

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



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 (AlinLT 2026)

2026年6月21日至24日



中華人民共和國香港特別行政區政府  
教育局



合辦



THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大學



Department of English  
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- 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

# Leveraging conversational and multimodal GenAIs for multimodal production

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AlinLT 2026 workshop

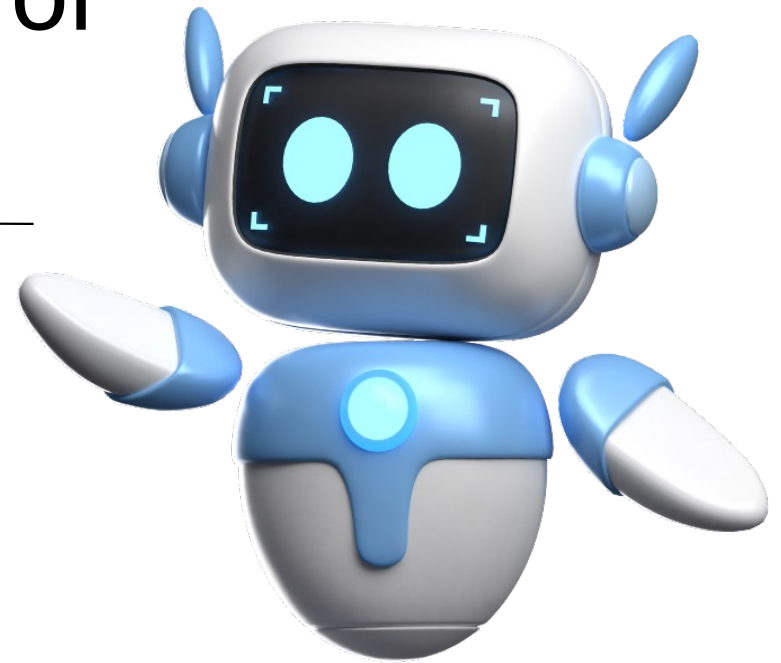
George Jiang

Yuen Yi Lo

Jerry Xin

Ethan Guan

The University of Hong Kong



# Content

- Objectives and background
- Pre-instruction activity
- Prompting framework instruction
- Post-instruction activity

# Objectives

- You will learn how to write a prompt to create an AI image
- You will learn how to write a prompt to convert the AI image into an AI video clip
- You will learn how to integrate AI images, video clips, and scripts into a video story

# Acknowledgement



Faculty of Education  
The University of Hong Kong  
香港大學教育學院

Multimodal Assessment Literacy  
Primary & Secondary English Teachers

[About](#)

[Frameworks](#)

[Templates](#)

[School-based resources](#)



## About this QTN-T Project

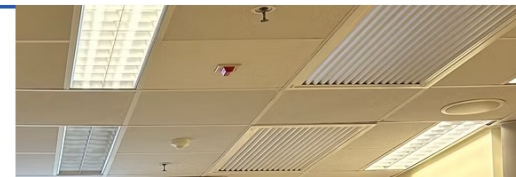
This project "*Enhancing Multimodal Assessment Literacy of English Teachers in Primary/Secondary Schools*" is commissioned by the Education Bureau's **Quality Education Fund Thematic Networks - Tertiary Institutes (QTN-T)** and coordinated by the **Faculty of Education of The University of Hong Kong** in 2024/25.

Project



## Project Schools

3 primary and 3 secondary schools received year-long intensive support from the HKU project team to design and



# Acknowledgement



The Application of GenAI in Multimodal Assessment Task Design  
for Effective Language Learning  
in the Primary and Secondary English Language Curriculum

[ABOUT](#)

[MODEL](#)

[RESOURCE](#)

[STUDENT WORK](#)

## Project Title

Application of generative artificial intelligence in multimodal assessment task design for effective language learning in the primary and secondary English language curriculum

This project is commissioned by Professional Development and Training Division, Education Bureau (EDB) and coordinated by the Faculty of Education of The University of Hong Kong in 2025/26.



