CPCECPR Conference 2026

TRANSFORMING EDUCATION THROUGH TECHNOLOGY, EQUITY, AND HUMAN-CENTRED INNOVATION

Date —— 6 January 2026 (Pre-conference Institute: 5 January 2026)
Time —— 9:00 - 18:00 HKT (GMT+8)
Venue —— WK-N203, PolyU West Kowloon Campus
Mode —— Face-to-face (Online mode available only for keynote speeches)
Medium — English

Table of Contents

Feedback

We value your feedback and suggestions for improving our Conference.
Please fill out a quick survey by clicking on the following link or scanning the QR code below:

https://forms.office.com/r/Q6snF1nRZz

I. About the Conference

Technology and generative AI have been creating a sustained impact on education. They can accelerate teaching and learning or raise concerns such as data security and privacy, as well as ethical and transparent use. While much has been invested in AI and technological development, it is equally important to discuss **how they transform quality education**, from facilitating self-learning, feedback and teaching material development to fostering interdisciplinary teaching, learning and research. The CPCECPR Conference 2025, themed "Human, Technology and Artificial Intelligence in Education: Quality Transformation", welcomes discussions on how new technologies impact teaching and learning across educational levels and disciplines, and sharing of teaching practitioners and researchers on how they adopt these technologies to enhance human intelligence, and most importantly, create innovative areas of teaching and learning.

This conference covers topics centring around transformative pedagogic research and practices intersecting human intelligence, artificial intelligence and other educational technologies. With over 30 presentations, the main subthemes emerge, including:

1. Advancement in education with human/artificial intelligence
2. Innovative pedagogical research on human/technology/AI
3. Pedagogical practices with technology and AI
4. Human-AI interactions in education settings
5. AI-enhanced assessment and feedback
6. Inclusiveness in education in the digital era
7. Data privacy and security in education

Evolution of Conference Themes (2022-2026)

Each year's conference reflects its evolving priorities in education:

2022	Inaugural Conference: Embracing the New Normal of Education: Blended Learning and Scholarship of Teaching and Learning (SoTL)
2023	Smart Education: Pedagogical Innovation and Learning Analytics
2024	Transforming Education to Build a Future-Ready Workforce: Innovation in Higher Education
2025	Human, Technology, and Artificial Intelligence in Education: Quality Transformation
2026	Transforming Education Through Technology, Equity, and Human-centred Innovation – focusing on AI–human synergies, multimodal generative AI, digital storytelling, inclusivity, and professional development

II. Organisation of Conference

Prof. YUEN, Pok-man Peter
Dean, PolyU CPCE
Professor, Department of Management and Marketing, PolyU

Prof. LEUNG, Chun-wah
Associate Dean (Research), PolyU CPCE; Advisor, CPCECPR

Prof. CHAN, Yee-kwong Ricky
Associate Dean (Education), PolyU CPCE

Dr CHAN, Kai-yue Jason, MH, JP
Director of SPEED, Associate Dean (Information and Development) and Head of IT,
PolyU CPCE; Member, CPCECPR

Dr TONG, Ka-man Esther
Division Head, Division of Languages and Communication, PolyU CPCE;
Director, CPCECPR

Conference Organiser: CPCE Centre for Pedagogic Research

Organising Committee

Conference Chair

Dr CHEUNG, Lok-ming Eric
Senior Lecturer, Division of Languages and Communication, PolyU CPCE;
Chairperson, Workshop/ Seminar/ Webinar/ Conference Organisation Subcommittee

Committee Members

Dr LAI, Wience Wing-sze
Senior Lecturer and Associate Head, Division of Languages and Communication, PolyU CPCE;
Deputy Director, CPCECPR

Dr LAU, Mei-mei May
Lecturer, Division of Business and Hospitality Management, PolyU CPCE;
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Dr LAU, Wan-yee Cindy

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Dr WONG, Macy Mei-chi

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Chairperson, Research Personnel/ Student Subcommittee CPCECPR

Dr WUT, Tai-ming Edmund

Senior Lecturer, Division of Business and Hospitality Management, PolyU CPCE;
Chairperson, Facility Development Subcommittee, CPCECPR

Administrative Support

Administrative Team, Division of Languages and Communication, PolyU CPCE

Supporting Organisations (in Alphabetical Order)

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

III. Pre-Conference Institute Schedule

5 January 2026

Time	Event	
Time	**Event**	
9:00 – 10:30	**Workshop 1: Human in the Loop: A Framework for Guiding Learners Through the Use of AI** Dr Crisianee Berry, East Carolina Berry, Dr Annetta Dolowitz, University of Alabama at Birmingham, Noble LO, PolyU CPCE Facilitator: Dr Edmund WUT **WK-N1305**	**Workshop 2: From Artificial Intelligence Generated Content to Immersive Content Creation: XRCC Workshop** Mr Manson Chung, Business Development Manager, Votanic Facilitator: Dr Wience LAI **WK-N1104**
10:30 – 11:00	Refreshment Break **WK-N1301**	
11:00 – 12:30	**Workshop 3: Use of AI Chatbots in assessment practices** Dr Edmund Wut, PolyU CPCE Facilitator: Noble LO **WK-N1305**	**Workshop 4: Responsible use of AI for assessment and feedback–Regulations, Tools, and Best Practices** Dr Alexander Hein, Co-founder, Head of Product and Growth, Claire Labs; Adjunct Professor, HKBU Facilitator: Dr Eric CHEUNG **WK-N1306**
12:30 – 13:30	Lunch **WK-N1301**	

Parallel Colloquiums

13:40 – 15:10	**Invited Colloquium: Multiparty Co-learning and Transdisciplinary Innovation in AI-Enabled Language Education: The GAVIS Project** Guest Chair: Dr Nick WONG, Center for Language Education, HKUST **WK-N1305**	
15:15 – 15:45	Refreshment Break **WK-N1301**	
15:50 – 17:20	**Invited Colloquium: Student Five-Minute Lightning Talks for Best Oral Presentation Awards** Convenor: Dr Edward WEN **WK-N1305**	
	End of Pre-Conference Institute & Conference Dinner	

IV. Conference Schedule

6 January 2026

Time	Event
	Time **Event**
8:30 – 9:00	Registration
	LECTURE THEATRE WK-N203
9:00 – 9:10	**Welcoming Remarks** by Prof. Peter YUEN, CPCE Dean
9:10 – 9:20	Opening Remarks by Guest of Honour Prof. Timothy TONG, Chairman of Research Grants Council
9:20 – 9:25	Opening Ceremony (Host: Prof. CW LEUNG, CPCE Associate Dean (Research))
9:25 – 9:40	**Welcome Keynote** by Prof. Ricky CHAN, CPCE Associate Dean (Education)
9:40 – 9:50	Photo-taking Session
9:50 – 10:35	**Keynote Speech 1** (Prof. Ping LI) Moderator: Dr Esther TONG, Dr Edward WEN
10:35 – 11:00	Refreshment and Connection
	PARALLEL SESSIONS
11:00 – 12:40	Parallel Sessions (I) Invited Roundtable: Forging the Future: Building a Research-Academic-Industry (RAISe) Ecology in Education WK-N203
12:40 – 13:40	Lunch at Multipurpose Hall UG
	LECTURE THEATRE WK-N203
13:50 – 14:40	**Keynote Speech 2** (Prof. Jang Ho LEE) Moderator: Dr Wience LAI, Dr Phoebe SIU
14:40 – 16:30	Parallel Sessions (II) Invited Roundtable: Navigating AI and Scholarly Publishing: A Dialogue with Editors WK-N203
16:30 – 16:55	Refreshment and Connection
16:55 – 17:40	**Keynote Speech 3** (Prof. Thomas CHIU) Moderator: Dr Eric CHEUNG, Dr Edmund WUT
17:40 – 17:50	Closing Speech by CPCE Associate Dean (Information & Development)
17:50 – 18:00	Announcement of Best Paper Presentation Awards
18:00	Photo-taking Session
	End of Conference

V. Parallel Sessions Schedule

Morning Sessions (11:00 – 12:40)

Time	Session 1 WK-N701 Theme: AI and Edtech at various educational levels Session Chair: May LAU	Session 2 WK-N702 Theme: General topics of learning, teaching and assessment Session Chair: Carol WEBSTER	Session 3 WK-N703 Theme: AI and Edtech at various educational levels Session Chair: Noble LO	Session 4 WK-N711 Theme: Teaching professional development Session Chair: Jing LI	Session 5 WK-S714 Theme: Inclusivity and equity in education Session Chair: Edmund WUT	Session 6 WK-S715 Theme: Theme: General topics of learning, teaching and assessment Session Chair: Phoebe SIU
11:00 – 11:20	Using Automated Indices to Explore the Role of Cohesive Features in College Students' Expository Writing Quality Chunyan LIU	Self-Positioning and Critical Thinking: Demotivated Students in English for Academic Purposes Chenrui MIAO	AI-Mediated Storytelling and Student Editing for Critical Literacy in South Indian L2 English Classrooms: A Mixed-Methods Study Solomon Paul RAJ D.; Daniel XERRI; STEFFI R.; KAVITHA I. J.; MANJUSHA P. M.	A Q-Methodological Inquiry into EFL Teachers' Cognitive and Agentic Adaptation to GenAI Xuehua DING; Yi LIU; Jian-E PENG	Learning Beyond the Binary: The Transformative Pedagogy of Transgender Storytelling Workshops Kimberly Wei-yi TAO	From Virtual Tours to Independent Creation: A Longitudinal Study of Technology-Mediated Travelogue Writing Development Among Non-Chinese Speaking Primary Students in Hong Kong Juan ZOU; Shanshan CHEN
11:20 – 11:40	TIME SQUARE: An AI-Enhanced Grammar Learning Environment in Gather.Town Rui ZHANG	Using Rhetorical Structure Theory (RST) in a Comparative Study of Actual Student Performance on IELTS Writing Tasks and RST Structures in Model Answers Carol WEBSTER; Eric CHEUNG	Empowering the Global Presentation of Chinese Narratives: A Study on Student Motivation and Affordance Utilization in an AI-Assisted Digital Storytelling ClassWK-from an Ecological Affordance Perspective Yuanchen YAO	District-based language teacher educators' agency in integrating GenAI into professional practices: An ecological approach Bo PENG; Yan ZHU	Assessment of ASEAN Corporate Culture in Business English Textbooks for China's Higher Education: Voices from Chinese Business English teachers Wang XIAO	Strengthening and Sustaining STREAM Education through Museum Education Macy WONG; Yui-yip Joseph LAU
11:40 – 12:00	Integrating automated feedback and goal-setting to improve speaking skills in a graduate course Yin Ling CHEUNG	Understanding University Students' Needs for Academic English Writing in a Medical Context Xie Molly PAN; Jiachen ZHANG; Dandan XIE	Co-Creating Authentic Case Studies with AI: A New Approach to Learning Assessment in Marketing Education Yuk Ting Hester CHOW; Chun Tak Gordon IP; Ming Harrison LEUNG; Lai Kwan Anna SIU	Teachers' Readiness of Artificial Intelligence (AI) for Learning and Teaching in the Self-Financing Education Sector Yuk-Kwan Ricky NG; Dorothy HON; Sheris YIP	Seven Shades of Storytelling: A Unique English-Language Service-Learning for Refugee Children in Hong Kong Huiwen SHI; Eric CHEUNG	The Same Lu Yao, Different Stories: Exploring the Knowledge Structures of Different Versions of Biography of Lu Yao Shunyu WANG
12:00 – 12:20	The Effects of Dynamic AI-Enhanced Interleaved Training on EFL Students' Impromptu Speaking and Metacognitive Development Jie WANG	The impact of teachers' use of translanguaging on student learning motivation in L2 writing lectures Xinyue XU	Myth or Reality: AI Grading for Business Education On-kei Iris CHIN; Ka-man Carmen SUM; Pui-yan Kate LAW; Yuk-ting Hester CHOW; Yui-yip Joseph LAU	Bridging Feedback Theory and Practice: A Researcher-Teacher Partnership Approach to Developing Novice Teacher Feedback Literacy Shijun Cindy CHEN	Empathy in Digital Age: Exploring Generative AI in Human's Physical Pain and Psychological Needs Shin-yee Cindy LEUNG; Hong-ting Joyce YEUNG	How Do Summer Internships Shape Career Readiness for Hong Kong Undergraduates? An Exploration Through Experiential Learning Theory Chammy LAU; Pamela HO; Carmen SUM; Benny CHAN; Douglas WONG
12:20 – 12:40	Driving Educational Innovation: A UTAUT-Based Analysis of Factors Influencing Student Adoption of AI Chatbots in Higher Education Lui Louis LAM; Fowie NG; Teddy CHAN; Cheuk-Ki LAM	A Multimodal Discourse Analysis of Game-Related Methods in Hong Kong Tertiary English Language Teaching Shuk Yiu Sylvia LAU	AI-Assisted Strategic Oral Teaching: CSE-5 Practice and Competence Advancement in Top-up Applied Majors Hai TANG; Zhihua YANG	Navigating Professional Growth in AI in Language Education: Narratives from a University in Hong Kong Frankie HAR	Designing Second Hand Clothes Education Programmes in the Higher Education Sector: Evidence from Treasure Boutique O. K. I. CHIN; Yui-yip Joseph LAU	Ecological Languaging Competence and Care-Pedagogies: Human-AI Digital Narratives in EMI Higher Education Classrooms Phoebe SIU

V. Parallel Sessions Schedule

Afternoon Sessions (14:40 – 16:20)

Time	Session 7 WK-N701 Theme: AI and Edtech at various educational levels Session Chair: Ricky LAI	Session 8 WK-N702 Theme: AI and Edtech at various educational levels Session Chair: Vera SUN	Session 9 WK-N703 Theme: General topics of learning, teaching and assessment Session Chair: Pat CHAN	Session 10 WK-N711 Theme: AI and Edtech at various educational levels Session Chair: Ray KWOK	Session 11 WK-S714 Theme: General topics of learning, teaching and assessment Session Chair: Phoebe SIU	Session 12 WK-S715 Theme: AI and Edtech at various educational levels Session Chair: Noble LO
14:40 – 15:00	Designing College students' assignments in the GenAI era: A Case Study on Student Group Projects Ji-Hye YOO; Mei Mei May LAU; Wah On Calvin CHENG; Yuk Chau Aris LAM; Yuri TAKAKU	Enhancing Economics Education with Customerized Retrieval-Augmented Generation and RLHF: A Controlled Study on Adaptive Learning Yan-yee Yanny PANG; Wing-yee Aggie CHEI; Chi-ho Joseph SO; Pui-ling Ada CHAN	Tri-Modal Hybrid Learning: Does it drive student engagement and performance in business education? Macy WONG; Pat CHAN	A Design Framework for Augmented Intelligent Reality (AIR) Systems in Language Learning Choi-fung Angela TAM	The Impact of Short-term Chinese Language Programs in China on the Phonetic Ability of Non-language Major Learners Zheyu CHEN	A Study on the Application of the Human-AI Collaborative Model in Bilingual Teaching of Endangered Languages: The Case of the Gelao Language Mian HUANG
15:00 – 15:20	Evaluating the Use of Generative AI in Assessing Essay Assignments of Undergraduate Students Ji-Hye YOO; Aris LAM; Yuri TAKAKU; Calvin CHENG; May LAU	Measuring AI Literacy for Academic Writing: Scale Development and Validation Junqing GUO; Shaofeng LI	Implementing SPOC in a Blended Learning Environment: Tips and Implications Nga-kwan Emily LUI; Fong-ching Franco WONG; Chor-kun Kelson TSUI	Integrating AI into Applied Learning Chinese: A Case Study of the "Chinese in Business Service" Curriculum for Non-Chinese-Speaking Secondary Students in Hong Kong Hong-ting Joyce YEUNG; Kangtuo Cara LI; Chau-yee WONG	Concept Maps-Scaffolded Dynamic Development of EFL Learners' EAP Genre Knowledge Pengyun CHANG; Qiyang MO	Cultivation of Techno-moral Virtues in the Age of AI Andrew Tsz Wan HUNG
15:20 – 15:40	Artificial Intelligence Literacy and Tertiary Student Prospect: A Case Study of Hong Kong Lok-man Joseph LEE; Shun-mun Helen WONG; Yan-lam Chammy LAU; Yau-tak Alvin WONG; Ki-yin Newton SHUM; Pui-yan Kate LAW	Enhancing AI Literacy: Metaphorical Conceptualization of AI in Education Biwei PAN; Winnie ZENG	Exploring In-Service Chinese as a Second Language Teachers' Cognition in Teaching Intercultural Communicative Competence Jingyao SHI; Wei HAN; Chenrui MIAO	From Diagnosis to Action: Human-centered AI for Equitable English Support at Scale Franco WONG; Emily LUI; Noble LO; Cindy LEUNG; Zoe CHAN	Exploring Multimodal Literacy in Productive Skills: Chinese EFL University Teachers' Perceptions and Practices in the Age of AI Tong YANG	Challenges and Values of GenAI Tools in History Education: A Preliminary Sharing Xilin GUO
15:40 – 16:00	Leveraging hybrid intelligence: How teacher agency influences professional engagement in Human-AI collaborative writing feedback practices Jessica DENG; Sylvia LIN; Esther TONG; Maggie MA	Enhancing Students' Post-Editing Competence in Translation Education: A comparative study of AI-generated texts and human-centred versions Yingying YE	Generative AI Scaffold Intensity in L2 Writing: Effects on Feedback Uptake and Learner Agency Cuiwei ZOU	Cultivating the Critical AI Literacy of EFL Readers in the Context of AI-Assisted Reading Xiaohang LUO; Yingqi WANG		Voices Across Borders: Navigating GenAI's Impact in Learning and Work with a Global Community of Practice Annetta DOLOWITZ; Noble LO; Crisianee BERRY

Guest of Honour

Professor Timothy TONG Wai-cheung, SBS, JP
Chairman of the Research Grants Council

Professor Timothy W. Tong is a distinguished academic and engineer with over three decades of experience in teaching, research, and university leadership in both the U.S. and Hong Kong. Renowned for his expertise in heat transfer and commitment to sustainable energy, he served as President of The Hong Kong Polytechnic University (2009–2018) and Dean of Engineering at The George Washington University. Currently CEO of the AMTD Foundation, Professor Tong has held numerous influential public roles, including Chair of the Research Grant Council and the Hong Kong Laureate Forum. A fellow of several prestigious engineering societies, he is widely recognized for his contributions to education, engineering sciences, and public service.

