



International Summit on the Use of AI in Language Learning and Teaching 2026 (AlinLT 2026)

Book of Abstracts

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THE HONG KONG
POLYTECHNIC UNIVERSITY
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Department of English
and Communication
英文及傳意學系

Keynote Speeches





Professor CHEUNG, Chi-keung Alan

The Chinese University of Hong Kong, Hong Kong SAR

Title: AI in Language Education — Evidence, Paradigms, and Implications

Language: English

Abstract

In language education, the central question is no longer simply whether artificial intelligence (AI) should be used, but how it can be used effectively and responsibly, under what conditions, and for which learners. Drawing on three recent research reviews, this keynote provides an evidence-based synthesis of AI's effectiveness in language education.

The evidence suggests that chatbot-assisted learning produces a moderate positive effect on overall language performance, with particularly strong gains in vocabulary development and among intermediate-level learners. Studies further show that robots' socially supportive behaviours contribute small but educationally meaningful improvements, especially when robots are positioned as tutors rather than peers. These findings point to a key message: the value of AI depends not only on the technology itself, but also on the pedagogical roles it assumes, the learners it supports, and the learning conditions in which it is embedded.

To frame these choices, the keynote proposes three paradigms of AI integration in language education: AI-directed, co-directed, and agency-oriented, which together mark a shift toward more human-centered teaching and learning. The keynote

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concludes with practical recommendations for primary and secondary education, highlighting the importance of thoughtful pedagogical design, learner differentiation, teacher professional development, and careful attention to ethical considerations.

Bio

Professor Cheung currently serves as Dean of the Faculty of Education and Director of the Centre for University and School Partnership at The Chinese University of Hong Kong. He also holds a Courtesy Professorship at Johns Hopkins University. His research focuses on evidence-based reform, language education, and educational technology. He has led and participated in numerous large-scale randomised controlled trials aimed at improving educational practice and student outcomes.

Professor Cheung is the author or co-author of four edited books, more than 150 peer-reviewed journal articles, and numerous book chapters. His work has been widely published in leading academic journals, including *Review of Educational Research (RER)*, *Educational Research Review (ERR)*, *Journal of Educational Psychology (JEP)*, *American Educational Research Journal (AERJ)*, and *Reading Research Quarterly (RRQ)*.

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Professor LEE, Jang Ho

Chung-Ang University, Seoul, Republic of Korea

Title: GenAI-Mediated Activity Theory: A Conceptual Framework for Understanding How Generative AI Is Transforming Language Teachers' Pedagogical Practices

Language: English

Abstract

As generative AI (GenAI) tools and platforms are rapidly being employed in language teaching and learning, they are reshaping how teachers design instruction, interact with learners, and participate in professional communities. In response to these shifts, this keynote introduces the GenAI-Mediated Activity Theory (GMAT), a conceptual framework designed to explain how GenAI is transforming language teachers' preparation and pedagogical practices within increasingly complex pedagogical ecosystems. Building on Engeström's Activity Theory, the talk recontextualizes its core principles to illustrate how GenAI is reshaping the relationships among teachers, GenAI tools, lesson objectives, and learning environments.

The keynote highlights the evolving role of language teachers as multi-positional professionals who strategically integrate GenAI to refine instructional objectives, co-create and revise teaching materials, navigate emerging ethical considerations and school policies, and engage in collaborative networks with other teachers. By examining dynamic interactions among key components in this framework, the presentation will offer detailed pedagogical insights into emerging GenAI-mediated

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instruction and discuss implications for instructional design, teacher training, and future research in the era of GenAI-enhanced language education.

Bio

Jang Ho LEE is a Professor of English Education at Chung-Ang University, Seoul, Republic of Korea. He earned his DPhil in Education from the University of Oxford. His research focuses on AI-assisted language learning, the pedagogical use of students' first language, English-medium instruction, and second language vocabulary acquisition. He has published more than 70 journal articles and book chapters, including 50 papers in Web of Science-indexed journals, such as *Applied Linguistics*, *The Modern Language Journal*, *TESOL Quarterly*, *ReCALL*, *System*, *Language Learning*, *Language Teaching Research*, and *Language Learning & Technology*, among others. In addition to his research and teaching, he has been active internationally. He served as a Visiting Professor at The Hong Kong Polytechnic University during the 2025–2026 academic year and was also appointed Visiting Professor at King Mongkut's University of Technology Thonburi in 2025. His work aims to bridge SLA theory, pedagogical practice, and emerging educational technologies.



Professor MCENERY, Tony

The Hong Kong Polytechnic University, Hong Kong SAR

Title: Using Big Data and AI to Look at Small Conversations – The Value of Data in Teaching Conversational English

Language: English

Abstract

Conversational interaction in a second language is a demanding task – it provides little to no time to plan and speakers have to speak while dealing with competing demands for attention, such as listening to what is being said to them and performing a task. It is no surprise, then, that learners find the task of speaking challenging. Yet conversational interaction is an important skill to acquire. In this talk I will survey findings from the study of a very large dataset, the Trinity Lancaster Corpus, composed of conversations between learners of English and native speakers of English. Using this dataset of over three million words, I want to demonstrate the benefit of using computers to process and explore learner language by presenting some findings which show that, on the basis of sound evidence, we can improve the teaching of English conversational skills. I will also present associated classroom teaching materials based on those findings. The talk concludes

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by considering the findings presented in the light of current work in AI. It also reflects on the degree to which AI can, or cannot, help in the teaching of these skills.

Bio

Tony McEnery is Chair Professor in the Department of English and Communication, The Hong Kong Polytechnic University, Adjunct Professor at Xi'an Jiaotong University, Advisory Professor at Shanghai International Studies University and Emeritus Professor at Lancaster University. He has published widely on corpus linguistics and is the author of *Corpus Linguistics: Method, Theory and Practice* (with Andrew Hardie, Cambridge University Press, 2011). His latest books are *Learner Language, Discourse and Interaction: A Corpus-Based Analysis of Spoken English* (with Isobelle Clarke and Gavin Brookes) and was published by Cambridge University Press in 2025. He is a Fellow of the Academy of Social Sciences, the Global China Academy and the Royal Society of Arts in the UK. ORCID: <https://orcid.org/0000-0002-8425-6403>



Professor MOORHOUSE, Benjamin Luke
City University of Hong Kong, Hong Kong SAR

Title: Professional Agency in the Age of GenAI: What It Means for Language Teachers

Language: English

Abstract

Generative AI is already in our classrooms. It is in our lesson planning and materials development, in our students' writing, and in school policy discussions. Many language teachers feel both excited by its possibilities and uncertain about its implications. Should we embrace it? Restrict it? Rethink our assessments? Teach students how to use it? And how do we make sound professional decisions in such a rapidly changing landscape?

In this keynote, I'll argue that the central issue is not technical skill, but professional agency. GenAI is not simply another digital tool; it challenges how we design tasks, give feedback, differentiate instructions, and uphold academic integrity. Language teachers therefore need more than practical tips. They need a clear framework for exercising informed professional judgement.

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Drawing on classroom scenarios and current research, I'll introduce the Professional GenAI Competence (P GenAI C) framework. The framework outlines the professional knowledge, skills, and dispositions language teachers need to make informed decisions about GenAI and its integration into their professional practices. The framework seeks to move us beyond "how to" training to focus on teachers' professional decision-making and agency. It can support school-based professional development and serve as a reflective tool, enabling teachers to evaluate their current practices and plan their ongoing professional learning with GenAI.

Bio

Prof. Benjamin Luke MOORHOUSE is an Associate Professor in the Department of English at City University of Hong Kong (CityU) and a former primary school English language teacher. Before entering higher education, he worked closely with schools and teachers in Hong Kong, including in positions with the Education Bureau, and he continues to work extensively with practising teachers through professional development, teacher education, and school-based projects. His work focuses on language teachers' professional decision making, competencies, and ongoing learning. He is currently researching how generative AI is reshaping language teaching, assessment, and teachers' professional roles.

Prof. Moorhouse has received multiple teaching awards, including the *President's Award for Outstanding Performance in Teaching* (HKBU, 2023). He regularly publishes research that connects theory with classroom practice and is the author of *Generative Artificial Intelligence and Language Teaching* (Cambridge University Press, 2025). He is co-editor of the *European Journal of Teacher Education*. He is the *President of the Hong Kong Association for Applied Linguistics* (HAAL) and leads the CityU College of Liberal Arts and Social Sciences research cluster on Digital Literacy and Learning.



Professor PRATSCHKE, B. Mairéad
Independent Researcher & Advisor

Title: Talking to Computers: Language Learning in Hybrid Communities

Language: English

Abstract

Learning languages has always meant using technology — from radio to television to the internet, which enabled the creation of global communities of learners and contributed to the survival of minority and indigenous languages. But since 2022, something fundamental has shifted. Learners now have access to AI conversation partners available at any hour, in any language, adapting to their level and pace. The question is no longer whether AI will change language education, but how we design for a world where humans and AIs learn together .

In this keynote, Professor Pratschke argues that the future of language education lies in hybrid communities — learning environments where human educators, peers, and AI agents each play distinct roles. She explores the shift from AI-as-tool to AI-as-infrastructure, and introduces a framework for designing language learning that embraces AI as presence rather than product. What does this mean for educators, whose authority is now shared with machines? For students, who must develop new literacies alongside language skills? And for the profession, as we

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reimagine what it means to teach communication in an age of instant translation? This talk invites language educators to move from reaction to design — shaping hybrid communities grounded in augmentation, not automation.

Bio

Professor B. Mairéad PRATSCHKE is an independent researcher and advisor working at the intersection of AI strategy, ethical governance, and human-centred design. With over 25 years of experience in digital education and learning innovation, her work centres on designing learning systems that prioritise pedagogical alignment for human development.

She is the author of *Generative AI and Education* (Springer, 2024), which has attracted over 26,000 reads and 140+ citations, 'From Consumers to Designers: Strategic Pathways for European Higher Education in the AI Age' in the *Journal of Digital Politics* (2025), and a chapter 'From AI Tools to AI Systems' in the forthcoming *Handbook of Generative AI in Education* (Springer, 2026).

She holds a Visiting Professorship at the LSE Data Science Institute and serves on the External Advisory Board of the US NSF-funded AI Institute for Adult Learning and Online Education (AI-ALOE) at Georgia Tech and the Expert Review Panel for Singapore's Ministry of Education SkillsFuture WDARF grant. Her research and advisory work spans universities, national governments, and international organisations across four continents.

Website: maireadpratschke.com



Professor YANG, Hongxia

The Hong Kong Polytechnic University, Hong Kong SAR

Title: Collaboration and Co-Evolution of Foundation and Specialized Models for AI Education

Language: English

Abstract

The Co-GenAI platform introduces a collaborative paradigm for AI Education through the co-evolution of foundation and specialized models. Built upon Domain-Adaptive Continual Pretraining, the platform continuously enhances LLMs with domain-specific educational and scientific knowledge, enabling stronger personalization, reasoning, and task adaptation for learning applications. Through a novel Model over Models (MoM) framework, Co-GenAI supports the fusion and collaborative evolution of heterogeneous models contributed by different institutions and domains, creating a scalable global educational AI ecosystem. Combined with a resource-efficient distributed architecture leveraging decentralized GPU resources across hubs such as Cyberport and Science Park, the platform significantly lowers the cost of AI development and democratizes access to

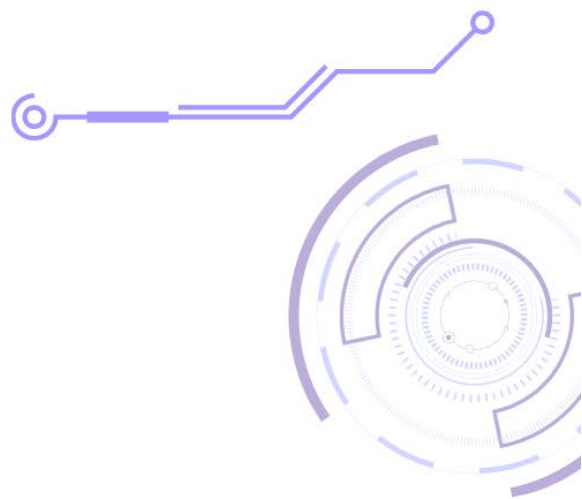
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next-generation educational intelligence, positioning Hong Kong as a leader in collaborative and decentralized GenAI innovation.

Bio

Prof. Hongxia Yang, with over 15 years of experience as an AI scientist, specializes in large-scale machine learning, data mining, and deep learning. Throughout her career, she has developed 10 significant algorithmic systems, improving the operations of various enterprises. Her research includes pre-trained models, big data analytics, and the practical deployment of large language model (LLM) systems in real settings. Prof. Yang has published more than 100 top-tier papers, amassed around 12K citations with an H-index of 46, and holds over 50 patents. She has received several awards, including the 2019 Super AI Leader Award at the World Artificial Intelligence Conference and the 2020 National Science and Technology Progress Award, China's top tech accolade. Named one of Forbes China's Top 50 Women in Tech in 2022 and AI 2000 Most Influential Scholar Award in 2023-2024, Prof. Yang founded the foundational modeling teams at both ByteDance and Alibaba and has held prominent roles at Yahoo! Inc. and the IBM T.J. Watson Research Center. She earned her PhD from Duke University and her B.S. from Nankai University. She is a world-renowned pioneer in the field of Generative AI.

Invited Panel Discussion



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Title: AI Across Educational Landscapes: Insights, Challenges, and Knowledge Exchange

- **Date:** 21 June 2026
- **Time:** 11:15am-12:30pm
- **Venue:** Jockey Club Auditorium
- **Moderators:** Prof. Jenifer Ho & Dr Rickey Lu (Department of English and Communication, The Hong Kong Polytechnic University)

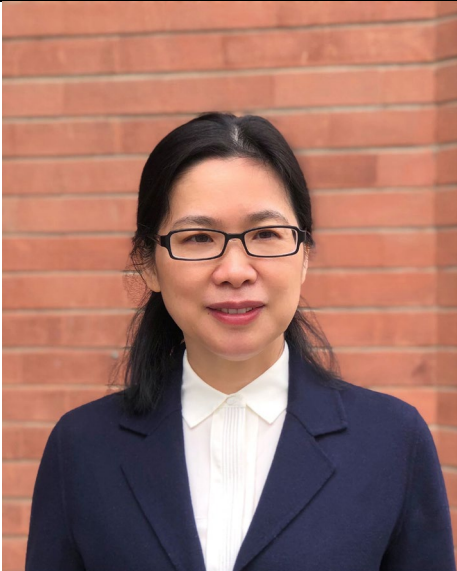
Panellists (*sorted alphabetically by family name*):

	Dr CHAN May-kuen, Sylvia Principal, Ying Wa Primary School, Hong Kong SAR
	Dr CHEUNG Fu Wah, Frederick Principal, Chinese YMCA Secondary School, Hong Kong SAR

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	Dr LIM Fei Victor Associate Professor, National Institute of Education, Nanyang Technological University, Singapore
	Professor MCMINN Sean Director, Centre for Education Innovation, The Hong Kong University of Science and Technology, Hong Kong SAR

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 A portrait of Professor WU Xia, a woman with dark hair and glasses, wearing a dark blue blazer over a white collared shirt. She is standing in front of a red brick wall.	Professor WU Xia Dean, Department of Foreign Languages and Literatures, Tsinghua University, China
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Individual Presentations



從依賴到賦能共創：小學基於行動研究的 AI 輔助寫作教學實踐模型

Wai Shan Coty AU

Hon Wah College

回應國際研究（如 MIT、賓夕法尼亞大學等）所指出的風險，漢華的行動研究項目直視 AI 與教育核心矛盾：如何超越簡單的任務自動化，在促進深度、個性化學習的同時，有效減輕學生過度依賴 AI、削弱批判思維與原創力的風險。

我們創新的核心不在於 AI 技術本身，而在於我們建立的「教學－批改－解說－修訂」「教－學－評－教」循環。為此，徹底翻轉教學邏輯。將校本 AI 批改平台，深度整合至既有紮實的寫作課程中，並實踐一套以「教－學－評－教」四齒輪為核心的創新循環，顛覆傳統「教－學－評」的模式，強調：教師用 AI 作輔助工具進行教學(教)，學生再完成寫作(學)，AI 平台隨即提供個性化、分層次的反饋與跟進練習(評)，教師則利用 AI 生成的即時數據洞察，進行精準的「大課」解說教學(教)。

我們將現場演示此模型如何實現：

- 賦能教師：教師角色從機械批改者轉變為教學設促進者，運用數據進行精準教學與專業協作。
- 賦能學生：提供個性化學習，從個人及同儕的錯誤/範例中學習，培養認知能力。
- 保障學習效益：將 AI 入教學框架內，確保 AI 支持學習而非取代認知與創造過程。

與會者將獲得一個實用、可遷移的框架，以及具體策略，用於實施高效且以教學為中心的 AI 輔助寫作教案。

Reframing Grammar Instruction Through AI: Designing Interactive and Impact-Oriented Language Learning

Ezgi AYDEMİR ALTAŞ & Merve BAKO

Yildiz Technical University

Despite its central role in language development, grammar instruction often remains procedural, form-focused, and disconnected from meaningful learner engagement, resulting in rule awareness without flexible, accurate language use. This teaching demonstration repositions grammar teaching within an AI-enhanced pedagogical framework that meaningfully connects form, use, interaction, and feedback across K–12 education contexts. Rather than presenting isolated digital tools, the session models a coherent instructional design approach in which multiple AI-powered tools support both teacher decision-making and student practice. Participants will observe how teacher-facing AI can facilitate rapid material development, contextualised examples, task differentiation, and embedded formative assessment, while student-facing AI tools enable guided interaction, scaffolded production, and low-anxiety rehearsal of target structures. Through live demonstrations, the session illustrates how AI can transform grammar tasks from rule-application exercises into interactive, feedback-rich learning experiences aligned with explicit learning objectives. Particular emphasis is placed on maintaining pedagogical control, ensuring responsible AI integration, and designing sustainable classroom routines. Participants will leave with a transferable framework for integrating AI into grammar instruction in ways that enhance engagement, strengthen accuracy development, and generate measurable classroom impact.

Beyond Prompting: Applying Anthropic's AI Fluency Framework to Disciplinary Practice in Applied Linguistics

Emmanuel Mensah BONSU & John GANAHAH

The Hong Kong Polytechnic University

As artificial intelligence reshapes language education and research, the field of applied linguistics requires principled frameworks for integrating AI into its disciplinary practices. This paper draws on Anthropic's AI Fluency Framework (Delegation, Description, Discernment, and Diligence (the 4Ds)) to explore how AI literacy can be meaningfully operationalised in applied linguistics contexts. The framework's two interlocking loops (i.e., the Delegation-Diligence loop, governing strategic and ethical decision-making, and the Description-Discernment loop, structuring cognitive collaboration) offer a theoretical scaffold for rethinking how learners and researchers engage with AI. Grounding these competencies in the discipline-specific demands of applied linguistics can reveal rich pedagogical affordances. We argue that making tacit disciplinary knowledge explicit, such as genre conventions, communicative norms, and research ethics, is central to developing AI fluency that is both field-sensitive and transferable. Implications are drawn for curriculum design, process-oriented language assessment, and the cultivation of critical AI literacy among language learners and educators. We conclude that genuine AI fluency in applied linguistics lies not in automation, but in developing irreplaceable human capacities for judgment, ethical accountability, and disciplinary expertise.

Empowering Student Writers: AI Tools for Personalized Feedback and Building Resilience in Writing

James BOOTH, Sue LAW, & Tony CHEUNG

QESOSA Tong Kwok Wah Secondary School

Our 25-minute teaching demonstration will illustrate how AI tools can empower students to become self-directed learners by enhancing their written work through personalized feedback, iterative revision, and meaningful engagement. Drawing on our experience, we will demonstrate how AI-powered tools and custom chatbots (e.g., POE, and Gemini) can streamline marking, deliver targeted feedback, and cultivate autonomy in writing.

Participants will explore practical strategies for leveraging AI to:

- Generate structured, encouraging feedback focused on content, language, and organization, facilitating revision and iterative improvement.
- Guide students through independent revision using Self-Directed Learning (SDL) worksheets, helping them identify and address recurring errors.
- Gamify the writing process by using AI to consolidate learning and make feedback more engaging and interactive.
- Address common challenges students face when processing and applying feedback.

We will share ready-to-use resources, including chatbot prompt templates, SDL worksheets, and student work samples, to demonstrate how AI can make feedback clear, motivating, and actionable. By the end of the session, attendees will have a toolkit of techniques to implement AI-assisted writing tasks that foster confidence, resilience, and critical thinking in their students. This session is designed for educators seeking practical, classroom-ready solutions to enhance writing instruction, promote student autonomy, and nurture a growth mindset culture. Participants will leave equipped to integrate AI into their writing lessons immediately, ensuring students receive timely, tailored support while developing essential self-directed learning skills.

提升小學生高層次閱讀能力的探索：「智喜閱」中文閱讀學習計劃及 AI 教學平台展示

Chu Kwong CHAN, Man Lut CHAU, & Huicao (Vanessa) ZHANG

The Education University of Hong Kong

本次教學示範意在向中文科老師、教育研究者及業界介紹作為本計劃成果之一的 AI 中文（尤其是閱讀範疇）教學平台的階段性進展及應用展望。

教學示範將採用粵語進行（視需要可輔以普通話或英語），總時長約四十分鐘，包含四個環節：首十分鐘概述計劃背景與平台理念；次十分鐘從學生視角演示功能與教材應用；第三個十分鐘則從教師角度展示教學輔助工具；最後十分鐘進行前景展望與現場問答。

此平台的開發，源於電子閱讀普及與 AI 技術快速發展的時代背景，並針對本港小學生在疫情後閱讀表現下滑（參照 PISA、PIRLS 等國際評估）及高階閱讀能力有待提升（參考近年 TSA 結果）的實際需求，旨在為小學語文教與學提供多媒體綜合支援。平台內容按年級（三至六年級）及課內/外分類，共計提供 44 組學習資源。

學生角度，AI 引擎能動態評估並生成高度個性化的閱讀材料與練習，匹配其能力與興趣。學生可在 AI 引導下運用策略理解篇章、觀看 AI 關聯的輔助動畫並進行互動筆記。

教師角度，AI 賦能顯著提升備課與評估效率。例如，利用 AI 自動生成貼近 TSA 要求的閱讀評估題目（支援外部文本）；指令 AI 深度分析指定文本的語義、結構與難點，智能產出符合特定教學法的教案、教材；通過輸入關鍵詞（如學習目標、知識點），快速生成教案、工作紙、PPT 等 AI 優化資源。

至三年期計劃結束時（2028 年 7 月）預期惠及學生超過兩萬名，教師超過 500 名。此外，平台提供的線上免費及開放教學資源，可惠及更多的使用者。

Participatory AI Task Design: A Semester-Long Study of Speaking Development

Hang CHAN

Hong Kong Baptist University

This presentation reports on a semester-long participatory action research project conducted within an academic English course in Hong Kong. Using an eclectic mix of AI tools—including NotebookLM, Gemini, and ElevenLabs—the instructor iteratively designed AI-assisted speaking tasks grounded in students' own texts. The goal was to scaffold precise language, such as rephrasing, diction, and sentence structures, while fostering students' confidence in presenting complex ideas. Various AI tools were utilized to generate personalized gap-fill exercises and structural prompts. Notably, ElevenLabs provided transcriptions and acted as a speech partner for dynamic three-way conversations. Together, these tools helped students map their ideas to a targeted 5-move rhetorical structure. Through weekly audio recordings processed via AI transcription, the study tracked longitudinal linguistic and structural development. Transcript analysis revealed emerging trajectories of growth: initial hesitancy and filler-heavy explanations transitioned into deliberate rhetorical moves and confident, student-led connections. This participatory approach empowered students as co-creators of their learning experience while deepening teacher reflection on AI integration. While grounded in a university context, the session's pedagogical framework is highly relevant to secondary education. Participants will learn how to adapt these personalized AI-generated models and scaffolding techniques to foster student agency, prepare learners for standardized speaking assessments, and track longitudinal speaking proficiency across diverse classroom contexts.

From Transcription to Transformation — AI-Driven Data-Informed Professional Growth for Language Educators

Hin Chun CHAN

Diocesan Girls' School

This presentation shares the practical journey of frontline teachers using Generative AI (such as Gemini) and automated transcription to build a systematic, data-driven model for professional growth. Traditional lesson observations often rely on subjective memory or vague impressions; however, by converting classroom audio into text, educators can conduct precise "self-observations." This process turns spoken discourse into tangible data, enabling quantifiable analysis and deep reflection that were previously difficult to achieve.

The session focuses on four practical pillars: the technical setup of using video conferencing tools for seamless recording and transcription; the use of targeted AI prompting to diagnose teaching effectiveness—specifically regarding higher-order questioning and alignment with learning objectives; and how these transcripts can be used to refine instructional design and classroom efficiency. Finally, the report looks ahead to how this model can reduce the administrative weight of formal observations while fostering a more collaborative, evidence-based research culture within schools. By moving from simple transcription to genuine pedagogical transformation, this approach offers language teachers a modern, scalable framework to sharpen their craft and improve student outcomes.

Pharmacy Students' Perceptions of AI-Resistant EAP Oral Assessments

Letty CHAN, Glenda THOMAS, & Anthea CHEUNG

The University of Hong Kong

The rapid spread of generative AI has prompted a rethinking of assessment design in English for Academic Purposes (EAP), including attempts to design tasks that are highly resistant to AI assistance. In an English-in-the-Discipline course, Academic Communication for Pharmacy Students, we replaced traditional written assignments with two oral assessments: (a) an oral critical analysis of scientific literature on a pharmacy or pharmacology-related topic, and (b) a public-engagement video communicating scientific misinformation to a lay audience. Drawing on questionnaire data and a focus group interview, this study investigates second-year pharmacy students' perceptions of these new assessments, their affective responses, and their views on the role and limitations of generative AI in preparing for such "AI-resistant" assessments. We report students' opinions of the learning value of these components, their contribution to disciplinary knowledge and communication skills, and the challenges they encountered when preparing for and completing the two assessments. Pedagogical implications for designing assessments that foster both disciplinary communication skills and ethical AI literacy will also be discussed.

