



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

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

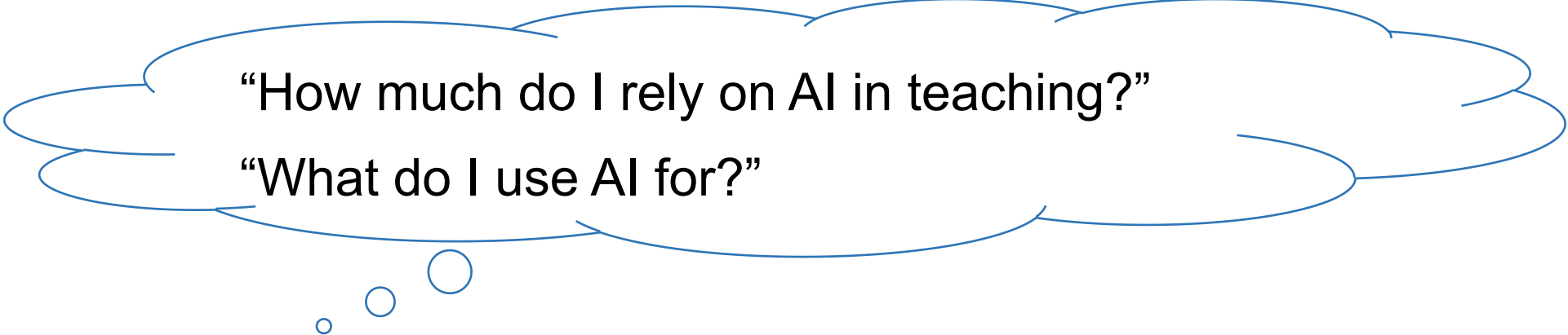




Implementation and Strategies of Integration of GenAI in Secondary School Language Teaching Oriented Towards Development of Core Competencies

指向核心素養發展的AI融合外語教學實施與策略

Dr. Alina QIU @Hong Kong
2026.06



“How much do I rely on AI in teaching?”

“What do I use AI for?”

Should I use AI in this class/unit/...?

To what extent do I use AI...?

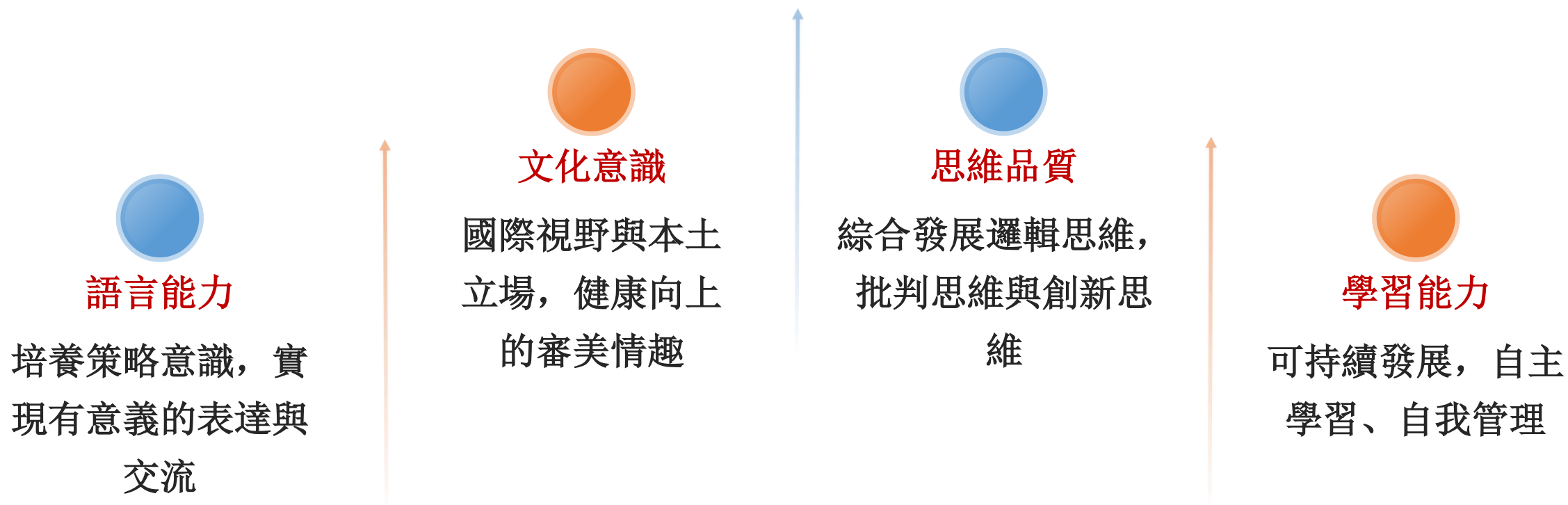
Examine learning outcome based on ...?

Practise .. towards developing core competencies?

