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

21 – 24 June 2026

Co-organised by

Education Bureau
The Government of the Hong Kong Special Administrative Region of the People's Republic of China

政府資助計劃
Government-funded programme

SCOLAR 語常會

The Hong Kong Polytechnic University 香港理工大學

Department of English and Communication 英文及傳意學系

2026人工智能在語文的學與教應用國際高峰會 (AIinLT 2026)

2026年6月21日至24日

合辦

中華人民共和國香港特別行政區政府
教育局

政府資助計劃 Government-funded programme

SCOLAR 語文會

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學

Department of English and Communication 英文及傳意學系

- Scan in and scan out to confirm your attendance.
- PolyU internet access: Wi-Fi.HK via PolyU, click the “Accept and Connect” button. No password needed.
- Additional laptops if yours doesn’t work
- Limited power sockets for low batteries (ask helpers)
- No lunch will be provided.

- 請在工作坊開始前及結束後，掃描指定二維碼，作為出席紀錄
- PolyU 網絡連線： 請選擇「Wi-Fi.HK via PolyU」網絡，然後點擊「Accept and Connect（接受並連線）」即可，無需密碼
- 少量備用手提電腦： 如果閣下無法使用自己的手提電腦，請洽現場工作人員
- 有限電源插座： 現場只有少量插座供低電量裝置使用（如有需要，請洽現場工作人員）
- 無午餐供應： 工作坊不包午餐

Integrating Teacher, Peer, and AI Feedback in the Writing Classroom: From Contradictions to Coherence

Dr. GUO, Kai

Department of Curriculum and Instruction, Faculty of Education
The Chinese University of Hong Kong

Department of Curriculum and Instruction

HOME VISION AND MISSION PROGRAMMES PEOPLE RESEARCH & PROJECTS EVENTS

Prof. GUO Kai

BA (NEU), MA (SJTU), PhD (HKU)

Research Assistant Professor

Prof. GUO Kai

Research Assistant Professor

CKB Rm. 607E

3943 5457

kaiguo@cuhk.edu.hk

Introduction

Prof. GUO Kai 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 (CUHK). He obtained his PhD in Technology-enhanced Language Learning from The University of Hong Kong (HKU). Before joining CUHK, he served as a Post-doctoral Fellow in the Faculty of Education at HKU.

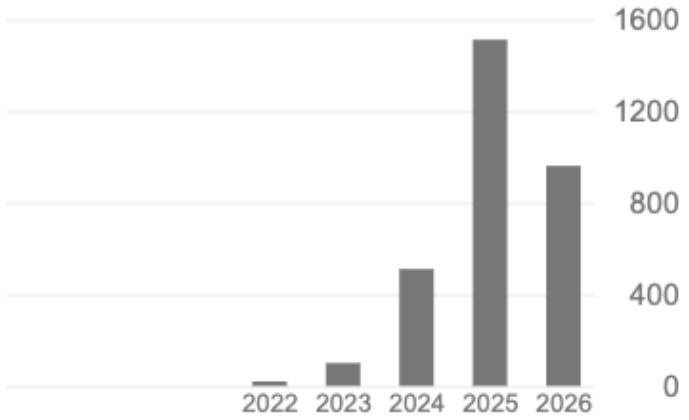
Research Areas

Prof. GUO Kai's research interests include technology-enhanced language learning, computer-supported collaborative learning, artificial intelligence in education, and digital gamification. He investigates how new technologies are transforming student learning.