比較訂正策略：運用人工智能提升中三學生寫作自主學習能力的實踐研究

Tsz Long CHAN

Stewards Pooi Kei College

寫作教學的核心挑戰，在於讓學生將教師回饋轉化為自主修訂能力。學生易知自身不足，但不知如何改善。AI 能提供修改建議，卻可能令學生被動抄襲，迴避最重要的思考判斷。本示範建基於講者獲獎的 AI 教學設計，針對此痛點修訂，探討如何引導學生在「個人修訂」與「AI 建議」間取捨，通過自主決策提升寫作思維。

初代設計讓中三生運用 DeepSeek，就教師評語訂正段落。卷顯示學生同 AI 能協助修改文句，但對自身能力進步感知不明示，反映學生多直接採納 AI 建議，缺乏反思內化。為此，本研究設計「比較取捨」模式，引導學生經歷四階段：

1. 教師回饋階段：教師批改議論文，提供評語。
2. 首次修訂階段：學生據評語自行修訂，形成「個人版本」。
3. AI 輔助修訂階段：學生運用「提卷 AI 四步曲」獲取建議，形成「AI 版本」。
4. 最終版本階段：學生比較兩版，分析 AI 建議的優劣、應否保留自身的文句，透過判斷取捨整合成「最終版本」，並撰寫反思記錄決策過程。

本模式核心在於：AI 提供對照文本，迫使學生在比較中判斷。取捨過程正是自主學習中後設知能力的實踐——學生從被動接收者變為主動思力者，提升寫作思維及自主學習能力。與會者將獲課堂筆記，掌握可複製的教學策略，引導學生實踐人機協作的寫作學習。

香港中學中國語文科人物與場景描寫教學的人機共寫範式——基於 6P 教學法的課堂實踐

Man Lut CHAU, Chau Yu IP, & Chun Yu LO

The Education University of Hong Kong

根據香港考試局在中國語文科教師會議上所示，應考卷二（寫作）的考生「觀察欠細緻、描寫較浮泛。」（香港考試局，2018）如何提高學生的人物與場景描寫能力，成為許多中文教師關注的焦點。本報告以香港教育大學提倡的 6P 教學法（江紹祥、李子健等，2024）：寫作計劃（Plan）、問題指令（Prompt）、預覽草稿（Preview）、產出文章（Produce）、同儕評議（Peer-review）、跟進學習歷程文件（Portfolio-tracking）為基礎，以提高學生描寫能力為目標，設計一套可以在中學中文課堂實施的人機共寫教學流程，並作示範。

在寫作計劃階段，教師帶領學生撰寫「描寫任務說明」，先行確定人物與場景特徵。在問題指令階段，學生根據任務說明，學習運用「角色（Role）+目標（Goal）+要求（Requirements）」原則來撰寫提示詞，要求人工智能生成人物及場景描寫片段。預覽草稿階段，學生需要審視生成文本，並與任務說明互相比照。

在產出文章階段，學生綜合任務說明與生成文本，重寫人物與場景描寫片段，確定「留下甚麼、刪去甚麼」。隨後在同儕評議階段，學生互相就文章進行討論、修訂。最後，跟進學習歷程文件階段以學生與人工智能對話的歷程為核心，讓學生回顧自身在寫作與人工智能素養上的變化。

本報告將會結合具體的教學活動示範，討論 6P 教學法如何提升學生的描寫能力與人工智能素養，亦協助教師引導學生建立人機共寫的範式。

關鍵詞：6P 教學法、中國語文科、人機共寫、人工智能素養、描寫能力

From Guessing to Guiding: Turning Student GenAI Prompting Habits into Classroom-Ready Resources

Jiayi CHEN & Shaofeng LI

The Hong Kong Polytechnic University

This study investigates the prompting practices utilized by undergraduate students when completing academic writing tasks. The participants were ten senior undergraduates at a Hong Kong university, and the data were collected via semi-structured interviews. Analysis identified four core prompting practices shared across disciplines: specifying task boundaries and stylistic constraints, decomposing complex writing tasks into modular multi-turn interactions, embedding contextual scaffolding through background materials, and critically verifying AI outputs across multiple large language models or AI tools. Notably, concerns over GenAI-generated reference hallucination were consistently raised by participants regardless of disciplinary background, reflecting a broadly shared awareness of GenAI's limitations in academic writing. Disciplinary differences were nonetheless evident in how students prioritized and enacted these strategies: STEM students placed greater emphasis on technical precision and logical specification in prompt construction, while non-STEM students more frequently employed elaborated contextual framing to guide tone, argumentation, and disciplinary writing conventions. These findings suggest that AI prompting literacy is not a monolithic skill but a disciplinarily inflected practice with shared foundations and context-specific variations. Rather than designing generic AI literacy instruction, language educators at the tertiary level may benefit from approaches that explicitly address both the cross-disciplinary core strategies and the rhetorical demands particular to different fields. The presentation concludes by sharing a student-generated, discipline-specific Prompt Library, a practical, ready-to-use resource curated from authentic undergraduate contributions and invites participants to discuss and explore together how similar bottom-up prompt collection initiatives might be implemented in their own institutional contexts.

Evaluating DeepSeek for TEM4 writing assessments: A Many-Facet Rasch Measurement Approach

Qiong CHEN & Shaofeng LI

The Hong Kong Polytechnic University

The emergence of artificial intelligence, particularly large language models (LLMs), has attracted great attention in the writing assessment domain as human scoring faces various challenges including rater fatigue, inconsistency and potential bias. However, the application of GenAI tools in writing assessment is still in its infancy and the effectiveness of those tools needs further research. The present study examined the performance of DeepSeek for China's standardized test: Test for English Majors-Band 4 (TEM4) by employing a many-facet Rasch measurement (MFRM) approach and four facets: writer ability, writer gender, rater severity, criteria (content, language and organization) were investigated. A sample of 200 argumentative essays was collected from second-year undergraduate English majors participating in a simulated TEM4 at a southern Chinese university. Each essay was scored by both five human raters and DeepSeek. Human ratings and scores assigned by DeepSeek were calibrated to make a comparison in a Rasch measurement scale. It is expected that DeepSeek will exhibit a moderate to strong correlation, acceptable adjacent agreement and a high internal consistency compared with human raters. The MFRM results will offer valuable insights for reevaluating the scoring rubrics and capturing writers' genuine writing ability. This research is in progress, and data analysis is expected to be completed by the end of May.

科技點亮文思：生成式 AI 與跨學科協作下的中文繪本創作之旅 (Illuminating Literary Inspiration: Chinese Picture Book Creation through Generative AI and Cross-Disciplinary Collaboration)

Kwok Wai CHENG & Wing Nam LAM

Ho Dao College (Sponsored by Sik Sik Yuen)

本專題報告旨在分享薈色園主辦可道中學如何透過「AI × STEAM × 中文」的深度整合，應對後疫情時代學生普遍存在的觀察力退步、文筆生硬以及對中文學習動機薄弱（視其為「死亡之科」）等教學痛點。本計劃的核心理念是不再將人工智能（AI）僅視為工具，而是將其定位為一座橫跨「想像」與「文字」的橋樑，藉此為傳統中文課堂注入新活力。

在教學實踐上，課程採用了系統化的「AI 輔助四步階梯教學法」：

1. 具像化聯想（Visualization）：學生利用 Canva AI 的「魔法媒體工具」，透過提示詞工程（Prompt Engineering）將抽象意念轉化為具體的圖像，解決寫作初期「無從入手」的障礙。
2. 觀察與轉化（Observation & Transformation）：配合 Goodnotes Classroom 與「康奈爾筆記法」，指導學生觀察 AI 生成圖的細節並轉化為細膩的感官描寫與修辭。
3. 深化立意（Deepening）：利用 POE 或豆包等大型語言模型（LLM）進行輔助提問，引導學生從「狀物」昇華至「借物抒情」的高階思維。
4. 協作與反饋（Collaboration & Feedback）：透過電子工具的即時觀察功能，實現師生互動與佳作賞析。

成效分析顯示，100% 的參與學生認同 AI 能增加學習興趣，超過 85% 的學生認為 AI 有效提升了寫作及閱讀水平，且詞彙豐富度與立意深度均有顯著進步。此計劃屢獲專業認可，包括香港大學「傑出電子教學獎」金獎及人工智能獎項。

此外，本校亦透過舉辦「小學創科 AI 中文故事繪本比賽」及培訓學生成為小導師，建立起由校園延伸至社區的永續創新生態圈。報告將詳細闡述跨學科統籌策略及如何建立校本「AI 語文教學資料庫」，為教育界提供具參考價值的實踐案例。

Students, AI, and Academic Writing: How Hong Kong Undergraduates Refine Their L2 Work with GenAI

Shuk Ling Queenie CHENG

City University of Hong Kong

While discussions of GenAI have swept across the field of English language teaching (ELT) regarding its affordances and risks, far less is known about how students understand themselves with these tools as learners and writers in English L2 tasks. This gap matters because they often write under linguistic constraints and face capability threats from GenAI. These tensions are salient in Hong Kong universities, where students from diverse sociocultural and linguistic backgrounds may respond to GenAI differently. This study draws on Darwin and Norton's model of investment to explore how undergraduate students in a Hong Kong university negotiate academic identity and enact agency when using GenAI for the purpose of polishing. Semi-structured interviews were conducted with three undergraduates, complemented by a metaphorical drawing activity, "Where is AI in Me?". Qualitative analysis shows that students consistently position GenAI as an external tool, not a co-author or part of self-identity. Their intentional, limited use of GenAI, including restricting it to brainstorming or idea inspiration, rejecting full content generation, signals a reflexive investment in academic writing that protects human and symbolic capital associated with competence, original authorship, and personal voice. Their investment is also mediated by institutional and sociocultural ideologies across contexts. In Hong Kong, growing acceptance of GenAI and instructor-guided AI literacy support tend to encourage confident and functional use, whereas in some students' previous contexts, AI taboos and strict detection practices tend to drive minimal, cautious use and anxiety about accusations. Students therefore find themselves negotiating competing ethical orders of legitimate use. Nevertheless, almost all the participants demonstrate strong learner agency by gradually establishing clear personal criteria for accepting or rejecting GenAI suggestions. The study discusses implications for cultivating AI literacy in ways that preserve learner identity, support agency, and uphold academic integrity, while addressing institutional and cultural barriers to equitable AI integration.

Using AI to Scaffold Student Writing: A Stage-by-Stage Approach

Frederick CHEUNG, Scarlet LI, Jessica WAN, & Emily HO

Chinese Y.M.C.A Secondary School

As artificial intelligence becomes increasingly embedded in education, language teachers must move beyond viewing AI as a shortcut and instead harness it as a pedagogical scaffold. In response, our school has proactively developed a structured framework integrating GAILA into Secondary 1 English writing instruction. Grounded in a process-oriented approach, our model positions AI as guided support for idea development, language refinement, and text improvement, while maintaining strong teacher oversight. Students engage with carefully designed prompts that stimulate thinking, enhance clarity, and strengthen linguistic accuracy rather than generate complete compositions. Central to this initiative is the development of AI literacy: students are explicitly taught to evaluate AI outputs critically, recognise limitations, and make informed decisions about adopting suggestions. This strengthens both responsible AI use and independent writing competence. Differentiated prompt designs and feedback scaffolds are incorporated to address diverse language proficiency levels, ensuring accessibility while maintaining appropriate challenge. By embedding AI within a structured instructional design, the approach promotes student agency and sustained language development. At the institutional level, the school provides systematic support to teachers to facilitate the thoughtful integration of AI into teaching and learning. Through structured professional learning, collaborative sharing practices, and clear implementation guidelines, teachers are empowered to adopt AI tools with confidence and pedagogical purpose. The session concludes with a practical demonstration of how this framework can be adapted using alternative AI tools beyond GAILA, offering teachers a transferable and sustainable model aligned with the subthemes of Student Empowerment and AI Literacy.

從單向生成到雙向辯證：議論文寫作中的 AI 批判性協作模式

Wing Mui CHEUNG

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在生成式人工智能迅速普及的當下，語文教育的關鍵挑戰已非單純的工具應用，而是如何引導學生從「被動接收」轉型為「主動思考」。本研究針對學生過度依賴 AI 單向生成內容的問題，提出並實踐了一套「雙向辯證」的議論文寫作教學模式，旨在探討如何透過特定的人機協作流程，強化學生的批判思維。

本研究以香港一所綜合型大學的中文課程為場域，選取具思辨性的題目「真相與謊言」作為切入點，建立一套分階段的協作協議：

第一階段，學生需在不使用 AI 的情況下進行小組討論與獨立構思，確立核心立場；

第二階段，引入 AI 扮演「反方辯友」，針對學生的觀點提出質疑或補充多元視角（如心理防衛、社會建構等），迫使學生回應挑戰並修訂論證；

第三階段，學生需對 AI 生成的內容進行「批判性評估與整合」，主動篩選論據並修正邏輯謬誤，而非照單全收。

透過分析學生的寫作框架演變及課後反思數據，研究發現此模式成功將學生與 AI 的關係從「依賴」轉化為「對話」。AI 的介入顯著拓寬了論證的光譜，同時學生在過程中也展現出對事實幻覺的高度警覺，並堅持保留最終的觀點主權。本研究據此提出，未來的議論文教學應建立明確的「認知卸載」界線，引導學生善用 AI 作為思維擴展的夥伴，而非思考的替代品。

Developing the Critical Metacognitive AI-Literacy Scale (CMAILS) for ESL Academic Writing: A Pilot Study among Undergraduates

Godswill Uchechukwu CHIGBU, Hilary NG, & Ko Wai TANG

The Hong Kong Polytechnic University

As Generative AI (or GenAI) becomes institutionalised in higher education, assessing students' AI literacy has become a critical priority. However, existing instruments (and equally, universities' guidelines) predominantly measure (or are concerned about) attitudes, ethical awareness, or technical prompting skills of students (e.g., Ng et al., 2023; Wang & Wang, 2025), leaving a gap regarding how students regulate their thinking during AI-assisted writing interaction. Therefore, the need for validated psychometric tools to capture the metacognitive negotiations between learner and GenAI, moving beyond self-reported functional skills is imperative (see Darwin, 2025; Fan et al., 2024). This study maps the development and pilot validation of the Critical Metacognitive AI-Literacy Scale (CMAILS), an instrument quantifying how ESL undergraduates strategise, oversee, and evaluate AI-generated outputs. CMAILS operationalises metacognitive regulation into a Likert scale across three dimensions: Pre-task Planning, In-task Monitoring, and Post-task Evaluating. Using a pilot methodology, we validate the scale in multi-steps. First, a Content validity is established by a 5-member expert panel (with CVI threshold of 0.80), followed by Face validity which is refined via cognitive interviews with 10 first-year ESL students. Finally, a pilot administration with 150 undergraduates (from two Nigerian universities) tests initial internal consistency (Cronbach's Alpha) and item-total correlations. Preliminary data demonstrates the structural relationship between Functional AI Literacy, Critical Metacognitive Regulation, and AI Self-Efficacy. Specifically, we test the hypothesis that high technical prompting skills negatively predict critical evaluation if metacognitive strategies are absent. This study offers insights into deploying CMAILS to track how critically students think while using AI.

More than a Click: Hands-On Ethical AI Filmmaking for Language Teachers

Long CHIU

The University of Hong Kong

This presentation introduces a plug-and-play toolkit for secondary/tertiary language teachers to integrate ethical AI filmmaking (e.g., Runway ML, Firefly) in classrooms, building narrative skills, creativity, and AI literacy beyond superficial "one-click" generation. At its core is the "Beyond One Click" 7-step hybrid workflow: human-first planning (70% effort), ethical audits via a 10-point checklist (bias amplification, IP infringement, deepfakes, sustainability, authenticity), originality rubrics (e.g., GPTZero integration), constrained AI use, and reflective portfolios—aligned with university GenAI policies. Practical takeaways: Ready-to-adapt lesson plans, rubrics, and free templates for immediate classroom use, empowering self-directed learning and ethical AI literacy. Attendees leave with strategies to foster student engagement, critical reflection, and pedagogical shifts in language education.

From Motivation to Demotivation: A Single-Case Analysis of Student-AI Interactions during Digital Multimodal Composing

Karen C. K. CHOI & Kevin W. H. TAI

The University of Hong Kong

Language education is shifting from monomodal to multimodal. Language teachers have started endorsing this and striving to implement digital multimodal composing (DMC) in their classrooms. DMC refers to the use of digital tools to create multimodal texts using a wide range of resources, including written words, images, sounds, and so on. The emergence of generative artificial intelligence (GenAI) appears to have revolutionary significance in DMC. This is because using GenAI during DMC can assist students in various ways, such as generating ideas, outlines, scripts, as well as refining their language and grammar. It has also been shown that GenAI-assisted DMC can promote students' motivation and language skills. While it is important to acknowledge the merits that GenAI brought to students, it is also important to not neglect its potential detrimental effects on students. This presentation is going to present a single case micro-analysis of student-student and student-AI interactions collected from a Secondary Four English classroom in Hong Kong. The purpose is to provide observable evidence regarding how students leverage their linguistic and multimodal resources in the interactions and how that affects students' motivation. While the findings show that students were first motivated, they were subsequently demotivated due to the communication breakdown with the GenAI tool. It is hoped that this presentation could arouse educators' awareness that integrating GenAI tools is not always transformative in a positive way in language education, it could potentially obstruct students' learning opportunities and demotivate students to continue working on the language-related tasks.

「智」引筆耕：人工智能融入中國語文科寫作教學之「小步子」策略與實踐探析

Yan Kwai Victor CHOI, Chi Kuen NG, & Hok Hin NG

Lung Kong World Federation School Limited Lau Wong Fat Secondary School

面對生成式人工智能（GenAI）技術對中學語文教學帶來的挑戰與機遇，本研究探討將 AI 定位為「智能學伴」，並以「小步子」策略將其整合至高中中國語文科寫作教學的實踐經驗。

研究提出一套涵蓋「課前構思、課中寫作、課後 AI 深度回饋及師生共同修訂」的四階段教學設計方案。透過引導學生下達精準指令（Prompts）以獲取寫作框架及分項建議，

實踐結果顯示，學生不僅能有效克服寫作初期的構思困難，更能穩固文章結構並優化語言表達。研究發現，強調學生必須保留與 AI 對話歷程的教學要求，能促使學生從「被動接收 AI 生成內容」轉向「主動利用 AI 輔助思維」，從而顯著提升學生的寫作元認知與自我評改能力。

本文旨在分享如何透過人機協作模式轉化教師角色，從繁重的批閱中釋放能量，轉向更具啟發性的個別指導，為一線語文教師落實 AI 驅動的精準寫作教學提供具參考價值的操作模型。

助力還是幻覺——大專學生論文寫作運用生成式 AI 現況調查與教學啟示

Po Ying CHU & Chien-hua Eva PENG

The Hong Kong Polytechnic University

生成式人工智能（Gen AI）在高等教育中迅速普及，本研究旨在探討大專學生在人文學科的學期論文寫作中使用生成式 AI 的現況，並分析其對教學的啟示。

研究包括：問卷調查，藉以了解學生在撰寫人文學科論文時的使用情況與態度；工作坊的文本辨識實驗，隨機配對學生論文與生成式 AI 生成論文，邀請學生分辨來源，以測試其批判性閱讀與判斷能力；焦點小組訪談，深入探討學生的使用經驗、困惑與反思。這些觀察反映生成式 AI 在人文學科論文寫作中既可能成為助力，也可能帶來幻覺。通過教學策略和習作評估的調整，能有助培養學生的自主學習和批判思維。

AI-Powered Feedback and Grading: Student and Instructor Perceptions in Language Learning Contexts

Norman FEWELL^a & George MACLEAN^b

^aMeio University; ^bUniversity of the Ryukyus

As AI continues to reshape educational landscapes, language instructors are increasingly exploring its potential to enhance pedagogical practices. This presentation reports on a pilot study examining the utilization of a custom AI agent designed to deliver detailed, instantaneous feedback on English and Japanese writing assignments while ensuring precision and consistency in grading. The AI agent was integrated into a language learning environment where instructors utilized its capabilities to supplement traditional assessment practices, allowing for more timely and individualized responses to student work. Following implementation, a mixed-methods approach was adopted to capture student perceptions. Data were gathered through a structured questionnaire incorporating both Likert-scale and open-ended items, enabling quantitative measurement alongside qualitative insight, while instructor perceptions were explored through direct interviews, providing rich, contextual understanding of their experiences navigating AI-assisted assessment. Preliminary findings reveal overwhelmingly positive student attitudes toward AI-generated feedback, with the majority of students expressing appreciation for its speed and thoroughness. While a few students raised concerns regarding the reliability and trustworthiness of AI in assessment contexts, the overall response was highly favorable. Instructor reflections on efficiency, academic integrity, and the evolving role of the language teacher will also be discussed, inviting broader dialogue on the implications of AI integration in language instruction.

ChatGPT-Assisted Interaction: Enhancing Communicative Competence for Intermediate CFL Learners

Xiaoping GAO

The Hong Kong Polytechnic University

This presentation reports on the extent to which human-AI interaction can facilitate the development of Mandarin Chinese learners' communicative competence. Participants were intermediate-level non-Chinese speaking (NCS) students of Chinese at an Australian university, who completed in-class communicative interactive tasks over two consecutive semesters, aligned with thematic topics. ChatGPT served as an interlocutor for scenario-based role-play activities, enabling students to practice communication while receiving immediate feedback. A mixed-methods approach was adopted, incorporating student-ChatGPT conversation transcripts, online questionnaires, and semi-structured interviews to triangulate findings and develop a comprehensive understanding of the intervention's impact. The results indicate that ChatGPT-assisted interactions significantly enhance Chinese as a Foreign Language (CFL) learners' communicative competence, particularly in developing linguistic skills such as vocabulary use, grammar accuracy, and pragmatic appropriateness. However, the success of ChatGPT-supported L2 learning is conditioned by three factors: (1) rigorous task design aligned with clearly defined communicative objectives; (2) targeted teacher guidance to scaffold the quality and depth of interactions; and (3) learners' strategic use of the technology to maximize learning gains. Conversely, unstructured or weakly scaffolded interactions were found to limit the potential benefits of AI-assisted language learning. This study offers actionable recommendations: rethinking curriculum frameworks, teaching methodologies, and assessment practices to meaningfully integrate AI tools into CFL curricula.

Examining Synthetic Attitudes: An SFL Based Analysis of AI Generated Feedback

Mike GROVES

Lingnan University

While much consideration has been given to the use of AI created feedback on students' work, there has been little explicit linguistics-based analysis of the feedback itself. This presentation takes feedback given to students on a remedial English program at a Hong Kong university and presents the findings of a rigorous linguistic analysis. The AI generated comments are examined through the lenses of Appraisal Theory and Halliday's interpersonal meta function. When compared to more holistic impressions from experienced EAP practitioners, these findings give insights into the nature of the feedback, especially in terms of specificity and actionability. This will contribute to discussions focused on a more informed division of labour between the human and the machine as the technology develops. The presentation will be of interest to instructors who are developing their competencies in working with AI-created feedback, educational leadership deciding policy on how and why it may be used, and Edu-tech developers, looking to design their next generation of AI feedback tools.

Application of AI-Assisted Reading Coach in K-12 English Education: Enhancing Students' Reading Fluency, Pronunciation and L2 Engagement

Junqing GUO & Shaofeng LI

The Hong Kong Polytechnic University

With the rapid advancement of artificial intelligence (AI) in education, AI-assisted tools have become efficient and popular in addressing diverse needs of K-12 English learners. This presentation focuses on introducing an AI-assisted reading tool called Reading Coach, developed by Microsoft, as well as its practical application and relevant research in K-12 English instruction. Microsoft's Reading Coach is a free, AI-powered tool that provides personalized practice, real-time feedback, and data tracking to help students develop their reading skills, with a particular focus on reading fluency and pronunciation. The presentation begins with a detailed introduction of Reading Coach's core functions, including adaptive reading practice tailored to students' second language (L2) proficiency levels, real-time pronunciation correction, interactive vocabulary support, progress tracking, and gamified feedback mechanisms designed to improve students' reading fluency, pronunciation and L2 engagement. It then demonstrates step-by-step guidance on how educators can navigate its interface and customize settings for different needs, such as students' grade levels, interest topics and practicing needs. Subsequently, a mini reading teaching demonstration is included to illustrate how the tool can be integrated into in-class reading activities and to showcase its adaptability in Chinese K-12 English classrooms. Potential research topics and directions related to AI-assisted reading tools are then recommended and discussed. Final implications and recommendations are offered for educators and researchers to optimize the application and integration of AI-assisted reading tools in the context of K-12 English education.

Para Chatbox: A Customized Paraphrasing AI for Enhancing Academic Writings among University Students

Nancy GUO

Hong Kong Baptist University

This paper examines the development and implementation of Para Chatbox, a customized AI-powered chatbot designed to enhance academic paraphrasing skills among university students enrolled in “University English I” at Hong Kong Baptist University. Despite extensive prior English education, many students—particularly those from Chinese-medium secondary schools—experience significant challenges transitioning to an English-only academic environment (Ng, 2021). Paraphrasing, a critical skill for academic integrity and language mastery, demands both structural and semantic understanding as well as sophisticated vocabulary use (Hirvela & Du, 2013). Traditional instruction often limits the provision of personalized support, highlighting the need for innovative solutions (Tran & Nguyen, 2022). Para Chatbox leverages Generative AI to deliver immediate, menu-driven feedback and demonstrations across four paraphrasing strategies: synonym/antonym substitution, structural transformation, adopting global perspectives, and integrated application. Preliminary results indicate that students benefit from real-time, constructive feedback and practical demonstrations, resulting in improved confidence and sophistication in academic writing. The chatbot’s iterative prompting system and tailored feedback address varied learning styles, reducing educational precarities and alleviating the instructional burden (Kostka & Toncelli, 2023). Student testimonials confirm Para Chatbox’s positive impact on academic tone and comprehension, suggesting its potential for widespread adoption in language learning contexts. Future research will expand deployment and refine feedback based on larger cohorts, ensuring enhanced usability and learning outcomes.

Integrating Virtual Reality and AI into the EAP Syllabus: Enhancing University Students' Presentation Performance and Confidence

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With a growing consensus in education, society, and policy that learners should be prepared to interact with emerging technologies, the critical question has shifted from whether to use virtual reality (VR) and artificial intelligence (AI) in higher education to how to do so effectively and efficiently. In this shift, a key challenge is pedagogical: designing approaches that integrate VR and AI into existing syllabi in ways that are accessible, practical, and flexible for teachers, while meaningfully enhancing students' presentation skills. To address this challenge, this study developed a theory-informed, syllabus-integrated pedagogy that combines VR and AI tools to support academic presentation training in an English for Academic Purposes (EAP) course. Grounded in experiential learning theory, the intervention used VR to simulate authentic presentation contexts and AI-based feedback to guide students' reflection and improvement across iterative practice cycles. The study then empirically examined the effectiveness of this VR–AI–enhanced syllabus, with a focus on students' presentation performance and presentation-related confidence. Over a 16-week semester, 70 first-year undergraduate students enrolled in a cross-disciplinary course entitled English for Academic Purposes were assigned to either an experimental group that received the VR–AI–enhanced, syllabus-integrated presentation training (N = 35) or a control group that followed the conventional syllabus-based presentation instruction without VR or AI support (N = 35). A quasi-experimental design was adopted, drawing on pre- and post-intervention measures of presentation performance (analytic rating scales) and presentation confidence (self-report questionnaires). This study contributes to a broader research agenda on how VR and AI can be systematically embedded into disciplinary curricula to support communication skills, self-efficacy, and technology-ready graduates in higher education.