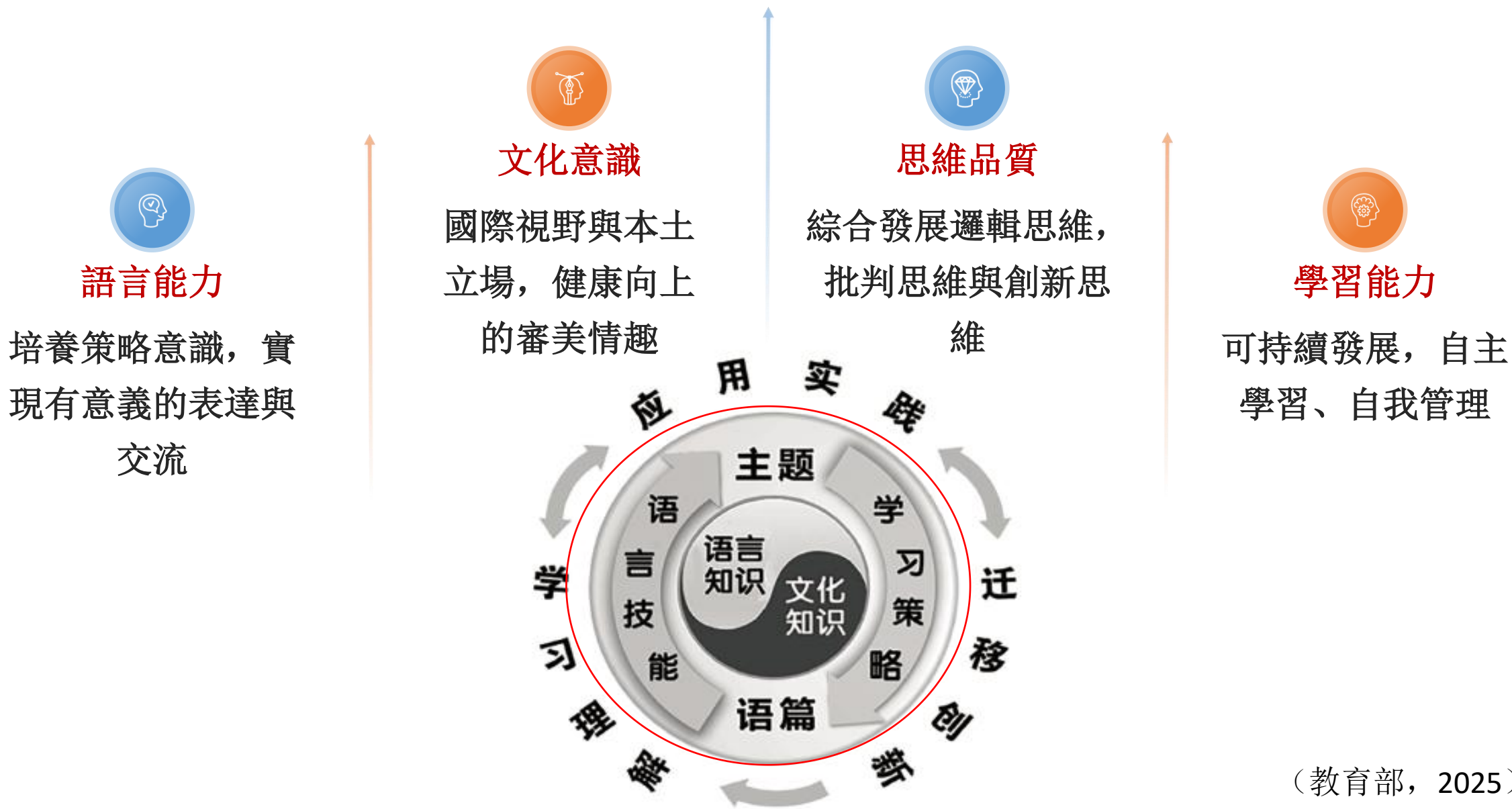
Share ideas with ...?



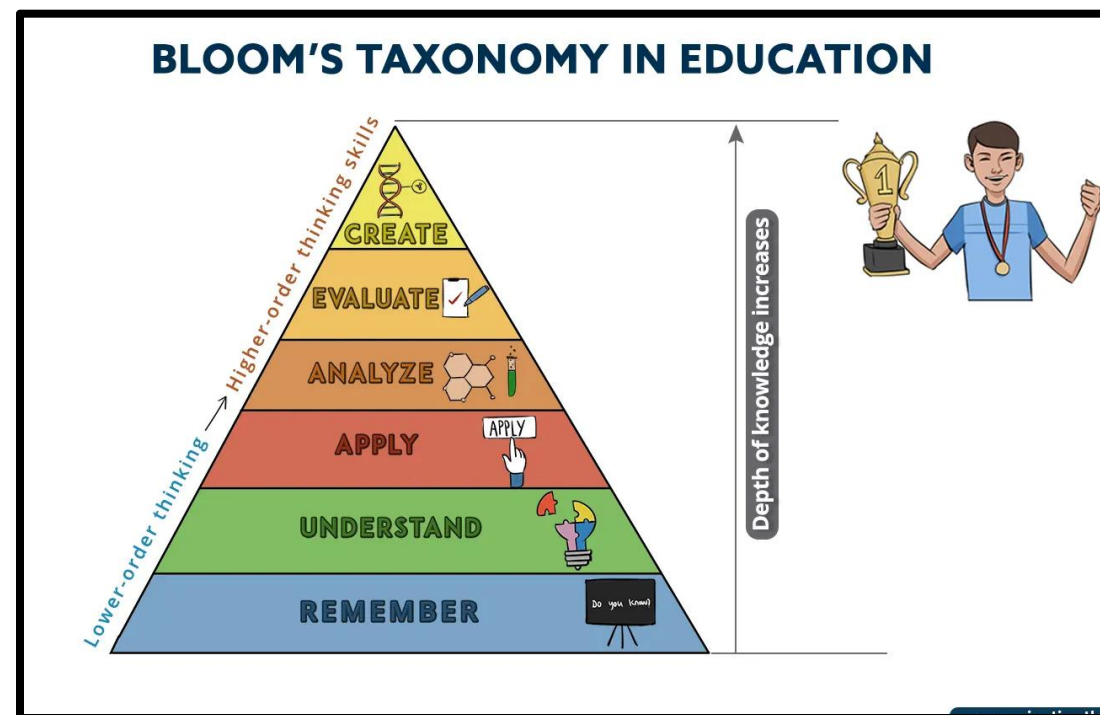
E xamine learning outcome based on:



(教育部，2025)



P practising the English Learning Activity Approach:

