for fundamental language training. A possible solution is gamification of activities aimed at improving English proficiency (e.g. Muho & Roseni, 2024), especially for generations raised on gaming for entertainment. The pilot was conducted in a critical thinking course at a major university in Hong Kong. Students were required to order words in six sentences for 10 contextualized modules created through GenAI prompts. Completion of the modules earned 5% of the course mark. The names of students with the top 10 average completion times were displayed on a leaderboard. Survey and focus group data indicate that most students found the game engaging and useful for improving their English proficiency. Completion rates and repeated attempt rates were also relatively high.

References:

Muho, A., & Roseni, B. (2024). Gamification in language learning: A case study of tertiary students. *Journal of Educational Technology & Society*, 27(1), 45-56.

## Parallel session 12.15 – 12.45pm

**CD304**

### Co-creating with GenAI: A Case Study on Students' Scriptwriting Capabilities in an ESP context

**Hazal WONG**
*City University of Hong Kong*
**Miranda FUNG**
*The Hong Kong University of Science and Technology*

The integration of Generative AI (GenAI) into the university English curriculum goes beyond merely allowing its use in teaching and assessments—it involves rethinking how students engage with language and technology. This case study examined students' ability to leverage GenAI in scriptwriting for a scientific investigation video project in an English for Specific Purposes (ESP) course, with a focus on their effectiveness in co-creating content and employing prompt engineering techniques. The findings revealed varying levels of success in content co-creation, with overall AI literacy, English proficiency, and familiarity with course requirements identified as primary issues faced by the students. The study emphasizes the importance of addressing these barriers to enhance student engagement and outcomes. Furthermore, it provides valuable insights for developing targeted teaching materials and resources to foster AI literacy, applicable not only to ESP but also to university English programmes in general.

**CF302**

### Technology-Enhanced Reading: Leveraging AI for Oral Fluency in the L2 Classroom

**Catherine SUDO**
*Temple University, Japan Campus*

This action research report discusses the use of Microsoft's AI Reading Coach in an undergraduate reading course for ESL students. As part of a reading fluency activity, students read aloud from digitized speed-reading passages three times a week for six weeks using the Reading Practice feature embedded into Immersive Reader of OneNote Class Notebook. AI Generated Reading reports for each reading passage were then recorded by the students in their digital notebook. At the end of the course, students commented on their reading fluency progress in a reflective course portfolio. The purposes of the action research were to learn the ease and availability of the Reading Practice feature and whether students preferred the AI feature for oral reading to reading aloud with another person or recording their voice. The report has implications for both teaching and research into AI use and feedback for L2 oral fluency development. (Developing and Assessing an Online English Speaking Program Enhanced by Corpus and AI Technologies

## Parallel session 12.15 – 12.45pm

**CF303**

### 文學散步結合 360 全景視角影片寫作教學

Chinese Language

**張詠梅**
*香港中文大學*

本文主要報告計畫「以體驗式學習點燃學生創意思維：文學散步結合 360 全景視角教學影片製作」的內容和成果。本計畫透過文學散步搜集和拍攝合適的素材，運用互動視覺效果和音頻錄音等感官媒體，設計多種互動方式，製成兩套 360 度教學影片，為學生提供全面的沉浸式學習體驗，通過多媒體元素培養學生創造力.

## Parallel session 2.00 – 3.00pm

**CD304**

### Bytewise: Empowering Teachers with AI Customization Platform for Interactive Learning Experience

Workshop

**Ho Simon WANG**
*Hong Kong Baptist University*

This workshop introduces Bytewise, an innovative in-house chatbot customization platform designed to address key challenges in AI-enhanced education. While Generative AI shows immense potential for transforming teaching and learning, barriers such as high costs of commercial platforms and limited customization options hinder widespread adoption. Bytewise overcomes these challenges by offering educators an affordable, flexible platform with extensive customization capabilities. Key features include natural language programming for chatbot design, comprehensive student progress monitoring, and advanced AI technologies like Retrieval-Augmented Generation (RAG) and fine-tuning. Bytewise leverages AI to train students in rhetorical strategies, promoting social justice by considering AI as a unique audience for communication (Aguilar, 2024). Drawing on insights from Japanese ELF learners, Bytewise is designed to align with student preferences for AI-assisted editing and proofreading (Allen & Mizumoto, 2024). It incorporates advanced feedback tools similar to those studied with Google Bard, ensuring both effective and nuanced correction in student writing (Barrot, 2024). Like Twee, Bytewise enables the creation of versatile educational materials, enhancing language acquisition through multimedia and interactive elements (Chen et al., 2024). This workshop will showcase how educators can leverage Bytewise to create engaging, AI-enhanced learning environments while maintaining pedagogical control and student data access.