人工智慧賦能創意寫作：運用「豆包」於《給孫悟空添一件法寶》應用初探

Mui Brenda HAN

S.K.H. Good Shepherd Primary School

(一) 研究背景

傳統的寫作教學模式是老師先解說明題目要求，給予小學生寫前工作紙及範文，這較為忽視寫作過程的指導，會讓學生的作品只是急速思考的成果。

在問卷結果中，學生表示寫作的困難是「想不到作文內容、沒有靈感、句子不通順、不會寫部份字詞、句子不通順、不夠字數、易跑題，內容太短不夠字數」，當中各有 23.3%學生表示最常遇到的寫作困難是「不知如何下筆」和「詞彙貧乏」。

(二)研究設計

針對學生在寫作的過程中出現的挑戰，本文嘗試引入人工智能技術輔助學生創意寫作，並以一篇創意寫作為例，協助學生開展個別化學習，旨在提升學生的創作靈感及優化段落。通過一個六年級班級的教學實踐，研究人工智慧賦能寫作的果效及挑戰，並進行反思及建議。研究結果顯示，人工智慧賦能提升了學生的寫作興趣，惟需注意學生處理生成資訊的技能及態度。

(三)研究結果

AI 激發寫作靈感及修訂原稿的動力

不少學生表示，運用生成工具協作寫作教學後，寫作過程更有興趣，寫作更有動力。而且，學生在寫作準備階段更有創作靈感，增強表達能力。

提升了學生的寫作興趣

人工智慧支援了個性化學習，把人工嵌入寫作流程，在想像作文過程中輔助作用是顯著的，能提升學生的表達效果及提升學生的寫作興趣。據老師觀察，學生樂於寫作，字數也遠超過最低要求。

From Slides to Success: Transforming University English Language Teaching with AI-Powered ClassPoint

Frankie HAR

The Hong Kong Polytechnic University

This teaching demonstration proposal explores the usefulness and practicality of the e-technological tool ClassPoint in university-level language instruction. ClassPoint, an interactive add-in for Microsoft PowerPoint, enables educators to embed a range of formative assessment activities such as multiple choice, short answer, and image annotation directly into their lecture slides. In addition to these interactive features, ClassPoint incorporates AI tools that analyze slide content and automatically generate pedagogically aligned questions, significantly reducing preparation time while supporting intentional assessment design. During the demonstration, participants will observe how ClassPoint transforms a conventional language lesson into an engaging, interactive experience. The tool allows students to respond to questions in real time using their own devices, fostering active participation and immediate feedback. This feature is particularly valuable in language teaching, where timely correction and encouragement are essential for skill development. The demonstration will highlight practical aspects of ClassPoint's integration, including its user-friendly interface, minimal setup requirements, and compatibility with existing teaching materials. Attendees will see how ClassPoint supports differentiated instruction by accommodating diverse learning styles and encouraging contributions from all students, including those who may be reluctant to write or speak in class. Furthermore, the session will showcase how ClassPoint's analytics can inform instructional decisions by identifying common areas of misunderstanding. In summary, this teaching demonstration will illustrate how ClassPoint enhances both the effectiveness and efficiency of language teaching in a university setting. By promoting interactivity, inclusivity, and data-driven instruction, ClassPoint proves to be a practical and valuable tool for modern language educators.

Empowering Assessment-as-Learning-Focused EFL Writing Instruction: The Role of AI Agents

Mengyuan HE

Guangzhou City University of Technology

Assessment as Learning (AaL) holds promise for fostering EFL learners' metacognitive and self-regulatory writing skills through goal setting, self-assessment, and reflection. However, its large-scale implementation is hindered by teachers' limited capacity for personalized feedback and students' inadequate readiness for meaningful self- and peer assessment. This study proposes a pedagogical shift through a "human-AI synergy" framework, where AI agents function not as mere tools but as "metacognitive collaborators" integrated throughout the writing process. Drawing on sociocultural theory and AaL principles, I demonstrate how an AI agent—designed via low-code platforms (e.g., Coze)—can execute structured workflows across a four-phase AaL writing process: goal establishment, strategy scaffolding, multi-round assessment, and reflection. The agent is equipped with six core skills—clarifying assessment criteria, guiding goal setting, providing phased writing support, scaffolding self-and peer assessment, and generating personalized reflection reports—to enable scalable, individualized metacognitive scaffolding. Attendees will gain practical insights into designing AI agents that operationalize AaL principles, balancing automation with pedagogical intentionality while preserving learner agency and teacher authority. The session includes a live demonstration of agent workflows and actionable design templates for classroom implementation.

Chatbots as Collaborative Peers: Enhancing Students' ESL Writing Proficiency through Guided Discovery

Holly HO & Nicole Judith TAVARES

Good Hope School

This project presents the development and pilot implementation of a “Writing Buddy” chatbot, specifically designed to support ESL learners in Hong Kong’s Secondary 4 to 6 (Grade 10 to 12) levels. Aiming to complement teacher feedback, the chatbot facilitates the post-writing revision process both in the classroom and through independent study. Drawing upon a comprehensive knowledge base — including school-based rubrics, teacher-crafted resources, and graded writing exemplars, the tool offers targeted guidance across multiple writing genres. Rather than supplying direct answers, the chatbot aims to employ guided questioning and prompts to cultivate students’ self-editing skills and promote autonomous learning in handling language errors. The effectiveness of the tool was evaluated through a two-month pilot with 78 senior secondary students, who utilised the chatbot for four written assignments and received personalised feedback after use. Semi-structured interviews with selected students, analysis of their chatbot interactions, and before-and-after writing samples provided qualitative insights into self-editing and language skills enhancement. Questionnaires administered to all users captured broader feedback on usability, perceived effectiveness, and overall satisfaction. The findings shed light on the efficacy of chatbot-assisted self-editing in fostering autonomous learning and improving writing proficiency among ESL learners, offering practical implications for integrating artificial intelligence tools into English language education. The paper concludes by discussing the intricacies of prompt engineering in Chatbot design and strategies for equipping students with the necessary skills to work with and benefit from the support of their chatbot writing buddy.

Beyond the Imagined Reader: Using a Gamified AI Chatbot as a Simulated Audience for Advice Writing

Tsz To HO

Po On Commercial Association Wong Siu Ching Secondary School

Traditional advice-writing lessons often ask students to write for an imagined reader, making it difficult for low-proficiency learners to develop audience awareness, appropriate tone, and a balance between empathy and practicality. This teaching demonstration presents a classroom-based pre-writing lesson for a Form 1 English class (i.e., Key Stage 3) in which a self-designed, gamified AI role-play chatbot, Chat with Teddy, is integrated into a task-based learning sequence to support advice-column writing. Building on a pre-lesson task in which students compared contrasting texts, the lesson begins with learners sharing their insights on what makes advice both practical and empathetic. The teacher then synthesizes these findings to introduce the CARE framework (Connect, Acknowledge, Recommend, and Encourage) alongside differentiated sentence patterns that scaffold the target language. Applying this framework, students work in groups to interact with Teddy, a fictional peer facing school-related difficulties. They ask questions to identify Teddy's needs and compose advice, which is then tested and refined through immediate, gamified AI feedback. The chatbot functions as a simulated audience and feedback tool rather than a replacement for teacher guidance. By combining explicit instruction, collaborative learning, gamification, and iterative revision, the lesson strengthens students' empathy, critical thinking, and ability to construct audience-aware advice. The demonstration highlights how AI can be used responsibly to enhance meaningful language learning.

Navigating the AI-Powered Job Hunt: Metacognitive Challenges and Strategies for Students

Vincent HUANG & Skye ZHAO

Hong Kong Baptist University

Generative AI (GenAI) is rapidly being adopted by students for job hunting, assisting processes such as identifying employers to preparing application materials and interviews. While GenAI can offload significant cognitive work, students, particularly those seeking employment overseas, often lack the domain knowledge to critically evaluate its output. This presentation investigates the challenges and coping strategies of international students in Hong Kong and the UK, drawing on survey and interview data. Our findings reveal that, beyond language barriers, metacognition, that is, the ability to plan, monitor, and assess one's own understanding and performance, is critical for effective human-AI collaboration in this context. To bridge this gap, we will demonstrate two practical applications from our institutions: an AI-enabled CV enhancement tool and an AI-powered interview preparation platform. These examples showcase how GenAI can be strategically deployed in language education and career advising to not only improve job-seeking outcomes but also to build essential AI literacy. This work contributes directly to the summit's theme of AI literacy and student empowerment by offering evidence-based strategies for navigating the AI-infused job market.

AI-Supported Task-Based Learning in Business English: Pedagogical Shifts in an EFL Course in Mainland China

Yajun HUANG

Quanzhou Normal University

The rapid development of generative artificial intelligence is challenging traditional classroom practices. In most English-as-a-Foreign-Language (EFL) context Business English classrooms, instruction remains largely text-centred, focusing on vocabulary explanation and reading comprehension. As AI tools increasingly provide instant translation, language generation, and information retrieval, language education needs to shift from knowledge transmission to competence-oriented learning. This presentation reports on the redesign of Comprehensive Business English, a core course for undergraduate Business English majors in mainland China where English is learned as a foreign language. Traditionally, the course emphasised language knowledge and text interpretation. In response to the growing presence of AI tools in students' learning practices, the course has been redesigned using an AI-supported task-based learning approach informed by principles of task-based language teaching. The new pedagogical framework integrates three dimensions of Business English education: language use, business cognition, and intercultural communication. Classroom learning follows a five-stage process: language input, AI-assisted inquiry, task-based collaboration, interactive discussion, and outcome-based presentation. Examples from classroom implementation will be presented, including AI-supported business case discussions, simulated cross-cultural negotiations, and AI-assisted preparation for student presentations. The presentation highlights practical ways in which AI tools can support task preparation and language development while maintaining authentic student interaction in EFL classrooms.

Comparing Two GenAI-Integrated Written Corrective Feedback: Impacts on EFL Writing Development and Learner Engagement

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In past decades, written corrective feedback (WCF) has played a significant role in teaching English writing to EFL learners, with different types of WCF demonstrating various merits in enhancing writing proficiency. In recent years, research on integrating generative AI (GenAI) into second language writing instruction has grown; however, few studies have systematically explored the differential effects of diverse GenAI-assisted WCF modalities on EFL learners' writing development and engagement. This study proposes a mixed-methods research (MMR) design, combining quantitative measurements with qualitative analysis, to investigate the impacts of two feedback strategies—Reformulation (R) and Direct Written Corrective Feedback (D)—as well as a control group, all integrated with GenAI, on 90 intermediate-level EFL undergraduate students from a Chinese 211 university. Over one academic term, participants will complete pre-tests, weekly argumentative writing tasks (adapted from CET4), and post-tests, with delayed post-tests conducted two months later. Quantitative data will include holistic writing scores (assessed via CET4 rubrics) and counts of Language-Related Episodes (LREs), while qualitative data will be derived from noticing tables, GenAI interaction records, and reflective journals. Additionally, a modified Learner Engagement with ChatGPT Feedback Scale (LECF) will be used to measure affective, behavioral, and cognitive engagement. It is expected that GenAI-assisted D will yield the most significant improvements in writing accuracy and behavior engagement, while R will most effectively enhance learners' writing structure and cognitive engagement. The control group is anticipated to show the least progress across all metrics. This study aims to contribute to the literature on AI-driven language learning strategies by clarifying the efficacy of distinct WCF modalities in GenAI contexts and to offer pedagogical insights for optimizing feedback design to promote EFL writing development and learner engagement.

AI 融合語文教學的系統化探索——從框架建立到課堂實踐

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HK Institute of Vocational Education

生成式人工智能的高速發展迅速改變職場環境和生態。企業要求員工能與 AI 高度融合，在保持人本的基礎上，將工作質量和效率大幅度提升，為職業教育帶來巨大衝擊。作為職場核心能力—‘表達與溝通’應該如何進行培訓，才能符合企業的要求、保持學生的職場競爭力，成為職業培訓機構必須迅速回應的首要任務。為迎接 AI 帶來的挑戰和機遇，過去一年本院校積極探索，致力建立一個 AI 與語文教學共融、可持續發展的模式。

本次分享將從三個核心層面展開，系統性地介紹本院校在 AI 融合教學上的探索與初步成果：

- AI 融合框架的建立：以「可落地、可量度、可持續」為原則，建立由理念到課堂的完整框架，涵蓋理念層面、實踐層面及評估優化層面，並以 PDCA 循環推動框架的落實與優化
- 教學資源開發：透過多模態內容創作、職場情境化教材設計，以及共融／差異化版本開發，提升專業語文教學的成效。
- AI 世代的課堂教學：展示教師如何結合豐富教學經驗與 AI 工具的使用，開發高度互動的網頁遊戲教學平台，設置專項 AI 導師輔助個性化學習等，重新建構課堂模式和學習路徑。在 AI 世代的學習模式下，學生只需使用自己的手機就能隨時參與。新模式不僅符合數位原生代學生的習慣，更大幅減輕教師重複糾錯的負擔，將課堂時間聚焦於更高階的思辨指導與策略深化，將以往被動的單向聆聽，轉化為全班高投入的實戰演練。

本次分享希望通過介紹本院校在 AI 高速發展下做出的探索和初步成果，與同儕互相學習，在教育變革的路途中，找到具前瞻性又可以持續發展的方向，為學生迎接未來的專業發展做出最適切的準備。

A Pedagogical Shift in Vocational English Learning and Teaching for the AI Era with a Focus on Continuous Assessment Design

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Vocational English language learning and teaching faces a dual challenge: catering to increasingly diverse students' language proficiencies while preparing students for workplaces where AI has become a fundamental tool. Traditional continuous assessments in vocational English risk becoming obsolete, as they may not be effective enough to enhance students' language proficiencies and learning motivation without the integration of AI.

This presentation demonstrates a pedagogical shift in vocational English learning and teaching, with a particular focus on mark-bearing Learning Portfolios that require students to use AI tools to generate ideas and to identify/evaluate and refine the AI-suggested output to support writing texts or preparing for oral demonstrations.

The presentation will showcase a comparative 'before and after' continuous assessment framework with two practical examples: (a) a written survey report, where AI assists in idea generation for survey questions, proofreading, and refining grammar/sentence structures, and (b) an oral demonstration, where AI is used for idea generation, script refinement, pronunciation modeling, and PowerPoint slides preparation. Explicit instructions on the ethical use of AI, including proper citation practices will also be introduced. To demonstrate the pedagogical impact and effectiveness of the change in the design of continuous assessment, qualitative feedback from a small focus group interview with teachers and data from a student survey will be presented.

The redesigned Learning Portfolios in the two examples fostered a more sophisticated learning process. Preliminary feedback from teachers and students indicates a positive and meaningful pedagogical shift, noting increased student engagement and a transition towards a co-creation journey with AI, which supports student learning and addresses the evolving AI needs of various industries.

Enhancing HKDSE Paper 3 Preparedness through AI and Flipped Learning

Kuffy Yu Fei KO

Education Bureau

As the HKDSE English Language Paper 3 (Listening and Integrated Skills) continues to demand high levels of cognitive processing—requiring students to seamlessly integrate bottom-up decoding with top-down schematic knowledge (Rost, 2011)—educators face the dual challenge of curriculum time constraints and significant learning diversity.

Drawing on extensive teaching experience across diverse secondary schools in Hong Kong—ranging from Band 1 to Band 3—the presenter highlights a nuanced understanding of the varied linguistic needs and motivational barriers faced by learners of different proficiency levels. This presentation explores an innovative pedagogical framework that integrates Artificial Intelligence (AI) and curated online resources, such as *BBC Learning English* and *TED Talks*, to develop Part A listening tasks within a flipped classroom model.

By leveraging AI for automated transcript generation and item creation, teachers can efficiently produce tiered listening materials that cater to varying proficiency levels, ensuring that both high-achievers and struggling learners are appropriately challenged. This approach addresses the "componential nature" of listening skills (Anderson & Lynch, 1988), allowing for targeted practice of specific sub-skills. The flipped classroom approach shifts foundational skill-building (e.g., phonological awareness and note-taking) to pre-lesson self-study via interactive online modules. Recent empirical studies suggest that such "inverted" models significantly enhance listening comprehension and learner autonomy compared to traditional lecture-based methods (Vaezi, Afghari, & Lotfi, 2019).

Key Takeaways:

- Using AI tools to adapt authentic BBC content into HKDSE-style tasks.
- Strategies for "differentiating by design" to address learner diversity across Banding levels.
- Practical workflows for implementing flipped listening pedagogy.

Ultimately, this session demonstrates how technology-enhanced instruction can foster learner autonomy and bridge the achievement gap in the Hong Kong secondary English classroom.

AI-Powered JUPAS Strategy: Transforming University Applications and Career Readiness Through Intelligent Personalization

Almon KWAN

FDMT Consulting

As university admissions and career pathways grow increasingly complex, students and educators face mounting challenges in navigating evolving JUPAS requirements and aligning academic performance with long-term goals. Changing subject weightings, competitive program thresholds, and emerging professions demand more precise, data-driven guidance than traditional counseling models can provide. This presentation, delivered by FDMT, a Hong Kong-based university consulting firm, in collaboration with selected school principals from Hong Kong, introduces an AI-powered platform that integrates FDMT's proprietary career intelligence and automation technology into school operations. The platform personalizes JUPAS strategy by mapping predicted DSE scores against diverse and evolving program weighting formulas, translating complex university admissions data into clear, actionable recommendations. Students gain realistic insights into achievable university options based on their projected performance, enabling more confident and strategic program selection. Beyond admissions planning, the platform supports exploration of over 400 professional pathways. Using AI-driven interest analysis, it connects university majors to long-term career trajectories, helping students craft authentic, future-oriented SLPs. By making explicit the relationship between subject performance, university choices, and career outcomes, the system also strengthens study motivation and goal clarity. Through demonstrations and school-based case highlights, the session will illustrate how AI-driven score calculations enhance precision in JUPAS banding, how major-to-career mapping enriches SLP development, and how schools can deploy this technology within existing structures without requiring additional budget. Attendees will leave with practical, ready-to-implement strategies to elevate student confidence, improve advising efficiency, and support stronger educational and career outcomes.

Prompt Engineering for Enhancing Academic Writing and AI Literacy among Diverse University Students in Chinese History and Culture Education

Ka Fai KWOK

The Hong Kong Polytechnic University

This presentation reports on the implementation of the Faculty's FITE Small-scale Project, "Essential AI Skills and Effective Tools for Enhancing Student Learning Experiences in Chinese History and Culture Studies in Higher Education," conducted during Semester 1 of the 2025/2026 academic year (September–December 2025) at The Hong Kong Polytechnic University. The project involved approximately 200 undergraduate students from diverse disciplines and aimed to enhance AI literacy, academic writing skills, and learning effectiveness in Chinese history and culture studies. An online platform, PolyU.CHC@AI Learning Hub, was developed to provide structured tutorials on the pedagogical use of AI tools in historical research and academic writing. The platform integrates digital humanities approaches—including prompt engineering, named entity recognition (NER), and social network analysis (SNA)—with practical exercises using generative AI tools such as ChatGPT and Gemini for source interpretation, essay planning, and text analysis. Pre- and post-survey results indicate that prompt engineering and AI-assisted text analysis significantly improved students' confidence in academic research and essay writing, also in identifying reliable references and sources. Students also reported greater awareness of both the benefits and limitations of AI tools in learning. Embedding core AI competencies within Chinese history and culture courses—especially CAR(M) courses enrolling non-humanities majors—offers a practical model for strengthening AI literacy, enhancing academic writing skills, and improving overall learning effectiveness.

AI 時代中文實用文能力的重構：以人為中心的智能寫作教學之理路與實證

Pit Shun LAI

The Chinese University of Hong Kong

實用文寫作是大學語文課程的常見課題。然而，隨着生成式人工智能的急速發展，其寫作模式已顯著改變。我們可以預期，未來語境中的實用文寫作，很可能由 AI 直接生成，或至少先由 AI 草擬初稿，再由人作後期修訂。這與以往由人從零開始撰寫的模式已不相同。由此，新時代的實用文課程應如何教、教甚麼成為語文教師必須正視與回應的問題。

筆者認為，實用文寫作教學仍具實質意義，但中文實用文能力的內涵較從前已有不同。我們不應拒絕 AI 在寫作過程中的介入，而應思考人在寫作過程中如何保持主導地位，寫寫作過程變成以人為中心的協作作 (Human centre hybrid writing approach)。建基於此，是次報告將以筆者於 2025–26 學年的教學實踐為例，嘗試整理 AI 時代中文實用文教學模式的可能理路。該課程的設計鼓勵學生以不同方式借助 AI 提升實用文寫作的效率：包括撰寫初稿、修訂文辭與提供內容等等，但與此同時並未忽略各類中文實用文的基本表述與格式訓練，務求作助學生具備足夠的知識去檢視及修訂 AI 的寫作。此教學模式應有助培育適切於未來生活與工作語境的中文實用文能力，並可為 AI 時代語文課程的設計與教學策略提供個案例證。

From Consumption to Creation – AI-Powered Prototyping of Classroom-Ready Language Games and Student-Led Learning Platforms

Chi Bun Barny LAM, Yik Lai Victor CHAN, Ching Hei Caleb LEE, Ming Chit Ian WU, & Jit Leung Joshua PO

Ying Wa College

In many school contexts, generative AI has quickly become an everyday tool for faster information access, clearer explanations, and quicker drafting by students and teachers alike. Yet the next pedagogical shift may be the use of AI to build learning experiences. This session investigates the transition from AI consumption to solution creation: how AI-assisted coding can help educators and learners fulfil long-held classroom “dreams” by turning ideas into usable learning platforms. Building on earlier practice of designing Excel VBA games, the presenting teacher has been exploring generative AI as a rapid-prototyping partner to create lightweight, browser-friendly game-like language learning platforms.

Three classroom-tested examples will be showcased with their learning intentions: a Treasure Island game to increase retrieval and participation; a vocabulary hunt to train careful reading and thematic lexical noticing; and a one-minute proofreading challenge with randomised errors and a leaderboard to rebuild human judgment in an era of grammar checkers. Ongoing experimentation and refinements have also sparked student empowerment. Students from the school’s first international-curriculum cohort initiated their community-minded, AI-powered projects with a serving mindset, including an IELTS speaking practice app and a writing-support concept enriched by peer sharing. The presentation concludes with transferable design principles, safeguarding considerations, and practical prompt patterns to help educators and students alike move from conceptual ideas to impactful implementation.

從「古籍語錄：中國古語文句學習網」探索文言教學中的技術輔助與數位素養

Lai Ling LAM

The Chinese University of Hong Kong

提要

本研究以香港中文大學「古籍語錄：中國古語文句學習網」第二階段計畫為核心，探討如何建構人工智能的互動學習系統，以提升大學生的語文能力與數位素養。

「古籍語錄」第一階段的成果顯示，透過結構化的語錄分類與支架式學習設計，逾95%的學生認同平台對古文理解及議論文寫作具正面作用。在第二階段，本計畫與校方資訊科技服務處（ITSC）深度合作，設計人工智能即時互動系統。該系統允許學生針對古文語錄的深層意涵、歷史背景及現代轉化進行提問，由人工智能提供即時的引導與參考。

然而，針對生成式人工智能可能產生的資訊幻覺（Hallucination）及偏誤，本計畫提出「批判性驗證支架」。在技術層面，系統內置了強制性的驗證提示機制，每當人工智能產出釋義時，會同步彈出「請與權威典籍註釋進行交叉比對」的警示。在教學流程中，學生在引用人工智能生成內容撰寫反思心得時，必須驗證其已將人工智能的觀點與平台提供的專家註釋或其他專著進行比較。這種設計將人工智能定位為啟發者而非最終答案，期望能防止學生對技術的盲目依賴。在語文素養提升方面，本計畫將建設「教師管理儀表板」，教師能即時掌握學生的人工智能諮詢軌跡與反饋質量，進而提供精準的教學輔導。

人工智慧在語言教學中的道德實踐，應從「防止作弊」的消極監控轉向「培養素養」的積極引導。「古籍語錄」期望能透過在技術底層嵌入批判性驗證機制，讓人工智能不僅輔助推動文言教學，更能培養學生在數位時代負責任的學習態度。

從『扶手』到『放手』：以 AI Chatbot 鷹架提升自主學習之實踐究研

Pak Wo LAM, Wai Chun YUNG, Tsz Kin CHUNG, & Ka Ying HO

St. Francis of Assisi's Caritas School

本專題以「從『扶手』到『放手』：以 AI Chatbot 鷹架提升自主學習之實踐究研」為題，探討如何運用維高斯基的「近側發展區」理論，結合 AI Chatbot 建構動態學習鷹架。

研究策略在於利用 AI 針對學生能力差異，於課前預習階段提供分層適性引導，涵蓋補底、鞏固至拔尖，並生成「學習診斷圖譜」。教師依據圖譜數據實施「精準教學」，在課堂關鍵時刻靈活介入或撤除鷹架，並結合協作探究深化學生高階思維。

本研究旨在驗證科技如何縮窄學生差異，落實「由扶到放」的教學理想。結果顯示，此模式能有效提升學生的自主學習效能，證實 AI Chatbot 作為動態鷹架在推動個性化學習上的具體成效。

成果發表簡述

本報告展示如何融合維高斯基理論與 AI Chatbot，建構具實體操作性的「動態鷹架」教學框架。內容涵蓋中、數、常、視藝四科實踐案例，嘗試歸納出跨學科的通用應用模式。報告重點剖析此策略如何提升學習成效與自主動機，並了解學生的 AI 資訊素養的變化。屆時部分環節，將由學生代表現身說法，共同驗證從「扶手」到「放手」的教學轉化實效。

參加者預期所得

參加者將透過本專題報告獲得三大實務成果：

掌握實戰框架：深入了解如何將維高斯基理論與 AI Chatbot 結合，建構一套跨科適用、理論與科技並重的課堂教學模式。

反思教學轉型：藉由實證案例檢視成效，探討教師如何轉型為引導者，並有效提升學生的 AI 資訊素養的意識。

運用了的電子教學設備或工具

有框架的 AI 聊天輔助教學助理、iTeach 學習管理系統平台 (人工智能課件)、平板電腦 iPad

從知識傳遞到批判引導的 AI 時代教學範式——分析型寫作教學與評估策略

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隨著生成式人工智能技術迅速普及，語文教學與評估正面臨前所未有的轉型壓力。目前，AI 在語文教育領域的應用多用於資料整合與基礎文本生成，而在深層概念探究及分析型寫作方面的應用則仍待開發。本研究旨在探討 AI 時代下，教學範式如何從傳統的知識傳遞轉向高階思維引導，並提出相應的教學與評估策略。

本論文以布魯姆的認知層次（Bloom's Taxonomy）及祝新華的六層次閱讀能力系統為理論框架，重新審視分析型寫作的教學流程。研究以「企業社會責任報告」的教學實踐為案例，分析教師如何引導學生閱讀涉及企業價值觀、道德責任的複雜文本。在寫作過程中，閱讀者必須具備批判性思維與資訊辨析能力，方能判別與重組 AI 的分析內容。

本研究記錄了教學過程如何引導學生運用理論原則進行深度文本分析，並將評估重心從初階的「理解」與「應用」，提升至高階的「分析」、「評價」層次。

學前問卷與學後焦點訪談顯示：儘管 AI 能提升寫作效率，但學生普遍認為教師的事前引導與範例辨析是培養批判思維的關鍵。若缺乏專業引導，學生易對 AI 生成內容產生過度依賴。在 AI 介入的教學語境中，教師角色不只是知識提供者，更是思維引導者，而評估設計亦應重構，以確保學生在數位技術輔助下，仍能建立批判性素養與高階語文能力。

AI-Mediated Speech Practice in Cantonese Learning: Evaluating a Speech-Technology-Enhanced CALL Intervention

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Developing oral proficiency in Cantonese presents particular challenges for second-language learners due to its complex tonal system and the limited opportunities for authentic spoken interaction outside the classroom. Within the framework of speech-technology-enhanced computer-assisted language learning (CALL), recent advances in automatic speech recognition and conversational AI offer new possibilities for supporting spoken language practice and pronunciation development. Drawing on the Interaction Hypothesis (Long, 1996) and research on corrective feedback in second language acquisition (Ellis, Loewen, & Erlam, 2006; Li, 2010), this study investigates the potential of an AI-mediated conversational agent to facilitate beginner learners' Cantonese oral development. The project developed a speech-enabled conversational agent integrating natural language processing and automatic speech recognition technologies to support task-based dialogue practice in simulated real-world contexts, including campus orientation, ordering food, and visiting a clinic. During an interaction, learners receive implicit feedback through conversational reformulations and explicit feedback on pronunciation, including syllable-level and tone-level accuracy. Such feedback cycles are central to speech-technology-enhanced CALL systems designed to promote noticing, repeated practice, and pronunciation refinement (Bibauw, François, & Desmet, 2019; McCrocklin, 2016). A six-week intervention was conducted with mainland and non-Chinese-speaking students at a tertiary institution in Hong Kong. Participants were assigned to either a control group receiving conventional workshop instruction or an experimental group receiving additional AI-mediated conversational practice. Data were collected through pre- and post-vocabulary-level oral proficiency tests and learner questionnaires. While analysis is ongoing, it is anticipated that learners engaging with the AI conversational agent will demonstrate greater improvements in Cantonese vocabulary production and pronunciation accuracy than those receiving conventional instruction alone.