Google Scholar

Cited by

	All	Since 2021
Citations	3200	3178
h-index	24	24
i10-index	37	36



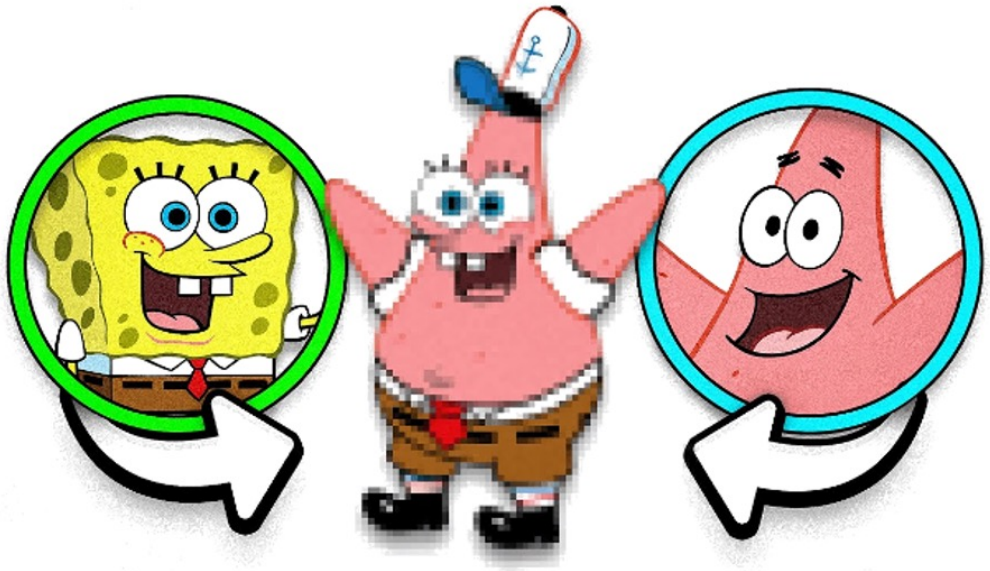
https://www.fed.cuhk.edu.hk/cri/faculty/prof-guo-kai/

https://scholar.google.com/citations?user=IxDwG28AAAAJ&hl=en

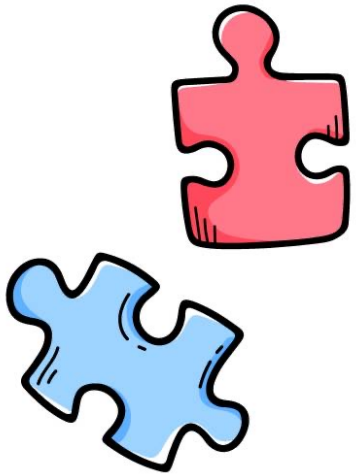
Feedback, defined as **the systematic provision of information regarding performance or behavior**, plays an important role in the teaching and learning of writing.

In authentic classrooms, students routinely encounter feedback **from multiple sources simultaneously** – teachers, peers, automated writing evaluation systems, and, increasingly, generative AI tools – each mediating the writing process in distinct yet overlapping ways.

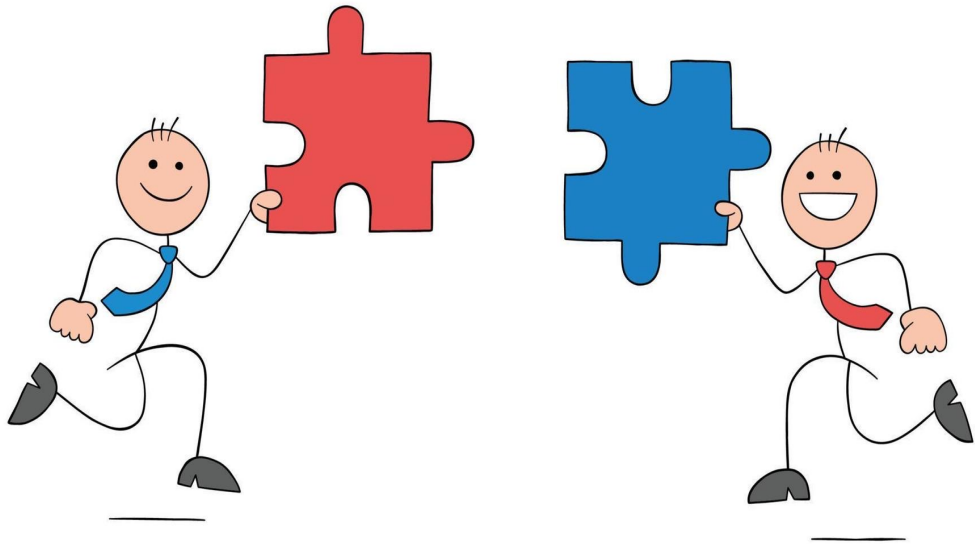
Empirical evidence suggests that **combining multiple feedback sources** produces stronger writing outcomes than reliance on any single source.



