

CAES
Conference
2026

Innovations in Language Education: ADVANCING PEDAGOGY, PRACTICE AND RESEARCH

The University of Hong Kong
June 2-3, 2026

Website



PROGRAMME BOOK



CAES

Centre for
Applied English Studies
The University of Hong Kong

The Association
of Hong Kong
Language
Centres



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Conference Introduction

The CAES Conference 2026 – AHKLC Symposium, themed “**Innovations in Language Education: Advancing Pedagogy, Practice and Research**”, is organised by the Centre for Applied English Studies (CAES), The University of Hong Kong (HKU), in collaboration with the Association of Hong Kong Language Centres (AHKLC). Taking place at HKU on **2–3 June 2026**, the conference brings together language educators, researchers, practitioners, and institutional stakeholders from higher education and related contexts to explore current innovations and evidence-informed developments in language education.

At a time when language teaching and learning are being reshaped by technological advancement, evolving learner needs, changing academic and professional communication demands, and increasing interdisciplinarity, the conference provides a timely forum for critical engagement and knowledge exchange. It offers a dynamic platform where scholarly inquiry, classroom practice, and institutional priorities intersect, encouraging participants to consider how innovation can be meaningfully designed, implemented, evaluated, and sustained across diverse educational settings.

The conference foregrounds the connection between research and practice, with a particular focus on context-sensitive and learner-centred approaches. Through its range of presentation formats, the programme supports dialogue on technology-enhanced teaching, curriculum and materials development, assessment, learner engagement, English for academic and specific purposes, and professional collaboration. By bringing together diverse perspectives, the conference seeks to generate insights that are both intellectually rigorous and practically relevant to contemporary language education.

The conference commits to strengthening the language education community in Hong Kong and beyond. It aims to promote professional exchange, encourage cross-institutional collaboration, and contribute to the continuing development of language education as a responsive, reflective, and forward-looking field.

Aim

The conference aims to provide a focused forum for sharing research, teaching practices, and new initiatives that advance language education in higher education and related contexts. It seeks to foster dialogue across institutional, disciplinary, and professional boundaries, encouraging the exchange of ideas that can inform pedagogy, enrich classroom practice, and support future research.

By highlighting evidence-informed, context-sensitive, and learner-centred approaches, the conference responds to the evolving needs of students and educators in increasingly globalised and digitally mediated learning environments. It also promotes sustainable innovation that is pedagogically sound, practically applicable, critically examined, and adaptable to different educational contexts.



Theme and Sub-themes

Under the overarching theme “**Innovations in Language Education: Advancing Pedagogy, Practice and Research**”, the conference addresses technological, pedagogical, and institutional developments in English language teaching and learning. The sub-themes include:

- 1. Technology and Innovation in Language Teaching and Learning**
- 2. Evolving Pedagogical Approaches, Curriculum, and Materials**
- 3. Language Learning, Acquisition, and Use in Context**
- 4. English for Academic and Specific Purposes**
- 5. Assessment and Evaluation in Language Education**
- 6. Policy, Professional Development, and Interdisciplinary Collaboration**

These sub-themes reflect the conference’s commitment to theoretical depth and practical relevance. They invite participants to examine how innovation can be conceptualised, embedded, and evaluated while considering emerging technologies, learner diversity, curriculum renewal, assessment design, professional learning, and cross-disciplinary engagement.

Types of Presentations

The conference programme features a range of formats designed to support scholarly exchange, practical engagement, and professional dialogue:

- **Keynote Addresses:** 50 minutes
- **Keynote Speakers Forum:** 50 minutes
- **Paper Presentations:** 20 minutes plus 5 minutes for Q&A
- **Workshops:** 50 minutes
- **Colloquia:** 50 minutes
- **Demonstrations:** 15 minutes
- **Poster Sessions:** 60 minutes

Across these formats, presenters are encouraged to share research findings, classroom-based insights, innovative practices, and practical strategies that can be applied, adapted, or further investigated in participants’ own contexts. The emphasis is on contributions that are interactive, actionable, evidence-informed, and grounded in real educational needs.



[About CAES and AHKLC](#)

The **Centre for Applied English Studies (CAES)** at The University of Hong Kong supports students' academic and professional communication development at undergraduate and postgraduate levels through a wide range of programmes, courses, workshops, consultations, and language enhancement activities. CAES also contributes to Applied Linguistics, TESOL, English for Academic Purposes, and professional communication through research, publication, curriculum innovation, and collaboration with local, regional, and international partners.

The **Association of Hong Kong Language Centres (AHKLC)** serves as a professional network for language educators across Hong Kong's higher education institutions. It promotes the exchange of ideas, practices, and research in language teaching and learning, while encouraging collaboration and professional development within the language education community.

Together, they foster an inclusive and intellectually engaging forum where innovation in language education can be explored, evaluated, and advanced. The conference reflects their shared commitment to enhancing the quality of language education, supporting professional learning, and strengthening collaboration among educators and researchers in Hong Kong and beyond.

Welcome Message from the Vice-President and Pro-Vice-Chancellor (Teaching and Learning)

It is my great pleasure to welcome you to the CAES Conference 2026 – AHKLC Symposium, “*Innovations in Language Education: Advancing Pedagogy, Practice and Research*,” hosted by the Centre for Applied English Studies (CAES) at The University of Hong Kong (HKU).

As a leading international university in Asia, HKU has long placed language education at the core of its mission. CAES has been instrumental in this endeavour, playing a pioneering role in advancing English for Academic Purposes, driving curriculum innovation, and supporting teacher and student development in multilingual and multicultural contexts. Through these sustained contributions, HKU has helped shape language education policy and practice across Hong Kong, the region, and beyond.

In a rapidly evolving educational landscape, innovation remains central to our work. At HKU, from developments in artificial intelligence to multimodal communication and inclusive pedagogies, we continue to explore new approaches that enhance teaching and learning. These efforts reflect our commitment to equipping students with the language and communicative capabilities needed to thrive in an increasingly complex, globalised world.

This conference provides a valuable platform for scholarly exchange and collaboration. By bringing together researchers and practitioners, it advances our shared commitment to strengthening pedagogy, informing practice, and shaping future directions in language education.

I wish you a most rewarding conference and an enjoyable stay at HKU.

Professor Jay Siegel
Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
The University of Hong Kong



Welcome Message from the Dean of the Faculty of Arts

It is my great pleasure to welcome you to the CAES Conference 2026 – AHKLC Symposium here at The University of Hong Kong. The Faculty of Arts has long hosted the Centre for Applied English Studies, where our colleagues foster excellence in language education through scholarship and practice.

The conference reflects the Centre's strengths in being both international and firmly rooted in the Hong Kong context. This is evident in the standing of its keynote speakers from Singapore, the United Kingdom, and the United States, and the large number of participants drawn from colleagues at other university language centres in Hong Kong – which testifies to the vibrancy of language education here.

The arts and humanities flourish in settings that encourage dialogue, creativity and fresh perspectives, and this conference provides precisely that. By bringing together scholars, educators, and practitioners from diverse disciplines, we create a space for discovery and intellectual growth – here in the present and the future. In this way, the conference both advances the mission of CAES and reminds us how knowledge flourishes when it is shared, challenged and reimagined.

We are proud to host this gathering at HKU – which is deeply committed to academic excellence and openness. On behalf of the Faculty of Arts, I extend my warmest welcome and wish you every success in your scholarly endeavours, and in an inspiring two days of dialogue, discovery and intellectual exchange.



Professor David Pomfret
Dean of the Faculty of Arts
The University of Hong Kong

Welcome Message from the CAES Director

It gives me great pleasure to welcome you to this Conference hosted by the Centre for Applied English Studies (CAES) and the Association of Hong Kong Language Centres. Perhaps because this is the CAES's first major gathering since 2017, it generated instant enthusiasm among colleagues here from the moment it was announced! The build-up and the staffroom conversations remind us how much we value and celebrate such opportunities to come together, to exchange ideas, and to inspire collaboration.

This Conference showcases the work of university language centres in Hong Kong and beyond and, through that, aims to advance our pedagogy, practice and research. With that in mind, we are delighted with the overwhelming response by other institutions, speakers and participants and I believe you will be delighted with the lineup of distinguished keynote speakers. The programme reflects the intellectual energy of language education, and I am confident our discussions will stimulate and inspire our work in the months and years to come.



Professor Clive Lee
Director of the Centre for Applied English Studies
The University of Hong Kong

Welcome Message from the Conference Chair

Dear Distinguished Guests, Colleagues, Presenters, and Participants,

It is my great pleasure to welcome you to the **CAES Conference 2026 – AHKLC Symposium**, organised by the Centre for Applied English Studies (CAES), The University of Hong Kong (HKU), in collaboration with the Association of Hong Kong Language Centres (AHKLC). Under the theme ***“Innovations in Language Education: Advancing Pedagogy, Practice and Research”***, this conference brings together a vibrant community of language educators, researchers, practitioners, and institutional leaders to explore how innovation can meaningfully shape the future of language education. This year, the event also coincides with The University of Hong Kong’s 115th anniversary, offering a special occasion to celebrate the university’s long-standing commitment to academic excellence, innovation, and international collaboration.



We are delighted to welcome more than 300 participants from over 25 countries and regions, reflecting the global relevance of the conference theme and the shared commitment of our professional community to advancing language teaching, learning, assessment, curriculum development, and research. With 140 presentation sessions, the programme offers a rich and diverse platform for scholarly exchange, professional dialogue, and practical engagement across a wide range of educational contexts.

We are especially privileged to feature four distinguished keynote speakers: **Professor Christine Goh** from Nanyang Technological University, Singapore; **Professor Ken Hyland** from the University of East Anglia, United Kingdom; **Professor Kay O’Halloran** from the University of Liverpool, United Kingdom; and **Professor Xiaofei Lu** from Pennsylvania State University, United States. Their internationally recognised scholarship will provide valuable insights into key developments in language education, including pedagogy, discourse, multimodality, technology, assessment, and research-informed practice. The Keynote Speakers Forum will further offer an important opportunity for participants to engage with leading perspectives on innovation and advancement in the field.



This conference has been carefully planned to provide a high-quality, intellectually stimulating, and professionally meaningful experience. The programme includes the Opening Ceremony, keynote addresses, paper presentations, workshops, colloquia, demonstrations, poster sessions, the Keynote Speakers Forum, and the Closing Ceremony. Together, these sessions are designed to encourage rigorous academic discussion, showcase innovative practices, support knowledge exchange, and foster collaboration among colleagues from different institutions, disciplines, and regions.

We are also honoured to have the support and participation of distinguished university leaders, including **Professor Jay Siegel**, Vice-President and Pro-Vice-Chancellor (Teaching and Learning) of The University of Hong Kong; **Professor David Pomfret**, Dean of the Faculty of Arts; and **Professor Clive Lee**, Director of CAES, who will deliver opening remarks. Their presence underscores the importance of language education within the broader mission of higher education and affirms the value of continued investment in pedagogical innovation, academic communication, and interdisciplinary collaboration.

Beyond the formal academic programme, the conference offers a range of social and networking opportunities, including the Welcome Reception, campus tours, and the Victoria Harbour Evening Walk. These activities have been designed not only to enrich the conference experience, but also to create space for informal exchange, professional connection, and future collaboration. We hope participants will enjoy both the intellectual energy of the conference and the distinctive academic and cultural environment of Hong Kong.

The theme of innovation runs throughout the conference. In language education, innovation is not simply the adoption of new technologies or methods; it involves thoughtful design, critical evaluation, and sustainable advancement in pedagogy, practice, and research. As educators and researchers, we are called to respond to evolving learner needs, changing academic and professional communication demands, and rapidly developing digital environments. This conference invites us to consider how innovation can be evidence-informed, context-sensitive, learner-centred, and socially impactful.

The conference also reflects a strong commitment to strengthening the language education community in Hong Kong and beyond. By bringing together local, regional, and international perspectives, it



provides a valuable forum for exchanging ideas, building partnerships, and enhancing the quality and relevance of language education in higher education and related contexts.

As Conference Chair, I have had the honour of working with a dedicated Organising Committee from CAES to shape a conference that is academically rigorous, professionally relevant, and personally rewarding for all participants. From the development of the academic programme to the planning of social and networking opportunities, our shared aim has been to create an exceptional conference experience that encourages meaningful exchange, lasting connections, and new possibilities for collaboration.

I would like to express my sincere gratitude to our keynote speakers, invited guests, presenters, reviewers, session chairs, volunteers, student helpers, and all those who have contributed to the planning and delivery of this conference. Their dedication, collective efforts, and careful preparation have been essential in creating a rich, high-quality, and meaningful event. I would also like to thank all participants for joining us and for contributing to the collegial, engaged, and forward-looking spirit of the conference.

I warmly encourage you to take full advantage of the programme: attend the keynote sessions, participate actively in presentations and discussions, engage in social and networking events, connect with colleagues, and explore opportunities for future collaboration. I am confident that the conversations and connections formed during this conference will contribute meaningfully to the advancement of language education and help make this event a successful, memorable, and enjoyable occasion for all.

Welcome to the CAES Conference 2026 – AHKLC Symposium. As we celebrate The University of Hong Kong's 115th anniversary, we warmly welcome you to join us in this inspiring gathering of colleagues and friends. The Organising Committee and I wish you a stimulating, productive, and rewarding conference.

Dr. Lillian Wong, SFHEA

Conference Chair of the CAES Conference 2026 – AHKLC Symposium

Centre for Applied English Studies

The University of Hong Kong

Organising Committee and Sub-Committees

The CAES Conference 2026 – AHKLC Symposium would not have been possible without the concerted efforts of various units and people. We would like to thank the following groups and individuals for their invaluable contributions.