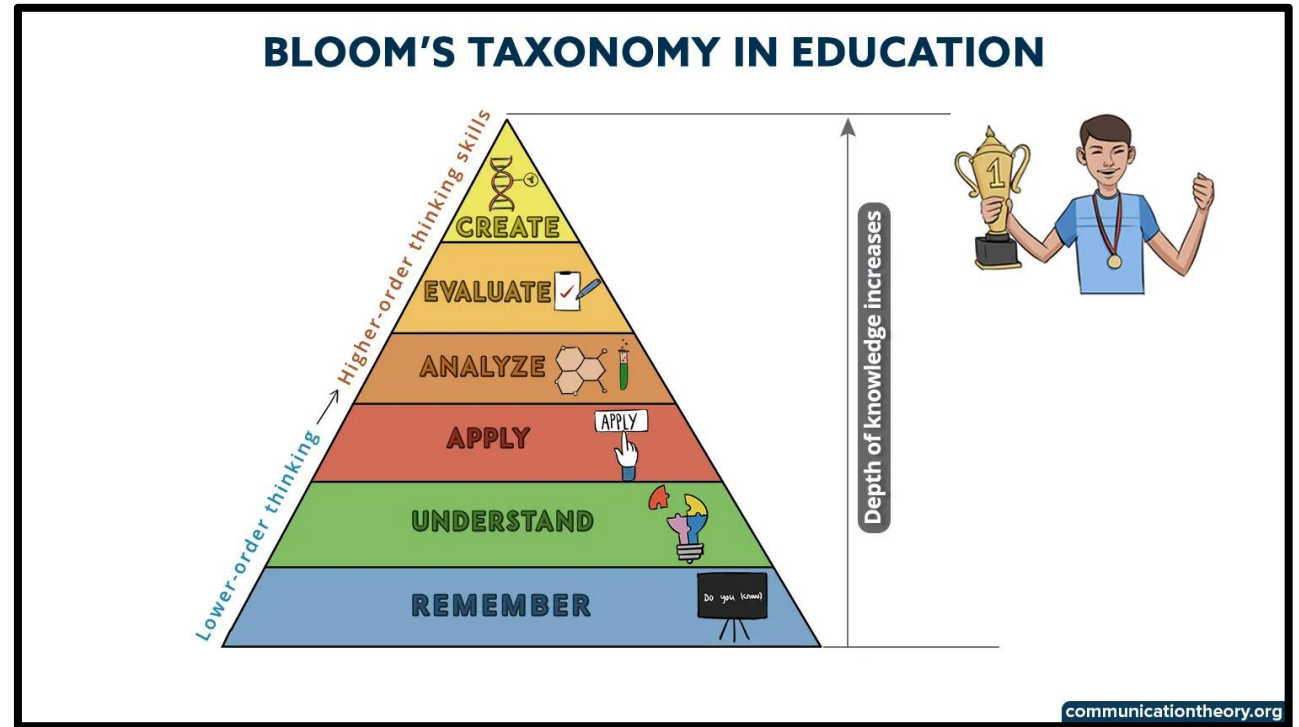


高中英語課程核心素養、課程內容與學習活動觀



(教育部，2025)

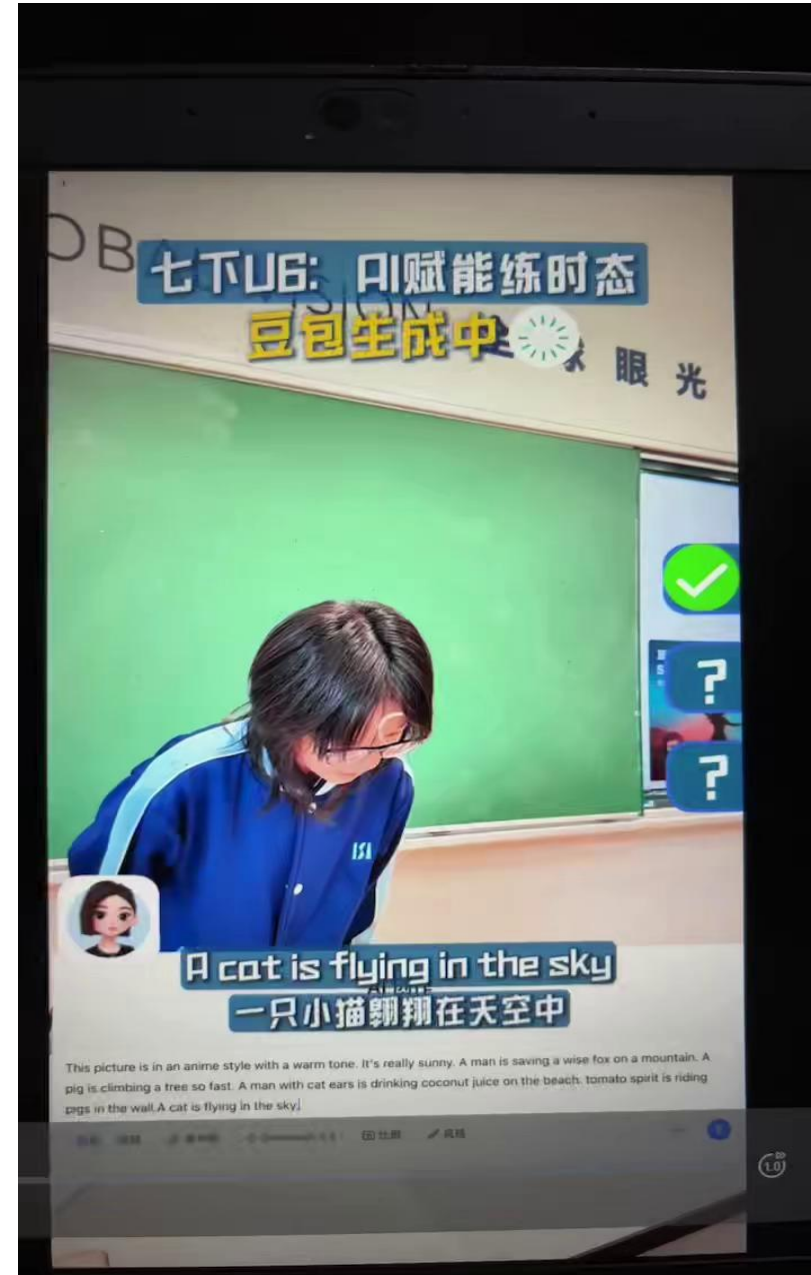
Bloom's Taxonomy is a hierarchical framework for classifying educational learning objectives, progressing from basic knowledge recall to higher-order thinking and creativity.



Hands-on 1:

Watch & comment (7mins)

- How do you find this Doubao activity for G7 students?
- What's the expected learning outcome?
- Does it align with the *Syllabus*?





