ENGAGEMENT IN THE DIGITAL AGE:
INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING AND LEARNING
互動・共融：數碼時代語文教學國際研討會

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Dr. Cissy Li
Head of Language Centre
Hong Kong Baptist University

Warm greetings from the Language Centre of Hong Kong Baptist University!

It is with great pleasure that I extend to you a warm welcome to our two-day conference *Engagement in the Digital Age: International Conference on Language Teaching and Learning* on the 17th and 18th of June 2024.

Engagement, characterized by the active participation of both students and teachers, plays a pivotal role in shaping the success of language teaching and learning. The conference aims to highlight social, cognitive, and behavioural dimensions of engagement, as well as affective interactions. These components work in unison to enhance the overall language learning experience, resulting in positive outcomes for students.

Rapidly evolving digital technology has transformed language teaching and learning. The integration of technology into pedagogical practices has opened up new avenues and possibilities. A key focus of our conference is to explore how technology interacts with pedagogy to foster engagement in language learning. We will delve into the innovative use of digital tools, online platforms, and immersive learning experiences that captivate learners' interests and motivate them to actively participate in their language learning journey.

Join us in our pursuit of enhancing language teaching and learning through engagement in the digital age!

ENGAGEMENT IN THE DIGITAL AGE:

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THEME

Engagement in the Digital Age: International Conference on Language Teaching and Learning, organized by the Language Centre of Hong Kong Baptist University, highlights the crucial role of engagement in determining the success of language teaching and learning. It focuses on different facets of engagement, such as its social, cognitive, behavioural, and affective dimensions. These dimensions synergize to enhance the overall language learning experience, resulting in positive outcomes for students.

OBJECTIVE

The objective of this conference is to provide a platform for meaningful discourse on the topic of engagement in language teaching and learning in diverse linguistic settings. We hope that, through the conference, we are able to promote student and teacher engagement, showcase expertise in language teaching, foster global collaboration, highlight effective (digital) strategies, and influence policies to enhance language learning in the digital age.

CONFERENCE THEMES AND TOPICS

The conference has received numerous submissions from teachers across language disciplines, including English, Chinese (Cantonese and Putonghua) and foreign languages (e.g. French, German, and Japanese).

The following sub-themes and topics have been covered in the papers received for the conference:

- Engagement in and outside the classroom

- Innovative teaching strategies and assessments

- Technology-enhanced teaching and learning

- Synchronous and blended learning

- Equity, diversity and inclusivity

- Student voice, agency and motivation

- Intercultural competency and global citizenship

- Students as partners

- Peer-assisted learning

- Professional development and scholarship

- Teacher education

- Communicative Language Teaching (CLT) and Task-based Language Teaching (TBLT)

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PROFESSOR NORBERT PACHLER

Pro-Vice-Provost (Quality and Standards)
University College London

Learner Engagement in Foreign Language Learning and with the Foreign Language – Mediated by Digital Technologies

Norbert Pachler (FAcSS, PFHEA), is Professor of Education at the IOE, UCL's Faculty of Education and Society and Pro-Vice-Provost (Quality & Standards) in the Office of the Vice-Provost: Education and Student Experience at UCL. Between 2013 and 2020 he was Pro-director: Teaching, Quality and Learning Innovation at the IOE and as such had strategic oversight of all taught provision at the Faculty. In addition to foreign language education, Norbert's research interests include the application of digital technologies in teaching and learning and teacher education and development. He has supervised numerous doctoral students and published widely in these fields.

ABSTRACT

This keynote will explore some theoretical underpinnings and practical dimensions of learner engagement as a nascent construct in the field of foreign language learning linked to positive outcomes and motivational satisfaction. It will also problematise the impact of digital technologies including mobile devices and services as well as platformization and datafication of education and attendant phenomena such as data analytics as features of an expanding digital foreign language learning resource ecology and their impact on how engagement manifests itself, can be fostered and measured.

PROFESSOR ROD ELLIS

School of Education, Curtin University

Rod Ellis is currently a Research Professor in the School of Education, Curtin University in Perth Australia. He is also a visiting professor at Shanghai International Studies University as part of China's Chang Jiang Scholars Program and an Emeritus Professor of the University of Auckland. He is a fellow of the Royal Society of New Zealand.

Rod Ellis's published work includes articles and books on second language acquisition, language teaching and teacher education. His two latest books are Reflections on Task-based Language Teaching (Multilingual Matters, 2018) and the co-authored Task-based Language Teaching: Theory and Practice (Cambridge University Press, 2020). Other major publications include Language Teaching Research and Language Pedagogy in 2012, (Wiley-Blackwell), (with Natsuko Shintani) Exploring Language Pedagogy and Second Language Acquisition Research in 2014 (Routledge) and Understanding Second Language Acquisition 2nd Edition in 2015 (Oxford University Press). He has also published several English language textbooks, including Impact Grammar (Pearson: Longman). He is the recipient of a number of prestigious awards – The British Association of Applied Linguistics best book award (1986), the Duke of Edinburgh best book award (1995), the Modern Language Association of the United States best book award (1988) and the International Association for Task-based Language Teaching annual prize (2021. He has held university positions in six different countries and has also conducted numerous consultancies and seminars throughout the world.

PROFESSOR ROD ELLIS

School of Education, Curtin University

Engaging With Written Corrective Feedback

ABSTRACT

The importance of engagement has long been recognized as important for learning in general and increasingly in second language acquisition In the latter, the focus has been on engagement in social interaction and, in particular the interaction resulting from the performance of tasks. In this talk, however, I will consider learner engagement in relation to corrective feedback, drawing on Ellis' (2010) framework, which distinguished three types of engagement – behavioural, cognitive and affective. While there has been a wealth of research that has investigated written corrective feedback there has been relatively little research that has examined how learners engage with WCF. This is surprising given WCF of any type can only lead to acquisition if learners process it.

Sato and Fujieda (2023) reviewed research has investigated the three types of engagement with WCF using Ellis' framework. Cognitive engagement has been examined by investigating learners' awareness and understanding of corrections (e.g. Storch and Wigglesworth, 2010); behavioural engagement has involved looking at the learning strategies used to handle corrections (e.g. Evans, Hartshorn and McCollum, 2010). Affective engagement has focused on learners' attitudes and emotional responses to the WCF.