VI. Keynote Sessions

Welcoming Session **(9:25 – 9:40 WK-N203)**

Prof. CHAN, Yee-kwong Ricky
Associate Dean (Education), PolyU CPCE

Topic

Teaching in the Age of AI:
Timeless Attributes in a Transforming World

Abstract

As technology and artificial intelligence (AI) reshape the landscape of education, what does it mean to be a truly good teacher? Drawing on my own experience, I reflect on three attributes that I believe are timeless and essential for good teaching: subject knowledge, communication competence, and empathy. This presentation explores how AI may challenge or facilitate the development of these attributes. It also discusses whether these qualities can withstand the test of technological change and considers how educators can harness innovation without losing sight of the human essence of learning.

VI. Keynote Sessions

(Moderators: Dr Esther TONG, Dr Edward WEN)

Keynote Session 1 **(9:50 – 10:35 WK-N203)**

Prof. Ping LI

Sin Wai Kin Foundation Professor in Humanities and Technology
Chair Professor of Neurolinguistics and Bilingual Studies
Dean of the Faculty of Humanities at the Hong Kong Polytechnic University

Ping Li is Sin Wai Kin Foundation Professor in Humanities and Technology, Chair Professor of Neurolinguistics and Bilingual Studies, and Dean of the Faculty of Humanities at the Hong Kong Polytechnic University. He was previously Professor of Psychology, Linguistics, and Information Sciences at the Pennsylvania State University, and served as Program Director of Cognitive Neuroscience and Perception, Action, and Cognition programs at the U.S. National Science Foundation. Li's research is focused on investigating the neurocognitive and computational bases of language acquisition, bilingualism, and reading comprehension. He uses cognitive neuroscience approaches and emerging technologies to study the neuroplasticity and individual differences in both children and adults, aiming at understanding the relationships among language, culture, technology, and the brain. Li is currently Editor-in-Chief of Brain and Language and Senior Editor of Cognitive Science. He was President of the Society for Computation in Psychology, and is a Fellow of the American Association for the Advancement of Science, the Psychonomic Society, and the Cognitive Science Society.

Topic

Leveraging AI and Emerging Technologies for the Study of Language and Cognition: Challenges and Opportunities

Abstract

In an era of rapid developments in generative AI (genAI) and digital technology, many fields are facing significant challenges. This is no exception for the field of language studies. Therefore, we must understand and use the latest techniques and emerging technologies to examine the mechanisms underlying language learning, representation, and processing. For example, we can use neurocomputational methods to study individual differences in language processing; we can build immersive VR platforms that simulate the acquisition process and motivate learning in a real world-like natural but controlled environment; and we can study how human learners, compared with AI models, more efficiently integrate multimodal information in social contexts, and how such social interactive processes enable some to learn more effectively than others. To achieve these goals, we need to collect and use high-quality domain-specific data (unlike what genAI models do), linguistic and non-linguistic processing data, and real-time multi-sensory learning data. We can also leverage genAI to develop evidence-based, personalized, pedagogical designs for foreign language learning and representation. Theoretical and educational implications of our findings on language, reading, and the brain will be discussed in light of current technological and scientific developments.

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VI. Keynote Sessions

(Moderators: Dr Wience LAI, Dr Phoebe SIU)

Keynote Session 2 **(13:50 – 14:40 WK-N203)**

Prof. Jang Ho LEE

Professor in the Department of English Education and the Director of the Digital Education Support Center at Chung-Ang University, Republic of Korea

Jang Ho Lee received his DPhil in Education from the University of Oxford. He is currently a Professor in the Department of English Education and the Director of the Digital Education Support Center at Chung-Ang University, Republic of Korea. His work has been published in *Applied Linguistics, ReCALL, Language Learning & Technology, The Modern Language Journal, Language Learning, Language Teaching Research, ELT Journal, TESOL Quarterly, Journal of Multilingual and Multicultural Development, System, Language Awareness*, and others. His research interests include AI-based language teaching and learning, the bilingual approach to second language teaching, and individual learner differences in second language acquisition.

Topic

Empowering language teachers with GenAI: No-code approaches to developing language learning apps

Abstract

Advancements in no-code approaches that employ GenAI have enabled second language (L2) teaching practitioners to develop resources and tools without programming expertise. More recently, vibe coding has emerged within the language teaching and learning field. This approach allows instructors to create and refine customized apps by interacting with GenAI using natural language alone. These innovations hold significant promise for L2 instruction, as teachers can now independently develop resources such as chatbots for language practice, automated essay-scoring tools, and language exercise apps tailored to their specific needs, without relying on IT professionals.

This speech introduces three currently available approaches for developing GenAI-mediated tools for L2 educators and discusses their respective merits and challenges. It also explores the pedagogical implications of employing such approaches, as well as concerns related to the use of GenAI in developing language learning resources.

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

VI. Keynote Sessions

(Moderators: Dr Eric CHEUNG, Dr Edmund WUT)

Keynote Session 3 **(16:35 – 17:20 WK-N203)**

Prof. Thomas CHIU

**Associate Professor of AI and STEM Education,
The Chinese University of Hong Kong**

Thomas Chiu is an Associate Professor of AI and STEM Education at The Chinese University of Hong Kong. A globally recognised scholar, he is named a Stanford University Top 2% Most Cited Scientist. He provides significant editorial leadership as Editor-in-Chief of Interactive Learning Environments and Associate Editor for three leading journals. His expertise is sought internationally, reflected in visiting scholar appointments across various regions. He drives innovation through the development of professional development initiatives and curricula for AI education and AI applications for nurturing core skills. He regularly shares his expertise as a keynote and invited speaker at global academic and professional forums.

Topic

From Principles to Practice: A Cohesive Framework for Human-AI Collaboration in Education

Abstract

We stand at a pivotal crossroads in educational evolution, where AI's potential is vast but its integration is often fragmented. This keynote synthesises a cohesive vision from Thomas's four studies to chart a deliberate path forward. Thomas begins by establishing human-AI collaboration as our foundational principle, moving beyond automation to partnership. This requires a second pillar: cultivating responsible digital citizenship by weaving AI ethics across all disciplines. Third, he defines and develops AI literacy competencies for students and educators. Finally, he integrates these elements into the Intelligent-TPACK (I-TPACK) framework, providing educators with a practical model for pedagogical design. This talk argues that by logically connecting ethics, literacy, and collaborative pedagogy, we can transition from ad hoc AI use toward a transformative and responsible future for learning.

VII. Parallel Sessions

11:00 – 11:20   Chunyan LIU

Topic

Using Automated Indices To Explore the Role of Cohesive Features in College Students' Expository Writing Quality

Abstract

While the use of cohesive devices has received considerable attention in L2 writing research, scant attention has been devoted to explore the predictive effects of cohesion on the quality of college students' expository writing. Using natural language processing tools of Coh-Metrix 3.0 and TAACO 2.0, the study analyzed 108 compositions from L2 writers to identify indices that are predictive of human ratings of essay quality. It was found that indices of local cohesion (semantic similarity, lexical overlap, etc) and global cohesion (semantic similarity, verb overlap, lexical diversity, tense and aspect overlap, etc) are significantly related to writing scores. Stepwise regression analysis further revealed that local and global cohesion indices explain 20% and 31% of the variance in writing scores respectively. This study showed that L2 writers use implicit semantic similarity and lexical overlap to achieve cohesion in expository writing. The study provides empirical and theoretical basis for the development of automated writing evaluation system and for teaching writing.

Keywords: : Natural language processing, automated writing evaluation system, cohesive devices

VII. Parallel Sessions

11:20 – 11:40   Rui ZHANG

Topic

TIME SQUARE: An AI-Enhanced Grammar Learning Environment in Gather.Town

Abstract

This presentation introduces TIME SQUARE, a Gather.Town-based metaverse project designed to make grammar learning more engaging and inclusive for middle school EFL students. The project transforms traditional tense practice into an immersive experience by combining AI feedback, gamification, and multimodal creativity.

The platform is structured around three zones—simple past, present, and future. Within each, learners complete Wordwall quizzes to practice form, interact with Ruibee—a customized chatbot powered by MyGPT—for instant feedback, and consolidate their understanding through reflective tasks in the Grammar Café. Creative extensions are supported by Suno, which enables students to compose grammar-based songs, and Heygen, which allows short video production. Together, these tools encourage learners to apply grammar in meaningful contexts and build confidence.

Grounded in task-based and multimodal pedagogy, TIME SQUARE promotes learner autonomy and equity by enabling students at varying proficiency levels to progress at their own pace. Pilot classWK-use suggests that the project is motivating, adaptable, and low-cost, making it accessible for teachers and students alike.

By showcasing TIME SQUARE, this session demonstrates how AI-human partnerships and immersive environments can transform grammar practice from rote drills into interactive, student-centered learning, highlighting the potential of metaverse tools to support pedagogic innovation.

Keywords: e-learning; metaverse; AI in education; multimodal learning; middle school EFL

VII. Parallel Sessions

11:40 – 12:00   Yin Ling CHEUNG

Topic

Integrating automated feedback and goal-setting to improve speaking skills in a graduate course

Abstract

Individual class oral presentation is an important assessment component in many graduate-level courses. Many students whose first language is not English face challenges in English oral presentations. In class, instructors focus on teaching the subject matter. They often lack time or expertise to teach speaking as a skill. A technology-enabled application, such as Speeko, can address key aspects such as pronunciation, intonation, and pacing towards effective oral communication. This study aims to answer a research question: How do graduate students make use of the AI-based Speeko application to improve their speaking skills, and to what extent do they benefit from it? Participants were students in an elective course offered by the Master of Arts (Applied Linguistics) Programme at a university in Singapore in the January 2025 semester. Data were collected through a semi-structured interview, a goal-setting survey, and student oral presentation. The research team provided a scaffolding session to introduce the Speeko application and its affordances to students. Findings show that Speeko's assessment and feedback are accurate in terms of pace, fillers, pausing, intonation, and articulation. There is limitation in its assessment of word choice and content of oral presentations. This study contributes to an improvement in student learning outcomes. Specifically, the AI-based application can provide students with personalized feedback which can help them improve their performance as they know the specific areas that need more work. This helps them achieve their goal of giving a clear oral presentation and convincing the audience of their ideas and propositions.

Keywords: Oral presentation, goal-setting, AI-based Speeko application

VII. Parallel Sessions

12:00 – 12:20   Jie WANG

Topic

The Effects of Dynamic AI-Enhanced Interleaved Training on EFL Students' Impromptu Speaking and Metacognitive Development

Abstract

EFL students often face challenges in impromptu speaking and lack accurate self-assessment of their abilities, reflecting relatively low metacognitive awareness. While interleaved learning has been proven to have potential benefits for learning in psychology, limited research has examined its application in natural instructional environments, its integration with metacognitive development, or its effects on flexibility and adaptive strategy use. This study explores how AI-enhanced interleaved training can help EFL students organize ideas more coherently in impromptu speaking, enhance their metacognitive development, and empower teachers to personalize instruction for improved outcomes. A quasi-experimental design compares the effectiveness of dynamic AI-enhanced interleaved training with fixed AI-enhanced interleaved training in improving impromptu speaking performance and promoting metacognitive development among EFL students. The experimental group (EG, N = 32) engages in the dynamic AI-enhanced interleaved training, while the control group (CG, N = 32) follows the fixed training. It is hypothesized that dynamic AI-enhanced interleaved training will not only improve EFL students' logic coherence in impromptu speaking but also enhance their metacognitive development compared with fixed training. Furthermore, metacognition is expected to be used as a predictor of impromptu speaking performance under AI-enhanced interleaved training. The findings are expected to highlight insights into the potential of dynamic AI-enhanced interleaved training in EFL learning and suggest design implications for developing better training strategies for students with low metacognitive awareness.

Keywords: Artificial intelligence, impromptu speaking, interleaved learning, metacognitive development, EFL students

VII. Parallel Sessions

12:20 – 12:40   Lui Louis LAM; Fowie NG; Teddy CHAN; Cheuk-Ki LAM

Topic

Driving Educational Innovation: A UTAUT-Based Analysis of Factors Influencing Student Adoption of AI Chatbots in Higher Education

Abstract

The integration of Artificial Intelligence (AI) chat technologies, such as ChatGPT and Copilot, into educational frameworks presents a transformative potential for learning. However, the successful adoption of these tools hinges on understanding the factors that influence student acceptance.

This study investigates the determinants of AI chat technology adoption among students in Hong Kong's higher education institutions. Grounded in the Unified Theory of Acceptance and Use of Technology (UTAUT), this research examines how key constructs—performance expectancy, effort expectancy, social influence, and facilitating conditions—shape students' behavioural intention and actual use behaviour.
A cross-sectional research design is employed, utilising a structured online survey distributed via convenience sampling to the target student population. The survey instrument, adapted from the validated UTAUT model, collects data on students' attitudes, perceptions, and usage patterns regarding AI chatbots in their academic activities. The collected data will be analysed using statistical methods, with a primary focus on linear regression to test the significance (p-values) of the UTAUT factors in predicting adoption behaviour. The findings are expected to reveal the relative importance of these factors, providing empirical evidence on the drivers and barriers to AI integration in learning.
This study aims to offer valuable insights for educators, administrators, and technology developers to design effective implementation strategies that enhance learning experiences and promote the responsible use of AI in education.

Keywords: UTAUT, AI, Chatbot, technology adoption

VII. Parallel Sessions

11:00 – 11:20   Chenrui MIAO

Topic

Self-Positioning and Critical Thinking: Demotivated Students in English for Academic Purposes

Abstract

With burgeoning attention to English for Academic Purposes (EAP), increasing emphasis has been placed on learners' Critical Thinking (CT), their experiences of demotivation, and how these factors interact within EAP writing framework. At the same time, learners' self-positioning in the EAP context has emerged as a process variable influencing their academic engagement and writing development. This study employed Structural Equation Modelling (SEM) as the primary analytical tool, collecting questionnaire data from 473 Chinese university students to examine the relationship between CT and Demotivation. To enhance the scientific rigor of the findings, stimulated recall diaries were introduced as a triangulated data source and two student participants were invited to explore, through the lens of self-positioning, the mediating effects between CT and Demotivation. Findings from the quantitative analysis indicated that Misconceptions in CT exerted the strongest influence on demotivation, followed by Valuing CT (VCT), and lastly Confidence in CT (CCT). The qualitative results revealed that teachers exerted a strong mediating effect on learners' CT cognition and subsequent writing demotivation trend. This study contributes pedagogical insights from a positive psychology perspective, offering EAP instructors a deeper understanding of how learners' cognitive beliefs and emotional attitudes significantly shape their academic writing experiences.

Keywords: English for Academic Purpose, Critical Thinking, Demotivation, Self-Positioning, Structural Equation Modelling

VII. Parallel Sessions

11:20 – 11:40   Carol WEBSTER; Eric CHEUNG

Topic

Using Rhetorical Structure Theory (RST) in a Comparative Study of Actual Student Performance on IELTS Writing Tasks and RST Structures in Model Answers

Abstract

This study investigates the application of Rhetorical Structure Theory (RST) to analyse coherence and cohesion in IELTS Writing Task 2 essays. Despite the widespread use of IELTS as a benchmark for academic English proficiency, many students struggle to emulate the coherence found in high-scoring model answers. Drawing on RST's framework—which maps rhetorical relations such as cause-effect, elaboration, and justification, comparison is made between 20 band-9 model essays and 20 student essays across four band categories. Using automated RST parsing tools, the study identifies patterns in rhetorical structures and clause-complexing features, examining their correlation with IELTS band scores through mediation analysis.

Beyond descriptive comparison, the project includes pedagogical intervention informed by Systemic Functional Linguistics, and accompanied by a genre-based instructional toolkit with annotated exemplars, student workbooks, and assessment checklists aligned with IELTS coherence criteria. Preliminary findings suggest that explicit instruction in rhetorical structures enhances students' ability to organize arguments logically, improving coherence and overall writing quality. The study offers actionable insights for educators and learners, particularly in Hong Kong, where IELTS plays a pivotal role in academic and professional advancement. By bridging the gap between student writing and model responses, this research contributes to more effective IELTS preparation and broader academic literacy development.

Keywords: IELTS, Rhetorical Structure Theory (RST), Systemic Functional Linguistics (SFL), Genre-based Instruction

VII. Parallel Sessions

11:40 – 12:00   Xie Molly PAN; Jiachen ZHANG; Dandan XIE

Topic

Understanding University Students' Needs for Academic English Writing in a Medical Context

Abstract   Although the importance of academic writing skills for medical students has been recognized, there is a lack of systematic investigation into students' learning needs, particularly for students at different stages of their education. This study aims to address this gap by analysing 305 questionnaires from 137 undergraduates and 168 doctoral students at a medical school in a Chinese university. The questionnaires primarily gathered perceptions of general academic writing skills, language problems, and classWK-activities. The findings revealed that while undergraduates and doctoral students share similar perceptions regarding classWK-activities, they exhibit distinct needs concerning most general academic writing skills and skills associated with language problems. These findings suggest that the varying learning needs among different student groups should be considered when developing syllabus and programs for medical English education. Pedagogical implications are discussed.

Keywords: biomedical research paper writing skills, needs analysis, medical undergraduates and doctoral students

VII. Parallel Sessions

12:00 – 12:20   Xinyue XU

Topic

The impact of teachers' use of translanguaging on student learning motivation in L2 writing lectures

Abstract

In recent years, the importance of teachers' use of translanguaging has gained significant attention in the field of L2 writing. The existing literature on translanguaging suggests that teachers' use of translanguaging has a significant impact on the L2 writing curriculum process.

Previous studies have mainly focused on the specific functions of the teachers' use of translanguaging in the L2 writing courses. However, few studies have focused on the impact of translanguaging on student motivation, which is significantly important in their L2 writing lectures because it directly affects their learning outcomes.

To fill the gap in the literature, this study will have a detailed analysis of the impact of translanguaging on student motivation.

A preliminary survey was conducted to validate the specific impact of translanguaging on student motivation with 40 university students from mainland and Macau, and 2 of them were invited for individual interviews to better understand the specific extent to which each of the multiple functions of the teacher's translanguaging use affects them.

Keywords: Translanguaging, student learning motivation

VII. Parallel Sessions

12:20 – 12:40   Shuk Yiu Sylvia LAU

Topic

A Multimodal Discourse Analysis of Game-Related Methods in Hong Kong Tertiary English Language Teaching

Abstract

With an expanding range of instructional approaches available, educators are transforming how lessons can be delivered in diverse and dynamic ways. This study investigates how English language instructors in Hong Kong tertiary institutions employ multimodal resources in game-related teaching activities, which include both game-based learning and gamification. Drawing on Norris's (2003) Multimodal Interaction Analysis (MIA), the research examines how various communicative modes—spoken language, print, gaze, head movement, posture, gesture, proxemics and music—are orchestrated to scaffold student engagement and learning. Data were collected through classWK-observations and stimulated recall interviews with six English teachers from HKCC and SPEED, encompassing both digital and non-digital game-related activities across face-to-face and online settings.