大觀念教學 big idea-related teaching

- Big ideas generally refer to **the fundamental concepts** that connect and organize a number of smaller ideas and multiple experiences in a subject area (Harlen, 2010).
- Dewey提出，提取大觀念是教師將所教的學科知識進行“心理化解釋”（**psychologizing**）的過程，重新解釋的學科基本知識、概念和方法超越了零散的、呈碎片化的知識，能讓教學變得更有吸引力、更容易被學生理解。
- Bruner 指出，大觀念是問題解決的基礎：在掌握學科結構的前提下，學習者能夠將學習到的知識、技能、態度等**應用於新的問題解決**中（新的問題可能產生於本學科的學習或是其他學科的學習中，在課堂內或者課堂外都有可能遇到）。

大觀念教學 big idea-related teaching

“大”指的是“高度抽象化” (Taylor, 2008, p. 50)，能够整合处于更低层次的、零散的知识，并且代表某个学科或某个知识领域的中心概念和原则。

大观念能够将点状的事实性知识和技能联结在一起，是理解的关键 (Wiggins & McTighe, 2005)。

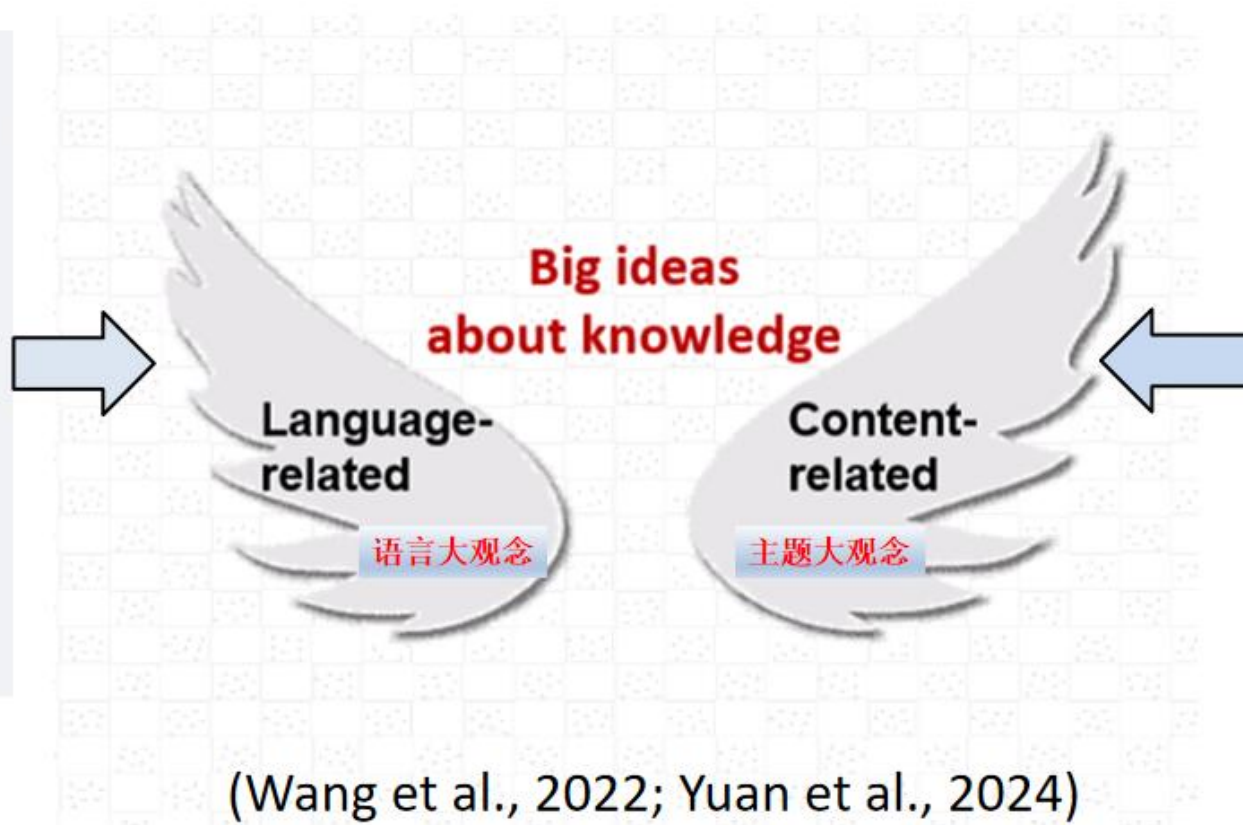


大观念是反映学科本质的、处于课程中心地位的、统摄教学过程的学科概念结构，能够联结小概念，具有广泛的适用性和解释力。（王蔷等，2020）。

以越来越高的概括性（抽象性）水平和越来越复杂的解释，逐步整合、囊括学科基本内容，其中位于较高层次的一类是大观念（梁秀华 & 王向东，2023）。

外語學科大觀念

Grounded in linguistic knowledge and language phenomena in dynamic and complex social contexts, language-related big ideas capture **the essential understandings of and about English language and its use.**



Language serves as the **vehicle for content learning**, and EFL teachers often need to teach concrete knowledge pertaining to particular areas including culture, ethics, and social study, which thus gives rise to content-related big ideas.

Examine learning outcome



本單元的主題大觀念和語言大觀念是？



Skills

- Identifying options and preferences
- Listening for similarities and differences
- Using word stress
- Using persuasive language
- Using collocations about shopping
- Being a smart shopper

Vocabulary

- Types of shops
- Going shopping

Grammar

- Comparative and superlative adjectives
- Making comparisons
- Conditional sentences about possible situations

Text types

- Web article
- Leaflet

1

Why do we shop?

Module: Teenage life

Reading to learn

Reading to learn
How do businesses attract customers?

How do online shops know what people want to buy? Read this web article to find out about how e-commerce sites use big data.

Text 1 Web article Technology, Life and Society

www.allaboutshopping.com/tag/data

How big data improves

1 When Amazon first started selling books online, nobody was really sure whether people would embrace buying goods over the Internet. Today, online shopping has become commonplace, and you can buy almost anything online. In my opinion, it provides customers with a far more customized shopping experience than visiting bricks-and-mortar shops, thanks to the way e-commerce sites collect and analyse information.

2 But how? Well, no matter what type of online shop you visit—whether it's an electronics shop, a jeweller's, or a confectioner—they're tracking your every click. This non-stop tracking of online behaviour allows e-commerce sites to collect more data than ever before. This data may be combined with information collected from other sources such as social media and search engine queries to create what's known as big data. Companies have realized that if they analyse this big data, they can discover patterns and trends which help them formulate strategies to attract the most customers and drive sales.

3 There are several ways that online businesses can use big data. One is to adapt their marketing so that it matches customers' specific preferences. For example, rather than sending out generic emails about new products, a boutique can send out targeted emails featuring on-trend items that match each customer's preferences. An online pharmacy might recommend package deals of dietary supplements based on searches for specific health issues. A cosmetics shop can

online shopping by Jason King

recommend make-up items that are missing from your current collection. And if a florist's tracks your data, it might email you with offers of gift baskets and bouquets coincide with special occasions in your calendar, like birthdays and anniversaries. I believe that kind of individualized marketing is a big step-up over traditional blanket advertising. I waste less time deleting irrelevant emails.