References:

Aguilar, M. (2024). AI as a rhetorical audience: Implications for teaching writing. *Journal of Writing Research*, 16(1), 1-20.

Allen, T., & Mizumoto, A. (2024). Preferences for AI-assisted editing among Japanese ELF learners. *Language Learning & Technology*, 28(1), 1-25.

Barrot, J. S. (2024). Google Bard as a feedback tool: A study on its effectiveness in student writing. *Computers & Education*, 192, 104641.

Chen, H., Wang, Y., & Li, J. (2024). Twee: A tool for creating versatile educational materials. *Educational Technology Research and Development*, 72(2), 1-20.

## Parallel session 2.00 – 2.30pm

CD303

### Rethinking Debate Research and Preparation with AI: Classroom-based Action Research from Japan

Chris HARWOOD
*Sophia University*

This classroom-based action research paper explores how undergraduate students perceived ChatGPT and its influence on speech research and preparation in a public speaking course at a Japanese university. The study involved 12 high-proficiency students (average TOEFL score: 105) who engaged in parliamentary-style debates, assuming roles of Japanese political figures and leveraging ChatGPT for speech writing, research, and argumentation. Data from students' reflective journals revealed mixed perceptions. Students reported that ChatGPT boosted their confidence by helping them identify opposing arguments, refine speech structures, and explore diverse perspectives. However, they also criticized its outputs as formulaic, surface-level, and overly rational, making them difficult to adapt into emotional and persuasive appeals. Additionally, participants expressed scepticism about the accuracy of AI-generated content, citing hallucinations and bias, which required supplementary research. These findings underscore the need for critical digital literacy and thoughtful AI integration to balance research facilitation with independent and creative thinking in pedagogy.

CF302

### Dealing with inappropriate GenAI use. The experience of one language centre

Zou DI
*The Hong Kong Polytechnic University*
Mike GROVES
*Lingnan University*

While the advent of Generative AI has generated a great deal of excitement, there are also concerns around dealing with instances of transgressive or inappropriate use. Complexities abound, from the definition of transgression to the strength of evidence available and the suitability of various forms of sanction. Overarching all of these discussions is the question of how this can be handled with fairness, transparency and a developmental rather than punitive mindset. The aim of this presentation is to showcase the process undergone by a language department in Hong Kong. The presentation will explain the underlying principles and go on to showcase the process of defining and refining the policy. It will end describing the resultant policy and process and give an evaluation after its first academic year in place.

## DAY 2

*Friday, 23 May 2025*

## *Parallel session* *2.00 – 2.30pm*

**CF303**

### AI 技術在語言學習中的實際應用

苗傳江
*香港理工大學*

Chinese Language

ChatGPT 等 AI 技術的應用在語言教學領域成為熱門話題，但這些技術本來是面向商業應用的，它們對教育的影響和在教學中的應用，都還有待深入而全面地觀察和研究。AI 技術在語言學習中可以怎樣具體應用呢？這要從三個方面加以審視：一是看 AI 技術是否有助於提高學習者的語言能力；二是結合學習者的具體需要看 AI 技術可以提供什麼樣的實際幫助；三是看 AI 的技術水平是否能真正滿足語言學習的實際需要。只有清楚了這三個問題，才能在語言學習中用好 AI 技術.