遊戲、AI 與閱讀的交響：運用劇本殺與 AI 閱讀夥伴提升三年級學生 PIRLS 閱讀素養之行動研究

Shirin LAU

Chinese International School

本研究旨在探討人工智能（AI）與語文教育深度融合所引發的教學範式轉變，並聚焦於 AI 輔助評估與語文能力追蹤的創新應用。研究以行動研究法，對象為 21 名國小三年級學生，旨在驗證一套整合 AI 的「診斷—教學—評估」閉環教學模式。此模式的核心轉變在於，AI 不再僅是輔助工具，而是依據 Järvelä 等人（2023）提出的「人機共享調節學習」（Human-AI Shared Regulation in Learning, HASRL）框架，將 AI 定位為與師生共同調節學習過程的協作夥伴。在教學範式上，本研究透過「劇本殺閱讀遊戲」創設沉浸式學習情境，並運用 AI 生成差異化閱讀材料，實現了從「教師為中心」的單一授課轉向「學生為中心」的個人化、遊戲化學習。此遊戲化情境不僅讓學生遷移所學的閱讀策略，更重要的是，它依據社會建構主義（Social Constructivism）理論，透過角色扮演與任務驅動，極大地促進了學生之間的閱讀交流與協商建構意義。同時，依循自我決定理論（Self-Determination Theory, SDT），遊戲化設計滿足了學生的自主性、勝任感與關係感需求，從而有效提升了閱讀動機。在評估與追蹤上，研究展示了 AI 的多維度應用：1）初始診斷：透過 AI 分析課前問卷，精準掌握學生閱讀習慣；2）過程性追蹤：在每次紙本練習前，教師會明確教導相應的 PIRLS 閱讀策略，包括猜字策略、直接提取（尋找因果、關鍵字句）、推論（引導從文本線索推理人物心情、動機、性格）及評價，而 AI 則持續分析練習數據，實現對學生各層次能力發展的動態追蹤；3）深度評估：在整本書閱讀後，AI 閱讀夥伴讓每個學生能同時進行一對一深度對話。此一對一、即時互動的對話歷程，不僅呼應了維高斯基（Vygotsky）的鷹架理論，更體現了 Vanacore 等人（2026）提出的對話式 AI 導師核心理念——實現「推理的精細診斷」（granular diagnosis of reasoning）。此舉打破了傳統閱讀教學僅能從最終答案推斷學生理解的局限，使學生的完整閱讀思路與認知歷程得以被看見，從而實現了真正意義上的「學習歷程評估」（Assessment for Learning），為教師提供了前所未有的質性診斷依據。研究結果表明，此 AI 整合模式不僅有效提升了學生的閱讀動機與高層次推論能力，更展示了一種數據驅動、即時反饋、動態調整的語文教學新範式。

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教學流程時間線

階段	時間	主要活動	教學目標 / PIRLS 層次	資料蒐集與評估	AI 應用
準備期	學期第一週	課前問卷：調查學生在家閱讀習慣（伴讀情況、閱讀中文書的數量、每天閱讀中文書的時間）。	了解學生閱讀背景與習慣，作為教學設計與分組依據。	課前問卷數據。	AI 協助分析問卷：將問卷數據輸入 AI，協助教師快速掌握全班學生的閱讀習慣分佈，並識別出需要特別關注的學生群體（如缺乏伴讀、閱讀量少），以制定相應的閱讀支援策略。
第一循環	第 2-16 週	策略教學：直接教學 PIRLS 「直接提取」與「直接推論」策略。紙本練習：每兩週一次傳統紙本閱讀理解練習。	策略習得：學習並應用基礎閱讀策略。PIRLS 層次一、二。	課堂觀察記錄、學生偵探筆記、紙本練習數據。	AI 分析練習數據：將學生的紙本練習成績輸入 AI，進行初步的數據比對，觀察學生在不同題型上的初步表現。AI 輔助生成閱讀資料：協助教師生成不同難度的偵探筆記。
第二循環	第 17-27 週	策略教學：深化「詮釋整合」策略。劇本殺遊戲（一）。期中問卷：提問學生對掌握不同閱讀策略的自信心及觀感。紙本練習：持續進行。	策略深化：加強高層次閱讀策略的應用。PIRLS 層次三。	同上，增加 AI 互動記錄、「小小偵探結案報告書」、期中問卷數據。	AI 分析練習數據：持續輸入練習數據，AI 協助教師比對出學生的個別情況，例如哪些學生在「推論題」持續表現不佳，以便教師進行不同的介入教學。AI 閱讀夥伴（初階）：遊戲後引入 AI 進行主題延伸問答。
第三循環	第 28-37 週	整本書閱讀：劇本殺遊戲（二）：整本書劇本殺。與 AI 深度對話：學生與 AI 閱讀夥伴進行一對一深度對話。期末問卷：調查學生對遊戲體驗、策略掌握與 AI 互動的整體看法。	策略遷移：將閱讀策略應用於長篇文本，發展批判評估能力。PIRLS 層次四。	同上，增加 AI 綜合活動分析報告、期末問卷數據。	AI 閱讀夥伴（進階）：引導學生進行深度對話，探討故事象徵意義與主題。AI 生成診斷報告：AI 根據對話內容，自動生成個人化的「綜合活動分析報告」，指出學生優勢、待改善處與後續建議。

From GenAI@Work to GenAI Nexus: Building a University-Wide Culture of AI Literacy

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The University of Hong Kong

The GenAI Nexus project initiative is a cornerstone university-wide endeavour at the University of Hong Kong (HKU), engineered to systematically elevate AI literacy across the academic and administrative ecosystem. This project builds upon the success of our GenAI@Work workshops, a series initiated by CAES and the Registry of HKU that is designed to deliver foundational and practical training in GenAI applications tailored for administrative staff across diverse departments and units. This initial phase encompassed foundational concepts, practical prompt engineering, the use of Microsoft 365 Copilot Business suite, and techniques for text-to-image and image-to-image generation. Additionally, participants engaged in critical discussions regarding the ethical considerations of GenAI in higher education. In the next phase, the GenAI Nexus aims to expand its reach to students and academic staff through the launch of hybrid micro-courses and a user-friendly online platform. These resources will provide targeted skill-building opportunities and workshops designed to facilitate the responsible integration of GenAI tools within both instructional and administrative contexts. This presentation addresses recent achievements and challenges encountered in our efforts to enhance GenAI literacy among administrative staff, faculty, and students, as well as to support the integration of practical GenAI tools into diverse educational and operational processes. By driving innovation in AI implementation and promoting an inclusive, student-focused pedagogical model, the GenAI Nexus aligns closely with HKU's institutional goals. The initiative is structured to address the dynamic needs of the university community, empowering all members to effectively utilize transformative AI technologies across educational and professional settings.

從「硬背」到「深遊」：解鎖《始得西山宴遊記》的 AI 沉浸式閱讀魔法

Chin Ying LEE

Tsung Tsin Christian Academy (TTCA)

一、前言：為何我們需要「深遊」式的文言文閱讀？

在中學中國語文課堂中，文言文長期被視為「必須克服的考試內容」，教學重心往往集中於字詞釋義、語譯操練及寫作手法辨析。這種以「可測量知識」為核心的教學模式，雖能在短期內提升學生應試表現，卻往往犧牲了文本本身的思想厚度與審美價值。

《始得西山宴遊記》正是一個典型例子。學生即使能背誦「心凝形釋，與萬化冥合」等名句，卻難以真正理解柳宗元在被貶背景下，如何藉登臨西山完成一次精神上的自我超越。結果，作品成為「熟字但陌生的文章」，閱讀流於表層。因此，本教學設計嘗試提出一個轉向：不再只問「作者寫了甚麼」，而是引導學生思考「作者如何看世界」、「我如何走進他的世界」。

二、理論基礎：以「深遊」回應文言文的學習難點

根據課堂觀察與學生回饋，《始得西山宴遊記》的學習困難主要體現在兩方面：

1. 情懷高度抽象：文章重在心境轉化，而非情節鋪陳，學生缺乏情感對應點。
2. 語言高度濃縮：文句佶屈聱牙，學生即使完成語譯，仍未形成整體畫面。
- 3.

三、教學架構：以「自主學習四學架構」重構閱讀歷程

本課堂設計採用「以學定教」的自主學習四學架構：

1. 學生自學（課前）
2. 組內共學（AI 協作）
3. 組間互學（Padlet 分享與互評）
4. 教師導學（引導深化）

此架構的關鍵，在於將閱讀主導權逐步交回學生，而教師角色則由「講解者」轉為「引導者與提問者」。

四、第一重策略：視覺化——AI 讓「看不見的文字」變成「看得見的意境」
《始得西山宴遊記》的第三、四段大量描寫空間高度、視野轉換與天地關係。若學生只停留在字面理解，極易錯失其精神層次。因此，教學引入 AI 圖像生成技術，目的並非追求「美圖」，而是促進閱讀詮釋。

課前自學任務設計

學生需在課前：

1. 細讀第三段文字
2. 根據理解，輸入關鍵詞生成一幅「柳宗元眼中的西山」
3. 將作品與生成指令上載至 Padlet

這一過程迫使學生先回答一個問題：「我心中的西山是甚麼樣子？」

課堂中，學生分組比較兩種視角：

俯視視角：「凡數州之土壤，皆在衽席之下」——強調高度與掌控感

環視視角：「縈青繚白，外與天際，四望如一」——呈現天地融合

透過投票與討論，學生需說明哪一組作品最能體現「心靈釋放與自然融合」，從而將文字理解轉化為審美判斷。

五、第二重策略：靜觀練習——由視覺走向內在感受

（一）為何在中文課引入靜觀？

「心凝形釋，與萬化冥合」不只是理解概念，而是一種可被體驗的狀態。若學生始終處於躁動、急於作答的學習節奏，便難以接近這種境界。

（二）學習成效

不少學生在分享中指出：

* 更容易理解「心凝形釋」並非快樂，而是超越煩憂

* 文字不再只是考試材料，而是一種生命狀態的描寫

六、第三重策略：再創作——由理解走向共鳴

（一）再創作的定

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傳統再創作多為「仿寫句式」，本設計則強調情感遷移。

（二）寫作任務設計

學生以「我在_____中感到釋懷」為題，完成一篇隨筆：

* 可描寫自然、運動、音樂、獨處時刻

* 可使用 Canva 製作視覺頁面

這一階段，學生不再只是讀柳宗元，而是借柳宗元理解自己。

七、評估轉向：從「標準答案」走向「個人詮釋」

本課堂評估重點不在對錯，而在：

1. 是否能掌握文章核心精神
2. 是否能以圖像／文字合理詮釋
3. 是否能連結自身經驗

八、教師專業反思：AI 在中文教育中的真正角色

人工智能並非為了取代教師或學生思考，而是擴闊表達方式，當 AI 被放在正確位置，它們不會削弱人文學習，反而能把學生帶回文字本身。

人工智能在小學普通話教學上的應用與實踐教學示範

Sin Tung LEE

Salesian Yip Hon Millennium Primary School

本教學示範旨在分享如何運用人工智能教育平台，將科技融入小學普通話課堂，協助教師推動自主學習，全面提升學生的拼音、聆聽、說話及朗讀能力。示範將以真實課堂案例為基礎，展示 AI 工具在「讀、寫、聽、說」四個範疇的即時回饋與個性化學習應用。

示範內容分為兩部分：第一部分為「AI 輔助拼音學習與語音診斷」經驗分享，聚焦初小拼音教學，將展示以人工智能教育平台功能如何支援課前預習、課中診斷及課後自主練習；第二部分為「AI 促進說話互動與朗讀評估」經驗分享，聚焦口語表達與朗讀能力，將演示 AI 如何模擬真實語境，提供安全的自主練習空間。

是次示範的目標對象為本地小學普通話科教師及課程領導。參加者將親身體驗上述 AI 工具的教師端與學生端操作，並獲取融合人工智能教育平台於日常教學的實踐流程與教案設計建議，以落實「推廣自主語文學習（普通話）一筆過津貼」的善用策略。

Teaching for Resilience in the Age of AI: Human-Centered Pedagogies in Literature and Creative Writing

Tobias Christopher LEE & John Scott DALY

The Hong Kong Polytechnic University

The final keynote of the 2025 AlinLT Conference ended on a note of cautious optimism by acknowledging the increasing importance of fostering resilience among learners and recognizing, in the age of AI-assisted learning, the key role that teachers can play in this regard (Schleicher, 2025). Indeed, as AI technologies have proliferated, so has research on humanity in learning. Some paint a bleak picture, decrying the dehumanizing effects of AI's intrusion into learning processes (e.g., Bouchard, 2026; Galaczi & Luckin, 2024) and arguing for principled resistance (see the Conference on College Composition and Communication's 2026 resolution on the right for teachers and students to refuse GenAI). Others are more optimistic, articulating an augmentative role for AI, both for teachers and students (e.g., Carrigan, 2025; Weng & Fu, 2025). In this presentation, we chart a middle ground between these stances by taking a critical realist approach to analyse our own attempts to integrate AI into two complementary undergraduate courses: one focused on the appreciation and analysis of English literature, the other developing students' creative writing abilities in new media. We find that pedagogical practices which create the conditions for learners to develop confidence in their own literary/creative abilities best position them to make judicious use of AI, maximizing their own capacities and reducing the temptation to outsource their autonomy and authorship to AI. We argue that such human-centered, AI-aware practices can support the development of resilient learners—students who can sustain a sense of agency, purpose, and integrity amidst bewilderingly rapid technological advancement.

智能學伴的建構與應用 ——「逸乎」AI 平台在香港古文學習中的實踐探析

Wenyi Cathy LEE

文逸 李(香港教育大學)

「逸乎」AI 古文學習平台，是一個專為優化香港中學古文學習路徑而研發的智慧輔助系統。平台直面香港中學生古文學習興趣低、動機弱、高階閱讀能力不足等核心困境，以香港中學文憑考試（DSE）為精準對標，致力於透過人工智慧技術重塑學習體驗。一是封閉性精準對標，其訓練資料嚴格限定於 DSE 真題、指定篇章及權威資料，確保輸出內容的準確性與本地評核體系的高度適配。二是個人化學習路徑，系統透過智慧分析學生作答資料，動態生成可視化的個人「能力圖譜」，並據此提供自適應的學習內容推薦。三是輔助性學習支援，平台定位為「智慧學伴」與「認知支架」，而非取代教師。其核心功能模組構成完整學習閉環：「富識與興趣」模組利用多媒體資源激發文化共鳴；「考察與定位」模組整合 DSE 真題庫，提供線上練習與個人化能力診斷；「仿真題生成大模型」支援學生根據需要自訂不同難度與考點的練習；「智慧對答機器人」提供即時、準確的答疑與引導性互動。

實證研究顯示，該平台能有效提升學生的古文閱讀能力，尤其對「分析應用型」高階思維題目（如問答題）提升效果最為顯著（ $p < 0.01$ ）。平台對低、中能力學生的促進作用尤為明顯，並透過降低求助門檻、提供即時回饋與可視化進步軌跡，有效增強學生的學習信心、內在動機與自主探究意願。訪談回饋顯示，學生視平台為「有耐心的學伴」，其互動性、個人化特點使古文學習從「被動解碼」轉向「主動探索」。

綜上，「逸乎」平台為香港中學古文教育提供一套經實證檢驗的、深度融合本地課程與評核需求的 AI 賦能方案。

Enhancing English Speaking Proficiency among Lower-Ability Secondary Students through AI-Assisted Practice

Ka Ying LEUNG

Pooi To Middle School

This action research investigates the effectiveness of an AI-powered language tool in improving English speaking proficiency among a group of lower-ability Secondary 6 students. Recognizing persistent challenges in oral English performance and motivation among non-EMI-capable students, the study implemented two cycles of intervention. In Cycle 1, students engaged in AI-simulated DSE oral tasks, while Cycle 2 introduced shorter, more varied speaking activities and regular reminders to sustain engagement. Quantitative data were collected through pre- and post-intervention speaking assessments and participation rates, while qualitative insights were gathered via student surveys and feedback. Results indicate that the AI group demonstrated statistically significant improvement in speaking scores and increased confidence, though participation rates declined over time, particularly without teacher intervention. The refined approach in Cycle 2 led to higher engagement, suggesting that task variety and manageability are crucial for sustaining motivation. While AI tools offer promising supplementary practice opportunities, human interaction and teacher support remain essential. The study highlights the potential of AI-assisted learning in language education, while acknowledging limitations such as small sample size and the need for further research on optimal task design and blended learning models.

古文新思-以人工智能提升學生對中文文言文的學習興趣和理解能力 (以論語、岳陽樓記教學為例)

She Kwan LEUNG

Gertrude Simon Lutheran College

教學理念：「科技賦能文脈」

透過設計學習進程和情境，結合 AI VR 技術，學生也能從主題式及體驗式教學中體會到合作、堅持，發表創造力而獲得快樂。

以量化質——AI 輔助的深度探究，即物窮理

真正的學習是從現象（物）探究其背後本質（理）的過程。我運用 AI 技術，將「即物窮理」從傳統的課堂討論，擴展至人機協作的探究。學生不再只是被動地聽講，他們可以與扮演「AI 孔子」的聊天機械人討論「仁」的精神，或利用 AI 數據分析工具，以量化質，引導學生親手挖掘、分析、論證，從而將課本中的「物」化為自己腦中的「理」。不但能引起學習文言文的興趣，亦培養學生在信息時代求真求證的能力

提升情意——AI 創造的沉浸式體驗，以情動人教育，是為了啟迪人生。科技不應是冰冷的，而應成為情感與價值教育的煥發場境。我利用 AI 生成技術，為「提升情意」創造沉浸式的體驗。例如，讓學生與「AI 范仲淹」對話，身臨其境地感受其「先天下之憂而憂」的胸懷；或引導他們運用 AI 繪畫工具，將《岳陽樓記》的壯闊景象與個人感悟視覺化。學生在互動與創造中，自然地與文本產生情感共鳴，將正面的價值觀內化，提升情意，建構正面的心靈價值。

教學方法：

文言文教學長久以來面對學生學習興趣低落、理解困難的挑戰。本演講「古文新思」旨在探索如何運用人工智能（AI）技術，革新傳統文言文教學模式，將經典文本例如《論語》與《岳陽樓記》轉化為生動有趣的互動學習體驗。

創意之處在於我們利用 AI 的生成能力與互動特性，創建動畫與「AI 范仲淹」等虛擬角色。教師設計課堂模式，讓學生能與這些歷史人物進行深度對話，探討「仁」的真諦，思考「先天下之憂而憂」的襟懷。此外，我們引導學生使用 AI 工具，將文言文的情境與思想，改編成現代短劇、社交媒體貼文，甚至生成意境圖像，教師加以專業指導及「點化」讓學生在創作中內化經典，豐富心靈價值：

-針對學生的興趣與需要，讓學生反思個人與社會的承擔

-思考「仁人」關懷社稷的情操的現代意義

International Summit on the Use of AI in Language Learning and Teaching 2026 (AInLT 2026)

-結合具創意和好玩的評估以深化學習

遊戲化、個人化的互動能顯著提升學生的學習動機，變被動吸收為主動探索；其次，AI 的即時問答與語境補充，能有效幫助學生跨越語言與時代的隔閡，深入理解文本的時代背景及中國文化精神，真正做到讀懂、讀通。

以下將展示具體教學案例與評估形式，賦予古典文學新的生命力。

課程設計：以岳陽樓記為例：

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課堂前	設計思維教程	針對學生的興趣與需要，讓學生反思個人與社會的承擔
	探究式學習框架	思考「古仁人」關懷社稷的情操的現代意義
	豐富的教材資源	學生預先備課，瞭解范仲淹的際遇及抱負
課堂中	探究式學習	認識「古仁人」超脫個人得失、心懷天下的胸襟，以此反思自己的生活態度及社會議題
	體驗式學習	以范仲淹的〈岳陽樓記〉為例，透過 VR 軟件，讓學生經歷「遷客騷人」在岳陽樓之見聞，並反思他們因而產生的感受的原因
	電子學習	透過 AI 聊天軟件進行電子學習，著學生自行搜尋「躺平」現象的原因，並分析出大多「躺平」者均是過度關注個人的失敗，忽略了人生的其他可能與個人對社會的承擔責任
課堂後	課業	寫作一封給「躺平」者的信，鼓勵他們積極面對生活
	共通能力	完成整個教學活動之後，學生加深了對「古仁人」精神的認識，讓學生認識及反思中國士人精神對現代社會的意義

年級班別：中四級學生能力：中

課題：認識中國傳統文化中的士人精神、寫作士人精神以反思現代社會議題

1.教學目標：		知識：認識岳陽樓記中「古仁人」的精神 能力：能說明及分析「古仁人」不同於「遷客騷人」的原因 態度：讓學生認識及反思「古仁人」以天下為己任的精神的現代意義		
2.教學策略：		透過體驗式學習、電子學習，討論及口頭匯報讓學生明白中國傳統的士人精神，以及應用士人精神回應社會議題		
項目		時間(分鐘)	內容	教具
準備階段	課堂準備	3	說明本課堂的教學重點和要求，讓學生明白本課堂的教學目的。	板書
	重溫所學	2	檢查同學在前一堂所學，讓同學重溫「遷客騷人」和「古仁人」的分別。	---
發展階段	翻轉教室體驗活動	10	負責報告及體驗的組別走進 VR Cave，活動之後為同學講解影音內容對應了哪些課文內容，並分析「遷客騷人」產生不同感受的原因。	VR Cave「岳陽樓記」教件
	分組互動活動	10	將學生分為3組，完成「岳陽樓記」工作紙。 教師展示「躺平」個案，透過分析歸納其原因。 思考「躺平」者屬於「遷客騷人」還是「古仁人」，並提出原因。	具有上網功能的電腦四台

2

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	分組互動活動	10	學生提問 AI 聊天軟件，透過關鍵字 PROMPT 「范仲淹」及「岳陽樓記」。之後提問：「假如你是《岳陽樓記》的作者范仲淹，你對現今年輕人躺平的現象有何回應？」教師與學生一起摘錄 AI 提供的論點，參考 AI 軟件羅列的答案。	
	分組互動活動	20	同學就摘錄之內容，選擇其一論點，分組共同完成一封「給躺平人的信」大綱，信中要求就自己的生活經驗或所見所聞補充所選論點。	作文紙
總結階段	分組報告總結課堂	15	每組學生需派代表就討論成果匯報。 每組學生匯報後，老師指出 1.有關分析是否正確，士人以天下為己任的精神如何針對了「躺平」者只局限於個人得失 2.幫助學生整理說明匯報內容 3.評價學生寫作任務，內容是否適切具體，文句是否清晰	---
	評估課業		安排寫作功課，學生自選一個角度，寫信回應「躺平」者-反思士人精神的現代意義。	

Metacognitive Strategies in Immersive Contexts: Evaluating Dyslexic Learners' Interaction with Classical Chinese Poetry and the Role of AI Platforms in Bilingual Vocabulary Consolidation

Wai Ying LEUNG, Zhenhui FENG, Pak Hin WANG, & Kit Ming LEE

The Salvation Army Tin Ka Ping School

This research builds upon the validated "Walking the Ancient Paths – Virtual Reality Experience for Learning Classical Chinese Poetry" project, which has effectively enhanced students' emotional engagement, visual association, and memory retention of classical poetry. However, students with special educational needs (SEN), particularly those with dyslexia, continue to face challenges in text comprehension and metacognitive regulation that traditional pedagogical methods often fail to address. To address these issues, the study proposes an integrated intelligent learning system that combines immersive Virtual Reality (VR), Eye Tracking (ET), Automatic Speech Recognition (ASR), and an AI-driven Chatbot. Utilizing the HTC Vive Pro Eye, the system captures real-time gaze data to analyze attentional allocation and cognitive states. Moreover, the newly developed AI platform integrates innovative techniques for generating word and picture cards in a vibe-coded environment, facilitating interaction between students and teachers. This platform employs Natural Language Processing, AI Vibe Coding, Prompt Engineering, and Retrieval-Augmented Generation (RAG) to support self-learning and enhance vocabulary retention. The ASR and Chatbot modules promote natural interaction and provide real-time feedback, fostering metacognitive monitoring during poetry learning. Participants will include primary and secondary students, stratified by proficiency levels, allowing for a comprehensive understanding of the learning experience. Data from VR sessions, eye tracking, and voice interactions will be analyzed to assess learning outcomes in comprehension and engagement. This study aims to reveal real-time cognitive patterns of learners with dyslexia, offering educators evidence-based insights for differentiated instruction and contributing to inclusive education.

