

<p>08:30 - 09:00 (30 mins)</p>	<p><b>18 JUNE</b>  <b>Day 2</b></p>	<p><b>Registration</b> <i>Wing Lung Bank Building WLB 103</i> Tea and coffee in the registration area</p>
<p>09:00- 09:10 (10 mins)</p>	<p><b>Conference Announcements</b></p>	
<p>09:10- 10:00 (50 mins)</p>	<p><b>Keynote:</b> <b>Categorisation of Cues in L2 Input and Their Implications for L2 Acquisition</b> Professor Boping Yuan 袁博平教授 University of Cambridge <i>WLB 103</i></p>	
<p>10:00- 10:15 (15 mins)</p>	<p><b>Morning Tea</b> <i>Lobby and WLB 109</i></p>	

## DAY 2: 18 June 2024 (Tuesday)

	Room 1 (WLB 201)	Room 2 (WLB 202)	Room 3 (WLB 204)	Room 4 (WLB 205)	Room 5 (WLB 210)	Room 6 (WLB 211)
	Moderator: Leung Man Fong	Moderator: Li Xinxin Ally	Moderator: Rita Gill Singh	Moderator: John Della Pietra	Moderator: Emma Zhang	Moderator: Simon Wang
10:15 –10:40 (25 mins)	<p><b>[Updated]</b> Intercultural competency and global citizenship 中国故事·世界讲述——大湾区合作院校英文教学中融入“讲好中国故事”的语言能力培养探索</p> <p><i>Shi Yan</i> 北京师范大学-香港浸会大学联合国际学院</p>	<p><b>Teacher education</b> Multiple Case Studies on the Knowledge Transformation Mechanism of Novice High School English Teachers</p> <p><i>Sun Wanlei</i> Beijing Normal University</p>	<p><b>Technology-enhanced teaching and learning</b> Learning Lessons from Online Translation for an AI world</p> <p><i>Mike Groves</i> Lingnan University</p>	<p><b>Technology-enhanced teaching and learning</b> An Autoethnography of an English Teacher's Incorporation of Information Technology into Education in Hong Kong</p> <p><i>Ng Chi Wui</i> The University of Hong Kong</p>	<p><b>Innovative teaching strategies and assessments</b> Teaching Listening Strategies for English Language Listening Comprehension: A Practical Approach</p> <p><i>Paul Myers</i> Hong Kong Baptist University</p>	<p><b>Innovative teaching strategies and assessments</b> Designing Exemplars for Multimodal Group Projects in an Undergraduate English Course</p> <p><i>Leo Yu, Natalie Liu, Joy Wong</i> Hong Kong Baptist University</p>
		p.88	p.94	p.89	p.126	p.121