## Project Aims

01

02

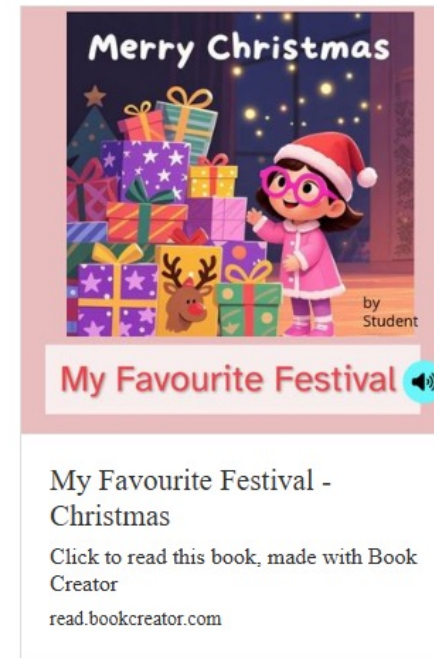
03

# Multimodal production

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- Viewing and producing multimodal texts

## Students' work highlight



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# The nature of multimodal production

Multimodality refers to the use and integration of multiple **modes of communication** to create and convey meaning.



## Linguistic

- narration
- monologue
- dialogue
- voice-over
- subtitles
- tone



## Audio

- sound effect
- music
- silence



## Visual

- colour
- prop
- camera angle
- lighting



## Gestural

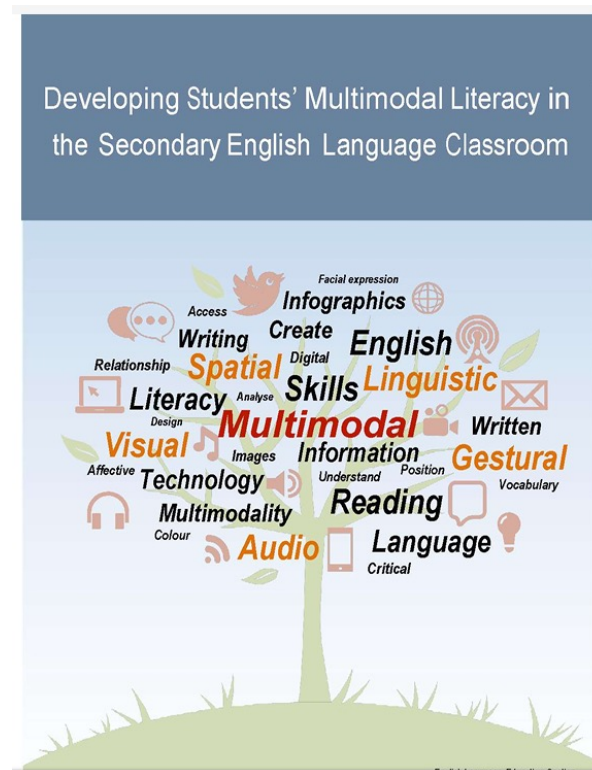
- facial expression
- gesture
- distance
- body language