The analysis identifies three distinct scaffolding roles enacted by teachers: the Commentator, who provides mainly post-response feedback to students; the Host, who guides students through real-time prompts and modelling; and the Mentor, who maintains motivation and on-task behaviour through proximity and individualized support. Modal configurations varied across roles, with differing emphases on the interplay of communicative modes. Findings highlight the importance of teachers' multimodal competence and awareness in designing effective game-related learning experiences.

This research contributes to the growing field of multimodal pedagogy by offering a nuanced understanding of how game-related methods are enacted through different combinations of communicative modes. The identified scaffolding roles offer practical insights for enhancing teachers' multimodal strategies through professional development.

Keywords: Multimodal discourse analysis, game-based learning, gamification, English language teaching, scaffolding

VII. Parallel Sessions

11:00 – 11:20   Solomon Paul RAJ D.; Daniel XERRI; STEFFI R.; KAVITHA I. J.; MANJUSHA P. M.

Topic

AI-Mediated Storytelling and Student Editing for Critical Literacy in South Indian L2 English Classrooms: A Mixed-Method Study

Abstract

This study examines how AI-mediated storytelling, combined with student editorial practice, promotes critical literacy among L2 English undergraduates in South India. The regional context is multilingual (e.g., Tamil, Malayalam, Telugu, Kannada alongside English), examination-driven, and often mobile-first with uneven connectivity, making frugal-AI solutions pedagogically and logistically salient. Within a human-in-the-loop workflow, large language models function as drafting partners, while learners act as editors, fact-checkers, and ethical reviewers of AI-generated narratives grounded in locally resonant themes (water security, migration, climate-impacted livelihoods).

A convergent mixed-methods design spans two urban and one rural college, with an anticipated sample size of approximately 120 (proficiency levels B1–B2) over an eight-week period. Treatment cohorts complete four iterative cycles: (1) context-specific prompt design and AI-assisted narrative generation; (2) student editing emphasising stance, evidence, bias/balance, audience, and source use; (3) reflective memos documenting editorial decisions; and (4) concise oral defences. Parallel cohorts undertake the same tasks without AI mediation. Quantitative outcomes include a critical-literacy rubric (argument quality, evidence integration, bias interrogation, multimodal awareness), L2 writing measures (cohesion, lexis, accuracy), and revision analytics (depth/type of edits). Qualitative evidence derives from classWK-observations, reflective memos, and focus groups on agency, AI trust, and translanguaging practices. Analyses employ mixed-effects models for learning gains and reflexive thematic analysis for experience; triangulation integrates strands.

Integrity safeguards include data minimisation, opt-out tasks, offline-first options where feasible, and an AI use log requiring justification of prompts, citation of sources, and bias flags. The approach is expected to (i) reframe learners from consumers to critical editors, (ii) strengthen evidence-based argumentation without penalising local English, and (iii) demonstrate a replicable, equity-minded ELT workflow for bandwidth-constrained settings. The study contributes validated measures and a practical model at the intersection of L2 English, critical literacy, human–AI co-authorship, and translanguaging.

Keywords: L2 English; critical literacy; AI-mediated storytelling; student editorial practice

VII. Parallel Sessions

11:20 – 11:40   Yuanchen YAO

Topic

Empowering the Global Presentation of Chinese Narratives: A Study on Student Motivation and Affordance Utilization in an AI-Assisted Digital Storytelling ClassWK-from an Ecological Affordance Perspective

Abstract

In the current educational landscape where effectively communicating China's stories has become a national priority and a core objective of college English instruction, the strategic integration of artificial intelligence (AI) to cultivate students' agency and cross-cultural narrative competence is a critical pedagogical frontier. Grounded in the theory of ecological affordances, this action research was conducted within a college English course involving 80 third-year students from diverse academic majors. The core instructional task, titled "The Relevance of Confucian Thought to Contemporary Professions," required student groups to collaboratively produce digital stories that articulate the connections between a core Confucian concept and its modern application within their respective professional fields.

This study investigated how students perceived and utilized the various affordances within this complex learning ecology—integrating AI tools, cross-disciplinary knowledge, and an authentic communication task—and explored the characteristics of their motivational patterns and final narrative outputs. A mixed-methods approach was employed, combining stimulated recall interviews, artifact analysis, and Q methodology for data collection and analysis.

Factor analysis of the Q-sort data revealed several distinct motivational-archetypes among the students:

1. The Professional Identity Integrators: Primarily motivated by connecting traditional culture with their professional expertise, they were most adept at perceiving and leveraging the affordances of interdisciplinary synthesis, frequently using AI for conceptual translation.

VII. Parallel Sessions

2. The Technology-Enabled Narrators: Driven by the creative process itself, they deeply explored the affordances of AI for plot generation and visual storytelling, using technology to reinterpret classical ideas.

3. The Cultural Meaning-Makers: Motivated by a sense of mission to elucidate the nuances of Chinese culture for an international audience, they highly valued the affordances of peer feedback and social interaction to refine the cultural accuracy and resonance of their narratives.

Qualitative analysis of the group artifacts and interviews further indicated that the most successful projects were produced by groups that could synergistically combine these diverse modes of affordance utilization. The study concludes that the efficacy of an AI-assisted storytelling pedagogy hinges not on the provision of a omnipotent tool, but on the design of a learning ecosystem that stimulates the perception of diverse affordances and fosters their creative exploitation. These findings offer a concrete pedagogical framework and theoretical foundation for designing language instruction centred on "Chinese Stories" and for guiding corresponding teacher development.

Keywords: AI-Assisted Language Learning, Digital Storytelling, Ecological Affordances, Student Motivation

VII. Parallel Sessions

11:40 – 12:00   Yuk Ting Hester CHOW; Chun Tak Gordon IP;
Ming Harrison LEUNG; Lai Kwan Anna SIU

Topic   ## Co-Creating Authentic Case Studies with AI: A New Approach to Learning Assessment in Marketing Education

Abstract   Authentic case studies are important and valuable tools in marketing education, as they illustrate marketing concepts in the real business world and assess students' critical thinking and problem-solving skills in a real-world context. While textbook case materials often lack local relevance, developing case studies by marketing educators can be time-consuming and influenced by the teacher's background and expertise. While Artificial Intelligence (AI) is widely recognised as a powerful writing tool, it is subjected to biases from its training data and often criticized for generating inaccurate content, known as hallucinations. This paper explores how authentic case studies can be developed through collaborations between humans and AI in an elementary marketing course. Based on our experience in designing outcome-based assessment items for the course, we evaluate the effectiveness of using AI to develop case study materials for assessment purposes. Our findings suggest that, with sufficient guidance from marketing educators, AI can provide quality case studies that effectively test students at the desired cognitive levels. Beyond full-length case studies, the increasingly mature text-to-image functionality of AI can also enrich assessments by providing alternative visual cues for questioning. This study expands current research in the area of AI-enabled authentic assessment by discussing the effective prompting techniques for general purpose generative AI at different stages of case study development—from research, writing, to concept mapping and fine-tuning.

Keywords: marketing education; authentic assessment; generative AI

VII. Parallel Sessions

12:00 – 12:20   On-kei Iris CHIN; Ka-man Carmen SUM; Pui-yan Kate LAW;
Yuk-ting Hester CHOW; Yui-yip Joseph LAU

Topic   ## Myth or Reality: AI Grading for Business Education

Abstract   The integration of artificial intelligence (AI) technologies into the educational framework has seen unprecedented developments given its multifaceted applications, from enriching student learning experiences to improving pedagogical activities. The potential of AI as a transformative shift within the context of educational assessment and grading has garnered significant research attention. Recent studies have documented AI's capabilities in enhancing scalability and consistency in many labour-intensive tasks, such as healthcare and customer service. Using AI for grading, however, remains as a rather complex endeavour due to concerns of systemic and ethical considerations, transparency and fairness. It has been pointed out that AI-powered grading may lead to inconsistent and inaccurate results (Ade-Ibijola et al. 2025; Jonall, 2024). As an explorative study to shed light on AI grading for business disciplines, this paper examines the use of general-purpose generative AI tools for grading common tertiary assessment methods within the business discipline. It compares the results and feedback provided by expert markers with those generated by AI tools. Preliminary findings indicate that discrepancies in grading for closed-ended assessments can be reduced to 2 percent. However, performance may vary depending on whether the input is handwritten or typed, the level of detail in the rubrics, and the number of samples provided. Our study also discusses the deficiencies and limitations of AI grading tools based on our experience. This paper concludes by highlighting future directions on the implementation of AI for advancing and grading practices across various subject areas within the business discipline.

Keywords: AI grading, Business education, Assessment, Marking, Artificial intelligence

VII. Parallel Sessions

12:20 – 12:40   Hai TANG; Zhihua YANG

Topic   AI-Assisted Strategic Oral Teaching:
CSE-5 Practice and Competence Advancement
in Top-up Applied Majors

Abstract   This study explores AI-assisted strategic oral teaching among first-year top-up students majoring in Digital Media Technology at Zhejiang Yuexiu University, who struggle with "strategic expression" despite basic fluency. Aligned with China's Standards of English Language Ability (CSE Level 5)—which requires structured reasoning, interactive negotiation, and rhetorical awareness—the course implemented a three-step task chain: Q&A → Dialogue Expansion → Topic Debate, embedded in digital media contexts (e.g., design persuasion, cultural presentation). AI tools supported sentence-level refinement, guiding learners from fragmented remarks toward purposeful, stance-taking discourse. Using Weir's (2005) validity framework, the study examined whether taught language strategies transferred to authentic performance and whether scores reflected genuine proficiency development. Findings show that 60% of high-scoring students consistently employed CSE-5-aligned features (e.g., justification, ethos/logos), while 40% of lower performers still lacked basic position-taking and logical coherence. The study offers a replicable model for private colleges and repositions CSE-5 not as an endpoint, but as a springboard toward strategy-driven oral expression in disciplinary contexts.

Keywords: L2 English; critical literacy; AI-mediated storytelling; student editorial practice

VII. Parallel Sessions

Morning Sessions
Session 4: Teaching Professional Development
WK-N711 (Session Chair: Dr Jing LI)

11:00 – 11:20   Xuehua DING; Yi LIU; Jian-E PENG

Topic

A Q-Methodological Inquiry into EFL Teachers' Cognitive and Agentic Adaptation to GenAI

Abstract

This study employed Q methodology to explore EFL teachers' cognitive and agentic adaptation to Generative Artificial Intelligence (GenAI), with a focus on teacher profiles constructed in the interaction among GenAI-related Technological Pedagogical Content Knowledge (TPACK) literacy, technology acceptance, anxiety, and teacher agency. Through a factor analysis with 36 participants and semi-structured interviews, the study identified five distinct teacher profiles: Profile 1 (Proactive Learners with Limited Proficiency) consists of aged teachers with low frequency of GenAI utilization, but, surprisingly, very high agency. Profile 2 (High-Literacy Passives) represents a group of young teachers with high GenAI literacy and frequent AI utilization, but low agency. Profile 3 (Skeptical Moderates) shows moderate GenAI proficiency, low anxiety, and doubts about the educational value of GenAI. Profile 4 (Practicality-oriented Underperformers) demonstrates limited GenAI skills and moderate anxiety, while prioritizing the practicality of GenAI. Profile 5 (Anxious Avoiders) displays the highest level of anxiety, a lack of GenAI-related skills, and low agency.

The findings suggest that age and technical competence are not predictors of GenAI-related anxiety or agency. Teachers' adaptation trajectories varied, and their agency was affected by attitudes, motivations and situational factors other than technical skills. Customized professional development focusing on GenAI-related skill training, anxiety relief, and improving perceptions of GenAI's value in education is the key to empowering EFL teachers. This study helps understand the ways in which teachers adapt to GenAI cognitively and emotionally. It concludes with a discussion of the implications for education administrators.

Keywords: Q methodology; GenAI; TPACK; technology acceptance; anxiety; teacher agency

VII. Parallel Sessions

11:20 – 11:40   Bo PENG; Yan ZHU

Topic

District-based language teacher educators' agency in integrating GenAI into professional practices: An ecological approach

Abstract

Generative artificial intelligence (GenAI) tools hold significant potential for transforming education. While prior studies have examined teachers' perceptions and uses of GenAI, little is known about how district-level teacher educators (DTEs) integrate these tools into their professional routines. Guided by Priestley et al.'s (2015) ecological model of agency, this qualitative multiple-case study examined how two Chinese DTEs enacted agency in adopting GenAI over one academic semester and identified ecological factors that influenced their agency enactment. Data gathered from semi-structured interviews, field observations, and documentation revealed that both DTEs enhanced their agency in supporting teachers' GenAI adoption and professional development, a process shaped by dynamic factors across the iterational, practical-evaluative, and projective dimensions. Notably, their agency manifested in two distinct modes: one oriented toward top-down pedagogical guidance, and the other toward facilitating teachers' self-directed professional development. These divergent pathways were closely tied to their long-term professional goals. The study offers practical implications for policymakers, educational leaders, and researchers seeking to support DTEs' agentic roles in the GenAI era.

Keywords: Generative AI; teacher educator; agency; ecological perspective

VII. Parallel Sessions

11:40 – 12:00   Yuk-Kwan Ricky NG; Dorothy HON; Sheris YIP

Topic

Teachers' Readiness of Artificial Intelligence (AI) for Learning and Teaching in the Self-Financing Education Sector

Abstract

Artificial Intelligence (AI) reshapes the landscape of education and is one of the major initiatives in global education sectors. AI's applications in teaching and learning are not limited to personalising learning experiences. AI democratising and enhancing accessibility in education, and assists in tasks such as curriculum design and learning resources development (Kanungo, 2023). Ng; Wells; Ng; and Hon (2023) suggest harnessing the overwhelming features of AI by adopting AI as a learning partner to facilitate peer and adaptive learning for higher order thinking. With appropriate pedagogical approaches, digital learning facilitates learners to acquire the 21st Century Skills (Trilling & Fadel, 2009; Ledward & Hirata, 2011; De Villas, 2016). Applying technology in lessons accommodates the millennial learners' learning preferences and deepens learners' engagement and collaboration between industries and education institutions (Wang, Towey, Ng & Gill, 2021). To further examine the issues and the above needs in local self-financing education institutions, surveys were sent to Federation for Self-financing Tertiary Education (FSTE) member institutions' teaching staff (n=226). Findings showed that most teachers would like to adopt AI for curriculum and lesson plan development, to assist teaching and assessment, personalising students' learning, improve lesson quality and reduce workload. Findings also showed that participants in general agreed that pedagogies and teaching skills training will keep them abreast of the latest knowledge and practice in education. However, AI is a double-edged sword that generates pros and cons in learning and teaching and the impacts are to be addressed.

Keywords: Artificial Intelligence (AI), Teacher Training, Self-financing Education Sector, Adaptive Learning, Higher Order Thinking

VII. Parallel Sessions

12:00 – 12:20   Shijun Cindy CHEN

Topic

Bridging Feedback Theory and Practice: A Researcher-Teacher Partnership Approach to Developing Novice Teacher Feedback Literacy

Abstract   The effectiveness of feedback depends on teachers' feedback literacy in designing, enacting and reflecting on principled feedback practices that foster student engagement. However, research on promoting novice teacher feedback literacy in higher education remains scarce. This study explores how a researcher-teacher partnership supports the development of a novice teacher's feedback literacy in peer feedback practices. Data were collected across two cycles of collaborative action research at a Macau university, including classWK-observations, the teacher's reflective interviews and diaries, fieldnotes, and five student focused-group interviews. Findings indicate that the partnership facilitates growth in the teacher's design agency, relational awareness, and ability to tackle pragmatic challenges, alongside evolving beliefs, growing professional knowledge and iterative refinement of classWK-practices. This study positions the researcher-teacher partnership as an innovative, cost-effective model for supporting novice teachers development across emotional, motivational, social, and practical dimensions, extending theoretical understanding of feedback literacy and informing pedagogical practices.

Keywords: teacher feedback literacy, researcher-teacher partnership, novice teacher's role, feedback theory and practices

VII. Parallel Sessions

12:20 – 12:40   Frankie HAR

Topic   Navigating Professional Growth in AI in Language Education: Narratives from a University in Hong Kong

Abstract   This study explores how language educators at a prominent university in Hong Kong cultivate their professional growth in response to the rise of Generative AI (GenAI) technologies. Using a narrative inquiry approach, the research examines how these educators independently develop GenAI literacy amid evolving pedagogical demands. As Stockwell (2024) emphasizes, higher education institutions require robust AI competency frameworks to support effective teaching. Language educators face unique challenges, including the need to redesign curricula, reform assessments, and adopt innovative teaching strategies that align with the dynamic nature of language education. While formal training programs offer structured support (Moorhouse et al., 2024), access to traditional Continuous Professional Development (CPD) remains limited due to resource and geographic constraints (Tafazoli & Picard, 2023). This study highlights how educators adopt Self-Directed Professional Development (SDPD) strategies, leveraging online resources such as instructional videos, forming informal learning communities, engaging in reflective practices, and participating in scholarly events, to enhance their GenAI literacy. Findings underscore the need for flexible, practice-oriented professional development models that address the immediate and evolving needs of language educators beyond conventional CPD frameworks.

Keywords: Continuous Professional Development (CPD), Generative AI (GenAI), Self-Directed Professional Development (SDPD) approach, Teacher Narratives

VII. Parallel Sessions

11:00 – 11:20   Kimberly Wei-yi TAO

Topic

Learning Beyond the Binary: The Transformative Pedagogy of Transgender Storytelling Workshops

Abstract

This paper will discuss how the Transgender Storytelling (TGST) workshop, introduced in a Hong Kong college, provides an inclusive space for transgender guests and students to interact, exchange, and (un)learn (trans)gender-related knowledge. Presented as a co-curricular activity of gender and sexuality courses in a classWK-setting, this TGST workshop features first-hand sharing of lived experiences by transgender individuals in the form of a human library. Drawing on Giroux and McLaren's (1991) concept of radical pedagogy (also known as critical pedagogy), which highlights how education should allow space for negation and transcendence, this paper presents how the TGST workshop transforms traditional classrooms into an intimate public sphere that emphasizes the importance of affects in creating shared identities within a divided world marked by class, race, gender, and sexuality (Berlant & Warner, 1998). Through conducting discourse analysis of the workshop encounters and conversations between students and transgender guests, this paper aims to study their learning and unlearning moments in the discussion of gender and sexuality topics that are often charged with confusion, discomfort, unease, and sometimes empathy, and how such interactions prompt students to reconsider their pre-existing notions on these topics. It seeks to explore and uncover the transformative processes through which meaning in gender and sexuality is produced, challenged, and subverted.