Organising Committee

Conference Chair:	Dr. Lillian Wong
Members:	Dr. Derek Chan (Chair of Events Running Sub-Committee) Grace Chang (Chair of Publicity Sub-Committee) Dr. Patrick Leung (Chair of Finance and Registration Sub-Committee) Dr. Clarence Wang (Chair of Programme Sub-Committee) Dr. Greg Wu (Chair of Hospitality Sub-Committee)
Administration Manager:	Cathy Wong
Secretary:	Ka Chun Leung

Sub-Committees

Programme:	Dr. Sherman Lee
Events Running:	Dr. Kevin Pat, Dr. Locky Law
Finance and Registration:	Jessica Hui
Hospitality:	Carly Ng
Publicity:	Serina Chan, Emma Leung, Paul Pan, Denise Wu
Technical Support:	Wilson Chow, Benny Wong





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Other Contributors

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Volunteers and Helpers

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Schedule-at-a-Glance

2 June 2026 (Day 1)

08:00-16:00	Registration
08:30-09:15	Opening Ceremony
09:15-10:05	Keynote: Professor Ken Hyland
10:15-11:10	Parallel Sessions
11:10-11:35	Tea Break
11:35-12:50	Parallel Sessions
12:50-14:20	Lunch; Poster Sessions; Campus Tour
14:20-15:45	Parallel Sessions
15:45-16:10	Tea Break
16:10-17:00	Parallel Sessions
17:10-18:00	Keynote: Professor Kay O'Halloran
18:30-20:00	Welcome Reception
20:00-21:30	Victoria Harbour Evening Walk

3 June 2026 (Day 2)

08:00-14:00	Registration
08:30-09:20	Keynote: Professor Xiaofei Lu
09:25-10:15	Parallel Sessions
10:15-10:45	Tea Break
10:45-12:40	Parallel Sessions
12:40-14:10	Lunch; AHKLC AGM; Campus Tour
14:10-15:00	Keynote: Professor Christine Goh
15:05-16:50	Parallel Sessions
16:50-17:15	Tea Break
17:15-18:05	Keynote Speakers Forum
18:05-18:30	Closing Ceremony



Programme Overview

2 June 2026 (Day 1)

Time/Room	CPD-LG.18	CPD-LG.34	CPD-LG.17	CPD-LG.61+62	CPD-LG.59	CPD-LG.63	CPD-LG.60
08:00-16:00	Registration [Foyer]						
08:30-09:15	Opening Ceremony [CPD-LG.07-10]						
09:15-10:05	Keynote: Professor Ken Hyland (University of East Anglia, United Kingdom) <i>Feedback Fatigue: Can AI Save Us from Ever More Marking?</i> [CPD-LG.07-10]						
10:15-10:40	Advancing Digital Competence in EAP: A Framework for Teacher Growth <i>Andy Jarvis</i> <i>Lisa Cheung</i> <i>Lillian Wong</i>	Human-AI Collaborative Coding of EFL Students' Academic Writing Dialogues <i>Ying Luo</i>	AI as Invisible Architecture in EAP Pedagogy <i>Craig Cooper</i>	University Students' Perceptions of Lecturers' Use of Evaluative Language in Oral Feedback <i>Xiaoling Jin</i>	Integrating Formal and Extended Curriculum Through Experiential Learning Communities <i>Elena Vermeer</i> <i>Rosita Cheng</i> <i>Kasina Wong</i> <i>Liza Yew</i>	Exploring the SDT Link in Blended EFL Teacher Support and Learner Engagement <i>He Xiang</i> <i>Miaomiao Wang</i>	Consequential Validity of a National English Examination: Classroom Perspectives from Vietnam <i>Phuong Cao</i> <i>Hang Nguyen</i> <i>Nga Nguyen</i>
10:45-11:10	AI in Intercultural Virtual Exchange: Evidence of Overreliance and Pedagogical Implications <i>Emma Zhang</i>	Secure and Practical Approaches for GenAI-Assisted Material Creation <i>Locky Law</i>	Stance and Voice Construction in AI Generated vs. L2 Student Writing <i>Ruiyang Dai</i> <i>Cecilia Guanfang Zhao</i>	Predictors of the Source-Based Writing Ability in International and Multi-Disciplinary Cohorts <i>Gavin O'Neill</i>	Broadening Horizons: Exploring the Impact of Global Englishes on Secondary Students' Attitudes <i>Thanh Trung Le Ngoc</i>		Reasoning Difficulties in IELTS Argumentative Writing among Chinese Intermediate Learners <i>Yujuan Deng</i>
11:10-11:35	Tea Break [Foyer]						
11:35-12:00	Employing an AI-Driven Corpus Approach to Foster Disciplinary and Interdisciplinary Learning <i>Lisa Cheung</i>	Enhancing Graduate Students' Speaking Skills through the Speeko Application <i>Yin Ling Cheung</i> <i>Derek Chan</i>	Integrating AI-Empowered Storytelling into Undergraduate Research Presentations <i>Xiaoyin Yang</i> <i>Wei He</i>	Fostering Student Self-Determination through Generative AI Integration in English for Academic Purposes <i>Rita Gill Singh</i> <i>Hazal Wong</i> <i>Miranda Fung</i>	From Fixing to Facilitating: Dialogic Peer-Speaking Support in English Language Education <i>Angus Cheung</i>	L3 Prosodic Perception of Guangdong Accented English and Mandarin in Multilingual Contexts <i>Qianwen Han</i> <i>Xiaona Zhou</i> <i>Hsueh Chu Chen</i>	Evaluation of an English Teacher Certification Course for Non-Formal Private Tutors <i>Agnes Pataki</i>
12:05-12:30	Digital You: A Digital Literacy Course Using Facilities and Resources Beyond Classrooms <i>Mark Melican</i> <i>Levi Lam</i>	What Do Language Teachers Understand about AI Integration? A Phenomenographic Study <i>Stephanie Young</i>	AI-SELA: Transforming Academic English for Design Students through Personalised, Technology-Enhanced Pedagogy <i>Phoebe Siu</i>	Research Ethics in Scientific Writing: Ethical Discourse in Pediatric Neurocognitive Disorder Studies <i>Jenny Wan</i>	From Reflective to Enacted Empathy in ESOL Pedagogical Practice <i>Rohan Willis</i>	Seeing the Forest and the Trees: A Multiple Goal Perspective on Motivation <i>Jonathan Rickard</i>	Assessment Innovation in the GenAI Era: Podcasting as an Example <i>Nicholas Mo</i>
12:35-12:50	<u>Demonstration</u> Scaffolding Self-Regulation: Teacher-Designed AI Agents for Enhancing Feedback Literacy in EFL Writing <i>Huiran Cai</i>	<u>Demonstration</u> Motis - An AI-Powered Software to Develop Your Writing Skills <i>Christophe Dominique</i> <i>Michel Coupé</i>	<u>Demonstration</u> Integrating AI Tools as Learning Partners in EAP Curriculum Design <i>Leo Yu</i> <i>John Della Pietra</i> <i>Mable Chan</i>	<u>Demonstration</u> Teaching Academic English through Project-Based Learning and AI in Secondary Education <i>Nguyen Lan</i>	<u>Demonstration</u> Enhancing Students' AI Literacy in Business Communication – A Teaching Practice Demonstration <i>Yanne Tse</i>	[12:35-13:00] From Source-Texts to Synthesis: Teaching Knowledge Transformation in an Undergraduate Writing Course <i>Mia Huan Tan</i> <i>Audrey Tan</i>	[12:35-13:00] How to Measure AI-Assisted Applied Chinese Writing: Mitigate Cognitive Load Offloading <i>Yuan Tao</i> <i>Xiaoping Gao</i>



12:50-14:20	Lunch [CPD-LG.07-10] Poster Sessions [Foyer] Developing Formative Assessment Practices: Findings from a Hong Kong Action Research Project <i>Mark Harris</i> A Language Teacher Educator's AI-Technological Pedagogical Content Knowledge Development: A Case Study <i>Zhenjie Weng</i> Developing EAP Teachers' Digital Competence: A Framework for Professional Growth <i>Glenda Thomas, Andy Jarvis</i> When Plausible Language Undermines Knowledge <i>Toshihiko Kubota</i> A Case Study of Research Articles in EAP Instruction <i>Yanyan Sui</i> Campus Tour						
14:20-14:45	The Effects of Flipped Blended Pedagogy in Learner-Centered Interaction in ESP Instruction <i>Ángel Garralda Ortega</i> <i>Hee Kyung Hong</i>	Enhancing Student Engagement in Academic Speaking through Spherical Video-Based Virtual Reality <i>Matthew Yeung</i> <i>Alice Yau</i>	Critically Integrating AI in EFL Classrooms: Evolving Teacher Pedagogy and Digital Literacy <i>Yanling Cai</i>	Advancing ESP Assessment Design for Architecture and Built Environment <i>Kin Loong Ken Ho</i> <i>Denise Wu</i>	Empowering Student Autonomy through Generative AI Integration in English for Academic Purposes <i>Lillian Wong</i> <i>Paul Myers</i> <i>Miranda Fung</i>	Fostering Student Feedback Literacy through GenAI-Supported Student-Teacher Feedback Co-Creation: A Quasi-Experimental Study <i>Jessica To</i> <i>Xiaowen Yang</i>	The Differences Between the Phrasal Verb Use by Human Writers and ChatGPT <i>Siyang Zhou</i> <i>Chen Chen</i>
14:50-15:15	AI-Enhanced Language Learning: Insights from a Pilot Subject Study at PolyU <i>Yan Xia</i> <i>Jane Robbins</i> <i>Ryan Hunter</i>	Exploring GenAI Literacy and Academic English Literacy in Chinese EMI Contexts <i>Hao Wu</i>	A Matter of Technological Affordances and Systematic Human-Supported Scaffolding in GenAI-IDLE <i>Wanxi Ge</i>	Developing Feedback Literacy and Writing Competency in Science Communication: Technology-Enhanced Peer Feedback <i>Brenda Yuen</i>	Outlining a Theoretical Framework for English-Across-the-Curriculum (EAC) <i>Man Long Chan</i>	A Lesson Planning Paradigm for Academic Writing Classes <i>Matthew Gordon</i>	Professional Voice in Nursing Students' Reflective Writing: A Corpus-Informed Study and Implications <i>Daphne Choi</i>
15:20-15:45	Investigation of GenAI-Mediated L2 Writing Feedback Engagement: Combining Variable- and Person-Centered Approaches <i>Minlin Minny Zou</i>	Digital Storytelling in L2 Classrooms to Promote Vocabulary Learning and Character Strengths <i>Baohua Yu</i> <i>Anne L. L. Tang</i>	Generative AI as Pedagogical Agent: Scaffolding Professional Communication in High-Stakes Domains <i>Francis Shum</i>	Using Automated Indices to Explore the Role of Cohesion in L2 Writing <i>Chunyan Liu</i>	Integration of AI-Chatbots as Virtual Patients to Enhance Medical Students' Interactional Competence <i>Yingying Tse</i> <i>Xiaoyin Yang</i>	Let Me Teach You: Near-Peer Teaching in Multimodal Assessments <i>Wim Isidoor</i> <i>Lea Vergult</i> <i>Simon Boynton</i> <i>Michelle Raquel</i> <i>Juan Castillo</i> <i>Nicholas Mo</i>	Building a Community of EAP Practitioners: Device-Free Activities <i>Sara Lai-Reeve</i>
15:45-16:10	Tea Break [Foyer]						
16:10-17:00	Colloquium Scaling AI Literacy: Implementing University-Wide GenAI Workshops for Administrative Staff <i>Parco Wong</i> <i>Natalie Fong</i> <i>Locky Law</i> <i>Patrick Leung</i> <i>Nicholas Mo</i>	Colloquium Co-Evolution in the AI Era: How Learners and AI Reshape EFL Education <i>Yining Zhang</i> <i>Wangqianwei Yong</i> <i>Xupeng Zhang</i> <i>Mingzhu Li</i> <i>Wenting Liu</i>	Workshop The Positioning and Purpose of EAP/ESP: A Futures Workshop <i>Lorena Leigh</i> <i>Eric Tindall</i>	Workshop Beyond Shortcuts: How to Foster Self-Regulated Language Learning with Generative AI <i>Wimpy Wilson</i> <i>Althea Toh</i>	Colloquium Extending a Covert Intervention Approach to Enhancing Architecture Students' Oral Communication Skills <i>Yuet Ying Olive Cheung</i> <i>Adam Fingrut</i> <i>Man Long Chan</i> <i>Martha Ng</i>	[16:10-16:35] Pedagogical Translanguaging in Action: Impetus and Challenges in China's Activity-Based EFL Teaching <i>Xiaotian Zhong</i>	[16:10-16:35] Exploring Chinese Undergraduates' Academic Language-Related Challenges and Motivations in a Sino-Foreign University <i>Valerie Joo</i> <i>Rong Yang</i> <i>Shengjie Zhai</i>
	HKU Press: Publishing Workshop for Textbooks and Monographs in Language Education <i>Kenneth Yung</i> <i>Yasmine Hung</i> [CPD-LG07+08]					[16:40-17:05] Preparing Writers to Evaluate, Not Just Produce: Discernment-Based Tasks in First-Year Writing <i>Demet Yigitbilek</i> <i>Bianca Brown</i>	[16:40-17:05] Agency in EMI: Multilingual Minority Undergraduates in Inner Mongolian Universities <i>Xiaochen Ren</i>
17:10-18:00	Keynote: Professor Kay O'Halloran (University of Liverpool, United Kingdom) <i>Multimodal Approach to Language Education and the Challenges of Generative AI</i> [CPD-LG.07-10]						
18:30-20:00	Welcome Reception [Loke Yew Hall]						
20:00-21:30	Victoria Harbour Evening Walk						



3 June 2026 (Day 2)

Time/Room	CPD-LG.18	CPD-LG.34	CPD-LG.17	CPD-LG.61+62	CPD-LG.59	CPD-LG.63	CPD-LG.60
08:00-14:00	Registration [Foyer]						
08:30-09:20	Keynote: Professor Xiaofei Lu (Pennsylvania State University, United States) <i>Connecting Language Patterns to Genre Purposes: New Perspectives for Research and Teaching</i> [CPD-LG.07-10]						
09:25-10:15	<u>Colloquium</u> Human in the Loop Feedback Ecosystems: Integrating AI and Human Expertise <i>Adam Forrester</i> <i>Tiffany Tsz-Yin Pang</i> <i>Catherine Lin</i> <i>Mable Chan</i> <i>Eunice Tang</i> <i>Vickie Li</i> <i>Blanche Chu</i>	<u>Colloquium</u> CAES Writing Centre and Speaking Studio: Innovations Past, Present and Future <i>Colin Tait</i> <i>Anthea Cheung</i> <i>Laura Kelly</i> <i>Bon Xue</i>	<u>Workshop</u> An Inquiry into the Future of Self-Directed Language Learning in Primary Education <i>Hong Yee Connie Chan</i> <i>Wing Sze Yu</i> <i>Louis Wan</i> <i>Darren Muller</i>	<u>Colloquium</u> From Teacher Perspectives to Practice: Mindful Integration of Grammarly in Writing Classrooms <i>Angela Chan</i> <i>Ian Mauer</i>	<u>Colloquium</u> English Across the Curriculum on Literature Review Writing: Three Stakeholders' Professional Development <i>Allen Ho</i> <i>Kyle Peters</i> <i>Peter Andrews</i>	<u>Workshop</u> Workshop of Comparative Analysis with Firthian Collocations <i>Xuri Tang</i>	<u>Workshop</u> The 12 Essential Design Elements of Multimedia Learning <i>Jose Vazquez</i>
10:15-10:45	Tea Break [Foyer]						
10:45-11:10	Designing for Autonomy and Motivation in Science Communication: Sequencing, Scaffolding, Roleplay, and Gamification <i>Mansurbek Kushnazarov</i> <i>Rosita Cheng</i> <i>Liza Yew</i>	Empowering Student Voices: Digital Storytelling in English-in-the-Discipline Classrooms <i>Carly Ng</i> <i>Patrick Leung</i> <i>Keith Chau</i> <i>Derek Chan</i>	GenAI Chatbots and Students' English Learning: A Mixed-Methods Study of Student-Chatbot Interactivity <i>Ying Cui</i> <i>Simon Harrison</i>	When ChatGPT Revises L2 Writing: Examining Cohesion Patterns Across Proficiency Levels <i>Dong Yeob Ham</i>	Developing Student Teachers' Education for Sustainable Development Competencies and Intercultural Communicative Competence <i>Cherry Chan</i>	Developing Academic Reading and Intertextual Writing Skills with Lower-Proficiency EAP Learners <i>Gabriella, Si Weng Cheang</i>	Raising Weaker English Proficiency through Workshops to Capitalize on Students' Multiple Intelligences <i>Thomas Yin-Hong Chan</i>
11:15-11:40	Experiential Learning in an EAP Course <i>Angela Frattarola</i>	How Inquiry-Based Learning Enhances Intercultural Competence in EFL <i>Xiaoyuan Li</i> <i>Ziyu Zhao</i>	Through the Digital Looking Glass: Autoethnographic Reflections on Bilinguality across Discursive Borderlands <i>Joan Valenzuela</i>	Learner-Built Corpora for AI Terminology in ESP: AntConc Workflows and Generative-AI Scaffolding <i>Oksana Marunovich</i> <i>Olesya Shadrina</i>	English Across the Curriculum (EAC): Sustainability through Administrative Lens <i>Jose Lai</i>	Developing Reflective Capacity in EAP Instruction: Approaches, Implications, and Concerns <i>Olivia Zhang</i>	British or American? Choosing the Appropriate English and Culture in Imperial Japan <i>Ricky Law</i>
11:45-12:10	Integrating AI Fluency in ED Courses without Deviating from Core Learning Outcomes <i>Gagandeep Singh</i>	One Mixtape, Many Uses: Self-Regulated ESP Learning with AI <i>Van Anh Cao</i>	Integrating Corpus and AI Technologies to Develop L2 Writing Teachers' TPACK <i>Jiahao Yan</i>	Student-Teacher-AI Interaction Networks and L2 Oral Development in an AI-Enhanced Chinese Classroom <i>Qufei Wang</i>	Global Englishes in Hong Kong: Teacher Beliefs, Challenges, and Policy Uptake <i>Yin Hong Chow</i>	Integrating GenAI Use with Metadiscourse Learning in an English-in-the-Discipline Course <i>Andrea Chai</i> <i>Vivian Kwan</i> <i>Paul Pan</i> <i>Jessica Hui</i>	Quantifying Future Cognition from Language: A Computational Framework Using FTR, PFC and FMR <i>Yuan Yuan Li</i> <i>Lingxi Dong</i>
12:15-12:40	Making the Invisible Visible: The Wave-Genre Pedagogy for L2 Argumentative Writing <i>Jianeng Zhou</i>	Developing Sociopragmatic Competence through Intercultural Education <i>Tongle Sun</i>	Evaluating GenAI Integration in Moodle: A Self-Learning Platform for Improving Academic Writing <i>Serina Chan</i> <i>Francis Shum</i>	Generative AI, English Proficiency, and Student Dependence in Presentation Plan Design <i>Kathy Lee</i> <i>Michelle Fong</i>	Normalising the Suboptimal: Class Size, Compensatory Innovation, and Practitioner Advocacy in EAP <i>Beatrice Clegg</i>	Critical and Comparative Reflection on Law Students' AI-Assisted Learning in Legal English <i>Vera Gao</i>	"I solemnly swear..." Attitudes to Swearing among ESL Teachers in Hong Kong <i>Simon Scanlon</i>
12:40-14:10	Lunch [CPD-LG.07-10] Campus Tour AHKLC AGM [CPD-LG.18]						