Integrating Artificial Intelligence into the Secondary School English Reading Curriculum

Yin Mei LEUNG, Chiu Yeung WONG, Yan Ki KAM, Wing Yi LEUNG, & Bing Jie XIE
SKH Chan Young Secondary School

This presentation shares school-based experience in embedding Artificial Intelligence into the secondary English reading curriculum to enhance literacy and support learner diversity. It demonstrates how AI-powered e-resources are systematically integrated across Key Stages 3 and 4 to strengthen core components of reading instruction, including leveled texts, contextualized vocabulary practice, comprehension tasks, and reading-into-writing activities. Students engage with texts through multimodal responses, visual reinterpretations, and guided analytical activities that deepen interpretation and foster critical reading. The session highlights pedagogical shifts required for meaningful AI use, offering practical strategies for scaffolding critical questioning, designing adaptive comprehension tasks, and cultivating digital literacy. Evidence of impact will be shared: increased student engagement, improved quality of post-AI assignments, and strengthened critical reading skills through creative reinterpretations. For teachers, preparation and grading time have been reduced by approximately 20%, while pedagogical capacity for strategic AI integration has expanded. Participants will gain classroom-ready strategies, experience live demonstrations of AI-powered reading tasks, and access curated resources to support responsible, sustainable integration of AI into reading instruction.

題目：讓學習看得見——AI 多模態工具結合戲劇教學法的《論語》課堂教學示範

Pui Lui Li

Lung Kong World Federation School Limited Lau Wong Fat Secondary School

香港高中中國語文課程的《論語》選讀其中十六則經典語錄。然而，一般學生往往停留在字詞背誦層面，難以理解儒家思想我核心。傳統講授模式下，學生的理解深度與思維過程對師生雙方均難以「看見」。本教學示範以 Hattie (2012) 「可見的學習」理論為框架，展示一套結合 AI 多模態生成工具與戲劇教學法的六步教學流程，旨在使文言經典課堂中的學習過程與成果「可見」。

六個環節依次為：一、教師運用 AI 將語錄轉化為貼近學生生活的道德兩難情境，明確學習意圖；二、以「良心巷」戲劇習式讓學生具身體驗道德抉擇，使思維即時可見；三、教師示範「字詞疏通—道理闡釋—生活反思」三層思考路徑，建立成功準則；四、學生運用 AI 工具將語錄轉化為視覺漫畫並構思當代應用情境，將理解外化為可見成品；五、學生匯報並引導同儕討論，形成回饋循環；六、教師總結深化，引導學生回顧課初抉擇，形成反思閉環。本示範將呈現課堂照片、影片、學生作品及課後問卷數據。

詳細提案

香港高中中國語文課程設有十六篇指定文言經典學習材料，其中《論語》選讀涵蓋「論仁」、「論孝」、「論君子」三大範疇。然而，課堂觀察與教學經驗顯示，學生在學習這些篇章時往往停留在字詞背誦與語譯層面，難以深入把握儒家義理，更遑論將經典智慧遷移至當代生活情境。傳統講授模式下，學習過程的大部分環節——學生是否真正理解、理解到何種深度、能否應用所學——對師生而言均處於「不可見」的狀態。

本教學示範以 Hattie (2012) 「可見的學習」(Visible Learning) 理論為框架，嘗試回應一個核心問題：如何運用 AI 多模態生成工具，使文言經典課堂中的學習過程與成果變得「可見」？Hattie 指出，高效教學的關鍵在於教師能清晰看見學生的學習狀態，而學生亦能看見自己的學習進程。據此，本示範所展示的教學流程以「表層理解—深層理解—概念遷移」三個可見的學習階段為骨幹，設計了以下六個環節：

第一，AI 輔助備課階段。教師運用 AI 工具將十六則語錄轉化為貼近學生生活的道德兩情境，使學習意圖 (learning intentions) 從抽象的「理解儒家思想」轉化為具體可感的情境命題。

第二，「良心巷」戲劇導入。全班以戲劇習式進行角色體驗，學生須即時表達道德立場與推理過程，使其思維對教師與同儕「可見」。第三，教師示範。教師以一則

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語錄完整示範從「字詞疏通」到「義理闡釋」再到「生活遷移」的三層思考路徑，為學生提供清晰的成功準則（success criteria）。第四，AI 賦能的自主探究。學生運用 Gemini 等 AI 工具，將所負責的語錄轉化為視覺漫畫，並構思相關的當代生活情境。此環節的關鍵在於：AI 生成的圖像使學生對文本的理解從內在認知外化為可見的視覺成品，教師得以即時辨識理解偏差並給予針對性回饋。第五，匯報與同儕討論。學生展示作品並引導全班討論，透過同儕提問與回應形成多向度的回饋循環。第六，教師總結與反思閉環。教師澄清誤讀、深化主題聯繫，並引導學生重新審視課堂開首的道德抉擇，使學習歷程的前後變化「可見」。本教學示範將呈現上述流程的課堂實錄片段、學生 AI 生成作品，以及賦能組（15 名）與傳統教學對照組（15 名）的問卷比較數據。初步結果顯示，賦能組在深層理解（73.4% vs 44.4%「同意」或以上）及認知遷移（86.7% vs 33.3%）方面均顯著優於對照組，印證「可見的學習」框架結合 AI 多模態工具能有效促進學生對文言經典的深層理解與生活應用能力。

本示範期望為與會教師提供一套可複製的教學流程模型，說明如何在文言經典課堂中善用 AI 工具，使教與學雙方的思維過程「可見」，從而實現從表層記憶到深理解再到生活遷移的學習躍升。

From Teacher-Led to Student-Driven: Exploring Undergraduates' Autonomous AI Use in EFL Writing Peer Assessment Through Self-Determination Theory

Wanqing LI & Wenxia ZHANG

Tsinghua University

Existing AI-integrated peer assessment in EFL writing is predominantly teacher-led, with instructors dictating how students should use AI tools. This not only restricts student agency but also underutilizes AI's potential for personalized learning. Guided by Self-Determination Theory (SDT), which highlights autonomy, competence, and relatedness as core motivators for meaningful learning, this study shifts from such teacher-centric models to a student-centered pedagogical design, exploring undergraduate students' autonomous AI use patterns, influencing factors, and subjective perceptions in EFL writing peer assessment. Students were granted full autonomy to decide whether, when, and how to employ AI tools. Data were collected from three sources: reflective reports, group presentation slides, and semi-structured interviews. Thematic Analysis (TA) was adopted to identify distinct AI usage patterns and their underlying contextual and psychological factors, while Interpretative Phenomenological Analysis (IPA) deepened interpretations of students' perceptions of AI's impact on feedback quality and overall learning experience. Preliminary findings reveal diverse AI application patterns shaped by the interaction of contextual conditions and students' psychological needs, alongside nuanced subjective experiences of AI's role in peer assessment. It is hoped that this study could enrich our understanding of personalized learning and pedagogical shifts in AI-enhanced language education, guiding educators to design flexible AI-integrated peer assessment, provide targeted scaffolding for students' autonomous AI use, and inform the development of student-centric AI tools, ultimately enhancing feedback quality and fostering lifelong learning.

告別「紙上談兵」：打造專屬 AI 陪練員，讓溝通技巧真正落地

Shanshan LIANG

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傳統口頭傳意教學多採用「理論講授—範例演示—同儕角色扮演」的模式。然而，學生演練時往往生硬套用範例，加上同儕間過於熟悉，難以體會真實情境中的心理壓力。同時，受限於社會經驗，學生也難以準確模擬不同角色的心理狀態與語言習慣——例如憤怒的投訴者、焦慮的病患或嚴苛的面試官——致使對話缺乏真實感，無法有效檢驗溝通技巧的內化程度。

為推動從被動接受知識到主動建構能力的教學範式轉變，本示範將分享一套已在課堂應用的「四階段人機協同」教學模型，並透過學生與 AI 互動的真實案例，展示該模型在教學實踐中的具體運作流程。

1. 感知與激發：利用 AI 製作溝通失敗的示範短片，引導學生直觀感受不良溝通的負面影響，激發學習動機。
2. 實戰與試錯：學生與多元語境下具備鮮明人設的 AI 角色進行對話演練。在溝通受阻的「試錯」過程中，學生須即時調整策略，以完成設定的溝通任務。
3. 評估與建構：演練後，AI 以第一人稱視角提供直觀反饋。學生在教師引導下，結合反饋與自身實戰經驗，歸納出有效的溝通原則，實現知識的自主建構。
4. 補強與內化：針對 AI 尚難精準捕捉的語調、眼神、表情及肢體動作等非語言溝通要素，由教師進行深度指導。此舉不僅強化了學生的整體溝通能力，也凸顯教師在複雜口頭傳意教學中不可取代的專業價值。

本示範亦將講解如何透過提示詞精準設定 AI 角色，並說明此模型如何應用於醫患溝通、顧客投訴、求職面試、職場協作等口頭溝通情境，協助教師有效落實教學方法的創新與轉型。

Piloting an AI Marking Assistant: Teacher-Mediated AI Feedback in Writing Assessment

Jim LO & Adam FORRESTER

The Hong Kong Polytechnic University

In this presentation, we report on a pilot implementation of the AI Marking Assistant (AIMA), an AI-powered grading and feedback system developed at The Hong Kong Polytechnic University. AIMA supports customizable grading profiles, including rubrics, advanced prompts and grading samples, to align AI-generated feedback with specific assessment requirements. The system was piloted in three general education courses from different disciplines. Before deployment, we experimented with different AI models and prompt designs to optimize feedback on two drafts of a major writing assignment. During the feedback process, teachers reviewed each draft's AI comments, editing and supplementing them as needed to ensure accuracy and personalization. We collected students' and teachers' perceptions of the usefulness and quality of the AI feedback. Preliminary findings indicate that, although students generally perceived the AI feedback as useful, teacher intervention remained essential to address AI limitations. The presentation will also compare AIMA with two other AI feedback systems we have trialed by highlighting relative strengths, constraints, and implementation considerations for institutions seeking to adopt AI-supported assessment.

An AI-Assisted Tool for Adapting EFL Teaching Materials for Learners with ADHD

Miaomiao LU, Wanyi ZHEN, & Xinyu ZHANG

The Hong Kong Polytechnic University

Approximately 10.2% of teenagers in Hong Kong have been identified with ADHD, yet teachers lack practical tools to adapt their existing materials for these learners in EFL classrooms. Drawing on a prior survey study examining the instructional practices of university EFL teachers in Hong Kong and Spain, this presentation introduces an AI-assisted web-based tool designed to support Hong Kong EFL teachers in adapting their materials for learners with ADHD. The tool uses a custom-trained image classification model to identify which instructional design features are absent in uploaded teaching slides, finally generating targeted modification suggestions and a revised version of the material. The classifier is currently in development, and preliminary findings will be shared. This tool aims to empower teachers to create more inclusive and supportive EFL learning environments for students with ADHD.

AI 賦能中文學習—以應用老年學及服務管理中文傳意的課堂設計為例

Hak Wan Helen MA

The Hong Kong Polytechnic University

近年，人工智能（AI）衝擊各行各業，教育亦正式進入 4.0 時代。教育從單向輸入知識，轉變為學習者為中心，學習內容更具個性化及靈活度，且以實踐及解難為主。當學習不受時間、空間限制，教材、學習方式、授業者等都不能成為學生的桎梏，教育者在如此背景下，如何在此時代自處？保證自己的專業素養之餘，亦要增進自己運用 AI 的能力。

教育者不能再用因循的思維、以往經驗代入現在的學習過程中，應勇於踏出傳統的舒適圈，運用新的思考模式看待知識與技能學習。協作與抗拒，正是上述兩種思維模式的體現。在紛繁、浮躁的時間節點，教育者需要順應時代洪流，更要保持理智，選擇適合學生的學習方式，與學習者一同進步，達致教學相長。

本報告以應用老年學及服務管理中文傳意的深度訪談章節為例，展示此部分的實際課堂設計、運用方法、具體教材設計、學習反饋、學習成效等。跳脫傳統學習方式之餘，運用 AI 協作的方式，提升學習效能，令學生不再被動學習，成為主動學習者。期望為不同階段的教育者提供教學設計、策略運用的方向，共同成長。

AI-Accelerated Bilingual Feedback in a Visible Workflow: Feedback Saliency and Learner Uptake in Speaking and Writing

George MACLEAN^a & Norman FEWELL^b

^aUniversity of the Ryukyus; ^bMeio University

Classroom feedback research increasingly recognizes that learner uptake depends not only on feedback quality, but also on feedback saliency, notably how visible, timely, and actionable feedback is within a learner's workflow. This paper introduces the Visible Workflow Approach, a spreadsheet-centered classroom infrastructure that integrates task design, student submission, in-class review, revision-before-grading, and record keeping, and anonymized near-automatic progress updates. Building on this infrastructure, we report a pilot study examining whether AI-accelerated bilingual feedback (Japanese and English) increases measurable uptake in both speaking and writing tasks. Using a within-class counterbalanced crossover design, students completed speaking and writing assignments under two conditions: (A) standard teacher feedback and (B) AI-accelerated bilingual feedback returned within class. Uptake was operationalized behaviorally through revision incorporation rates, clarification-seeking behavior, and custom assessment based on learners' individual feedback. This was supplemented by brief student perception items on accessibility, clarity, and transfer. We hypothesize that AI primarily functions as a saliency amplifier by reducing delay and access friction while increasing comprehensibility through bilingual explanation. This work contributes a practical, ethically deployable research design that does not deny students access to improved feedback, while generating early evidence toward a nascent Feedback Saliency-Uptake Model applicable across modalities and education levels. Participants in this presentation will leave with ideas of how to accelerate feedback and increase its saliency within a framework that can be adopted from an elementary school level onwards.

GenAI and First-Year Academic Writing: Agency, Knowing, and Intra-Action

Steve MARSHALL & Ru YAO

Simon Fraser University

GenAI has reshaped students' academic writing. While much recent research sees GenAI as a threat to academic integrity or a promising pedagogical tool, less attention has been paid to how GenAI reconfigures agency and knowing among student writers. We introduce concepts from new materialist theory in relation to the *intra*-action between students, GenAI, and texts: the decentring of the human in education, the breaking down of the binary between humans as agentive and non-humans as non-agentive, and the reciprocal nature of students and AI learning from each other. We then present data from a study in which we analyze GenAI-mediated writing done by students during their first year of graduate studies in Language Education at a Canadian university. Students first used GenAI to co-create a written response to an article on language education, then their own response to the AI-generated text, reflecting on the co-construction process, text features, and their own critical engagement. We suggest that, when GenAI entered the learning and writing equation, human and non-human agency and knowing were reconfigured in ways that we see as intra-actions that are shaped through assemblages of human and nonhuman agencies, materialities, technologies, and discourses (Deleuze & Guattari, 1987; Dolphijn & van der Tuin, 2012; Haraway, 1988; Pennycook, 2018). We conclude by considering pedagogical implications for teaching academic writing in higher education, as we rethink the meanings of agency and ownership of knowledge in classrooms where human and nonhuman agency are increasingly entangled.

Transforming English Reading Instruction with AI: A Hands-On Demonstration with Mr.NG ProReader

Ben NG

CCC Kei Chi Secondary School

How can language teachers harness AI to create personalized reading experiences without adding to their workload? This teaching demonstration introduces Mr.NG ProReader, an AI-powered web application that the presenter developed as a teacher using OpenCode, an open-source agentic coding tool, to transform any static English reading material into an interactive, personalized learning experience — enabling differentiated instruction across proficiency levels and promoting self-directed learning. The demonstration follows a complete workflow: (1) uploading and extracting text from reading materials; (2) analyzing text difficulty via scientific readability formulas mapped to CEFR levels, with color-coded vocabulary highlighting across six proficiency bands (A1–C2); (3) creating summaries and mind maps for visual learners; (4) generating age-appropriate text adaptations; (5) creating AI-scored reading tests with detailed feedback, skill-based performance tracking, and targeted follow-up practice; (6) generating bilingual glossaries from words hand-picked by students directly within the text, along with in-depth sentence breakdowns covering meaning, grammar, and pragmatics; (7) building interactive vocabulary activities including voice-enabled flashcards, score-tracking quizzes, and gamified spelling challenges; and (8) exporting print-ready materials — adapted texts, glossaries, and test papers with optional answer keys — directly cutting lesson preparation time. An integrated AI Tutor chat assistant enables students to ask context-aware questions, receive guided hints, and photograph comprehension questions for step-by-step support, fostering genuine independent learning. All learning sessions are automatically saved to a personal history log, allowing students to resume previous materials seamlessly — without account creation or cloud storage. This demonstration addresses key challenges in language education: boosting student engagement while reducing teacher workload. The browser-based, privacy-first architecture makes Mr.NG ProReader ideal for any classroom setting. By the end of this demonstration, attendees will gain actionable insights into implementing their own AI-enhanced English language instruction.

Integrating Artificial Intelligence (AI) in Pre-Nursery Lesson Planning: From Prompt to Play

Anna NIKISHINA

Think Kindergarten

This teaching demonstration explores the role of Artificial Intelligence (AI) as a collaborative tool for educators in designing developmentally appropriate, multisensory language activities for pre-nursery children (ages 2-3). Rather than replacing the teacher's expertise, AI serves as a rapid resource for generating creative ideas, sensory play themes, and differentiated activity suggestions tailored to our youngest learners. Using a case study approach centered on spring-themed activities—such as sensory bins and outdoor exploration of flora and fauna—this session demonstrates how educators can input simple learning goals into generative AI tools and receive complete, play-based lesson plans. The presentation highlights a practical workflow that ensures lessons remain child-centered and aligned with early childhood developmental goals while significantly reducing planning time. Attendees will learn how to craft effective prompts, adapt AI-generated suggestions for diverse learners, and integrate vocabulary building into sensory play. By leveraging AI for planning, teachers can dedicate more in-class time to what matters most: direct interaction, observation, and responsive teaching. Participants will leave with ready-to-use prompt templates and a sample lesson plan for pre-nursery language development.

Examining What We Know and Do Not Know about AI's Effect on Professional Communication: Potential Implications for ELT Pedagogy

Lucas John PELTONEN

The Hong Kong Polytechnic University

As employment is often the top-cited reason for individuals to learn English globally, the communication required in the workplace has implications for all of ELT. That is, if learners aspire to develop their English for use in the workplace, then the communication required therein must be understood. This presentation discusses how GenAI is poised to transform workplace communication, requiring the prioritization of competencies such as critical thinking, persuasion, and negotiation, while deemphasizing routine, transactional communication, which is increasingly handled by AI tools. Additionally, AI is changing how English is being learned in the workplace. Learning in the flow of work (LIFOW) enables professionals to leverage on-demand and self-cultivated micro-learning (as opposed to time-consuming and less focused classroom learning). Consequently, BE instructors will likely have to reposition themselves as orchestrators, leveraging AI affordances, apps, LIFOW, and language learning sessions. Likely, they will have to pivot to teaching AI communicative best practices, prompt literacy, and ethics alongside language proficiency. This presentation includes data arising from a domain analysis of existing research on AI usage in business, thus offering insights into how this usage may inform ELT while also highlighting enormous gaps in the research landscape that remain to be bridged.

Beyond the Final Draft: Redesigning Assessment for Authenticity Across the Curriculum

Malila PRADO & Jin SHEN

Beijing Normal-Hong Kong Baptist University

The emergence of GenAI has exposed limitations in current forms of education, in particular assessment: when AI can be used to mimic students' productions, how can we truly assess learning? This is aggravated in language education, in which we prepare students for this new reality. This presentation aims to report on an ongoing project with English Language and Literature Majors that addresses this challenge not through surveillance or punishment, but through assessment redesign. Building on previous projects, we developed a process-oriented assessment model that values what students do while they work: drafts, design choices, in-class tutorials, portfolios, and structured reflections. Because they satisfy institutional requirements, summative exams still exist but are retained only at the end (30-35%), which in turn allows process-oriented assessment to take center stage. This year, we adapted this model to other courses, drawing on teaching principles such as authenticity, student agency, and professional simulation. Students documented their AI use, reflected on their choices, and were observed during in-class workshops and tutorials. This presentation shares preliminary findings across courses, addressing which elements of the model adapted successfully, or failed to adapt, to new contexts, alongside analysis of students' written reflections on their AI use. By reflecting on our practice, we offer a framework for adapting process-oriented assessment to their own institutional contexts, along with sample rubric language and reflection prompts. This work offers a feasible path forward for assessment in the age of AI, one that keeps students, not technology, at the center.

Teaching and Assessing Academic Writing in the AI Age: Transforming University Academic Writing Courses Based on Student AI Practices

Griffin Guoxiong QIU

The Hong Kong University of Science and Technology (Guangzhou)

The rapid integration of generative AI into students' academic practices has fundamentally reshaped how university students approach writing. However, changes in Academic Writing courses in many universities have remained slow, rendering traditional writing assignments increasingly vulnerable to AI misuse and raising concerns about assessment validity. Drawing on recent scholarship (e.g., Almane, 2024; Lin & Chen, 2025; Meniado et al., 2024) and my doctoral research on Chinese EMI students' learning motivations and writing behaviors in the evolving societal and technological conditions, I will share my personal experience of redesigning a university Academic Writing course. I will first outline common AI-assisted writing practices that students adopt, which can threaten academic honesty and assessment validity. Then, I will share key principles guiding the transformation of assessments in my course, including localizing assessment tasks, diversifying assessment formats, foregrounding process-based evaluation, along with my estimation of effectiveness of the changes after three semesters of implementation. By sharing the classroom-based practices, this presentation can offer practical insights for language educators seeking to rebuild and restructure academic writing courses to ensure assessment validity, pedagogical relevance, and responsible AI integration in the age of generative technologies.

Developing a Teacher-Friendly Checklist for Evaluating AI-Generated Language Assessment Tasks

Ananda SENEL, Anoushka UZUM, Basak MUMCU-CIVLAK, & Lucy GIBBS

Oxford University Press

As generative AI becomes increasingly accessible, many language teachers are experimenting with large language models to create assessment tasks. However, there remains limited practical guidance on how to evaluate whether AI generated materials are pedagogically appropriate, construct aligned, and suitable for learner needs. In this presentation, we report on findings from an AI item-generation project for an English language proficiency test across the four skills of speaking, listening, reading, and writing. Our work involved generating multiple choice items, open ended tasks, and integrated tasks. We adopted an iterative prompting process in which we created a prompt, generated prototype items, refined them, and then submitted them for review by expert item writers. These reviewers provided qualitative feedback on a range of considerations, including linguistic accuracy, construct representation, authenticity, level appropriateness, and alignment with test specifications. We conducted a thematic analysis of the reviewers' comments to identify strengths, limitations, and the criteria that experts consistently apply when evaluating AI generated assessment tasks. Drawing on these themes, we developed a practical evaluation checklist designed to support teachers who wish to make informed, critical use of GenAI when creating their own assessment tasks for summative and formative assessment. In this presentation, we will outline our item generation process and share the key themes emerging from expert feedback. We will then introduce the resulting checklist as a tool to empower teachers to evaluate AI generated assessment materials, including examples of how it can be applied to common task types so participants can use the checklist in their contexts.

AI 輔助禮儀酬酢文書撰寫：素養導向思維的實踐與挑戰

Ching Man Olivia SHUM

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本文擬通過數碼技術與商務行政中文教學的整合，配合香港的商業環境與語言特色，以素養導向學習評量理念設計，探討人工智能如何幫助學生建立跨領域的素養，以及科技發展對應用中文教育的影響。語文教師宜廣泛接觸多元議題與情境，整合跨領域專業素養，作為素養導向教育與評量設計的基礎。本題以上述原則為基礎，以商務行政中文科目專題的禮儀酬酢文書撰寫為研究對象。

課程設計訂下學習評量的原則，配合人工智能教學，以語文科及商務的知識結合，設定預期學習目的與成果，評量學生的知識和技能。科目專題擬定邀請信的情境設計，受文者為受邀機構的決策部門主管。在課程設計上以質性研究及個案分析方法結合面授課堂及科技的優點，教學重點分三個學習歷程，循序漸進強化學生的學習能力：學習前引導方向，學習中資料來源的取得與篩選，作出策略調整，學習後回饋學生反思資料搜集整體經驗及學習成效，並強化未來探究的能力與資訊素養。本文以傳統商務文書的寫作基礎，分析近期人工智能融入教學發展的現象及挑戰，提出素養導向的教學模式建議、素養導向的評量策略，推動在中文商務文書教學上傳統與科技互動。

Addressing Students' GenAI Needs and Informing Teacher's AI-Integrated Teaching Practices for Academic Presentation via a Participatory Action Research (PAR)

Winnie SHUM, Felicia FANG, Oscar WONG, Hao YIN, Jiahan CHEN, Sherry Sze Wan YIU, & Gary Jiarui FENG

The Hong Kong Polytechnic University

To understand how frontline EAP teachers translate AI-integrated pedagogical framework such as EAP-AIAS (Roe et al., 2025), AIAP (Ngo & Hastie, 2025), and AI-TPACK (Chiu, 2025), into actual strategies teaching postgraduate research students' academic presentation skills, this study reports on the iterative changes teachers made after engaging with student feedback through cycles of PAR (Cornish et al., 2023).

The research aims to investigate: (1) How do teaching practices evolve when teachers adapt their strategies in response to student input on GenAI integration? (2) What are students' perspectives on the effectiveness of these adaptations, and what do they gain from participating in the participatory action research (PAR) process?

To address these questions, teachers revised their GenAI-integrated lesson plans based on student suggestions and implemented new strategies in subsequent teaching cycles. Students then provided further feedback on these changes through reflection logs and group discussions, while teachers documented their observations and rationales for adaptation. Preliminary findings indicate that PAR could lead to collaborative adjustments enhancing alignment between AI-supported teaching and actual student needs, fostering a more responsive and engaging learning environment. The presentation concludes by students reflecting on their PAR journey of being a co-researcher and teachers summarising their experience of successfully and/or unsuccessfully integrating GenAI tools into teaching academic presentation skills. These insights could offer practical suggestions for educators and bridge the gap between pedagogical frameworks and classroom realities.

Designing AI That Teaches — Not Replaces: Pedagogical Shifts in AI-Integrated Language Classrooms

Lorraine SIN, Angelica DASILVA, & Christie PANG

Lirvana Labs

As generative AI enters language classrooms, a key pedagogical shift is required: from AI that produces answers to AI that scaffolds thinking. This presentation shares findings from co-design sessions with Primary 4–6 learners and the resulting redesign of a multilingual dialogic AI coach supporting reading, writing, oral presentation, and debate. During in-person co-design, learners revealed that personalization builds trust, pacing determines cognitive load, and revision must teach strategies for improving ideas and structure, rather than simply inserting stronger sentences. Students asked for visible steps, parallel note-taking spaces, adjustable tone, and permission-based prompting. They demonstrated early AI literacy, explicitly choosing when to accept or reject suggestions. These insights informed an AI architecture grounded on research on self-regulated strategy development (SRSD), dialogic teaching, and formative feedback cycles to support writing development. Rather than rewriting student work, the system guides learners to cite textual evidence in reading discussions, strengthen arguments in debate rehearsal, refine drafts through revision micro-moves, and practise oral reasoning. Participants will see practical classroom routines, including AI-supported close reading prompts, structured drafting flows, oral rehearsal scaffolds, and differentiated feedback modes adaptable to multilingual contexts. The session demonstrates how sound and ethical AI integration can empower student voice while preserving teacher agency across primary, secondary, and tertiary language education.