I will examine some recent studies that have investigated learners' engagement with WCF. One study examined the effect of asking learners to think aloud as they processed corrections (Tabari, et al, 2023). Two other studies (Kim and Emiliyanova, 2021; Ekanayaka & Ellis, forthcoming) investigated the effect of two types of behavioural engagement – revising following WCF and peer discussion of corrections) on accuracy in new writing. Lau, Aubrey and Ellis (forthcoming) evaluated the effectiveness of asking students to compile error logs by examining what these showed about their cognitive and affective engagement with WCF and whether they led to acquisition.

I will conclude with some practical observations about how teachers can promote learner engagement with WCF and also point to further avenues of research.

PROFESSOR BOPING YUAN (袁博平教授)

Faculty of Asian and Middle Eastern Studies
University of Cambridge

Boping Yuan is Professor Emeritus in Chinese Language and Linguistics at the University of Cambridge. He continues to be a PhD supervisor at Cambridge and Fellow of Churchill College, Cambridge. He is currently also a Distinguished Professor in Linguistics at Shanghai Jiao Tong University. His research interests are in linguistic approaches to second/third language acquisition, particularly in non-native language acquisition of Chinese. He has recently developed interests in bilingualism and aphasia and is involved in a joint project in this area at SJTU. He is the editor-in-chief of Journal of Second Language Studies (John Benjamins), and has published numerous articles in internationally prestigious journals. His forthcoming monograph Interlanguage Grammars of Mandarin Chinese is going to be published by Cambridge University Press soon.

Categorization of Cues in L2 Input and Their Implications for L2 Acquisition

ABSTRACT

It is generally agreed that cues in the target language input are crucial for triggering all necessary feature reconfigurations in second language (L2) grammars. However, cues necessary for L2 feature reconfiguration can be obscured as a result of L1 influence and may vary with regard to their robustness and detectability in the input. The main question asked in this talk is to what extent different types of cues in the input can affect the success, failure, indeterminacy or delay in the acquisition of certain linguistic features in L2. This question will be addressed with Chinese and English data. L2 grammars are examined and analysed on the basis of comparisons and contrasts of features between the L1 and the target language and whether features that are absent or different in the L1 grammar can be acquired in L2 grammars. Attempts will be made in the talk to categorize cues in the input into different types on the basis of their saliency and robustness, and they will be labelled as macro-cues, micro-cues, nano-cues. In addition, the case of no cue in the input will be discussed as well. The categorization of cues will be argued to have pedagogical implications for L2 teaching.

PROFESSOR GLENN STOCKWELL
School of Law, Waseda University

Glenn Stockwell (PhD, University of Queensland) is Professor of Applied Linguistics at the Graduate School of International Culture and Communication Studies, Waseda University. He is author of Mobile Assisted Language Learning: Concepts, Contexts and Challenges (Cambridge University Press, 2022) and editor of Smart CALL: Personalization, Contextualization, & Socialization (Castledown Publishers) and Computer Assisted Language Learning: Diversity in Research and Practice (Cambridge University Press, 2012). He is editor-in-chief of Computer Assisted Language Learning and the Australian Journal of Applied Linguistics. His current research interests include the impact of technology on teaching and learning, mobile-assisted language learning, artificial intelligence in language education, teacher and learner training with technology, and the development of learner autonomy.

Technology and Engagement in Language Teaching and Learning

ABSTRACT

Technology has continued to have a transformative role in enhancing engagement in language teaching and learning. Digital tools such as computer-mediated communication, learning management systems, mobile devices, intelligent tutors, virtual and augmented reality, and language learning apps have redefined traditional classroom settings. They are not only making language learning more accessible but also more engaging and interactive, opening up new avenues for more dynamic and realistic contexts. This presentation explores how technology, including rapidly evolving tools such as machine translation and generative AI, can contribute to enhancing the quantity and quality of engagement in language teaching and learning by promoting interactivity, facilitating real-time feedback, and enabling personalized learning experiences. It critically examines the realities of machine translation and generative AI and explores how teachers and learners can engage with and through these technologies. The presentation will conclude with suggestions for how to make the most of available and emerging technologies in an informed way to enhance language teaching and learning in their individual contexts.

Day One Abstracts

Empowering authentic student engagement through partnership

Lisa Cheung
The University of Hong Kong

Abstract

In this talk I will first present the context for student partnership and potential benefits of engaging students in teaching and learning. An adapted version of the conceptual model for student partnership (Healey, 2014) will be discussed as a foundation of engaging students through partnership in higher education. The model focuses on four interrelated ways of engaging students in partnership: curriculum design, assessment and feedback, scholarship of teaching and learning, and student-led practices. Building on the Students as Partners initiative in the Centre for Applied English Studies at the University of Hong Kong, I will discuss the three major roles that student partners can take to engage in teaching and learning projects for enhancement of teaching and learning (i.e., Co-Creator, Co-Teacher, and Experience Sharer).

While student partnership can offer different learning opportunities, the literature suggests there will be challenges when putting the partnership into practice. One main question is to what extent student partnership can impact student learning. This question will be addressed with the interview data at HKU. I will present my Impact Framework to examine six major factors that impact student partnership, including Autonomy, Commitment, Inclusivity, Partnership (or Collaboration), Empowerment, and Reciprocity (Cook-Sather, Bovill, and Felten 2014; Matthews, Dwyer, Hine, and Turner, 2018). Such impact will be discussed at three levels, namely achievement, applicability, and motivation.

I will conclude with some practical observations about how to achieve sustainability in developing fruitful student partnerships and also point to further avenues of research.

Transitioning into university: Challenges experienced by first-year students in a Hong Kong university

Anthea Cheung, Doris Wong
The University of Hong Kong

Abstract

Purpose: Our study explored: What challenges do first-year students face as they transition from secondary school to a highly internationalized university? What have they done to mitigate these challenges? What skills do they perceive to be important for them to develop both academically and socially?

Methodology: An online questionnaire and one-on-one interviews were conducted to collect data. 94 first-year students responded to the questionnaire and 7 students were interviewed.