Keywords: Sexuality education, gender-inclusive education, transgender identities, Hong Kong, critical pedagogy

VII. Parallel Sessions

11:20 – 11:40   Wang XIAO

Topic

Assessment of ASEAN Corporate Culture in Business English Textbooks for China's Higher Education: Voices from Chinese Business English teachers

Abstract

The current college business English textbooks attach importance to the learning of Anglophone culture and norm, reflecting Eurocentric or Anglophone perspectives, but fail to integrate ASEAN business and cultural knowledge into the textbook materials. However, ASEAN is the largest trade partner for China by 2025, and there is little mention of the culture of ASEAN countries in China's university business English textbooks. From the perspective of educators, there is limited scrutiny into how ASEAN culture is depicted within English language textbooks. Therefore, this inquiry was conducted to examine the cultural content of business English textbook series in China, identifying the critical role these textbooks play in presenting culture. A questionnaire adapted from Kilickaya (2004) was used in this investigation. The study involved 135 Chinese business English teachers, and a questionnaire was administered to all participants. Among them, 21 were randomly selected for semi-structured interviews, which were based on a semiotics framework to enhance the depth of analysis. Collected data from the questionnaire were processed for quantitative analysis while the data from the interviews were transcribed and scrutinized for qualitative analysis. The descriptive statistics analysis of the quantitative data demonstrated that the participants perceived that the materials incorporated ASEAN English and other non-native varieties of English, 88.4% and 55.2%, respectively. Regarding cultural representations, over 90% of the participants believed that the learning materials raised their awareness of cultural differences between native and non-native English speakers. 67% of participant agree that that there is cultural aphasia of ASEAN. Malaysia, Vietnam and the Philippines just mentioned once in Exercises, Thailand and Singapore just mentioned inside the warming

VII. Parallel Sessions

up activities or exercises. Singapore business culture is represented in superior to other ASEAN groups in these textbooks. 78% of them suggest that textbooks should go hand in market-oriented materials which include more ASEAN e-commercial cases to serve learners' needs. Ultimately, the results of this investigation have practical implications for EFL stakeholders.

Keywords: ASEAN Culture, English as a foreign language, Teachers' perception, Textbook analysis

VII. Parallel Sessions

11:40 – 12:00   Huiwen SHI; Eric CHEUNG

Topic

Seven Shades of Storytelling: A Unique English-Language Service-Learning for Refugee Children in Hong Kong

Abstract   English teaching at the post-secondary level in Hong Kong and Mainland China has traditionally emphasized grammatical accuracy and formulaic writing, often neglecting creativity, intercultural reflection, and the role of language in fostering empathy and cultural exchange. This rigid, rule-based approach reduces English learning to a utilitarian skill, overlooking its potential to connect lived experiences and promote personal growth. To address these limitations, we developed an innovative service-learning subject designed to engage students in creative and critical thinking through storytelling and intercultural exploration.

Grounded in Kolb's Experiential Learning Cycle (1984, 2015), the service-learning subject adopts a two-phase approach. In the first phase, students form story circles, craft and polish personal narratives in English, and record them as podcasts. In the second phase, they go for a refugee walk and human library experience, learning stories as a lived experience. In the third phase, they lead storytelling workshops for refugee children aged 7–14 at a local NGO, culminating in the co-creation of personalized stories for each child. These stories are finalized as podcasts and showcased in a public exhibition, emphasising collaboration and cultural understanding. Offered from 2022 to 2025, this subject transcends traditional EFL/ESL pedagogies by integrating digital storytelling, language learning, and intercultural competence.

Our paper wishes to demonstrate how to align with emerging educational paradigms that emphasize holistic, student-centred learning and responds to challenges posed by generative AI, reaffirming the relevance of foreign language education in fostering empathy, creativity, and global citizenship.

Keywords: Service-Learning, Inclusivity, Intercultural Competence, Digital Storytelling, ESL/EFL

VII. Parallel Sessions

12:00 – 12:20   Shin-yee Cindy LEUNG; Hong-ting Joyce YEUNG

Topic

Empathy in Digital Age: Exploring Generative AI in Human's Physical Pain and Psychological Needs

Abstract

As generative AI tools rapidly evolve, their conversational ability and their learning from data ability transform them to human's new companions. This shapes a new social norm in which machines fill the role of attentive listeners, empathetic responders, and medical advisors. The generative AI tools simulate care and give suggestions on medical treatment, but they cannot truly comprehend the essence of human suffering, whether physically or psychologically. This mismatched between the generative AI responses and the true human feelings could create emotional disturbances like frustration, anger, solitude, and helplessness. All are rooted from the communication gap.

This study utilizes both English and Chinese generative AI tools. The first part of the study explores how generative AI responds to human enquires of curing pain. Generated responses include the definition of pain and their suggestions on how to cure the pain. The second part evaluates the AI-suggested prompts on the same human's enquiry. All AI generated responses are then grouped into general-specific and physical-emotional categories to illustrate the content specificity and content nature.

The findings offer insights to the general public, professionals, patients, and caregivers that the possibilities and limitations of generative AI in interpretating human's physical pain and providing mental support to human's emotional needs.

Keywords: Generative AI; Human-centred; Empathy; Education; Pain and Emotion.

VII. Parallel Sessions

12:20 – 12:40   O. K. I. CHIN; Yui-yip Joseph LAU

Topic

Designing Second Hand Clothes Education Programmes in the Higher Education Sector: Evidence from Treasure Boutique

Abstract

Waste is a common problem in Hong Kong, the 'fast-paced lifestyle' has created convenience and the key priorities for everything. People are more possibility to make impulsive purchases to fulfill their desires immediately and just throw them away during the time that they think it is no longer necessary. To the best of our knowledge, the HKSAR government has proactively promoted the notion of 'Using less, Wasting less' to minimize and recycle waste in Hong Kong. However, the waste challenge remains extremely acute. Currently, the emergence of fast fashion in Hong Kong generates 343 tonnes of the city's textile waste going to landfills daily. These wastes are possibly stemming from household, commercial, and industrial activities. Hence, it is urgently demanded that the whole community build and sustain appropriate fast fashion waste management to keep a livable and sustainable environment. This study illustrates a real case study of Treasure Boutique, which has been established by the Student Affairs Office, College of Professional and Continuing Education, The Hong Kong Polytechnic University. Through the case study, the study designs and implements second-hand clothes programmes in the higher education sector. As such, the study aims to (1) investigate the motivations of students to engage in the second-hand clothes programme; (2) identify the learning processes of designing and implementing second-hand clothes programmes in the campus and community; and (3) suggest possible ways to enhance the existing teaching pedagogy from theory to practice. As expected, the study could effectively improve the waste problem and bring benefits in economic, social, and environmental aspects by achieving the Sustainable Development Goals (SDG) goals (e.g., SDG 2, 6, 9, 11, 12, and 13).

Keywords: Waste; Fast fashion; Treasure Boutique; Sustainable Development Goals

VII. Parallel Sessions

11:00 – 11:20   Juan ZOU; Shanshan CHEN

Topic

From Virtual Tours to Independent Creation: A Longitudinal Study of Technology-Mediated Travelogue Writing Development Among Non-Chinese Speaking Primary Students in Hong Kong

Abstract

Hong Kong is a multicultural society with approximately 301,000 ethnic minorities, including about 12,500 non-Chinese speaking (NCS) students enrolled in primary and secondary schools. These NCS students find it particularly challenging to learn Chinese writing, such as travelogues. Travelogues require rich vocabulary, clear sequencing, and cultural knowledge. Technology can help students learn, but there is limited evidence on how different technologies assist young students learning Chinese as a second language to write independently.

This teacher-researcher study followed one group of NCS primary students (25 students) from Grade 4 (2022-2023) to Grade 6 (2024-2025). It compared their writing at two different times using different technology. In Grade 4, the students wrote about Hong Kong Park using Prezi presentations with pictures and videos. Two years later in Grade 6, the same students participated in three writing activities. First, they explored the Forbidden City using virtual reality (VR) and wrote short pieces. Then, they went on a real trip to Kowloon Walled City Park, where they drew maps and then wrote full travelogues. There, they drew maps and then wrote full travelogues. Finally, they completed a test where they wrote about an AI-generated picture of a Chinese garden without any assistance from the teacher. All writing was conducted in class. The study examined three aspects: (1) How do different technology activities impact the quality of the students' travelogues? (2) What changes occur in their writing from Grade 4 to Grade 6? (3) How do students learn to write this type of text on their own as they utilize more advanced technology?

VII. Parallel Sessions

The teacher, who has extensive experience teaching NCS students, employed a self-study method. The primary data came from writing samples from the same 25 students: their Grade 4 travelogues from the Prezi activity, their Grade 6 short writing from the VR activity, their Grade 6 travelogues from the park trip, and their Grade 6 test on the AI image. Additional data included the teacher's notes over three years (38 entries) and the maps the students drew. The writing was analysed by examining its themes, descriptive words, organization, and personal voice.

The comparison revealed four significant changes from Grade 4 to Grade 6. Firstly, descriptive depth: Grade 4 writing used simple, similar descriptions based mainly on sight. But Grade 6 writing used a much wider range of words. It included details about sound, touch, and feeling. The students' independent writing using the AI image maintained this richer detail. This suggests the students had learned the features of a travelogue well.

Keywords: virtual reality in education, AI-generated images, L2 Chinese writing, non-Chinese speaking students, longitudinal study

VII. Parallel Sessions

11:20 – 11:40   Macy WONG; Yui-yip Jospeh LAU

Topic

Strengthening and Sustaining STREAM Education through Museum Education

Abstract

To promote out-of-classWK-learning, it is believed that museums can play an important educational role. Museums are not just repositories to archive and show historical exhibits and artworks to the public. Museums can educate visitors socially and culturally in an interactive and fun way. It is also believed that museums have the potential to become key public pedagogies for sustainable development. Museum education provides ample opportunities for people to learn through experiences and exploration. Museum education can be referred to as free-choice learning. Students can learn through the museum settings by attending different interactive sessions to fulfil students' curiosity and interests in various disciplines. During these sessions, storytelling of the artefacts presented in the museum can deepen the critical thinking of students. This study aims to (1) reinforce the growing importance of museum education in STREAM education; (2) consider the role of museum education in higher education, and its pros and cons; and (3) identify and execute museum pedagogical strategies to enhance students' interactive and experiential learning. This study would like to proactively incorporate sustainability education at higher education through STREAM and museum educational programmes.

Keywords: Museum education; STREAM education; Sustainable development; Interactive learning

VII. Parallel Sessions

11:40 – 12:00   Shunyu WANG

Topic

The Same Lu Yao, Different Stories: Exploring the Knowledge Structures of Different Versions of Biography of Lu Yao

Abstract

Lu Yao is a benchmark writer of realistic creation in contemporary Chinese literature. To deeply understand the source of his creation and inner world, Biography of Lu Yao by Zhang Yanqian (2017), Lu Yao: Reopening the Ordinary World by Hou Fu (2021 edition and 2025 revised edition), and Lu Yao: A Life of Restlessness co-authored by Wang Gang and Wang Xiaofei (2024) strive to restore his life trajectory and historical context. This study aims to explore the knowledge structures of the three biographies through text mining techniques, reveal the commonalities and differences in how the texts construct Lu Yao's image, and explain the motivations behind these differences. The research questions include similarities and differences in vocabulary selection, keyword co-occurrence networks, thematic distribution, narrative networks, and document similarity. The main analytical techniques involve concept extraction, word co-occurrence analysis, topic modeling, maximum spanning tree, and document similarity calculation. T-Lab text mining tool will be used. The findings indicate that the three biographies collectively construct a three-dimensional image of Lu Yao. The traits of "son of the land," "martyr to creation," and "recorder of the times" form the core of his mentality. However, differences in narrative focus, image dimensions, and spiritual characteristics reflect the authors' personalized interpretations of Lu Yao based on their distinct perceptions and narrative patterns. Corpus vector computing shows that Zhang Yanqian's and Hou Fu's biographies have high document similarity, while the co-authored work by Wang Gang and Wang Xiaofei has low similarity with the former two, indicating significant differences in the latter's use of materials and narrative methods.

Keywords: Biography of Lu Yao; knowledge structure; text mining; T-lab

VII. Parallel Sessions

12:00 – 12:20   Chammy LAU; Pamela HO; Carmen SUM; Benny CHAN; Douglas WONG

Topic

How Do Summer Internships Shape Career Readiness for Hong Kong Undergraduates? An Exploration Through Experiential Learning Theory

Abstract

This study investigates the role of summer internship in enhancing career readiness among undergraduate students in Hong Kong, underpinning by Experiential Learning Theory. As global higher education increasingly prioritises employability, internships have emerged as a vital bridge between academic instruction and professional practice. In Hong Kong, characterised by its unique blend of Eastern and Western educational philosophies and its proximity to mainland China, internship opportunities both within the local context and across the border are highly sought after. This study aims to examine the differences in perceived career readiness and experiential learning outcomes by comparing internships conducted locally in Hong Kong with those undertaken in Mainland China.

Drawing on Kolb's Experiential Learning Theory, the research examines how internships facilitate reflective learning, skill development, and career identity formation. Bourdieu's concepts of habitus and capital further inform the analysis, highlighting how students' socio-cultural backgrounds influence their engagement and outcomes in internship settings. These theoretical lenses provide a robust framework for understanding the nuanced dynamics of experiential learning in transregional contexts.

Despite the growing popularity of internship programmes in Hong Kong's universities, existing literature often overlooks the perspectives of key stakeholders beyond students. This study addresses that gap by incorporating insights from teachers and administrative officers, whose roles in designing, supervising, and evaluating internships are critical to programme success. Prior research has tended to focus on student satisfaction or employer feedback, leaving institutional and pedagogical dimensions under-explored.

A mixed-methods approach was adopted. Quantitative data were collected through student surveys assessing perceived employability, internship authenticity, and reflective

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

VII. Parallel Sessions

practices. Qualitative data were obtained via semi-structured interviews with faculty and administrative staff, exploring their views on internship integration, challenges, and support mechanisms. Thematic analysis revealed that internship authenticity—defined by cognitive and environmental realism—was a key factor in enhancing career readiness. Stakeholders emphasised the importance of structured reflection, curriculum alignment, and institutional support.

The findings underscore the significance of experiential learning in preparing students for the workforce and highlight the need for inclusive, context-sensitive internship models. By capturing the voices of multiple stakeholders, this study contributes to a more holistic understanding of career readiness and offers practical recommendations for educators and policymakers in Hong Kong and beyond.

Keywords: Student Internship, Career Readiness, Experiential Learning Theory, Undergraduate Studies

VII. Parallel Sessions

12:20 – 12:40   Phoebe SIU

Topic

Ecological Languaging Competence and Care-Pedagogies: Human-AI Digital Narratives in EMI Higher Education Classrooms

Abstract   This paper explores the intersection of care-pedagogies (Noddings, 1995; Kiaer, 2025) and ecological languaging competence (Thibault and Lin, 2025) in the context of human-AI digital narratives within English-Medium Instruction (EMI) higher education classrooms for adult learners in Hong Kong. Drawing upon Lin and Thibault's theorization, ecological languaging competence is conceptualized as a distributed, dynamic, and embodied process, emphasizing the interplay between human actors, AI interlocutors, multimodal resources, and the learning environment. By foregrounding care-pedagogies, the study reframes digital narrative practices not only as linguistic or cognitive transactions but as deeply relational and affective acts, where empathy, trust, and mutual attunement are central to adult learners' engagement and agency. The paper investigates how adult learners' languaging with AI—ranging from generative writing to dialogic co-construction—can be scaffolded through caring, responsive pedagogical approaches that recognize learners' diverse backgrounds, emotional landscapes, and aspirations. Through qualitative analyses of multimodal classWK-discourses interaction, digital artifacts, and semi-structured interviews, this study demonstrated how ecological languaging competence is cultivated as learners and AI co-create narratives that are situated, meaningful, and transformative. The findings highlight the importance of designing EMI curricula that integrate care-pedagogies with ecological awareness to support adult learners in developing ethical, adaptive, and multimodal communicative repertoires. The implications extend to the design of AI tools and teacher professional development, underscoring the value of relationally attuned, ecologically sensitive practices in fostering inclusive and empowering digital learning communities.

Keywords: Human-AI Digital Narratives; Care-Pedagogies; EMI higher education; Ecological Languaging Competence

VII. Parallel Sessions

14:40 – 15:00   Ji-Hye YOO; Mei Mei May LAU; Wah On Calvin CHENG;
Yuk Chau Aris LAM; Yuri TAKAKU

Topic

Designing College students' assignments in the GenAI era: A Case Study on Student Group Projects

Abstract

This research explores how educators can adapt teaching practices to encourage wise use of Gen-AI for real learning. As students turn to AI for brainstorming, researching, and writing, traditional assignment designs risk being outdated. Rather than discouraging AI use, this study advocates for embracing it to enhance active & reflective learning of students.

The study presents a case from a university-level investment course, where 50 students in 10 groups completed a group project using Gen-AI tools of their choice. Students were required to disclose their AI usage, but instead of penalizing high AI usage, grading focused on the quality of final outputs and how AI was integrated in improving the comprehensiveness and criticality of their work, not on the extent of usage.

Key findings reveal that strong subject knowledge was essential for effective AI use. Students with higher midterm and final exam scores crafted better prompts, iterated more productively, and produced better quality work. In contrast, students with weaker foundational understanding struggled to engage meaningfully with AI and delivered lower-quality results.

These insights suggest that AI amplifies existing student abilities rather than compensates for gaps in knowledge. Educators should focus less on preventing AI use and more on teaching students to use it effectively and encouraging them to build up a strong foundational knowledge. Prompt engineering—knowing how to ask the right questions—is emerging as a vital skill.

This study offers practical guidance for integrating AI into assignment design. It underscores the need for a pedagogical shift: instead of resisting AI, educators should align curriculum with modern learning habits, using AI as a tool to deepen understanding and improve student outcomes.

Keywords: GenAI; Assignment design; Reflective learning; Prompt engineering; Pedagogical shift

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

VII. Parallel Sessions

15:00 – 15:20   Ji-Hye YOO; Aris LAM; Yuri TAKAKU; Calvin CHENG; May LAU

Topic   Evaluating the Use of Generative AI in Assessing Essay Assignments of Undergraduate Students

Abstract   The integration of artificial intelligence (AI) into educational settings has opened new avenues for enhancing teaching and assessment methodologies. This study explores the application of generative AI, in assessing essay assignments of undergraduate students. Specifically, it evaluates the effectiveness, reliability, and limitations of AI grading compared to traditional human grading. We use a sample of 60 undergraduate essays in ESG (Environmental, Social, and Governance) management subject, each approximately 1,200 words in length for this analysis. These essays are evaluated using tailored generative AI prompts that address key assessment criteria, including content quality, coherence, grammar, and argumentative depth. The same essays are also assessed by a panel of qualified human evaluators using the same assessment rubric. By comparing the AI-generated scores and feedback with those from human assessors, the study identifies discrepancies, highlight potential biases, and analyse the strengths and weaknesses of AI assessment.

