



東華學院
TUNG WAH COLLEGE

人文學院
SCHOOL OF ARTS AND HUMANITIES



香港恒生大學
THE HANG SENG UNIVERSITY
OF HONG KONG

英文系
DEPARTMENT OF ENGLISH

International Conference on Emerging Technologies in English Language Education in the 21st Century: Addressing the Present and Envisioning the Future

Conference Programme

19 - 21 JUNE 2024



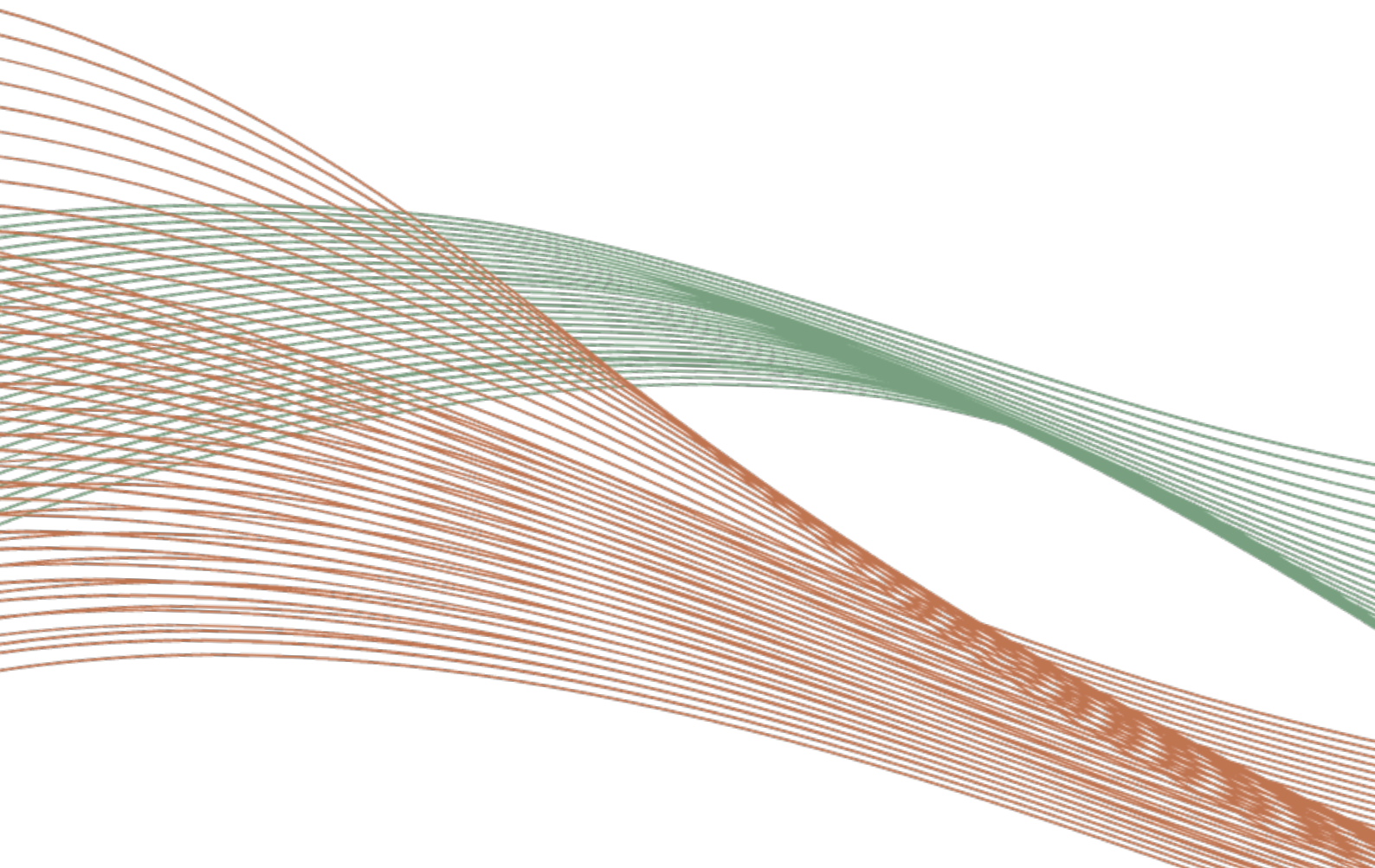
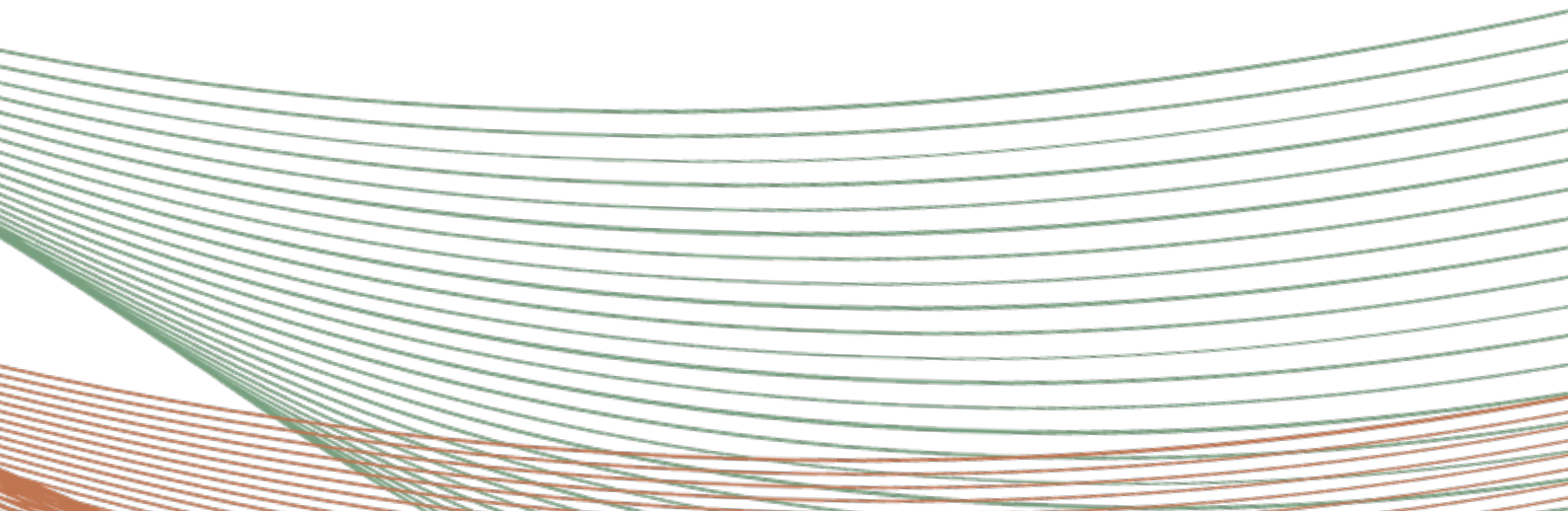


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CONFERENCE ORGANISING COMMITTEE

Co-Convenors of the Conference

Dr Lap Tuen, Michael WONG
Tung Wah College

Dr Heidi WONG
The Hang Seng University of Hong Kong

Conference Committee Members

Dr Gavin BUI
The Hang Seng University of Hong Kong

Dr Miguel LIZADA
The Hang Seng University of Hong Kong

Mr Pedro LOK
Tung Wah College

Dr Anna TSO
The Hang Seng University of Hong Kong

Ms Maria YU
Tung Wah College

MESSAGE FROM THE CONFERENCE ORGANISING COMMITTEE

Dear Participants and Guests

On behalf of Tung Wah College and The Hong Seng University of Hong Kong, it is our great pleasure to extend a warm welcome to you for attending the *International Conference on Emerging Technologies in English Language Education in the 21st Century: Addressing the Present and Envisioning the Future*. We are excited to bring together researchers, educators, practitioners and industry professionals from around the world to explore the profound impact of technology on English language education.

This Conference serves as a vital platform for sharing cutting-edge ideas, innovative approaches, and ground-breaking research findings. Our programme is meticulously designed to address present challenges while envisioning the future of English language education. With a diverse range of sessions including keynote speeches, research presentations, and a roundtable discussion, we aim to foster an environment of collaboration and knowledge exchange.

We are honoured to have renowned scholars from esteemed academic institutions including the University of Alberta, Victoria University of Wellington, University of Southern Queensland and Tsinghua University gracing our Conference. These invited Keynote Speakers, with their expertise in English language teaching and learning, will share examples of good practices, research insights, and evidence-informed advice and suggestions. The Conference will cover a wide range of topics related to technology-assisted English language education, ensuring a comprehensive and engaging experience for all participants.

In addition to the rich intellectual content, the Conference will offer ample networking opportunities for participants to connect with colleagues, build collaborative partnerships, and establish valuable contacts within the global community in the field of English language education.

Let us embark on a transformative journey to explore the potential of emerging technologies in English language education, addressing the challenges of the present and envisioning a future that empowers effective teaching and learning in this digital era.

We look forward to your active participation and valuable contributions to making this Conference a resounding success.

Warmest regards
Conference Organising Committee

DAY 1

WEDNESDAY, 19 JUNE 2024

- 09:00** **Registration**
📍 Outside Viola Y.W. Man Chan Lecture Theatre, 2/F
- 09:30** **Opening Ceremony**
Welcome Speech by Professor Sally CHAN, President of Tung Wah College
📍 Viola Y.W. Man Chan Lecture Theatre, 2/F
- 09:45** **Photo-taking Session**
📍 Viola Y.W. Man Chan Lecture Theatre, 2/F
- 10:00** **Keynote Speech 1 - Professor Shirley O'NEILL**
How New Technologies Can Support Language Learning through Collaborative Meaning Making and Social Capacity Building
📍 Viola Y.W. Man Chan Lecture Theatre, 2/F
- 11:00** **Tea Break**
📍 Outside Viola Y.W. Man Chan Lecture Theatre, 2/F
- 11:15** **Parallel Session 1**
📍 Room 1007, 10/F 📍 Room 1506, 15/F 📍 Room 802, 8/F
- | | | | |
|----------------------|--|--|--|
| 11:15 - 11:45 | Dr Beatrice MA
Exploring the Use of Artificial Intelligence in Enhancing Students' Writing Skills for Personal Statements in Internship Applications | Dr Thi Phuong Lan NGUYEN and Ms Mai Phuong NGUYEN
Preparing Socio-Cultural Competence for Students via Online and Distance English Language Learning | Dr Sean H. TOLAND and Dr Tony CRIPPS
Cultivating a Blended Community of Practice to Support Personalized Learning for Japanese English Teachers |
| 11:45 - 12:15 | Dr Yin Ling CHEUNG and Dr Chiew Hong NG
Empirical Studies on Artificial Intelligence in Academic Writing: A Synthesis of Recent Research | Ms Huimin HE and Mr Joseph TINSLEY
Investigating Chinese EFL Learners' Usage and Perceptions of Generative AI in Academic Writing: An Exploratory Study of a Sino-British University | Mr Sam DORAN and Ms Charlotte BRIGGS
Evaluating Practical Applications of Generative AI to Assist in Materials Creation and Lesson Planning for Higher Education |
| 12:15 - 12:45 | Professor Ka Yan LAM
Leveraging the Affordances of Digital Multimodal Composing through Digital Fairy-Tale Rewriting: A Sharing of a Study at a University in Taiwan | Mr Andrew SANKEY
Enhancing ESL Writing Instruction: The Power of Video Feedback | Mr Simon ENGERER
Using Video Games Successfully: Leveraging Video Games for Different Learner Needs in an English Language Context |
- 12:45** **Lunch Break**

- 14:00** **Keynote Speech 2 - Professor Averil COXHEAD**
 Bringing Vocabulary into the Light in Language Teacher Education with Online Tools
 Viola Y.W. Man Chan Lecture Theatre, 2/F
- 15:00** **Tea Break**
 Outside Viola Y.W. Man Chan Lecture Theatre, 2/F
- 15:15** **Parallel Session 2**
- | | | |
|---|--|---|
|  Room 1007, 10/F |  Room 1506, 15/F |  Room 802, 8/F |
| 15:15 - 15:45 Professor Thamonthon YORDMING
AI-Powered Pedagogy: Exploring Pre-service Teacher Practicums in English Language Education | Dr Louis LAM, Dr Fowie NG, Dr Teddy CHAN and Ms Cheuk Ki LAM
'AI Writing Assistance' Technology Adoption in English Writing by Student's Digital Literacy Competence Profiles: A Cross-Sectional Study | Dr Amy KONG
A Comparative Analysis of AI-Generated and University Students' Academic Writing |
| 15:45 - 16:15 Mr Frankie HAR
Evaluating the Effectiveness of PowerPoint's AI-Powered Presenter Coach in Enhancing Presentation Skills: A Mixed-Method Approach | Ms Mina ZHANG
The Impact of Gamification of Online Teaching on Online Learning | Professor Hui-Wen HUANG, Ms Qiuyu LI and Ms Xiaolei HUANG
Enhancing EFL Learning Beyond the Classroom: Integrating Videoconferencing, AI Pre-communication, and Face-to-Face Interaction with Native Speakers |
| 16:15 - 16:45 Dr Reza KHANY and Mr Mohammad Mahdi MAADIKHAH
Comparison of Human and AI Ratings of Essays and Papers: A Correlational Study | Ms Huanqing LI
Revision Behavior in Doctoral Students' Second Language Academic Writing: A Multidimensional Study Based on Cognitive Model Analysis | Mr Jay BIDAL
Integrating GenAI into the Learning (and Assessment!) of Process Writing |
- 16:45** **Professional Networking Session**
 Campus Square Event Hall, 3/F
- 17:30** **End of Conference Day 1**

09:30

Registration

 Outside Viola Y.W. Man Chan Lecture Theatre, 2/F

10:00

Keynote Speech 3 - Professor Martin GUARDADO

Emerging Technologies for English Language Learning: Passing Fads or Paradigm Shifts and How do we Know the Difference?