Findings: The students found it relatively easy to follow lectures and tutorials, as well as approaching teaching staff when they had questions. The most challenging aspects to them were participating in class discussion, collaborating with peers to complete assignments, becoming an independent learner and time management. Some experienced a lack of interaction with peers from different cultural backgrounds. To succeed academically and socially in university, many perceived that they needed better communication skills. In coping with the new environment, some students found it more efficient to learn new academic concepts by looking them up in their native language. They also preferred getting help from peers who shared their native language rather than the support services provided by the university.

Implications: English language proficiency remains a major concern among both local and mainland participants who are not from an English-speaking background. English support is therefore essential while pragmatics could be emphasized. More needs to be done to promote integration of the various student groups. Intercultural communication skills and study skills could be included in credit-bearing courses, or promote through certain informal channels. Students were accustomed to relying heavily on teachers and class structure in school to meet goals, but these are often not available in university. This gap could be filled to a certain extent by some small classes and personal attention from the instructors.

Exploring socioeconomic influences on engagement with communicative tasks among English language learners in non-academic contexts

Curtis Green-Eneix
The Education University of Hong Kong

Dmitrii Pastushenkov
Harvard University

Olesia Pavlenko
University of New Hampshire

Abstract

Within TBLT, task-related factors continue to be identified and refined to promote and create meaning-oriented learning opportunities to spur student interaction within the classroom (e.g., Loewen & Sato, 2018). However, there is a need to understand how learners and their individual differences (IDs) inform how engaged they are with the presented tasks (e.g., Lambert et al., 2023). While classical individual differences such as cognitive (e.g., language aptitude) and conative (e.g., willingness to communicate) categories have received notable attention (e.g., Li et al., 2022), there is a need to understand how students' socioeconomic status (SES) potentially shapes their participation (e.g., Huang et al., 2018), especially as there is a dearth of research revolving the ID for participants other than university students (Block, 2015; Godfroid & Andringa, 2023; Ortega, 2019).

This presentation showcases a study that examines how English language learners (ELLs) from diverse socioeconomic backgrounds generate metalanguage through language-related episodes as they engage in task-based peer interaction. Thirty-two Russian-speaking English language learners from diverse socioeconomic backgrounds in non-academic contexts were recruited to participate in a series of communicative (e.g., spot the differences, consensus, and conversation) tasks in Zoom. The study triangulated participants' SES by assessing their (1) wealth, (2) occupation, (3) place of residence, and (4) level of education (Block, 2015). Participants with comparable English proficiency levels were then placed into dyads. Using engagement theory (Philp & Duchesne, 2016), individual learners' engagement was assessed across cognitive (e.g., initiation of language-related episodes), affect (e.g., enjoyment), and social states (e.g., provision of assistance), the findings begin to illustrate SES, as a social identity, impacts, and shapes students' roles in communicative tasks. The presentation concludes by proposing ways for TBLT to integrate SES considerations and advocate for further research on SES within SLA research and task development.

Exploring a Chinese model of promoting creativity in EFL classrooms

Zha Zhewei
University of Aberdeen

Abstract

As creativity in language education has grown in emphasis around the world, this study aims to contribute to the understanding of this construct by constructing a model of Chinese English as Foreign Language (EFL) teachers' promotion of creativity in EFL classrooms, in which four aspects are taken into consideration: Person (teachers' perceptions toward creative students), Press (relationships between people and environment), Process (teachers' practices in EFL classrooms), Product (the oral and written performance of students).

The mixed-method research design uses a Likert scale to include a wider perspective of teachers working in different areas and different educational levels in China to investigate how they perceive creative people according to Amabile's four components: domain-relevant skills, creativity-relevant skills, intrinsic motivation and extrinsic motivation which are the characteristics and correlates of creative people (Amabile, 1996), while the follow-up interview will be conducted to gain teachers' perspectives of creative people more deeply. After this, lesson plan analysis, classroom observations and post-observation interviews will be conducted to investigate teachers' practices from Press, Process, and Product. After analysing the data and reviewing the current literature, recommendations will be made to enhance creativity in the EFL classrooms.

At present, little research exists which looks into teachers' perceptions and practices of creativity in EFL classrooms; most of it explores a specific aspect of teachers' practice. However, creativity is a dynamic concept, and it is necessary to take its context into consideration to investigate how intuitional and cultural factors influence their perceptions and practices (Maley & Kiss, 2017). In addition, previous research regards creativity as a concept or social concept rather than a cultural construct, therefore, this research will be conducted in the Chinese context to investigate the concept of creativity from a sociocultural perspective especially the perspective of the Confucian-heritage learning culture.

朗讀與語音教學在香港口語教學中的位置

Leung Man Fong
Hong Kong Baptist University

關鍵詞: 口語教學、朗讀訓練、語音學習、詞彙積累、教學方法建議

摘要

在口語教學中，「說話」是一個重要的教學目標與成果。學生是否可以準確流暢自如地表達(即具備良好的說話能力)是一項可直觀的能力。如何達到這個目標，以普通話教學教學為例，涉及到語音和朗讀這兩個範疇。學習語音是掌握發音知識和工具，朗讀教學涵蓋的內容則更廣，它是對語音的實踐，反復朗讀可以練習音準、記住生詞發音；它同時也在為說話做準備，積累豐富的詞彙，練習語調、輕重和流暢等。

本文認為朗讀和語音在語言教學，特別是口語教學中有非常重要的作用，是訓練說話能力的基礎。本文觀察香港學生從中小學到大學的語文教育中口語教學的設置，特別關注了朗讀和語音教學在語文教學中的位置，希望提出一些值得注意的現象和建議。

The female protagonist in Wang Anyi's novels: Taking 'sister journey' as an example

Yu Lung Kit
Hong Kong Baptist University

Abstract

Wang Anyi's 'Sister Journey' is a story about the heroine Fentian going out to make a living. At the beginning of the story, she was an innocent girl who took Shui, a girl two years younger than her, to Xuzhou to find her fiancé. The two were abducted by gangsters during their journey, and Fentian, who was separated from Shui, was sold to the home of a coward named Liu San as his wife. After three months, Fentian escaped and remained a virgin. But her fiancé doesn't want her anymore. She asked the Women's Federation for help and tried to restore the relationship, but to no avail. Fentian felt that women still had to rely on themselves, so she decided to borrow money from her parents and tried every means to rescue Shui, who was also trafficked, and go to Shanghai to make a career.