14:10-15:00	Keynote: Professor Christine Goh (Nanyang Technological University, Singapore) <i>Beyond Effective Oral Communication: Oracy Development for Academic Participation and Flourishing in Higher Education</i> [CPD-LG.07-10]						
15:05-15:30	COIL Model for Developing Global Competence in Language Teacher Education: HK-UK Collaboration <i>Nicole Tavares</i>	Advancing EAP Instruction in the AI Era: Principles, Practices, and Pedagogical Frameworks <i>Hui Pang</i>	Predicting Chinese High School Students' L2 Writing Quality with Linguistic Accuracy Measures <i>Wei Wang</i> <i>Chunyan Liu</i>	A Cross-Discipline Investigation of Stance and Engagement in Hong Kong Undergraduate Writing <i>Meilin Chen</i>	Pedagogical Insights from Designing an ESP Course for First-Year Engineering Students <i>Anita Au</i> <i>Derek Wong</i>	Navigating the Future: The Role of Professional Development in Language Centers <i>Dinesh Sadhwani</i>	AI-Assisted Chinese Language Teaching for Foreign Caregivers <i>Lillian Hsiao</i>
15:35-16:00	Evolving Pedagogical Approaches to Empower Peer Tutors: Looking Back and Moving Forward <i>Amy Dai</i> <i>Allen Ho</i> <i>Oliver Yung</i>	A Qualitative Exploration of GenAI-Assisted Composition Grading in Hong Kong <i>Denton Yeung</i> <i>Edsoulla Chung</i>	The Love and Pain of Being Human Writers in Undergraduates' AI-Integrated Writing <i>Siqi Song</i>	Do Plain Language Posters Encourage Plain Language Presentations? Analyzing Undergraduate Research Presentations <i>Bianca Brown</i> <i>Demet Yigitbilek</i>	Developing a Peer-Mentoring Model to Address Postgraduates' Language Needs in Academic Contexts <i>Issa Ying</i> <i>Joanna Chen</i> <i>Ryan Hunter</i> <i>Adam Barker</i>	Schoolscape as Basis for Language Policy Formulation: The Case of a University <i>Jean Reintegrado-Celino</i>	Enhancing Cantonese Speaking Skills with AI: CanNTalk <i>Ken Cheng</i>
16:05-16:30	Operationalising I-TPACK: Three-Step Training for Future Language Educators <i>Lok Ming Eric Cheung</i>	A Review of Research on Positive Psychology in AI-Assisted ESL/EFL Learning <i>Songcun Zhang</i>	AI-Assisted Virtual Reality for Enhancing EFL Speaking: A Data-Informed Approach <i>Kasina Wong</i> <i>Alice Yau</i>	Communicating Science to the Public: A Pilot Study of Popular Science Writing <i>Greg Chung Hsien Wu</i> <i>Vickie Li</i> <i>Melanie Zee</i>	Profit Warning Announcements: Accountants' Roles and the Rhetoric of Financial Language <i>Alina Wan</i>	Exploring the Multiple Positionings of Foreign Language Teachers in China <i>Xinyue Li</i>	"Wrestling" with Academic Promotional Genres: Writing Concepts, GenAI, and Teacher-Learner Co-Navigation <i>Yuanheng Wang</i>
16:35-16:50	<u>Demonstration</u> AI-Embedded Instruction to Promote Writer Agency through Scaffolded Critical and Creative Decision-Making <i>Chi Shen</i>	<u>Demonstration</u> An Online Hub Supporting AI-powered Multimodal Presentations in the Academic Context (AIMPAC) <i>Ken Lau</i> <i>Vivian Kwan</i>	<u>Demonstration</u> Responsible AI for Academic Communication <i>Ellen Seto</i> <i>Carson Hung</i> <i>Alice Yau</i>	<u>Demonstration</u> Beyond Theory: Applying Task-Based Learning in EAP for Dynamic Interaction <i>Jia Shen</i>	<u>Demonstration</u> Supporting Argumentation Skills Through Sequenced Assignments in an EAP Course <i>John Della Pietra</i> <i>Leo Yu</i>	<u>Demonstration</u> From Compliance to Agency: Teacher Self-Regulated Learning in AI-Enhanced Professional Development <i>Quynh Vu</i> <i>Nguyen Lan</i>	<u>Demonstration</u> Digital Aristotle: A Case Study in Designing an Educational Game <i>Victoria Tevs</i>
16:50-17:15	Tea Break [Foyer]						
17:15-18:05	Keynote Speakers Forum [CPD-LG.07-10] <i>The Future of Innovation in Language Education: Advancing Pedagogy, Practice and Research</i> Professor Christine Goh (Nanyang Technological University, Singapore) Professor Ken Hyland (University of East Anglia, United Kingdom) Professor Kay O'Halloran (University of Liverpool, United Kingdom) Professor Xiaofei Lu (Pennsylvania State University, United States)						
18:05-18:30	Closing Ceremony [CPD-LG.07-10]						

Sub-themes

Technology and Innovation in Language Teaching and Learning	Evolving Pedagogical Approaches, Curriculum, and Materials	English for Academic and Specific Purposes
Policy, Professional Development, and Interdisciplinary Collaboration	Language Learning, Acquisition, and Use in Contexts	Assessment and Evaluation in Language Education



Conference Highlights

Opening Ceremony

Date: 2 June 2026 (Tuesday)

Time: 08:30-09:15

Venue: CPD-LG.07-10, Lee Shau Kee Lecture Centre, The University of Hong Kong

Join us as the conference officially opens with inspiring welcome addresses from the Vice-President and Pro-Vice-Chancellor (Teaching and Learning), Professor Jay Siegel; the Dean of the Faculty of Arts, Professor David Pomfret; and the Director of CAES, Professor Clive Lee. The ceremony will feature a lively showcase of the conference themes, setting the tone for two days of innovation, exchange, and collaboration. We will wrap up the session with a group photo with our guest speakers, keynote speakers, and conference participants.

Welcome Reception

Date: 2 June 2026 (Tuesday)

Time: 18:30-20:00

Venue: Loke Yew Hall, Main Building, The University of Hong Kong

Unwind and connect with fellow delegates at the Welcome Reception in Loke Yew Hall, located in HKU's iconic Main Building and celebrated for its stunning neoclassical East-West architectural design. Enjoy an evening of networking, interactive games, and cheerful conversations over drinks and refreshments in a relaxed atmosphere. The event is **free of charge** for all conference participants. We look forward to celebrating together.

Closing Ceremony

Date: 3 June 2026 (Wednesday)

Time: 18:05-18:30

Venue: CPD-LG.07-10, Lee Shau Kee Lecture Centre, The University of Hong Kong

As we bring the conference to a joyful close, we will revisit highlights through a special video montage capturing the most memorable moments. Participants are then invited to take part in the Wishing Tree, sharing their visions for future innovations and emerging trends. The Conference Chair, Dr. Lillian Wong, will conclude the conference with festive reflections and heartfelt thanks to all who make the conference a success.



Keynote Speakers Forum

The Future of Innovation in Language Education: Advancing Pedagogy, Practice and Research

Date: 3 June 2026 (Wednesday)

Time: 17:15-18:05

Venue: CPD-LG.07-10, Lee Shau Kee Lecture Centre, The University of Hong Kong

Professor Christine Goh (Nanyang Technological University, Singapore)

Professor Ken Hyland (University of East Anglia, United Kingdom)

Professor Kay O'Halloran (University of Liverpool, United Kingdom)

Professor Xiaofei Lu (Pennsylvania State University, United States)

This closing forum brings together our keynote speakers for a forward-looking dialogue on the key ideas, challenges, and possibilities emerging from the conference. Drawing on insights from across the two-day programme, the session will synthesise central themes and critically reflect on how innovation can meaningfully advance pedagogy, professional practice, and research. It will also highlight practical directions for the future of language education, offering a thoughtful and inspiring conclusion to the conference.

Social and Networking Opportunities

Social and networking opportunities are an integral part of the conference programme, offering participants valuable occasions to connect beyond the formal sessions. All attendees are encouraged to make the most of dedicated events — including the Welcome Reception, tea breaks, lunch sessions, HKU campus tours, Victoria Harbour evening walk, and informal gatherings — to meet colleagues and peers, exchange ideas, build meaningful relationships, and explore opportunities for future professional collaboration.

Campus Tours

2 Days, 4 Campus Sites

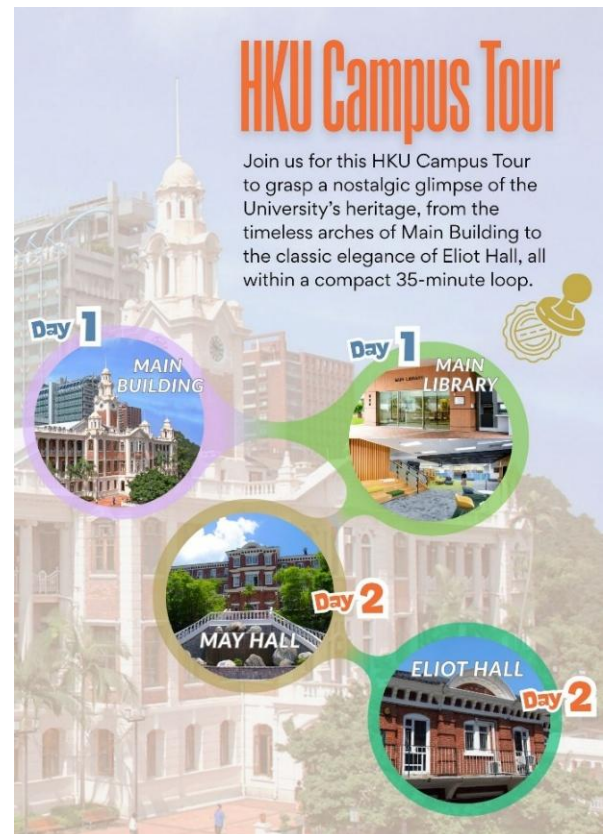
Date: 2 & 3 June 2026 (Tuesday & Wednesday)

Time: 13:30-14:05

Venue: HKU Main Campus

Meeting Point: Registration Desk, Lee Shau Kee Lecture Centre, Centennial Campus

Feature: A nostalgic glimpse of HKU's timeless charm through its heritage and classic buildings



Victoria Harbour Evening Walk

'Ding Ding' Your Way to the Iconic Victoria Harbour: A Tram-Tastic Evening

Date: 2 June 2026 (Tuesday)

Time: 20:00-21:30

Venue: HKU to Tsim Sha Tsui Pier

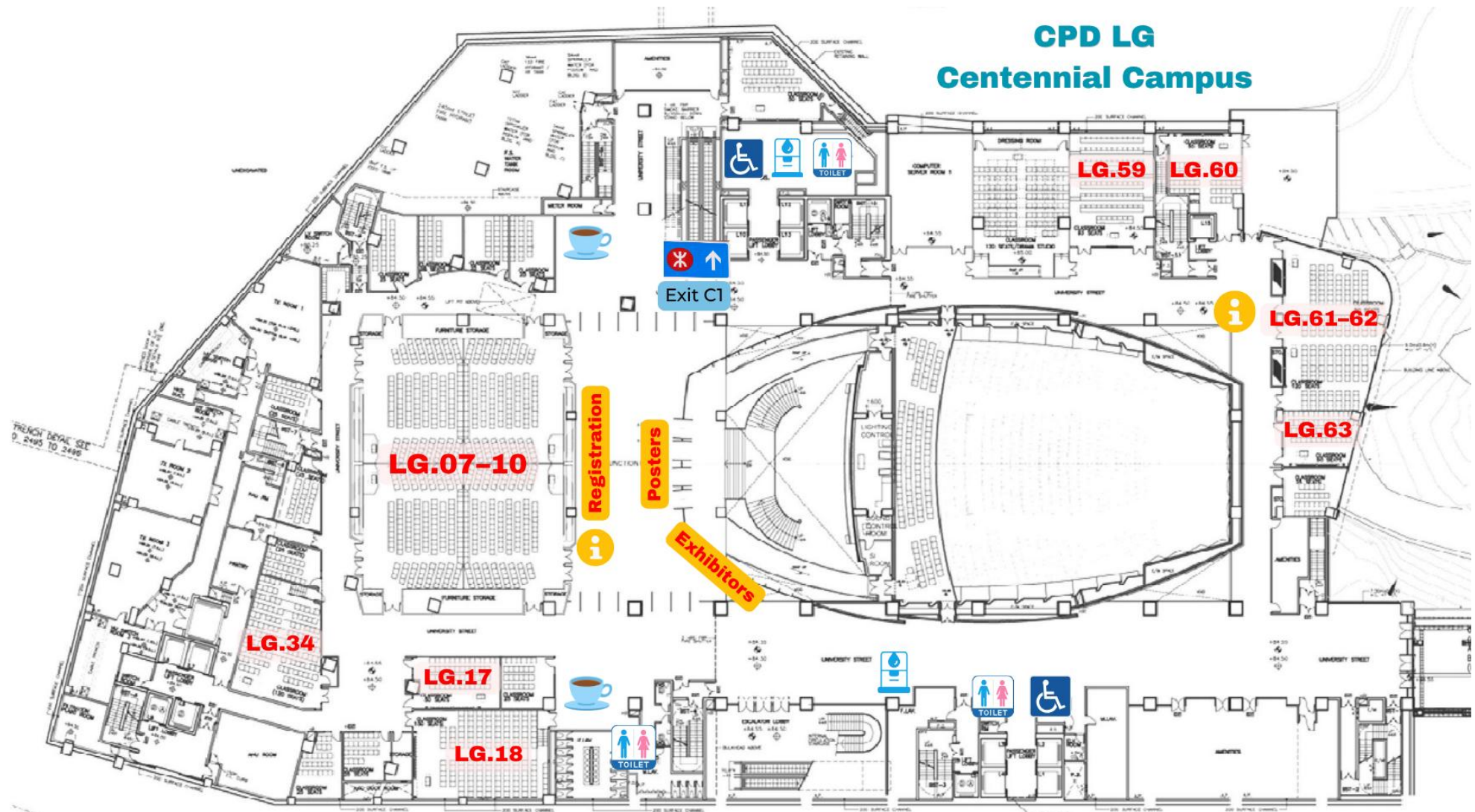
Meeting Point: Loke Yew Building, Main Building

Feature: An easy walking, tram, and ferry route to savour old Hong Kong vibes and take in the magnificent skyline of Victoria Harbour

Route: HKU – Whitty Street Tram Depot – Central Market – Central Star Ferry Pier – Tsim Sha Tsui Pier



Lee Shau Kee Lecture Centre, CPD LG Level, Centennial Campus



Loke Yew Hall, First Floor, Main Building, Main Campus

1/F Main Building Main Campus





Useful Information

Conference Hub for Participants (<https://caes.hku.hk/cp>)

Access the Conference Hub for Participants by scanning the QR code on your name badge. The Hub provides up-to-date information, important announcements, and your unique personal scan code for session check-ins and catering. After the conference, you can access the Hub to conveniently download your Certificate of Attendance or Presentation.