 Viola Y.W. Man Chan Lecture Theatre, 2/F

11:00

Tea Break

 Outside Viola Y.W. Man Chan Lecture Theatre, 2/F

11:15

Parallel Session 3

 Room 1602, 16/F

 Room 905, 9/F

 Campus Square Event Hall, 3/F

11:15 - 11:45

Professor Eak Prasad DUWADI

Challenges and Opportunities of English Language Learning amidst COVID-19 in Nepal

Dr Yin Ling CHEUNG

Technology-Assisted English Language Learning: A Study in Singapore Primary Schools

Dr Anna Wing Bo TSO

Evaluating the Efficacy of Grading Literature Essays with ChatGPT

11:45 - 12:15

Mr Michael DEAN

The Use of Artificial Intelligence for Writing Feedback in Universities: Analysis of the Trend from 2019 to 2024

Professor Waleed AL ABIKY

The Effectiveness of Using Mobile Programs on Enhancing English Vocabulary Acquisition of First Grade Students in Saudi Arabia

Ms Anh Nguyen NGOC, Dr Tran Quang HUY, Professor Shirley O'NEILL, Dr Tony RICHARDSON and Mr Ian FOGARTY

Vietnamese Medical and Related Professionals' Perceptions of their Online EFL Professional Development Experience and Needs

12:15 - 12:45

Ms Huimin HE and Ms Xiixin XIAO

AI-assisted Independent Language Learning for Spontaneous Speaking Skills among Chinese EAP Learners: A Case Study of an EMI University

Dr Daniel George DUSZA

Pedagogical Approaches and Practices for Integrating AI Chatbots in Computer-Assisted Collaborative EFL Writing

Dr Fredrik TYDAL

Teaching English in the Age of ChatGPT; or, What AI Can and Cannot Do

12:45

Lunch Break

- 14:00** **Keynote Speech 4 - Professor Meihua LIU**
 Role of Technology in English Teaching and Learning: Evidence from Studies in Chinese EFL Contexts
 **Viola Y.W. Man Chan Lecture Theatre, 2/F**
- 15:00** **Tea Break**
 **Outside Viola Y.W. Man Chan Lecture Theatre, 2/F**
- 15:15** **Parallel Session 4**
- | | | |
|---|--|---|
|  Room 1602, 16/F |  Room 905, 9/F |  Campus Square Event Hall, 3/F |
| 15:15 - 15:45 Professor Mohammad ALIAKBARI and Mr Mohammad Mahdi MAADIKHAH
Using English and Simple English Wikipedias for Reading Skill and Vocabulary Enhancement: An ESP Context | Ms Haiying SONG
Leveraging Technology to Foster Critical Thinking Skills Among University Students | Professor Hui-Wen HUANG, Ms Huiling ZHU and Ms Xiyu CHEN
AI-Powered EFL Learning Supported by Human Teachers |
| 15:45 - 16:15 Ms Jingfei ZHANG, Ms Lin MA and Mr Alan MEEK
Comparative Impacts of Integrating Generative A.I. into Recursive Vocabulary Learning Design within EAP Modules: Assessing Student Perceptions and Vocabulary Retention across Proficiency Levels | Ms Lena ALLISON
Speaking, Listening and Pronunciation: Integrating AI Technology, Scientific Modeling and Real Time Feedback to Address Challenges and Impact Learning | Ms Mengqi HU
Exploring Students' Perceptions towards their Engagements with Online EAP Learning and Teaching Environments: A Case Study of a Year Two EAP Module for Design School Students |
| 16:15 - 16:45 Ms Dharti SHARMA, Dr Barnali CHETIA and Dr Dharna BHATT
The film <i>Dead Poets Society</i> as a Multimedia Teaching Tool in English Language Classroom: A Case Study on Engineering Students in Gujarat | Ms Celeste MANEIRO
Benefits of AI in Writing Instruction | Dr Leila SHOJA and Mr Mohammad Mahdi MAADIKHAH
Exploring the Effectiveness of AI Chatbots in EAP Genre Instruction |
| 16:45 - 17:15 Ms Maryam JABBARI MOGHADDAM and Ms Zahra RAHMANI
Exploring the Efficacy of Digital Flashcards on Young Learners' Idiomatic Expressions and Speaking Skills | | |
- 17:15** **Professional Networking Session**
 **Campus Square Event Hall, 3/F**
- 17:45** **End of Conference Day 2**

DAY 3

FRIDAY, 21 JUNE 2024

09:00

Registration

 Outside Viola Y.W. Man Chan Lecture Theatre, 2/F

09:30

Parallel Session 5

 Room 1007, 10/F

 Room, 1506, 15/F

 Room 802, 8/F

09:30 - 10:15

Professor Wenting HU and Professor Xiaomei MA

Variation of Phrase Frames by Using Automated Written Corrective Feedback (AWCF) of Chinese EFL Learners' Argumentative Writing Production

Ms Qia ZHU

Digital Capabilities and English Writing Skills in the BANI Era: Opportunities and Challenges in English Language Education

Mr Pedro LOK, Dr Lap Tuen, Michael WONG and Dr Heidi WONG

Adopting Learning Analytics to Enhance English Language Learning for Mainland Chinese Tertiary Students in Hong Kong

10:15 - 10:45

Dr Maggie MA

Co-teaching of English in Online Service Learning during Covid-19: Student Participants' Perceptions

Ms Wing Hei LAU

Integrating Web-based technologies to Enhance Academic Presentation Skills in English Language Classrooms

Mr Jay BIDAL

An Interactive Training Tool for Student Self-Correction of Language Errors

10:45 - 11:15

Ms Brenda YUEN

Blended Learning in Science Communication: Enhancing Students' Learning through Technology

Ms Fenfen LYU

Using Annotations to Facilitate Interactional Mediation - Exploring Practices in Giving Feedback on Academic Writing from a Dynamic Assessment Perspective

Dr Reza KHANY and Mr Mohammad Mahdi MAADIKHAH

Comparing the Effectiveness of AI-Assisted Instruction in Academic Writing and ESP Vocabulary Development

11:15

Tea Break

 Outside Viola Y.W. Man Chan Lecture Theatre, 2/F

11:30

Roundtable Discussion

Professor Martin GUARDADO, University of Alberta, Canada (Facilitator)
Professor Averil COXHEAD, Victoria University of Wellington, New Zealand
Professor Meihua LIU, Tsinghua University, China
Professor Shirley O'NEILL, University of Southern Queensland, Australia

 Viola Y.W. Man Chan Lecture Theatre, 2/F

12:30

Closing Ceremony

Closing Remarks by Professor Simon Shun-Man HO, President of The Hang Seng University of Hong Kong

 Viola Y.W. Man Chan Lecture Theatre, 2/F

12:45

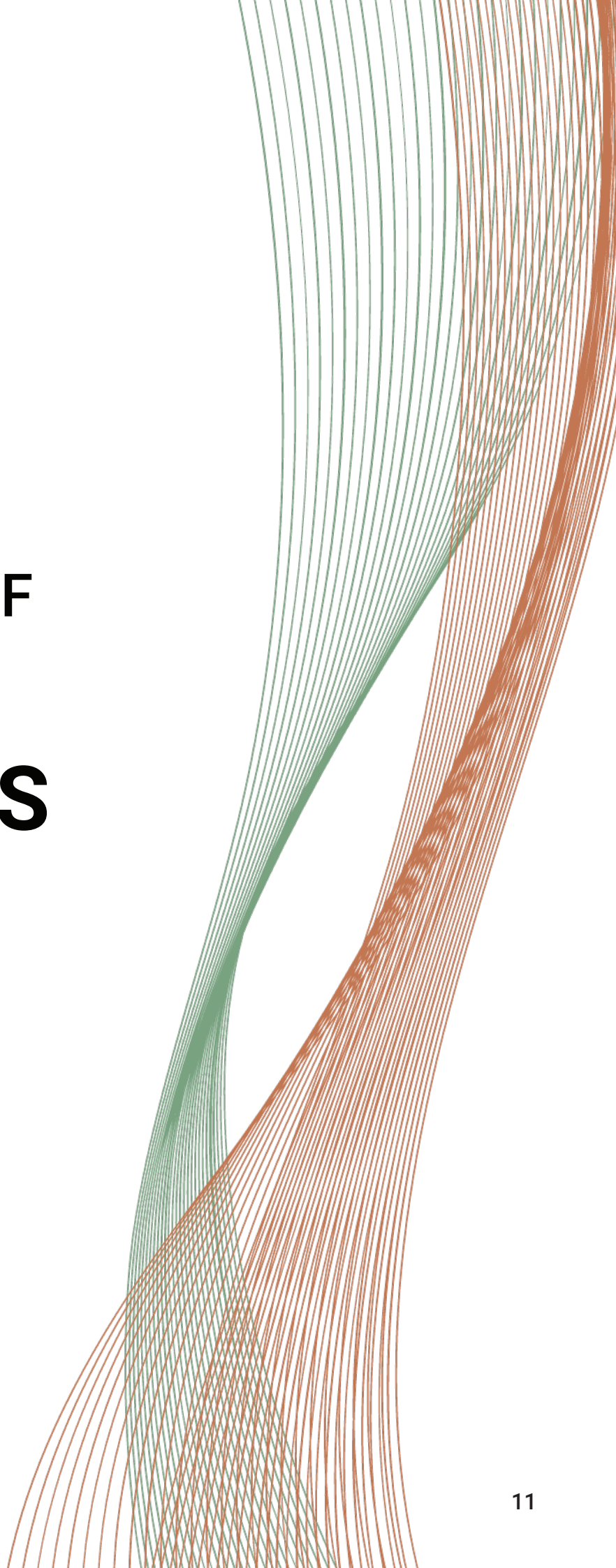
Photo-taking Session

 Viola Y.W. Man Chan Lecture Theatre, 2/F

13:00

End of Conference Day 3

ABSTRACTS OF KEYNOTE SPEECHES





**Professor
Shirley O'NEILL**

Professor of Language and Literacies Education, School of Education, University of Southern Queensland, Australia

Professor Shirley O'Neill is Professor of Language and Literacies Education in the School of Education at the University of Southern Queensland. Her research focuses on teacher cognition and classroom discourse, TESOL/literacy pedagogies, assessment, student capacity building, use of AI in teacher reflective practice and service learning. Her book *Teaching English as a second language*, Oxford University Press, with A. Gish, is widely used in preservice teacher education in Australia and internationally. Her most recent publications relate to the contemporary challenges of languages needs in linguistically diverse and superdiverse communities. Released in 2021, is her book chapter entitled: *New opportunities for languages learning through 21st Century knowledge building communities*, which reconceptualises languages education, in the ground-breaking book, edited by Ruth Arber, Michiko Weinmann and Jill Blackmore, *Rethinking languages education: Directions, challenges and innovations*.

Keynote Speech 1 How New Technologies Can Support Language Learning through Collaborative Meaning Making and Social Capacity Building

This presentation examines how the use of current digital communication technologies can support English language learning by creating more authentic learning environments that can engage students in collaborative meaning making. It includes the use of multimedia and multimodal texts and the potential for collaborative language learning through the CLOUD and ensuing social capacity building by increasing language learner agency and contribution to peers/group. This is exemplified through three vignettes.

It considers how this change in pedagogy may challenge both the teacher and the learner to reconceptualise 21st century language learning spaces and critique traditional practice. It compares and contrasts the pedagogical differences and considers the importance of teacher professional development to support making the shift to a more student-centred approach. In doing so the importance of teachers' understanding of the dialogic approach, turn-taking, and use of metalanguage along with the ability to adapt their English language use to students' varied proficiency levels is emphasised, as is the potential of the incorporation of a project/problem-based approach.

Keynote Speech 2

Bringing Vocabulary into the Light in Language Teacher Education with Online Tools

Vocabulary is important to all language learners but it is often a hidden element in language teacher education. The more vocabulary our learners know, the better. The more teachers know about their learners' vocabulary knowledge, the better. This talk takes a broad view of vocabulary in English, beginning with a key question: how much vocabulary might learners know in English and how can we measure that knowledge? The next question is: what principles can we draw on to ensure classroom and textbook activities support vocabulary learning? And finally, what tools are available online to help teachers and teacher educators find out more about vocabulary in written and spoken texts?



**Professor
Averil COXHEAD**

Professor in Applied Linguistics and TESOL, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand

Professor Averil Coxhead teaches undergraduate and postgraduate courses in Applied Linguistics in the School of Linguistics and Applied Language Studies, Victoria University of Wellington, Aotearoa/New Zealand. Her most recent books include *Connecting corpora and language teaching* (2022; Foreign Language Teaching and Research Press), *Measuring the vocabulary size of native speakers* (with Paul Nation; 2021; John Benjamins), *English for vocational purposes* (Routledge, 2020) and *Reading for the academic world*, a series of textbooks with Professor Paul Nation (2018, Seed Learning). Averil's research interests include vocabulary for specific and academic purposes, corpora for language learning and approaches to teaching and learning vocabulary.



**Professor
Martin GUARDADO**

*Professor of Linguistics,
Department of Linguistics,
Faculty of Arts, University of
Alberta, Canada*

Professor Martin Guardado (PhD, University of British Columbia) is a Professor in the Department of Linguistics at the University of Alberta. His scholarly interests are concentrated in the areas of English for academic purposes, TESL and technology, the revitalization of Indigenous languages, and the socialization of heritage languages. His scholarly contributions have appeared in an array of publications, including *Computers and Composition*, *The Canadian Modern Language Review*, and *TESOL Quarterly*. He has recently authored four books, published by De Gruyter Mouton and Palgrave Macmillan as well as under a Creative Commons OER license (Open Education Alberta).