Transforming Academic English Pedagogy: GenAI-Integrated Tasks, AI Literacy, and the Psychology of Student Engagement

Rita Gill SINGH, Aditi JHAVERI, Peggy LAI, & Kin Man CHOW

Hong Kong Baptist University

As Generative AI reshapes higher education, AI literacy has become essential alongside academic literacy. Yet we lack understanding of how GenAI-enhanced pedagogies address students' psychological needs for relatedness, competence, and autonomy, which are the core tenets of the self-determination theory that drive engagement and learning. This study addresses this gap by examining how GenAI tasks integrated with explicit AI literacy instruction embedding uses of GenAI tools, understanding of the risks of GenAI tools, critical evaluation of GenAI output, and ethical considerations, and informed by the principled communicative language teaching approach fulfil these needs among English for Academic Purposes students across six Hong Kong universities. Through paired t-tests analyzing survey data from 249 participants, we found moderate gains in relatedness and competence, but striking increases in student autonomy. Participants demonstrated significantly higher post-intervention scores in AI literacy. Multiple linear regression analyses revealed connections between AI literacy dimensions and student engagement. Post-intervention critical evaluation of GenAI output significantly predicted all three engagement types (cognitive, behavioral, and social), while ethical AI use predicted heightened cognitive and behavioral engagement. These findings suggest that cultivating critical AI literacy may be key to unlocking deeper student engagement. This research offers actionable insights for educators designing GenAI-integrated curricula that simultaneously build AI literacy and nurture student autonomy, while informing institutional policies that support pedagogically meaningful AI integration in higher education.

以圖修文：AI 生圖技術輔助中學生情緒細描寫作的教學實踐

Kwai Ping SIU

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本教學方案以「情緒細描」為核心，針對中四學生設計三階段教學流程，形成「學習—練習—反思—提升」的完整閉環。每種情緒教學為兩節課，課後設自主學習環節。

第一階段為課堂核心教學（40 分鐘），講解情緒細描「三部曲」——外部訊息（肖像、動作描寫）、內部感覺（心理描寫）及借景抒情，並以 AI 生成圖片與影片作為視覺刺激，啟動學生感官體驗與寫作想像。以「悲傷」為例，教師展示 AI 靜態圖片及動態影片，引導學生觀察情緒的視覺化表達。隨後分組協作，全班分為動態描寫、靜態描寫、聽覺、嗅覺、通感及「張愛玲大法」六組，觀看 AI 哀景片段後從特定角度完成借景抒情描寫，競選最佳作品並展示評析。最後綜合運用「三部曲」完成段落寫作。

第二階段為課後自主學習，學生利用 AI 生圖功能完成「以圖修文」的自我修正。學生將段落文字輸入 AI 生圖工具，檢視生成圖像是否符合預期，若有偏差則優化指令並截圖記錄，據此修正原始段落，優化描寫細節與情景契合度，並撰寫學習反思。

第三階段為課堂評價與反思（40 分鐘）。教師展示優秀作品，對比修正前後段落，分析優化效果。隨後開展同儕互評，學生結合「三部曲」評析作品並提出修改建議。最後，教師強調 AI 僅為輔助工具，核心價值在於幫助學生自我糾正與精煉文字，引導學生建立正確的 AI 使用觀，培養資訊素養與主體判斷力。

人工智能與中文寫作教育的結合：基於 AI 輔助的命題作文圖像化評講 與二稿重寫教學嘗試

Ka Lun TAM

五旬節聖潔會永光書院

香港中學中文寫作教學長期側重「寫前輸入」，「寫後評講」多流於單向指正。學生面對長篇佳作易產生認知負荷，難以將所學轉化為自身能力。本研究探討如何結合人工智能（AI）重塑寫作教學，將教學重心轉移至「後置評講」。

研究以初中及高中命題作文為試點，建基於過程寫作法、雙碼理論及鷹架理論，設計了八十分鐘的 AI 輔助評講課堂。首先，教師運用大型語言模型（Claude）分析學生初稿，診斷全班的寫作通病與思維盲點；隨後，利用圖像生成工具（Nano Banana Pro）將起承轉合轉化為「十格圖像化」結構圖。此舉大幅降低了學生的認知負荷，讓抽象的文章佈局具象可感。

在 AI 構建的認知鷹架輔助下，學生不再是被動的接收者。課堂後段，學生須針對自身初稿的弱點進行深度反思，擬定修改計劃，並落實「二稿重寫」，經歷真實的寫作完善過程。

數據顯示，此創新模式成效顯著。七十二名學生在寫作動機、結構掌控、立意深度及論證邏輯嚴密性上均獲得大幅提升。初中生成功將核心意象與主題扣連；高中生則能準確掌握文章的黃金比例與駁論邏輯。總結而言，AI 技術與後置評講的結合推動語文教學創新。然而，AI 無法取代教師，反而更突顯教師需具備專業素養，以解讀數據並因材施教，引導學生全面提升語文素養。

“How Much AI Are We Allowed to Use?": Ownership, Learning, and Generative AI in a Business English Sales Pitch Task

Eng Hai TAN

Meio University

The rapid development of generative AI has raised important questions about its role in language learning and assessment. When assigned an individual sales pitch presentation in a Business English course, a task requiring students to integrate persuasive frameworks, marketing concepts, and spoken delivery simultaneously, students immediately asked: “How much AI are we allowed to use?” Rather than restricting AI use, students were told they could use it as much as they wished, creating a natural opportunity to observe how learners integrate AI into their preparation process. Drawing on classroom observation, post-task peer discussion, and follow-up open-ended questions, this presentation examines three dimensions of student AI engagement: how AI was used across the task (product idea generation, visual creation, presentation structure, and script writing); how students interacted with AI through prompting, iteration, and editing; and how this affected their English learning, including vocabulary development, expression improvement, and reflection on their own learning process. Throughout this process, students revealed something perhaps unexpected: a persistent desire to maintain ownership of their final product despite having unlimited access to AI. Rather than replacing their own creativity, they largely used AI to enhance it. Critically, the oral presentation format with live Q&A created unavoidable moments of ownership, requiring students to embody and defend their ideas in ways that purely written assignments do not. This raises important implications for assessment design in the AI era, suggesting that performative tasks may naturally preserve student agency and accountability in ways that written assessments increasingly cannot.

Exploring the Role of Generative AI in Developing Noticing Skills for Professional Development of English Language Teachers

Pengjin WANG & Gaowei CHEN

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Teacher noticing refers to teachers' ability to identify significant classroom events, interpret them through professional knowledge, and respond by offering alternatives or pursuing instructional opportunities. Video-based pairwise comparison is a common method for measuring teacher noticing and professional vision. In this approach, teachers view two video vignettes of authentic classroom practice and use comparative judgement to rank the stimuli and justify their reasoning. Developing teacher noticing skills typically requires extensive coaching to guide teachers' attention and interpretation. Although generative AI, such as large language models (LLMs), has been used to study classroom dialogue patterns, for example, comparing novice and expert discourse, its potential to provide personalised professional development in this area remains underexplored. This study investigates whether LLMs can identify dialogue patterns and language learning opportunities that support teachers in developing noticing skills focused on productive classroom talk, specifically, how teachers use dialogue to help students extend, elaborate, and reason in English lessons. Twenty teachers will participate in individual think-aloud interviews. They will watch authentic video vignettes of English classroom teaching in Hong Kong, rank the teachers' effectiveness in each video, and provide oral justifications for their rankings. Then, teachers will cross-check their noticing with the ones generated by LLMs. The study aims to understand whether and how AI can enhance teachers' noticing of classroom talk, contributing to both methodological innovation in teacher professional development and theoretical understanding of AI-supported learning.

Comparing Teacher-, AI- and Hybrid-Mediated Corrective Feedback in Enhancing EFL Pronunciation Skills

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While research on AI-mediated written corrective feedback (WCF) is extensive, empirical studies on AI-assisted pronunciation training remain limited. This study investigates the effectiveness of these three types of corrective feedback on students' pronunciation performance and their perception towards different corrective feedback. Forty-two undergraduate students from an English Phonetics course participated in a mixed-methods study and were randomly assigned to three conditions: teacher-led feedback, AI-driven feedback and hybrid feedback combining both human and AI. Over four training sessions, participants completed reading tasks via an AI practice system and revised their pronunciation accordingly. Data were gathered through pre-, mid-, and post-tests, alongside questionnaires and reflection journals to monitor performance gains and explore student perceptions regarding the advantages and limitations of each method. Results showed significant improvements across all phonetic dimensions for all groups from pre-test to post-test, with phonetic accuracy demonstrating particularly notable gains with a large effect size. The study demonstrates that all types of feedback significantly promoted students' autonomous learning. Participants perceived these varied approaches as highly beneficial, highlighting the substantial value of integrating diverse feedback sources. Such integration is essential for fostering independent pronunciation skills while simultaneously enhancing digital competencies within AI-mediated learning environments.

Empowering International Students in Chinese Learning: Writing with AI, Not by AI

Yi WANG

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As Generative AI tools become increasingly accessible in educational contexts, language educators face a pressing dilemma: how to harness AI's creative potential while ensuring students remain the primary authors of their own work. This presentation introduces a pedagogical framework developed for international students learning Mandarin Chinese at a Hong Kong university, which transforms AI from a perceived threat to academic integrity into a tool for transparent, ethical, and creative language production. The study centers on a semester-end creative writing project in which students compose an original short story or play in Chinese, applying basic sentence patterns learned during the course. Students are permitted to use AI tools for support, such as generating ideas, checking grammar, or expanding vocabulary, but they must follow strict guidelines to prevent over-reliance. The key innovation is a transparency requirement: students must explicitly mark every word or sentence they sourced or adapted from AI, making visible the boundary between their own language production and AI assistance. This practice not only discourages passive over-reliance but also fosters metacognitive awareness as students reflect on their own learning process. The presentation will guide the complete pedagogical framework, including the design principles behind the project, the classroom discussions that prepare students for ethical AI use, and the assessment strategies that value both creativity and honest disclosure. Authentic student work samples will be shared to illustrate how the transparency requirement shapes the writing process and outcomes. It aims to provide insights on implementing a transparency-based approach in international learners' language classrooms, empowering students to become critical, ethical, and confident writers who create with AI, not by it.

Evaluating AI-Generated Language Teaching Materials: A Practical Framework for Teachers

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Generative AI tools are increasingly used by language teachers to create worksheets, prompts, explanations, and activities, yet many educators lack clear methods for determining whether these materials actually support learning. This presentation introduces a practical evaluation framework that helps teachers systematically assess AI-generated instructional materials before using them in class. The framework guides teachers in examining outputs for linguistic accuracy, level appropriateness, task validity, alignment with learning objectives, and potential bias. Through analysis of sample AI-generated materials, the session demonstrates how outputs that appear fluent and well-structured may still be pedagogically ineffective, and how structured evaluation improves instructional decision-making. Rather than focusing on specific tools, the session provides a transferable process teachers can apply to any AI platform or future technology. The presentation argues that the ability to critically evaluate AI-generated content is a core component of teacher AI literacy and a necessary skill for responsible and effective integration of AI in language classrooms. Participants will leave with a clear method they can use to make informed decisions about AI-supported materials and to adapt them to better meet student learning needs.

從「人文素養」到「人工智能」：如何通過 Chatbot 學習詞彙寓意增強學生的語文學習動機

Evan Jonas WONG

Tai Po Old Market Public School

科技發展瞬息萬變，人文素養與人工智能在教學中有機結合，已成為當前的重要議題，惟目前較少研究廣泛探討生成式人工智能如何在各學科中實現更深入的整合，以及其對於學習動機和成效的相互影響。故本研究旨在探討如何恆常通過使用生成式人工智能工具，如 Chatbot，學習詞彙的寓意，以增強學生的語文學習動機。教學內容則基於中國豐富的傳統飲食文化背景，特別是盆菜，作為文化傳承和國民身分認同的象徵。

本研究選擇香港本地小學課堂實踐作為研究對象，利用 Chatbot 作為主要教學工具，設置了與盆菜相關的活動和問題，引導學生探索不同食物的寓意。研究內容分為三個部分：首先是學生對盆菜的背景知識進行回顧，接著利用 Chatbot 收集和篩選資料，最後則讓學生為家人設計蘊含自己心意的盆菜菜單，從中感受和實踐語言文化的內涵。

通過課堂觀察、教師訪談及課後反思，收集學生的學習過程及成果為數據，以作質性分析。研究初步發現，在教學過程中，學生不僅了解食物的寓意，還體會到團結、國民身份認同等正確價值觀。結果還顯示，透過 Chatbot 的互動學習，學生學習的興趣明顯提升，並且對於中國傳統文化的認識和認同感也增強。

本研究的成果預期為香港的語文教學提供了新的方向，也為將來在教學中靈活運用人工智能工具、進一步弘揚和傳承優秀的傳統文化提供了實證依據，並期望能為日後探討如何在不同學科中融入人工智能，以提高學生動機及成效以作借鏡。

運用 AIAS 設計個性化學習活動：明晰「人」、「機」分工的實踐探索

Lok Yee Lorraine WONG

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個人化學習活動在語文教學中已成為重要元素。然而，由於生成式人工智能（Gen AI）普及，教師如何在個人化學習活動中，辨識學生的學習成果為其個人建構，而非 Gen AI 工具生成的內容，成為教學任務中的新挑戰。Gen AI 工具的應用範圍廣泛，若要求學生詳細記錄在學習活動中如何使用 Gen AI 工具，在實務操作上面對一定挑戰。為回應上述挑戰，本人在最近一次的課程修訂中，運用生成式人工智能評估量表（AIAS），輔助設計教學活動。藉為學生在個人化學習活動中，使用 Gen AI 工具給予明確指引，明析學習活動中「人」（學生）、「機」（Gen AI 工具）的工作分配，增強學生的學習責任。本文以香港一所大學的大學核心課程，其中一門以文化為語境的中文傳意課程為例，展示如何運用 AIAS 確立研究課題相關的教學活動，藉具體的「人」、「機」分工，幫助學生在個人化學習中有效運用 Gen AI 工具，提升學生的學習責任。從教學觀察中發現，透過教學活動設計，藉明確的「人」「機」分工，加強協作效能，提升個性化學習活動的學習成效。本文藉說明活動設計理念及實踐步驟，冀為語文教師在 Gen AI 時代推動個人化學習提供可行策略。

From Practice to Band Score: Exploring AI-Assisted HKDSE Speaking Assessment through GAVIS

Nick WONG

The Hong Kong University of Science and Technology

Speaking assessment in large-scale secondary English classrooms remains a persistent challenge, particularly in high-stakes contexts like the HKDSE, where over 40,000 students are assessed annually across speaking, vocabulary, and communication criteria. This session introduces GAVIS (Global Englishes AI-assisted Virtual Reality Interactive System), a government-funded EduTech platform that uses artificial intelligence to automate speaking assessment, generate explainable feedback, and track student language proficiency aligned with HKDSE standards. The session is structured in two parts. The first part briefly presents the research-informed design of GAVIS, including its AI scoring model combining machine learning and large language models, which achieves over 90% accuracy against professional grader annotations. Two key pedagogical insights from our corpus data will also be highlighted: the tendency for graders to assign consistent scores across all criteria, and the positive relationship between speech duration and band scores. The platform's multi-dimensional, on-demand feedback system — structured around strengths, comments, and suggestions — will also be introduced. The second part features a live teaching demonstration, where the presenter will walk participants through a real-time GAVIS session — showcasing AI-powered speaking practice, automated proficiency feedback, and how the system can be integrated into HKDSE speaking preparation lessons for students with diversified learning needs, including those requiring additional support. Practical strategies for classroom implementation and student-led self-assessment will be shared throughout.

From Generic AI to Tailor-Made and Curriculum-Integrated Chatbots: A Case Study of Aybo*

Sheung Ping WONG, Grace Ming-ming LEUNG, Kevin Kin-wing CHAN, Thomas Hon-tung CHAN, Yang WEI, & Helen Hoi-ling TAM

Hong Kong Shue Yan University

In recent years, the use of artificial intelligence in higher education has expanded rapidly, particularly in the areas of language learning and academic writing support. Universities worldwide have begun integrating AI-powered tools to help students generate ideas, improve organization, and receive immediate formative feedback. While these tools offer promising benefits, concerns remain regarding their pedagogical effectiveness. Against this backdrop, there emerges a growing need to understand how custom-designed AI tools perform in real instructional settings and how they can be integrated into university language classrooms. In this presentation, we report on a case study of Aybo, a custom-designed AI chatbot, which was implemented in a university-wide writing course involving over 500 first-year students at a self-financing university in Hong Kong. During implementation, we observed significant improvements in students' writing quality and comprehension while also encountering several challenges. These observations highlight both the potential and the limitations of using custom-designed AI tools in large-scale writing instruction. Implications for research and classroom practice will be discussed.

From AI Slop to AI-Enhancement: Practical Insights from Using AI-Generated Media in an EAP Course

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Everwrite Limited

AI retrieval-augmented generation (RAG) tools such as Google NotebookLM allow language teachers to transform course content into multimedia at little or no cost. Yet the risk of generating high-volume, low-quality AI slop that clutters learning management systems rather than enhances learning is real. This presentation reports an innovative practice in which an instructor used AI tools to generate supplemental multimedia, including infographics, podcasts, reports, and videos, for a compulsory English for Academic Purposes (EAP) course at a Hong Kong community college. Drawing on survey data from 38 English as a Foreign Language students, correlation analysis with academic scores, and interviews with three students, the presentation examines which materials students used most, how they perceived them, and what those perceptions reveal about AI-generated media's effectiveness for language learning. Key findings show that students overwhelmingly engaged with assessment-linked materials, preferred visual and structured formats, and that video preference correlated positively with academic performance. Audio-only podcasts, by contrast, increased cognitive load and correlated negatively with performance. The presentation concludes with practical lessons for language teachers on how to prioritize media types, align AI-generated materials with students' learning goals, manage cognitive load, and organize materials so students can access them independently. Attendees will leave with actionable strategies for using free AI tools to generate supplemental materials that function as genuine learning scaffolds rather than AI slop.

The Use of AI and the Use of English in Hong Kong Secondary Schools

Peter Lawrence WOODHEAD & Jane LOCKWOOD

The Hong Kong Polytechnic University

Over the last 10 years successive waves of AI innovative tools and platforms have emerged and dazzled teachers and senior management in our schools, and the English language teaching space is now stacked with choice. Tech giants continue to make big promises for artificial general intelligence and scaling up language learning models (LLMs) is their solution. More data, higher intelligence, although it didn't happen for ChatGPT5. Commercial language learning platforms using LLMs and tools have proliferated. Well-packaged promises of instantly producing syllabus outlines, materials, lesson plans, worksheets and language assessments in the classroom have understandably gripped our attention. And many of the promises are nothing but sales pitches. However, despite the hype and limitations there is a great deal that AI can offer to the teaching and learning of English in our schools. This presentation explores how LLM platforms such as ChatGPT can enable teachers to augment, rather than replace, excellent classroom teaching and learning. We briefly consider the notion of LLM prompting templates to interrogate platforms such as ChatGPT to get the best result and we share some of our observations as EDB project consultants in HK secondary schools, of successful use of AI in HK school classrooms in recent years, and discuss the implications of these successes.

從被動識字到互動學習：利用 Vibe Coding 為非華語學習者創建 AI 賦能的漢字遊戲

Yanwen XU

The Education University of Hong Kong

在香港和內地面向非華語學習者開展漢字教學時，課堂常常容易陷入教師單向講解、內容重複、互動不足的困境。針對這一問題，本分享提出一種基於 VibeCoding 和 AI 遊戲設計的實踐路徑，旨在提升漢字教學的參與度與趣味性。內容將重點聚焦象形字及“六書”相關知識的教學，探討如何將原本靜態的講授方式轉化為更具互動性的課堂遊戲體驗。

本次分享將展示兩種低門檻的實現路徑。第一種是借助現有 AI 網站工具，教師只需輸入簡單提示語，便可快速生成可直接用於課堂的配對遊戲、記憶遊戲等互動活動。第二種是結合 Vibe Coding，並配合 Google AI Studio、GitHub 等工具，自主創建適用於漢字教學的小型網頁資源，如識字小游戏、圖像化小人書以及課後復習任務等。這些資源既可服務於課堂即時互動，也可延伸到課後的自主學習。

本分享面向幾乎沒有編程基礎的中文教師，重點說明 AI 如何幫助教師從教學資源的使用者轉變為教學資源的創造者，從而提升學生課堂參與度，降低漢字知識的抽象性，並增強學習的趣味性和可記憶性。參與者將獲得一套可複製的教學設計思路、具體活動示例，以及將 AI 生成遊戲整合進漢字教學的實踐策略。

語文教育與人工智能融合的教學範式轉變：UDL 與生成式 AI 結合提升學生自主閱讀能力的實踐研究

Li Sze YICK

The Salvation Army Centaline Charity Fund Queen's Hill School

本研究探索全方位設計學習(UDL)與生成式人工智能(AI)結合，提升六年級學生自主閱讀學習能力的創新實踐。研究以小學中文議論文單元為例，設計了從「知識建構」、「價值建立」、「價值內化」到「價值延伸」四階段教學模式，全面展現 AI 與語文教育深度融合的可能性。

研究發現 AI 與語文教學融合帶來四大範式轉變：一是教學角色變革，AI 從工具轉變為教學協同者，促進教師角色從知識傳授者向學習促進者轉變；二是學習方式多元化，AI 輔助閱讀、文本分析、價值觀探討等創新形式使學生從被動接受轉為主動探究；三是教學內容立體化，AI 生成的情境使抽象語文知識和價值觀教育變得具體，促進學生深度理解、內化並延伸應用；四是評價機制個性化，AI 提供即時反饋和個性化評估，實現從單一標準向多元發展性評價轉變。

本研究實踐表明，AI 與語文教育的深度融合不僅提升教學效率，更重塑教與學的方式。研究設計的多元表現和多元參與，有效滿足了不同學習風格和能力學生的需求，實現了真正的差異化教學。在人工智能時代，語文教育將更加注重培養學生自主學習能力、批判思維和價值判斷力，為學生終身發展奠定基礎。這一研究為中國語文教學與人工智能融合提供了可行模式和實踐參考。

Effective Use of AI to Enhance Learning and Teaching Effectiveness in Primary English Classrooms

Annie YIU

Ling To Catholic Primary School

Artificial Intelligence (AI) is rapidly reshaping classroom practices, yet its pedagogical value depends on thoughtful and ethical integration. This presentation shares how AI has been systematically embedded into the Primary English curriculum at Ling To Catholic Primary School to enhance learning effectiveness, student agency, and assessment literacy.

Drawing on over 20 years of teaching experience and Ms Annie Yiu's role as a co-design teacher and peer facilitator in the JC GoAI Project, the session illustrates how AI tools are purposefully aligned with learning objectives rather than used as standalone novelties. Practical classroom cases will demonstrate the use of AI chatbots for structured role-play, perspective-taking, and inquiry-based learning; AI-assisted writing support for iterative drafting and feedback; and data-informed tools such as Reading Progress and Speaker Progress to strengthen reading fluency and oral proficiency.

The presentation will also highlight strategies for prompt design, the development of a school-based knowledge base to ensure age-appropriate and reliable responses, and collaborative lesson planning models that build teacher capacity. Ethical considerations, including responsible use, data privacy, and fostering students' critical AI literacy, will be addressed.

Participants will gain actionable insights into designing sustainable, curriculum-aligned AI practices that promote creativity, empathy, and independent learning in primary classrooms.

非華語小學生的終身語文學習賦能：AI 驅動的非正式學習實踐與探索

Zhaojing YUAN

The University of Hong Kong

本報告立足香港粵語環境下的津貼學校非華語小班教學，以一至六不同年級的學生為研究案例，圍繞非正式學習及終身語文學習核心議題，探討教師在非前端認知背景下，如何藉 AI 工具超越自身技能邊界，為非華語學生培養適配未來社會與動蕩環境的核心語文能力。報告首先分析非華語學生的語文學習特殊性與終身學習需求，明確自主學習、跨文化語言應用、生活語文實踐為核心培養方向；其次分享藉 AI 工具搭建生活化非正式學習場景的實踐經驗，包括利用 AI 生成地域化學習素材、定制個人化遷移學習方案、培養學生數位語文素養的具體策略；最後總結 AI 賦能的教學成效與反思，提出適配不同年級非華語學生的 AI 教學路徑，為全球同類非華語教育場景提供本土化實踐參考，助力教師以 AI 為橋樑，實現對學生終身語文學習能力的長效賦能。

Using AI Tools to Enhance the Quality of Flipped Learning in an Elementary Cantonese Language Course

Chun Wah YUEN

The Hong Kong Polytechnic University

This presentation reports on the integration of AI tools into a flipped Elementary Cantonese course for university students from diverse linguistic backgrounds in Hong Kong. The primary aims are to increase learners' interest in Cantonese, build a solid linguistic foundation, and reduce the proficiency gap between students with different first languages. Within a flipped learning framework, AI is used to generate multimodal pre-class materials, including short instructional videos, audio clips, annotated dialogues, interactive exercises, and visual prompts. These resources provide personalized support for key areas of second language learning: pronunciation and phonetics, model readings of dialogues, role-play preparation, listening comprehension, and the development of cultural and pragmatic awareness in context-specific situations. In class, students engage in communicative tasks and role-plays that build on AI-supported preparation, while teachers use AI-generated analytics to identify common difficulties and adapt instruction. The session will include a live demonstration of selected AI tools and sample Cantonese learning activities, illustrating how personalization and integration of AI within a flipped model can enhance learner motivation, support differentiated needs, and improve overall learning outcomes in teaching Cantonese as a second language.

Towards Transparent Writing Assessment: A Human–AI Orchestrated Analysis of Student Writing

Yin ZHONG & Dennis TAY

The Hong Kong University of Science and Technology

Assessment rubrics are widely used in higher education to promote transparency and consistency in evaluating student writing, yet research consistently shows that rubric descriptors are interpreted inconsistently by both students and instructors (Chan & Ho, 2019; Taylor et al., 2024). Students frequently struggle to translate abstract criteria into concrete writing practices, with the result that rubrics often function as grading instruments rather than as resources that deepen understanding of writing quality. This pilot study explores whether a human–AI orchestrated approach (Simpson, 2025), combined with student–instructor rubric co-creation (Doyle et al., 2019; Yan, 2024), may help support more consistent and pedagogically meaningful interpretation of rubric constructs in writing assessment. Drawing on Simpson’s (2025) concept of ‘Orchestrated Intelligence’ and the ‘Iterative Human–AI Co-Creation (IHACC) model’, the study conceptualises human–AI orchestration as a human-led, workflow-based process in which AI amplifies analytical capacity while instructors and students collaboratively frame tasks, interrogate AI-generated insights, and negotiate the meaning of assessment criteria. Using a corpus of student texts from a professional communication course, the study applies transformer-based embeddings to generate semantic and stylistic representations of student writing (Tay & Xie, 2025). Clustering techniques are then used to group texts with similar linguistic and organisational characteristics. Student partners and instructors analyse representative texts from each cluster, identify salient rhetorical and linguistic features, and discuss how these patterns correspond to rubric constructs such as audience awareness, organisational clarity, persuasiveness, and language effectiveness. In this process, AI-assisted analysis surfaces patterns in the corpus, while human participants retain interpretive authority in analysing writing quality and refining rubric descriptors. By linking empirically observed writing patterns with collaboratively negotiated assessment criteria, the study aims to explore how human–AI orchestrated analysis may inform clearer interpretation of rubric standards and contribute to more transparent, learning-oriented writing assessment practices in higher education.