Why do gangsters only abduct women to be wives, but no one abducts men to be husbands? Because society believes that women are subservient to men. The power to start a marriage is in the hands of the man. The man has higher status, and the woman can only resort passively to save the relationship. However, it was Fentian who was trafficked, and Fentian was the victim. Fentian made no mistake, but because of an accident, her lifelong happiness came to an end. The man's ruthlessness made the woman at a disadvantage. If a woman wants to win, she has to rely on herself. Being able to save Shui, Fentian depends on her own wisdom and courage. It fully reflects the women spirit of self-improvement. In this story with the theme of suffering, we can see the strength and smile of the protagonist.

香港中學中文語法教學之不足與大學之應對策略

Yeung Yat Nam
Hong Kong Baptist University

關鍵詞: 高中中文課程, 語法能力, 學習動力, 語病檢測系統, 語文能力測驗

摘要

　　香港高中中文課程屢經修訂，其真實成效值得關注。本文結合量化與質化的研究方法，收集統計 539 名大學生的語文能力測驗以評核他們的中文語法能力；再選取部分學生的文章作較深入的個案研究，以探討香港學生語文能力現象的背後成因。研究結果反映香港學生的語法水平較低，多不能辨認語病或正確寫出沒有語病的句子。其背後原因或與高中課程設計以及文憑試題型不重視語法部分有關，且以考試導向為目的的功利學習氛圍也限制了學生的自學動力。

　　針對這個現象，本文建議在現階段大學可以逐步收集學生的語病實例，建立語料庫，在長遠的將來既可以供學術研究以制定更合適的課程設計，也能結合人工智能科技建設符合香港語用習慣的語病檢測系統以供學生自學。

促進參與的課程與任務設計－過程寫作法的實踐與檢討

Ho Tan Pang
Hong Kong Baptist University

關鍵詞: 過程寫作法, 中文素養, 書面傳意能力, 體驗式學習, 學生參與

摘要

大學中文課程目的是提高學生的中文素養，尤其是書面傳意能力。過程寫作法（process approach）重視構思和準備的過程，引導學生積極參與課堂活動，讓他們認識寫作學習的意義，熟悉特定文類的各個寫作環節或要素，從而提高學生的自主寫作能力。這種方式可以視為廣義的體驗式學習，有利創造更多訓練學生應用所學的機會。

是次研究將以過程寫作的教學與評核為主軸，分享有關方法在大學中文課程說明寫作單元中的應用及調適，探討如何把思考討論、實踐、評改、反思及延伸等元素結合。將過程寫作的理念融入課程的教學內容以及任務設計，從而提升課堂活動的切實作用，促進學生的參與，以助他們建構完整而有意義的學習歷程。我們更嘗試利用參照組與實驗組表現的比對，檢討應用有關方法的成效。

Learning difficulties of Mandarin speech sounds for Cantonese speakers: an analysis of initials, finals, and lexical tones

Li Xinxin Ally
Hong Kong Baptist University

Abstract

This study investigates the learning difficulties faced by Cantonese-speaking students in acquiring Mandarin speech sounds, focusing on initials, finals, and lexical tones. A perception test was conducted on 388 students from Hong Kong Baptist University, including an identification task for initials, finals, and lexical tones.

The results revealed that Cantonese speakers exhibited varying levels of difficulty across different aspects of Mandarin speech sounds. In the identification test of initials, they performed significantly better in identifying /p, p^h, m, f, t, k, x/ with over 90% accuracy than /$t\textctc^h$, $\textctc$, ts^h/ with an accuracy lower than 60%. In the identification test of finals, they achieved the highest accuracy in identifying /a/ (91.2%) and the lowest in identifying /ʊŋ, ɥɛn/ (17.8% and 11.6%, respectively). The tone test results showed that Cantonese students made more mistakes in identifying Tone 2, with the order of difficulty being /T2 > T1 > T3 > T4/.

These findings suggest that the learning difficulties of Mandarin speech sounds for Cantonese speakers may be attributed to both their native linguistic experience and the lack of systematic learning of the Cantonese phonological system in Hong Kong's Chinese education. The study contributes to a better understanding of the challenges faced by learners with Cantonese backgrounds, paving the way for developing more effective teaching strategies and methods to improve their Mandarin proficiency.

多元學習模式：中國古典詩詞與語文教學

Wong Siu Yung, Man Ying Ha, Yim Chi Sing, Leung Shu Fung
The Chinese University of Hong Kong

關鍵詞: 古典中文詩歌與歌詞, 文學與語言教學結合, 多元化學習項目, 學生興趣激發, 語文能力提升

摘要

中國古典詩詞是中國文學和語言的精髓，其教學多屬於文學專業範。如何將古典詩詞與語文教學結合，進一步普及推廣並教授古典詩詞，是一個值得深思的議題。本研究旨在探討如何突破傳統語文的教學方法，走出課室學習形式，設計多元化的學習項目和活動，激發學生對中國古典詩詞的興趣，並提升他們的語文能力。首先，本研究將論述電子學習平台和詩詞傳寫活動，怎樣幫助學生從多角度學習古典詩詞，提高他們閱讀和賞析詩詞的能力，同時提昇他們對漢語字詞讀音、詞義、句法、修辭和寫作手法的掌握。其次，本研究將說明學習項目和活動如何相互配合，將詩詞融入學生的學習環境和校園生活，為他們提供更身臨其境和互動的學習體驗，從而提高語文學習的果效。

TPACK 在線上二語普通話教學中的應用研究 — 香港成人普通話線上教育為例

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關鍵詞: TPACK, 香港普通話教學, 線上教育, 教學互動, 教學參與