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10:40 –11:05 (25 mins)	<p><b>Innovative teaching strategies and assessments</b></p> <p>跨學科中文教學的回顧與展望——以香港中文大學跨課程合作計劃為例</p> <p><i>Cheung Wing Mui, Ng Ka Yi, Lam Lai Ling</i> The Chinese University of Hong Kong</p> <p>p.128</p>	<p><b>Teacher education</b></p> <p>The Conception of Language Assessment Literacy of EFL Teachers in the Context of Chinese Vocational Education: from the Perspective of Teachers' Perception</p> <p><i>Fang Airuo</i> Guangdong University of Foreign Studies</p> <p>p.131</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>Investigating Undergraduate Students' Perceptions in Critically Evaluating AI-Generated Texts</p> <p><i>Serina Chan, Patrick Leung, Carly Ng</i> The University of Hong Kong</p> <p>p.99</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>Chinese-major University Students' Perceptions of AI-Powered Tools for English Academic Writing: An Exploratory Study in Hong Kong</p> <p><i>Lin Yanyan Catherine</i> The Education University of Hong Kong</p> <p>p.107</p>	<p><b>Innovative teaching strategies and assessments</b></p> <p>Learners' Disengagement with Corrective Feedback in an English for Academic Purposes Course: Rote Learning, Proficiency and Depth of Processing</p> <p><i>Lee Hang Ming Joanne, Wong Wai Man Louisa, Chan Hang Joshua</i> Hong Kong Baptist University</p> <p>p.114</p>	<p><b>Innovative teaching strategies and assessments</b></p> <p>Mitigating Hong Kong EAL Undergraduate Students' Fear of Oral Presentation</p> <p><i>Kathy Lee, Caleb Acton, Angus Cheung, Li Yongshi, Ashley Wong</i> Hong Kong Baptist University</p> <p>p.115</p>
11:05 – 11:30 (25 mins)	<p><b>Innovative teaching strategies and assessments</b></p> <p>服務學習實踐與非虛構寫作</p> <p><i>Cai Jia Yin Phoebe</i> Hong Kong Baptist University</p> <p>p.127</p>	<p><b>Teacher education</b></p> <p>A Duoethnography of Language Teacher Educators' Reflections about the Big Ideas-based Language Instruction in a Teacher Learning Project</p> <p><i>Li Xueru, Sun Wanlei</i> Beijing Normal University</p> <p>p.87</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>(Un)Critical Engagement with GenAI: Investigating Hong Kong Social Sciences Undergraduate Students' Critical Response to GenAI Outputs in a Speech Delivery Course</p> <p><i>Juan Castillo, Andrea Chai, Jessica Hui</i> The University of Hong Kong</p> <p>p.102</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>ChatGPT and English Courses: What Students Use It for and Whether It Influences Their Academic Performance?</p> <p><i>Zhou Siyang</i> The Hong Kong University of Science and Technology</p> <p>p.111</p>	<p><b>Innovative teaching strategies and assessments</b></p> <p>Students' Perceptions on the Effectiveness of the Flipped Classroom in a University Writing Course</p> <p><i>Leo Yu, Michelle Fong</i> Hong Kong Baptist University</p> <p>p.122</p>	<p><b>Innovative teaching strategies and assessments</b></p> <p>The Impact of Metacognitive Teaching Strategies on Mainland Students' Metacognitive Awareness and Reading Comprehension Performance in College Classrooms</p> <p><i>Luo Yaoyao</i> The Education University of Hong Kong [Online via Zoom]</p> <p>p.113</p>