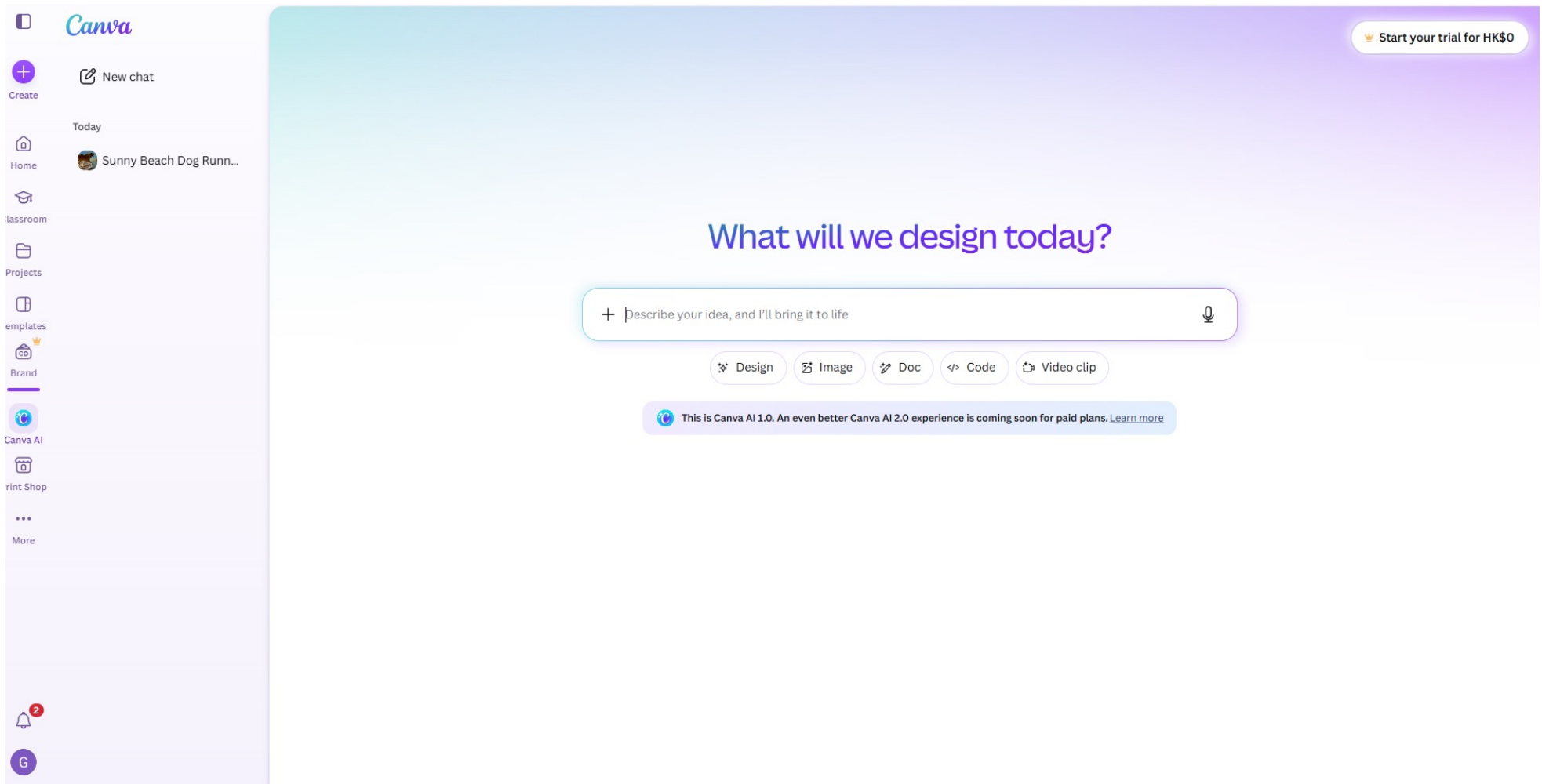
## Spatial

- position
- distance
- material objects

# Multimodal production in HK



# Multimodal production with GenAI

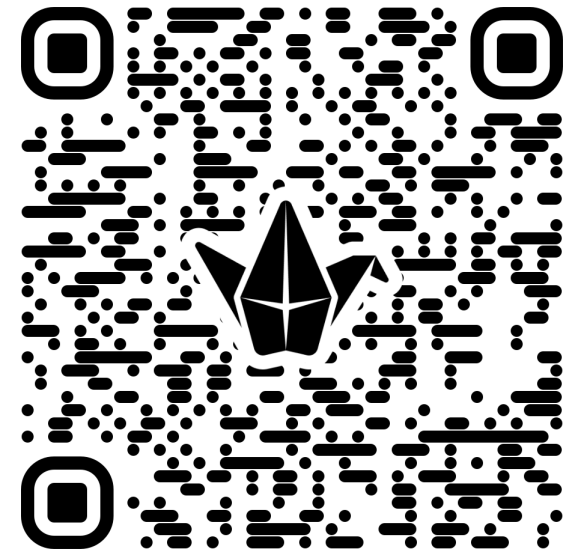


# Guiding questions

- What to teach when teaching multimodal production in English language classrooms?
- How to teach?