Preliminary insights suggest that Generative AI offers notable advantages, such as efficiency, consistency, and scalability. However, the study also anticipates significant limitations, particularly in areas requiring contextual understanding, critical thinking evaluation, and personalized feedback. The study contributes to educators about the practical implications of deploying AI agents in academic assessment and provides recommendations on how to best integrate AI without compromising the depth and integrity of student evaluation. Ultimately, this research adds value to the broader conversation on the responsible and effective use of AI agents in higher education.

Keywords: Generative AI, higher education, AI assessment

VII. Parallel Sessions

15:20 – 15:40   Lok-man Joseph LEE; Shun-mun Helen WONG;
Yan-lam Chammy LAU; Yau-tak Alvin WONG;
Ki-yin Newton SHUM; Pui-yan Kate LAW

Topic   Artificial Intelligence Literacy and Tertiary Student Prospect: A Case Study of Hong Kong

Abstract   Over the 20th century, artificial intelligence (AI) has developed into increasingly sophisticated machines and algorithms that are able to reason and adapt in response to environments and sets of rules that resemble human intellect. The field of artificial intelligence is a young one that has revolutionized contemporary culture. It has started to redefine what students need to know and be able to do to live well and work effectively. The educational system may include AI technology in the curriculum to give students the fundamental information and abilities they will need to meet the demands of an AI-infused future. Since AI technology is an emerging topic, it is important to carefully plan the curriculum to increase students' basic knowledge of the subject and readiness to study or work. The goal of this project is to find out whether AI literacy may achieve Hong Kong's tertiary student readiness, which may lead to intention to join industry or intention to pursue postgraduate study. Teaching and learning about artificial intelligence frequently employ real-world examples that students may relate to or experience daily. Around 150 Hong Kong tertiary students are investigated quantitatively using the partial least squares structural equation modelling whether they are more motivated to study AI and better equipped to make judgments about their educational and professional paths in an AI-infused environment once AI relevance has been established. Students are also examined whether they are prepared and ready for relevant study or employment opportunities if they have higher AI confidence.

Keywords: Artificial intelligence literacy, Tertiary student, Intention to join industry, Intention to pursue postgraduate study

VII. Parallel Sessions

15:40 – 16:00   Jessica DENG; Sylvia LIN; Esther TONG; Maggie MA

Topic   Leveraging hybrid intelligence: How teacher agency influences professional engagement in Human-AI collaborative writing feedback practices

Abstract   Teachers possess unique and irreplaceable qualities that are crucial to education. In the context of enhancing students' writing across the curriculum, it remains an open question what distinctive feedback GenAI and human teachers can each provide and how they can complement each other to enhance students' learning outcomes. This study compares 14 feedback reports from teacher markers who utilised AI-recommended action points to varying degrees with the original AI-generated feedback report of a sample book review, along with data from a focus group interview and 12 reflective journals. It explores how teachers and Generative AI collaboratively construct feedback through an interactive AI-assisted platform tailored for genre-based writing. This study highlights the importance of teacher engagement and teacher agency and in AI-enabled settings. The results reveal the complementary strengths of Generative AI (GenAI) and teachers in feedback practices. GenAI excels in providing comprehensive, detailed feedback on writing issues, while teachers offer crucial contextual understanding and personal connection. Integrating GenAI can save time and enhance learning. However, its effectiveness relies on teachers' critical engagement and familiarity with technology. A balanced approach is essential to maximise benefits and address challenges in AI-assisted feedback. Based on our findings, a theoretical model illustrating teachers' behavioural engagement with GenAI feedback has been derived to evaluate the effectiveness of AI-assisted feedback. This model highlights teachers' engagement with the GenAI feedback based on their ability to recognise its benefits, influenced by their capacity and willingness to perceive and shape these affordances. This research contributes to the ongoing conversation on the future of feedback delivery in an AI-driven world.

Keywords: Human-AI collaborative writing feedback, teacher agency, engagement, genre-based pedagogy, affordance

VII. Parallel Sessions

14:40 – 15:00   Yan-yee Yanny PANG; Wing-yee Aggie CHEI;
Chi-ho Joseph SO; Pui-ling Ada CHAN

Topic   Enhancing Economics Education with Customized Retrieval-Augmented Generation and RLHF:
A Controlled Study on Adaptive Learning

Abstract   As artificial intelligence transforms higher education, the ability to customize instructional content is increasingly vital for equitable, scalable, and effective learning. This research project investigates the integration of localized Retrieval-Augmented Generation (RAG) and Reinforcement Learning from Human Feedback (RLHF) in post-secondary economics education, with a focus on adaptive learning, personalized assessment, and student privacy.

RAG systems combine generative AI with curated knowledge sources, enabling responses that are both context-aware and aligned with institutional curricula. By localizing the RAG framework—drawing from course materials and instructor-specific content—the study assistant can deliver tailored explanations, practice problems, and feedback that reflect the unique pedagogical environment of each institution. Importantly, this localized approach ensures that students are not exposed to public large language models (LLM), thereby safeguarding their data, reducing reliance on external models, and maintaining academic integrity.

To further personalize the learning experience, the study incorporates an RLHF framework. Students will interact with the RAG-based assistant and evaluate its responses based on clarity, helpfulness, and accuracy. These evaluations will serve as reward signals for RLHF. The dual use of RAG and RLHF creates a dynamic feedback loop where both retrieval and generation are continuously refined based on student input. Quantitative instruments will measure learning gains, engagement levels, and perceived utility of the AI assistant across different phases of the study. By combining localized retrieval with adaptive generation, this project aims to establish design principles for deploying RAG-RLHF systems in economics instruction and contribute to the evolving discourse on AI-enhanced pedagogy in higher education.

Keywords: Artificial intelligence; Economics Education; Adaptive Learning

VII. Parallel Sessions

15:00 – 15:20   Junqing GUO; Shaofeng LI
Chi-ho Joseph SO; Pui-ling Ada CHAN

Topic   Measuring AI Literacy for Academic Writing: Scale Development and Validation

Abstract   The use of artificial intelligence (AI) in academic writing areas has raised concerns about academic integrity and writer accountability. However, there are few validated instruments for students, educators and researchers to assess AI literacy, particularly within academic contexts. This study aims to conceptualize, develop and validate a measurement scale for Academic Writing AI literacy. Building on a systematic literature review and relevant seminal works, this study proposed a five-dimension AI literacy framework, including Cognitive (Knowledge and Understanding), Behavioral (Practical Application), Affective (Attitudes and Motivation), Ethical (Responsible Use) and Critical Evaluation (Judgment and Appraisal). Then, a self-reported questionnaire on Academic Writing AI literacy (AWAILS) is developed and validated through exploratory and confirmatory factor analysis involving a large-scale questionnaire survey. The results confirm that the Academic Writing AI Literacy Scale (AWAILS) is a reliable measurement scale for assessing AI literacy in academic writing. The findings also contribute to a pedagogical framework that informs AI-assisted teaching and learning of academic writing.

Keywords: AI literacy, Academic writing, AI literacy questionnaire, Scale development and validation

VII. Parallel Sessions

15:20 – 15:40   Biwei PAN; Winnie ZENG

Topic

Enhancing AI Literacy: Metaphorical Conceptualization of AI in Education

Abstract   Despite the widespread adoption of AI in education, it remains a novel and abstract concept for students and teachers. A significant gap exists between students' frequent use of AI tools and their understanding of these tools. Hornberger et al. (2023) highlight that AI literacy assessments show a need for a more in-depth understanding, as learners' perceptions of AI influence its application in various educational contexts. Metaphors, common in discussions about AI and education, aid comprehension by linking abstract concepts to familiar ideas, playing a crucial role for educators in understanding AI skills. This study examines metaphors in education stakeholders' understanding of AI in media contexts. Drawing on Conceptual Metaphor Theory (Lakoff & Johnson, 1980/2003), we analyzed a 126,196-word corpus of articles from the South China Morning Post on AI in education over the past year (September 2024 to September 2025) to gauge perceptions of AI among educational participants. Using a mixed-methods approach that quantified keyword patterns and qualified textual examples, we found that metaphor source domains, including MACHINE, BUILDING, and LIVING ORGANISM, are prominently featured in press discourse. Journalists and educators often depict AI using MACHINE metaphors (e.g., "tool", "integrate"), framing it as a neutral technology (Gupta et al., 2024). In contrast, some practitioners use LIVING ORGANISM metaphors, attributing human characteristics to AI with terms like "smart" and "grow" to advocate for "embracing." This study bridges the AI literacy gap by offering insights and practical value for guiding policymaking and informing educational practitioners' opinions when deploying AI in educational settings.

Keywords: Conceptual metaphor, Artificial intelligence, AI Literacy, Educational Technology, Media discourse analysis

VII. Parallel Sessions

15:40 – 16:00   Yingying YE

Topic

Enhancing Students' Post-Editing Competence in Translation Education: A comparative study of AI-generated texts and human-centred versions

Abstract

This study aims to explore the integration of Artificial Intelligence (AI)-powered platforms into university-level translation training to enhance students' post-editing competence. As AI adoption expands across disciplines, post-editing skills are increasingly vital for future translators and language professionals. The research provides a preliminary comparative study of three types of translated texts — human-translated versions, AI-generated outputs, and human-post-edited versions—produced by a group of translation majors at a Hong Kong higher institution. Quantitatively, the study evaluates accuracy (e.g., mistranslation, omissions) and fluency (e.g., coherence, lexical choice), while qualitatively, insights are drawn from student reflections on AI's pedagogical utility. Preliminary findings suggest that while AI-generated outputs demonstrate strong lexical sophistication and structural faithfulness, they often lack cultural nuance compared to human-post-edited versions and human-translated versions. Students reported increased awareness of AI's strengths (efficiency, consistency) and limitations (contextual adaptability). Ultimately, the study contributes to pedagogical innovation by improving students' digital literacy and critical evaluation skills, offering practical implications for integrating AI tools in translation education.

Keywords: AI-powered translation, Post-editing competence, Human vs. AI translation

VII. Parallel Sessions

14:40 – 15:00   Macy WONG; Pat CHAN

Topic

Tri-Modal Hybrid Learning: Does it drive student engagement and performance in business education?

Abstract

Post-COVID has witnessed significant shifts in the educational landscape, particularly in teaching and learning, through the adoption of hybrid learning environments. This learning approach combines traditional face-to-face classWK-methods with online digital platforms. Indeed, these changing educational environments can be regarded as smart learning environments (SLEs). They benefit from using advanced technologies, offering flexibility and accessibility to both students and educators. Given the preferences of students to choose hybrid learning and recognising that this modality is inevitable in higher education institutions (HEIs) in Hong Kong and globally, adding the urgency to boost engagement to increase student retention and success. The present study aims to design a tri-modal hybrid learning environment and investigate how it drives students' emotional, behavioural and cognitive engagements in HEIs' classes in Hong Kong and, ultimately, student performance. The building blocks of this tri-modal hybrid learning environment consist of (a) technologies, (2) content, and (3) assessments. To date, there is little research into the application of hybrid learning in the Hong Kong context, where student engagement is a rather challenging pedagogical issue.

This study employs a mixed-method approach to explore the impact of the tri-modal hybrid learning environment in business education in the Hong Kong context. Given the nature of the research objectives, qualitative and quantitative data provide a holistic understanding of the factors influencing student engagement and performance. The integration of qualitative insights from academic staff interviews and quantitative data from the student questionnaires allows for a comprehensive analysis of hybrid learning environments in Hong Kong's business education.

Keywords: Hybrid learning, student engagement, student performance, higher education institutions, education technologies

VII. Parallel Sessions

15:00 – 15:20   Nga-kwan Emily LUI; Fong-ching Franco WONG;
Chor-kun Kelson TSUI

Topic

Implementing SPOC in a Blended Learning Environment: Tips and Implications

Abstract

With the goal of investigating students' perceptions and achievements of SPOC in a blended learning environment, the current quasi-experimental study involves post-secondary students studying compulsory English subjects under blended learning environment to either be involved in SPOC with related self-learning activities or be taught with direct teaching. Results of the study indicate that introducing SPOC in a blended learning environment enables higher learning achievement. At the same time, the study reveals that the feeling of isolation may be resulted from SPOC in blended learning environment, yet students from both learning conditions may have comparable perceptions about the use of technology in learning environment. Implications of the study on implementing SPOC in general, and tips of implementing SPOC in a blended learning environment in particular, will be discussed as pedagogical applications to the post-secondary education context in Hong Kong.

Keywords: SPOC, blended learning, student achievements, pedagogy, technology

VII. Parallel Sessions

15:20 – 15:40   Jingyao SHI; Wei HAN; Chenrui MIAO

Topic

Exploring In-Service Chinese as a Second Language Teachers' Cognition in Teaching Intercultural Communicative Competence

Abstract

The cultivation of intercultural communicative competence (ICC) has become an increasingly important objective in language education. The rapid global development of Chinese as a second language (CSL) education has highlighted a lack of research into how in-service CSL teachers perceive ICC teaching. Based on in-depth interviews, this study investigated eight in-service CSL teachers' cognition, specifically their teaching knowledge and teaching objectives regarding ICC teaching in CSL classrooms at universities in Tianjin, China. The findings revealed that although participants realized the significance of teaching ICC in CSL education, their understanding of ICC tended to conceptualize culture as static and ambiguous. Moreover, the CSL teachers' objectives in teaching ICC were found to be more oriented toward fostering attitudes, knowledge and comprehension than skills. These findings provide empirical evidence of CSL teachers' cognition in teaching ICC, diverging from existing research and contributing to a more nuanced understanding of ICC teaching in the CSL context.

Keywords: Chinese as a second language, in-service teachers, teacher cognition, intercultural communicative competence

VII. Parallel Sessions

15:40 – 16:00   Cuiwei ZOU

Topic

Generative AI Scaffold Intensity in L2 Writing: Effects on Feedback Uptake and Learner Agency

Abstract

Generative AI is becoming more prevalent in L2 writing; however, theoretical frameworks connecting AI aid to feedback utilization and learner autonomy are inadequately developed throughout various tasks and temporal scales. This study will address the gap by creating a comprehensive analysis of the impact of AI-mediated scaffolding on learners' adoption, modification, or rejection during revision, as well as the evolution of their sense of authorship, self-efficacy, and critical AI literacy. Two research questions guide this study: What patterns of feedback uptake do students show for surface-level compared to higher-order AI feedback, and how do these patterns evolve across writing cycles? How does engagement with generative AI influence learners' agency throughout various writing cycles? An eight-week quasi-experimental design with 90 sophomore non-English majors in experimental or control groups is planned. Coded revision logs, agency scales, reflection journals, semi-structured interviews, and rubric-based quality assessments are included. Analyses include chi-square tests and logistic regression for uptake, multilevel growth-curve modeling of agency trajectories, structural equation modeling to examine if uptake mediates impacts on writing quality with agency moderating this relationship, and reflective thematic analysis. We expect an initial increase in surface-level uptake, followed by a shift toward higher-order engagement as evaluative competence and agency develop during writing cycles. While uncritical dependence reduces ownership, reflective AI use improves metacognitive monitoring. The study provides practical suggestions and thoughtful procedures for adjusting AI scaffolding to learners' skill level and task stage, which enhances learning while preserving authorial ownership.

Keywords: Generative AI; Scaffold Intensity; Second Language Writing; Feedback Uptake; Learner Agency

VII. Parallel Sessions

14:40 – 15:00   Choi-fung Angela TAM

Topic

A Design Framework for Augmented Intelligent Reality (AIR) Systems in Language Learning

Abstract

This paper presents a comprehensive design framework for Augmented Intelligent Reality (AIR) systems, which uniquely integrates augmented reality (AR) and generative artificial intelligence (AI) to facilitate immersive and personalised language learning experiences. The framework is grounded in established learning theories, including Constructivism, Self-Regulated Learning, Situated Learning, Cognitive Load Theory, and Social Constructivism, providing a solid theoretical foundation for its application. The AIR framework is designed to guide the development of interactive AR scenarios that AI-driven conversational agents complement. These agents serve as intelligent companions, engaging learners in meaningful dialogues and providing real-time feedback, essential for language acquisition. By fostering an environment where learners can practice language skills in contextualised settings, the framework emphasises the importance of learner engagement through various methods, such as personalised feedback, collaborative activities, and strategies to enhance motivation. The paper further discusses how each theoretical component is operationalised within system features, offering concrete examples of how pedagogical principles translate into practical design elements. Additionally, it proposes directions for future empirical validation, emphasising the need for research to assess the effectiveness of the AIR framework in real-world educational settings. This validation will help refine the framework and ensure its alignment with contemporary language learning needs, ultimately contributing to developing scalable, engaging, and effective AI-enhanced language learning environments.

Keywords: Augmented reality, artificial intelligence, learning theories, language learning

VII. Parallel Sessions

15:00 – 15:20   **Hong-ting Joyce YEUNG; Kangtuo Cara LI; Chau-yee WONG**

Topic

Integrating AI into Applied Learning Chinese: A Case Study of the "Chinese in Business Service" Curriculum for Non-Chinese-Speaking Secondary Students in Hong Kong

Abstract

This study investigates the "Chinese in Business Service" curriculum, one of the Applied Learning Chinese Courses offered by the Education Bureau in Hong Kong for non-Chinese-speaking students. Originally designed to support industries such as tourism, hospitality, retail, and logistics, the curriculum has gradually expanded to public relations, social services, and public administration in recent years. It has also kept pace by including the elements of artificial intelligence. This inquiry examines how this evolving curriculum equips local secondary school learners with workplace-relevant Chinese language knowledge and skills, particularly within an educational landscape increasingly shaped by artificial intelligence. Special attention is given to the current transitional phase, marked by the rise of interactive and technology-enhanced learning approaches.

As the course now seeks to integrate scenario-based learning with emerging technologies, including AI-powered training and translation platforms, it aims to enrich both language acquisition and vocational preparedness. This work explores how the curriculum facilitates Chinese language proficiency, intercultural awareness, and workplace readiness among non-Chinese-speaking students.

Ultimately, the study contributes to broader discussions on language education, empathetic pedagogical approaches, and curriculum innovation in the AI era. It offers initial insights into how language education can be reimagined to meet the evolving needs of multicultural learners in a digitally transformed society.

Keywords: Applied Learning Chinese, Cantonese, Business Service, Non-Chinese Speaking Students, Artificial Intelligence

VII. Parallel Sessions

15:20 – 15:40   Franco WONG; Emily LUI; Noble Lo; Cindy LEUNG; Zoe CHAN

Topic

From Diagnosis to Action: Human-centered AI for Equitable English Support at Scale

Abstract

This presentation introduces SELA, an AI-assisted, self-diagnostic English assessment embedded in the institutional learning management system. SELA provides a concise snapshot of strengths across reading, listening, speaking, grammar, and vocabulary in a single 60-to-90-minute sitting. Instructors view cohort and class summaries that reveal common needs and inform timely scaffolds such as micro lessons and discipline-specific language support without extra marking. SELA is designed around educational values that elevate learning rather than scoring, strengthening assessment for learning by turning diagnostic evidence into revision tasks, reflection prompts, and goal setting. Equity is supported through accessible delivery, clear criteria, and culturally responsive task contexts. It builds student agency through progress tracking and suggested study pathways and empowers teachers with routines for integrating insights into lesson planning and program review. Participants will leave with adaptable workflows, sample feedback language students can act on, classWK-integration ideas that connect results to revision cycles and peer review, and communication templates that build trust and transparency about the role of AI. The session aligns with the conference theme by showing how technology, equity, and human-centred innovation transform feedback, reduce friction for educators, and broaden access to effective language support.