Registration and Badges

Registration counter location:

Foyer, outside the Lee Shau Kee Lecture Centre and the Grand Hall, Centennial Campus

Counter hours:

Day 1: 2 June 2026 (Tuesday) 08:00-16:00

Day 2: 3 June 2026 (Wednesday) 08:00-14:00

Check-in and materials:

Upon arrival on Day 1, please present your personal QR code accessible via our [Conference Hub for Participants](https://caes.hku.hk/cp) at the registration desk to collect your name badge and conference materials. Your badge must be worn at all times for admission to sessions and catering.

Information and Help Desks

Our Information and Help Desks are available throughout the conference to assist participants with enquiries, directions, and general support. Whether you need help navigating the venue, accessing sessions, or resolving technical issues, our staff will be happy to assist. Please feel free to approach the desk at any time during conference hours.

Presenters with any special needs or concerns about their presentation should approach the Information and Help Desk as early as possible in advance of their presentation to receive technical support. Please note that our support will be limited to the equipment supplied in the rooms and, wherever possible, we will provide assistance with connecting to this equipment.



Morning and Afternoon Tea

Venue: Outside CPD-LG.42 / CPD-LG.16, LG/F, Centennial Campus

Time: 2 June, 11:10-11:35; 15:45-16:10

3 June, 10:15-10:45; 16:50-17:15

Morning and afternoon tea will be provided and will include tea and coffee as well as sweet and savoury snacks.

Lunch

Venue: CPD-LG.07-10, LG/F, Centennial Campus

Time: 2 June, 12:50-14:20

3 June, 12:40-14:10

Participants may redeem one of the four lunch options and a juice using their personal scan code on the conference badge. Seating will be available in CPD-LG.07-10. During this 90-minute lunch break, participants may relax with old and new friends, engage in social and networking opportunities, or join the campus tours which start at 13:30.

Drinking Fountains at HKU Centennial Campus

Run Run Shaw Tower: LG/F Lift lobby area near restrooms

Cheng Yu Tung Tower: G/F

Coffee Shops

Alfafa café: G/F, The Jockey Club Tower, Central Podium, Centennial Campus

Opening hours: 07:00-20:00 (Monday to Friday)

Oliver's Super Sandwiches: LG/F, The Jockey Club Tower, Central Podium, Centennial Campus

Opening hours: 08:00-19:00 (Monday to Friday)

Starbucks: Shop G.03, G/F, Composite Building, Main Campus

Opening hours: 07:30-21:00 (Monday to Friday)

The Coffee Academics: G/F, Library Building (Old Wing), Main Campus

Opening hours: 08:00-20:00 (Monday to Friday)



Grocery Store

PARKnSHOP: Room 204, Chong Yuet Ming Amenities Centre, Main Campus
Opening hours: 09:00-19:00 (Monday to Saturday)

Banks and ATMs

Bank of East Asia: Shop P0030, G/F, Centennial Campus
Opening hours: 09:00-17:00 (Monday to Friday)
HSBC: G/F, Run Run Shaw Building, Main Campus
Opening hours: 09:00-16:30 (Monday to Thursday)

Connecting to Guest Wi-Fi

Guests at HKU can access free Wi-Fi on campus using **Wi-Fi.HK via HKU**. No prior registration or configuration is required. Choose Wi-Fi.HK via HKU from the available network list on your device. Once the welcome page appears, read and accept the Terms and Conditions to start browsing.

Certificates of Attendance and Presentation

Certificate of Attendance

All registered participants who attend the conference will receive a digital Certificate of Attendance. This will be available within our [Conference Hub for Participants](#) on or before 15 June 2026. Please make sure your name badge reflects the exact name you want on the certificate.

Certificate of Presentation

All presenters who deliver their scheduled talk, workshop or poster are entitled to a Certificate of Presentation. If you co-authored multiple presentations, only one certificate will be issued. This will also be available within our [Conference Hub for Participants](#) on or before 15 June 2026.

Conference Feedback Form

Please fill in the Conference Feedback Form via the [Conference Hub for Participants](#) to share your feedback with us.

Keynote Addresses

Date: 2 June 2026

Time: 09:15-10:05

Venue: CPD-LG.07-10

Professor Ken Hyland

University of East Anglia, United Kingdom



Feedback Fatigue: Can AI Save Us from Ever More Marking?

Abstract

With research showing the benefits of corrective feedback to both student writing and student writers, teachers have come under increasing pressure to provide more, including more personalised, and more detailed responses to students. This often places heavy demands on teachers and with ever-larger class sizes and heavier workloads, teacher fatigue and burn-out are common. New digital resources have already proven to be valuable in supporting L2 writing and teaching, offering automatic translation, error correction, automated scoring systems, and other benefits. In this paper I look at what they bring to feedback. Beginning with an overview of what feedback offers students, I explore the contribution of Automated Writing Evaluation (AWE) programmes and Generative Artificial Intelligence (GenAI) to feedback. The ability to provide instant corrective feedback across multiple drafts targeted to student needs and in greater quantities promises to increase learner motivation and autonomy while relieving teachers of hours of marking. But are these empty claims raising expectations? What is the role of teachers in all this and can AI really improve writers and not just texts?

About the Keynote Speaker

Professor Ken Hyland is an Honorary Professor at the University of East Anglia and was previously Director of the Centre for Applied English Studies (CAES) and Chair Professor of Applied Linguistics at The University of Hong Kong (HKU) from 2009-2017. He has published 320 articles and 30 books on writing and academic discourse with over 110,000 citations on Google Scholar. A fifth edition of his *Teaching and Researching Writing* and a second edition of the *Routledge Handbook of EAP* (edited with Paul Thompson) will be published by Routledge in 2026. According to the Stanford/Elsevier analysis of the Scopus database, he has been the world's most influential scholar in languages and linguistics (1st of the Top 2% Most-Cited Scientists Worldwide) for the last five years (2021-2025). A collection of his work, *The Essential Hyland*, was published in 2018 by Bloomsbury. He is the Editor of two book series with Routledge and Bloomsbury and a Foundation Fellow of the Hong Kong Academy of the Humanities. He was founding co-editor of the *Journal of English for Academic Purposes* and co-editor of *Applied Linguistics*.



Date: 2 June 2026

Time: 17:10-18:00

Venue: CPD-LG.07-10

Professor Kay O'Halloran

University of Liverpool, United Kingdom



Multimodal Approach to Language Education and the Challenges of Generative AI

Abstract

The multimodal approach has significance for language education in terms of understanding how language is a tool for constructing reality, and how it differs to images, scientific symbolism and other modalities. Drawing upon accessible conceptual frameworks, it is possible to study how linguistic choices interact with images and other resources to create meaning in multimodal texts. The approach is therefore useful for enhancing students' capacities for interpreting and producing texts that employ and integrate a range of modalities and developing pedagogical practices that facilitate these competencies in different contexts. The multimodal approach is particularly relevant given recent advances in Generative AI (GenAI) which include large multimodal models that are designed to process and generate combinations of text, images, audio and videos. The ease with which students can readily access and use GenAI and multimodal tools (e.g. OpenAI's ChatGPT, DeepSeek) has created an environment where there is even greater urgency for critical approaches to multimodality to be integrated into language education, given the unique challenges in this field with its focus on language and multimodal proficiency. From this perspective, multimodal pedagogy has become essential for leveraging the benefits and mitigating the risks of GenAI technologies in language education.

About the Keynote Speaker

Professor Kay O'Halloran is Chair Professor, Head of the Department of Communication and Media (2019–present) and Co-Director of the Digital Media & Society Institute (2023–present) at the University of Liverpool. Her research area is multimodal analysis involving the study of language, images and other resources in texts, interactions and events. She has a specific interest in multimodal and visual literacies, particularly in mathematical and scientific discourse. Over the past two decades, she has focused on the development and use of digital tools and techniques for multimodal analysis and mixed methods approaches to big data analytics of digital communications. Her current research involves context-based information fusion approaches for analysing online and social media.

Date: 3 June 2026
Time: 08:30-09:20
Venue: CPD-LG.07-10

Professor Xiaofei Lu

Pennsylvania State University, United States



Connecting Language Patterns to Genre Purposes: New Perspectives for Research and Teaching

Abstract

Recent corpus-based genre analysis studies have shown how specific language patterns are connected to rhetorical and pragmatic functions in academic and professional communication. These findings have informed classroom activities that help learners notice these patterns, understand their functions in particular genres, and choose expressions that effectively convey their intended purposes. This keynote proposes a new perspective on the connections between language patterns and genre purposes, and on how learners develop them. Drawing on insights from usage-based accounts of language learning, we treat such connections as a fundamental unit of learning in EAP/ESP contexts and hypothesize that learners' development of these connections may be influenced by features of their input, such as the frequency with which specific language patterns are used for particular genre purposes and the strength of their association with these purposes. The talk outlines specific research questions and methodologies for investigating how these usage features shape learners' developmental trajectories and discusses how findings from this work can inform the design of materials and classroom tasks in data-driven, genre-based pedagogy. Finally, it highlights how GenAI tools, such as fine-tuned models for identifying rhetorical functions and assessing the appropriateness of linguistic choices for specific genre purposes, can support research, instruction, and assessment in this framework, alongside a discussion of ethical considerations for their responsible use.

About the Keynote Speaker

Professor Xiaofei Lu is the George C. and Jane G. Greer Professor of Applied Linguistics and Asian Studies at The Pennsylvania State University. His research interests include corpus linguistics, English for Academic Purposes, second language writing, second language acquisition, and computer-assisted language learning. He serves as an Associate Editor for the *Journal of Second Language Writing*. He has published over 100 peer-reviewed articles in leading journals, including *Applied Linguistics*, *Behavior Research Methods*, *Computer Assisted Language Learning*, *Journal of Second Language Writing*, *Language Learning*, *Studies in Second Language Acquisition*, *TESOL Quarterly*, and *The Modern Language Journal*, among others. His recent book, *Corpus Linguistics and Second Language Acquisition: Perspective, Issues, and Findings*, was published by Routledge in 2023. Since 2022, he has been recognized on Stanford University's annual list of the *Top 2% Most-Cited Scientists Worldwide* in the subfield of Languages & Linguistics for both single-year and career-long impact. The L2 Syntactic Complexity Analyzer and Lexical Complexity Analyzer he developed have been widely used in second language writing and acquisition research.

Date: 3 June 2026

Time: 14:10-15:00

Venue: CPD-LG.07-10

Professor Christine Goh

Nanyang Technological University, Singapore



Beyond Effective Oral Communication: Oracy Development for Academic Participation and Flourishing in Higher Education

Abstract

Listening and speaking are important language communication skills for university students as they learn to participate in their academic and disciplinary communities. In this talk I examine the teaching of listening and speaking in higher education through the lens of oracy (Wilkinson 1965, Barnes 1988, Mercer 2025), where speech is a vehicle for acting in the world, understanding it and influencing it. The skills are a means of sharing ideas, examining thinking and enacting collaboration. The concept of oracy offers a compelling reason for developing language learners' listening and speaking competence beyond functional purposes to include holistic development, learner identity and personal agency that can lead to individual flourishing. In explaining oracy development, I shall refer to discussions on learners' interactional competence, metacognitive engagement and listening and speaking performance. I shall also propose some principles for designing and evaluating oracy-focused curriculum innovations. Relevant classroom activities and research directions are also suggested in areas such as dialogic interactions, metacognitive instruction and feedback on oracy.

About the Keynote Speaker

Professor Christine Goh is President's Chair Professor in Education (Linguistics & Language Education) at the National Institute of Education, Nanyang Technological University Singapore. She holds a Ph.D. in Linguistics from Lancaster University and is a teacher educator, language learning researcher and author with a strong interest in language learners' oracy development and metacognition. Her work is characterised by a strong research/theory – practice nexus. Christine has published more than 100 journal articles and book chapters and spoken at numerous international platforms. Her recent book publications are *Second Language Oracy Development for Young Learners: Listening, Speaking and Thinking* (2026, co-edited with Robbie L. Sabnani and Willy Renandya, Springer Nature), the second edition of *Teaching and Learning Second Language Listening: Metacognition in Action* (2022, with Larry Vandergrift, Routledge) and *Confident Speaking: Theory, Practice and Teacher Inquiry* (2024, with Xuelin Liu, Routledge). She is currently working with Anne Burns on a second edition of their popular book, *Teaching Speaking: A Holistic Approach* (2012, Cambridge University Press).



Parallel Sessions

PARALLEL SESSIONS 1

10:15-10:40, 2nd JUNE

Advancing Digital Competence in EAP: A Framework for Teacher Growth

Andy Jarvis, Lisa Cheung, Lillian Wong

The University of Hong Kong

This presentation introduces a digital competence framework for English for Academic Purposes (EAP) teaching. Based on teacher interviews, it supports self-assessment, professional development, and pedagogical practice. We offer practical guidance for EAP educators seeking clarity on essential digital competencies to enhance EAP teaching in today's technology-driven academic contexts.

Venue: CPD-LG.18

Human-AI Collaborative Coding of EFL Students' Academic Writing Dialogues

Ying Luo

The Pennsylvania State University

This presentation introduces a human-AI collaborative qualitative coding framework for analyzing EFL students' interactions with AI during academic writing. Using student-AI chat data, it demonstrates how AI-assisted semantic analysis can enhance qualitative research while maintaining interpretive depth and pedagogical relevance.