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11:30 – 11:55 (25 mins)	<p><b>Materials development</b> The Role of State-Approved Textbooks in English as a Foreign Language Teachers' Teaching Practices</p> <p><i>Xie Shiyu</i> Beijing Normal University</p> <p style="text-align: right;">p.144</p>	<p><b>Teacher education</b> Generative AI-supported Evidence-informed Use of L1 in the L2 Classroom</p> <p><i>Benjamin Moorhouse, Wan Yuwei</i> Hong Kong Baptist University</p> <p><i>Lin Meiyi Angel</i> The Education University of Hong Kong</p> <p style="text-align: right;">p.83</p>	<p><b>Technology-enhanced teaching and learning</b> GenAI for Writing Development - Leveraging Strength and Circumventing Weakness of Current Technology in Pedagogical Choices</p> <p><i>Shen Chi, Wu Kam Yin</i> The Hong Kong University of Science and Technology</p> <p style="text-align: right;">p.103</p>	<p><b>Technology-enhanced teaching and learning</b> Artificial Intelligence for Training New Service Teachers to Teach English as a Foreign Language</p> <p><i>Nancy Guo</i> Hong Kong Baptist University</p> <p style="text-align: right;">p.105</p>	<p><b>Innovative teaching strategies and assessments</b> Teaching Digital and Visual Literacy Skills in a Creative Writing Course</p> <p><i>Louisa Chan</i> The University of Hong Kong</p> <p style="text-align: right;">p.125</p>	<p><b>Innovative teaching strategies and assessments</b> Everybody Wins! The Case for Incorporating Video Games in the Language Classroom</p> <p><i>Simon Engerer, Nelson Leung</i> Cicero Group Limited</p> <p style="text-align: right;">p.117</p>
11:55 – 12:20 (25 mins)	<p><b>Technology-enhanced teaching and learning</b> Integration of GenAI Tools in Business Chinese Writing Class: Reflection and Implication</p> <p><i>Du Yingzi Krista, Zhong Yin, Xu Xiufen</i> The Hong Kong University of Science and Technology</p> <p style="text-align: right;">p.108</p>	<p><b>Teacher education</b> Examiners' Pragmatic Identity Construction Strategies in Online Bachelor Dissertation Defenses</p> <p><i>Liu Yuming, Ricky Lam</i> Hong Kong Baptist University</p> <p style="text-align: right;">p.84</p>	<p><b>Technology-enhanced teaching and learning</b> Building a Learner Corpus of Disciplinary Writing: Promoting Data-driven Learning for English Learners</p> <p><i>Yang Jie, Lan Ge</i> City University of Hong Kong</p> <p style="text-align: right;">p.106</p>	<p><b>Technology-enhanced teaching and learning</b> The Effect of Emoji and Its Congruity on L2 Irony Processing</p> <p><i>Ou Shaoying</i> Central South University</p> <p style="text-align: right;">p.101</p>	<p><b>Innovative teaching strategies and assessments</b> Digital Literacy in The Extended Curriculum</p> <p><i>Levi Lam, Mark Melican</i> The Hong Kong University of Science and Technology</p> <p style="text-align: right;">p.116</p>	<p><b>Innovative teaching strategies and assessments</b> The Implementation of Parliamentary Debate Format in English Teaching Based on Research Trends in Indonesia: A Literature Review on SINTA-Accredited Journals</p> <p><i>Furqanul Hakim</i> Universitas Islam Internasional Indonesia</p> <p><i>Saida Ulfa</i> State University of Malang</p> <p style="text-align: right;">p.124</p>

<p>12:20 - 13:30 (70 mins)</p>	<p><b>DAY TWO LUNCH</b> Research and Teaching Interest Mixer <i>Lobby and WLB 109</i></p>					
<p>13:30 - 14:20 (50 mins)</p>	<p><b>Keynote:</b> <b>Technology and Engagement in Language Teaching and Learning</b> Professor Glenn Stockwell Waseda University <i>WLB 103</i></p>					
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	<p>Moderator: Yu Lung Kit</p>	<p>Moderator: Li Shanshan</p>	<p>Moderator: Chan Yuen Sau</p>	<p>Moderator: Ashley Wong</p>	<p>Moderator: Nancy Guo</p>	<p>Moderator: Natalie Liu</p>
<p>14:30 - 14:55 (25 mins)</p>	<p><b>Professional development and scholarship</b> <b>人工智能時代的大學</b> <b>語文教學</b>  <i>Ng Hok Chung</i> Hong Kong Baptist University  p.141</p>	<p><b>Intercultural competency and global citizenship</b> Exploring Intercultural Competence of Chinese International Students (CIS) in Australia Classrooms  <i>Han Jiangyu</i> The University of Sydney <b>UPDATED</b>  p.45</p>	<p><b>Technology-enhanced teaching and learning</b> Students' Perception of and Engagement with Peer Feedback and Mobile ASR Feedback for ESP Pronunciation Training  <i>Dai Lili</i> Guangdong University of Foreign Studies <i>Dai Yuanjun</i>, Xinghai Conservatory of Music <i>Wu Zhiwei</i> The Hong Kong Polytechnic University  p.104</p>	<p><b>Technology-enhanced teaching and learning</b> Exploring GenAI-Assisted Writing Assessments: Opportunities and Challenges in Enhancing Student Engagement and Learning  <i>Delian Gaskell, Jessie Lam, Bernadette Wo</i> The Hong Kong University of Science and Technology  p.100</p>	<p><b>Innovative teaching strategies and assessments</b> Drama and Virtual Reality: An Intersection in Combating Public Speaking Anxiety?  <i>Christopher Young, Ngai Ho Lun Hollis</i> Hong Kong Baptist University  p.119</p>	<p><b>Innovative teaching strategies and assessments</b> Information Literacy in the Digital Age  <i>Suzan Stamper</i> The Hong Kong University of Science and Technology  p.120</p>