## *Parallel session* *2.30 – 3.30pm*

**CD302**

### From Idea to Plug & Play

**Jessica XIA**
*The Hong Kong Polytechnic University*
**Ryan WINDSOR**
*Lingnan University*
*(Plug&Play Editors of STiLE)*

Workshop

Join us for a unique Plug-and-Play session at the upcoming AHKLC Symposium! We warmly invite you this session which explores how to transform your innovative ideas or existing materials into impactful submissions to STiLE in a way that can be directly utilised by language teachers worldwide.
Plug-and-Play submissions represent a distinctive form of scholarship, showcasing language materials that are deeply rooted in current theoretical insights. Unlike traditional scholarly work, these materials are crafted for immediate use, ensuring consistency, quality, and accessibility across diverse classrooms.
Whether you're starting from scratch or refining existing materials, our session will guide you through the entire process. Publishing a Plug-and-Play on STiLE is a wonderful opportunity to share your expertise and make a tangible impact in this dynamic field.

## Parallel session 2.30 – 3.00pm

CD303

### Incorporating Speech Analysis in English Pronunciation Education

**Betty Mengyuan LI**
*Hong Kong Baptist University*

This study examines the impact of incorporating speech analysis in an advanced English pronunciation course for professional communication. In professional settings, it is crucial for English users to not only produce intelligible pronunciation but also to understand and communicate with users speaking different accents. Given such need, the element of distinguishing the features of English accents has been included as a new addition to the course. Learners are provided with a structured framework for accent analysis. The assessment measures students' comprehension of standard English accents (e.g., Non-regional Pronunciation and General American) and their ability to compare and analyse other accents. Apart from exploring both segmental and suprasegmental features of the chosen accent, learners also reflect on various contextual impacts on pronunciation and the attitudes towards different accents.

CF302

### Exploring teacher perspectives on Generative AI tools: Enhancing English for Academic Purposes and Content-Based Learning

**Rita Gill SINGH, Hazal WONG, Miranda FUNG & Peggy LAI**
*Hong Kong Baptist University*
**Lilian WONG**
*The University of Hong Kong*

While the impact of Generative AI tools on teaching and learning has been investigated, teachers' perspective of their influence on EAP courses and content-based courses requiring the usage of academic English remains under-researched. This study examines the perceptions of teachers towards GenAI tools on EAP and content-based subjects. In-depth semi-structured interviews were conducted with ten teachers from six H.K. UGC-funded universities. Participants indicated that GenAI tools had affected the curriculum and assessments. However, most indicated a lack of confidence in using these tools effectively, the need to keep up with rapidly evolving tools while expressing the importance of clear institutional guidance on GenAI use. They also stressed the need for students to use GenAI ethically and critically. This study has implications for influencing future practices in HE such as equipping students with Generative AI literacy in the EAP context while raising teachers' competence in using GenAI tools through more training.

## Parallel session 2.30 – 3.00pm

CF303

### 論人工智能精煉中文表述的表現

Chinese Language

黎必信
*香港中文大學*

「人工智能輔助寫作」在學術和職場環境中日益普及，促使語文課程教授的寫作知識及技能需要調整，「精煉」(Refining)人工智能生成文本的能力將更受重視。為此，本研究將測試多種本地學生常用人工智能工具，探討其精煉中文表述的表現，並識別其生成文字的常見表述問題，期望能協助教師調整寫作教學內容，藉以提升學生修訂文本的能力。

註：測試的人工智能工具包括：ChatGPT, Copilot, DeepSeek, 文心一言, 通義千問

## Parallel session 3.00 – 3.30pm

CF303

### 桌上遊戲在小說教學的課堂設計與應用

Chinese Language

林麗玲
*香港中文大學*

香港中文大學核心科目「大學中文」科設有傳意專題，當中的「小說專題」涵蓋了小說欣賞和小說創作，大多學生在小說創作方面欠缺經驗，較難拓展文章內容。因此，筆者製作了一套桌上遊戲，把小說的五大元素——主題、人物、情節、敘事、場景，融入遊戲之中，讓學生可以和同儕合作、競賽中互相學習，啟發創意思維，有系統地拓展文章內容，完成個人的小說創作。本文將詳細分析這套桌上遊戲在小說教學上的課堂設計與應用，並探討其教學成效與未來發展。