Keynote Speech 3 Emerging Technologies for English Language Learning: Passing Fads or Paradigm Shifts and How Do We Know the Difference?

As the digital era advances, the impact of technology in language education cannot be overstated. With its potential to help foster student engagement and to enable tailored learning experiences (Shadiev & Wang, 2022), technology has fundamentally reshaped the field. In this evolving landscape, this presentation will engage with an array of emerging digital tools through analytical lenses that include theory, pedagogical effectiveness and ethical considerations. By delving into recent research, the presentation will examine successful and unsuccessful technologies, drawing critical lessons from each. Case studies will be used to highlight some of the factors that may contribute to the efficacy of digital tools, including methodological alignment (González-Lloret & Ortega, 2014), user engagement and interaction (Long & Crookes, 1992), adaptability and authenticity (Holden & Sykes, 2011), and real-world relevance (Liddicoat & Scarino, 2013). Crucially, the broader “positive impact” (Chapelle, 2014) of digital tools extends beyond language learning.

Briefly tracing the trajectory from early language laboratories to the current AI boom, the presentation will critically examine what constitutes a significant shift in language education versus a transient trend. It will consider the effectiveness of digital tools, with a particular emphasis on AI’s expanding role in customizing learning. It aims to underscore how these tools can open new opportunities for the personalization of instruction (Pierpaolo & Antonia, 2023) and foster active learning in language education. Ultimately, the discussion aims to equip language educators and scholars with some of the understanding necessary to harness these technological advancements for enriching language instruction, potentially further preparing for a future where technology is increasingly woven into the educational fabric.

Keynote Speech 4

Role of Technology in English Teaching and Learning: Evidence from Studies in Chinese EFL Contexts

The past 50 years have seen rapid growth and development in educational technology. The use of technology has significantly advanced English teaching and learning in terms of methods, processes, and outcomes. For example, PowerPoint presentations, videos, web-based meetings, Google Classroom, machine feedback, and virtual classrooms have been widely used in schools and universities around the globe, greatly enriching both teaching and learning experiences. To demonstrate the effects of technology on English language teaching and learning, this talk will share some studies conducted in Chinese EFL contexts. These studies show that the use of technology helps reduce students' anxiety, boost their self-confidence and enjoyment, improve their presentation and communication skills, enhance their spoken English, test performance, and writing quality.



**Professor
Meihua LIU**

*Professor of Applied
Linguistics, Department
of Foreign Languages
and Literatures, Tsinghua
University, China*

Professor Meihua Liu is currently a Professor of Applied Linguistics in the Department of Foreign Languages and Literatures at Tsinghua University, Beijing, China. Between 2011 and 2012, she was a Visiting Scholar in the Department of Applied Linguistics at the University of California, Los Angeles, USA. Professor Liu was a top-cited scholar in the field of Social Sciences in China from 2014 to 2022 and was recognised as one of the top 2% of linguists globally in 2023. Her research interests mainly include second language/ foreign language teaching and learning, individual differences (e.g., reticence and anxiety), English as a foreign language writing, and international education.

The background features a complex, abstract pattern of thin, curved lines in shades of blue and green. These lines flow from the top left towards the bottom right, creating a sense of movement and depth. The lines are densely packed in some areas, forming a mesh-like texture, and more sparse in others, allowing the white background to show through.

ABSTRACTS OF CONFERENCE PRESENTATIONS

Exploring the Use of Artificial Intelligence in Enhancing Students' Writing Skills for Personal Statements in Internship Applications

Dr Beatrice MA

The Hang Seng University of Hong Kong, Hong Kong, China

This study explores using artificial intelligence (AI) to help students write personal statements for internship applications. It examines the approaches adopted and the quality of these statements. Ethical issues and possible biases in AI-generated texts will also be discussed. The initial findings suggest that students who learn AI writing techniques may improve their writing skills and have better internship applications. However, it also proposes that students should keep their own voice and not rely too much on AI-generated content in their writing tasks. More research is needed to get stronger results in this area.

Keywords: Artificial intelligence, writing skills

Empirical Studies on Artificial Intelligence in Academic Writing: A Synthesis of Recent Research

Dr Yin Ling CHEUNG and Dr Chiew Hong NG
Nanyang Technological University, Singapore

There has been a growing interest in the application of technology, digital tools, and artificial intelligence in academic writing since the early 2000s. The use of artificial intelligence has been particularly applied in writing journal articles in recent years. However, a systematic review of the literature has been missing. The objective of this paper is to synthesize and evaluate the development of technology, digital tools, and artificial intelligence in the field of academic writing for the past decade by reviewing 42 empirical studies. We conducted keyword searches using the EBSCO-host database with the following combination of keywords: “academic writing”, “additional language OR second language”, “technolog* OR digital tool* OR AI” to select journal articles and conference proceedings published between 2014 and 2023. We focused on 42 empirical studies to answer the following questions: (1) What types of technology, digital tools and artificial intelligence have been used for academic writing in English for teachers and students? and (2) What are the applications and outcomes related to technology, digital tools and AI for teachers and students of academic writing? Results show that 21 studies explored the use of technology and digital tools, in which 17 studies reporting positive effects and four yielding mixed results. These findings underscore the significant role that technology and digital tools play in enhancing English language learning and teaching experiences. The other 21 studies examined the application of AI in academic writing, presenting a more diverse set of outcomes: 11 were positive, nine showed mixed results, and one was negative. Notably, Grammarly and Automated Writing Evaluation tools received mixed evaluations across three studies each, reflecting the nuanced impact of AI on academic writing practices. Based on the review of the published studies and conference proceedings, a set of suggestions for enhancing academic writing for teachers and students in English language education and future research directions will be presented.

Keywords: Technology, digital tools, artificial intelligence, academic writing, English language education

Leveraging the Affordances of Digital Multimodal Composing through Digital Fairy-Tale Rewriting: A Sharing of a Study at a University in Taiwan

Professor Ka Yan LAM

National Taiwan University of Science and Technology, Taiwan

As digital technologies continue to evolve, they have significantly transformed our multimodal learning environments and remediated literacy practices. This has led to a surge of interest among researchers in digital multimodal composing (DMC), defined as the creation of texts using a combination of multimodal semiotic resources and digital tools. Numerous studies have explored the diverse benefits of DMC in English language classrooms, particularly focusing on its affordances - the potential benefits perceived by both teachers and students. This presentation will delve into the findings of a study conducted within an undergraduate English reading and writing course at a university in Taiwan.

In this course, digital fairy-tale rewriting (DFTR) was employed as a critical pedagogical strategy to engage students with DMC within the context of English as a Foreign Language (EFL). The students created multimodal video adaptations of fairy tales that revolved around social issues requiring heightened attention. This presentation will share examples of student-created videos and the major analysis results. Data collected included participants' surveys and reflective writings. A mixed-method approach was employed – the survey responses were quantitatively analyzed and triangulated with the discourse analysis results of the reflective writings. The analysis adopted a conceptual framework of DMC affordances, consisting of three dimensions including technological, educational, and social benefits. Whereas results indicated sufficient evidence of their perceived benefits afforded by DFTR as compared with past learning experiences, specifically enhanced affordances including transmediation, multiliteracies, creativity, and civic participation, were observed. Based on these observations, the conceptual framework of DMC affordances was refined. Concluding remarks will outline the theoretical contributions of the study and the practical implications for maximizing the potential of DMC in EFL learning.

Keywords: Digital multimodal composing, digital fairy-tale rewriting, affordances

Preparing Socio-Cultural Competence for Students via Online and Distance English Language Learning

Dr Thi Phuong Lan NGUYEN and Ms Mai Phuong NGUYEN

The University of Newcastle, Australia and Hanoi University, Vietnam

In the fast-evolving 21st century, developing undergraduate students' socio-cultural competence alongside the technical skills required for their career is crucial. This requirement is more important in outer circle countries where English is not an official or second language like Vietnam. This study was conducted to answer the question, 'How well Vietnamese students are prepared for socio-cultural competent skills in the new normal?'

This study aims to explore preparations of the English Language Teacher Education (ELTE) curriculum for graduates' social and cultural knowledge and skills. The study was conducted at ELTE institutions in all parts of Vietnam with the participation of lecturers and instructional leaders. The data included surveys, interviews, and policy documents.

The study illustrates a poor alignment between curriculum and standards of socio-cultural competent skills. The study also reveals variations in socio-cultural courses and requirements across institutions.

To prepare students better to achieve these standards and to be proficient in multicultural teaching contexts in the 'new normal', especially in online or distance courses, developing curriculum based on social and global expectations is strongly recommended. The study findings and implications address multiple educational stakeholders, including policy makers, administrators, instructors, employers, and learners.

Keywords: Alignment, curriculum, English Language Teacher Education, socio-cultural competence, standard

Investigating Chinese EFL Learners' Usage and Perceptions of Generative AI in Academic Writing: An Exploratory Study of a Sino-British University

Ms Huimin HE and Mr Joseph TINSLEY

Xi'an Jiaotong-Liverpool University, China

The emergence of Generative AI has a potentially positive impact on university students' learning experiences, including those in an EFL classroom (Zawacki-Richter et al., 2019). Generative AI tools, available on mobile devices, offer an innovative approach to tackling the difficulties related to improving writing skills using conventional instructional techniques (Jia et al., 2022; Kohnke, 2023). However, although numerous studies have concluded that Generative AI is helpful in the writing process, there has been a lack of empirical studies investigating the complex role of Generative AI tools (e.g., ChatGPT, XIPU AI) in L2 academic writing (Song & Song, 2023). This exploratory study will showcase how Generative AI can be used by EFL learners in the academic writing process, namely the brainstorming, planning, feedback and revising stages. In addition, it also reports the findings of an empirical study where 40 Chinese EFL students (with a CEFR level of B1+) enrolled on a Year 1 EAP course at a Sino-British university used a Generative AI tool (i.e., XIPU AI, GPT3.5/4.0) in their academic writing process. Specifically, the survey results, including a pre- and a post-intervention survey, and interview data collected show how these Chinese EFL learners perceive their readiness, usage and intention in using Generative AI in the academic writing process as well as their perceptions of the Generative AI tool, including usefulness, trust, interactivity, personalisation and intelligence. To discuss and interpret the above data, the participants' authentic interactions with XIPU AI captured in screenshots will be analysed. Lastly, the presentation will conclude with practical pedagogical implications, which involve how language teachers could give instructions and deliver training in AI literacy.

Keywords: Generative AI, EFL academic writing, a Sino-British university, AI literacy

Enhancing ESL Writing Instruction: The Power of Video Feedback

Mr Andrew SANKEY

University of Queensland, Australia

Video feedback is an emerging practice that gives students engaging, personalized feedback on their writing. While the conventional approach of giving feedback in the form of written comments and coded symbols can be effective, it is often time-consuming for teachers and may be challenging for learners to decipher and implement. By contrast, the multimodal nature of video allows teachers to provide substantially more details on both global and local issues compared with written feedback in a way that is more comprehensible to learners.

The presentation will delve into a recent research project conducted by the presenter which investigated the attitudes of English as a second language (ESL) learners towards the use of video feedback as a tool for improving writing skills, and the impact of these attitudes on their writing anxiety and writing motivation. Quantitative data was collected from 91 international students enrolled in an English Pathway program at a major Australian university at the end of a four-week period of instruction using a cross-sectional survey. Results indicate that the majority of respondents had a very positive attitude towards receiving video feedback, and that this attitude made them more motivated to write. However, their attitude to video feedback had no impact on their anxiety levels, plus anxiety did not partially mediate the relationship between attitudes towards video feedback, and writing motivation. Other significant findings were that students who were more anxious about writing had lower writing motivation, plus females were generally more anxious about writing than their male counterparts. These results highlight the potential effectiveness of video feedback as a powerful tool for boosting motivation among L2 writers.

After sharing details about the research project, the presenter will demonstrate the time-saving aspects of video feedback by using real-world examples to illustrate how video feedback can be incorporated into the classroom routine in a way that not only accelerates the feedback loop but also enhances the clarity and depth of instructional input. Attendees will gain insights into the effectiveness, efficiency, and student-focused nature of video feedback, empowering them to integrate this approach into their own writing feedback practices.

Keywords: ESL Writing instruction, video feedback, motivation

Cultivating a Blended Community of Practice to Support Personalized Learning for Japanese English Teachers

Dr Sean H. TOLAND and Dr Tony CRIPPS

The International University of Kagoshima, Japan and Nanazan University, Japan

Over the years, the problematic issues of teacher isolationism and concerns about integrating information and communications technologies (ICT) into lessons have been recurring themes in the academic literature. Not surprisingly, many researchers have urged administrators and policymakers to enhance pre-service teacher training programs and provide in-service educators with ongoing high-quality professional development (PD) opportunities. The traditional PD approach, which often centers around one-shot face-to-face large-scale conferences and pre-packaged training courses, is often “fragmented, disconnected, and irrelevant” to what takes place inside a classroom (Lieberman & Pointer-Mace, 2017). In the Japanese context, the short teaching practicums of only two or three weeks coupled with a notoriously weak support system have placed many aspiring English as an international language (EIL) educators in a difficult and vulnerable position. The turmoil generated by the 2020 COVID-19 pandemic underscored the importance of enhanced digital pedagogy training and ongoing teacher-directed professional development (TDPD). Nowadays, EIL teachers must be cognizant of the rapid changes that are occurring in the fields of artificial intelligence (AI) and machine learning to ensure that students will use these emerging technologies ethically and responsibly. Several researchers (e.g., Jeon, 2021) have predicted that chatbots will open up new avenues for the teaching and learning of foreign languages. The continued development of technological tools (e.g., video conferencing software) coupled with the numerous affordances of digital devices have created a wide array of TDPD opportunities. EIL educators require continuous support and must partake in a variety of TDPD activities to improve their professional competencies and teaching abilities. This presentation will highlight the preliminary findings from a qualitative case study that investigated the value of establishing a blended community of practice for Japanese English teachers. This research project aims to provide digital training in conjunction with pedagogical and emotional support for EIL educators working in the Japanese public school system. The researchers will discuss the benefits and barriers that can exist in a blended community of practice as well as several practical pointers on organizing and conducting an effective virtual workshop. This presentation should be of interest to educators who wish to develop their own blended community of practice and implement meaningful change within their institution.