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14:55 -15:20 (25 mins)	<p><b>Student voice, agency and motivation</b></p> <p>高科技時代大學生的自學選擇——中文大學學生自學意見的調查結果</p> <p><i>Felix Chao</i> The Chinese University of Hong Kong</p> <p>p.136</p>	<p><b>Professional development and scholarship</b></p> <p>Bridging Gaps in Student Engagement: Innovative Data Governance in Language Centre Administration</p> <p><i>Simon Wang, Bhawish Kumar</i> Hong Kong Baptist University</p> <p>p.139</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>Strategies to Use Chatbots in a Beginner Japanese University Course</p> <p><i>Koji Shiomi</i> The Hong Kong University of Science and Technology</p> <p>p.112</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>Assessment by Algorithm: The Impact of Technology on Public English Exams</p> <p><i>Jeremy Phillips</i> University of Tourism Macau</p> <p>p.95</p>	<p><b>Innovative teaching strategies and assessments</b></p> <p>Innovative Pedagogies: How Multimodal Assessment in a University Language Course Develops Transferable Skills of Students</p> <p><i>Zhou Siyang, Maisie Glofcheski, Piotr Zychowicz</i> The Hong Kong University of Science and Technology</p> <p>p.118</p>	<p><b>Innovative teaching strategies and assessments</b></p> <p>Enhancing German Language Teaching at the University Level: Leveraging Organizational Learning Principles</p> <p><i>Karsten Berning</i> Hong Kong Baptist University</p> <p>p.123</p>
15:20 - 15:45 (25 mins)	<p><b>Afternoon Tea</b></p> <p><i>Lobby and WLB 109</i></p>					
15:45- 17:00	<p>Annual General Meeting of the Association of Hong Kong Language Centres in WLB 104</p>					

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15:45 –16:10 (25 mins)	<p><b>Student voice, agency and motivation</b></p> <p>English Learners' Language Learning Strategies in an English-Medium Mainland-Hong Kong Cooperative University in China: From a Qualitative Research Perspective</p> <p><i>Zhang Xueshan, Cai Guozhi, Luo Xiao, Ma Ji</i></p> <p>Beijing Normal University–Hong Kong Baptist University United International College</p> <p>p.132</p>	<p><b>Teacher education</b></p> <p>A Tale of an Expert: Chinese University EFL Writing Teacher Assessment Identity</p> <p><i>Liu Qian</i></p> <p>Shanghai International Studies University</p> <p>p.86</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>Is it finally time for digital game-based learning (DGBL)? A game selection framework for new DGBL teachers</p> <p><i>Locky Law</i></p> <p>The University of Hong Kong</p> <p>p.91</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>The Role of Media Interactions in the Motivation and Outcome of Second Language Learning and Teaching</p> <p><i>Li Junyan</i></p> <p>City University of Hong Kong</p> <p>p.86</p>	<p><b>Innovative teaching strategies and assessments</b></p> <p>Teaching Students How to Use AI via Modelling Behaviour</p> <p><i>Marshall Warren Yin</i></p> <p>The Hong Kong Polytechnic University</p> <p>p.145</p>	<p><b>Technology-enhanced teaching and learning</b></p> <p>Harnessing GenAI: Hong Kong Undergraduate Students' Attitudes on the Role of AI Tools in Learning and Assessment</p> <p><i>Cheung Lok Ming Eric, Lu Wen Melody</i></p> <p>The Hong Kong Polytechnic University</p> <p><i>Svetlana Chigaeva-Heddad</i></p> <p>The Technological and Higher Education Institute of Hong Kong</p> <p>p.98</p>