Crucially, feedback sources do **not** operate in isolation; rather, they shape and are shaped by one another **within a complex activity system**.



Thoughtfully integrating diverse feedback mechanisms can create a more effective approach to enhancing students' writing skills.



Outline

1. Mapping the Landscape
2. Uncovering Contradictions
3. Building Bridges with Boundary Practices
4. Designing Your AI-Integrated Feedback Network

Outline

1. **Mapping the Landscape**
2. Uncovering Contradictions
3. Building Bridges with Boundary Practices
4. Designing Your AI-Integrated Feedback Network

Mapping the Landscape

Goal:

Build a shared understanding of what each feedback source (teacher, peer, AI) **does best** and where it often **falls short** in writing classrooms.

Step 1: Group Discussion

In your group, discuss your real classroom experiences.
Fill in at least **3 strengths** and **3 limitations** for each of the three sources.
Write your ideas neatly (bullet points or short phrases work best).

Feedback source	Strengths	Limitations
Teacher		
Peer		
AI		

Step 2: Class Sharing

Now, we will crowdsource ideas from all the groups to compile a full list of the strengths and limitations of each feedback source.

Please contribute **NEW** ideas only.
If an idea has already been submitted, please do not enter it again.

Outline

1. Mapping the Landscape
2. **Uncovering Contradictions**
3. Building Bridges with Boundary Practices
4. Designing Your AI-Integrated Feedback Network

Uncovering Contradictions

Goal:

Examine **authentic limitations and conflicts** in teacher, peer, and AI feedback to identify opportunities to transform tensions into deeper learning and **better integration**.

Two Types of Contradictions

TYPE 1

Contradictions within one feedback source

- This happens when a single feedback source has its own internal limits or downsides.
- These are contradictions inside one source — the tool is helpful, but it comes with built-in trade-offs.

Two Types of Contradictions

TYPE 2

Contradictions between feedback sources

- This is when teacher, peer, and AI give advice that clashes with each other.
- These between-source contradictions can feel frustrating, but here's the key idea: They are not problems to avoid — they are actually useful signals.

Group Activity Instructions

We're going to look at real examples of both types of contradictions — within a source and between sources — and then figure out how to turn them into opportunities rather than headaches.

1. Read your **assigned scenario** carefully (including context, excerpt, feedback, and quotes).
2. Discuss and answer the **guiding questions** on your worksheet.
3. Scan the **QR code** to open the Google Doc document.
4. Find your group section in the document and type **your group's answers** to the questions.
5. Do **not** edit other groups' sections.

Scenario A

You are an EFL teacher at a large secondary school in Hong Kong. You have 4–5 writing classes (total ~120–150 students). Students submit a major essay every 3–4 weeks. The school requires detailed feedback for summative assessment, but you also have lesson planning, exams to mark, meetings, and personal commitments. You often stay up late grading.

So many essays to score. I have limited time – I can only write quick comments or I'll never finish before the deadline.

STUDENT EXCERPT
(IELTS Task 2 body paragraph)

Technology in classrooms has more advantages than disadvantages. Students can learn faster with videos and apps. Teachers also save time because they don't need to explain everything. However, some students may get distracted by games on their phones.