# Pre-instruction activity

- Create one image based on one scenario provided in the next slide.
- Please go to Canva/Leonardo AI, and create an image based on one scenario as described in the next slide.
- Please input the prompt you used and the image you created into the provided **Padlet**.
- After 5 minutes, we will invite one/two to share their prompts and images.



# Multimodal GenAI models



Doubao

(<https://www.doubao.com/chat/>)



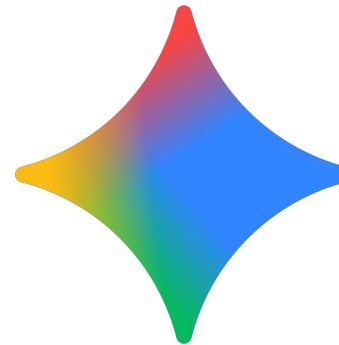
Leonardo AI

(<https://leonardo.ai/>)



Canva AI

(<https://www.canva.com/ai>)



Gemini

(<https://gemini.google.com/app>)



Leonardo.Ai

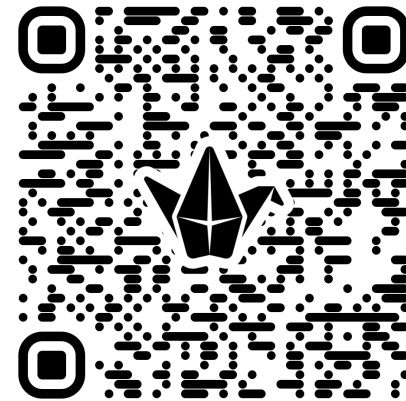


# Scenarios for image creation with GenAI

- Create an image representing a contrast between poverty and prosperity in Hong Kong.
- Create an image representing a simple meal is a luxury for a boy.
- Create an image representing an old man collecting trash boxes to get some extra earnings.
- Create an image representing a family has to squeeze into a small place in a subdivided flat.

# Let's share and reflect

- What prompt did you use?
- What image did you get from AI?
- How are you fluent with AI in this image creation task?





# What literacy is needed to develop an essay into a photo/video story?

- Traditional literacy
- Multimodal literacy
- Prompt literacy

# How to teach prompt literacy

- What grammar is needed when writing a prompt to interact with Canva?
- Linguistic grammar
- Visual grammar