Venue: CPD-LG.34

AI as Invisible Architecture in EAP Pedagogy

Craig Cooper

Hong Kong Baptist University

This presentation reflects on teaching in EAP contexts where AI functions as an invisible architecture shaping academic work. Drawing on concepts from visual arts practice, it explores assessment, credibility, and care as sites for pedagogical decision-making, and invites discussion about treating uncertainty as a shared resource in language education.

Venue: CPD-LG.17

University Students' Perceptions of Lecturers' Use of Evaluative Language in Oral Feedback

Xiaoling Jin

City University of Macau

The study compares the appraisal analysis results of the lecturer's oral feedback with students' actual perceptions of the lecturer's evaluative language in use. This study cast new light on the understanding of evaluative language in a specific spoken context, i.e., the context of oral feedback in EMI university classrooms.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 1

10:15-10:40, 2nd JUNE

Integrating Formal and Extended Curriculum Through Experiential Learning Communities

Elena Vermeer, Rosita Cheng, Kasina Wong, Liza Yew

The Hong Kong University of Science and Technology

This presentation begins by reviewing literature on experiential learning theory and its applications in language learning. We then introduce the course-club collaboration model as a nexus for formal-extended curriculum integration, epitomized by the Science Buskers and Communicators Community. Finally, we discuss further directions for course-club collaboration at HKUST and beyond.

Venue: CPD-LG.59

Exploring the SDT Link in Blended EFL Teacher Support and Learner Engagement

He Xiang, Miaomiao Wang

Jiangsu University of Science and Technology

Based on Self-Determination Theory (SDT), this mixed-method study explores the link between teacher support and learner engagement in blended EFL teaching. Basic psychological needs partially mediate the relationship (dimension-specific effects), with smartphone distraction impacting engagement, offering targeted teaching implications.

Venue: CPD-LG.63

Consequential Validity of a National English Examination: Classroom Perspectives from Vietnam

Phuong Cao Hanoi National University of Education

Hang Nguyen The University of Danang

Nga Nguyen Vietnam National University

This study explores the consequential validity of the English National Examination in Vietnam, using Weir's socio-cognitive framework. Findings from a qualitative case study (teachers, students, documents) reveal strong test-oriented instruction, leading to curriculum narrowing and strategic learning. The paper highlights the urgent need to align assessment policy and classroom pedagogy.

Venue: CPD-LG.60



PARALLEL SESSIONS 2

10:45-11:10, 2nd JUNE

AI in Intercultural Virtual Exchange: Evidence of Overreliance and Pedagogical Implications

Emma Zhang

Hong Kong Baptist University

This presentation examines AI overreliance among HKBU students with intermediate proficiency in synchronous virtual intercultural dialogues with Kenyan, Mexican, and North Cypriot peers using English as the Lingua Franca. Transcript and interview data reveal that HKBU's AI positive policy tends to foster dependency on generic AI texts, undermining intercultural exchange.

Venue: CPD-LG.18

Secure and Practical Approaches for GenAI-Assisted Material Creation

Locky Law

The University of Hong Kong

This presentation offers practical strategies for using secure GenAI solutions to minimise data leakage risks. It outlines approaches to reduce exposure to external threats. Real-world examples will illustrate how secure GenAI can help create high-quality, relevant teaching materials while protecting student privacy and institutional integrity.

Venue: CPD-LG.34

Stance and Voice Construction in AI Generated vs. L2 Student Writing

Ruiyang Dai, Cecilia Guanfang Zhao

The University of Macau

This presentation compares AI-generated vs. L2 learner written essays by mapping stance markers onto the classic Toulmin argumentation structure. It shows how stance is distributed across argumentation elements and how this shapes authorial voice, with practical implications for technology-enhanced feedback and fairer assessment of AI-assisted writing.

Venue: CPD-LG.17

Predictors of the Source-Based Writing Ability in International and Multi-Disciplinary Cohorts

Gavin O'Neill

Hitotsubashi University, Japan

What predicts a student's ability to successfully complete a source-based writing task: Language proficiency, previous discipline, highest degree awarded, location of education, or training in source-based writing? This presentation reports on a PLS SEM analysis of factors that predicted source-based writing for a cohort of 208 students from 48 countries.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 2

10:45-11:10, 2nd JUNE

Broadening Horizons: Exploring the Impact of Global Englishes on Secondary Students' Attitudes

Thanh Trung Le Ngoc

The Education University of Hong Kong

This research examines how integrating Global Englishes (GE) in English language teaching influences students' views on linguistic diversity. Initially limited and idealizing native speakers, students showed increased awareness and acceptance of GE, with many expressing readiness to include GE perspectives in their future teaching practices.

Venue: CPD-LG.59

Reasoning Difficulties in IELTS Argumentative Writing among Chinese Intermediate Learners

Yujuan Deng

Universiti Putra Malaysia

This presentation investigates reasoning difficulties in IELTS Writing Task 2 by analysing how evaluative judgement breaks down in learner texts. Through qualitative close reading, it identifies diagnostic patterns of evaluative anchoring failure that help explain why intermediate learners struggle to meet assessment criteria in argumentative writing.

Venue: CPD-LG.60



PARALLEL SESSIONS 3

11:35-12:00, 2nd JUNE

Employing an AI-Driven Corpus Approach to Foster Disciplinary and Interdisciplinary Learning

Lisa Cheung

The University of Hong Kong

This paper investigates an innovative AI-driven Corpus (AIDC) tool, CorpusChat, that integrates traditional corpus linguistics methods with Generative AI to combine the authenticity and empirical evidence of corpora with the conversational intelligence of GenAI, advancing students' academic writing skills and awareness of linguistic conventions within and across disciplines.

Venue: CPD-LG.18

Enhancing Graduate Students' Speaking Skills through the Speeko Application

Yin Ling Cheung Nanyang Technological University

Derek Chan The University of Hong Kong

This study explores how graduate students use the AI-based Speeko application to improve their speaking skills, and to what extent they benefit from it. Findings show that Speeko's assessment and feedback are accurate regarding pace, fillers, pausing, intonation, and articulation, with limitation in its assessment of word choice and content of oral presentations.

Venue: CPD-LG.34

Integrating AI-Empowered Storytelling into Undergraduate Research Presentations

Xiaoyin Yang, Wei He

The Chinese University of Hong Kong, Shenzhen

This project introduces AI Empowered Storytelling to support undergraduates preparing research presentations. In a pilot workshop, students used AI tools to shape narrative structures and craft compelling research presentations. Findings suggest AES enhances students' compellingness and AI literacy. The insights have been applied to guide the redesign of EAP courses.

Venue: CPD-LG.17

Fostering Student Self-Determination through Generative AI Integration in English for Academic Purposes

Rita Gill Singh Hong Kong Baptist University

Hazal Wong City University of Hong Kong

Miranda Fung The Hong Kong University of Science and Technology

This presentation focuses on the interview findings on integrating GenAI into EAP courses with students, which identified key themes: enhanced AI literacy; moderate improvements in academic writing competence and social engagement; considerable growth in autonomy and self-efficacy; and the importance of human interaction and empathy in the learning process.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 3

11:35-12:00, 2nd JUNE

From Fixing to Facilitating: Dialogic Peer-Speaking Support in English Language Education

Angus Cheung

Hong Kong Baptist University

Amid AI-driven shifts towards oral assessments, this session reframes EAP peer speaking support from content correction to dialogic facilitation by demonstrating the benefits of a facilitative approach. This approach may also support transdisciplinary services by reducing dependence on tutor subject expertise while accommodating discipline-specific discourse through co-construction of knowledge.

Venue: CPD-LG.59

L3 Prosodic Perception of Guangdong Accented English and Mandarin in Multilingual Contexts

Qianwen Han Shenzhen University of Advanced Technology

Xiaona Zhou The Education University of Hong Kong

Hsueh Chu Chen The Education University of Hong Kong

This study examines how different listener groups perceive Guangdong-accented Mandarin and English prosody in a third language acquisition context. Acoustic analyses and listener ratings show that linguistic background and cross linguistic influence shape the perception of intelligibility and accentedness, revealing an interlanguage speech intelligibility benefit and supporting prosody-focused instruction.

Venue: CPD-LG.63

Evaluation of an English Teacher Certification Course for Non-Formal Private Tutors

Agnes Pataki

Eötvös Loránd University

This presentation explores how a non-formal English teacher training program contributes to the professional preparedness of private tutors without formal teaching degrees. Through qualitative analysis of microteaching, classroom observations, and interviews, it highlights the role of structured methodology in fostering pedagogical competence and professional legitimacy.

Venue: CPD-LG.60



PARALLEL SESSIONS 4

12:05-12:30, 2nd JUNE

Digital You: A Digital Literacy Course Using Facilities and Resources Beyond Classrooms

Mark Melican, Levi Lam

The Hong Kong University of Science and Technology

We outline the design of HKUST's Digital You course, which advances students' digital literacy through experiential, studio-enabled multimodal composition (reels, vlogs, podcasts). Students engage in collaborative production, audience analysis, critical appraisal of digital information, and ethical media practice. The presentation considers assessment implications and process-oriented evaluation in the GenAI context.

Venue: CPD-LG.18

What Do Language Teachers Understand about AI Integration? A Phenomenographic Study

Stephanie Young

University of Oxford

This presentation will explain the outcome space emerging from phenomenographic analysis of language teachers' AI integration conceptions. The hierarchical categories of understanding will be presented, highlighting critical aspects that distinguish different levels of awareness and the structural relationships between conceptions, with implications for designing targeted professional development pathways.

Venue: CPD-LG.34

AI-SELA: Transforming Academic English for Design Students through Personalised, Technology-Enhanced Pedagogy

Phoebe Siu

The Hong Kong Polytechnic University

AI-SELA transformed EAP learning for Design students by personalising academic English through AI and innovative pedagogy. The presentation showcases curriculum innovations, learner engagement, and co-created resources, demonstrating how technology empowers Design students to develop autonomy, critical language skills, and success in academic and professional environments.

Venue: CPD-LG.17

Research Ethics in Scientific Writing: Ethical Discourse in Pediatric Neurocognitive Disorder Studies

Jenny Wan

Hong Kong Shue Yan University

This presentation highlights a language gap between ethical intentions and outcomes in scientific writing. Methodology sections use assertive, institutional language, while discussion sections adopt a more interpretive tone with hedging. This contrast suggests flexibility and inconsistency in how researchers report ethical considerations involving children with neurocognitive disorders.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 4

12:05-12:30, 2nd JUNE

From Reflective to Enacted Empathy in ESOL Pedagogical Practice

Rohan Willis

The University of Auckland

Based on a qualitative study, this presentation introduces the notions of 'reflective empathy' and 'enacted empathy' to show how ESOL teachers' language-learning experiences inform their language teacher knowledge and pedagogical practices.

Venue: CPD-LG.59

Seeing the Forest and the Trees: A Multiple Goal Perspective on Motivation

Jonathan Rickard

Hong Kong Baptist University

This presentation reports findings from a qualitative two-year study of participants' motivational development. It explores the English-related goals that participants set and how, over time, their English learning was facilitated by and conflicted with other goals related to content learning, university life, and life beyond university.

Venue: CPD-LG.63

Assessment Innovation in the GenAI Era: Podcasting as an Example

Nicholas Mo

The University of Hong Kong

This presentation explores assessment innovation in the GenAI era, focusing on podcasting as an oral assessment. It introduces three guiding principles—flexibility, authenticity, and meaningfulness—showcasing how podcast production enhances student investment, digital literacy, and self-growth in the GenAI era, while discussing transferability and practical challenges of the assessment.

Venue: CPD-LG.60



PARALLEL SESSIONS 5

12:35-12:50, 2nd JUNE

Demonstration

Scaffolding Self-Regulation: Teacher-Designed AI Agents for Enhancing Feedback Literacy in EFL Writing

Huiran Cai

The Chinese University of Hong Kong

Grounded in the Cognitive Academic Language Learning Approach (CALLA) framework, this action-research informed session demonstrates how EFL teachers designed adaptive AI agents to scaffold students' self-regulated feedback handling strategies. It shares specific agent designs and pedagogical methods that enhance feedback literacy, showcasing teachers as active designers of AI-mediated learning environments.

Venue: CPD-LG.18

Demonstration

Motisse - An AI-Powered Software to Develop Your Writing Skills

Christophe Dominique Michel Coupé

The University of Hong Kong

We demonstrate an online platform, Motisse, which uses GenAI to help users develop their writing skills through tailored feedback and suggestions – rather than write for them. Through iterative practice, it targets students at all levels and strengthens their interest and confidence through engagement with the creative component of writing.

Venue: CPD-LG.34

Demonstration

Integrating AI Tools as Learning Partners in EAP Curriculum Design

Leo Yu, John Della Pietra, Mable Chan

Hong Kong Baptist University

This session demonstrates the integration of AI as a learning partner in EAP, supporting students' development in reading, writing, and argumentation. Through reflective portfolios, students critique and justify their use of AI, emphasising critical engagement and ethical use. Practices inform curriculum design to promote responsible, autonomous learning with AI technologies.

Venue: CPD-LG.17

Demonstration

Teaching Academic English through Project-Based Learning and AI in Secondary Education

Nguyen Lan

Edison Schools/Edgewood University

This session demonstrates how Project-Based Learning combined with AI tools can support the development of Academic English in secondary education. Through interactive mini-projects and collaborative design, it showcases practical, ethical strategies to enhance academic literacy, critical thinking, learner autonomy, and effective language scaffolding in digitally supported classrooms.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 5

12:35-12:50, 2nd JUNE

Demonstration

Enhancing Students' AI Literacy in Business Communication – A Teaching Practice Demonstration

Yanne Tse

The Chinese University of Hong Kong

This demonstration showcases an AI literacy teaching activity where students analyse AI-generated texts, identify humanistic components and reproduce messages for appropriate contexts. The goal is to increase students' awareness of the gap between AI output and real-world communication, as well as the significance of language proficiency and critical thinking development.

Venue: CPD-LG.59

[12:35-13:00]

From Source-Texts to Synthesis: Teaching Knowledge Transformation in an Undergraduate Writing Course

Mia Huan Tan, Audrey Tan

Nanyang Technological University

This study examines synthesis writing among first-year undergraduates across disciplines at NTU, analyzing published student research to identify four synthesis types. Findings distinguish knowledge-telling from knowledge-transforming practices and highlight the need for pedagogical support to develop knowledge construction in early academic writing.

Venue: CPD-LG.63

[12:35-13:00]

How to Measure AI-Assisted Applied Chinese Writing: Mitigate Cognitive Load Offloading

Yuan Tao, Xiaoping Gao

Hong Kong Polytechnic University

This research proposes a three-dimensional adaptive assessment strategy for applied Chinese writing in the age of generative AI, focusing on process-oriented evaluation, AI-irreplicable competencies, and active cognitive engagement. It addresses implementation challenges and offers practical solutions, advancing AI-integrated writing assessment and supporting sustainable language education development.

Venue: CPD-LG.60



PARALLEL SESSIONS 6

14:20-14:45, 2nd JUNE

The Effects of Flipped Blended Pedagogy in Learner-Centered Interaction in ESP Instruction

Ángel Garralda Ortega, Hee Kyung Hong

Lingnan University

After explaining the pedagogical context which motivated this research, our presentation focuses on comparing the interactional dynamics resulting from three different lesson types using classroom discourse analysis tools. We will then analyse the implications for teaching and learning derived from our analysis.