TEACHER FEEDBACK

Good points on advantages. Add more examples or evidence for each one. Check grammar in the last sentence. Overall effort is fine. Band 6 estimated. Revise if possible before final submission.

GUIDING QUESTIONS

a) What is the specific limitation of this feedback source?
b) How does this limitation affect the student writer?
c) How could we integrate peer feedback / AI feedback to address this limitation effectively?
d) What productive learning opportunity does this integration create for students?

Scenario B

You are an EFL teacher at a Hong Kong secondary school. Your students have varying English proficiency even within the same class. Peer feedback is done in pairs or small groups during class time to save your marking load and build collaboration. However, many students are reluctant to give critical comments (due to "face" concerns and fear of damaging friendships), and their own writing/reading skills limit the depth/accuracy of suggestions. Peers often default to vague praise or surface-level ideas.

I didn't know what else to say – her English is better than mine sometimes, and I don't want to sound mean or wrong. I usually just say 'good' because it's hard to find real mistakes without feeling awkward.

STUDENT EXCERPT
(descriptive paragraph)

My hometown is a small mountain village. There are many green trees and a clean river. Every morning I can hear birds singing. The air is very fresh and I feel relaxed when I walk there.

PEER FEEDBACK

This is nice! I like the birds part and the river sounds peaceful. Maybe make it longer by adding more about your feelings? It's already good, no big problems. Good job!

GUIDING QUESTIONS

a) What is the specific limitation of this feedback source?
b) How does this limitation affect the student writer?
c) How could we integrate teacher feedback / AI feedback to address this limitation effectively?
d) What productive learning opportunity does this integration create for students?

Scenario C

You are an EFL teacher at a Hong Kong secondary school. Many students use AI tools outside class for quick polishing because they want fast, "perfect" English. However, these tools often rewrite in a highly formal, academic tone that erases the student's natural voice, personal feelings, and cultural nuances. Students sometimes accept all suggestions without checking, leading to writing that sounds "not like me" or overly artificial.

The AI version sounds very smart, but it doesn't feel like my own words anymore. I used simple words because that's how I really felt… now it looks like someone else wrote it.

STUDENT EXCERPT
(reflective journal entry)

Last semester I was very nervous about giving presentations in English. I practiced many times in front of the mirror but my voice still shook. After I joined the speaking club, I became more confident and now I enjoy presenting.

AI FEEDBACK

Strong emotional content and clear narrative structure. Suggested improvements:
- *Replace 'very nervous' with 'extremely anxious' for more sophisticated vocabulary.*
- *Change 'my voice still shook' to 'my voice trembled with anxiety' for greater expressiveness.*

Full polished version provided below:
'Last semester, I was extremely anxious about delivering presentations in English. Despite repeated practice in front of the mirror, my voice continued to tremble with anxiety. However, after joining the speaking club, I gradually developed greater confidence and now find presenting enjoyable.

GUIDING QUESTIONS

a) What is the specific limitation of this feedback source?
b) How does this limitation affect the student writer?
c) How could we integrate teacher feedback / peer feedback to address this limitation effectively?
d) What productive learning opportunity does this integration create for students?

Scenario D

You are an EFL teacher at a Hong Kong secondary school. Students recently submitted a short opinion essay (200–250 words) on the topic: "Should teenagers be allowed to use mobile phones in school?" The task requires a clear position, balanced arguments, and personal examples. You asked students to do peer feedback in pairs. You also provided teacher comments on student essays.

I'm confused now. My teacher says I need to make the essay more balanced and academic, but my friend says my points are good and real, and I shouldn't change much. Whose advice should I follow? If I add more about distractions, will it weaken my position? I don't know how to make both happy…

STUDENT EXCERPT

I think teenagers should be allowed to use mobile phones in school. Phones can help students learn better. For example, they can quickly search for information during lessons or use educational apps. Also, in emergencies, phones are useful for contacting parents or teachers. However, some people say phones distract students from studying.