4 Online businesses may also optimize their site design based on data about customers' shopping habits and preferences collected automatically through various channels. This is different from the past, when businesses had to approach customers directly to ask for feedback—a lengthy and cumbersome process. Now, if customers like or dislike something, the data will show it. Having access to this knowledge allows businesses to be more responsive to their customers' needs. For example, they may give their bestselling products a more prominent position on their sites so that customers can find what they want in a way that is faster and more efficient.

5 Big data can also improve customer service. As an example, I had an issue when I ordered contact lenses from an online optician's for the first time. For some reason, I forgot to add them to the shopping basket. I gave up in frustration and posted my experience on social media, but lo and behold, that night I received a message from the shop with a link directly to my basket, where I found exactly what I wanted to order. And I was even given a coupon code for free shipping! That definitely left me with a favourable impression.

6 In my experience, big data has made shopping more personalized. I would rather visit online shops that tailor my shopping experience to my specific needs than walk into shops that treat me exactly the same as every other customer.

Think
Do you mind you for more personalized experiences? Why or why not?

Reading to learn

Support local artisans at Handcrafted!

While e-commerce has made it possible to buy things from across the globe, local markets have their unique appeal. Read this leaflet to find out about a market featuring locally made products.

Text 2 Leaflet

1 **Handcrafted!** is a monthly market featuring locally designed and handmade products. Held from 8 a.m. to 8 p.m. on the first Sunday of every month at West Kowloon Cultural District, the market offers the most enjoyable day out for everyone.

Reasons to visit

2 **Handcrafted!** supports sustainable shopping. Everything we sell comes from local sources and many items are made from recycled materials. If you shop with us, not only will you be supporting the local economy, but you'll also help the environment.

3 Bargain hunters will find the greatest deals on an amazing variety of unique items. Just like any market, our friendly vendors are happy to haggle, so if you see something you love, with a price tag that you don't, you can ask whether they'll make it a little cheaper. As a special offer for visitors, you'll get a free reusable shopping bag if you spend \$200 or more at the market!

What you'll find

4 Whether you like to shop around for that perfect item, learn something new or just enjoy some relaxing time, **Handcrafted!** offers the best options.



1

單元主題大觀念:

- Shopping decisions are shaped by **personal preferences**, **business practices**, and **social values**, and responsible consumers make **informed choices**.

2

單元語言大觀念:

- Language users employ **evaluative**, **comparative**, and **persuasive** language to express preferences, assess alternatives, predict consequences, and influence decisions.

Or

Comparative, conditional, and persuasive language enables people to evaluate choices and justify decisions in everyday consumer contexts.



Case sharing on how to integrate AI while implementing E & P:

Material No.1 (廣東廣雅中學嚴韻妮老師)





Hands-on 2: Evaluate AI implications in teaching Material No. 2

Task 1 What may be the content-related/language-related big idea of the cluster?

Task 2 What AI integrated activities may work? At which step/stage?

Material No. 2 Texts involved in the workshop: 人物成長類文本 群文閱讀

(1)

They now call it "Batesian mimicry"—the amazing skill for survival I first saw in the whispering green of the Amazon. I am Henry Walter Bates. My story began not with butterflies, but as the eldest son of a stocking(长袜)maker in Leicester. Yet, a boy's passion for collecting insects and an important



Material No. 2

Unusual Paths, Meaningful Lives

本教學單元的主題大觀念（Content-related Big Idea）是： True value of career choices comes from passion, perseverance, and meaningful contribution rather than social approval or conventional success.

從語篇結構來看，第1—4篇文本共同呈現了人物成長敘事的典型結構框架：

結構階段	內容要素	對應篇目（人物）示例
背景/起點	童年、家庭、早期經歷	Bates: 襪子製造商之子； Goodall: 小女孩與黑猩猩玩具
轉折/選擇	關鍵人物、事件或機會	Bates: 遇到Wallace； 女工程師: MIT暑期專案
挑戰/困境	外部困難或內部質疑	Bates: 疾病、語言障礙； Goodall: 女性身份、無學歷
發現/成就	核心技術、理念或成果	Bates: 貝氏擬態； Goodall: 黑猩猩使用工具
態度/價值觀	對職業、人生、世界的看法	女工程師: 服務人類； 貨車作家: 重新定義“家”
寄語/結尾	對讀者或年輕人的建議	Goodall: follow your dreams； 貨車作家: unexpected delight