Venue: CPD-LG.18

Enhancing Student Engagement in Academic Speaking through Spherical Video-Based Virtual Reality

Matthew Yeung, Alice Yau

The University of Hong Kong

Spherical video-based virtual reality (SVVR) offers an immersive learning environment that enhances second language learners' academic speaking skills. Using data from 159 questionnaires and 21 interviews with university students, this study found that SVVR improves motivation through interactive, authentic, and rubric-based activities with clear pedagogical benefits.

Venue: CPD-LG.34

Critically Integrating AI in EFL Classrooms: Evolving Teacher Pedagogy and Digital Literacy

Yanling Cai

Macau University of Science and Technology

This study examines how AI and language technology are transforming EFL teaching, positioning teachers as 'digital gatekeepers.' Through interviews, it finds that teachers must develop new skills in technology assessment and digital pedagogy, shifting from knowledge transmitters to facilitators. It highlights the need for updated training and ethical considerations.

Venue: CPD-LG.17

Advancing ESP Assessment Design for Architecture and Built Environment

Kin Loong Ken Ho, Denise Wu

The University of Hong Kong

This presentation discusses an authentic and disciplinary approach to ESP assessment design specific to architecture and built environment to promote disciplinary thinking of students. Rewards and challenges in leveraging problem-based learning from faculty courses, authentic topics/issues in the discipline and the use of GenAI in research are shared.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 6

14:20-14:45, 2nd JUNE

Empowering Student Autonomy through Generative AI Integration in English for Academic Purposes

Lillian Wong The University of Hong Kong

Paul Myers Hong Kong Baptist University

Miranda Fung Hong Kong University of Science and Technology

This study explored how GenAI tasks combined with AI literacy instruction addressed the needs of EAP students in four universities. Through a content analysis of reflective journals from 17 participants, the study revealed gains: while participants reported moderate gains in relatedness and competence, they experienced a considerable increase in autonomy.

Venue: CPD-LG.59

Fostering Student Feedback Literacy through GenAI-Supported Student-Teacher Feedback Co-Creation: A Quasi-Experimental Study

Jessica To, Xiaowen Yang

The University of Hong Kong

This quasi-experimental study explores GenAI-supported student-teacher feedback co-creation to enhance feedback literacy among Chinese freshmen. Compared to GenAI-only feedback, co-creation improved students' ability to appreciate, process and enact feedback. Findings suggest integrating GenAI with dialogic feedback fosters self-assessment, interpretation, and learner agency, offering insights for language educators.

Venue: CPD-LG.63

The Differences Between the Phrasal Verb Use by Human Writers and ChatGPT

Siyang Zhou The Hong Kong University of Science and Technology

Chen Chen Xi'an Jiaotong-Liverpool University

This study compares phrasal verb (PV) use in human and AI-generated essays, analyzing frequency, diversity, and collocations. Findings show that human writers use PVs more frequently and diversely, reflecting informal style and creativity. This study informs language pedagogy and AI-detection tools in enhancing writing instruction and identifying AI-generated content.

Venue: CPD-LG.60



PARALLEL SESSIONS 7

14:50-15:15, 2nd JUNE

AI-Enhanced Language Learning: Insights from a Pilot Subject Study at PolyU

Yan Xia, Jane Robbins, Ryan Hunter

The Hong Kong Polytechnic University

This pilot study examines a reflective, AI-supported English language learning component that prioritises critical AI literacy and personalised goal-setting. It investigates how scaffolded, structured learning sequences shape first-year students' experiences, perceptions, and motivation in language learning at a Hong Kong university.

Venue: CPD-LG.18

Exploring GenAI Literacy and Academic English Literacy in Chinese EMI Contexts

Hao Wu

Oxford University / New York University Shanghai

This mixed-methods study examines how Chinese EMI students' generative AI literacy relates to academic English literacy. Combining questionnaire survey data and semi-structured interviews, it explores patterns of AI use, ethical decision-making, and pedagogical implications for integrating GenAI literacy into EMI instruction.

Venue: CPD-LG.34

A Matter of Technological Affordances and Systematic Human-Supported Scaffolding in GenAI-IDLE

Wanxi Ge

Universiti Malaya

This study aims to investigate how GenAI-assisted informal English learning improves academic writing and AI competence. Key findings include factors linked to intuitive interfaces, gamified activities, and scaffolded prompt literacy. The findings reveal effective integration requires both technological affordances and systematic human-supported scaffolding.

Venue: CPD-LG.17

Developing Feedback Literacy and Writing Competency in Science Communication: Technology-Enhanced Peer Feedback

Brenda Yuen

National University of Singapore

This study investigated the impact of technology-enhanced dialogic peer feedback on students' feedback literacy and writing competency development in a science communication course. Findings indicated that the anonymous peer feedback group achieved significantly higher feedback literacy and writing scores than those in the non-anonymous group.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 7

14:50-15:15, 2nd JUNE

Outlining a Theoretical Framework for English-Across-the-Curriculum (EAC)

Man Long Chan

The Chinese University of Hong Kong

This presentation proposes a theoretical framework for English Across the Curriculum (EAC) that may help advance its future development in different settings. With a working definition of EAC, the presenter will identify four possible theoretical layers to reflect on its multi-faceted nature as this initiative involves multiple institutional stakeholders.

Venue: CPD-LG.59

A Lesson Planning Paradigm for Academic Writing Classes

Matthew Gordon

The Chinese University of Hong Kong

While General English Language Teaching (GET) pedagogy has several established lesson planning tools, English for Academic Purposes lacks one. This literature review addresses this gap by drawing on existing GET models and the relevant literature on second language writing to propose a practical lesson planning tool for academic writing teachers.

Venue: CPD-LG.63

Professional Voice in Nursing Students' Reflective Writing: A Corpus-Informed Study and Implications

Daphne Choi

Saint Francis University

This presentation reports on a corpus-informed discourse analysis of Year 1 Hong Kong nursing students' assessed Gibbs-model reflections. It examines how novice writers enact professional voice, index criticality across reflection stages, and position professional identity. Using AntConc plus stage-sensitive move coding, it offers discipline-embedded ESP/EAP teaching and feedback implications.

Venue: CPD-LG.60



PARALLEL SESSIONS 8

15:20-15:45, 2nd JUNE

Investigation of GenAI-Mediated L2 Writing Feedback Engagement: Combining Variable- and Person-Centered Approaches

Minlin Minny Zou

The University of Exeter

Feedback engagement is influenced by psychological factors and is crucial in second language (L2) writing. The advancements of generative artificial intelligence (GenAI) have injected new vitality into feedback engagement. This study aims to explore associations between L2 writing grit, writing enjoyment, and GenAI-mediated feedback engagement using variable-centered and person-centered approaches.

Venue: CPD-LG.18

Digital Storytelling in L2 Classrooms to Promote Vocabulary Learning and Character Strengths

Baohua Yu City University of Hong Kong

Anne L. L. Tang Lingnan University

We find that a 3-step integrated DST approach could be more effective in promoting students' vocabulary learning and character strengths in L2 classes, and application to real-world contexts. We recommend applying the 3-step integrated DST approach to plan and deliver pre-class, in-class, and post-class activities based on student-centredness.

Venue: CPD-LG.34

Generative AI as Pedagogical Agent: Scaffolding Professional Communication in High-Stakes Domains

Francis Shum

The University of Hong Kong

'Deconstruct-Simulate-Feedback' framework applied to aviation radiotelephony, it demonstrates GenAI's capacity to provide sophisticated, real-time scaffolding. The findings offer scalable solutions for personalised instruction, with broader implications for innovating pedagogy in safety-critical domains.

Venue: CPD-LG.17

Using Automated Indices to Explore the Role of Cohesion in L2 Writing

Chunyan Liu

Jiangxi Normal University

Using natural language processing tools of Coh-Metrix 3.0 and TAACO 2.0, the study analyzed 108 compositions from L2 writers to identify indices that are predictive of human ratings of essay quality. The study also provides empirical basis for the development of automated writing evaluation system and for teaching writing.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 8

15:20-15:45, 2nd JUNE

Integration of AI-Chatbots as Virtual Patients to Enhance Medical Students' Interactional Competence

Yingying Tse, Xiaoyin Yang

The Chinese University of Hong Kong, Shenzhen

The current study aims to design a course that utilizes a blended learning approach, combining traditional doctor-patient communication training with the integration of AI-powered chatbots as supplementary teaching and learning tools. Ten sets of teaching plans and AI-generated materials have been created to help enhance students' interactional competence in English.

Venue: CPD-LG.59

Let Me Teach You: Near-Peer Teaching in Multimodal Assessments

Wim Isidoor Lea Vergult, Simon Boynton, Michelle Raquel, Juan Castillo, Nicholas Mo

The University of Hong Kong

This qualitative study explores near-peer teaching through peer consultants' perspectives at a leading Hong Kong tertiary institution. Using interviews, reflective journals, and class observations across the semester, we identified key benefits and challenges. Findings suggest near-peer teaching supports students and reveals opportunities to expand peer consultant roles toward teaching responsibilities.

Venue: CPD-LG.63

Building a Community of EAP Practitioners: Device-Free Activities

Sara Lai-Reeve

The Hong Kong Polytechnic University

This paper explores reintroducing device-free activities in EAP classrooms. It argues for a balanced spectrum between technology-assisted and screen-free learning. Highlighting the current over-reliance on AI among Hong Kong students, the paper emphasizes fostering independent thinking, language skills, and stronger academic communities through purposeful human-centred engagement.

Venue: CPD-LG.60



PARALLEL SESSIONS 9

16:10-17:00, 2nd JUNE

HKU Press: Publishing Workshop for Textbooks and Monographs in Language Education

Kenneth Yung, Yasmine Hung

Hong Kong University Press

This workshop aims to illuminate the perspectives, workflows and challenges facing academic publishers in assessing possible new commitments, while providing practical and essential tips necessary for successful preparation of book proposals and manuscripts.

Venue: CPD-LG 07+08

Colloquium - Scaling AI Literacy: Implementing University-Wide GenAI Workshops for Administrative Staff

Parco Wong, Natalie Fong, Locky Law, Patrick Leung, Nicholas Mo

The University of Hong Kong

This colloquium presents HKU's "GenAI@Work" initiative, designed to enhance AI literacy among administrative staff. Presenters discuss the workshop design, focusing on prompt engineering and ethical application. The session explores the challenges of university-wide deployment and future strategies for integrating GenAI into professional development and broader educational contexts.

Venue: CPD-LG.18

Colloquium - Co-Evolution in the AI Era: How Learners and AI Reshape EFL Education

Yining Zhang, Wangqianwei Yong, Xupeng Zhang, Mingzhu Li, Wenting Liu

Tsinghua University

This panel features four studies examining how AI systems and learner factors reshape EFL education, progressing from system design and learner-AI interaction to AI literacy, feedback engagement, and learner agency. Collectively, they highlight the co-evolution of AI tools and human learners in academic writing contexts.

Venue: CPD-LG.34

Workshop - The Positioning and Purpose of EAP/ESP: A Futures Workshop

Lorena Leigh The University of Hong Kong

Eric Tindall The Hong Kong Polytechnic University

This is an interactive session applying Futures Studies to explore AI's impact on EAP, including activities on metaphor, futures mapping, and scenario development for strategic planning.

Venue: CPD-LG.17



PARALLEL SESSIONS 9

16:10-17:00, 2nd JUNE

Workshop - Beyond Shortcuts: How to Foster Self-Regulated Language Learning with Generative AI

Winny Wilson, Althea Toh

Singapore Management University

Generative AI has been shown to enhance language learning. However, its convenience risks passive usage and undermines active, self-regulated learning. This workshop, drawing on Zimmerman's (2002) model, explores coaching techniques for instructors to help students move beyond AI shortcuts and actively manage their language learning progress.

Venue: CPD-LG.61+62

Colloquium - Extending a Covert Intervention Approach to Enhancing Architecture Students' Oral Communication Skills

Yuet Ying Olive Cheung, Adam Fingrut, Man Long Chan, Martha Ng

The Chinese University of Hong Kong

This colloquium explores the implementation of the Covert Approach to Deliver English for Specific Purposes (CAD-ESP) in a Hong Kong university by discussing in detail (i) the language needs of undergraduate architecture students, (ii) the collaborative process between architecture and English teachers, and (iii) preliminary results of this intervention's effectiveness.

Venue: CPD-LG.59

[16:10-16:35]

Pedagogical Translanguaging in Action: Impetus and Challenges in China's Activity-Based EFL Teaching

Xiaotian Zhong

Beijing Normal University

This presentation illustrates the impetus and challenges of applying pedagogical translanguaging in the activity-based approach, finding it supports scaffolding and core competencies in English teaching, while identifying external and internal challenges. It offers novel insights for diverse foreign language education, challenging monolingual norms and exploring integration with local pedagogical innovations.

Venue: CPD-LG.63

[16:10-16:35]

Exploring Chinese Undergraduates' Academic Language-Related Challenges and Motivations in a Sino-Foreign University

Valerie Joo, Rong Yang, Shengjie Zhai

The Chinese University of Hong Kong, Shenzhen

This presentation examines the academic language-related challenges and motivations of 25 Chinese EFL freshmen in EMI programs at a Sino-foreign university. Through interviews and reflections, it highlights evolving perceptions of language obstacles and the need for tailored curricula that support diverse linguistic backgrounds and promote academic success.

Venue: CPD-LG.60



PARALLEL SESSIONS 9

16:10-17:00, 2nd JUNE

[16:40-17:05]

Preparing Writers to Evaluate, Not Just Produce: Discernment-Based Tasks in First-Year Writing

Demet Yigitbilek, Bianca Brown

Carnegie Mellon University - Qatar

This presentation describes how first-year writing analysis and synthesis tasks were redesigned as in-class discernment activities in response to generative AI. By shifting from text production to evaluative argument, students practice critical reasoning, assess argumentative quality, and develop transferable academic and professional skills for evaluating human and AI-generated writing.

Venue: CPD-LG.63

[16:40-17:05]

Agency in EMI: Multilingual Minority Undergraduates in Inner Mongolian Universities

Xiaochen Ren

Monash University

This study explores how ethnic minority multilingual undergraduates in Inner Mongolia exercise agency in EMI courses. Using interviews, focus groups, and learning artefacts, it shows how translanguaging, peer collaboration, and selective participation function as context-sensitive agentic practices, broadening what "agency" looks like in EMI.

Venue: CPD-LG.60



PARALLEL SESSIONS 10

09:25-10:15, 3rd JUNE

Colloquium - Human in the Loop Feedback Ecosystems: Integrating AI and Human Expertise

Adam Forrester The Hong Kong Polytechnic University

Tiffany Tsz-Yin Pang City University of Hong Kong

Catherine Lin The Education University of Hong Kong

Mable Chan Hong Kong Baptist University

Eunice Tang The Hong Kong University of Science and Technology

Vickie Li The University of Hong Kong

Blanche Chu The Education University of Hong Kong

This colloquium examines the ways in which human in the loop feedback is reshaping approaches to writing pedagogy across university language centres in Hong Kong. It considers how educators are re-examining how AI generated feedback can be combined with human judgment to enhance students' learning experiences.