TEACHER FEEDBACK

Position is clear, but the argument is too one-sided. Strengthen the counter-argument: explain why phones distract (e.g., social media notifications, games) and then refute it properly with evidence or reasoning. Add linking words for better coherence (e.g., 'although', 'nevertheless'). Avoid informal examples like 'quickly search' – use more academic phrasing. Revise for balance before final submission.

PEER FEEDBACK

Great essay! I totally agree with you—phones are super helpful, like when we use Google Translate in class. Don't listen to the 'distraction' thing too much; most people can control themselves. Your examples are real and easy to understand. Just add one more reason why phones are good, like taking photos of notes. Don't change too much—you're already doing well!

GUIDING QUESTIONS

a) What is the main conflict between the two feedback sources?
b) How does this conflict cause confusion for the student writer?
c) How could we integrate these two sources (teacher + peer) more effectively—or bring in AI as a third source—to reduce the confusion?
d) What productive learning opportunity does resolving this contradiction create for the student?

Outline

1. Mapping the Landscape
2. Uncovering Contradictions
3. **Building Bridges with Boundary Practices**
4. Designing Your AI-Integrated Feedback Network

Building Bridges with Boundary Practices

Goal:

Introduce practical **integration strategies** that connect teacher, peer, and AI feedback sources, turning identified limitations and contradictions into developmental pathways for learners.

INTEGRATION STRATEGY 1

Explicit Training (Skills Building for Sources)

Explicit training for students on how to give/receive/use feedback from each source effectively. Without training, peers give vague praise, AI suggestions get accepted blindly, and teacher comments feel overwhelming.

***Peer training**: Dedicate 1–2 lessons early in term to modeling good feedback — show sample comments (strong/weak), provide a peer response sheet/rubric focused on content/ideas/voice (not just grammar), have students practice on anonymized samples, then debrief what worked. This reduces inconsistency and builds confidence/critical skills.*

***AI literacy training**: Teach prompting basics (e.g., 'Evaluate my draft against this rubric: focus on argument balance, not just grammar') and critical evaluation (e.g., 'Does this AI rewrite preserve my personal voice? Why/why not?'). Include mini-lessons on rejecting unhelpful suggestions and reflecting on dependency.*

***Combined training**: A short workshop where students compare teacher/peer/AI feedback on the same sample text and discuss differences — this pre-empts confusion and makes integration natural.*

Research shows that trained peers provide more useful, balanced comments, and trained students engage more critically with AI (avoiding passive acceptance).

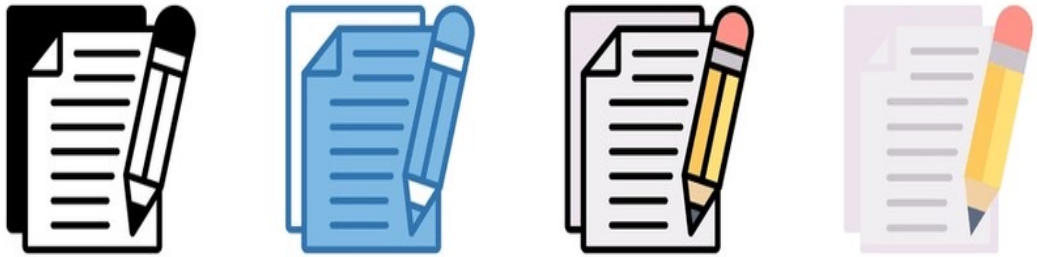
INTEGRATION STRATEGY 2

Multi-Draft Cycles (Layered Revision Over Time)

Instead of one-and-done submissions, build the process over several drafts across days or weeks. This gives students repeated opportunities to receive and integrate feedback from different sources in a natural, layered way.

Multi-draft cycles are powerful because they:

- ✓ Spread workload over time (you see improved drafts, so marking is faster and more meaningful).
- ✓ Build student autonomy — they learn to revise iteratively and make informed choices about which feedback to use.