Keywords: Assessment for learning; Feedback literacy; Human-centered AI; Equity and inclusion; English language diagnostics

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

VII. Parallel Sessions

15:40 – 16:00   Xiaohang LUO; Yingqi WANG

Topic   Cultivating the Critical AI Literacy of EFL Readers in the Context of AI-Assisted Reading

Abstract   The rapid integration of Generative AI (GenAI) in higher education has been reshaping the academic reading practices of university students, particularly in the context of English as a Foreign Language (EFL). Comprehension of academic texts is recognized as one of the most essential skills for EFL learners. Reading activities play a role in activating their working memory and reasoning capabilities, which are considered to be essential foundations for comprehension and critical thinking. Existing research on AI-assisted reading remains insufficient, especially lacking the exploration of EFL readers' critical AI literacy (CAIL). This study aims to investigate the behavioural patterns of 46 HKU EFL students during AI-assisted reading. Data were collected through open-ended questionnaires and semi-structured interviews. We applied thematic analysis to identify EFL readers' key behaviors and core dimensions of CAIL. Findings reveal that students exhibit multi-layered critical engagement with GenAI, including filtering, comparing, and reflecting on AI-generated content. This demonstrates EFL readers' characteristics in GenAI usage, such as technological understanding, strategic application, critical thinking, and ethical judgment. Based on these findings, we construct a CAIL model in the context of AI-assisted reading to reveal the dynamic mechanisms of CAIL in academic reading comprehension. This study expands the application boundaries of AI literacy frameworks in second language learning, providing actionable theoretical and practical pathways for AI-assisted reading instruction, particularly in cultivating students' critical reading skills and strategic AI usage.

Keywords: Artificial intelligence, Academic reading, AI-Assisted Reading, Critical GenAI Literacy, Higher education

VII. Parallel Sessions

14:40 – 15:00   Zheyu CHEN

Topic

The Impact of Short-term Chinese Language Programmes in China on the Phonetic Ability of Non-language Major Learners

Abstract

This study investigates the impact of a 21-day intensive Chinese oral training program on the phonetic development of beginner-level non-Chinese majors, using Rapid Spoken Chinese as the main teaching material. Based on the CAF (Complexity, Accuracy, and Fluency) analytical framework, corpus annotation reveals that learners, having been exposed to a limited range of input, demonstrated relatively high accuracy but limited improvement in linguistic complexity. Phonological assimilation and tone sandhi were still noticeably influenced by first language transfer. Questionnaire and interview data further indicate that for non-native learners of Chinese, future teaching research should incorporate technology-assisted pronunciation feedback. Participants also expressed a preference for learning environments beyond the traditional classWK-and for materials derived from authentic communicative contexts. The study proposes a hybrid pedagogical model that integrates "classWK-instruction, mobile-based practice, and phonetic diagnostics supported by data-driven analysis." Such an approach aims to enhance individual learning efficiency through targeted micro-skill training and offers a replicable framework for short-term Chinese language education programs in China.

Keywords: Short-term Chinese Program; Non-language Majors; Phonetic Competence; Second Language Acquisition; AI-assisted Teaching

VII. Parallel Sessions

15:40 – 16:00   Pengyun CHANG; Qiyang MO

Topic

Concept Maps-Scaffolded Dynamic Development of EFL Learners' EAP Genre Knowledge

Abstract

Guided by scaffolding theory, this study adopts a mixed-methods approach to investigate the effectiveness of concept maps in facilitating the dynamic development of English as a Foreign Language (EFL) learners' English for Academic Purposes (EAP) genre knowledge. Quantitative data included 84 concept maps and six rounds of EAP genre knowledge questionnaires from 36 EFL learners, analysed using Individual Growth Curve Modelling (IGCM). Qualitative data were collected through six rounds of focus group interviews and analysed through thematic analysis. The findings reveal that: (1) Assisted by concept maps, EFL learners EAP genre knowledge developed dynamically and demonstrated significant progress over time; (2) Significant differences were found in both dispersion at the initial stage and rates of change across different dimensions of EAP genre knowledge. Process knowledge exhibited the greatest variability and the most substantial growth; (3) Concept maps played an important role in enhancing learners' classWK-engagement, stimulating learning motivation, and fostering learner autonomy, thereby exerting a notable positive impact on the development of EAP genre knowledge. This study offers both theoretical insights and practical implications for EAP writing instruction.

Keywords: EAP writing; genre knowledge; concept map; individual growth curve modelling (IGCM)

VII. Parallel Sessions

15:20 – 15:40   Tong YANG

Topic

Exploring Multimodal Literacy in Productive Skills: Chinese EFL University Teachers' Perceptions and Practices in the Age of AI

Abstract

In recent years, the integration of multimodal literacy into English language education has become increasingly vital, especially in teaching productive skills such as speaking and writing. Drawing on the multiliteracies framework (New London Group, 1996), this qualitative study explores how Chinese EFL university teachers perceive and apply multimodal literacy in their classWK-practices in the age of artificial intelligence (AI). Data were collected from semi-structured interviews, teaching materials, and students' multimodal artifacts involving ten EFL teachers from both universities and vocational colleges across different provinces in China. Thematic analysis using NVivo 15 was conducted with an inductive–deductive approach. Findings reveal that teachers integrate multimodal resources primarily to enhance students' engagement and learning outcomes. They employ AI-assisted scaffolding and multimodal tasks to support students' speaking and writing development and to cultivate critical viewing and representational abilities. However, teachers also identified challenges, including insufficient assessment standards, limited training in multimodal pedagogy, and unequal access among low-achieving students. The study highlights the need to strengthen teachers' own multimodal literacy, particularly their capacity to design and assess multimodal tasks. It also calls for more equitable and AI-informed pedagogical frameworks that promote educational justice in the development of students' productive skills.

Keywords: Multimodal literacy; multiliteracies; productive skills; AI-assisted pedagogy; teachers' perceptions; educational justice

VII. Parallel Sessions

14:40 – 15:00   Mian HUANG

Topic

A Study on the Application of the Human-AI Collaborative Model in Bilingual Teaching of Endangered Languages: The Case of the Gelao Language

Abstract

The Gelao language, an endangered language spoken by the Gelao people in China, is facing a critical threat of extinction. To explore new pathways for its revitalization and acquisition, this study proposes and investigates the effectiveness of a "Human-AI Collaborative" model in the context of Gelao-Chinese bilingual teaching.

The core of this model lies in a deliberate and complementary division of roles between AI and human instructors. The AI tutor is designed to handle repetitive, computational, and data-driven tasks. This includes providing personalized pronunciation training with instant feedback via speech recognition, drilling vocabulary and basic grammar through adaptive exercises, and offering tireless conversational practice. Leveraging personalized recommendation algorithms and learning analytics, the AI tailors the learning path for each student to ensure efficient mastery of foundational knowledge. Conversely, the human teacher focuses on aspects requiring cultural depth, emotional intelligence, and complex pedagogical intervention. Their role encompasses explaining the rich cultural nuances, folklore, and social contexts embedded in the language; providing motivational support and fostering a positive learning environment; and addressing sophisticated student queries that transcend the AI's programmed capabilities.

A controlled teaching experiment was conducted to evaluate the model's efficacy. Participants were divided into an experimental group, which learned using the Human-AI Collaborative model, and a control group, which followed conventional teaching methods. Quantitative results indicated that the experimental group demonstrated statistically significant superior improvement in vocabulary acquisition, pronunciation accuracy, and oral fluency compared to the control group. Qualitative findings revealed that students found the model highly engaging and appreciated the immediate feedback, while teachers reported that it allowed them to dedicate more time to deep, interactive, and culturally rich instruction.

VII. Parallel Sessions

In conclusion, the Human-AI Collaborative model presents a viable and effective strategy for the bilingual teaching of the Gelao language. It successfully synergizes the scalability and personalization of AI with the irreplaceable cultural and empathetic expertise of human teachers. This study not only offers a practical framework for Gelao language education but also serves as a valuable reference for the preservation and teaching of other endangered languages globally. Future work will focus on refining the AI's capabilities in processing Gelao's complex tonal system and expanding the model's application within community-based learning environments.

Keywords: Human-AI Collaboration; Gelao Language; Endangered Language Revitalization; Bilingual Teaching; Intelligent Tutoring System

VII. Parallel Sessions

Afternoon Sessions
Session 12: AI and Edtech at various educational levels
WK-S715 (Session Chair: Mr Noble LO)

15:20 – 15:40   Xilin GUO

Topic

Challenges and Values of GenAI Tools in History Education: A Preliminary Sharing

Abstract

It has become widely acknowledged that Generative AI tools are drastically transforming the landscape of education, and history education is no exception. However, compared with other disciplines, historical teachers have been particularly cautious in integrating GenAI into their classrooms, mostly due to concerns over historical accuracy and academic integrity. This preliminary research draws on the author's experience and classWK-observations of using popular GenAI tools, notably ChatGPT and DeepSeek, in teaching history subjects at a self-financed tertiary institution in Hong Kong. It suggests that GenAI tools do present discipline-specific challenges for history education, notably the reliability of AI-generated historical content and the risk of diminishing students' critical analysis skills. However, it also highlights the pedagogical values of GenAI, especially in helping students with limited historical knowledge in digesting content and developing research ideas.

Keywords: GenAI in education, history teaching and learning, pedagogical innovation

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

VII. Parallel Sessions

15:00 – 15:20   Andrew Tsz Wan HUNG

Topic   Cultivation of Techno-moral Virtues in the Age of AI

Abstract   This presentation examines Shannon Vallor's argument of cultivating technomoral virtues amid the growing influence of AI technologies. Shannon Vallor, in her book, The AI Mirror: How to Reclaim Our Humanity in an Age of Machine Thinking (2024), conceptualizes AI systems as mirrors reflecting human intelligence, biases, and values, emphasizing that these systems are not morally neutral but embody the moral perspectives of their creators, often a narrow segment of humanity. This mirror effect amplifies both our strengths and shortcomings, presenting ethical challenges and opportunities that demand a reorientation of our moral character.

Vallor explores the critical role of technomoral virtues—specific ethical traits and capacities necessary for navigating the complex, fast-evolving technosocial environment shaped by AI technologies. Vallor argues that addressing the ethical dilemmas posed by AI requires cultivating technomoral wisdom and expertise to guide responsible design, development, and deployment of AI systems. Rather than succumbing to polarized debates that either fear AI or idealise it as a saviour, Vallor offers a balanced perspective that sees AI as a tool for self-understanding and societal progress. Emphasis is placed on developing new ethical frameworks that move beyond efficiency and production toward promoting social justice, inclusivity, and human flourishing.

Drawing from virtue ethics, this approach advocates for heightened awareness and intentional cultivation of traits such as empathy, humility, critical reflection, and responsibility among AI developers, users, and policymakers. These virtues enable individuals and societies to respond wisely to AI's amplified reflections of human values, mitigate harms, and harness AI to create a better future. For Vallor, cultivating technomoral virtues emerges as indispensable to reclaiming humanity in the age of AI.

Keywords: Shannon Vallor; Technomoral Virtues; Artificial Intelligence; Virtue Ethics

VII. Parallel Sessions

15:40 – 16:00   Annetta DOLOWITZ; Noble LO; Crisianee BERRY

Topic

Voices Across Borders: Navigating GenAI's Impact in Learning and Work with a Global Community of Practice

Abstract

As Generative AI (GenAI) rapidly reshapes education and workforce landscapes, critical and inclusive dialogue is essential to ensure ethical, sustainable, and socially responsive integration. This panel shares insights from an international Community of Practice (CoP) formed to explore GenAI's evolving impact across diverse global contexts. Over the past year, members from academia and industry have engaged in cross-cultural conversations on governance shifts, app development, algorithmic changes, and the challenges of fostering ethical and critical thinking in GenAI use.

Rather than reviewing literature, this session highlights lived experiences and emerging practices from regions including the EU, Southeast Asia, and the Global South. Panellists will discuss how GenAI is being addressed in their respective countries, the changes observed over time, and the implications for professional education and workforce transformation. Key themes include automation, instructional redesign, regulatory adaptation, and the emotional and ethical tensions emerging in leadership and organizational culture.

By centring diverse voices and surfacing underrepresented perspectives, this session offers a grounded, global view of GenAI's systemic impact. Attendees will gain practical insights and frameworks for building inclusive, reflexive, and resilient approaches to GenAI in professional contexts.

Keywords: International, Collaboration, Support, Best Practices

VIII. Roundtables & Colloquium

Roundtable 1: Forging the Future: Building a Research-Academic-Industry Ecology in Education
WK-N203

6 JAN
11:00-12:40

**Convenors: Edward WEN,
Prof. HAN Yawen (Southeast University),
& Sonny XIAO Lingdong (Beijing Institute of Technology)**

Brief Description

This roundtable is dedicated to forging a vibrant Research-Academic-Industry ecology that translates cutting-edge advancements in AI and Pedagogical Technology into equitable, human-centered educational impact.

We convene academic leaders and researchers from PolyU CPCE, HKUST, HKBU, Southeast University, with industry pioneers from Amazon, Tencent, XuetangX, NewClass, Sangfor Technologies, HK Learning in Tech to move beyond discussion. Our goal is to establish strategic alliances/partnerships and actionable frameworks for joint curriculum development and applied research that cultivate the problem-solving skills essential for the future workforce.

Key Discussion Points

- How can universities and companies work together to create new AI-assisted courses and textbooks?
- What does a successful partnership look like for building the online classrooms of the future?
- What specific skills do graduates need for the future, and how can we build training for them now?
- How do we make sure these new AI tools and courses are fair, ethical, and accessible to everyone?
- What support is needed to make these partnerships last beyond a single project?

Academic Participant List from Universities & Research Institutes

- The Hong Kong Polytechnic University-CPCE: Dr. Esther Tong
- The Hong Kong University of Science and Technology: Dr. Nick Wong
- The Hong Kong Baptist University: Dr. Mable Chan, Dr. Simon Wang
- Beijing Institute of Technology: Dr. Xiao Lingdong
- Beijing University of Technology: Prof. Chen Hao
- Chongqing University: Prof. Li Xiaohui

VIII. Roundtables & Colloquium

- Chongqing Normal University: Prof. Huang Mian
- Hefei University of Technology: Prof. Tang Jun, Assoc. Prof. Li Kangxi, Assoc. Prof. Fang Yuanyuan, Assoc. Prof. Pan Chenxi
- Hunan University: Prof. Zeng Tao, Ms. Wang Wanting, Ms. Rao Xiafei,
- Jiangxi Normal University: Prof. Xie Zhilong, Prof. Hu Xinjian, Prof. Liu Chunyan
- Nanjing University: Prof. Huang Yan, Prof. Ma Dongmei, Assoc. Prof. Gu Luwen
- Nanhua University: Prof. Liu Bin
- Ningbo University: Prof. Lei Jun, Assoc. Prof. Huang Dawang, Ms. Bie Wei
- Northwest Minzu University: Assoc. Prof. Tang Linlin
- Southeast University: Prof. Han Yawen, Prof. Zhou Tongquan
- University of Chinese Academy of Sciences: Assoc. Prof. Cui Yaqiong, Assoc. Prof. Liu Yunlong
- Guangdong Higher Education Association: Ms. Zhang Xiaoyan

Industry Participant List from Educational Technology & AI Companies

- Beijing NewClass Digital Technology: Mr Dong Liang (General Manager)
- Amazon Web Service (AWS): Ms. Yau Yau (Territory Business Development Manager), Mr Mark Mok (Business Development Representative)
- Tencent: Ms. Wang Yijun (Senior AI Public Relations Manager)
- Hong Kong Learning in Tech Co.: Mr Tian Haobo (Founder & CEO)
- XuetangX (Tsinghua University): Mr Pan Shoudong (Vice President)
- Sangfor Technologies Inc.: Mr Zhang Tao (Vice President)

VIII. Roundtables & Colloquium

Roundtable 2: Navigating AI and Scholarly Publishing: A Dialogue with Editors
WK-N203

6 JAN
14:40 – 16:30

Convenors: Edward WEN & Eric CHEUNG

Brief Description

Generative AI is reshaping the landscape of academic research and publishing, presenting both unprecedented opportunities and complex new questions. This invited roundtable, "Navigating AI and Scholarly Publishing: A Dialogue with Editors," offers a timely and critical platform for scholars.

We are honoured to host editors from a suite of leading international journals in applied linguistics, educational technology, and language education (including multiple Q1 SCOPUS/SSCI-indexed titles). This session is designed as an open dialogue, providing you with a unique opportunity to gain firsthand insights into the future of academic publishing in the AI era.

Join us to engage in a frank conversation about the strategies, challenges, and ethical considerations of publishing cutting-edge research today.

Key Discussion Points

- Publishing in the AI Era: What are the expectations and criteria for research that utilizes or investigates AI?
- Transparency and Ethics: How should authors disclose the use of AI tools in their research and writing process?
- Future-Proofing Your Research: What are the emerging trends and hot topics that editors are looking for?
- Navigating the Process: Practical advice on responding to reviewer comments and increasing the impact of your submissions.