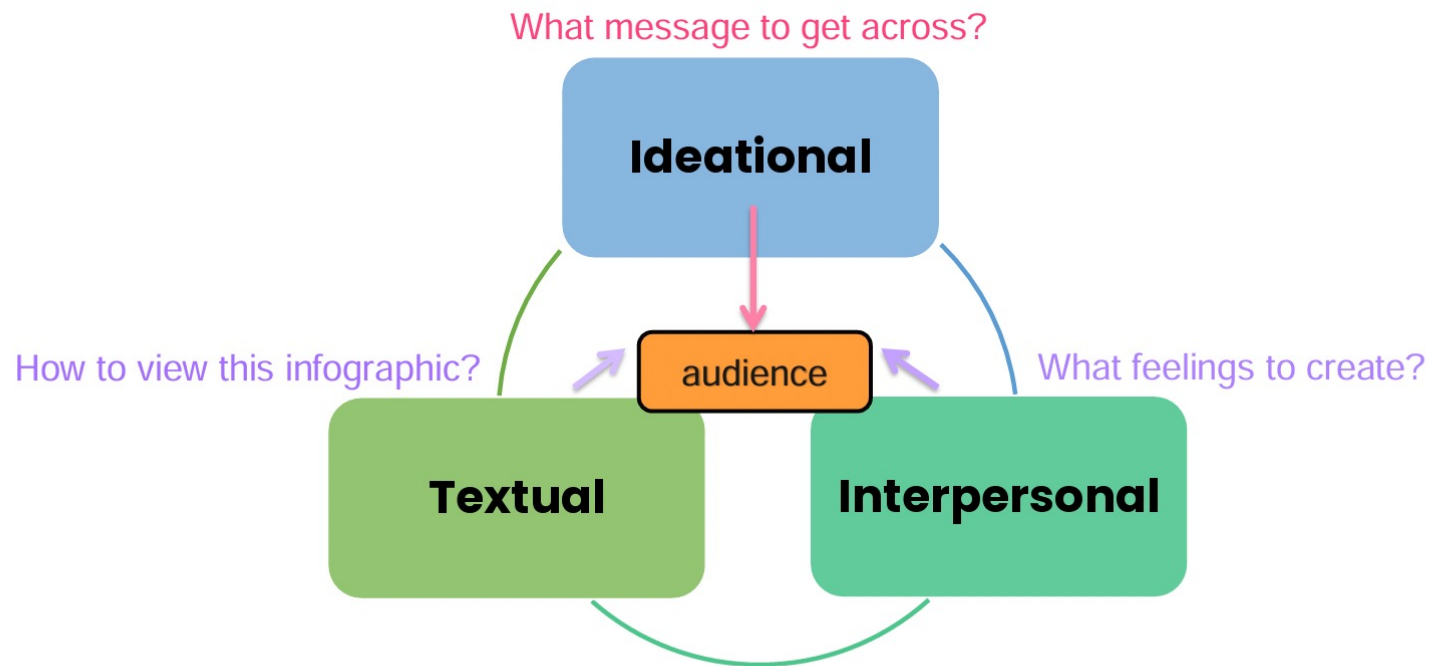
# How to describe an image in your prompt?

- What are important considerations when describing an image in your prompt?

# Introducing our RICE framework

- **R**: Representational
- **I**: Interpersonal
- **C**: Compositional
- **E**: Evaluation

# Functional view of a multimodal text



# Ideational functions of visuals

- To represent ideas beyond its own system of signs
- Visuals can be as informative as words
- e.g. The use of road signs to direct and instruct



# Textual functions of visuals

- To form coherent wholes
- The most obvious textual function of visuals is to signal position and division in discourse
- e.g. The use of arrows to signal movement or sequence



# Interpersonal functions of visuals

- To create a relation between the producer and receiver
- To create a mood
- e.g. The colour red might be used in an image to create a mood of warning or of romance



# Evaluation: Evaluate the AI generated image to see whether it fits

- Evaluate AI output
- Refine your prompts along with R, I, and C dimensions.
- What to evaluate?

# What to evaluate?

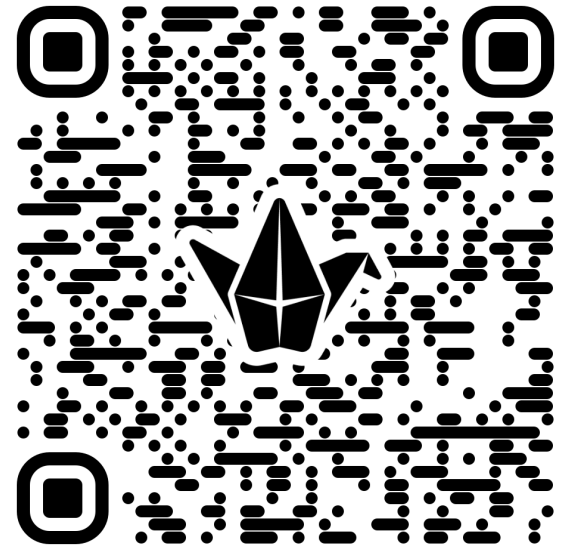
| Issue                  | Example                                            | Prompt Revision Strategy                                                |
|------------------------|----------------------------------------------------|-------------------------------------------------------------------------|
| Distorted details      | AI creates a person with extra fingers.            | Add specific details "A person with five fingers holding a cup of tea". |
| Lack of context        | Image feels too generic or unrelated to the topic. | Break down the scene into smaller, clear elements.                      |
| Bias in representation | AI reinforces stereotypes (e.g., male doctor only) | Explicitly include diversity in the prompt.                             |
| Homogenized creativity | Image looks repetitive.                            | Try out different styles, angles, etc.                                  |
| Misinformation         | AI creates a fake but convincing image             | Teach students to verify outputs and avoid misleading prompts.          |

# How to fix these unexpected images generated by AI?

- R?
- I?
- C?
- E?
- Revise your prompt and regenerate!