## *Parallel session* *3.50 – 4.20pm*

**CD302**

### EssayMaster: Evaluating AI-Enhanced Teacher Feedback to Improve Students' Writing Development

Chinese Language

**Hongyun DENG**
*The University of Hong Kong*

Manual essay grading remains a core practice in Chinese first language (L1) writing instruction, yet heavy teacher workloads from large classes often compromise feedback quality. Time constraints may prevent thorough evaluation of compositional details, resulting in generic comments that offer students limited actionable guidance for improvement. To empower teachers' feedback provision, this study introduces EssayMaster, an AI-enhanced system designed to support teachers in delivering timely, individualized feedback for students. Through a mixed-methods design involving 80 4th-grade students and teachers, the research will analyze essay quality (clarity, description, figurative language, structure) and feedback dynamics. Key hypotheses posit that AI-generated feedback will reduce teachers' workload while improving feedback specificity and enhancing student revision motivation and writing outcomes. Data analysis will compare pre and post essays via statistical tests and thematic coding of user experiences. These expected findings demonstrate how the system empowers teachers to provide more scalable, personalized student feedback in the GenAI era.

**CD303**

### Reevaluating the Role of Objective Questions in Writing Pedagogy

**TAO Yuan**
*The Hong Kong Polytechnic University*

The advent of Artificial Intelligence-Generated Content (AIGC) has transformed language education, particularly in teaching and assessing writing skills. Traditionally, writing has been viewed as a skills to evaluate and compare AIGC versions, determining which best satisfies communicative needs. Objective questions can also provide scaffolding for learning complex writing skills, encouraging students to explore writing tasks in a more nuanced and effective manner. This article explores the potential of objective questions in writing pedagogy and discusses how they can enhance language education in the age of AI.

## *Parallel session* *3.50 – 4.20pm*

**CD304**

**CF302**

### Critical Use of Generative AI in Second Language Teacher Education: Identity and AI Literacies

**Yue ZHANG**
*The Education University of Hong Kong*

The growing integration of generative AI (GAI) into second language (L2) learning and teaching underscores the need to explore the impacts of GAI use on L2 teacher education. In Hong Kong, while GAI has become a necessity of education at all levels, tensions exist surrounding pre-service teachers' learning-to-teach practices that often involve GAI, both in L2 learning and pedagogy learning contexts and may influence pre-service teachers' identity formulation and development of critical digital literacies. Thus, this article focuses on the issue of professional teacher identity and readiness for using GAI ethically and effectively amongst pre-service teachers. It reports the findings of a multiple-case study of two Hong Kong pre-service teachers at different educational levels. Drawing on the model of L2 investment, we triangulate the data from individual in-depth interviews and artifacts and report that on the one hand, pre-service teachers may not necessarily be ready for the imposed use of GAI, which can become a technological barrier, preventing them from performing their professional identity. On the other hand, ethical guidelines of GAI use that align with societal values can empower pre-service teachers to develop critical GAI literacies and construct legitimate L2 learner and teacher identities in the imagined Hong Kong teacher.

**CF303**

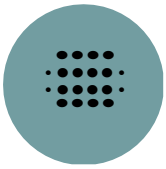
### 粵語教材自動生成的試驗：DeepSeek 對 ChatGPT

Chinese Language

**鄭紹基**
*香港理工大學*

本人曾於 2023 年杪試用 ChatGPT（當時的版本是 GPT-4），請它分別自動生成四個主題的基礎粵語教材：時間、價錢、常用語、自我介紹。要求生成的是一段 5 分鐘的英語腳本，以及 2 分鐘的粵語對話，並要求標註粵拼。當時得出大約 8-9%生成的內容是錯誤、有問題或不可用的。

時移世易，如今 ChatGPT 有更新的版本（GPT-4o），而近日 DeepSeek 橫空出世，有指其某些方面的表現更勝 ChatGPT。因此，我分別使用 ChatGPT-4o 與 DeepSeek-R1 再執行以上任務，以觀其效果。結果發現，ChatGPT-4o 比 ChatGPT-4 生成的結果有所進步，錯誤的地方減少了；而 DeepSeek-R1 的粵語輸出更勝一籌。然而，兩者仍存在一些錯誤或不合時宜的表達以及標音失誤。此外，另一發現是：ChatGPT-4o 編寫的教材內容比較循序漸進但稍欠趣味，而 DeepSeek-R1 則較具趣味性但基本內容或有所遺漏。本報告將從課程設計的角度分析，提出具體例子以及量化統計，以供粵語教學同道參考。