Feedback Seeking Loops: Modelling Motivational Dynamics in Interaction with GenAI and Human Sources

Huiling ZHOU

The University of Hong Kong

Feedback seeking is a significant learning process through which students solicit performance-relevant information from their environment. It has promising potential to aid performance, but students are often insufficiently motivated to engage in seeking feedback. Synthesising empirical findings through inductive and deductive reasoning, this work examines the cyclical relationships among four motivational types from self-determination theory (i.e., intrinsic motivation, identification, introjection, and amotivation), perceptions of value and cost, and two typical behaviours of inquiry and monitoring. The findings demonstrate four distinct feedback seeking loops. First, intrinsic motivation facilitates inquiry towards humans, reinforced by supportive teacher feedback and positive peer relationships. Second, identification enhances monitoring through heightened perceived value from GenAI and human feedback, though social concerns may inhibit inquiry to humans, with useful information further strengthening identification. Third, introjection drives both behaviours by interacting with humans via ego-involvement and anticipated costs, intensified by experiences of disapproval. Fourth, amotivation emerges from low perceived value and high cost of GenAI or human feedback, suppressing inquiry due to negative experiences with humans. By articulating these cyclical models, the research advances theoretical understanding of motivational dynamics in feedback seeking processes. Practically, it offers implications for fostering adaptive engagement. Promoting perceived usefulness through targeted questions and strategic feedback seeking sequences from GenAI or humans would cultivate identification. Leveraging teacher support and peer relationships sustains intrinsic motivation.

Workshops

Workshops: 23 June 2026, Tuesday (AM)

Workshop (1) AI 賦能項目式學習：中小學語言教師實踐策略與工具 (09:00 - 10:30)

講者: 夏令 (西交利物浦大學 (XJTLU) 未來教育學院副教授, 現任西浦未來學習中心 (LIFE) 主任)

授課語言: 普通話

對象: 中小學教師

主題摘要

本工作坊旨在幫助中小學語言教師掌握將生成式人工智能 (GenAI) 融入項目式學習 (PBL) 的實踐策略。通過真實課堂案例, 參與者將探究大語言模型如何支持 PBL 各階段的教學: 項目啟動前, 利用 AI 生成驅動性問題與教學資源包; 項目推進中, 借助 AI 搭建學生探究支架、輔助書面表達; 項目結束後, 引導學生深度反思並設計評估工具。工作坊還將介紹有別于普通對話機器人的 AI 智能體應用, 展示如何將 Coze 等工具配置為具有自定義角色、學科知識庫與自動化工作流的語言教學助手。

個人簡介

夏令 (Angela Xia), 西交利物浦大學 (XJTLU) 未來教育學院副教授, 現任西浦未來學習中心 (LIFE) 主任。英國高等教育學會資深會士 (SFHEA), 美國康奈爾大學傳播學碩士。她擁有十餘年高校教學經驗, 研究方向涵蓋 AI 素養教育、語言測試與技術支持的語言學習。Angela 曾任西浦語言學院教學副院長, 在內地多所高校及中小學開展 AI 教師培訓工作坊, 她對中英雙語教育環境有深厚積累, 熟悉雙語教學生態。

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Workshop (2) The Complete AI Toolkit for Language Teachers: Before, During, and After Class (09:00 - 10:30)

Speakers: Merve Bako and Ezgi Aydemir Altas (Instructors, Yildiz Technical University)

Medium of Instruction: English

Target Audience: Primary and Secondary School Teachers

Abstract

This 90-minute hands-on workshop equips English language teachers with the practical skills, tools, and confidence needed to integrate AI meaningfully across the full teaching cycle: before, during, and after class. Rather than focusing on theory, the session adopts a highly interactive, “learn-by-doing” approach in which participants actively use AI tools to solve authentic classroom challenges.

In the first phase, participants will explore AI-powered strategies for efficient lesson preparation, including generating level-appropriate materials, adapting coursebook content, and designing engaging communicative tasks. In the second phase, the workshop will demonstrate practical techniques for using AI during lessons to increase student engagement, participation, and interaction through creative, personalized, and adaptive activities. In the final phase, participants will experience practical AI tools that streamline feedback and support assessment, enabling teachers to provide faster, more consistent, and more targeted responses to speaking and writing performance of the students. Participants will practice using these tools to generate constructive feedback, identify common learner errors, and manage evaluation more efficiently, reducing workload while improving the quality and effectiveness of their feedback processes.

Throughout the workshop, participants will build essential AI literacy by evaluating tools critically, writing effective prompts, and identifying pedagogically sound applications. By the end of the session, every participant will leave with a ready-to-use toolkit of concrete activities, workflows, and classroom routines that can be implemented immediately to enhance teaching effectiveness, reduce workload, and empower more autonomous language learning.

Bio

Merve Bako is an English language instructor and teacher trainer based in Istanbul. She holds a BA in Foreign Languages Education and an MA in TESOL. Since 2014, she has taught EAP at Yıldız Technical University. She delivers workshops on AI in ELT and presents internationally on innovative teaching and assessment practices.

Dr. Ezgi Aydemir Altas is an EFL instructor and teacher educator with over 17 years of experience in tertiary and K–12 contexts. She specialises in AI-integrated language teaching, flipped learning, and educational technology, and presents internationally on

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innovative pedagogy, TPACK development, and sustainable technology integration in English language education.

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Workshop (3) 生成式 AI 輔助中文科閱讀與文化教學的課堂設計工作坊【與 Workshop (16) 相同】 (09:00 - 10:30)

講者：張燕珠（香港中文大學高級講師）；何子朗、李余霞、黃弦慧（香港中文大學學生）

授課語言：粵語

對象：中小學中文科教師

主題摘要

本教學示範旨在回應人工智能（AI）時代對中文科學與教轉變的實際需要，展示如何將生成式 AI 素養有系統地融入中文科師資培訓，協助教師提升課堂設計的專業判斷，同時促進學生的閱讀理解與文化學習。示範聚焦生成式 AI 在生成「文本情境式圖像」上的教學應用，探討此類圖像在支援學生理解語境、建構文本意象與提升閱讀動機上的教學效益。

首先，示範將選取現行中文科課文，展示教師如何運用具代表性的生成式 AI 圖像工具，生成與課文內容相符的情境畫面。參與者將共同評估這些圖像是否準確呈現課文內容要點，並討論其對學生在情境再現、細節掌握及主旨推論等不同理解層次的教學價值。同時，示範強調教師運用中文科專業知識修訂 AI 初稿，將一般生成圖像轉化為具語文指向與教學功能的 AI 情境式圖像。

其後，示範將結合中華文化教學策略與生成式 AI 輔助與圖像工具，說明教師如何依照由具體到抽象的教學原則，引導學生理解課文中的中華文化內涵。教師可先從物質文化層面入手，運用 AI 輔助辨識和呈現課文中的具體文化元素，建立文化知識背景；再過渡至制度文化層面，探討相關習俗與社會意義；最後深化至精神文化層面，引導學生歸納作品所體現的價值觀與思想內涵。整個過程示範如何設計由物到理、由象入心的學習歷程，協助學生整理解詩文中的景、情與理。

最後，示範將整理並提出一套具擴展性與可複製性的課堂教學流程與藍本，涵蓋生成式 AI 圖像的教學運用策略、課堂提問與語言引導原則，以配合中文科學習目標的教學應用框架，協助教師在不同年級與課題中靈活應用，推動生成式 AI 素養在中文科教育中的長期與可持續發展。

關鍵詞
生成式人工智慧（GenAI）；文本情境式圖像；閱讀理解；中華文化教學

個人簡介

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張燕珠，現為香港中文大學課程與教學學系高級講師，從事中國語文教學及教師教育培訓與教研工作逾二十年，具豐富前線教學與教師專業發展經驗。近年研究興趣涵蓋中國語文教育、教師教育、中華文化教育、AI 與中文教學等。

何子朗，畢業於香港中文大學中國語言及文學系，現為同校學位教師教育文憑（中文主修）全日制課程學生。曾為中學中文科教師。教學風格強調教師積極影響，學生自主選擇，以培養獨立、完整的個體為目標。

李余霞，現為香港中文大學教育學士（數學及數學教育）課程一年級學生。中學時期曾參加校際 AI 藝術創作大賽 2024《數碼咏古》，利用 AI 重現詩詞意境。自此，熱衷於鑽研不同的 AI 軟件，在圖像生成的技術邏輯與 Prompt 設計技巧方面頗見心得。

黃弦慧，現為香港中文大學文學士（中國語文研究）及教育學士（中國語文教育）課程三年級學生。曾嘗試運用生成式人工智能輔助文學及文化策略教學。教學上期望以科技、互動等方式，讓學生感受文字的力量，走近古典、理解古人。

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Workshop (4) 從提示詞到課堂：AI 中文教學實戰工具箱(11:00 - 12:30)

講者：牛毅（漢基國際學校教師）

授課語言：普通話

對象：幼稚園及中小學中文科教師

主題摘要

本工作坊以「做中學」為核心，為各個程度、各學段的教育工作者（含零基礎至中等水平者）打造一套可立即應用的 AI 教學工具箱。基於講者十八年跨文化教學經驗與教育科技產品研發背景，以及近兩年在香港、內地與歐美（含香港理工大學）近五十場實務分享的沉澱，參與者將在 90 分鐘內完成從理論到實踐的完整閉環，並獲得可直接上手的課堂資源與流程範本。

個人簡介

牛毅，香港教育局註冊教師，香港理工大學對外漢語碩士、香港大學 PGDE。現任漢基國際學校 IBMYP/IBDP 中文教師，18 年教學經驗橫跨北美、香港及內地。合著首部 MYP 中文教材《MYP 語言與文學》，研發"牛小子 AR 智能漢字卡"獲 2019 亞洲國際創新發明金獎（全球 500+學校採用）。2018 年香港十大優秀青年教師，2025 年當選香港理工大學傑出校友會成員。

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Workshop (5) “The AI Escape Room”: Unlocking Language Learning with Artificial Intelligence (11:00 - 12:30)

Speaker: Alex Ching (Head of Learning Technologies, ELCHK Lutheran Academy)

Medium of Instruction: English

Target Audience: Primary and Secondary School Teachers

Abstract

Artificial intelligence is rapidly reshaping language learning classrooms — from AI writing assistants and translation tools to conversational chatbots and automated feedback systems. But how can educators harness these tools without compromising authentic language development?

“The AI Escape Room: Unlocking Language Learning with Artificial Intelligence” is an interactive, gamified professional learning experience designed for ESL, EFL, and world language educators. Participants are immersed in a fictional “AI Language Lab” where they collaborate to solve a series of language-focused challenges. Each puzzle explores a critical issue in AI integration, including AI-assisted writing, translation ethics, oral proficiency development, creativity, student voice, and academic integrity.

Through hands-on analysis of student samples, AI-generated texts, and real-world classroom scenarios, educators critically examine when AI enhances language acquisition and when it risks replacing meaningful practice. The workshop balances innovation with pedagogy, grounding discussions in communicative competence, proficiency development, and equitable assessment.

Participants leave with practical classroom strategies, discussion protocols, and a framework for responsible AI integration that supports—not substitutes—student language growth.

This session is ideal for language teachers seeking to move beyond fear or hype and toward informed, ethical, and pedagogically sound use of AI in language learning.

Bio

Alex Ching is Head of Learning Technologies at ELCHK Lutheran Academy. An experienced IB educator, he has served as MYP and DP workshop leader, examiner, and curriculum contributor. With a background in STEM and learning technologies, he promotes innovation, learner agency, and technology integration in international education.

***Workshop (6) Integrating Teacher, Peer, and AI Feedback in the Writing Classroom:
From Contradictions to Coherence (11:00 - 12:30)***

Speaker: Kai Guo (Research Assistant Professor, The Chinese University of Hong Kong)

Medium of Instruction: English

Target Audience: Primary and Secondary School Teachers

Abstract

In today's language classrooms, students increasingly receive feedback from multiple sources—teachers, peers, and AI tools (e.g., ChatGPT, Grammarly). Yet integration is rarely straightforward. Teachers and students face contradictions: conflicting advice between peers and AI, mismatched criteria between teacher expectations and machine output, student over-reliance on automated corrections, and persistent teacher workload. Left unaddressed, these tensions can overwhelm learners and undermine feedback effectiveness. This 90-minute hands-on workshop helps educators transform these contradictions into engines of student learning. Drawing on recent research on multi-source feedback integration, participants will explore a practical framework for orchestrating teacher, peer, and AI feedback into a coherent developmental network through four interactive phases. The workshop begins with mapping the landscape, where participants collaboratively identify the distinct advantages and limitations of each feedback source. Next, in *uncovering contradictions*, participants analyse authentic scenarios where feedback conflicts, revealing opportunities for critical thinking and reflection. The third phase, *building bridges with boundary practices*, introduces concrete strategies that intentionally link feedback sources, such as sequencing and the use of shared tools. Finally, in *designing your AI-integrated feedback network*, participants work in small groups to create a model tailored to their own teaching context—one that deliberately integrates AI with human feedback. Participants will leave with a practical toolkit that turns conflicting feedback into deeper learning, greater student autonomy, and more manageable teacher workload.

Bio

Kai Guo is an RGC Junior Research Fellow and a Research Assistant Professor in the Department of Curriculum and Instruction at The Chinese University of Hong Kong. His research interests include technology-enhanced language learning and second language writing. He investigates how new technologies are transforming student learning. He has authored over 40 articles in SSCI Q1 journals. His recent publications have appeared in prestigious international journals such as *Computers & Education*, *The Internet and*

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Higher Education, British Journal of Educational Technology, Computer Assisted Language Learning, Interactive Learning Environments, Language Learning & Technology, Language Teaching Research, System, TESOL Quarterly, and Assessing Writing. Email: kaiguo@cuhk.edu.hk

Workshop (7) 運用 A.I. 生成影像技術——促進資優學生的寫作學習工作坊 (14:00 - 15:30)

講者：張洛瑋（荔景天主教中學教師）

授課語言：粵語

對象：中學中文科教師

主題摘要

透過影片生成工具「可靈 KlingA.I.」、四格漫畫生成工具「Canva」及聊天機器人「DeepSeek」，優化協作學習效能，提升資優學生的寫作能力

內容 (工作坊 1.5 小時)：

1. 簡介如何按資優學生的學習風格進行教學及 VARK 學習風格問卷
2. 簡介寫作教學——《熱鬧過後，我卻感到失落》公開課教案
3. 向教師介紹及示範不同人工智能(A.I.)工具，如影片生成工具「可靈 KlingA.I.」、四格漫畫生成工具「Canva」及聊天機器人「DeepSeek」，以及運用「Miro 線上白板」及「Padlet 協作平台」，深化學生學習效能
4. 指導教師實習運用以上工具，如何在課堂上的應用以提升教學效能
5. 示範及實習如何運用生成式 A.I. 工具輔助學習，教導同學正確、負責任地使用人工智能，培養「媒體及資訊素養」
6. 示範及實習教師可如何就作品優劣，讓同學使用「Miro 線上白板」及「Padlet 協作平台」進行示例評鑑，並按同學的能力及表現安排更高挑戰
7. 總結應用人工智能(A.I.)工具教學的好處及挑戰，分享實際經驗
8. 問答環節

個人簡介

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張洛瑋老師（荔景天主教中學）為校內資訊科技教育主任及中文科教師，致力推動中文科人工智能及適異教學策略。教學成果獲學界肯定，連續四年榮獲香港大學「傑出電子教學獎」（包括金獎及人工智能特別獎），並屢次獲教育局邀請擔任「教師專業發展講座」分享講者，積極與同工交流教學經驗。

Workshop (8) Empowering Language Educators with Visible AI: From Lesson Planning to AI Literacy (14:00 - 15:30)

Speakers: Jac Ka Lok Leung (Director of AI Literacy Hub, The Hong Kong University of Science and Technology); Gisa Chan (Advisor for AI Literacy Hub, The Hong Kong University of Science and Technology)

Medium of Instruction: English

Target Audience: Primary and Secondary School Teachers

Abstract

This hands-on workshop guides language teachers through a complete AI-assisted teaching workflow while explicitly developing critical AI literacy. Aligning with evidence-based calls for transparency, accountability, and human oversight in AI by UNESCO (Miao & Cukurova, 2026), the session foregrounds a design principle of **visible, personalized, “pedagogy-first AI” integration**. Participants can use their own devices through a progressive sequence of activities.

First, they will be introduced to an **AI literacy framework by Ng et al. (2021)** to situate classroom AI use within broader competencies for evaluating system outputs, limitations, and social impacts.

Second, teachers use various AI tools to generate lesson plans and produce supporting resources (mind maps, vocabulary sets, and quizzes) for language learning contexts with an emphasis on the teacher’s role as creators and curators. The core practical segment has participants configure a writing or speaking task with a custom rubric and experience a **student-facing learning companion and learning journals** for brainstorming, feedback, reflection and revision.

Third, we will demonstrate a teacher dashboard that makes student–AI interactions visible through logs and analytics, enabling formative insight into common challenges and supporting students’ responsible use of AI (OECD, 2023). Building on these “visible interactions”, the workshop models **how to teach AI literacy**: critically interrogating feedback, identifying hallucinations and bias, practicing effective prompting, and reinforcing ethical academic integrity.

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The session concludes with implementation planning and curated professional learning pathways.

Bio

Jac Leung is a Lecturer in the Division of Integrative Systems and Design, Associate Director of the MSc on Technology, Leadership and Entrepreneurship program, and the Director of AI Literacy Hub at HKUST. His work focuses on AI literacy, human-AI collaboration and AI-assisted design and systems thinking practices.

Gisa Chan is an Advisor for the AI Literacy Hub at HKUST. With extensive experience in educational technology and platform development, she specializes in creating practical, AI-driven solutions that enhance language teaching, student engagement, and personalized learning outcomes in school settings.

Workshop (9) Implementation and Strategies of Integration of GenAI in Secondary School Language Teaching Oriented Classrooms Towards Development of Core Competencies (14:00 - 15:30)

Speaker: Alina Ling Qiu (Director and senior advanced teacher, Guangdong Guangya High School)

Medium of Instruction: Bilingual

Target Audience: Secondary School English Teachers

Abstract

In the field of second language education, the capacity of GenAI to generate, reformulate, and extend content offers new opportunities for fostering students' critical thinking and linguistic competence. Drawing on classroom-based examples from both junior and senior high school settings where GenAI has been delicately integrated into language teaching, this workshop provides a platform for open discussion on whether and why teachers made specific pedagogical modifications, as well as the extent to which students benefited from these interventions. Within a limited timeframe, the workshop will also present and engage participants in practical strategies for integrating GenAI into language classrooms, with a focus on the development of core competencies.

Bio

Dr. Alina QIU is a senior advanced teacher and director of International Department at Guangdong Guangya High School. She's the editor of PEP's Senior High School English Textbooks, a coach for Guangdong's Distinguished English Teacher Training Program, and adjunct professor at different universities. Her publications are included in journals at domestic and international levels.

Workshop (10) 人工智能輔助的中文學習【與 Workshop (24) 相同】 (16:00 - 17:30)

講者：高小平（香港理工大學中國語文教學中心總監）；林茵茵（香港理工大學中國語文教學中心副總監）；鄭紹基（香港理工大學首席講師）；劉璐、姜鑫宇（香港理工大學導師）

授課語言：普通話

對象：中學中文科教師

主題摘要

工作坊以大專課程「人工智能輔助的語言學習」為基礎，調整為適用於中學課堂的內容，分享相關的教學技巧與策略，協助學生運用人工智能及數碼工具，建立更具自主性、合乎倫理規範、高效的語言學習策略。回應人工智能素養日益重要的趨勢，闡述學生如何在日常學習中，審慎運用人工智能。

工作坊的重點是培養批判性人工智能素養的能力，探討教師如何引導學生，將人工智能視為腦力激盪的夥伴，用以發展及完善初步構思，令想法更具體，而非不加批判地依賴人工智能。工作坊亦探討如何協助學生評估及修改人工智能生成的內容，確保內容準確、貼合情境，並使用恰當語言。在此過程中，會特別關注人工智能時代的閱讀技巧，讓學生學會批判性地解讀人工智能生成及來源資訊，並作出明智判斷。工作坊亦會透過協作研究及短片簡報活動，示範多模式數碼溝通技巧。

上述理念會透過適用於中學課堂的專題研習方式呈現，將語文學習與實際人工智能應 用 相 結 合。

個人簡介

高小平博士，香港理工大學中國語文教學中心總監；語言教育部（中文）副院長；語言科學與技術系客座副教授。長期深耕教育技術、多語教育、教學法及課程開發等領域，持續帶領團隊開拓數位教學與人工智能賦能教育的前沿研究與實踐創新。

林茵茵博士，香港理工大學中國語文教學中心副總監，專業中文課程統籌。主要研究方向為語文教學、對外漢語教學、漢語方言等。專業文體中的錯別字、翻轉粵語教室、懶音診療室等教與學研究計劃項目負責人。

鄭紹基博士，香港理工大學中國語文教學中心首席講師。學術專長包括粵語語言學以及中文學習和教學。

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劉璐博士，香港理工大學中國語文教學中心導師，專業中文課程副統籌。主要研究興趣包括 AI 輔助中文教學，以及現代文學。參與 AI 生成的寫作反饋與學生接受度等教與學研究項目。

姜鑫宇先生，香港理工大學中國語文教學中心導師。他的主要研究興趣包括生成式 AI 在語言教學中的應用、高等教育 AI 政策及可持續發展目標之間的關係，專注於推動大學的可持續發展實踐。

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Workshop (11) Building a Practical Toolkit for Evaluating AI-Generated Language Teaching Materials (16:00 - 17:30)

Speaker: Sarah Warfield (Senior Lecturer, New York University Shanghai)

Medium of Instruction: English

Target Audience: Kindergarten, Primary, and Secondary School Teachers

Abstract

As AI tools become part of everyday lesson preparation, language teachers need reliable ways to judge whether AI-generated materials are accurate, appropriate, and instructionally useful. This hands-on workshop guides participants through creating a practical evaluation toolkit they can use to review AI-generated classroom materials quickly and confidently. Participants will analyze sample AI-produced language activities, identify strengths and weaknesses, and collaboratively develop criteria for assessing linguistic quality, level suitability, pedagogical value, and alignment with learning goals. They will then apply their criteria to additional examples and refine their framework into a usable checklist and decision process. By the end of the session, each participant will have a customizable evaluation tool they can immediately use to review AI-generated materials before classroom use. The workshop focuses on equipping teachers with concrete strategies that support critical AI literacy and enable them to integrate AI tools more effectively, responsibly, and purposefully in language teaching contexts.

Bio

Sarah Warfield is a Senior Lecturer in the English for Academic Purposes program at NYU Shanghai and a teacher trainer and researcher specializing in AI and language education. Her work focuses on AI-informed pedagogy and teacher development in language learning contexts.

Workshop (12) 如何利用「元宇宙英語學習世界」會話機械人和虛擬世界學英語平台提升學生的英語說話與自主學習能力(16:00 - 17:30)

講者：陳啟榮（聰穎教育慈善基金項目總監）；黃善凌（聰穎教育慈善基金項目經理）；羅勁柱（中華基督教青年會小學副校長）；中華基督教青年會小學英文科組老師

授課語言：粵語

對象：中小學英文科教師

主題摘要

本次工作坊將介紹一款對話式機器人及虛擬英語學習平台 (MyAIBuddy)。該平台是優質教育基金（QEF）資助的「電子學習撥款計劃（eLAFP）」的成果之一，並在英語課堂中應用了生成式人工智能（Generative AI）與元宇宙（Metaverse）技術。我們將分享這些技術在教育領域的最新發展，以及它們如何提升學生的學習動機、自主學習能力及英語說話技巧。

我們已邀請參與本計劃的英文科教師分享他們的教學經驗，示範生成式人工智能與元宇宙的具體功能，並說明如何將其融入課堂教學，以實現學生的個別化學習，提升他們的學習動力與自信心。我們也會解釋如何在英語課堂內外整合這些功能。參加本工作坊的教師將有機會親身體驗該平台，練習使用生成式人工智能工具，以增強學生的口語能力及自主學習能力。

個人簡介

Kevin Kai-Wing Chan, President of Smart Education, innovates large-scale e-learning and AI solutions. He holds an MEd from EDUHK and an MEng from Cornell University. He teaches at The Education University of Hong Kong and HKMU, with research interests in AI in education, second language acquisition, and ICT in education. Kevin's ORCID: <https://orcid.org/0009-0003-7614-9469>

Mr. Lo is the Vice Principal of Chinese YMCA Primary School and also the co-project leader of the Metaverse English Learning World – AI Companion Robot and Virtual Environment to foster Students' English Speaking Skills (My AI Buddy) project, under QEF's e-learning Ancillary Facilities Programme.

(Provided in English only)

Workshops: 24 June 2026, Wednesday (AM)

Workshop (13) 探索人工智能之境：欣賞中華文化之美，潤澤語文教學之道 (09:00 - 10:30)

講者：郭凱婷 (獻主會溥仁小學課程統籌主任)

授課語言：粵語

對象：小學中文科教師

主題摘要

This presentation uncovers how artificial intelligence reveals the beauty of Chinese culture while transforming language teaching for primary school students. It introduces free AI tools like chatbots for conversational practice, handwriting analyzers for character strokes, and voice recognition for pronunciation accuracy. Attendees will see practical demos, such as AI-customized exercises that boost vocabulary, reading, and writing through interactive tasks tailored to young learners' needs.

Central to the session is using AI to nurture cultural depth, including generating stories rich in Chinese festivals, idioms, folktales, and poetry. A special focus on Chinese calligraphy features AI simulations of styles like Kaishu and Xingshu, stroke-order tutorials, and virtual artwork creation to inspire appreciation of this traditional art. We are also delighted to invite a person who will deliver live demonstrations of authentic techniques, share historical insights, and discuss calligraphy's role in modern education.

Hands-on activities will blend language drills with cultural exploration. Ethical topics like data privacy, screen time limits, and teacher oversight will ensure balanced implementation. Participants will depart with actionable ideas to create engaging, culturally immersive Chinese lessons using AI.

(Provided in English Only)

個人簡介

Ms Kwok Hoi Ting is the Primary School Mistress (Curriculum Development) at a local primary school. With her teaching passion, she has been invited to be the guest speakers in different events such as Learning and Teaching Expo and professional development days held by Education Bureau.