# Post-instruction image generation activity

- Create one image based on one scenario as follows.
- Please use one multimodal GenAI of your choice.
- Please go to Canva/Leonardo AI, and create an image based on one scenario as described in the next slide.
- Please input the prompt you used and the image you created into the provided Padlet.
- After 5 minutes, we will invite one/two to share their prompts and images.

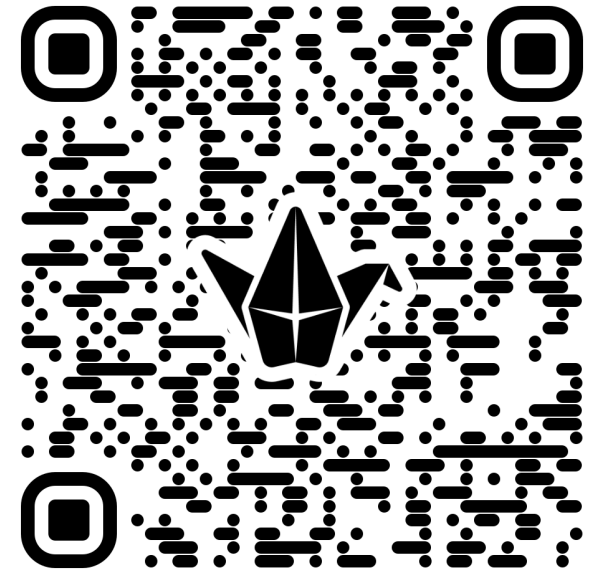


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# Let's share and reflect: How fluent are you now with AI imagery?

- What prompt did you use?
- What image did you get from AI?
- Compare with your initial prompt and image, any difference?
- How fluent are you now with AI in this image creation task?

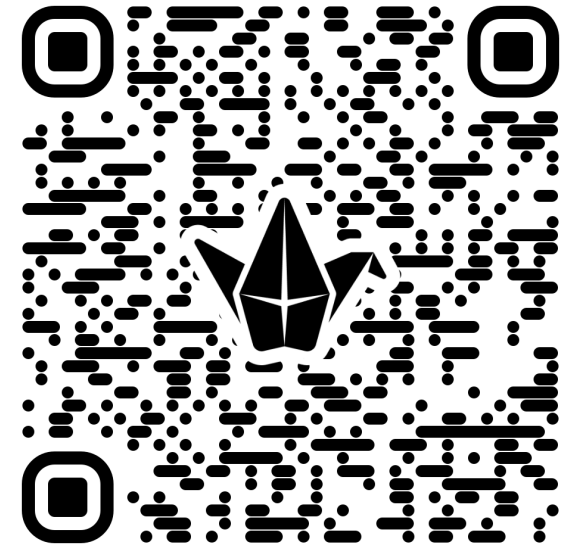


## Part 2: From image to video

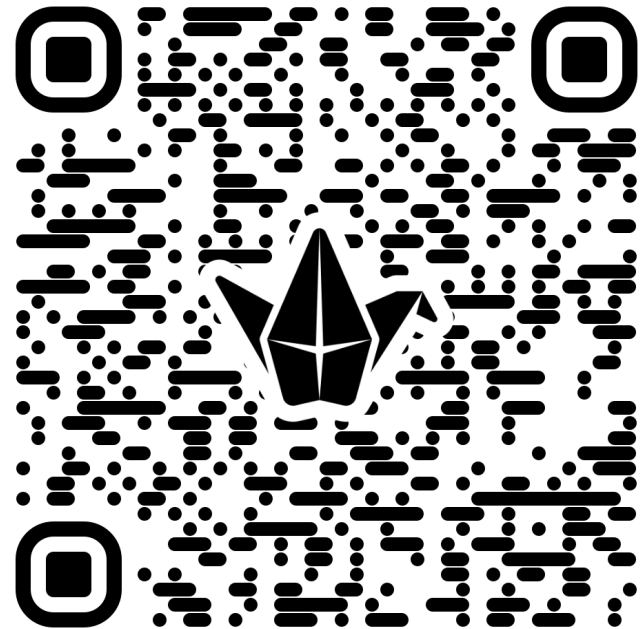
- How to write a prompt to convert the AI image into an AI video clip?
- What is the difference between image and video?