# Abstracts of Poster Presentations

## Utilising Generative AI Outputs as Example Sentences in Language Education: Theoretical and Practical Considerations

**Mr Toshihiko Kubota**
*Meiji University*

In this presentation, I aim to discuss the theoretical and practical aspects of using generative AI outputs as example sentences in language classes. Generative AI outputs are produced by probabilistic models trained on large-scale datasets of the target language. While these outputs frequently contain factual inaccuracies, such as hallucinations, they rarely include ungrammatical sentences. Even if we assume that ungrammatical sentences are virtually absent, caution is necessary when considering individual outputs as a reliable source. Since AI-generated sentences are influenced by biases present in the training data, verification with external sources, such as linguistic corpora, is essential to determine in which user profile and context a sentence appears most natural. For practical implementation, some parameters are available to API users, such as temperature, top_p, and max_tokens, which can influence the grammaticality of the output

## Harnessing the Power of LLM Prompting: Writer-Centered Approaches to AI-Enhanced EAP Writing

**Shuyi LI**
*University of Tokyo*

The rapid advancement of large language models (LLMs) like ChatGPT has significantly impacted English for Academic Purposes (EAP) instruction. This study explores effective prompt strategies to ensure a writer-centered and ethical approach to LLM-assisted EAP writing. The central hypothesis is that prompts should be designed with specific rhetorical strategies during pre-writing, during-writing, and post-writing to empower both professional and novice EAP writers to harness LLM benefits while maintaining agency and autonomy. Drawing on AI-integrated self-directed learning and prompt engineering frameworks, this study will provide a comparative analysis of highperforming prompt rhetorical features, coded into linguistic complexity, stylistic choices, tonal nuances, communicative purposes, and genre conventions. By looking at the rhetorical situation, the goal is to clarify the implications of designing prompts that focus on the writer. This highlights the importance of maintaining critical thinking while embracing technological advancements in language education.

## The AI-Achievement Paradox Generative Tools as Counterproductive Scaffolds in Chinese Writing

**Lili TANG**
*Lingnan University*

This longitudinal case study examines Generative AI (ChatGPT/Gemini) usage patterns among 18 university students in a Chinese writing course across three genres: Book Reports (BR), Fiction Imitation (FI), and Biographical Writing (BW). Mandatory AI disclosure revealed genre-dependent adoption: 77.8% utilized AI for BR (none achieving A grades), dropping to 16.7% for FI and 5.6% for BW, with all AI-assisted work receiving B grades or lower. A-grade papers (N=10) consistently avoided AI, particularly in BW, where ethnographic interviews fostered excellence ($\chi^2$=11.24, p<0.005). Computational analysis revealed AI's mixed impact: increased lexical abstraction (32%) but decreased narrative cohesion (41%). Strong negative correlations emerged between AI use and genre-specific rubrics (e.g., character plausibility in FI, empirical depth in BW, r=-0.71 and r=-0.83 respectively). Findings highlight GenAI's genre-specific limitations, urging nuanced pedagogical approaches for university Chinese writing.

## 生成式人工智能與粵語學習──以基礎粵語課程為例

Chinese Language

**曾惠仙**
*香港理工大學*

近年來，生成式人工智能（GenAI）技術的引入為語言教育領域帶來難以預計的變化。ChatGPT 、Poe 等人工智能平台為語言學習者提供各式各樣的互動和個人化體驗，如語言翻譯、語音文字轉換等，改變了傳統的學習模式。有見及此，本文以大學的基礎粵語課程為例，分享課程如何融入人工智能工具的使用，藉以提升教與學的成效。

## 從課堂到數字轉型：以商務及行政中文教學整合為例
## Digital Transformation in Language Education: Integrating Technology into Chinese Subject for Business and Administration

Chinese Language

**楊康婷博士、岑靜雯博士**
*香港理工大學專業及持續教育學院*

公務往來，傳意須準確到位。人工智能通過資料及數據分析，可以提升寫作效率。然而，優秀的實務文章仍然需要「作者」考慮「讀者」的文化背景和心理需要，調整適當的內容及策略。本題擬通過數碼技術與商務行政中文教學的整合，探討人工智能如何增強學與教的成果，分享教育數字化的轉型，以及科技發展對應用中文教育的影響。