摘要

數碼時代下，學者們開始將 TPACK 模式應用於教學領域。TPACK 是一種將科技知識（TK）、教學法知識（PK）和學科知識（CK）整合的新型教學模式。在二語教學方面，TPACK 教學模式可以克服傳統網課中存在的互動與參與度不足的問題，值得推廣和應用。

香港普通話教學廣義上屬於國際中文教育。本研究選擇香港成人普通話線上教育作為研究對象，進行了為期十周的研究。研究創新性地採用 Mentimeter、Padlet 和 Miro 等電子工具進行 TPACK 課程設計，通過課堂觀察法和半形式訪談法對課程進行評估，發現 TPACK 教學模式可以激發學習者的互動和參與，並提升學習者對普通話語音方面的信心。成果利用科技資訊創新國際中文教育研究的教學重要的實踐意義。

Learner autonomy: A conceptual and methodological renewal through digital technologies

Chen Li-Mei
Valdosta State University

Abstract

The conventional perspective of learner autonomy aims to cultivate second and foreign language (L2) learners with self-regulated learning strategies they can use to achieve native-like communicative competence. While it can equip L2 learners with certain linguistic coding and decoding skills to take charge of their own learning, it ignores "language as a mode of social action" (Keneman, 2016, p. 87). As such, this paper argues to expand this narrow, conventional view of learner autonomy to a broader, critical version, which aims to empower L2 learners to be self-reliant in using the target language as a constructive tool to impact their society instead of simply acquiring native-like pronunciation and superficial understanding of the target culture. Finally, the paper includes pedagogical suggestions for how to promote critical autonomy step by step via various digital technologies in the L2 classroom. Even though the activities and suggestions seem to fit in the college context, with some adaption, these practices can be applied to non-tertiary contexts as students in the 21st century are increasingly tech-literate.

Investigation of the predictable role of English learners' ideal L2 self in learners' willingness to communicate in the Chinese EMI classroom

Li Zhinuo
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Keywords: Ideal L2 self, willingness to communicate (WTC), EMI

Abstract

Communicative competence in second language (L2) learning refers to communicating effectively in various contexts. The willingness to communicate in L2 (L2 WTC) is recognized as a factor that can enhance one's communicative ability. Previous research has emphasized the importance of the L2 motivational self-system (L2MSS), particularly the concept of the ideal L2 self, in influencing L2 WTC. However, there is still a gap in understanding the relationship between the ideal L2 self and L2 WTC among Chinese students in an English-Medium Instruction (EMI) environment.

While studies have explored this relationship among ESL and EFL learners (Amirian et al., 2021; Ebn-Abbasi et al., 2022; Lee & Lu, 2023), its investigation within an EMI classroom context is limited. Therefore, this study aims to examine the relationship between L2 WTC and the ideal L2 self among Chinese students in an EMI classroom setting. Adopting a quantitative approach, data were collected through surveys, and descriptive statistics, linear regression, and correlation analyses were calculated.

The findings reveal a strong and positive correlation between most items from ideal L2 self-survey and L2 WTC ($p \leq .003$), aligning with previous research. To enhance students' ideal L2 self, it is recommended to incorporate various classroom activities, interdisciplinary content-based lessons, and an increased emphasis on the cultural value behind the language. By integrating these strategies, educators can effectively promote learners' motivation and confidence in using the second language in communicative contexts.

What do our business students care the most? A ladder to the students' voice

Mariah Chan
Hong Kong Baptist University

Abstract

The classroom atmosphere has obviously changed to be more passive after the pandemic as students found it more difficult to communicate face-to-face. Although students prefer attending classes face-to-face (Mohammad et al., 2022), it was also found that they might not be completely ready for social interaction with the impact of all the social distancing policies and practices during and, still, after the pandemic (Charney et al., 2020). This indeed added hurdles for teachers to design course activities that can motivate and stimulate students' learning. Therefore, this research aims to learn from students' voices regarding the elements of the courses they take and the class activities they prefer the most. Although the analysis comes from a small sample size, approximately 50 students, it will still be a good move for teachers to understand more of the students' needs and adjust the teaching methods and communication strategies accordingly.

二語教學的語體偏誤問題 — 以普通話母語者學習粵語為例

Chan Yuen Sau
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關鍵詞: 語體, 對外漢語教學, 粵語教學, 語體差異, 二語教學

摘要

近年來，越來越多語言教師意識到了語體（register）在對外漢語教學當中的重要性，只著重形式（包括發音和句子結構）的教學法往往無助學生在真實的語言交際中妥善完成交際任務。語言教學不能脫離語境，能說不等於說得妥。吳偉平（2014）提倡，對外漢語教學應走出「裸體」的困境而實踐分體（俗常體、正式體、莊典體）教學。粵語教學同樣如此。以普通話為母語的初學者往往未能把握粵語和普通話形式（包括語音、詞彙和結構）的語體差異，而導致說話不得體。本文在語體語法理論的框架下（馮勝利 2018），以普通話母語者學習粵語時所產生的語體偏誤問題為例，嘗試整理錯誤的不同類型，討論問題背後的成因，以支持二語教學必須分體的倡議。

Unpacking the antecedents of boredom and its impact on university learners' engagement in Chinese as an L2 learning: A qualitative study in an asynchronous learning context

Zhao Xian
University of Auckland

Abstract

This study is the first to explore the cause-and-effect relationship among boredom, its antecedents, and effects (academic engagement) in asynchronous Chinese as an L2 (CSL) learning from the lens of Positive Psychology based on the Control-and-Value Theory (CVT: Pekrun, 2006).

This qualitative study adopted the triangulated data through student questionnaires and semi-structured interviews from CSL teachers and learners (N = 17) from a public university in Mainland China.

Boredom is student-oriented (physical fatigue, academic regression, challenges in comprehending instructions), followed by the teacher (predictable and slow pace of teaching, dull classroom design, and lack of teachers' questioning), learning task (Chinese characters or repetitive contents) and objective environment (unstable internet) reported by the learner. The teacher added that the characteristics of the listening course also cause boredom.

The impact of boredom was primarily observed in learners' behavioural engagement manifested by distraction, sleepiness, mind wandering, and task abandonment, but also intertwined with learners' cognitive abilities (concentration, comprehension, reasoning) and emotions (boredom, anxiety, and anger). These findings broadened the CVT by highlighting boredom's domain and skill specificity and its detrimental effects on CSL learning engagement.