Journal Editors Participant List

- Prof. Ricky Chan (PolyU CPCE) – Associate Editor, Business Ethics, the Environment, and Responsibility (Wiley, SSCI/Scopus Q1)
- Prof. Glenn Stockwell (The Education University of Hong Kong) – Editor-in-Chief, Computer Assisted Language Learning (Taylor & Francis, SSCI); Editor-in-Chief, Australian Journal of Applied Linguistics (Castledown, Scopus Q2); Series Editor, Elements in Technology in Second Language Education (Cambridge University Press)

VIII. Roundtables & Colloquium

Roundtable 2: Navigating AI and Scholarly Publishing: A Dialogue with Editors
WK-N203

- Prof. Shaofeng Li (The Hong Kong Polytechnic University) — Editor-in-Chief, Research Methods in Applied Linguistics (Elsevier, ESCI/Scopus Q1); Editor-in-Chief, Digital Studies in Language and Literature (De Gruyter Brill)
- Prof. Chen Xinren (Nanjing University) — Founding Editor, East Asian Pragmatics (ESCI/Scopus Q1); Associate Editor, Pragmatics (SSCI/Scopus Q1)
- Dr. Mark Feng Teng (Macao Polytechnic University) — Editor-in-Chief, International Journal of TESOL Studies (Scopus Q1); Editor-in-Chief, Digital Applied Linguistics (Castledown); Co-Editor, Asian Journal of English Language Teaching (CUHK); Co-Editor, Reading in a Foreign Language (ESCI/Scopus Q1)
- Dr. Junjie Gavin Wu (Macao Polytechnic University) — Executive Editor, SN Social Sciences (Springer, Scopus Q2); Executive Associate Editor, Computers & Education: X Reality (Elsevier, Scopus Q1); Executive Associate Editor, Artificial Intelligence in Language Education (Castledown); Editor-in-Chief, Applied Language Sciences (Founded in 2026); Co-Editor, Digital Applied Linguistics (Routledge Book Series, with Mark Feng Teng)
- Dr. Benjamin Moorhouse (The City University of Hong Kong), Co-Editor, European Journal of Teacher Education (SSCI/Scopus Q1)
- Dr. Wang Wen Feng Clarence (The University of Hong Kong) — Editor-in-Chief, Asian Journal of Applied Linguistics (AJAL)
- Prof. Lisa Xu Xiaoshu (Wenzhou University / Macao Polytechnic University) — Editor-in-Chief, Journal of Educational Technology and Innovation (JETI)
- Prof. Dechao Li/Dr. Liu Kanglong (The Hong Kong Polytechnic University) — Chief Editor/Associate Editor, Translation Quarterly, Springer Book Series)
- Dr. Edward Wen (PolyU CPCE) — Editor-in-Chief, Individual Differences in Language Education (IDLE); Associate Editor, Language Teaching Research Quarterly (Scopus Q2)

VIII. Roundtables & Colloquium

Colloquium: Multiparty Co-learning and Transdisciplinary Innovation in AI-Enabled Language Education: The GAVIS Project
WK-N1305

5 JAN
13:40 – 15:10

Guest Chair: Nick WONG

Brief Description

This colloquium presents the transdisciplinary collaborative journey of developing the Global Englishes AI-assisted Virtual Reality Interactive System (GAVIS), a QEF eLAFP-funded EdTech project addressing critical challenges in Hong Kong's high-stakes English speaking assessment (HKDSE Paper 4). Through three interconnected presentations, we document how multiparty co-learning among experienced teachers, educational technologists, and applied linguists drove innovation across technical, pedagogical, and theoretical dimensions.

It contributes conceptual, methodological, and practical insights for researchers, educators, and technologists developing AI-enabled assessment tools, demonstrating that sustainable innovation requires progressive collaboration stages enabled by shared vulnerability, reciprocal knowledge exchange, and problem-focused thinking that transcends disciplinary boundaries.

Keywords: Transdisciplinary collaboration, multiparty co-learning, critical AI literacy, automated speaking assessment, virtual reality, high-stakes examination, HKDSE, educational technology

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Presentation 1

Fluidity and Transpositioning in the researcher-practitioner partnership - The development of GELT-informed learning and assessment materials

Roy CHAN, Marymount University
Nick WONG, Hong Kong University of Science and Technology

This talk outlines a collaborative research project established via a researcher-practitioner partnership (RPP) within a Global Englishes (GE) theoretical framework. While the ethnographic case study was used to examine the effectiveness of a GELT-informed learning and assessment materials (with the use of AI-generated avatars) embedded within a self-directed speaking training app for secondary and tertiary students in Hong Kong, translanguaging and transpositioning were used as the methodological framework

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

VIII. Roundtables & Colloquium

Colloquium: Multiparty Co-learning and Transdisciplinary Innovation in AI-Enabled Language Education: The GAVIS Project
WK-N1305

and analytical tool for understanding research partnership in the current study. The study adopted a qualitative research design, collecting data from 6 school representatives through expert interviews, and via weekly diaries documenting key meeting discussion items in 12 months. In terms of the study findings, this study revealed that AI-generated avatars were considered an effective and positive affordance for students to increase their GE awareness because students in Hong Kong were unlikely to be exposed to a wide range of accents in regular homogenous classrooms. In terms of RPP, this study also demonstrated how researcher and teacher were two fluid identities and these identities could sometimes co-exist and some other times contradictory. Distinctive transpositioning happened depending on the decisions made in the different stages of the project by each member but an agreement was reached when our translanguaging spaces were congruent, meaning that the common goals were aligned. These include discussions in planning and implementing theoretical and pedagogical frameworks into the curriculum design. This study highlights the practical challenges and solutions of our research partnership and contributes to the partnership research in understanding the fluidity in teacher-researcher identities.

About the speakers

Roy CHAN is an adjunct professor at Marymount University. He holds a Ph.D. in Applied English Linguistics from the Chinese University of Hong Kong. His recent journal articles appeared in *English World-Wide, Journal of Multilingual and Multicultural Development,* and *Journal of Universal Language.* His research focuses on language attitudes, pronunciation teaching, and teacher education.

Nick WONG is an experienced practitioner in English for Specific Purposes (ESP) and an applied linguist specializing in translanguaging and multilingualism. Currently, he is the principal investigator of an EdB eLAFP project, developing an AI-assisted virtual reality English-speaking program for secondary students (HK$30,365,700.00). He has received multiple teaching awards, including the SHSS Teaching Award and the CLE Teaching Award at HKUST. He is also a Senior Fellow of the Higher Education Academy (SFHEA) and a Fellow of the Lancaster University China Centre.

VIII. Roundtables & Colloquium

Colloquium: Multiparty Co-learning and Transdisciplinary Innovation in AI-Enabled Language Education: The GAVIS Project
WK-N1305

Presentation 2

Designing a VR System for Secondary School English Speaking Practice with LLM-Driven Conversational Agents and AI Feedback

Kento SHIGYO

In Hong Kong secondary schools, students often have few chances to practice English speaking in immersive or authentic group discussion settings, such as those required for the HKDSE English Speaking Exam (Part A). ClassWK-limitations—including time constraints, uneven participation, and the difficulty of recreating realistic discussion scenarios—make it challenging to provide effective speaking practice and individualized feedback.

This talk introduces the design and development of a virtual reality system created as part of the GAVIS project to support English speaking practice for secondary school students. Working with a multidisciplinary team, we integrated pedagogical insights with technical innovations such as large language model–driven conversational agents and AI-based speech feedback. The system enables students to engage in dynamic, interactive group discussion scenarios—such as those in the HKDSE English Speaking Exam (Part A)—within an immersive VR environment.

To ensure the system's usability and pedagogical effectiveness, we conducted iterative user studies with students and teachers, gathering feedback that informed continuous refinement of system features, interaction design, and in-VR learning scenarios.

The talk will include a live demonstration showing how a student can practice participating in a group discussion using the VR system. We will also share key lessons learned throughout the project, offering practical insights for researchers, educators, and developers interested in applying VR and AI technologies to language learning.

About the speaker

Kento SHIGYO is currently a Postdoctoral Fellow in the Department of Computer Science and Engineering at the Hong Kong University of Science and Technology (HKUST), working under the supervision of Prof. Huamin Qu. He is the team leader of VR Development Team in GAVIS QEF Project. His research interests lie at the intersection of Data Visualization, Human-Computer Interaction and immersive technology for education as well as a medical domain. One of his publications at ACM Multimedia received the Best Paper Honourable Mention Award.

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

VIII. Roundtables & Colloquium

Colloquium: Multiparty Co-learning and Transdisciplinary
Innovation in AI-Enabled Language Education: The GAVIS Project
WK-N1305

Presentation 3

Bridging Pedagogy and Engineering: Developing a Unified, Resource-Efficient AI Framework for Multimodal Language Assessment

Sicheng SONG

Developing an AI assessment engine for group discussions (HKDSE Paper 4) presents a unique engineering paradox: while pedagogical validity requires sophisticated multimodal analysis, real-world deployment is strictly bound by data scarcity, sample imbalance, and infrastructure limitations. This presentation details the AI model architecture of the GAVIS project, demonstrating how we navigated these constraints to build a resilient, scalable system.

To resolve these, we engineered a solution across three core dimensions:

1. Tiered Verbal Analysis Pipeline: Rather than relying solely on black-box models, we architected a layered scoring engine. We utilize SpeechAce as the foundational layer for acoustic benchmarking. These raw metrics are processed through Machine Learning (ML) regressors to perform precise score transformation and mapping to HKDSE sub-scores. Finally, we integrate a Large Language Model (LLM) layer for semantic fine-tuning, specifically to evaluate high-level context-sensitive criteria like "Ideas & Organization" which simpler models cannot capture.

2. Dual-Stream Non-Verbal Alignment: To support cross-platform consistency, we developed two parallel detection pipelines. For the VR environment, we extract skeletal data directly from headset sensors and controllers; for mobile/web users, we leverage TensorFlow.js (TFJS) for real-time, client-side pose detection via standard webcams. A critical engineering achievement is our data alignment protocol, which normalizes these heterogeneous inputs (VR telemetry vs. 2D camera coordinates) into a unified vector space, enabling consistent skeletal analysis across devices.

3. AI Speaking Lab & Diarization: To extend assessment to offline, multi-party interactions, we designed the AI Speaking Lab, which captures group dynamics using distributed camera arrays. A unique technical challenge in this physical setting is acoustic overlap. We addressed this by integrating an automated Speaker Diarization pipeline, which accurately segments and attributes audio streams to

VIII. Roundtables & Colloquium

individual speakers among co-located peers, ensuring precise individual assessment within the group context.

About the speaker

Sicheng SONG is currently a Postdoctoral Fellow in the Department of Computer Science and Engineering at the Hong Kong University of Science and Technology (HKUST), working under the supervision of Prof. Huamin Qu. He is the team leader of AI Development Team in GAVIS QEF Project. He received his Ph.D. from East China Normal University, supervised by Prof. Changbo Wang and Prof. Chenhui Li. His research interests lie at the intersection of visualization and artificial intelligence, with a focus on AI-for-VIS, Human-Computer Interaction, and AI-driven educational technologies. He has published

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Panel Discussion

Multiparty Co-Learning in Action: Past Challenges, Present Implementation, and Future Directions

Nick WONG; Kento SHIGYO; Sicheng SONG; Roy CHAN; Jimmy TSE; Jason LO

Developing AI-enabled EdTech tools requires more than technical innovation or pedagogical expertise in isolation. This presentation examines how critical AI literacy emerges through a deliberate journey of unlearning, multiparty co-learning, and transdisciplinary collaboration. Rather than viewing AI literacy as individual competency, we demonstrate that it develops relationally—through the willingness of experienced teachers, technologists, and researchers to challenge disciplinary assumptions, question AI's affordances and limitations, and co-construct shared understanding across boundaries.

This panel embodies the multiparty co-learning framework that enabled GAVIS development—positioning practitioners, technologists, and researchers not as separate experts presenting findings, but as co-learners engaging in real-time perspective-taking, role-shifting, and collective knowledge construction. By bringing diverse voices into dialogue around past challenges, present realities, and future possibilities, the panel demonstrates how transdisciplinary collaboration functions as both developmental process and sustainable practice.

VIII. Roundtables & Colloquium

Colloquium: Multiparty Co-learning and Transdisciplinary Innovation in AI-Enabled Language Education: The GAVIS Project WK-N1305

Previous presentations had already revealed how role-shifting—acting FROM rather than merely understanding other perspectives—enabled breakthrough solutions during GAVIS development. Implementation has surfaced new questions requiring continued perspective-taking. The panel explores how transdisciplinary co-creation can address these challenges while supporting students with varying language backgrounds, learning differences, and accessibility requirements through personalized AI-powered solutions.

The discussion hopes to challenge participants to identify problems in their own contexts requiring transdisciplinary innovation and consider how role-shifting and perspective understanding can generate solutions that respect both technical possibilities and human educational values.

About the panel discussants

Jimmy TSE Chim Lui is an experienced and dedicated English teacher with over 15 years of expertise in teaching the language. Known for his proactive and curious nature, Jimmy is always ready to learn and implement new methods to enrich his teaching practices.

In addition to his teaching role, Jimmy serves as the Vice Prefect of the Language Across Curriculum Team, where he plays a vital part in promoting interdisciplinary language learning. He is also the Teacher-in-charge of the "Teaching English with I.T." task group, demonstrating his passion for integrating technology into education to enhance student engagement and learning outcomes.

Jimmy's forward-thinking approach and eagerness to embrace innovation make him a valued discussant.

Jason LO is an accomplished Technical Director at Trumptech, bringing over 20 years of experience in the EdTech sector. He excels in designing and developing platforms that promote learning in mathematics, coding, problem solving, and languages. Jason's expertise in scalable cloud architecture and the application of AI in education enables him to create impactful solutions that enhance student engagement.

As a leader in educational technology, Jason is dedicated to pushing the boundaries of learning experiences. His innovative mindset and deep understanding of pedagogical needs position him as a crucial advocate for integrating technology seamlessly into the classroom, inspiring both educators and learners alike.

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IX. Pre-Conference Workshops

5 JAN
9:00 – 10:30
WK-N1305

Crisianee BERRY, East Carolina University;
Annetta DOLOWITZ, University of Alabama at Birmingham;
Noble LO, PolyU CPCE

Workshop 1

Human in the Loop: A Framework for Guiding Learners Through the Use of AI

Abstract

This interactive workshop introduces a five-step reflective interaction model for using AI in the design of learning materials. The framework equips educators, trainers, and professionals with practical strategies to apply AI responsibly while fostering learner agency, critical thinking, and AI fluency.

Grounded in competency-based education, experiential learning, and iterative instructional design, the model integrates insights from reflection cycles, social and sociocultural learning theories, and adaptive coaching frameworks. Together, these foundations provide a research-informed, flexible approach to AI-supported instructional design across academic and industry settings.

Participants will:

- Explore the framework's design, development, and theoretical underpinnings
- Review findings from completed research phases and upcoming studies
- Apply the model through guided, hands-on activities
- Discuss adaptations for diverse international and interdisciplinary contexts

By the end of the session, participants will leave with practical tools for incorporating reflective practice into AI-enabled learning design—supporting equitable and effective transitions from student learning to workforce application.

Dr Crisianee Berry is an assistant professor in Instructional Technology at East Carolina University. She specializes in the development of instructional materials and multimedia designed to support diverse learner needs. Leveraging her Ed.D. in Curriculum and Instruction from the University of North Carolina at Chapel Hill and her M.A. in Biomedical Communication from the University of Texas Southwestern Medical Center, she integrates learning theory with emerging technologies to create evidence-based teaching strategies, effectively bridging the gap between technical communication and pedagogical practice. Her recent research and publications focus on the integration of generative artificial intelligence and assistive technologies, with work appearing in the Journal of Interactive Learning Research, Childhood Education, and the Journal of Technology-Integrated Lessons and Teaching.

IX. Pre-Conference Workshops

Dr. Berry is an active presenter at international and national conferences, including the American Educational Research Association (AERA), the Society for Information Technology and Teacher Education (SITE), and the Association for Educational Communications and Technology (AECT). She currently contributes to grant-funded initiatives such as the North Carolina New Teacher Support Program (NTSP) and the Google-funded PrepareCS Project. She identifies essential workplace needs to inform training programs that equip students for career readiness. Her recent projects include the exploration of the impact of Generative AI on both industry and academia and the investigation of communication and collaboration skills needed by instructional designers. Additionally, she regularly facilitates workshops focused on professional development, innovative pedagogy and the implementation of AI-driven strategies in the classroom.

Dr. Annetta Dolowitz is an instructional designer, facilitator, and Visiting Professor of Management at the University of Alabama at Birmingham's Collat School of Business. She has designed and delivered training and academic courses for more than three decades across higher education, nonprofit, and corporate contexts, drawing on a PhD in Instructional Design and Development and graduate degrees in public health and social work to ground her work in systems thinking and learner-centered, evidence-based practice. Her publications on team-based learning, microlearning, and instructional design collaboration include multiple articles in New Directions for Teaching and Learning, a TechTrends article on microlearning app design for NATO employees, the widely cited "Off to On: Best Practices for Online Team-Based Learning™" white paper published by the Team-Based Learning Collaborative, practitioner-oriented work in nursing and professional education, an article in the Journal of Applied Instructional Design, and a chapter in the open-access volume Theories to Influence the Future of Learning Design and Technology. As a certified team-based learning consultant and corporate trainer, she designs seminars on management, leadership, communication, stress management, public speaking, and HIPAA-compliant communication, frequently integrating gamification and motivation strategies to enhance engagement and skill transfer. Her current research interests focus on critical reflection coaching and the use of generative artificial intelligence to support instructional design and team-based learning, including an in-progress manuscript for the Journal of Postsecondary Education and Disability (JPED) Special Issue on artificial intelligence.

Noble Lo is a Lecturer at the College of Professional and Continuing Education, The Hong Kong Polytechnic University. He has published widely across education, law, literature, and translation, with work appearing in leading Q1 journals. He also reviews for several SSCI-indexed journals. His recent co-edited books include Critical Reflections on ICT and Education (2023) and Transcending Boundaries in the Digital Age (2025). His research focuses on technology-enhanced learning, multimodal literacy, and student engagement.

IX. Pre-Conference Workshops

5 JAN
9:00 – 10:30
WK-N1104

Manson CHUNG, Business Development Manager, Votanic

Workshop 2

From Artificial Intelligence Generated Content to Immersive Content Creation: XRCC Workshop

Abstract

Want to turn generative AI assets into a real VR experience—without coding? This hands-on workshop uses XRCC (XR Content Creator) to guide complete beginners from zero to a publishable VR prototype. You'll learn step by step how to create VR content from scratch, including importing AIGC outputs (images, 3D assets, motion, audio) into XRCC and assembling an interactive scene. By the end, you'll have a working VR mini experience and a repeatable workflow that you can apply to different projects.

Manson Chung is a veteran VR professional and Business Development Manager at VOTANIC, specializing in enterprise grade immersive solutions across CAVE environments and no code creation with XRCC. He focuses on translating creative and operational requirements into scalable VR concepts, aligning content, hardware, and deployment to deliver reliable multi device experiences.

With extensive experience integrating AIGC assets into XRCC workflows, Manson streamlines content pipelines, asset standards, and review processes that accelerate prototyping and reduce production risk. He has supported institutions and teams on fast turn initiatives—from learning modules and exhibitions to brand showcases—helping them move from concept to polished demo with clear roadmaps and stakeholder alignment.

In VR education, Manson has partnered with 50+ schools across primary, secondary, and tertiary levels to co create immersive programs and showcase projects using XRCC and CAVE setups. These collaborations have expanded access to no code VR creation, established repeatable practices for campuses, and enabled non technical teams to deliver compelling, curriculum aligned experiences at scale.