(Provided in English Only)

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Workshop (14) Using AI to Facilitate Higher-Order Writing Skills for Secondary Students: Insights from a University English Course (09:00 - 10:30)

Speakers: Hang Chan (Senior Lecturer, Hong Kong Baptist University); Andrew Wong and Oscar Woo (Assistant Lecturers, Hong Kong Baptist University)

Medium of Instruction: English

Target Audience: Secondary School English Teachers

Abstract

While secondary instruction targets advanced DSE English standards, students often struggle with the invisible logic and formal register required for high-stakes examinations. This 90-minute interactive workshop introduces an “Ideate (pre)–Scaffold (during)–to-Internalize (post)” framework. This model is designed to help secondary writers shift their focus from AI-generated output to cognitive gains that are transferable to AI-prohibited exam conditions. The approach emphasizes transfer—the ability to internalize AI-assisted feedback so students can independently replicate higher-order skills during advanced writing tasks.

The demonstrators are instructors from a large-scale university English course. This session shows how teachers can replicate university-level proficiency gains in the secondary classroom.

First, the workshop addresses the Content domain through Ideation. Instead of allowing AI to generate generic arguments, the session demonstrates how to use AI to curate and categorize real-world evidence, addressing the problem of weak evidence often found in school writing.

Second, the session uses a writing model to help students engage with the Organization domain. Participants will explore how to create “system prompts” that instruct AI to evaluate student drafts. This process helps students visualize logical gaps often overlooked in standard grammar checks.

Third, the workshop outlines procedures to aid the internalization of writing skills through a “Human AI” role-play exercise. This metacognitive step ensures vocabulary and structural standards are retained for non-digital exam conditions.

Attendees will leave with a toolkit of prompts and strategies to transform AI from a crutch into a scaffold, ensuring students build the self-regulated proficiency and authentic voice necessary for university success.

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Bio

Joshua Chan (PhD) is a Senior Lecturer of the English Section at the HKBU Language Centre. Coordinating university-wide English courses, his research focuses on technology-enhanced pedagogy. He leads government-funded projects (GRF, SCOLAR) developing data-driven, cross-disciplinary materials to support students' academic writing and critical thinking.

Andrew Wong teaches University English and other courses at the HKBU Language Centre, with research focusing on learner autonomy. Drawing on his experience as a former local secondary school teacher, he specializes in developing practical frameworks that help students internalize higher-order writing skills and curate thematic evidence for independent performance in public exams.

Oscar Woo teaches EAP and ESP courses at the HKBU Language Centre. With extensive tertiary teaching experience across Hong Kong, he researches writing feedback and learning motivation. He focuses on bridging pedagogical gaps by creating AI-assisted logic-mapping workflows that align with curriculum standards and high-stakes examination requirements.

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Workshop (15) Leveraging Conversational and Multimodal GenAI for Multimodal Production in Language Education (09:00 - 10:30)

Speakers: George Lianjiang Jiang (Assistant Professor, The University of Hong Kong);
Yuen Yi Lo (Professor, The University of Hong Kong)

Medium of Instruction: English

Target Audience: Primary and Secondary School Teachers

Abstract

In contemporary education, language learning and use are not just restricted to traditional reading and writing, but also multimodal composing through interweaving words with AI-generated imagery, soundtrack, animations and other creative resources. Successful student engagement with multimodal production depends largely on language teachers' professional competences to guide effective prompting (or languaging) with both conversational and multimodal GenAI and to support strategic orchestrations of those prompting-elicited linguistic and multimodal outputs into coherent multimodal compositions. This workshop aims to prepare language teachers to teach such prompting and strategic orchestrations. The speakers will introduce a theory-informed and evidence-based multimodal prompting writing framework to support language teachers' hands-on experience with multimodal composing in their classrooms. Exemplar cases from authentic primary and secondary classrooms in Hong Kong will also be introduced to illustrate good practice and strategies. Participants for the workshop are encouraged to preinstall conversational and multimodal GenAI tools (such as Dreamina, POE, Canva) into their own devices for the hands-on activities.

Bio

George L. Jiang is Assistant Professor at the Faculty of Education, The University of Hong Kong. He has published widely on digital multimodal composing, AI-supported writing and feedback, and second language teacher education.

Yuen Yi Lo is Professor at the Faculty of Education, The University of Hong Kong. Her research interests include bilingual education, multimodal assessment and teacher professional development.

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Workshop (16) 生成式 AI 輔助中文科閱讀與文化教學的課堂設計工作坊【與 Workshop (3) 相同】(11:00 - 12:30)

講者：張燕珠（香港中文大學高級講師）；何子朗、李余霞、黃弦慧（香港中文大學學生）

授課語言：粵語

對象：中小學中文科教師

主題摘要

本教學示範旨在回應人工智能（AI）時代對中文科學與教轉變的實際需要，展示如何將生成式 AI 素養有系統地融入中文科師資培訓，協助教師提升課堂設計的專業判斷，同時促進學生的閱讀理解與文化學習。示範聚焦生成式 AI 在生成「文本情境式圖像」上的教學應用，探討此類圖像在支援學生理解語境、建構文本意象與提升閱讀動機上的教學效益。

首先，示範將選取現行中文科課文，展示教師如何運用具代表性的生成式 AI 圖像工具，生成與課文內容相符的情境畫面。參與者將共同評估這些圖像是否準確呈現課文內容要點，並討論其對學生在情境再現、細節掌握及主旨推論等不同理解層次的教學價值。同時，示範強調教師運用中文科專業知識修訂 AI 初稿，將一般生成圖像轉化為具語文指向與教學功能的 AI 情境式圖像。

其後，示範將結合中華文化教學策略與生成式 AI 輔助與圖像工具，說明教師如何依照由具體到抽象的教學原則，引導學生理解課文中的中華文化內涵。教師可先從物質文化層面入手，運用 AI 輔助辨識和呈現課文中的具體文化元素，建立文化知識背景；再過渡至制度文化層面，探討相關習俗與社會意義；最後深化至精神文化層面，引導學生歸納作品所體現的價值觀與思想內涵。整個過程示範如何設計由物到理、由象入心的學習歷程，協助學生整理解詩文中的景、情與理。

最後，示範將整理並提出一套具擴展性與可複製性的課堂教學流程與藍本，涵蓋生成式 AI 圖像的教學運用策略、課堂提問與語言引導原則，以配合中文科學習目標的教學應用框架，協助教師在不同年級與課題中靈活應用，推動生成式 AI 素養在中文科教育中的長期與可持續發展。

關 鍵 詞
生成式人工智慧（GenAI）；文本情境式圖像；閱讀理解；中華文化教學

個人簡介

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張燕珠，現為香港中文大學課程與教學學系高級講師，從事中國語文教學及教師教育培訓與教研工作逾二十年，具豐富前線教學與教師專業發展經驗。近年研究興趣涵蓋中國語文教育、教師教育、中華文化教育、AI 與中文教學等。

何子朗，畢業於香港中文大學中國語言及文學系，現為同校學位教師教育文憑（中文主修）全日制課程學生。曾為中學中文科教師。教學風格強調教師積極影響，學生自主選擇，以培養獨立、完整的個體為目標。

李余霞，現為香港中文大學教育學士（數學及數學教育）課程一年級學生。中學時期曾參加校際 AI 藝術創作大賽 2024《數碼咏古》，利用 AI 重現詩詞意境。自此，熱衷於鑽研不同的 AI 軟件，在圖像生成的技術邏輯與 Prompt 設計技巧方面頗見心得。

黃弦慧，現為香港中文大學文學士（中國語文研究）及教育學士（中國語文教育）課程三年級學生。曾嘗試運用生成式人工智能輔助文學及文化策略教學。教學上期望以科技、互動等方式，讓學生感受文字的力量，走近古典、理解古人。

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Workshop (17) Fostering Self-Directed English Speaking Skills: Critical and Reflective Use of AI Tools (11:00 - 12:30)

Speakers: Jessica Xia (Teaching Fellow, The Hong Kong Polytechnic University); John Iveson (Lecturer, The Hong Kong Polytechnic University); Ryan Hunter (Instructor, The Hong Kong Polytechnic University); Jane Robbins (Interim Director of English Language Centre, The Hong Kong Polytechnic University)

Medium of Instruction: English

Target Audience: Secondary School English Teachers

Abstract

This interactive 90-minute workshop provides educators with a hands-on model lesson for developing effective English-speaking skills through the purposeful integration of AI tools. Participants will experience a step-by-step learning sequence from the student perspective: identifying key features of effective speaking, recognising individual speaking challenges, using AI tools for targeted improvement, and reflecting on their experience to identify learning needs and select appropriate AI resources.

Attendees will discuss and identify essential speaking skills, draft scripts, and deliver live speaking tasks in groups, followed by peer feedback. The workshop then demonstrates the use of AI chat models for personalised feedback on communication strategies and audience awareness, and other AI tools for automated analysis of verbal and non-verbal delivery, and for error analysis and reflection. Participants will learn how to guide students in interpreting and responding to AI feedback, comparing it with peer evaluations, and critically assessing the effectiveness of various AI tools.

Educators will leave with a concrete lesson plan and practical strategies for immediate implementation. The workshop focuses on promoting student autonomy, motivation, and confidence, equipping teachers with a toolkit to support self-directed learning, critical digital literacy, and ethical use of AI in language education.

Bio

Jessica Xia, a Teaching Fellow at the ELC, leads the Centre's online courses and two major Discipline Specific Requirement subjects. She employs learner-centered design and innovative strategies to create engaging learning experiences. Her research focuses on active learning, peer collaboration, and technology integration in education.

Dr John Iveson is a Lecturer in the ELC, where he coordinates the English Language and Communication Requirement (LCR) and leads a large EAP course. With over thirty years of experience, he has previously worked in Canada, Spain, France, Vietnam and the UK. His current research focuses on the integration of AI into English language teaching and task-based language teaching in technology-enhanced contexts.

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Ryan Hunter is currently an instructor at The Hong Kong Polytechnic University English Language Centre and has previously worked for universities in Macau, South Korea, and the United States. His core interests include instructional design, educational technology, education policy, assessment for learning, and second language writing methodology and pedagogy.

Dr Jane Robbins is the Interim Director of the ELC. Before joining the ELC, she worked in corporate language training. Her main areas of interest are in developing students' ability to deliver their ideas effectively through storytelling and public speaking and how technology can assist them with that.

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Workshop (18) From Data to Practice: Leveraging AI for Standards-Aligned Reading and Writing Assessment (11:00 - 12:30)

Speakers: Denton Yeung (Head of English, Sing Yin Secondary School); Connie Hong Yee Chan (English Panel Chairperson, Shatin Tsung Tsin School); Patrick Leung (Lecturer, The University of Hong Kong); Cliff Yeung (Vice Principal, The Methodist Lee Wai Lee College)

Medium of Instruction: English

Target Audience: Primary and Secondary School Teachers

Abstract

This workshop offers a classroom-tested model for harnessing AI to create a direct and effective link between assessment data and pedagogical practice across both primary and secondary contexts. Drawing on our experiences implementing AI-driven assessment strategies at local schools, we will share a transferable approach to transforming assessment insights into targeted learning interventions. The session will begin by demonstrating how schools can systematically analyse internal summative assessment data and external benchmark reports with AI to diagnose precise areas for improvement in reading and writing. We will illustrate how this process enables teachers to address specific literacy challenges (e.g., difficulties with lexical inference in context, identifying authorial stance, comprehending textual cohesion, and interpreting text organisation) that commonly emerge across year levels.

The workshop will then explore practical strategies for leveraging AI to develop students' reading competencies aligned with assessment frameworks and underlying cognitive processes. Participants will engage with hands-on techniques for using AI to generate targeted reading materials, design comprehension tasks that mirror assessment intent and provide personalised reading support.

For the writing component, participants will explore how AI can automate marking against curriculum standards, generating data on mistake patterns. We will further demonstrate how teachers can build and deploy custom AI chatbots to guide students through the writing process while simultaneously cultivating capacity for self-directed learning. Participants will leave with a concrete framework and actionable strategies for implementing analogous, assessment-driven AI solutions adaptable to their own contexts.

Bio

Denton Yeung is Head of English at Sing Yin Secondary School and a part-time lecturer in the PGDE programme at HKU. He serves on advisory bodies in Hong Kong, including the CDC English Language Education and HKEAA Literature in English committees. His research focuses on assessment and English language teaching.

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Connie Chan is English Panel Chairperson at Shatin Tsung Tsin School. She is a Microsoft Innovative Educator Expert and the recipient of the HKU Outstanding e-Learning Awards (Silver) for both 2023/24 and 2024/25. She was also presented The EdCity Teacher Award 2023 for Outstanding Teaching.

Patrick Leung is a lecturer teaching English for Academic and Specific Purposes courses at The University of Hong Kong. His research interests lie in second language instruction, language across the curriculum, as well as instructional design and technology.

Cliff Yeung is Vice Principal at The Methodist Lee Wai Lee College and a subject committee member of HKDSE English Language. His research interests include English phonology and values education.

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Workshops: 24 June 2026, Wednesday (PM)

**Workshop (19) 人工智能素養 x 媒體素養：共建未來核心能力，迎接 AI 教育新機遇
(14:00 - 15:30)**

講者：趙樂盈 (香港青年協會全健空間單位主任)

授課語言：粵語

對象：幼稚園及中小學教師

主題摘要

分享香港青年協會過去十年推動學生媒體及人工智能素養教育的經驗及相關教材，課程涵蓋假資訊、網絡陷阱、違法防治及網絡欺凌，亦聚焦 AI 教育的機遇與風險、演算法推薦的影響，並倡導「負責任使用 AI」。亦會探討透過教師與家長培訓推動家校社合作模式，裝備新一代成為具批判思維、責任感與未來競爭力的數碼公民。

- 內容涵蓋：
- AI 帶來的教育機遇與風險，包括碎片化學習、過度依賴、思考外判、假資訊氾濫、演算法同溫層等
 - AI 帶來的道德倫理挑戰，包括數據偏見、深偽欺凌、私隱外洩、版權侵占等
 - 如何協助學生準備好面對 AI 時代：四大自主思維素質(學習力、覺察力、決策力與創新力)
 - 負責任使用 AI 教學框架

個人簡介

趙樂盈女士擁有超過十年青年服務經驗，現為香港青年協會全健空間單位主任，擁有認證理財社工，專注於青年數碼健康、情緒健康與網絡危機介入，具豐富跨專業合作經驗，致力為有需要的青年提供早期介入及支援服務。

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Workshop (20) Motisse: An LLM-based Software Product to Develop One's Confidence and Pleasure in Writing (14:00 - 15:30)

Speaker: Christophe Coupe (Associate Professor, The University of Hong Kong)

Medium of Instruction: English

Target Audience: Primary and Secondary School Teachers

Abstract

Today, a wide public uses Generative-AI tools like ChatGPT to get answers to questions or get work done for them. While it may increase productivity, growing engagement with these tools comes with challenges, notably impeding the development of key intellectual skills in younger users.

We introduce an online platform, Motisse, which leverages generative AI to provide tailored feedback and suggestions on one's writing rather than write for them. It ambitions to develop one's writing skills so that they can write with pleasure and confidence, whether they are primary, secondary or university students.

Motisse differs from existing software which addresses either one's grammar, like Grammarly, or the organization of long documents and their content, like Scrivener. Although Motisse can help with grammar and content organization, its innovativeness lies in other more creative aspects of writing: it offers a range of instruments to detect and address clichés, fine-tune conveyed emotions, 'show rather than tell', or yet to better anchor a text in a time and place. Further, it can provide suggestions to start stories, letters, personal diaries etc. In all cases, it adapts to who the user is or wishes to be, and to their intended audience.

During the workshop, we will i) introduce how the software works, ii) facilitate participants' hands-on engagement with it, so that they can craft an interesting text output, and iii) promote a reflection on the use of GenAI in teaching and learning languages, and specifically how large language models may be leveraged for long-term learning opportunities.

Bio

Dr. Coupé is an associate professor whose research and teaching focus on the application of data science and AI to the study of the humanities. Dr. Coupé leads the BA(Humanities and Digital Technologies) at The University of Hong Kong, which awarded him an Outstanding Teaching Award in 2021.

Workshop (21) 從覺察到行動：提升教師反饋能力與教學準備度 (14:00 - 15:30)

講者：管頤、朱思宇（香港理工大學博士後研究員）；陸琦（香港中文大學博士後研究員）；李清揚（香港理工大學博士研究生）；祝新華（香港理工大學教授）

授課語言：普通話

對象：中學中英文科教師

主題摘要

隨著生成式人工智慧（Generative Artificial Intelligence, GenAI）在教育情境中的可及性日益提高，教師不僅需要理解其功能，更需要能夠以批判性、與教學導向的方式自信地加以運用。本工作坊以中學語文或英文教師以及語言教育研究者為主要對象，探討 GenAI 如何幫助教師從對技術的基礎認知，進一步發展為在反饋實踐中更有信心且負責任地運用該技術。

本工作坊以三項近期寫作教學研究為基礎，展示 GenAI 如何透過有針對性的培訓提升教師反饋的品質與自信心；當 GenAI 與教師專業判斷相結合時，其效果最為顯著。此外，GenAI 亦能支持更加個別化且以成長為導向的學生反饋。

在活動過程中，參與者將分析 GenAI 生成的反饋與教師撰寫的反饋示例，討論何種反饋能夠在教學上發揮支持性與促進學習的作用，並反思教師在審視、調整與優化 GenAI 輸出的過程中所扮演的關鍵角色。工作坊同時強調提示詞（prompt）設計、批判性評估以及課堂情境中的倫理使用等重要議題。透過將研究證據與實踐活動相結合，本工作坊旨在強化教師在 GenAI 支持情境中的反饋能力與教學準備度。

總體而言，本工作坊強調，在教育情境中有效運用 GenAI 並不僅僅意味著掌握一項技術工具，更關乎協助教師培養必要的自信、批判意識與教學判斷能力，從而將對 GenAI 的認知轉化為具有實質意義的課堂教學行動。

個人簡介

管頤 博士：香港理工大學語言科學與技術學系博士後研究員。研究興趣包括語言教育、學習心理學以及表現性評價。相關研究成果發表於 *System*、*Language Teaching Research*、*Assessing Writing* 等國際期刊。

朱思宇 博士：香港理工大學語言科學與技術學系博士後研究員。研究領域包括閱讀與寫作評價、中文教育以及多模態閱讀評價。研究成果發表於 *Assessing Writing*、*The Internet and Higher Education*、*Early Education and Development* 等期刊。

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陸琦博士：
香港中文大學教育學院博士後研究員。研究興趣包括中文學習以及讀寫能力發展與評價。研究成果發表於 *Assessing Writing*、*Assessment & Evaluation in Higher Education* 及 *The Asia-Pacific Education Researcher* 等期刊。

李清揚：
香港理工大學語言科學與技術學系博士研究生。研究興趣包括中文教育、積極心理學以及多模態閱讀評價。相關研究成果發表於 *System*、*Assessing Writing*、*Humanities and Social Sciences Communications* 等期刊。

祝新華教授：
香港理工大學語言科學與技術學系教授。研究領域包括中文閱讀理解歷程、促進學習的評價（*Assessment for Learning*）、綜合寫作，以及母語中文與第二語言英語綜合寫作技能的遷移關係。研究成果發表於 *Assessing Writing*、*Assessment & Evaluation in Higher Education*、*System*、*Language Teaching Research* 及 *The Internet and Higher Education* 等期刊。

Workshop (22) MagicSchool 與 SchoolAI 赋能語言教學：面向語言教師的生成式人工智能實踐工作坊(16:00 - 17:30)

講者：鄒迪（香港理工大學副教授）

授課語言：普通話

對象：幼稚園及中小學教師

主題摘要

生成式人工智能（GenAI）正在迅速改變語言教學的設計、實施與反饋方式，為教師在備課、課堂互動、個性化學習支持與評價反饋等方面帶來新的可能。然而，如何將這些強大工具真正轉化為一線語言教師可操作、可落地、可控的教學助力，仍是一個亟待解決的現實挑戰。教師在實踐中常常面臨多重挑戰：（1）對不同 GenAI 工具的功能定位與適用場景缺乏清晰認識，難以根據具體教學目標做出精準選擇；（2）缺少將 GenAI 有效整合進語言課堂的具體策略與操作路徑，容易陷入零散使用或淺層應用的困境；（3）擔心學生對 GenAI 產生過度依賴，難以把握其與學生自主語言學習之間的平衡。

本工作坊將聚焦兩款專為教學場景設計的 GenAI 工具——MagicSchool 與 SchoolAI，幫助語言教師深入理解二者在教學中的差異化功能定位，並熟練掌握其在真實課堂中的應用方式。其中，MagicSchool 更側重教師端支持，適用於備課、教學任務設計、分層教學支持與評價反饋；SchoolAI 則更聚焦學生端體驗，適用於互動學習、個性化練習、引導式對話與學習反思。工作坊將以 MagicSchool 準備學習，用 SchoolAI 組織學習”作為核心理念，幫助教師構建清晰、實用、高效的 GenAI 教學整合框架，從而顯著提升課堂設計效率與學習活動質量。

個人簡介

鄒迪教授是香港理工大學英文及傳意學系和人文學院的副教授。她的研究專長包括教育技術、語言教育、計算機輔助語言學習、遊戲化語言學習以及人工智能在語言教育中的應用。鄒教授主持和參與了 20 多個研究項目，並在 SSCI 和 Scopus 索引期刊上發表了 200 多篇研究論文。她的研究在學界具有重要影響力，截至 2026 年 4 月，她的 Google Scholar 引用次數達 17402 次，h 指數為 59，i10 指數為 131。她連續五年（2021–2025）被斯坦福大學評選為“全球前 2% 頂尖科學家”。

鄒教授在教學和研究方面的卓越貢獻使她榮獲多項學術獎項。她曾獲得國際混合學習會議（International Conference on Blended Learning）和國際開放與創新教育會議（International Conference on Open and Innovative Education）的優秀論文獎。她的創新教學項目也在國際上獲得認可，包括加拿大國際發明創新大賽（iCAN）金獎及特別獎，以及臺灣國際創新發明競賽（IIIC）銀獎。

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除了在研究和教學方面的貢獻，鄒教授還積極參與學術出版工作。她擔任《Computers & Education》（SSCI，影響因子 8.9）和《Computers & Education: X Reality》的副主編，並曾於 2021–2022 年擔任《Australasian Journal of Educational Technology》（SSCI，影響因子 4.1）的副主編。同時，她還是《Language Learning & Technology》（SSCI，影響因子 5.2），《Education Technology & Society》（SSCI，影響因子 4.7）和《International Journal of Mobile Learning and Organisation》的編委成員。鄒教授在語言教育領域的廣泛研究、學術編輯工作以及對技術創新的推動，持續影響著該領域，並激勵全球學者。

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Workshop (23) Prompting as Pedagogy: Using Generative AI to Scaffold Language Learning and Student Autonomy (16:00 - 17:30)

Speaker: Barbara Serrano (Co-founder and Chief Qualia Officer, Turing Dream)

Medium of Instruction: English

Target Audience: Secondary School Teachers

Abstract

This 90-minute interactive workshop explores how generative AI can be integrated into secondary language education through intentional prompting as a pedagogical strategy. Rather than focusing on tools, the session examines how well-designed prompts can scaffold language practice, support meaningful feedback and strengthen student autonomy.

Participants will work with classroom-ready examples of prompts designed for secondary school contexts, including speaking, writing, vocabulary and grammar activities, as well as formative feedback and self-assessment. Particular attention is given to helping students review, refine and improve AI-generated output as part of the learning process, rather than accepting responses at face value.

Drawing on real school-based practice, the session highlights practical design principles for integrating AI into everyday classroom routines, supporting active language use and cognitive engagement. Teachers will explore strategies for guiding students to evaluate language quality, make revisions and develop effective AI-supported learning habits.

By the end of the workshop, participants will leave with adaptable prompting frameworks, concrete activity designs and clear pedagogical principles that can be immediately applied in secondary language teaching contexts.

Bio

I am co-founder and Chief Qualia Officer at Turing Dream, an AI-driven EdTech company focused on personalized learning for adolescents. In parallel, I am founder of Dragon American School, an accredited K12 school in Spain, where I have designed and implemented AI-based learning programs, primarily focused on middle and high school students.

My work combines school-based practice with the development of AI-supported learning systems, particularly focused on how students interact with generative AI in language learning and how teachers can structure this use pedagogically.

To date, I have worked directly with around 200 students (ages 13-18) through approximately 20 workshops, and delivered over 500 hours of training with both teachers

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and students. I also work as an independent trainer in AI literacy for educators, students and organizations.

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Workshop (24) 人工智能輔助的中文學習【與 Workshop (10) 相同】 (16:00 - 17:30)

講者：高小平（香港理工大學中國語文教學中心總監）；林茵茵（香港理工大學中國語文教學中心副總監）；鄭紹基（香港理工大學首席講師）；劉璐、姜鑫宇（香港理工大學導師）

授課語言：普通話

對象：中學中文科教師

主題摘要

工作坊以大專課程「人工智能輔助的語言學習」為基礎，調整為適用於中學課堂的內容，分享相關的教學技巧與策略，協助學生運用人工智能及數碼工具，建立更具自主性、合乎倫理規範、高效的語言學習策略。回應人工智能素養日益重要的趨勢，闡述學生如何在日常學習中，審慎運用人工智能。

工作坊的重點是培養批判性人工智能素養的能力，探討教師如何引導學生，將人工智能視為腦力激盪的夥伴，用以發展及完善初步構思，令想法更具體，而非不加批判地依賴人工智能。工作坊亦探討如何協助學生評估及修改人工智能生成的內容，確保內容準確、貼合情境，並使用恰當語言。在此過程中，會特別關注人工智能時代的閱讀技巧，讓學生學會批判性地解讀人工智能生成及來源資訊，並作出明智判斷。工作坊亦會透過協作研究及短片簡報活動，示範多模式數碼溝通技巧。

上述理念會透過適用於中學課堂的專題研習方式呈現，將語文學習與實際人工智能應用相結合。

個人簡介

高小平博士，香港理工大學中國語文教學中心總監；語言教育部（中文）副院長；語言科學與技術系客座副教授。長期深耕教育技術、多語教育、教學法及課程開發等領域，持續帶領團隊開拓數位教學與人工智能賦能教育的前沿研究與實踐創新。

林茵茵博士，香港理工大學中國語文教學中心副總監，專業中文課程統籌。主要研究方向為語文教學、對外漢語教學、漢語方言等。專業文體中的錯別字、翻轉粵語教室、懶音診療室等教與學研究計劃項目負責人。

鄭紹基博士，香港理工大學中國語文教學中心首席講師。學術專長包括粵語語言學以及中文學習和教學。

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劉璐博士，香港理工大學中國語文教學中心導師，專業中文課程副統籌。主要研究興趣包括 AI 輔助中文教學，以及現代文學。參與 AI 生成的寫作反饋與學生接受度等教與學研究項目。

姜鑫宇先生，香港理工大學中國語文教學中心導師。他的主要研究興趣包括生成式 AI 在語言教學中的應用、高等教育 AI 政策及可持續發展目標之間的關係，專注於推動大學的可持續發展實踐。



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