Keywords: Blended community of practice, teacher-directed professional development, Japanese English teachers

DAY 1
19 JUNE 2024

Parallel Session 1
11:15 - 12:45

 **Room 802, 8/F**

Evaluating Practical Applications of Generative AI to Assist in Materials Creation and Lesson Planning for Higher Education

Mr Sam DORAN and Ms Charlotte BRIGGS

Xi'an Jiaotong Liverpool University, China

Advances in the functionality and accessibility of generative AI chatbots make them an appealing option to assist time-pressed teachers. This paper is an exploration of the possibilities of the technology. An interactive digital escape room activity (H5P) was designed to structure and encourage the use of AI for materials design assistance and demonstrate the gamification of AI to encourage educators to collaboratively reflect on and discuss their own knowledge and practice. With the help of a generative AI chatbot, users completed multiple preparation tasks in order to “escape” a digital classroom. Tasks included generating a reading text, comprehension questions, a warmer activity and AI-constructed images. Users were then required to assess the quality and usability of these materials for their own practice and self-report their evaluation through an integrated questionnaire. Data was also collected regarding the speed of activity completion and the number of re-prompting attempts required. Teachers were also asked to participate in follow-up focus interviews regarding AI materials generation and use. The activity garnered a very positive response from teachers, whilst also highlighting the limitations of AI and the necessity for careful prompting and oversight. The activity has potential as a teacher training tool to encourage appropriate AI use.

Keywords: Generative AI chatbots, materials creation, lesson planning, higher education

Using Video Games Successfully: Leveraging Video Games for Different Learner Needs in an English Language Context

Mr Simon ENGERER

Cicero Group Limited, Hong Kong, China

In the 21st century classroom, English language learners face a multitude of challenges that can hinder their progress and engagement. Passive language learning experiences that often fail to capture students' attention or cater to their diverse learning styles have been replaced by more active and engaging learning experiences. This development has enhanced language acquisition while also fostering critical thinking, problem-solving, and collaboration skills.

Video games have emerged as a powerful tool in the realm of education, offering unique and immersive learning experiences. Gamified language learning apps have made second language exposure more mobile and habitual, but the real gains are as yet unrealised. By leveraging the engaging and interactive nature of video games, educators can create a classroom environment that captivates learners' interests while simultaneously promoting language development. Through carefully curated gameplay experiences, students can practice their English skills in a contextualized and meaningful way, reinforcing vocabulary, grammar, and communication abilities.

One of the key advantages of incorporating video games into English language learning is the ability to cater to diverse learner needs. Whether students are visual, auditory, or kinesthetic learners, video games can provide a multisensory experience that accommodates various learning preferences. Additionally, teachers can control how they incorporate video game content and align it to different proficiency levels, allowing for differentiated instruction and an implementation that positively impacts the classroom.

This talk will outline the efficacy behind including video games, considering it from a practical and logistical perspective as it relates to Hong Kong classrooms. Furthermore, it will explore the value that video games bring in terms of the English Second Language (ESL) classroom, and as part of first language English experiences, considering the different needs that are met in each instance. Finally, with some consideration of our own experiences with video games in classrooms, we will give an overview of what educators must do if they want to bring video games into classrooms successfully.

Keywords: Video games, multimodal learning, classroom pedagogy, game-based learning, 21st century skills

AI-Powered Pedagogy: Exploring Pre-service Teacher Practicums in English Language Education

Professor Thamonthon YORDMING

Phra Nakhon Si Ayutthaya Rajabhat University, Thailand

The growing significance of integrating Artificial Intelligence (AI) into educational settings, specifically in the field of English Language Teaching (ELT), is becoming increasingly apparent.

This research aimed to investigate the integration of AI-powered ELT in pre-service teacher practicums, focusing on 49 EFL pre-service teachers from Rajabhat Universities in Thailand through voluntary sampling. Employing a qualitative research approach, the study utilized semi-structured interviews to collect in-depth data. Thematic analysis of the interviews revealed significant findings related to the participants' incorporation of AI in ELT practicums, identifying key themes as benefits, concerns, and adaptations in the classroom.

The participants' experiences shed light on the positive aspects of integrating AI, showcasing its benefits in enhancing ELT practices. Additionally, the study highlighted concerns that may arise during the integration process and explored the adaptability of pre-service teachers to AI tools. The insights derived from the thematic analysis contribute to a comprehensive understanding of the dynamics involved in integrating AI into pre-service teacher training programs.

The outcomes of this research provide valuable insights that can inform the seamless integration of emerging technologies into teacher education programs. Addressing the evolving landscape of language teaching in the 21st century, these findings serve as a foundation for optimizing AI integration strategies, fostering effective ELT practices, and preparing educators for the challenges and opportunities presented by technological advancements. This research not only advances academic knowledge but also contributes practical recommendations for educators and policymakers striving to enhance English language education through AI integration.

Keywords: Artificial Intelligence (AI), pre-service teacher practicums, English language education

Evaluating the Effectiveness of PowerPoint's AI-Powered Presenter Coach in Enhancing Presentation Skills: A Mixed-Method Approach

Mr Frankie HAR

The Hong Kong Polytechnic University, Hong Kong, China

The study explores the innovative AI-powered Presenter Coach in PowerPoint, a tool designed to enhance presentation skills by providing real-time, personalized feedback. The study aims to understand the effectiveness and efficiency of this AI tool in improving presentation skills and its potential implications for both educational and professional settings. The research background delves into the increasing integration of Artificial Intelligence (AI) in various applications, with a specific focus on Microsoft's PowerPoint. The AI-powered Presenter Coach in PowerPoint is a recent development, designed to assist users in honing their presentation skills. The tool provides real-time feedback on aspects such as pacing, word choice, and the use of filler words, thereby enabling users to deliver more effective presentations. The study employs a mixed-method approach, combining quantitative data analysis with qualitative user feedback. The quantitative analysis involves a comparative study of presentation skills before and after the use of the AI-powered Presenter Coach. The qualitative aspect involves gathering user feedback through surveys and interviews to understand user experience and perceived effectiveness of the tool. The findings suggest that the AI-powered Presenter Coach significantly improves presentation skills, with users with relatively lower English speaking proficiency reporting increased confidence and effectiveness in their presentations. The tool was found to be particularly effective in reducing the use of filler words and improving pacing. The study also found that users appreciated the personalized, real-time feedback provided by the tool, which allowed them to make immediate improvements. The research concludes that AI-powered tools like the Presenter Coach have significant potential in enhancing learning and performance in both educational and professional settings.

Keywords: AI-powered Presenter Coach, PowerPoint, presentation skills, artificial intelligence, real-time feedback

Comparison of Human and AI Ratings of Essays and Papers: A Correlational Study

Dr Reza KHANY and Mr Mohammad Mahdi MAADIKHAH

Ilam University, Iran

Generative AI and NLP have set new horizons in language-related fields such as ELT. Comparison of human and AI processing of natural language has been of focal interest to researchers. This study aimed to compare the ratings by human raters and AI chatbots and find the correlation between them. To this end, each of the 45 students enrolled in the three classes of an academic writing course at Ilam University, Iran, was asked to write an essay and a paper, both of 1500 words, at the end of the course. All 45 essays and 45 papers were given to 10 human raters and submitted to ChatGPT and Microsoft Copilot chatbots for rating. A rubric for the ratings was developed and was identically presented to the human raters and the chatbots. In case of Microsoft Copilot, which did not provide numerical scores due to “the subjectivity of the rating process”, the detailed reviews of strengths and weaknesses it generated were given to a team of 10 other human raters for conversion into numerical ratings based on the rubric without applying their own opinion or assessment. High inter-rater reliability between the members of the human rating group and the conversion group was confirmed separately for each group. The human rating was in double-blind manner and the chatbots did not receive any input other than the full texts of the essays and papers and the rating prompt. The statistical analysis of the data consisted of using Pearson correlation coefficient and t-test. The results of the data analysis revealed that there is a strong positive correlation between human ratings and the ratings by ChatGPT ($r=0.87$) and a strong positive correlation between human ratings and the ratings based on Microsoft Copilot reviews ($r=0.85$) was also observed. The results suggest there is a high degree of positive correlation between human ratings and ratings by, or based on the outputs of, AI chatbots. Further investigation and exploration with larger samples, using a diverse set of statistical techniques and methods, and different AI tools, could shed light on nature, aspects and components of the statistical relationship between ratings and assessment by humans and AI-generated ratings and assessments. More insight and understanding on similarities and differences between human and AI ratings in different contexts and for different areas can help with and create opportunities for enhanced testing and assessment, and development of more accurate AI-powered rating and grading tools.

Keywords: Academic writing assessment, AI-powered rating, essay rating, paper rating, rating by humans

'AI Writing Assistance' Technology Adoption in English Writing by Student's Digital Literacy Competence Profiles: A Cross-Sectional Study

Dr Louis LAM, Dr Fowie NG, Dr Teddy CHAN and Ms Cheuk Ki LAM

Tung Wah College, Hong Kong, China and Korean International School, Hong Kong, China

The rapid proliferation of Artificial Intelligence (AI) technologies has brought significant changes in different aspects of learning. 'AI Writing Assistance' (AIWA) technology is one of the areas increasingly adopted by students to learn and improve English writing.

To understand the technology adoption, a cross-sectional study was conducted to explore students' digital literacy competence profiles and associated factors to AIWA technology adoption in English writing. Data were collected from 105 students from secondary and tertiary schools with an electronic questionnaire using the Unified Theory of Acceptance and Use of Technology (UTAUT) and Digital Literacy Competence Level (DLCL) instruments. Participants' survey responses were analysed and categorized into Digital Literacy Competence profiles. Pearson's chi-square test and the Mann-Whitney test were used to investigate the differences in technology adoption factors, between groups, and linear regression was used to examine the correlations between Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC) and Behavioural Intention (BI) to use the technology. Survey results revealed two digital literacy competence profiles: high competence and low competence. Significant differences were evidenced between groups in terms of PE, EE and SI. Linear regression showed that PE and EE had the strongest influences on BI but the degree of effects differed between groups. The findings revealed that AIWA technology was widely accepted and used by students in English writing. Students of different digital literacy competence levels used the technology to different extents. Educators should be aware of the factors facilitating their usage and provide guidance to them to uncover the educational potential of the technology in improving student writing skills in the long run.

Keywords: AI, AI Writing Assistance, technology adoption, digital literacy, digital competence

The Impact of Gamification of Online Teaching on Online Learning

Ms Mina ZHANG

Xi'an Jiaotong-Liverpool University, China

After the outbreak of COVID-19, online teaching and learning have become a popular phenomenon in the education area. However, teachers may find it quite difficult to engage students in the online sessions. To find an effective method of improving the teaching quality (especially for speaking sessions) in English online education, this research discussed how to apply gamification in online classes. A gamified system designed by the researcher was introduced in this research combined with some gamification theories. Specifically, five game elements (leaderboard, points, level, lottery, and reward), which were used and designed to form this gamified system in this research, were explored in detail about their impact on students' learning. Data were collected from the questionnaire and the student focus group. Through this research, the impact of gamification of online teaching on online learning, especially in the motivation aspect for speaking sessions, has been explored. According to the results and discussion part, gamification can be one of the methods to improve motivation in online teaching but the teachers need to consider how to effectively use and combine different game elements. Some interesting findings such as fairness will be discussed.

Keywords: Gamification, online teaching, online language learning

Revision Behavior in Doctoral Students' Second Language Academic Writing: A Multidimensional Study Based on Cognitive Model Analysis

Ms Huanqing LI

Tsinghua University, China

In the field of second language (L2) academic writing, English for Professional and Research Purposes (ERPP), encompassing the processes of writing, revising, evaluating, and publishing, has received considerable attention. However, existing research often oversimplifies the revision process, focusing solely on the success or failure of revisions while overlooking the various types of revision behaviors and students' diverse responses to feedback. Meanwhile, few studies consider the individual characteristics of writers and the multiple factors influencing their revision behaviors. Doctoral students, as a crucial group in ERPP, require in-depth investigation into their revision behaviors and cognitive processes. This study adopts a multidimensional analytical approach aimed at exploring the revision patterns in doctoral students' L2 ERPP processes to gain a deeper understanding of their writing characteristics, revision behaviors, and related factors. To achieve this, we constructed a corpus of academic writing by doctoral students at Tsinghua University, focusing on analyzing writing trends and revision behaviors across multiple drafts. Through cluster analysis, this study identifies different writer profiles and investigates the relationships between these profiles and revision behaviors.