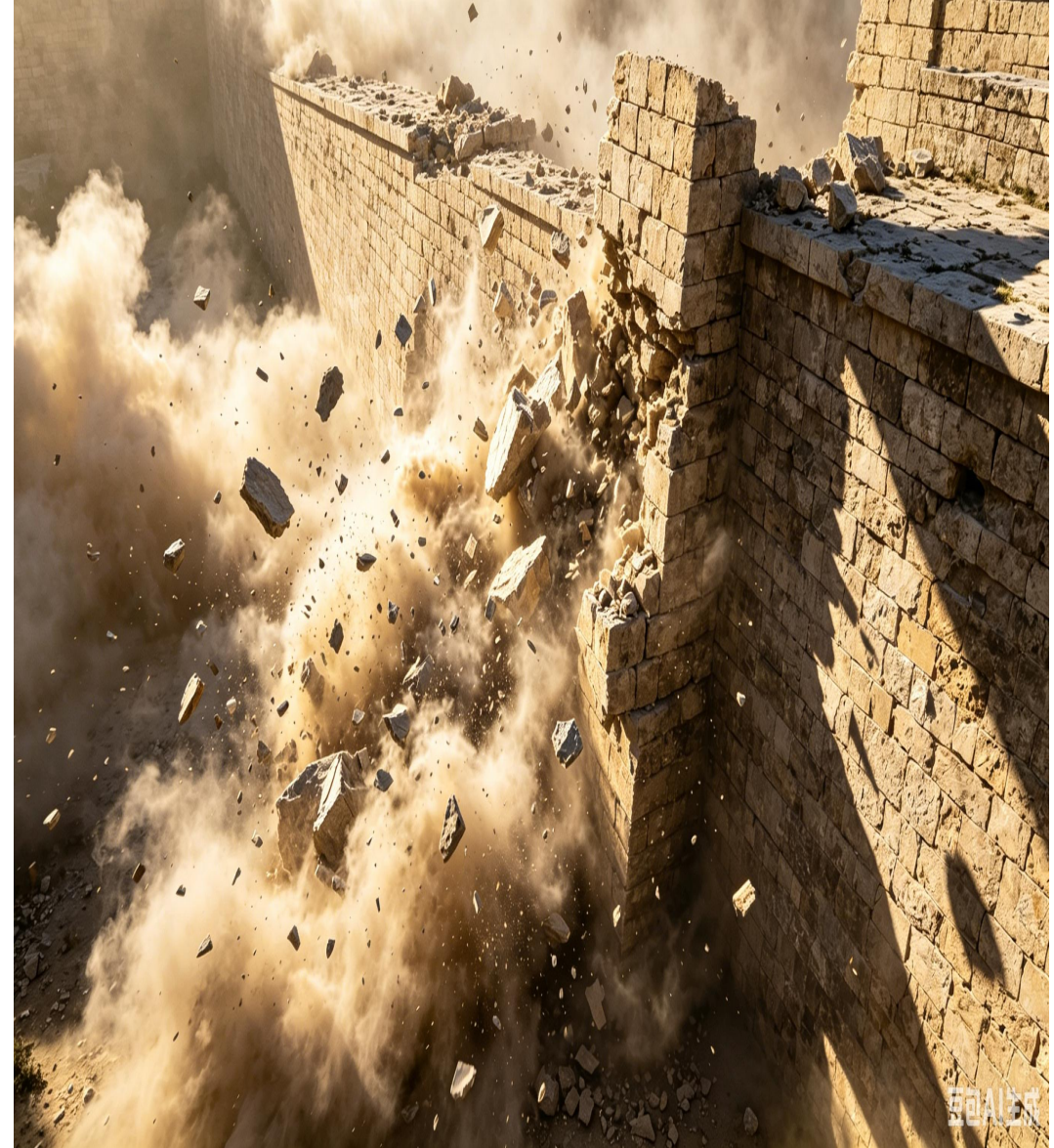
Material No. 2

Unusual Paths, Meaningful Lives

本教學單元的語言大觀念（Language-related Big Idea）是：Language creates character through narrative and reflective writing and specific rhetorical strategies such as metaphor, repetition, sensory details and contrast.

從語言特點來看，五個文本在句法和修辭上均有特色：

篇目	句子特點	典型例子（句）
Bates	長句多，有插入語、狀語從句；文學性較強	I faced constant dangers, from disease-carrying mosquitoes and snakes to flooding rains.
女工程師	口語化、簡潔、有比喻	If you don't pick up the sword in your own story...
Goodall	排比、反問、直接引語；情感強烈	We are not the only beings who think, who create.
貨車作家	描寫細膩、意象豐富、哲理性強	a crossroads of reality and the imagination
西瓜檢測員	平實、客觀、短句為主	There are just no shortcuts.



Practise English Learning Activity Approach



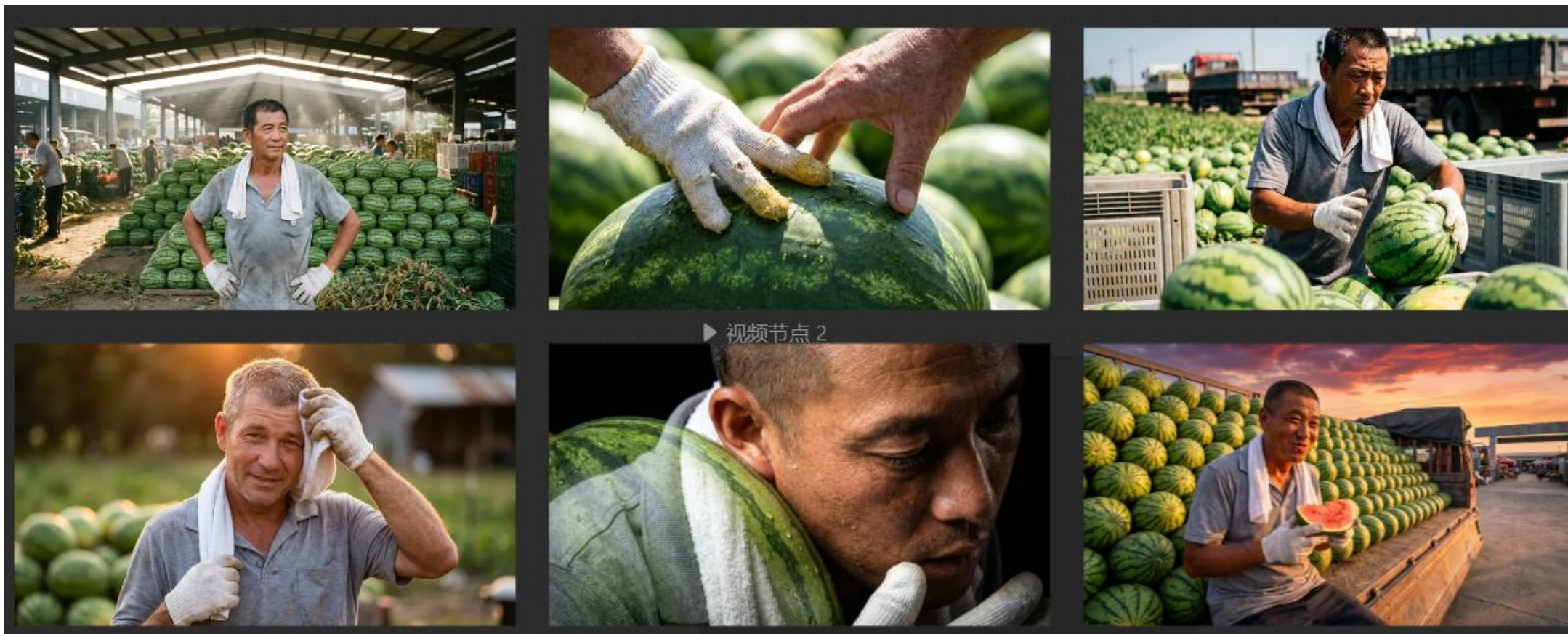
(1) Immitate the previous “high wall” sentence, and describe this picture.



(2) Type your sentence into my Doubao To check if your image matches mine.