Existing studies predominantly quantify the impact of boredom or investigate its antecedents in English learning, leaving the reciprocal linkage unanswered, especially in the CSL learning field. This study calls for a closer look at emotions across domains and skills in languages other than English (LOTE) and considering their antecedents and effects to obtain a full picture.

Students' views on the usefulness of peer review conducted at two grade levels

Fiona Siu
City University of Hong Kong

Abstract

Peer review is generally regarded as a useful learning tool for students, providing them with opportunities to interact with their peers when engaging in the process of critical reading and critical thinking, thus possibly raising students' motivation to learn.

This research study aimed to investigate:
1. how students possessing different levels of English proficiency would perceive the usefulness of their peers' feedback on their argumentative essays;
2. what scaffolding with which they would prefer to be provided;
3. whether they would prefer negative or positive peer comments; and
4. whether they would prefer retention or removal of the exercise of peer review for future classes.

The participants involved 76 native Cantonese-speaking university students possessing two different levels of English proficiency taking two academic writing courses – Level-3 and Level-4 scorers in the Hong Kong Diploma of Secondary Education. Quantitative and qualitative data derived from an online questionnaire were analysed collectively.

Both groups showed favourable responses to the peer review exercise, including the preference for the retention of the peer review exercise. Several findings, however, differentiated the two groups at the 95% confidence level – e.g., significantly more Level-4 than Level-3 student participants agreed to have benefited in: a) writing a thesis statement; b) using hedges; c) using in-text citation; and d) building friendship.

It is hoped that the conference attendees can have a better understanding of the difficulties students might encounter while giving and receiving peer feedback as well as the scaffolding students might regard as useful.

Peer assessment range and students' assessment literacy development in smart class

Yao Suhua
Guangdong University of Foreign Studies

Yang Yanyu
Guangdong Police College

Abstract

The development of students' assessment literacy is closely related to the specific assessment practices in learning environment. The range of language class is often very big in College English course in China's mainland, which is a basic and common required course in many colleges and universities. The number of students is around 70 or ever more than 100 in the same class simultaneously. One language teacher often holds three or four big classes in a week to teach the same curriculum and pass on the same course content. However, current researches seldom discuss the influence of peer assessment range on peer-assisted learning effects and the development of student assessment literacy. This multiple-case qualitative study examines how 12 freshmen of the same College English curriculum develop their assessment literacy in the process of inner-group, inter-group and between-class through classroom observation and retrospective interviews.

The findings reveal how the of peer assessment could influence students' assessment literacy development: 1) shift can increase students' personal and fragmental assessment knowledge in different assessment contexts without being further developed as systematic and integrated assessment concept in co-building assessment standards; 2) fixed shift mode can lead students to compare assessment knowledge of the same class, the same task and different s horizontally to enhance their assessment awareness but its in-depth induction is lacked; 3) the multi-subject interactive peer assessment can promote the development of students' assessment ability, but the degree is "inner-group<inter-group<between-class".

Therefore, students' assessment literacy development should be a process by which the of peer assessment expands to achieve more assessment concept, assessment knowledge and assessment ability so as to create a mutual peer assistance learning environment.

粵語學習活動的設計與反思 — 以「粵語學習夥伴計劃」為例

Chan Yin Fung
Hong Kong Baptist University

關鍵詞: 實際情境學習, 粵語學習夥伴計劃, 導師與學習者, 情境教學成效, 教學挑战

摘要

語文學習配合實際情境教學，效果將事半功倍。不少大專院校的粵語教學，除了提供正規的粵語培訓課程外，還會聘請本地學生，充任導師（tutors），以小組形式帶領粵語學習者（tutees），走出教室，利用實際情境學習粵語。這種教學模式，既鼓勵學習者在生活環境中實踐所學、學以致用，又培養本地學生的領導才能，且同儕互助，有助提升學習效能。本文將會以「粵語學習夥伴計劃」（Cantonese Peer Tutoring Programme）為例，探討粵語學習活動的多元性及可行性，反思情境教學的成效，也會分析當中所面對的種種挑戰，期望為籌辦同類教學計劃者提供適切的參考。

The effect of group dynamics on college English learning in Chinese civil and military university

Mei Zhaoyang
School of Foreign Languages

Abstract

This study mainly examines the impact of group dynamics on the English learning of military academy students. The study selected 200 first- and second-year students with similar learning backgrounds as the research subjects, first conducted a questionnaire survey to obtain the relevant data between their group motivation and students' learning time, group sex ratio, and students' personal experience, and then conducted statistical analysis of the obtained data, and finally interviewed 10 of them. The results show that the group motivation of the military school group is generally high, the influence of group motivation on students has a downward trend with the passage of time, and the gender differences and personal experience differences in the group can have a certain positive impact on the English learning of the whole military school group.

This study introduces the theory of group dynamics into the foreign language teaching of military academies, which has an important enlightenment effect on the particularity of foreign language teaching in military academies and the management of grassroots cadet corps in military academies.

Exploring intercultural competence of Chinese international students (CIS) in Australia classrooms

Han Jiangyu
The University of Sydney

Abstract

An increasing number of Chinese international students (CIS) have selected Australia as their study destination. However, they face many challenges due to poor English language proficiency and lack of intercultural competence (Zhang, 2012). This paper aims to investigate whether CIS's intercultural competence has affected their learning and their interactions with Australian tutors in Australian classrooms. It focuses on three factors of intercultural competence: affective/attitude, cultural knowledge and personal behaviours.

The study employed both quantitative and qualitative methods. Data was collected from CIS surveys and semi-structured interviews with both CIS and Australian tutors. A total of 281 CIS participated in the questionnaire survey regarding their current level of intercultural competence. Semi-structured interviews were conducted with 21 focus groups of CIS and their 10 Australian tutors. Data analysis was conducted by using SPSS and NVivo.