Keywords: Revision behavior, ERPP, Academic English writing corpus, revision cognitive processes

DAY 1
19 JUNE 2024

Parallel Session 2
15:15 - 16:45

 **Room 802, 8/F**

A Comparative Analysis of AI-Generated and University Students' Academic Writing

Dr Amy KONG

The Hang Seng University of Hong Kong, Hong Kong, China

The emergence of AI text generators such as ChatGPT has attracted college students or even scholars to use it as a tool for producing academic writing. However, while the AI text generator could produce errorless and syntactically perfect text quickly, it does not necessarily produce original and well-researched academic work that incorporates critical thinking, creativity, or personal perspectives (Frye & ChatGPT, 2023). Therefore, research should be conducted to explore the quality of the AI-generated academic text. This paper argues that the criteria of a quality academic text should go beyond perfect grammar, relevancy, and coherence to include synthesis and evaluation of academic sources, as well as novelty of the proposed ideas. Four academic texts, two of which were AI-generated while the others were written by year-two university students for an EAP module assessment, were compared to identify the similarities and differences in terms of language accuracy, writing style and format, idea relevancy, structure coherence, synthesising skills, critical evaluation of academic sources, and originality of ideas. Pedagogical implications and future research directions are suggested with reference to the findings.

Keywords: AI text generator, academic writing, English for academic purposes

Enhancing EFL Learning Beyond the Classroom: Integrating Videoconferencing, AI Pre-communication, and Face-to-Face Interaction with Native Speakers

Professor Hui-Wen HUANG, Ms Qiuyu LI and Ms Xiaolei HUANG

Shaoguan University, China

Advancements in digital technologies have expanded opportunities for authentic language practice beyond traditional classroom settings. This case study investigates the relationship between self-efficacy, learning emotions, and English communication proficiency among English as a Foreign Language (EFL) learners. Fourteen junior students from a public university in southern China participated in an international project in 2023. They had neither prior experience in interacting with native speakers nor using AI chatbots for learning. The project integrated videoconferencing with native speakers, AI pre-communication practice, and face-to-face (F2F) interaction outside the classroom to enhance EFL learning experiences. Learning activities included introducing Chinese local foods, Chinese cultures, and Chinese festivals to native speakers. After talking with native speakers in videoconferences, students were required to engage in human-AI interactions before F2F communication. The purpose of interacting with AI chatbots is to help students get prepared for F2F conversation. Employing a mixed-methods approach including self-efficacy surveys and final interviews, the study examines the impact of these integrated learning procedures on students' self-efficacy, emotions, and contextual learning experiences. The 5-point Likert scale survey results indicate high levels of self-efficacy in English communication among students (Mean = 4.69, SD = 0.57). Analysis of final interviews with four students reveals their enjoyment of the synergistic effects of videoconferencing, AI-mediated pre-communication, and face-to-face interaction on communicative competence and cultural awareness. These findings deepen understanding of how the combination of these learning modalities enriches EFL learning experiences outside the classroom, providing valuable insights for educators and practitioners in the realm of AI-powered language learning.

Keywords: Videoconferencing, AI Pre-communication, and face-to-face interaction with native speakers, EFL learning

Integrating GenAI into the Learning (and Assessment!) of Process Writing

Mr Jay BIDAL

The Hong Kong Polytechnic University, Hong Kong, China

GenAI can be a powerful tool to help university students at EMI institutions to perform better in their assignments. However, they need guidance into how to effectively leverage GenAI in their writing process. This session details the piloting of integration of GenAI instruction into the teaching and learning in a number of EAP courses tailored for Design students. The approach was innovative not only because such instruction addressed the use of GenAI at every stage of the writing process, but also featured an assessment element, whereby students were graded on how well they applied their learning in the application of GenAI to their writing.

Instruction involved modeling the appropriate use of GenAI in the pre-writing and post-draft writing phases, through highlighting research gaps, summarizing relevant journal articles, suggesting possible outlines, improving academic vocabulary usage, and identifying language issues. At each stage, students could then try to apply these applications to their own project proposals. In addition, teaching of effective prompt writing, including the tailoring of GenAI output to their own language level, was included.

Assessment of their learning of these GenAI-related strategies involved the creation of a separate criterion, Writing Process, in the assignment rubric. This was graded according to an appendix to the final draft submission, in which students detailed, through screenshots and reflective notes, how they used GenAI at the various stages of their writing process. The reflective notes were to include evaluation by students of the GenAI output in terms of relevance and other key factors.

Overall, students were happy with the course, as measured by the end-of-course Student Feedback Questionnaire, and several voiced appreciation for the focus on leveraging GenAI to assist them with their writing. The quality of the final draft submissions was also generally higher than for previous cohorts. There was some feedback from teachers of the piloting courses in terms of making the materials more systematic in the presentation of the various uses of GenAI, and making the descriptors for the Writing Process criterion clearer. Nevertheless, the pilot could be called a success and this approach to teaching students how to effectively use GenAI throughout their process of writing could be a way forward for other writing-based courses in EMI institutions in Hong Kong and elsewhere.

Keywords: Generative artificial intelligence, process writing, assessment

Challenges and Opportunities of English Language Learning amidst COVID-19 in Nepal

Professor Eak Prasad DUWADI

Kathmandu University, Nepal

The COVID-19 epidemic has had a major effect on education systems all across the world, including Nepal. The abrupt transition to online instruction presented particular difficulties for the nation's English language schools. A deficiency of fundamental facilities, such as email addresses for instructors, let alone pupils, plagued numerous educational establishments, including upscale private schools and universities. The shift to online learning platforms made it necessary for instructors and students to use their own laptops and mobile devices for instruction, underscoring Nepal's pervasive digital divide. The lack of video cameras and other obstacles, such as restricted access to data packages, unstable electricity supplies, and small living quarters, significantly worsened the learning environment because they could not switch on camera and they were even compelled to the chores during the class time. This was particularly true for female students.

The purpose of this study is to examine the difficulties and prospects brought about by Nepal's switch to online English language instruction during the COVID-19 pandemic. The principal aims of this study are to evaluate how digital inequalities affect academic performance, comprehend the challenges that educators and learners encounter when adjusting to distance learning, and pinpoint viable ways to improve the efficacy of virtual English language instruction.

For this project, a mixed-methods strategy will be utilized to collect complete data. Students, instructors, and educational officials will be surveyed and interviewed to learn more about their experiences with online English language instruction. Data analysis will concentrate on finding common problems such as infrastructure deficiencies, connectivity problems, and evaluation difficulties. In addition, examinations of academic performance and observations of online classrooms will offer insightful qualitative information to support the conclusions.

According to the preliminary data, there have been a lot of difficulties in Nepal during the COVID-19 epidemic with the shift to online English language instruction. Lack of access to basic resources like email addresses, dependable internet, and appropriate classroom settings has impeded the academic advancement of both teachers and pupils. Social restraints have presented additional challenges for female pupils in particular to learn effectively. It has been demonstrated that assessing student performance virtually is more difficult than traditional in-person exams. The aforementioned results highlight the pressing necessity of focused interventions aimed at mitigating the digital divide and improving the standard of English language instruction provided online in Nepal.

Keywords: Digital divide, online learning, English Language, Nepal

The Use of Artificial Intelligence for Writing Feedback in Universities: Analysis of the Trend from 2019 to 2024

Mr Michael DEAN

The Hong Kong Polytechnic University, Hong Kong, China

In recent years, the use of artificial intelligence (AI) for writing feedback has become widespread in universities (Hung et al., 2023). Some potential benefits of AI tools are that they can positively affect revision (Link et al., 2022), improve engagement (Nazari, 2021), and free up teachers' time so that they can focus on higher-level issues (Stevenson & Phakiti, 2019). However, there is also the risk that some students may depend on the feedback too much and not revise successfully. Additionally, students may not trust the feedback or have difficulties using the AI tools effectively (Zhai & Ma, 2021). There have also been concerns that the kinds of feedback produced by these tools may not always be appropriate for the context or needs of the students (Strobl, 2019).

Technological innovations are also presenting new challenges. Until recently, the main tools used were automatic writing evaluation (AWE) programs and intelligent tutoring systems (ITS) (Huang et al., 2023). However, since 2022, Generative Artificial Intelligence (GenAI) tools have also been used by students and teachers to generate writing feedback (Carlson et al., 2023). These tools produce different types of feedback than was previously possible but also come with disadvantages. For instance, GenAI responses may cause difficulties for students by being too verbose. Thus, methods for implementing these tools effectively need to be developed.

As AI writing feedback tools continue to improve, the possibilities for teaching and learning will likely continue to increase. In this rapidly changing environment, it is useful to examine how the trend has developed and consider how previous insights can be applied to future directions. This presentation will examine the use of AI writing feedback tools for university students. It will track the trend from 2019 to 2024 and will discuss benefits, challenges, and recommendations for the future.

Keywords: Artificial intelligence, writing, feedback

AI-assisted Independent Language Learning for Spontaneous Speaking Skills among Chinese EAP Learners: A Case Study of an EMI University

Ms Huimin HE and Ms Xiaxin XIAO

Xi'an Jiaotong-Liverpool University, China

The advancement of AI technology has promoted the application of automated speech evaluation systems for language learners to hone their speaking abilities. Compared to prepared speech, spontaneous speaking poses extra challenges to L2 learners due to both cognitive (Eren et al., 2022) and non-cognitive factors (Butler, 2019). However, there are many obstacles to teaching and practising spontaneous speaking, such as learners' anxiety and the lack of in-class practice and effective, individualized feedback. To address these difficulties, AI-assisted independent language learning can be effective (Zou et al., 2023). This study aims to examine Chinese EAP learners' perceptions and the effectiveness of using an AI speech evaluation program (i.e., EAP Talk) to practice spontaneous speaking over one semester. A mix-methods design has been adopted by the study. Specifically, a survey and semi-structured interviews were conducted to understand the perceptions of the participants (n=94) and a pre- and a post-test were implemented to investigate the changes in their spontaneous speaking performance. The study finds that the Chinese EAP learners reported a positive view of the program and noted significant improvements in crucial areas such as fluency, grammatical range and accuracy, vocabulary, prosodic features, pronunciation, and idea organization. These perceptions were supported by the test results, which demonstrated significant enhancement across various domains in spontaneous EAP speaking after the use of EAP Talk. The study also provides implications in how AI-assisted autonomous language learning can be integrated into an EAP curriculum and how learners can be instructed and motivated in this process.

Keywords: AI-assisted language learning; spontaneous speaking skills, Chinese EAP learners; EMI

Technology-Assisted English Language Learning: A Study in Singapore Primary Schools

Dr Yin Ling CHEUNG

Nanyang Technological University, Singapore

Despite increasing research on the effect of the socio-cognitive approach on the quality of academic writing, most existing studies have been conducted in tertiary education settings. Few studies have examined the effect of the socio-cognitive and motivation-and-learning approach (SCML) on primary school students' writing quality, using Grammarly and Padlet. This study adopted the SCML approach to investigate how it improved the writing quality among Primary Four students. Pre- and post-test were collected from 617 Primary Four students from four government-aided primary schools in Singapore. The results revealed that the SCML approach had a positive effect on students' macro-organization in composition writing. There were also significant differences between the control and experimental groups in terms of the complexity of compositions, namely, dependent clauses per T-unit. Importantly, survey data suggests that the experimental group showed better performance in self-directed learning and collaborative learning with the support from Grammarly and Padlet. This study contributes to writing instruction by suggesting that the SCML approach may be effective in enhancing the writing quality of Primary Four students' English language compositions.

Keywords: Socio-cognitive and motivation-and-learning approach; primary four; compositions; writing quality; English language

The Effectiveness of Using Mobile Programs on Enhancing English Vocabulary Acquisition of First Grade Students in Saudi Arabia

Professor Waleed AL ABIKY

Qassim University, Saudi Arabia

The current study aimed to investigate the effectiveness of using Lingokids, an innovative English learning application, in the classroom to enhance the English vocabulary acquisition of first grade students in Saudi Arabia. The subjects consisted of 47 randomly selected first grade students, and were divided into two groups: a) control and b) experimental groups with males and females normally distributed in each group. Data were collected quantitatively using pre- and post-tests. The findings showed that: 1) with alpha set at ($\alpha \leq .05$), Lingokids was an effective tool in teaching and learning of English vocabulary for the first-grade students; 2) the experimental groups statistically outperformed the control groups in the dependent variable, English vocabulary acquisition; 3) there were statistically significance differences between males and females in English vocabulary acquisition; and 4) female students statistically and significantly outperformed male students.

Keywords: Lingokids, gender differences, English vocabulary acquisition, learning, first-grade students.

Pedagogical Approaches and Practices for Integrating AI Chatbots in Computer-Assisted Collaborative EFL Writing

Dr Daniel George DUSZA

University of Southern Queensland, Australia

The recent, sudden invasion of artificial intelligence (AI) in language education has many questioning the roles of educators and how AI can enhance language learning. AI is generally assumed to be unreliable and a threat to academic integrity, teachers' roles, and the need for individuals to seek second language education or develop communication skills. The approach discussed in this article aims to address these recent challenges and show how AI chatbots can assist language learning and develop the basic four skills and higher-order thinking skills while providing salient formative feedback at the point of need, thereby promoting autonomous, self-directed learning. The approach detailed in this paper aims to provide research-based results on AI chatbots' pivotal role in enhancing second language (L2) learning and proficiency, particularly in the writing process.

Drawing upon insights from educational research and English Language Teaching (ELT) resources and practices, this paper aims to explain how AI, as a collaborative partner, can reshape the reading, writing, and written communication process. In general, writing has always been considered a solitary task. However, to encourage foreign language learning and proficiency, the approach detailed in this paper includes collaborative writing, utilising AI chatbots like ChatGPT as an additional collaborative partner. The approach includes AI as a peer partner in the research process and as a partner in the drafting and editing process.