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16:10 – 16:35 (25 mins)	<p><b>Student voice, agency and motivation</b> Language Ideologies and Identities in Academic Writing: Perspectives of EAL International Doctoral Students in Hong Kong</p> <p><i>Tim Yung, Chit Cheung Matthew Sung</i> The City University of Hong Kong</p> <p>p.133</p>	<p><b>Professional Development and Scholarship</b> Effective Teacher-Student Collaborations in Writing Consultation: Useful Strategies Informed by Reflections from a PhD Student</p> <p><i>Chen Meilin, Cai Linfeng</i> Hong Kong Baptist University</p> <p>p.137</p>	<p><b>Technology-enhanced teaching and learning</b> Leveraging Technology to Create a Vibrant Transnational Online Language Learning Community Through the International Book Club</p> <p><i>Emerson Case</i> California State University, Bakersfield</p> <p>p.109</p>	<p><b>Technology-enhanced teaching and learning</b> Collaborative Writing in the Age of DMC: Learners' Perceptions and Genre Awareness</p> <p><i>Yi Chieh Lin, Siti Zaidah Binti Zainuddin</i> University of Malaya</p> <p>p.92</p>	<p><b>Higher order thinking and language learning</b> Exploring Critical Thinking in Second Language Academic Writing (EAP students): An Investigation of Individual &amp; Instructional Factors</p> <p><i>Li Xiaona</i> The University of Exeter</p> <p>p.143</p>	<p><b>Student voice, agency and motivation</b> Motivational Dynamics in Students' English Learning in the School-to-University Transition</p> <p><i>Jonathan Rickard</i> Hong Kong Baptist University</p> <p>p.129</p>



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16:35 - 17:00 (25 mins)	<p><b>Student voice, agency and motivation</b> Student Engagement with Supervisory Feedback: Multiple Perspectives Across Disciplines</p> <p><i>Madhu Neupane Bastola</i> The Hong Kong Polytechnic University</p> <p style="text-align: right;">p.134</p>	<p><b>Professional development and scholarship</b> "We're all Engineers Inside!": Examining a Language Teacher's Development in the Engineering Discourse Through the Lens of the Interconnected Model of Teacher Professional Growth</p> <p><i>Greg Wu</i> The Chinese University of Hong Kong</p> <p style="text-align: right;">p.140</p>	<p><b>Technology-enhanced teaching and learning</b> Effectiveness of a ChatGPT-based Self-directed Learning Task in Differentiating Chinese Near-Synonyms</p> <p><i>Emma Rao</i> The Hong Kong University of Science and Technology</p> <p style="text-align: right;">p.97</p>	<p><b>Technology-enhanced teaching and learning</b> A Scoping Literature Review of Application of Generative Artificial Intelligence (GenAI) in Language Teaching and Learning</p> <p><i>Locky Law</i> The University of Hong Kong</p> <p style="text-align: right;">p.90</p>	<p><b>Student voice, agency and motivation</b> Students' English Learning Strategies, Learning Experiences and Proficiency: In the Context of an English-Medium Cooperative Institute</p> <p><i>Luo Xiao Peter, Zhang Xueshan, Cai Guozhi, Andrew, Ma Ji</i> Beijing Normal University-Hong Kong Baptist University United International College (UIC)</p> <p style="text-align: right;">p.135</p>	<p><b>Communicative language teaching and task-based language learning</b> Applicability of Communicative Language Teaching (CLT) to the Teaching of Cantonese and Japanese</p> <p><i>Andrew Chau</i> Hong Kong Baptist University</p> <p style="text-align: right;">p.146</p>
17:10 (25 mins)	<b>Closing Ceremony</b>					