Period 3 - Activity 1 擴充背景知識（5分鐘）

教師呈現豆包製作的關於主人公Lee的工作場景圖集，提問：Which picture best suits what you read in the text? Why is a new occupation like this arising? 學生回答並從文本中找出證據（如“線上平臺西瓜銷量2020—2022年增長六倍”）





教學目標	具體活動	設計意圖	效果評價
目標2、3	Activity 1 擴充背景知識（5分鐘） 教師呈現豆包製作的關於主人公Lee的工作場景圖集，提問： Which picture best suits what you read in the text? Why is a new occupation like this arising? 學生回答並從文本中找出證據（如“線上平臺西瓜銷量2020—2022年增長六倍”）。	以AI生圖集及設問導入，激發求知欲，自然過渡到第5篇新聞報導式人物特寫，生動感知主人公Lee的職業及其工作內容	學生能快速定位watermelon quality tester是新興職業，能圖文並茂理解Lee的工作場景和工作方式（knock test）。
目標5	Activity 4 寫作遷移與創造（10分鐘） 把第5篇改寫成與其他四篇同樣體裁的文本，使這五篇文章成為一個PERSONAL PROFILE系列，該怎麼改寫？ 1) 設置情境和要求， 2) 討論制定評分標準。	通過參與創作作文情境、制定標準，學生更清晰地理解“好”的評價指標，增強寫作的目標感。	學生能結合單元主題和語言觀念提出合理評判維度，創設合理情境，全班達成共識。

Homework: Post-reading writing

Suppose you are Lee, the watermelon quality tester. You're invited by an editor to write a personal narrative about your career for a column named *Unusual Paths Meaningful Lives*. The word length is preferably between 150-180. Remember to employ the linguistic features learned from the cluster.



Writing a Personal Narrative — Checklist (Highlights):

	My essay includes	Classification
☒	Narrative hook (engaging opening)	Structure (结构)
☒	Identity transformation (who I was → who I am)	Content (内容)
☒	Occupational detail (specific actions, sensory details)	
☒	Emotional progression (how I felt → how I feel now)	
☒	Reflection (what I learned / what it means to me)	
☒	Perspective (1st person)	Language (语言)
☒	Language sophistication (metaphor, contrast, repetition...)	



教學活動

設計意圖

效果評價

Activity 1 寫作任務和評分標準回顧（5分鐘）

師生一同回顧前面課時提煉的寫作要素：敘事鉤子（narrative hook）、身份轉變（identity transformation）、職業細節（occupational detail）、情感遞進（emotional progression）、反思昇華（reflection）等，即班級制定的評分標準的3個維度7個指標。

Activity 2 分組交換互評（10分鐘）

學生4人一組交換作文互評。

Activity 3 AI機評樣卷（10分鐘）

學生推薦A、B等級各1篇同伴作文，拍照上傳至班級智能體。師生根據智能體意見，口頭對作文進行部分修訂。

Activity 4 智能體回饋與修改（15分鐘）

學生拍照各自作文至班級智能體；學生閱讀智能體生成的個性化評語，在學案“修改欄”記錄修改要點。下課前完成修改稿並提交。

將閱讀中獲取的結構化知識和語言知識遷移到寫作中，實現以讀促寫

從“寫作者”切換為“評價者”視角，在他人文本中識別並驗證本單元所學的敘事結構（起承轉合）與語言特徵，深化對好作文標準的理解，實現同伴間的經驗共用。

借助AI即時回饋實現個性化指導，幫助學生精準定位自身在結構運用、語言表達或主題深化上的具體問題；同時倒逼學生在修改中內化單元大觀念（有意義的人生），培養反思性寫作習慣。

學生能根據寫作任務和評價指標，運用單元學到的若干可遷移的寫作要素

學生能依據評分標準，在同伴作文中至少標注出兩處符合要求的亮點（如敘事鉤子、身份轉變）和一處可改進之處，並能給出簡要的口頭修改建議。

學生能根據智能體評語，在學案“修改欄”中提煉出至少兩條具體的修改要點（如補充一個感官細節、強化結尾反思等），並在規定時間內完成有明顯改進的修改稿。



Two years ago, I traded my soccer jersey for a farmer's straw hat. As a former athlete, I never imagined my new role would be guarding watermelons yet here I am a goalkeeper for fruit.

The turning point came when I realized ecommerce had changed how people buy fruit. Online shoppers needed someone to ensure quality, so I became an apprentice. For a year, I practiced the "knock test", often cutting melons open to verify my judgment. It was tough, but I learned there are no shortcuts to mastery.

Now, I listen to the echoes of thousands of melons daily. By placing one near my ~~near~~ ear and tapping gently, I can tell if it is ripe. Ensuring every fruit shipped is sweet and perfect gives me ~~so~~ sense of fulfilling. I may have left the soccer field, but I have scored a meaningful goal in this new profession.



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(By Miranda Chen)

智能體評語：

This is a well-crafted personal narrative that successfully adopts Lee's perspective. The opening is engaging and memorable (traded my soccer jersey for a farmer's straw hat creates a strong contrast), and the metaphor “goalkeeper for fruit” cleverly connects your past and present identities. The detail about cutting melons open effectively shows the learning process rather than simply describing it. To make the piece even more powerful, consider adding one specific sensory detail about the melons themselves (e.g., the hollow sound, the smell of fresh-cut rind) and expanding your final reflection to say a bit more about what “a meaningful goal” means to you beyond just job satisfaction. Also, note the phrase should be a sense of fulfillment.



Ever wonder ~~how~~ ^{why} you can ~~can~~ ^{can} buy delicious watermelons online everytime? Well, that is where my job as watermelon quality tester comes in. By holding watermelons near my ear and knocking on the surface, I can tell whether the fruit is ripe enough to be eaten or not.

Due to the increasing demand for water-melon quality testers these years, I decided to become an apprentice to an experienced farmer. Over a year I worked ~~to~~ as hard as I can, waking up at 6:00 a.m. in the morning and not ending the day before 9:00 p.m. Luckily my hard work paid off, with in a year's ~~to~~ trial and error, I ~~was~~ ^{am} able to ^{work} independently as a quality checker now.

I am very proud of the contributions I made as a "goalkeeper for watermelons". Without people of my career, people wouldn't have been able to purchase watermelons that are equal in size and ~~sweetness~~ ^{quality} online. I believed that I've added an extra bit of sweetness to their daily lives.