The pedagogical framework and results from sophomore writing classes are discussed in this paper. The framework includes how students were provided the skills to train and prime ChatGPT to receive precise feedback on queries and provide useful corrections that would normally take hours or days to receive from a human source. The results from the approach indicate that the students' writing improved (pre-test to post-test TOEIC level increased overall, word count increased by more than 100%, coherency and word complexity improved). Furthermore, there were no indications of breaches of academic integrity, and students could describe their essays in detail after completion. The writing essay samples include introductions, comparisons, integrations, opinions, discussions, and conclusions. Compared with other classes, where AI responses and internet source material have been cut and pasted into manuscripts, this level of student learning and originality shows hope for using AI responsibly as a learning partner. This research report is useful for implementing and comparing what other educators achieve in their conventional and tech-enhanced writing classes.

Keywords: AI chatbots, collaborative EFL writing

Evaluating the Efficacy of Grading Literature Essays with ChatGPT

Dr Anna Wing Bo TSO

The Hang Seng University of Hong Kong, Hong Kong, China

As Large Language Models (LLMs) such as ChatGPT and Llama have become popular in recent years, numerous research studies have been conducted to explore the potential of using LLMs for language learning, writing assistance, personalized learning, and automated grading. While the impacts of LLMs on education are inevitable, regarding automated grading, teachers have shown concerns about the quality of AI-generated feedback on student writing. There is a need to examine the efficacy of using LLMs for grading and providing feedback on academic writing. With a research focus on the quality of automated grading of literature essays, this study provides a close reading of the ChatGPT feedback generated for the essay assignments written by six students studying literature in English at a university in Hong Kong, China. The analyses of the AI-generated feedback indicate that LLMs may be able to suggest improvements and provide instant corrections of grammar, punctuation, and spelling mistakes. However, it is revealed that ChatGPT has close to zero knowledge of existing scholarly research in literature. Without a thorough understanding of the relevant literature and its contributions to the field, ChatGPT has an inclination of giving lenient grades and flattering comments. Most disturbingly, ChatGPT generates incorrect information, non-existent examples, and fictional references for students, but presents them as if they were real facts. Due to such AI hallucinations, automated grading is, to large extent, unreliable in terms of accuracy, consistency, and fairness. Human evaluation and feedback for comprehensive and accurate grading, especially for literature essays, are indispensable and irreplaceable.

Keywords: Automated grading, Large Language Models, literature essays

DAY 2
20 JUNE 2024

Parallel Session 3
11:15 - 12:45

 **Campus Square
Event Hall, 3/F**

Vietnamese Medical and Related Professionals' Perceptions of their Online EFL Professional Development Experience and Needs

Ms Anh Nguyen NGOC, Dr Tran Quang HUY, Professor Shirley O'NEILL, Dr Tony RICHARDSON and Mr Ian FOGARTY

Vietnam National Institute of Educational Sciences, Vietnam; Vietnam Nursing Association, Vietnam; University of Southern Queensland, Australia; University of the Sunshine Coast, Australia

In Vietnam the use of digital technologies has fast become a key focus across education sectors, and more so during Covid 19. This research surveyed over 200 healthcare workers, mostly hospital nurses and nursing educators, who had recently undertaken EFL professional development online, where digital technologies were part of the pedagogical approach. Participants had varying levels of English proficiency but were eager to improve for a range of reasons, both professional and personal. These included reading research in their field, accessing the Internet in English, communicating with international colleagues, reading work-related medical texts, participating in professional development and conferences, besides using English to e-mail and to access current social media platforms. In addition, the participants reported the use of a wide variety of Apps to assist their English language learning, such as Google translate, and Duolingo, and their need to watch and listen to videos of conversations online, as well as YouTube resources and songs in the English language. The findings show how greater depth is being achieved in EFL learning through technologies integration, which has the capacity to positively influence future EFL professional development programs.

Keywords: EFL professional development, digital technologies, health professionals EFL needs, language learning online

Teaching English in the Age of ChatGPT; or, What AI Can and Cannot Do

Dr Fredrik TYDAL

Stockholm School of Economics, Sweden

For the past year and a half, English teachers around the world have grappled with student writing that evinces in part or in full the peculiar style and register of ChatGPT: verbose yet vague, full of rhetorical hedges, and repetitive in its syntactic constructions. AI can undoubtedly produce grammatically correct text on an almost infinite variety of topics, but that does not necessarily translate into good or context-appropriate writing. This is a shortcoming of ChatGPT that students do not seem to realize, as evidenced by a recent interview study.

In this paper, I would like to develop strategies to meet the challenges of ChatGPT in the field of English language education by focusing on the technology's (current) limitations. While some have suggested that the threat of AI to education can be counteracted by reverting to old methods such as writing by hand or conducting oral exams, I argue that the current moment instead poses an opportunity to move beyond conventions. Because what AI cannot do at this stage of its development is to convincingly reproduce individuality and subjectivity. Prompted to give a personal account or reflection, ChatGPT cannot help but come across as a robot, lacking emotional intelligence and distinctly human qualities in a way that is almost comedic. For this reason, AI may be pushing us toward fully abandoning two criticized but in some quarters still-observed orthodoxies of academic writing: 1) the strictures on using the first-person, and 2) the aversion to the personal voice. By lifting these conventions and opening up for modes of discourse that ChatGPT does not master, teachers can protect against improper use of generative AI.

Theoretically and pedagogically, the paper relies on a synthesis of Ralph Waldo Emerson and Xunzi (荀子), emphasizing the importance of individuality in expression and the virtues of practical learning.

Keywords: ChatGPT, AI, composition

Using English and Simple English Wikipedias for Reading Skill and Vocabulary Enhancement: An ESP Context

Professor Mohammad ALIAKBARI and Mr Mohammad Mahdi MAADIKHAH

Ilam University, Iran

Using Wikipedia in instruction and education has been an area of interest for educators. This study aimed to investigate the effectiveness of using texts and multimedia from English and Simple English Wikipedias in an ESP course for MSc students of chemistry at Ilam University, Iran. To this end, following a general proficiency test given to 75 students enrolling in the course, 63 students in lower intermediate, upper intermediate and advanced levels were selected. To check the students' entrance level on field-relevant and specialized reading comprehension and vocabulary, they were given a placement test on English for chemistry. Three homogeneous classes of 21 students with the same number of students in each level of general and specialized proficiency, and equal session length and frequency were organized. In one class, texts and multimedia from relevant Wikipedia pages were adopted in the instruction process based on the topics in the course syllabus. Texts were presented and analyzed as reading passages and sources of vocabulary development, and multimedia contents and their captions or descriptions were used for introducing specialized terms. In another class, in addition to the procedure in the first class, students were asked to use Wikipedia smartphone app for a variety of tasks such as studying, and classifying and categorizing topics as homework, while in the first class, paper-based traditional tasks were assigned as homework. In the third class, traditional instruction and homework using a textbook was implemented. Reading skill and vocabulary development techniques instructed to the students were identical in all classes. After completion of the course, students were given a final test developed based on the syllabus. The results revealed that students in both classes using Wikipedia outperformed the traditional class. Also, students in the class where Wikipedia was used in both instruction and assignments outperformed the other two groups. This confirmed the effectiveness of application of Wikipedia for instruction and in assignments. In all three classes, more proficient students achieved higher. Higher improvement in reading comprehension was observed in the class where Wikipedia was used along with paper-based tasks, and students in the class where Wikipedia was used in both instruction and assignments showed more improvement in vocabulary development. Further studies on the effectiveness and applicability of contents and components of Wikipedia in language education, teaching and learning, as well as the relationship between using Wikipedia in education and individual differences, topics, level of proficiency and prior training are suggested.

Keywords: ESP course, multimedia instruction, reading comprehension, vocabulary development, Wikipedia in language instruction

Comparative Impacts of Integrating Generative A.I. into Recursive Vocabulary Learning Design within EAP Modules: Assessing Student Perceptions and Vocabulary Retention across Proficiency Levels

Ms Jingfei ZHANG, Ms Lin MA and Mr Alan MEEK

Xi'an Jiaotong Liverpool University, China

The proficiency in vocabulary acquisition is a critical factor for the success of English for academic purposes (EAP) students. Building an extensive working vocabulary and the ability to independently learn new lexical items are essential for students to excel in reading, writing, listening, and speaking tasks. Webb and Nation (2017) suggest that repeated meaningful exposure to, and use of novel vocabulary items leads to both increased learner retention, and the ability to functionally use them, implying that syllabi be designed intentionally to facilitate this repeated exposure. The recent emergence of generative A.I. (G.A.I.) offers new opportunities for EAP teachers to implement recursive vocabulary pedagogical strategies. By integrating G.A.I. as a real-time learning partner, students can enhance their vocabulary learning experience and receive immediate feedback on their vocabulary use. By focusing on the comparison between approximately 100 intermediate and advanced university students, this study seeks to explore differences in performance and perception of vocabulary retention and AI Chatbot usage. The research follows a mixed-methods approach to collect both quantitative and qualitative data. Quantitative data will be obtained through pre- and post-intervention tests, as well as weekly tests during the intervention, to compare the impact of the G.A.I. integrated framework on vocabulary acquisition on students from different levels. Moreover, qualitative data will be obtained through student perception surveys and focus group discussions in order to contrast the effects of the framework and the utilization of G.A.I. as an educational partner on students of two proficiency levels. The collected data will undergo thorough analysis, using descriptive and inferential statistics for the quantitative part, and thematic analysis for the qualitative part. The findings will contribute to understanding how students at different proficiency levels engage with and benefit from the G.A.I. integrated framework and shed light on the potential of G.A.I. in enhancing vocabulary acquisition for EAP students and inform effective pedagogical strategies in EAP stratified teaching model.

Keywords: Generative artificial intelligence, vocabulary learning, English for academic purposes

The film *Dead Poets Society* as a Multimedia Teaching Tool in English Language Classroom: A Case Study on Engineering Students in Gujarat

Ms Dharti SHARMA, Dr Barnali CHETIA and Dr Dharna BHATT

Indian Institute of Information Technology Vadodara, India and Parul University, India

In recent years, educators have recognized the dynamic and immersive nature of film as a valuable resource for language acquisition. This study tries to examine the use of films as a teaching tool in second language classrooms, shedding light on its potential to enhance linguistic proficiency and cultural understanding. The film *Dead Poets Society* (1989) has been considered as a major instrument for the present study. The study was conducted on a sample of 500 students pursuing their B.Tech from different Engineering Colleges and Institutes in Gujarat, India. The participants in the study were categorized into two distinct groups, the controlled group and the experimental group. The individuals included in this research belong to the age bracket of 17-21 years. The research was conducted through the utilization of survey and observation methods. The primary instruments for data collection in this study were a survey questionnaire and a test questionnaire. The researcher identified notable distinctions between students in the experimental and the controlled group when employing films as a teaching tool in a second language classroom. In summary, the study's findings suggest that incorporating films as a teaching tool not only motivates students in second language classrooms to learn English but also aids in comprehending and improving their skills in the second language. It can be summarized from the findings of the present study that films as a teaching tool motivate students to learn English in second language classrooms and also help them to understand and enhance their second language skills.

Keywords: Second language classroom, film, Engineering students, teaching Tool, motivation

Exploring the Efficacy of Digital Flashcards on Young Learners' Idiomatic Expressions and Speaking Skills

Ms Maryam JABBARI MOGHADDAM and Ms Zahra RAHMANI

Shahid Mahdavi Educational Foundation, Iran, and Islamic Azad University, Iran

This study aimed to investigate the effectiveness of using digital flashcards (DFs) in teaching idiomatic expressions to improve Iranian EFL learners' speaking skills. The study employed a pretest-posttest design, with 35 participants from two intact conversation classes selected through a convenience sampling aged between 12 and 16 intermediate EFL learners. Before the intervention, a pre-test was administered. The classes started with teaching the course book and a filmscript, including many idiomatic expressions. The participants practised using fixed idiomatic expressions in pairs, utilizing digital flashcards for classification, definition, comprehension, explanation, and additional examples. Further, the instructor emphasized the practices and importance of these expressions in daily conversation. The post-test results were analyzed using t-tests, which showed a significant improvement in the participants' speaking skills after the intervention. The findings indicated that integrating digital flashcards into language instruction can be an effective method to teach idiomatic expressions, leading to improvements in English learners' speaking skills. The use of digital flashcards provides students with immediate feedback, comprehension support, and additional examples, which can greatly facilitate their learning process. It provides insights and recommendations for educators and curriculum designers to explore innovative ways of integrating technology-based tasks into language teaching methodologies.

Keywords: Digital flashcards, speaking skills, idiomatic expressions

DAY 2
20 JUNE 2024

Parallel Session 4
15:15 - 17:15

 **Room 905, 9/F**

Leveraging Technology to Foster Critical Thinking Skills Among University Students

Ms Haiying SONG

Xi'an Jiaotong Liverpool University, China

Critical thinking is paramount for university students, primarily when reflecting on the aspects of academic success, research capabilities, career preparation, and effective communication. Facione (1990) states that critical thinking is the “process of purposeful, self-regulatory judgment. This process reasons from what it considers in a disciplined way to translate knowledge into action.” Therefore, to enable students to generate more critical ideas in tasks, providing students with more input using both traditional and technological methods is essential.

In this talk, I aim to demonstrate how to use technological methods to give students more support in their ideas forming, thereby encouraging their critical thinking. This teaching activity also closely integrates homework with classroom teaching, which can further strengthen students' understanding of given topics and allow them to conduct more in-depth thinking.

Keywords: Critical thinking skill, university education

Speaking, Listening and Pronunciation: Integrating AI Technology, Scientific Modeling and Real Time Feedback to Address Challenges and Impact Learning

Ms Lena ALLISON

Carnegie Speech, The United States of America

Much research has been conducted about the lack of systematic oral language practice in global K-12 classrooms and higher education. Speaking and pronunciation have often been hailed as the most neglected aspects of English language instruction. There also exists a lack of training for teachers in pronunciation instruction, which leads to a lack of student instruction on the topic.