CPCECPR Conference 2026: Transforming Education Through Technology, Equity, and Human-centred Innovation

IX. Pre-Conference Workshops

5 JAN
11:00 – 12:30
WK-N1305

Edmund WUT

Workshop 3

Use of AI Chatbots in assessment practices

Abstract

AI Chatbots have been used in higher education for a few years. Chatbots have been found that they are useful in teaching and learning. There are debates on the role of AI Chatbots in the process of assessment preparation and marking. Best practices and possible solutions will be presented. Further applications and research directions on the topic are suggested.

Dr Wut is a senior lecturer of the Division of Business and Hospitality Management, where he teaches courses in crisis management and research methods. He obtained his MSc in Mechanical Engineering from The University of Hong Kong and PhD from University of South Australia. His interdisciplinary research interests cover crisis management, corporate social responsibility and research methods. He obtained external competitive grants from Faculty Development Scheme, Inter-institutional Development Scheme and Quality Enhancement Support Scheme.

IX. Pre-Conference Workshops

5 JAN
11:00 – 12:30
WK-N1306

Alexander HEIN

Workshop 4

Responsible use of AI for assessment and feedback– Regulations, Tools, and Best Practices

Abstract

As AI tools become increasingly embedded in higher education, educators and institutions must navigate their adoption with care and clarity. This 1.5-hour workshop provides a practical introduction to current AI regulatory frameworks and explores concrete strategies for deploying AI ethically and responsibly in assessment and feedback contexts.

Overview

As generative AI accelerates into classrooms and learning management systems, universities face growing pressure to adopt these tools while staying aligned with emerging regulation, academic integrity standards, and institutional values.
This 1.5-hour workshop offers a practical, non-technical roadmap for integrating AI into assessment and feedback in ways that are rigorous, ethical, and sustainable. Participants will briefly discuss the most influential AI regulatory frameworks shaping higher education across key regions, with an emphasis on what they imply for assessment design, grading practices, and feedback workflows.

We will then examine Claire, an AI-first assessment and feedback platform grounded in human-centric design, to see how responsible AI principles can be operationalized in real institutional contexts. Using concrete scenarios drawn from university teaching, we will explore how to:

- Identify and mitigate risks such as algorithmic bias, data privacy breaches, and threats to academic integrity
- Structure AI-supported assessment and feedback processes that remain transparent, explainable, and auditable
- Keep academic judgment, disciplinary standards, and pedagogical intent firmly at the center of AI-enabled systems

By the end of the session, participants will be equipped to interrogate AI tools used in assessment and feedback, distinguish substantive capabilities from marketing rhetoric, and make more confident, informed decisions about if and how to adopt them in their own institutional settings.

IX. Pre-Conference Workshops

Key takeaways

- Understanding of leading AI regulatory frameworks and their implications for university assessment and feedback
- A sharper view of concrete risks and ethical challenges when deploying AI in higher education contexts
- Real examples of human-centric AI design in practice, drawn from the Claire platform
- Greater confidence in asking the right questions of vendors and internal stakeholders when considering AI-enabled assessment and feedback tools

Target audience

Educators, program and course leaders, academic administrators, instructional designers, and colleagues involved in policy, quality assurance, or educational technology related to assessment and feedback

About the speaker

Alexander HEIN is an adjunct professor at the School of Business, Hong Kong Baptist University, where he teaches postgraduate courses on entrepreneurship and emerging technologies.

He is also the co-founder of Claire Labs, a research-to-market initiative supported by the INSEAD AI Venture Lab, Google Cloud, and the University of Zürich, aimed at bringing responsible, human-centric AI to assessment and feedback.

He has a background in technology, banking, and consulting, and has partnered with financial institutions and development organizations across Europe, Central, and Southeast Asia on digital strategy and innovation.

In both his teaching and product work, Alex focuses on venture creation, emerging technologies, and the responsible deployment of AI to support, rather than replace, human workforce.

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Zhihan LIU

Topic

A Longitudinal Study on the Relationships between Chinese EFL Learners' Second Language Learning, Crystallized Intelligence and Metaphor Production Competence

Abstract

Metaphor production can be seen as an important representation of verbal creativity. Despite its significance, the cognitive mechanisms underlying metaphor production have not been thoroughly explored. Recent studies have begun to examine the factors influencing metaphor production competence (MPC), such as second language (L2) proficiency and intelligence levels, but the findings remain inconclusive. While some research suggests that L2 learning may enhance metaphor fluency and creativity, others argue that it might limit these abilities due to language-specific constraints. Similarly, although crystallized intelligence (Gc), which encompasses accumulated knowledge, is thought to facilitate metaphor production, its precise role remains unclear. Given these gaps, the present study aims to explore the psychological and neural processing mechanisms of metaphor production and to investigate the longitudinal relationships between L2 learning, crystallized intelligence (Gc) and Chinese EFL learners' metaphor production competence with the behavioural study and event-related potential (ERP) experiment. The findings underscore the critical role of both L2 learning and crystallized intelligence in shaping figurative language production, emphasizing the interaction between language learning, cognitive abilities and creative thinking.

Keywords: Metaphor Production Competence; L2 Learning; Crystallized Intelligence; ERP

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Peiying LUO

Topic

A New Paradigm for AIGC-Enabled Language Teaching: From Cross-Cultural Visual Reconstruction to Multimodal Vocabulary Acquisition Across Educational Levels

Abstract

Driven by the evolution of Artificial Intelligence Generated Content (AIGC), language education is transitioning from unimodal instruction to digital and intelligent multimodal paradigms. This report systematically explores AIGC's application across educational levels through two empirical cases based on the "Intelligent Classroom" concept. In higher education, addressing the abstraction and low engagement in cross-cultural communication courses, an "AIGC Visual Reconstruction" approach is implemented. By transforming text-based scenarios into immersive dynamic videos, this method enhances students' situational perception and cultural empathy. In K-12 education, focusing on junior high English vocabulary review, the research proposes a "Text-to-Song-MV" path. This involves engineering AIGC tools to generate synchronized audio-visual resources, with learning outcomes validated via the Random Forest algorithm. Findings demonstrate that AIGC-enabled multi-sensory stimuli significantly boost cognitive engagement and long-term memory retention. By coupling visual and auditory inputs, AIGC acts as a core driver for knowledge internalization. Ultimately, this research provides empirical evidence for pedagogical innovation and offers insights into the role transformation of teachers—from content deliverers to "Instructional Designers" and "Prompt Engineers" in the AI-enhanced educational ecosystem.

Keywords: AIGC (Artificial Intelligence Generated Content), Multimodal Learning, Cross-cultural Communication, Vocabulary Acquisition, Random Forest Algorithm

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Yue ZHANG

Topic

AI tools: Light up every classroom

Abstract

Different educational stages have distinct core needs, and as a multi-dimensional educational tool, AI provides precisely tailored support for various scenarios. For the special education stage (taking preschool autistic children as an example), AI sensory tools adjust light and sound intensity in real time via facial emotion recognition, enhancing children's ability to express emotions. In the general preschool stage, AI interactive picture books adapt content difficulty to young children's attention spans: simplifying text, adding 3D animations, and integrating number/colour recognition into games—a model that boosts kids' cognitive learning efficiency. For primary and secondary education, AI tools generate differentiated exercises and subject-based mini-games in 1 minute, helping teachers save over 2 hours of daily lesson preparation time. This paper argues that AI's application across multiple educational stages is both an innovative practice in educational technology and a key path to narrowing educational gaps. It advances educational equity, lighting the way for personalized learning for all students.

Keywords: AI educational technology; Special education stage; General primary and secondary education stage; Educational tool adaptation; Educational equity
AI-Powered English Learning Platform for New Hongkongers

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Chak Lam CHEUNG

Topic

AI-Powered English Learning Platform for New Hongkongers

Abstract

Traditional English education often emphasises rote memorization and grammar drills, leaving learners with limited speaking practice and heightened anxiety—particularly among New Hongkongers navigating daily life in English. A 2022 study found that 39.2% of undergraduates identified speaking as their biggest challenge. To address this, I propose a personalised, low-pressure AI platform designed to build real-world speaking confidence through four key features. First, authentic roleplay with expert-crafted AI characters simulates real-life scenarios (e.g., ordering at a cha chaan teng or attending a school meeting). Second, goal-driven personalised scripts adapt to user needs—whether navigating local neighborhoods or communicating with teachers—while adjusting complexity based on proficiency. Third, precision pronunciation detection analyses speech in noisy environments and offers targeted feedback on fluency, stress, and clarity. Fourth, adaptive learning tracks user progress and recommends next steps, ensuring continuous development. Accessibility is central: the platform supports Cantonese, Mandarin, and multiple script options, functioning on older smartphones to ensure broad inclusion. This AI tool transforms anxious, silent learners into confident speakers, helping New Hongkongers integrate more smoothly into work, school, and community life—one conversation at a time.

Keywords: AI-Powered English Learning Platform

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Tsz-Him Ivan YEUNG

Topic

Are we learning "with" or "from" AI?

Abstract

The presentation will first explore and define what "learning" is, then discuss concerns about learning with AI nowadays, explaining cognitive offloading issues. It will further discuss the consequences of over-reliance on AI and how it affects students and humans, and also reflect on the position of AI and students themselves.

Keywords: Artificial Intelligence, Learning, Cognitive offloading, Reliance

X. Students' 5-Minute Lightning Talks

Ruobin YU

Topic

Chatbot From Tool to Partner: Parameter Effects on Human-AI Interaction in AI-Assisted L2 Poetry Writing

Abstract

Employing API programming to capture more granular human-AI interaction data, this paper presents findings from an ongoing experimental study examining how LLM parameter configurations affect collaborative interaction types in L2 poetry writing. Using a web-based platform (poetry.aitutor.ink), the study analysed 10 undergraduate students across four conditions varying temperature (0.3 vs. 0.8) and awareness. A three-type framework—Constraint Repair, Exemplar Giving, Surprise Harvest—coded chat transcripts, validated by panel discussion and feedback forms. High-temperature generated Surprise Harvest at seven times the rate of low-temperature (35% vs. 5%), correlating with sixfold higher self-authorship (62.5% vs. 10%) and doubled satisfaction (4.75/5 vs. 2.0/5). Exemplar Giving interactions showed paradox: 75% rated most helpful yet produced lowest authorship (10%). Findings demonstrate parameter configurations systematically determine interaction type distribution, functioning as pedagogical design choices.

Keywords: AI-assisted pedagogy, L2 poetry writing, LLM parameters, human-AI collaboration, API programming

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Shiqi LI; Xiaobin LIU

Topic

Developing Teacher Assessment Knowledge Through Collaboratively Evaluating Artificial Intelligence Generated Tests

Abstract

Assessment knowledge has been a key topic in the field of language teacher development, but it remains unexplored how English as Foreign Language (EFL) preservice teachers' assessment knowledge can be developed in the era of Generative Artificial Intelligence (GAI). The current study investigates whether GAI generated tests can be leveraged as evaluation materials for language teacher assessment knowledge development. Adopting a quasi-experiment and qualitative approach, this study collected data from pre- and post-tests, questionnaires, and semi-structured interviews. Results indicate that it is effective for EFL preservice teachers to develop assessment knowledge by collaboratively evaluating GAI generated tests after independent evaluation. This study also presents implications for teacher educators regarding preservice teachers' assessment knowledge development.

Keywords: Assessment knowledge, Test Evaluation, Generative Artificial Intelligence (GAI), Teacher development

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Muyang NIU; Zhaoyang XIONG; Junjie Gavin WU

Topic

Exploring the Impact of GenAI-Assisted EFL Courses on Foreign Language Anxiety and Willingness to Communicate: A Disciplinary Comparison

Abstract

The integration of generative artificial intelligence (GenAI) in language education has shown positive effects on language skills, anxiety reduction, and motivation. Yet, limited research has examined its differential impacts on foreign language anxiety (FLA) and willingness to communicate (WTC) among learners from varied academic disciplines. To fill the gap, this mixed-methods study compared universities students in Accounting (ACC) and Electrical and Electronic Engineering (EEE). With data from draw-a-picture tasks, questionnaires, and semi-structured interviews, this study found that GenAI-assisted intervention significantly reduced FLA and enhanced initial WTC, yet did not exert a significant influence on deeper levels of WTC. No statistically significant differences were observed between the two groups concerning changes in FLA and WTC. Qualitatively, an innovative analytical framework, T-CADS-GPT, which integrated Non-Negative Matrix Factorization with Fairclough's three-dimensional discourse analysis model, was proposed to conduct fine-grained analysis of the interview transcripts. Interview data revealed that ACC students tended to search GenAI's personalized learning support, whereas EEE students viewed GenAI more as a functional tool. The study recommends that EFL instructors offer tailored GenAI guidance and technical assistance to students from diverse academic backgrounds, and integrate English for Specific Purposes content into curriculum design to harness the pedagogical affordances of GenAI.

Keywords: generative artificial intelligence, Foreign Language Anxiety, Willingness to Communicate, Non-Negative Matrix Factorization, discourse analysis

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

LI Ying

Topic

From User to Collaborator: An Undergraduate's Perspective on AI as a Double-Edged Sword in Human-Centered Education

Abstract

This presentation explores the dual role of artificial intelligence in contemporary education through the unique lens of an undergraduate student and a private tutor. Reflecting on personal experience since 2023, it examines AI as a powerful lever for efficiency, accelerating tasks like literature review and lesson planning. Simultaneously, it critically analyses AI as a double-edged sword that poses risks to academic integrity, critical thinking, and content reliability. The narrative traces a personal journey from being a user to a collaborator, arguing that while AI excels in automating administrative and analytical tasks, the core of education—characterized by pedagogical intuition, adaptive judgment, and human connection—remains irreplaceably human. The talk concludes with a forward-looking call to action, emphasizing the urgent need to cultivate critical AI literacy, redefine teacher professional development for a human-AI collaborative era, and steadfastly ensure equity and a human-centred compass in all educational innovations.

Keywords: AI in Education; Critical Thinking; Human-AI Collaboration; Teacher Professional Development; Educational Equity

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Kaitong MA

Topic

Pathways to Gender Equity:
The Role of Inclusive Education

Abstract

Inclusive and equitable education is not merely a "supplementary measure" for gender equality; rather, it serves as its fundamental engine and pathway to realisation. By systematically transforming the educational ecosystem, it challenges and reshapes gender norms.

Keywords: Gender; Equity; Inclusive Education; Equitable Education

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Yi CHEN; Yanshan LI; Jiahao YANG

Topic

The Design of Prompts Driven by Chain of Thought in Multicultural Teaching

Abstract

Generative large language models (LLMs) show promise in multicultural teaching, but existing methods rely heavily on labeled data and resources, struggling to capture cultural nuances and generalize across various teaching contexts. To address the above issues, the paper introduces an innovative method called Multicultural Prompt Learning (MPL), which applies Chain of Thought (CoT) to prompt design. By gradually refining prompts, multicultural elements are integrated step by step, enabling AI to better understand and handle cultural nuances. This approach produces richer, more accurate, and diverse outputs, specifically aimed at enhancing students' understanding of different cultures in multicultural teaching contexts. The experiment used a questionnaire, including image quality evaluation and a blind content comprehension, to compare Chain of Thought and traditional prompts. Results show Chain of Thought prompts outperform traditional methods in all dimensions, offering greater practical and educational value.

Keywords: Generative large language models (LLMs), Multicultural prompt learning, chain-of-thought (CoT)

X. Students' 5-Minute Lightning Talks

5 JAN
15:50 – 17:20
WK-N1305

Miaomiao LI; Yi SU

Topic

Voice Interference in the Processing of English Verb Phrase Anaphor by L2 learners: An ERP Study

Abstract

Using event-related brain potentials (ERPs), this study investigated the neurocognitive mechanism underlying English verb phrase anaphor(VPA) processing in Chinese L2 learners and examined whether VPA processing is susceptible to interference effects during real-time sentence comprehension. The results revealed that voice violations elicited a P600 effect associated with syntactic processing difficulty, indicating that the VPA-antecedent dependency is constrained by syntactic identity. Furthermore, voice consistency between the attractor and the antecedent modulated L2 VPA processing: in the consistent condition, voice violations elicited a biphasic early-late P600 effect; in contrast, in the inconsistent condition, only a late P600 effect was elicited, driven by the voice attraction effect. This biphasic P600 effect provides novel evidence for interference effects in L2 VPA processing and demonstrates that the retrieval of VP antecedents is achieved by the cue-based memory retrieval mechanism operating within a two-stage processing architecture. This study extends the applicability of the cue-based retrieval model and the two-stage processing model—developed for nominal anaphora—to L2 verbal anaphora, thereby contributing to the development of a more unified psycholinguistic model of anaphora processing.

Keywords: P600; ERP; verbal anaphora; the voice attraction effect; the two-stage model; the cue-based memory retrieval model

XI. General Information

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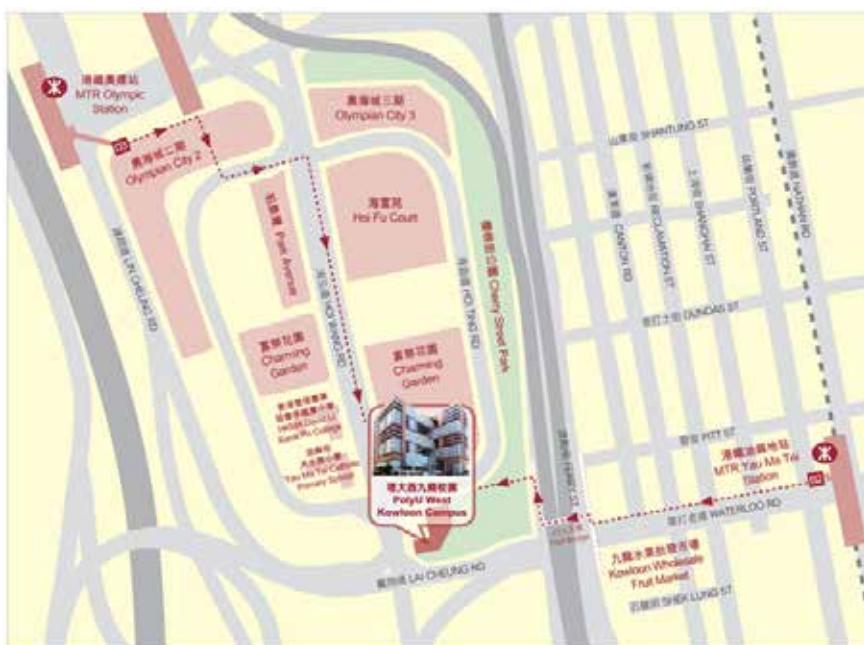
Conference Venue
WKN203, PolyU West Kowloon Campus
9 Hoi Ting Road, Yau Ma Tei, Kowloon.
(Exit B2, MTR Yau Ma Tei Station or Exit D3, MTR Olympic Station)

Luncheon Venue
Multi-purpose Hall
PolyU West Kowloon Campus
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