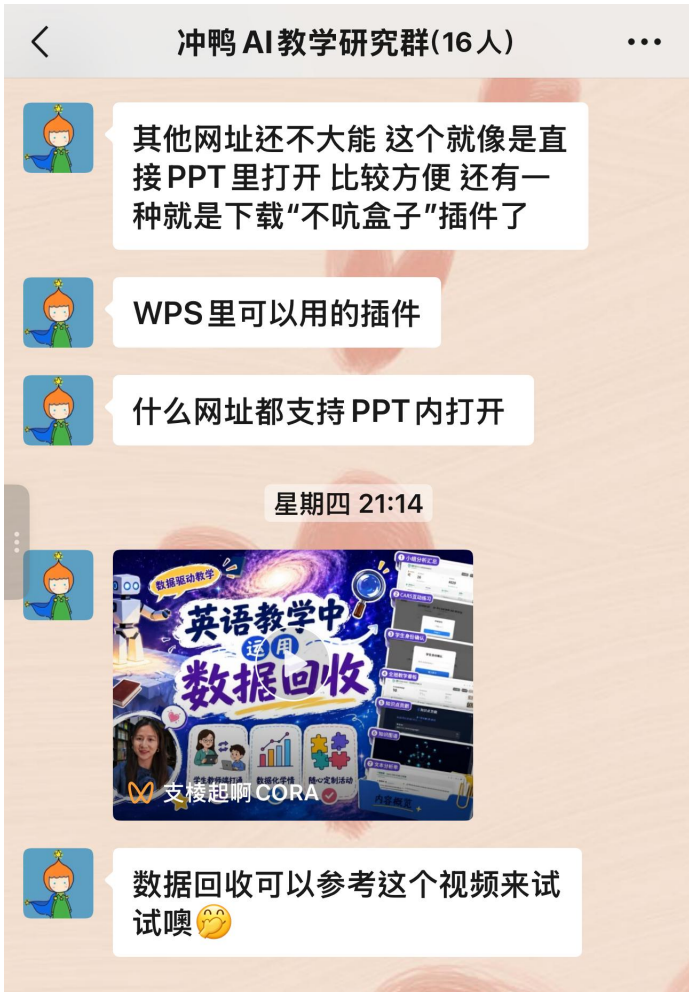
Looking back at my journey, I learned the lesson that hard work ~~and persistence~~ ^{is a key factor} to success, and that ~~even~~ small jobs can make a difference to improving people's living standards.

智能體評語:

You have successfully adopted Lee's perspective and organized your writing clearly. The structure resembles the personal profiles we studied, and your reflection shows a positive understanding of the value of ordinary work. To improve further, try adding more vivid scenes and specific examples of difficulties during your apprenticeship. Instead of simply telling readers that you worked hard, show what that hard work looked like. Also, aim for a more personal and insightful reflection connected to your experience as a watermelon tester. This will make your narrative more engaging and convincing.



Share ideas/experiences across community



脚本视图

老李的夏日交响曲

类别	角色动作	情绪	场景标签	光影氛围	音效	对白	分镜提示词	视频运动提示词
全景	老李在西瓜山前站定, 擦拭手掌准备开工	自信, 充满干劲的早晨氛围	水果批发市场, 早晨, 堆积如山的西瓜, 劳动者	清晨柔和光线, 丁达尔光效, 充满生机	清晨市场的嘈杂声, 推车滚轮的滚动声	无	[画面构图: 全景, 平视机位] + [直接调用 '老李 (Lee): 40岁左右的男性, 皮肤因常年户外']	[明确的摄影机运镜轨迹与速度: 摄影机在轨道上缓慢向前推进 (Dolly in), 速度平稳]
特写	右手屈指手指, 有节奏地敲击西瓜表皮	专注, 严谨	手部特写, 敲击动作, 西瓜纹理	侧逆光, 突出纹理与体积感	清脆且有回弹感的“咚咚”敲击声	无	[画面构图: 特写, 稍带俯角机位] + [直接调用 '老李 (Lee): 40岁左右的男性, 皮肤']	[明确的摄影机运镜轨迹与速度: 摄影机保持固定, 仅带有极其轻微的手持仿生呼吸感]
全景	一边听声音, 一边快速将西瓜抛向不同的分类筐	紧张, 高效, 全神贯注	快速分拣, 高温作业, 堆积如山	正午强烈的顶光, 炎热感, 高对比度	快速密集的敲击声, 西瓜落入筐中的沉闷碰撞声	无	[画面构图: 中景, 平视机位] + [直接调用 '老李 (Lee): 40岁左右的男性, 皮肤因常年户外']	[明确的摄影机运镜轨迹与速度: 摄影机紧紧跟随老李的动作进行快速的左右平移跟拍]
全景	摘下手套, 用脖子上的毛巾擦拭脸上的汗水	疲惫但踏实, 人物的粗犷美感	擦汗, 炎热夏日, 劳动者面部特写	黄昏前的黄金时刻光线, 温暖且富有质感	夏日背景的蝉鸣, 轻微的风声	无	[画面构图: 近景, 正脸特写稍侧面] + [直接调用 '老李 (Lee): 40岁左右的男性, 皮肤']	[明确的摄影机运镜轨迹与速度: 摄影机围绕老李进行极为缓慢且平滑的半圆形环绕跟拍]
特写	侧耳紧贴西瓜表面, 闭眼专注倾听内部的声音	极致的宁静, 内敛的专业判断	耳朵贴近西瓜, 倾听, 露水, 艺术化表达	暗调聚光灯效果, 神秘且专注	环境音抽离, 放大西瓜内部空灵的回声	无	[画面构图: 大特写, 极近距离聚焦耳朵与西瓜接触的局部] + [直接调用 '老李 (Lee):']	[明确的摄影机运镜轨迹与速度: 摄影机极慢地向前推进 (Dolly in), 不断压迫空]
全景	坐在满载西瓜的卡车尾部, 大口吃着红瓤西瓜, 笑容满足	满足, 喜悦, 治愈	吃西瓜, 卡车尾部, 晚霞, 收获	绚丽的晚霞光线, 色彩饱满且富有希望感	卡车引擎启动的轰鸣, 爽朗的笑声, 轻快治愈的音乐渐	无	[画面构图: 全景, 稍带俯角机位] + [直接调用 '老李 (Lee): 40岁左右的男性, 皮肤']	[明确的摄影机运镜轨迹与速度: 摄影机缓慢向后拉远并向上升起 (Crane up), 视野逐]

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S top doubting, complaining, waiting

T ake initiatives

E xamine learning outcome based on big ideas

P actise English Learning Activity Approach

S hare ideas and experience across community





Thank you !

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