The online learning environment has revolutionized the scope and landscape of instruction, especially in relation to oral language instruction post-COVID. Students' results from digital programs have been remarkable and encouraging.

The explosion of new technologies, including AI Technologies in speech recognition, enables us to assess and detect pronunciation challenges, diagnose weak skills, and train our non-native English learners in listening and speaking to help them be understood and to understand. Using new adaptive learning technologies and state-of-the-art speech and text recognition enables us to provide remarkable student growth and improvement in pronunciation, fluency, and oral grammar, thus instilling heightened confidence in our English Language Learners.

This session will focus on the need for innovative, AI-supported Speaking and Listening programs. Using Carnegie Speech, we will demonstrate how AI Technologies can detect challenges in speaking and customize lessons specifically for each student, leveraging the student's capabilities from their native language. We will present case studies and interviews of students who need improvement with their pronunciation and fluency. Finally, we will show how technologies can address this challenge and positively impact student learning.

Keywords: AI-supported programs, speaking, listening, pronunciation

Benefits of AI in Writing Instruction

Ms Celeste MANEIRO

The College of New Jersey, The United States of America

Artificial Intelligence (AI) has become a widespread phenomenon that has caused great apprehension in the American school system, especially in regard to writing instruction. Teachers around the country have been vigilant in the fight against the usage of AI, as they believe that it is hindering students' abilities to produce pieces of writing that not only possess proper grammatical conventions, but also show what students are truly capable of. Although these concerns may be true, what would happen if educators around the country began to utilize AI to help teach their students how to produce effective pieces of writing? AI can help educators and students alike by providing them with countless resources to help enhance instruction and retention of material. In many ways, AI can also help students construct pieces of writing that closely resemble what contemporary literary theorists believe to be good pieces of literature. Many elements of AI are rooted in the ideologies and theories cultivated by literary critics such as Ferdinand de Saussure, Immanuel Kant, and more. AI is taking over our everyday lives, and it is time to connect what we have learned from these critics and theorists, to what AI is currently producing. Modern day journals such as Leif Weatherby's "Artificial Intelligence and the Significance Crisis" address these connections, and how AI is revolutionizing writing theory as we know it, while also staying true to literary theory. Instead of ridding students of AI as a result of our fears, we should teach them how to use it in a proper way, helping them become the new writers of the future.

Keywords: Artificial intelligence, writing instruction, literature

AI-Powered EFL Learning Supported by Human Teachers

Professor Hui-Wen HUANG, Ms Huiling ZHU and Ms Xiyu CHEN

Shaoguan University, China

The integration of Artificial Intelligence (AI) into language learning stands as a promising avenue for reshaping conventional teaching methodologies. This study introduces an innovative approach to teaching English as a Foreign Language (EFL) learners by leveraging AI-driven tools in conjunction with teaching assistants (TAs) to facilitate student learning. By harnessing AI technologies such as speech recognition, natural language processing, and machine learning algorithms, our aim is to address students' motivation in TA-supported AI-enhanced language learning.

This case study, lasting 12 weeks long, involved six freshmen majoring in elementary education (three males and three females), aged between 18 and 19, alongside six TAs (juniors majoring in education; one male and five females). The TAs not only aided students in navigating AI tools but also provided guidance and feedback on pronunciation practice, emphasizing the collaborative nature of human-AI interaction in this study.

Our approach encompassed various AI-powered teaching strategies across different language skill domains. First, we utilized AI-powered pronunciation tools to offer real-time feedback on students' spoken English, enabling them to enhance their pronunciation accuracy and fluency. TAs played a crucial role in guiding students through these pronunciation exercises, offering assistance and support as necessary. Additionally, AI-driven writing assistance tools helped students refine their writing skills by providing grammar checks, sentence structure analysis, and vocabulary suggestions. TAs also provided valuable guidance to help students effectively apply the feedback provided by these AI tools. Finally, we incorporated AI-powered storybook creation and video editing tools to foster creativity and language expression among students. Through AI-supported storybook projects and video creation assignments, students engaged in meaningful language practice and developed their narrative and multimedia production skills simultaneously. Hence, their learning motivation was enhanced under TAs assistance throughout the AI-powered learning process.

In conclusion, our AI-powered teaching methodology involving TA support offers a transformative approach to EFL instruction, enhancing language learning outcomes and student engagement in the classroom. Through human-AI interactions, EFL learners experienced conversational practice and language immersion, fostering authentic language use and communication skills development under the guidance of TAs. Lastly, we will present students' final reflections following their engagement in this AI-supported language learning journey.

Keywords: EFL learning, AI-powered language learning, teacher-supported AI learning, learning motivation

DAY 2
20 JUNE 2024

Parallel Session 4
15:15 - 17:15

 **Campus Square**
Event Hall, 3/F

Exploring Students' Perceptions towards their Engagements with Online EAP Learning and Teaching Environments: A Case Study of a Year Two EAP Module for Design School Students

Ms Mengqi HU

Xi'an Jiaotong Liverpool University, China

This article reports the exploration of students' perceptions towards their engagement with EAP107 (English for Academic Purposes for Design School students) learning and teaching environments in a Higher Education Institution in Suzhou, China, in the academic year 2021-2022. Due to factors relating to the management of the COVID-19 pandemic, the EAP course delivery was mostly onsite in Semester 1 (S1) and online in Semester 2 (S2). This article will analyse data from students' perceptions towards their S1 and S2 EAP learning and teaching to investigate the effectiveness of the online teaching and learning environment of EAP module EAP107 for year two Design School students. A focus group interview was conducted in English to collect qualitative data about participants' perceptions of their online engagement and reflections on their S1 (onsite) experience. This study aims to unveil what students suggest for onsite and online learning so as to provide EAP practitioners with insights into curriculum design and online learning activities. Recordings of the interviews were transcribed by two investigators in this project and analyzed under the Trifecta of Student Engagement theoretical framework. It turns out that students' engagement with peers is more affected by the online environment, compared with students' engagement with teaching materials and activities and students' engagement with EAP teachers.

Keywords: Online learning, curriculum design, EAP, students' engagement

Exploring the Effectiveness of AI Chatbots in EAP Genre Instruction

Dr Leila SHOJA and Mr Mohammad Mahdi MAADIKHAH

Ilam University, Iran

The application of AI chatbots in language teaching and learning has created a new domain of opportunities for the ELT community. This study attempted to investigate the effectiveness of using AI chatbots in genre instruction in an EAP course aimed at improving TEFL MA students' academic writing skills at Ilam University, Iran. To this end, following a proficiency test and a test in academic writing, 36 students enrolling in the course were allocated to two homogeneous classes of 18 with equal number of learners in the proficiency levels upper intermediate and advanced. The length, frequency and number of sessions in both classes were equal. In both classes, a collection of the abstracts of 60 research articles in applied linguistics and TEFL formed the sample corpus used for instruction. In one class, five abstracts were presented each session and the AI chatbots ChatGPT and Microsoft Copilot were queried and prompted to analyze the abstracts, highlight their points, rewrite them and review and evaluate the way information, data, arguments, methodology, findings and results were presented within the abstracts, and AI-generated contents and output produced by the chatbots were presented to the students. In the other class, five abstracts were presented each session with the instructor as the only source of analysis and insight on the abstracts. At the completion of the course, each student was assigned to write six research paper abstracts and a group of 12 raters rated the abstracts with a score of zero to 10 in a double-blind manner. The results of the ratings showed that students in the AI-assisted class outperformed the students in the other class. This can confirm the effectiveness of using AI-powered chatbots in genre instruction. Also, students with advanced levels of proficiency achieved higher scores and demonstrated higher improvements compared to their entrance level. Further studies focusing on the effectiveness and usefulness of each AI chatbot and the effects of, or the relationship between, different factors and parameters such as individual differences, age, academic subject, topic, focus of the courses and application of different AI-powered solutions in different stages and processes of instruction, teaching and learning in different educational settings are recommended.

Keywords: Academic writing skills, AI chatbots in education, EAP course, genre instruction, TEFL MA students

Variation of Phrase Frames by Using Automated Written Corrective Feedback (AWCF) of Chinese EFL Learners' Argumentative Writing Production

Professor Wenting HU and Professor Xiaomei MA

Beijing University of Technology, China

This study aims to explore the variation of phrase frames in two versions of argumentative writing production for Chinese learners of English as a foreign language (EFL). The two versions of the manuscripts are first drafts and revised drafts by using automated written corrective feedback (AWCF). The use of AWCF can enhance argumentative writing development by generating discontinuous sequences of phrase frames (p-frames), particularly for inexperienced EFL writers. The current p-frames research mainly focuses on the structural and functional analysis in academic genres. However, fewer studies have investigated the functional and structural changes of p-frames when employing AWCF with error correction in the argumentative register. Meanwhile, Grammarly, an automated writing evaluation (AWE) tool, is under-represented in AWCF studies despite its extensive use in EFL classrooms and significant advantages. We assessed how the different categories of four- and five-word p-frames (i.e., other content-based, verb-based, function-based frames) might change by using Grammarly-provided feedback for error correction in argumentative writing. Additionally, we examined the factors associated with user responses (i.e., revision operations of p-frames) in terms of p-frames. An analysis was conducted on a total of 295 four-word p-frames and 234 five-word p-frames, examining their structure and function. The findings indicate that content-based categories of four-word p-frames and verb-based categories of five-word p-frames significantly changed following AWCF corrective feedback. In addition, the errors relating to p-frames (i.e., frames structure error, frame location error, and slot word error) were correctly addressed in 72% of the Grammarly-flagged usages. The p-frames variation and error-correction success were impressive, considering how the technical nature of argumentative writing might affect phraseological accuracy and user responses, both related to revising responses. Evaluation of a random sample of revised phrase-frames by a panel of argumentative writing instructors and EFL writers indicated that the overwhelming majority of the p-frames corrected by AWCF were considered pedagogically valuable by either the instructors or the EFL learners or both. The implications of the current study for argumentative formulaic language research and the use of AWCF in writing instruction are being considered.

Keywords: Writing instruction, automated written corrective feedback, error correction

Co-teaching of English in Online Service Learning during Covid-19: Student Participants' Perceptions

Dr Maggie MA

The Hang Seng University of Hong Kong, Hong Kong, China

Over the past two decades, service-learning pedagogy has gained increasing popularity in educational institutions. In English language education, research has often focused on pre-service teachers' service learning in teacher education programmes. However, there is limited research on service learning through English language teaching on the part of English language learners. This study investigated English language learners' perceptions of co-teaching of English in an online extracurricular service-learning programme in a university in Hong Kong during Covid-19. A case study approach was adopted, with the collection of interview and survey data. The student participants identified the benefits of co-teaching before, during, and after teaching in terms of instructional strategies, student engagement, and classroom management in online teaching. Through providing peer support in the whole process of co-teaching of English, the student participants reported that they were able to resolve difficulties in online teaching and became more confident in English language teaching. Pedagogical implications are discussed.

Keywords: Service learning online, co-teaching of English, English language learners

Acknowledgement: The research described here was supported by the UGC Research Matching Grant Scheme (the 9th funding Cycle).

Blended Learning in Science Communication: Enhancing Students' Learning through Technology

Ms Brenda YUEN

National University of Singapore, Singapore

Blended learning literature suggests that technology-enhanced synchronous-asynchronous teaching-learning environment can enhance students' language (e.g. Ghazizadeh & Fatemipour, 2017; Sheerah, 2020) and communication skills (e.g. Sriarunrasmee et al., 2015). To align with the NUS's Blended Learning 2.0 initiative, a science communication course has been revamped based on Wright et al.'s (2022) framework by the nine guiding principles of blended course design: accessibility, alignment, balance, engagement, equity, flexibility, inclusivity, integrity, and relevance. As a common core writing course for science undergraduate students offered by the National University of Singapore, this blended-learning course aims to equip students with relevant writing skills to communicate scientific content effectively to an educated non-specialist audience.

Building on collaborative and cooperative learning design principles (e.g., Johnson and Johnson, 2009, 2021), the blended-learning course integrates a plethora of technology to provide a cohesive learning experience between the asynchronous online and synchronous face-to-face learning environments for purposeful peer interaction. One of the emerging technologies for this blended-learning course is the use of a digital whiteboarding platform through which students learn and discuss science communication strategies synchronously and asynchronously. Its potential in promoting students' engagement is evident, particularly in the cognitive and collaboration dimensions of engagement in synchronous face-to-face and online learning environments, is evident (Thompson & Yuen, 2022, 2023). This course introduces this whiteboarding platform alongside a team collaboration application to present reading/viewing materials, facilitate discussion activities, and promote teachers' support in blended-learning contexts.

This paper discusses the design and implementation of a science communication course adopting a blended-learning mode and analyses students' perceptions of technology-enhanced class discussions, and online learning activities in this blended-learning course. Quantitative data were collected through an online anonymous survey of 135 students. Students reported that they were actively engaged in class discussions and online learning tasks. They perceived technology-enhanced class discussions as effective, particularly the explanatory strategies for effective communication with non-specialist readers. The findings will also provide pedagogical implications for English language educators on how to create a meaningful language learning experience through effective alignment and technology integration in blended learning.

Keywords: Blended Learning, science communication, technology integration, writing skills

Digital Capabilities and English Writing Skills in the BANI Era: Opportunities and Challenges in English Language Education

Ms Qia ZHU

The Hang Seng University of Hong Kong, Hong Kong, China

As the 21st century unfolds, digital technology, represented by the Internet, big data, and artificial intelligence, has profoundly reshaped our way of life. The “BANI era” (Brittle, Anxious, Nonlinear, Incomprehensible) brought about by this digital transformation presents new challenges and opportunities for the education sector. Traditional teaching methods, curriculum systems, and evaluation mechanisms are no longer sufficient to meet the demands of modern society, leading to the emergence of digital-enabled English language education in the BANI era.