It is noteworthy from the findings that English language proficiency remains a primary area of concern for CIS in classroom interactions when engaged in classrooms. The results also indicate that CIS exhibit high levels of willingness and cultural empathy in terms of their intercultural competence. However, deficiencies in Australian cultural knowledge are evident in their interaction with Australian tutors. They have employed hesitation and sporadically resorted to avoidance strategies. Some CIS display lower levels of intercultural awareness and communication sensitivity.

Moreover, in terms of personal behaviour, CIS demonstrate passiveness, aloof distancing, non-iteration to their tutors. On the other hand, Australian tutors demonstrate heightened cultural sensitivity toward subtle differences among the CIS cohort. Australian tutors make iterative, active classroom engagement and support to help CIS in their learning.

Translanguaging English use in Hong Kong: Localized features and language preference

Ge Meng
City University of Hong Kong

Abstract

English as an international language has transcended its original geographical borders and demonstrated its globalized ownership in a number of domains. Language variation with particular regional, social, or contextual differences is a predictable occurrence; rather, the increased usage of English has brought linguistic innovations based on diverse cultural backgrounds and distinct functions and forms in different communities. Considering the diversity and pluralism of language environments in Hong Kong, the traditionally coded forms and meanings of English are transmitted into another different localized version with its own distinguished linguistic features and cultural significance. Therefore, this study aims to investigate the spread of English and the unique translanguaging phenomenon in Hong Kong.

By applying the quantitative research methods of corpus-based and questionnaire analysis, an authentic language use databased of 53,680 words was first created based on the original posts published on a Hong Kong social media platform. It adapted local news into a creative translanguaging practices including a mix of alphabetic Cantonese, English, phonetic markers, and emojis. With the software AntConc, a keyword list of terms with high frequency and keyness were identified compared with the CLOB corpus, which revealed the distinctiveness of both Romanized Cantonese particles and unconventional or "invented" English particles. Then, a set of questionnaires will be applied to explore students' self-rating language preferences in various domains with different social distance, relative status, degree of formality, function of interaction, and communicative modality as well as language attitudes towards Hong Kong English.

This study is significant in examining the distinct linguistic markers of this localized version of English and identifying the consistency between linguistic phenomenon displayed in social media and language preference of contemporary university students.

Virtually together: Developing intercultural competencies in COVID-19 through radio broadcasting

Li Mengyuan
Hong Kong Baptist University

Abstract

This study aims to investigate the development of intercultural competencies among students in a student-led radio program conducted virtually during the pandemic. The thirteen-week radio program served as a platform for exchanges of dialogues, stories and perspectives of various topics among different cultures residing in Hong Kong and aimed to raise intercultural awareness for participating members and listeners.

The structure of the radio program resembles some important elements and features in UNESCO's Story Circle, which serves as an effective method for developing intercultural competencies. Participants were 16 students of a local university who joined the radio program rotating different roles in radio production. These participants were also from different cultural backgrounds, including mainland Chinese, local Hong Kong Chinese, and ethnic minorities like Pakistani, Nepalese, and Indian. Self-reflection essays submitted by participants upon the completion of the project were analysed and interpreted to identify themes in the context of intercultural competencies development.

The findings revealed a holistic development of intercultural competencies among participants, including cognitive, socio-emotional and behavioural dimensions. Moreover, enhanced English language proficiency was also reported by participants. Lastly, the study echoed the importance of institutional arrangement and facilitator role in the development of intercultural competencies. The project may provide insight for educators who desire to leverage or explore online media in cultivating students' intercultural competencies.

'Students just like us': Developing intercultural competencies and language skills through COIL

Natalie Liu
Hong Kong Baptist University

Joibel Tadea Gimenez Mogollon
Universidad Autónoma de Baja California

Abstract

This project describes the process of design, development and conclusion of the Collaborative Online International Learning (COIL) project, 'Nurturing Global Citizenship through English,' which was conducted from September 18th to December 20th between Hong Kong Baptist University (HKBU) and Universidad Autónoma de Baja California (UABC). The project aimed to foster global citizenship among students through the medium of English, integrating intercultural exchange and collaborative learning. The framework for collaboration, course objectives, and activities are presented.

The enhancement of English language skills, the promotion of cultural understanding, and the encouragement of global citizenship were developed using global issues topics. The course design involved a mix of synchronous and asynchronous activities, leveraging digital platforms to facilitate real-time interactions and discussions. At the end, we present some reflections on the process and challenges, as well as some suggestions for improvement in pedagogical design.

Engaging students in global citizenship education through English: Impact and challenges

Cissy Li, Emma Zhang, Leo Yu, Natalie Liu
Hong Kong Baptist University

Yvonne Loong, Lily Ko
The Chinese University of Hong Kong

Catherine Yanyan Lin, Jennie Jie Lin, Jing Jin, Blanche Chu
The Education University of Hong Kong

Abstract

While the transdisciplinary approach to global citizenship education (GCE) emphasises the integration of multiple academic disciplines to address complex global issues, the humanistic approach not only develops the individual learners' awareness of global issues, cross-cultural understanding, and a sense of social responsibility but also provides them with abundant training in critical thinking, problem-solving, effective communication, and becoming empathetic individuals. The humanistic approach underscores the idea that GCE can be achieved through various means and in flexible and diverse approaches.

The present project *Nurturing Global Citizenship Through English (NGCE)* is one such means to achieve the GCE goals. Delivered in guided learning and independent learning modes using Kolb's experiential learning framework, the project aims to engage students in global citizenship education through English. The NGCE guided learning was conducted in a 13-week curricular course and a 5-week extracurricular workshop series respectively whereas the NGCE independent learning was conducted purely online over 8 weeks via voluntary participation. Through a pre- and post-survey (n=195) using a five-point Likert scale measuring students' changes in the three core domains according to the UN's global citizenship education framework: cognitive, social-emotional and behavioural, it was found the NGCE guided learning yielded positive results. Even though not all improvements were statistically significant, the paired sample t-tests showed a higher level of perception among students in all three domains.

Similarly, the NGCE independent learning also revealed heightened global citizenship awareness among the participants. A thematic analysis of the post-programme self-reflections (n=39) showed a positive impact of the project, particularly in the cognitive and behavioural domains. Though challenges remain, the generally positive results indicate both classroom guided learning and online independent learning are promising modes and means to effectively engage students in GCE through English. This study has pedagogical implications for GCE and EFL/ESL education.