# Pre-instruction activity

- Create one video clip based on one image you have generated.
- Please go to Doubao/Leonardo AI, and create a video clip based one image you have generated.
- Please input the prompt you used and the video clip you created into the provided **Padlet**.
- After 5 minutes, we will invite one/two to share their prompts and video clips.



Please share and upload  
your AI video clips



# Let's share and reflect: How fluent are you now with AI imagery?

- What prompt did you use?
- What video did you get from AI image?
- Compare with your initial prompt and video clip, any difference?
- How fluent are you now with AI in this video clip creation task?

## Part 3: Integrate AI image, video clip, script, into a video story

- What do you need?
- Script writing
- AI images (how many?)
- AI video clips (how many?)
- Anything else?

# Process demo

**Sample  
video  
product**



# Now your time

- Please design and edit a video story based on your AI images, AI video clips, and any other elements that you find needed.
- Post and share your video story on Padlet.

RESEARCH ARTICLE

# Revisiting communicative competence in the age of AI: Implications for large-scale testing

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## Abstract

Changes in the characterization of communicative competence, especially in the context of large-scale testing, are typically driven by an evolving understanding of real-world communication and advancements in test construct theories. Recent advances in AI technology have fundamentally altered the way language users communicate and interact, prompting a reassessment of how communicative competence is defined and how language tests are constructed.

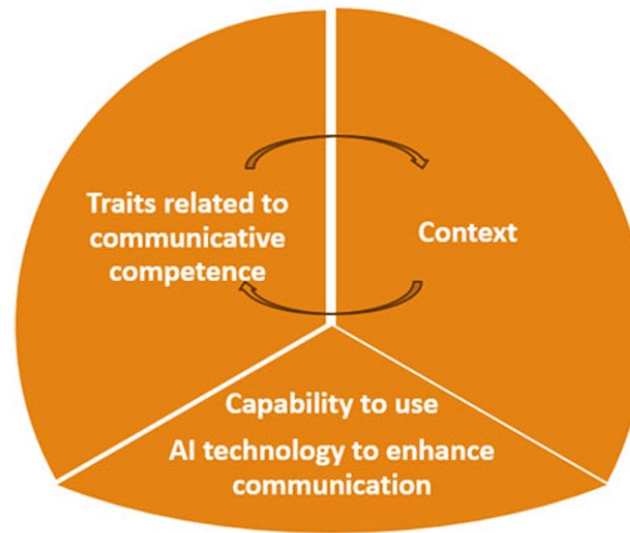


Figure 1. AI-mediated interactionalist approach.



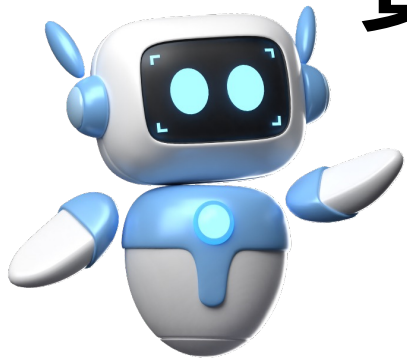
Figure 2. The multidimensional construct of AI-mediated communicative competence.

# The end of the workshop

- Thank you for your participation.
- Interested participants please contact us.
- I can be reached at [jljiang@hku.hk](mailto:jljiang@hku.hk)

**Give us your  
feedback please**

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寶貴意見**



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