This study investigates the development of advanced English writing skills within this evolving context. The research focuses on exploring how the effective utilization of digital technology and tools can enhance students’ English writing abilities and support their independent learning and self-development. Through a comprehensive literature review, the study analyzed relevant research and practices in digital-enabled BANI era English language education, identifying the key characteristics and benefits of enhanced English writing skills. A student survey was conducted to examine learners’ understanding and use of digital English writing tools, as well as the challenges and opportunities faced by both educators and students. In-depth interviews with English teachers further provided insights into the pedagogical challenges and potential solutions for teaching English writing skills in the digital-enabled BANI era.

The study aims to provide valuable experiences and insights to promote the modernization and transformation of English language education in the BANI era. By offering both theoretical and practical guidance, the research aspires to empower English language education practitioners in their efforts to cultivate students’ advanced English writing proficiency in the digital age.

Keywords: Digital capabilities, BANI era, English language education, English writing skills

DAY 3
21 JUNE 2024

Parallel Session 5
09:30 - 11:15

 **Room 1506, 15/F**

Integrating Web-based technologies to Enhance Academic Presentation Skills in English Language Classrooms

Ms Wing Hei LAU

Tung Wah College, Hong Kong, China

Recently, the field of English language learning has been experiencing a drastic change in incorporating technology to provide feedback on English speaking through web-based applications such as Google's Read and Write plugin. This plugin application enables the provision of multimodal teacher feedback to improve students' English pronunciation and accuracy in academic presentations.

To achieve more effective learning outcomes, it is essential for teaching professionals to develop a comprehensive understanding of the web-based applications, their challenges and limitations. For example, Google's Read & Write may not be able to provide a more detailed and personalized plan for improving intonation patterns in different negotiations of meaning during spontaneous speaking tasks.

This pilot study will delve into evidence-based classroom observations and questionnaires of students' feedback before and after the introduction of Google's Read & Write plugin. The study aims to empower teaching professionals to successfully apply and integrate web-based applications in traditional language classroom, sharpening students' speaking capabilities through constructing bidirectional, interactive and timely feedback between teachers and students.

Keywords: Web-based application, co-constructed, multimodal feedback

Using Annotations to Facilitate Interactional Mediation - Exploring Practices in Giving Feedback on Academic Writing from a Dynamic Assessment Perspective

Ms Fenfen LYU

Xi'an Jiaotong Liverpool University, China

Traditional assessments including all instances of either summative or formative assessments focus on describing learners' current performance and making claims about their capabilities that they have already developed. However, following these approaches that view development as static, little is known about the dynamic processes of learners' mental development. This study, as part of an action research project, is concerned with and grounded in Dynamic Assessment (DA) which is an unconventional form of assessment, for the purpose of understanding students' Zone of Proximal Development (ZPD). It explores the practices of interactionist mediation which means teachers teach into assessment, especially during feedback giving processes, in order to understand learner's responsiveness and their ZPD, which help them eventually become self-regulated learners. Techniques include giving prompts, hints, suggestions, modeling and so on, graduating from implicit to more explicit instructions.

The research adopts a qualitative case study approach, and three teacher student interactions during tutorials for an in-class academic writing task were recorded and analyzed, to explore how mediation was received by students. Stimulated recall and interviews were also conducted to explore students' perceptions of the effectiveness of this approach. It was found that the interactions revealed valuable information on learners' diagnostic development, and constructed a developmental future with learners. Additionally, participants reported positively on the approach as it helps them to become more self-aware, self-regulated and autonomous learners.

The paper will also report on the next phase of the action research which aims to integrate technology to facilitate the implementation. This is because the issue of scalability exists when there are a large number of learners to be diagnosed for their specific language needs, and computerized DA could be a solution. The study made an initial attempt and trialled the function of synchronized annotations on essays prior to offering tutorials. This element of Technology Enhancing Learning will increase the efficiency and student engagement in the process. The paper will conclude with suggesting how this should be better integrated in a DA based approach.

Keywords: Dynamic Assessment, academic writing, feedback

DAY 3
21 JUNE 2024

Parallel Session 5
09:30 - 11:15

 **Room 802, 8/F**

Adopting Learning Analytics to Enhance English Language Learning for Mainland Chinese Tertiary Students in Hong Kong

Mr Pedro LOK, Dr Lap Tuen Michael WONG and Dr Heidi WONG

Tung Wah College, Hong Kong, China and The Hang Seng University of Hong Kong, Hong Kong, China

This presentation aims to explore the implementation of learning analytics to enhance online English language learning for Mainland Chinese tertiary students in two self-financing institutions in Hong Kong. With the rapid growth of Mainland Chinese students pursuing tertiary education in Hong Kong, it is essential to address the diverse English language abilities and needs of these students. In addition, there is an increasing trend for adopting technology in English language education. However, limited research has been conducted on Mainland Chinese students studying English for academic purposes in an online environment in Hong Kong, and existing research relies mainly on self-reported questionnaires, interviews, and classroom observations for data collection. The speakers will highlight the possible framework and potential challenges of implementing learning analytics in EAP learning in online contexts. It is believed that implementing learning analytics can facilitate a more personalised and effective English language learning experience for Mainland Chinese tertiary students in Hong Kong.

Keywords: Learning analytics, English for academic purposes, Mainland Chinese tertiary students in Hong Kong

An Interactive Training Tool for Student Self-Correction of Language Errors

Mr Jay BIDAL

The Hong Kong Polytechnic University, Hong Kong, China

This session presents a project aimed to create an innovative training tool containing instructional videos and interactive activities, through which students at tertiary-level EMI institutions in Hong Kong and elsewhere can improve their ability to identify and correct basic language errors in their writing drafts. Many such students have already had years of language instruction but still make basic errors in their writing. Such errors can be “stigmatizing” and affect readers’ appraisal not only of a piece of writing but also of the writer in a variety of contexts, including the workplace (Ferris & Ekstein, 2020, p. 303). The training tool aims to give confidence to students that eliminating a range of errors from their writing is well within their capabilities. Indeed, Ferris (2017) emphasizes the importance of students developing such self-correction skills in place of instructors spending large amounts of time providing them with corrective feedback, the effects of which on their language development are problematic at best.

This project also addresses an instructional challenge that EAP instructors often face in their teaching practice: how to foster better language accuracy in student writing, especially among students entering with relatively low levels of English proficiency. Although language instruction and practice remain important, the time constraints point to the need for students to engage in independent work outside of the classroom to meet their own specific language needs (Li & Hegelheimer, 2013). This project aimed to provide students with further independent means to work towards meeting those needs in a manner directly related to clear and accurate communication in their university assignments.

The training tool consists of 4 components: a brief instructional video showing typical errors for a particular language area (e.g. simple present tense) and how to correct them in a paragraph; a guided editing activity; and a free editing activity. Eight language areas were identified where students commonly made errors and contextualized paragraph-level texts were created to illustrate typical mistakes. Students received automatic feedback and could redo the activities if desired.

A pre-test and post-test with 82 students were conducted at the beginning of the semester, and the results were found to have a significant medium difference, though test effects might have influenced the higher post-test results. A survey was also completed by 25 of the students, the majority of whom found the tool to be useful and, encouragingly, enjoyable.

Keywords: Interactive training tool, language errors, writing

DAY 3
21 JUNE 2024

Parallel Session 5
09:30 - 11:15

 **Room 802, 8/F**

Comparing the Effectiveness of AI-Assisted Instruction in Academic Writing and ESP Vocabulary Development

Dr Reza KHANY and Mr Mohammad Mahdi MAADIKHAH

Ilam University, Iran

AI-assisted instruction can be applied to diverse contexts and areas in language teaching, aiming to improve different skills, sub-skills and components of language proficiency. The aim of this study was to investigate and compare the effectiveness of AI-assisted instruction in an academic writing course and for vocabulary development in an ESP course at Ilam University, Iran. To this end, following a general proficiency test and two course-specific subject-related placement tests, 32 MA students of TEFL enrolling in the academic writing course were allocated to two homogeneous classes of 16 students, and another 32 MA students of TEFL enrolling in an ESP course for linguistics were allocated to two homogeneous classes of equal size. Both classes in each pair had an equal number of students with high and mid-level general and subject-specific proficiency. In each pair, one class received traditional instruction and the other received AI-assisted instruction, while other factors, such as sessions' length, frequency, and other aspects of teaching methodology were identical. In the AI-assisted academic writing class, ChatGPT and Microsoft Copilot chatbots were used for providing feedback, revision guidance and tips for outlining, moves and paragraph organization. In the ESP class, AI-assisted vocabulary instruction involved prompting and querying the two chatbots for word grouping, mnemonics building, synonyms, antonyms, related terms and definitions. At the completion of the courses, the students in the writing classes submitted papers rated by three raters in a double-blind manner, and the students in the ESP classes took an achievement test. Ratings, test results and the results of the entrance level tests were analyzed using SPSS software. The statistical analysis consisted of using ANCOVA and paired t-test. Analysis results showed that although in both courses, students of the AI-assisted class outperformed those in the traditional class, the students of the AI-assisted academic writing class benefited more from the use of AI chatbots than those in the ESP class. Effectiveness of AI-assisted instruction in academic writing and vocabulary teaching was confirmed, with a higher level of effectiveness for instruction of academic writing. Further studies are called for with regard to different skills, sub-skills, and components, and concerning the effects of students' individual differences in different contexts and settings using various AI-powered tools and solutions. Deeper understanding and further insight on levels of effectiveness of AI-based tools in different contexts and settings and for different purposes can help with planning and designing effective AI-assisted courses and programs.

Keywords: Academic writing, AI-assisted instruction, instruction effectiveness, vocabulary teaching in ESP

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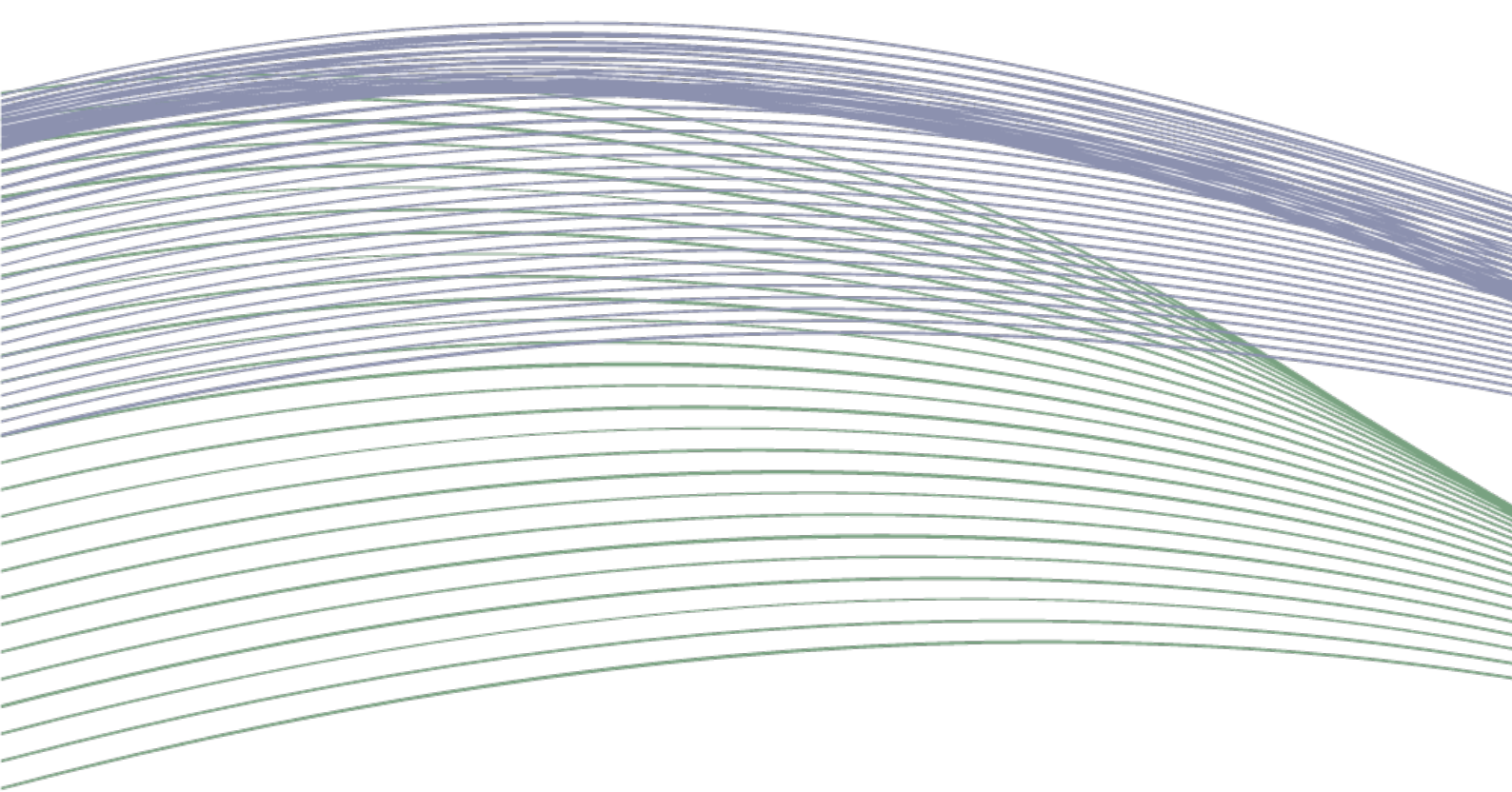
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