Research consistently shows multi-draft processes lead to stronger final writing and deeper engagement with feedback sources.

INTEGRATION STRATEGY 3

Sequenced Delivery (Timing / Order Matters)

One of the simplest yet most powerful ways to bridge sources is sequencing — deciding the deliberate order in which students receive feedback.

Example:

Draft 1

AI first *(quick grammar, structure, vocabulary suggestions) → student revises independently.*

Draft 2

Peer feedback next *(focus on content, personal response, motivation — now more reliable because surface issues are already handled).*

Draft 3

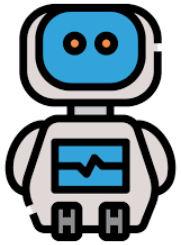
Teacher final review *(higher-order concerns only: argument balance, depth, rubric alignment).*

This reduces teacher workload (you see cleaner drafts), prevents AI over-correction of voice early, and makes peer comments more focused.

INTEGRATION STRATEGY 4

Shared Tools / Rubrics (Common Language & Criteria)

Use a single, shared rubric or checklist that all three sources refer to.



Students use it when prompting AI ("Evaluate against this rubric").

Peers fill it out during feedback sessions.

You mark with the same tool.

This creates alignment — contradictions become visible and discussable (e.g., 'AI gave high language score, but peer said voice is lost — let's check the rubric'). It turns potential confusion into class discussion.

INTEGRATION STRATEGY 5

Class Discussion Circles (Feedback Triangulation)

Triangulate feedback in whole-class or small-group discussions.

Example:

After students receive all three sources, hold a 10-minute 'feedback circle':

- *Students share one contradiction they noticed (e.g., 'Teacher wants more evidence, AI added fake stats, peer said keep it personal').*
- *Class votes or discusses: 'Which path best meets the task goal?'*

This leverages peer community to negotiate meaning and helps students see contradictions as collective learning moments, not personal failures.

Integration Strategies

1. **Explicit Training** (Skills Building for Sources)
2. **Multi-Draft Cycles** (Layered Revision Over Time)
3. **Sequenced Delivery** (Timing / Order Matters)
4. **Shared Tools / Rubrics** (Common Language & Criteria)
5. **Class Discussion Circles** (Feedback Triangulation)

Outline

1. Mapping the Landscape
2. Uncovering Contradictions
3. Building Bridges with Boundary Practices
4. **Designing Your AI-Integrated Feedback Network**

Designing Your AI-Integrated Feedback Network

Goal:

Create a tailored multi-source feedback model for your classroom, **integrating AI with human sources** to achieve outcomes like greater learner independence and reduced workload.

Group Activity Instructions

In your groups, create a practical, step-by-step plan for integrating teacher, peer, and AI feedback in one real writing task you teach (or plan to teach soon).

- You must use **at least three of the five integration strategies** we covered: (1) Explicit Training; (2) Multi-Draft Cycles; (3) Sequenced Delivery; (4) Shared Tools / Rubrics; and (5) Class Discussion Circles.

- Your plan **must combine AI feedback with human feedback** (teacher, peer, or both).

Group Activity Instructions

Fill the template:

- **Task Overview**: Describe the task, students, class size, time frame, current challenges.
- **Integration Strategies**: Choose & justify at least three of the five (explain why they fit your context).
- **Integration Plan**: Show the sequence of drafts/activities. Clearly indicate where and how AI feedback is combined with human feedback.
- **Expected Benefits**: For students (e.g., autonomy, voice preservation, critical thinking) and for you (e.g., reduced workload, more focused marking).

Summary

1. Mapping the Landscape
2. Uncovering Contradictions
3. Building Bridges with Boundary Practices
4. Designing Your AI-Integrated Feedback Network

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

Give us your feedback please

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

請留下閣下寶貴意見