STiLE

語文教學實用研究平台

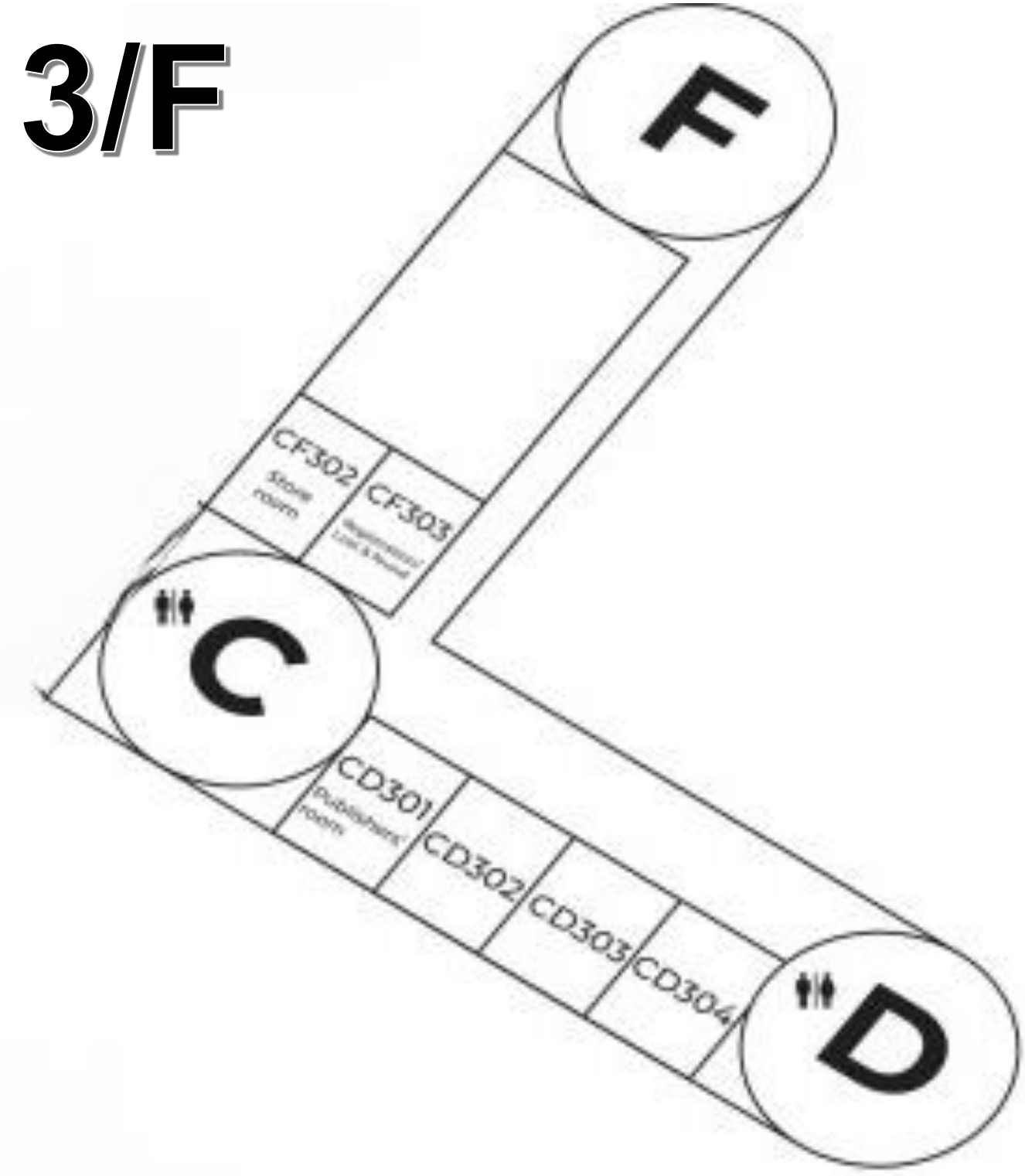
Scholarship of Teaching in Language Education

# SPECIAL ISSUE ON CHATBOTS

https://www.stile.hk/osp

1

# Floor Plan



# Supporting Organisations

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