Venue: CPD-LG.18

Colloquium - CAES Writing Centre and Speaking Studio: Innovations Past, Present and Future

Colin Tait, Anthea Cheung, Laura Kelly, Bon Xue

The University of Hong Kong

This colloquium offers an overview of the CAES Writing Centre and Speaking Studio from coordinator and student perspectives. It includes discussion of our service's pedagogy, operations and the challenges we have faced including innovations driven by AI. The final section will be an open discussion.

Venue: CPD-LG.34

Workshop - An Inquiry into the Future of Self-Directed Language Learning in Primary Education

Hong Yee Connie Chan Shatin Tsung Tsin Primary School

Wing Sze Yu Shatin Tsung Tsin School

Louis Wan Chi Lin Buddhist Primary School

Darren Muller Shatin Tsung Tsin School

Sharing the journeys of two Hong Kong primary schools, this workshop demonstrates how advanced, purpose-built AI is evolving from an assistant into a transformative force for self-directed learning. It will offer a practical roadmap for schools to harness AI to develop more reflective language learners from an early age.

Venue: CPD-LG.17

Colloquium - From Teacher Perspectives to Practice: Mindful Integration of Grammarly in Writing Classrooms

Angela Chan, Ian Mauer

Wenzhou-Kean University

This colloquium addresses challenges in integrating GenAI tools such as Grammarly into freshman composition courses. Collaborative action research shows that divergent evaluations are shaped by instructors' expectations and priorities. A classroom implementation study reveals how students engage in revision and underscores the need to balance AI support with instructor guidance.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 10

09:25-10:15, 3rd JUNE

Colloquium - English Across the Curriculum on Literature Review Writing: Three Stakeholders' Professional Development

Allen Ho, Kyle Peters, Peter Andrews

The Chinese University of Hong Kong

This colloquium involves three stakeholders of an English Across the Curriculum (EAC) collaboration in a Hong Kong university on literature review writing, namely the project's coordinator, frontline supporter (language teacher) and collaborator (content teacher). Emphases will be placed on the professional development of these parties from administrative and pedagogical perspectives.

Venue: CPD-LG.59

Workshop - Workshop of Comparative Analysis with Firthian Collocations

Xuri Tang

Huazhong University of Science & Technology

This workshop introduces the concept of Firthian collocation, an open-source software named TextScope, and the application of Firthian collocations in language education. It will familiarize participants with the use of TextScope by demonstrating the applications of Firthian collocation comparison to L2 language proficiency evaluation and synonymous differentiation.

Venue: CPD-LG.63

Workshop - The 12 Essential Design Elements of Multimedia Learning

Jose Vazquez

The Hong Kong Polytechnic University

Mayer's multimedia learning theory applies cognitive science principles to optimize instructional design. The 12 foundational principles, including coherence, signaling, contiguity, and modality, enhance learning by leveraging dual-channel processing while respecting cognitive load limits. Participants will learn evidence-based strategies for balancing visual-verbal content, controlling pacing, and improving e-learning effectiveness.

Venue: CPD-LG.60



PARALLEL SESSIONS 11

10:45-11:10, 3rd JUNE

Designing for Autonomy and Motivation in Science Communication: Sequencing, Scaffolding, Roleplay, and Gamification

Mansurbek Kushnazarov, Rosita Cheng, Liza Yew

The Hong Kong University of Science and Technology

We present our qualitative study on how an undergraduate language course with sequencing, scaffolding, roleplay, and gamification elements influenced learner autonomy and motivation. We adopt the Self-Determination Theory to analyze how students experienced freedom, competence, and relatedness in the course aimed at equipping students with effective science communication skills.

Venue: CPD-LG.18

Empowering Student Voices: Digital Storytelling in English-in-the-Discipline Classrooms

Carly Ng, Patrick Leung, Keith Chau, Derek Chan

The University of Hong Kong

This presentation examines how digital storytelling empowers student voices in Hong Kong English-in-the-Discipline classrooms. By integrating narrative and multimodality, it fosters creativity and communicative competence. Practical strategies, challenges, and student examples illustrate how digital storytelling transforms academic communication into an engaging, authentic process that bridges communicative competence and disciplinary engagement.

Venue: CPD-LG.34

GenAI Chatbots and Students' English Learning: A Mixed-Methods Study of Student-Chatbot Interactivity

Ying Cui, Simon Harrison

City University of Hong Kong

This mixed-methods study investigates the multimodal interactivity between Chinese EFL learners and GenAI Chatbots. Using ELAN-based qualitative analysis with MediaPipe computer vision analysis, it intends to analyze how students and AI Chatbots engage in micro-level collaborative adaptation, and how behavioral cues relate to language-learning moments and learning perceptions.

Venue: CPD-LG.17

When ChatGPT Revises L2 Writing: Examining Cohesion Patterns Across Proficiency Levels

Dong Yeob Ham

Seoul National University

This presentation explores how ChatGPT revisions reshape cohesion in Korean EFL learners' argumentative writing. The findings show that AI-revised texts display cohesion patterns that diverge from learner developmental trajectories and human judgments of writing quality, raising important considerations for AI use in L2 writing instruction and assessment.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 11

10:45-11:10, 3rd JUNE

Developing Student Teachers' Education for Sustainable Development Competencies and Intercultural Communicative Competence

Cherry Chan

City University of Hong Kong

This project adopts culturally responsive pedagogies to develop Hong Kong student teachers' intercultural communicative competence and Education for Sustainable Development skills. Through workshops involving discussions and reflections, students reported enhanced intercultural awareness, recognizing the importance of mindful communication and inclusive classrooms, supporting their professional growth as future environmentally conscious educators.

Venue: CPD-LG.59

Developing Academic Reading and Intertextual Writing Skills with Lower-Proficiency EAP Learners

Gabriella, Si Weng Cheang

Macao University of Tourism

This presentation examines how to effectively scaffold EAP materials for lower-proficiency learners with the aim of fostering evaluation as an aspect of academic reading and independent academic writing skills. This presentation will be of interest to EAP teachers looking to develop accessible materials for CEFR A2 – B1 level learners.

Venue: CPD-LG.63

Raising Weaker English Proficiency through Workshops to Capitalize on Students' Multiple Intelligences

Thomas Yin-Hong Chan

Saint Francis University

English enhancement research in ESP courses for Nursing and Social Work undergraduates at St Francis University has been conducted since 2021. Drawing on Tomlinson's differentiated instruction and Gardner's theory of multiple intelligences, the initiative integrates individual differences, and cognitive and affective considerations to optimize English proficiency through structured scaffolding.

Venue: CPD-LG.60



PARALLEL SESSIONS 12

11:15-11:40, 3rd JUNE

Experiential Learning in an EAP Course

Angela Frattarola

Nanyang Technological University

Experiential learning is conventionally associated with real-world learning environments such as laboratory work and internships. Yet, experiential learning can also be incorporated into a more traditional first-year EAP course. This article considers how the principles of experiential learning can make an academic writing course more meaningful for students.

Venue: CPD-LG.18

How Inquiry-Based Learning Enhances Intercultural Competence in EFL

Xiaoyuan Li, Ziyu Zhao

City University of Macau

This study investigates how Inquiry-Based Learning (IBL) develops intercultural competence (ICC) in Chinese high school EFL. A semester-long teaching experiment in Shanghai, using pre-post tests and interviews, found IBL significantly enhances ICC by fostering student autonomy and critical cultural awareness, despite challenges such as the need for more teacher support.

Venue: CPD-LG.34

Through the Digital Looking Glass: Autoethnographic Reflections on Bilinguality across Discursive Borderlands

Joan Valenzuela

De La Salle University / The English Farm

This presentation brings to the fore the much-needed attention to bilingual teaching identity work on a virtual platform designed for East Asian professional language learners. It highlights key insights into the complexities of bilingual teaching within a virtual and transnational pedagogical context.

Venue: CPD-LG.17

Learner-Built Corpora for AI Terminology in ESP: AntConc Workflows and Generative-AI Scaffolding

Oksana Marunovich, Olesya Shadrina

Moscow Institute of Physics and Technology

This study details a corpus-based approach in a Master's ESP course where 45 Data Science students built personalized AI glossaries. Using AntConc on learner-constructed research article corpora, they extracted and defined terms. Optional GenAI assisted definition drafting, but verification against corpus evidence was mandatory. The model fosters data-driven vocabulary learning.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 12

11:15-11:40, 3rd JUNE

English Across the Curriculum (EAC): Sustainability through Administrative Lens

Jose Lai

The Chinese University of Hong Kong

This presentation discusses the administrative challenges faced by the English Across the Curriculum (EAC) movement in the past decade in its attempt to enhance disciplinary literacy across the university. The former Chief Supervisor who is the current Project Consultant of the EAC project reflects on its sustainability through administrative lens.

Venue: CPD-LG.59

Developing Reflective Capacity in EAP Instruction: Approaches, Implications, and Concerns

Olivia Zhang

Sun Yat-sen University

This presentation discusses how reflective capacity can be developed in EAP classrooms through structured instruction and learners' purposeful engagement with diverse resources, including Generative AI. It explores how learners reprocess, reconstruct, and represent learning materials to inform self-evaluation during writing.

Venue: CPD-LG.63

British or American? Choosing the Appropriate English and Culture in Imperial Japan

Ricky Law

Carnegie Mellon University

The presentation investigates the debate in pre-1945 Japan over British English versus American English. The Japanese argued among themselves about the merits of each variant and its suitability and benefits for Japan. These arguments provide historical context and inform current discussions on the purpose and motivation of learning foreign languages.

Venue: CPD-LG.60



PARALLEL SESSIONS 13

11:45-12:10, 3rd JUNE

Integrating AI Fluency in ED Courses without Deviating from Core Learning Outcomes

Gagandeep Singh

The University of Hong Kong

This presentation shares how CAES Engineering ED courses integrated AI fluency into their scaffolded teaching approach without deviating from course learning outcomes. AI fluency refers to metacognitive skills employed when using AI tools, with in-class activities helping students learn ethical, responsible and sustainable use of generative AI.

Venue: CPD-LG.18

One Mixtape, Many Uses: Self-Regulated ESP Learning with AI

Van Anh Cao

Hanoi University of Industry

This presentation examines a teacher-designed, AI-assisted ESP mixtape implemented in an English for Mechanical Engineering course at a Vietnamese university. It explores how students self-regulated their engagement with the same multimodal artifact, highlighting the role of human pedagogical design in autonomy within AI-mediated learning environments.

Venue: CPD-LG.34

Integrating Corpus and AI Technologies to Develop L2 Writing Teachers' TPACK

Jiahao Yan

The Education University of Hong Kong

This case study highlights the importance of integrating corpus and AI technologies in L2 writing instruction, demonstrating how early-career teachers develop TPACK to enhance student engagement, critical thinking, and learning outcomes. Findings offer valuable insights for teacher training, emphasising practical strategies to effectively incorporate these technologies into language education.

Venue: CPD-LG.17

Student-Teacher-AI Interaction Networks and L2 Oral Development in an AI-Enhanced Chinese Classroom

Qufei Wang

Shanghai International Studies University

This presentation introduces a longitudinal mixed-methods social network approach to examine student-teacher-AI interaction networks in an AI-enhanced L2 classroom. It explains how triadic interaction networks evolve and presents a network-based theoretical model that advances theoretical understanding of oral development and informs AI-enhanced language education.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 13

11:45-12:10, 3rd JUNE

Global Englishes in Hong Kong: Teacher Beliefs, Challenges, and Policy Uptake

Yin Hong Chow

The Education University of Hong Kong

This presentation reports Hong Kong secondary teachers' perceptions of a forthcoming Global Englishes Language Teaching (GELT) reform, highlighting positive orientations alongside challenges tied to native-speakerism and assessment culture. It underscores how teacher beliefs shape policy uptake and argues for stronger institutional support and professional development to facilitate GELT-informed pedagogical change.

Venue: CPD-LG.59

Integrating GenAI Use with Metadiscourse Learning in an English-in-the-Discipline Course

Andrea Chai, Vivian Kwan, Paul Pan, Jessica Hui

The University of Hong Kong

In this study, students drafted a report excerpt and used the Metadiscourse framework to compare their writing with the ChatGPT-revised versions. An analysis of the two subcorpora and students' reflections suggests how GenAI can complement linguistically informed teaching and learning to foster students' language awareness and critical engagement with GenAI.

Venue: CPD-LG.63

Quantifying Future Cognition from Language: A Computational Framework Using FTR, PFC and FMR

Yuanyuan Li, Lingxi Dong

Beijing Forestry University

We propose a unified computational framework to operationalize future-oriented reasoning into three dimensions: future-time reference, psychological distance, and modality rigidity. Using mBERT, we extract these metrics across English-Chinese corpora. Results show robust correlations with economic and health indicators, providing a scalable, interpretable approach to modeling future cognition in natural language.

Venue: CPD-LG.60



PARALLEL SESSIONS 14

12:15-12:40, 3rd JUNE

Making the Invisible Visible: The Wave-Genre Pedagogy for L2 Argumentative Writing

Jianeng Zhou

Shantou University

Wave-Genre Pedagogy translates Legitimation Code Theory into practical L2 writing instruction through semantic wave mapping and three-dimensional metalanguage. Action research with 102 Legal English students demonstrates measurable improvements in argumentative coherence, offering ESP educators an empirically validated, replicable framework for teaching semantic orchestration.

Venue: CPD-LG.18

Developing Sociopragmatic Competence through Intercultural Education

Tongle Sun

The Chinese University of Hong Kong

This presentation reports on a language and intercultural communication course that is designed to enhance the L2 sociopragmatic competence and intercultural sensitivity of Hong Kong university students. This presentation offers direction for language/intercultural educators to devise innovative ways to promote language and intercultural learning and foster interculturality on campus.

Venue: CPD-LG.34

Evaluating GenAI Integration in Moodle: A Self-Learning Platform for Improving Academic Writing

Serina Chan, Francis Shum

The University of Hong Kong

This presentation explores a self-learning Moodle platform incorporating Generative AI to promote academic writing development in EAP. It details the structure of the platform, evaluation using a three-pillar framework, and implications for optimizing AI-driven feedback, learner engagement, and pedagogical strategies to create a more autonomous, effective language learning tool.

Venue: CPD-LG.17

Generative AI, English Proficiency, and Student Dependence in Presentation Plan Design

Kathy Lee Excelsia University College

Michelle Fong The Chinese University of Hong Kong

Students generated AI-assisted presentation plans, then revised them to improve structure, evidence, and audience alignment. Analysis of 750 plans shows higher-proficiency students critically transform GenAI output, while lower-proficiency students rely more heavily on AI with superficial changes, revealing benefits and risks of human-AI collaboration.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 14

12:15-12:40, 3rd JUNE

Normalising the Suboptimal: Class Size, Compensatory Innovation, and Practitioner Advocacy in EAP

Beatrice Clegg

The Southern University of Science and Technology

This presentation examines how EAP's focus on pedagogical innovations for large classes has inadvertently normalised structurally inadequate learning conditions. Drawing on interaction theory, it argues that methodological adaptations function as compensatory mechanisms that accommodate rather than challenge institutional resource decisions incompatible with effective language acquisition.

Venue: CPD-LG.59

Critical and Comparative Reflection on Law Students' AI-Assisted Learning in Legal English

Vera Gao

City University of Hong Kong

This study examines Hong Kong law students' experiences using AI in a Legal English course, analyzing their task outputs and reflections. Results show AI both aids and complicates learning, offering insights for curriculum development and teaching practices to optimize AI integration in legal language education.

Venue: CPD-LG.63

"I solemnly swear..." Attitudes to Swearing among ESL Teachers in Hong Kong

Simon Scanlon

The University of Hong Kong

This study examines the different approaches to swearing in English and Cantonese in a bilingual environment. It contributes to the field of knowledge by exploring how variables such gender, language, age, and social status of speakers and hearers determine the success or failure of rapport management.

Venue: CPD-LG.60



PARALLEL SESSIONS 15

15:05-15:30, 3rd JUNE

COIL Model for Developing Global Competence in Language Teacher Education: HK-UK Collaboration

Nicole Tavares

The University of Hong Kong

This paper examines how a strategically designed HK-UK COIL initiative—blending synchronous (webinars) and asynchronous (online annotation/peer feedback) collaboration—enabled MA(TESOL) students (n=155) to enhance intercultural awareness, TESOL skills, and global readiness through joint lesson planning and real classroom micro-teaching, demonstrating COIL's transformative role in internationalising teacher education.

Venue: CPD-LG.18

Advancing EAP Instruction in the AI Era: Principles, Practices, and Pedagogical Frameworks

Hui Pang

The Chinese University of Hong Kong, Shenzhen

This presentation addresses the urgent need to integrate artificial intelligence (AI) literacy into English for Academic Purposes (EAP) curricula. Grounded in survey data from 88 first-year EAP students, the study reveals high-frequency AI usage for language learning, coupled with significant student concerns regarding academic integrity, dependency, and output verification.

Venue: CPD-LG.34

Predicting Chinese High School Students' L2 Writing Quality with Linguistic Accuracy Measures

Wei Wang, Chunyan Liu

Jiangxi Normal University

Using NLP on 205 Grade 12 essays, this study identifies seven core accuracy predictors accounting for 32.7% of score variance. Results indicate that automatic control of mechanics and basic morphosyntax is the decisive determinant of high school L2 writing quality in continuation tasks.

Venue: CPD-LG.17

A Cross-Discipline Investigation of Stance and Engagement in Hong Kong Undergraduate Writing

Meilin Chen

Hong Kong Baptist University

This study explores cross-discipline variations regarding the use of stance and engagement makers in academic writing by Hong Kong and British undergraduate students. Findings echo Zhang and Zhang's (2023) call for explicit writing training that raises students' awareness of the functions of stance and engagement markers in academic writing.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 15

15:05-15:30, 3rd JUNE

Pedagogical Insights from Designing an ESP Course for First-Year Engineering Students

Anita Au, Derek Wong

The Hong Kong University of Science and Technology

This presentation outlines the design of an ESP course for first-year engineering students, integrating active learning and authentic tasks to build academic literacy and professional communication skills. It highlights course structure, pedagogical principles, and practical strategies for preparing students for engineering studies, offering insights for ESP curriculum design.

Venue: CPD-LG.59

Navigating the Future: The Role of Professional Development in Language Centers

Dinesh Sadhwani

The Hong Kong University of Science and Technology

This presentation highlights the necessity of professional development for university faculty in response to the challenges posed by Generative AI. It advocates for transforming language centers into scholarly entities, emphasizing their role in advancing language education and ensuring their relevance in an evolving academic landscape.

Venue: CPD-LG.63

AI-Assisted Chinese Language Teaching for Foreign Caregivers

Lillian Hsiao

National Taiwan Normal University

CSP is a solution for foreign caregivers with authentic healthcare dialogs, as well as with professional medical vocabulary and sentence structures. The medical Chinese knowledge will help caregivers better adapt to the work environment. In-depth interview was used for needs analysis and teaching material design to collect authentic teaching material.

Venue: CPD-LG.60



PARALLEL SESSIONS 16

15:35-16:00, 3rd JUNE

Evolving Pedagogical Approaches to Empower Peer Tutors: Looking Back and Moving Forward

Amy Dai, Allen Ho, Oliver Yung

The Chinese University of Hong Kong

This presentation will be delivered by three members (playing administrative and training roles) of a peer tutoring scheme in a Hong Kong university to support undergraduate and postgraduate students' English enhancement. It aims at introducing the evolution in pedagogical approaches of tutor training as well as discussing the way forward.

Venue: CPD-LG.18

A Qualitative Exploration of GenAI-Assisted Composition Grading in Hong Kong

Denton Yeung Sing Yin Secondary School

Edsoulla Chung Hong Kong Metropolitan University

The presentation reports on a study of Hong Kong secondary ESL teachers' experiences with a GenAI grading tool, examining impacts on workload, feedback, assessment literacy and agency. Findings highlight the need for teacher validation, a shift toward higher-order writing, and ethical implementation that supports teacher expertise.

Venue: CPD-LG.34

The Love and Pain of Being Human Writers in Undergraduates' AI-Integrated Writing

Siqi Song

The University of Hong Kong

This study explores the AI-mediated writing practice of undergraduate students across diverse disciplines at an EMI university in Hong Kong. Data from semi-structured interviews, AI chats, and written artifacts show that students value their self-directed meaning-making processes rather than turning to AI for mere final written products.

Venue: CPD-LG.17

Do Plain Language Posters Encourage Plain Language Presentations? Analyzing Undergraduate Research Presentations

Bianca Brown, Demet Yigitbilek

Carnegie Mellon University – Qatar

This study investigates undergraduate research poster presentations as integrated multimodal performances, examining correspondence between poster texts, visuals, and oral presentations. Using genre-specific rubrics and plain-language criteria as analytical tools, our findings show how oral presentations may strategically depart from poster structure while maintaining accessibility and clarity.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 16

15:35-16:00, 3rd JUNE

Developing a Peer-Mentoring Model to Address Postgraduates' Language Needs in Academic Contexts

Issa Ying, Joanna Chen, Ryan Hunter, Adam Barker

The Hong Kong Polytechnic University

This project investigates postgraduates' academic English needs through questionnaires and semi-structured interviews, identifying key challenges in oral communication and logical argumentation in writing. It also presents a student-led peer-mentoring initiative that provides discipline-specific support, offering both theoretical insight and a practical pedagogical innovation for doctoral students' English language support.

Venue: CPD-LG.59

Schoolscape as Basis for Language Policy Formulation: The Case of a University

Jean Reintegrado-Celino

The University of Santo Tomas

The present investigation examined the schoolscape of the oldest university in the Philippines and in Asia, the University of Santo Tomas, with the main objective of initiating the formulation of a language policy. Further, the study sought to investigate the language ideologies of the university stakeholders.

Venue: CPD-LG.63

Enhancing Cantonese Speaking Skills with AI: CanNTalk

Ken Cheng

The Hong Kong Polytechnic University

This presentation introduces CanNTalk, an AI-powered platform designed to improve Cantonese speaking skills for both non-local and local students. By simulating real-life scenarios and providing personalized feedback, CanNTalk supports academic success, social integration, and career development for users in Hong Kong and the Greater Bay Area.

Venue: CPD-LG.60



PARALLEL SESSIONS 17

16:05-16:30, 3rd JUNE

Operationalising I-TPACK: Three-Step Training for Future Language Educators

Lok Ming Eric Cheung

The Hong Kong Polytechnic University

Reporting on a three-step I-TPACK model for postgraduate language teachers: AI literacy, SFL-informed language pedagogy with an emphasis on reflective practices. Evaluated via feedback, artefacts, and ten interviews. Findings show stronger genre-based design, goal-AI alignment, critical AI use, and heightened ethical sensitivity—supporting a pedagogy-first principle.

Venue: CPD-LG.18

A Review of Research on Positive Psychology in AI-Assisted ESL/EFL Learning

Songcun Zhang

Ningbo University of Technology

This study reviews 57 empirical studies on positive psychology in AI-assisted ESL/EFL learning, identifying key emotional variables and AI's positive impacts on learners' affect and skills.

Venue: CPD-LG.34

AI-Assisted Virtual Reality for Enhancing EFL Speaking: A Data-Informed Approach

Kasina Wong The Hong Kong University of Science and Technology

Alice Yau The University of Hong Kong

This study presents an AI-assisted VR English speaking programme designed to overcome limited classroom speaking opportunities. By offering immersive, interactive practice through mobile and VR devices, it enhances learner engagement. User feedback reveals strengths and challenges, showing how data-driven, innovative technologies can transform EFL pedagogy and blended learning.

Venue: CPD-LG.17

Communicating Science to the Public: A Pilot Study of Popular Science Writing

Greg Chung Hsien Wu, Vickie Li, Melanie Zee

The University of Hong Kong

While scientific paper writing dominates science education, science popularization demands distinct writing strategies. This pilot study analyzes Hong Kong science students' popular science drafts, a less visited research area, and reveals effective narrative hooks and multimodal elements alongside challenges in reformulating scientific findings and incorporating Generative AI.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 17

16:05-16:30, 3rd JUNE

Profit Warning Announcements: Accountants' Roles and the Rhetoric of Financial Language

Alina Wan

The Chinese University of Hong Kong

This study examines Hong Kong Profit Warning Announcements as regulated yet strategic disclosures combining accounting accuracy and rhetorical framing. It highlights accountants' hybrid role as technical experts and communicators, analyses PWA genre and financial language, and discusses implications for market confidence, pedagogy, professional development, and interdisciplinary collaboration.

Venue: CPD-LG.59

Exploring the Multiple Positionings of Foreign Language Teachers in China

Xinyue Li

Shanghai International Studies University

The presentation will focus on how teacher's multiple identities are influenced by their social relations. I employed Kayi-Aydar's positioning theory as my research framework, combined with social network theories, to provide new insights that help teachers better negotiate their identities for professional development.

Venue: CPD-LG.63

"Wrestling" with Academic Promotional Genres: Writing Concepts, GenAI, and Teacher-Learner Co-Navigation

Yuanheng Wang

University of North Carolina, Wilmington

This presentation reports findings from a 10-week concept-based intervention that teaches U.S.-based international scholars to use GenAI as a human-guided mediation tool for academic promotional genres (e.g., cover letters for U.S. faculty jobs). Microgenetic and interview analysis show learners' growing genre awareness, agency, and concept-driven control over GenAI-assisted promotional writing.

Venue: CPD-LG.60



PARALLEL SESSIONS 18

16:35-16:50, 3rd JUNE

Demonstration

AI-Embedded Instruction to Promote Writer Agency through Scaffolded Critical and Creative Decision-Making

Chi Shen

The Hong Kong University of Science and Technology

This demonstration showcases AI-embedded instructional materials that scaffold early-stage academic writing process by activating high-level cognitive skills in Bloom's taxonomy. The aim is to promote active learning, authorial voices, and unique ideas by assigning AI a passive role during the learning process.

Venue: CPD-LG.18

Demonstration

An Online Hub Supporting AI-powered Multimodal Presentations in the Academic Context (AIMPAC)

Ken Lau, Vivian Kwan

The University of Hong Kong

This session showcases how to harness AIMPAC, an in-house online hub, to foster undergraduates' AI literacy and visual literacy—essential skills for enriching multimodal academic presentations in the AI era. The demonstration will generate significant implications about developing and deploying innovative materials to support both in-class activities and self-access learning.

Venue: CPD-LG.34

Demonstration

Responsible AI for Academic Communication

Ellen Seto, Carson Hung, Alice Yau

The University of Hong Kong

This demonstration showcases AI-embedded instructional materials that scaffold early-stage academic writing process by activating high-level cognitive skills in Bloom's taxonomy. The aim is to promote active learning, authorial voices, and unique ideas by assigning AI a passive role during the learning process.

Venue: CPD-LG.17

Demonstration

Beyond Theory: Applying Task-Based Learning in EAP for Dynamic Interaction

Jia Shen

The University of Nottingham Ningbo China

This presentation provides a practical, hands-on framework for applying Task-Based Learning in EAP. It demonstrates how a structured TBL cycle transforms teacher-student interaction and empowers learners to develop essential academic and disciplinary communication skills through collaborative, authentic tasks.

Venue: CPD-LG.61+62



PARALLEL SESSIONS 18

16:35-16:50, 3rd JUNE

Demonstration

Supporting Argumentation Skills Through Sequenced Assignments in an EAP Course

John Della Pietra, Leo Yu

Hong Kong Baptist University

The session shares practices that help first-year students develop argumentation skills in a revised University English course. It highlights the integration of all four language skills and the use of sequenced assignments to scaffold academic reading, writing, listening, and speaking skills, offering valuable insights for EAP pedagogy.

Venue: CPD-LG.59

Demonstration

From Compliance to Agency: Teacher Self-Regulated Learning in AI-Enhanced Professional Development

Quynh Vu Edison Schools

Nguyen Lan Edison Schools/Edgewood University

How can teacher self-regulated learning reframe professional development from compliance to agency? In this interactive demonstration, participants will experience the pedagogical use of AI in ELT by participating in an AI-supported learning cycle and leaving with a framework they can adapt to foster teacher agency, reflective practice, and sustainable learning.

Venue: CPD-LG.63

Demonstration

Digital Aristotle: A Case Study in Designing an Educational Game

Victoria Tevs

Moscow Institute of Physics and Technology

This talk presents a case study on using AI tools as an ally to design an educational game for teaching rhetoric. The presentation outlines a practical framework for developing teaching materials and presents the hands-on experience of implementing AI into the classroom, discussing the pedagogical benefits and the potential challenges.

Venue: CPD-LG.60



POSTER SESSIONS [Foyer]

12:50-14:20, 2nd JUNE

Developing Formative Assessment Practices: Findings from a Hong Kong Action Research Project

Mark Harris

Carmel Bunnan Tong Memorial Secondary School

This presentation reports on a small-scale action research project introducing a reading initiative to English language teachers in a Hong Kong secondary school that aimed to develop a shared understanding of formative assessment and transformative classroom practices. It provides practical recommendations for advancing formative assessment in Hong Kong settings.

A Language Teacher Educator's AI-Technological Pedagogical Content Knowledge Development: A Case Study

Zhenjie Weng

Duke Kunshan University

This poster presents how a Chinese TESOL teacher educator (LTE) developed AI-technological pedagogical content knowledge and emerged as a recognized expert in AI-integrated English language teaching. This study enriches the existing research on LTEs and offers practical implications and future research directions to better support LTEs in the AI era.

Developing EAP Teachers' Digital Competence: A Framework for Professional Growth

Glenda Thomas, Andy Jarvis

The University of Hong Kong

We present a digital competence framework for EAP teachers, addressing gaps in existing models like TPACK and DigCompEdu. Developed through interviews with 15 EAP teachers, our framework identifies EAP-specific competency domains and progressive levels for professional development in academic English digital contexts.

When Plausible Language Undermines Knowledge

Toshihiko Kubota

Meiji University

This poster presents a conceptual comparison of general AI, document-based AI, and RAG systems in university-level literature and law tasks. It suggests that pedagogically constrained AI environments, which emphasize source visibility and epistemic limits, can help students distinguish linguistic plausibility from disciplinary validity.

A Case Study of Research Articles in EAP Instruction

Yanyan Sui

China University of Geosciences (Beijing)

The innovation in research articles writing instructions includes (1) a needs analysis through questionnaires and interviews to design the content and goal of EAP instruction; (2) combining Oxford EAP textbook and Academic Science Research Writing (Glasman-Deal, 2020) to explain features; and (3) assigning article analysis to illustrate (2).



Presenter Biostatements

Access the [Conference Hub for Participants](#) to view the full document

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