提升香港中學生文言學習效率的 AI 技術應用研究

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香港教育大學

關鍵詞: AI 應用, 香港中學, 文言學習, 智慧教學輔助工具, 大語言模型

摘要

本文旨在探索 AI 在香港中學文言學習中的創新應用，以開發智慧教學輔助工具提高學生學習效率。平台提供基於大語言模型的個性化題解分析和評估，設計分成平台層和模型層。平台層提供試卷練習、使用者交互、資料展示等功能，基於 B/S 架構，採用前監聽分離技術，優化平台開發效率和品質，平台基於 VUE 框架，框架基於 JAVA Spring Boot 框架和 MariaDB 資料庫模型層採用基於深度學習模型的基礎，經過大規模的預訓練，在各語言尤其是中文、文言學習任務中具備強大的語言理解和生成能力的 Baichuan2-7B、Qwen-72B 和百度 Ernie Bot 清晰大語言模型。

該平台為香港中學文言學習提供創新的教學方法和學習體驗。該平台的開發和應用有利於提高學生的文言學習效率和興趣，促進學生對古代文化的理解和欣賞。

A systematic review of self-regulated learning strategies in technology-enhanced language learning environment: Exploring the impact on student's self-efficacy

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GanNan Normal University

Ruan Jiaping
Zhejiang Normal University

Abstract

In recent years, research interest in technology-enhanced language learning has experienced continuous growth. Previous studies demonstrated the lack of students' self-efficacy in the construction of technology-enhanced learning environment. By conducting a systematic search of databases. The current review examines recent empirical studies, ranging from 2004 to the end of 2024, that implemented self-regulated learning strategies in technology-enhanced language learning environment. 19 relevant papers were selected by deploying a four-phase PRISMA framework.

The findings of this systematic review provide a better understanding on the necessity of integrating self-regulated learning strategies in technology-enhanced language learning and its effects on students' self-efficacy.

使用大語言模型進行大專普通話辯論訓練及寫作教學的經驗

Experiences in using large language models for debate training and writing teaching in college Mandarin

Hu Haiying
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關鍵詞: 生成式人工智能, 大型語言模型（LLM）, 中文教學法, 人工智能輔助教學法

摘要

近年國內外各大公司推出生成型人工智能以來，各行各業在使用 LLM 方面異常火爆。筆者結合所任教的香港浸會大學中文課程的寫作教學以及申請的 TDG 項目，並結合個人在各大 AI 平台的使用經歷，談一些使用經驗，拋磚引玉，以就教於各位前輩及同事。 所探討的內容包括以下幾方面：1 筆者使用的若干 LLM 的不同特點及近一年多以來他們的進化，2 我們訓練、使用訂製機器人的一點經驗，3 目前 LLM 的優點和不足，4 對未來 LLM 教學的設想和期待。

Since the launch of Generative Artificial Intelligence by major domestic and foreign companies in recent years, various industries have been exceptionally popular in using LLM. The author combines the writing teaching of the University Chinese course at Hong Kong Baptist University and the project of TDG, as well as personal usage experience on various AI platforms, to share some usage experience and provide valuable insights for senior colleagues and colleagues. The content discussed includes the following aspects: 1. The different characteristics of several LLMs used by the author and their evolution over the past year; 2. Our experience in training and using customized robots; 3. The advantages and disadvantages of current LLMs; 4. Imagination and expectations for future LLM teaching.

Generative AI as a model writer for EFL learners? Comparing constructional diversity in short essays by Chinese students and ChatGPT

Zhi Quan, Liu Yixing
Southwestern University of Finance and Economics

Abstract

In the quest to enhance English as a Foreign Language (EFL) education in the increasingly digital world, AI presents a transformative role with its great capacity of generating native-like texts. This paper aims to examine whether AI, specifically ChatGPT, can serve as a model writer for Chinese EFL learners. The major indicator we rely on in this research is constructional diversity, which is proven to be a reliable predictor for assessment of L2 writing proficiency level and can be quantitatively measured by a computational tool called Constructional Diversity Analyzer (CDA), developed by Hwang and Kim (2023). For the comparison of writing, we employed the 9,865 short essays written by Chinese EFL students in universities and middle schools from the Ten-thousand English Compositions of Chinese Learners (TECCL) Corpus (Xue 2015), as well as 98 pieces of compositions produced by ChatGPT with similar length and topics.

Statistics of constructional diversity show that ChatGPT is able to handle more diverse, complex and less frequent constructions, demonstrating a higher level of writing proficiency than most of its human counterparts. The result highlights the potential use of AI as a teaching assistant and collaborative learning partner, who is always ready to generate on-demand, high-quality and customised sample writing. This comparative analysis not only showcases the linguistic competencies of AI but also implies its potential in promoting language acquisition in the settings of blended learning and autonomous learning. Since TECCL is well designed to cover numerous secondary and tertiary educational providers across China, the pedagogical implications may be generalized for Chinese EFL learners at large.

大學語文課程中人工智能的運用情況—以理大大學中文課程中演講辭與演講評估為例

Ma Hak Wan Helen
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關鍵詞: 人工智能工具, 教育創新, 學習資源, 溝通成果, 教學挑戰

摘要

　　人工智能於近幾年開始滲透各個領域，教育領域也不例外，各大專院校皆為讓師生不落後於人，紛紛開放不同的人工智能工具的使用權限、分享學習資源、舉辦講座等，協助師生在教與學方面能更深入、有效地運用上述工具。為了使學生靈活使用人工智能工具，香港理工大學的大學中文課程加入了人工智能元素，此做法為師生帶來了挑戰，亦引領師生開展教與學的新方向。現以理大大學中文課程演講辭與演講評估為例，分享教學內容及步驟的設計理念與步驟，並分析學生與人工智能溝通的成果，總結在語文課程中運用人工智能的情況，給語文教學帶來新的啟示。人

工智能於近幾年開始滲透各個領域，教育領域也不例外，各大專院校皆為讓師生不落後於人，紛紛開放不同的人工智能工具的使用權限、分享學習資源、舉辦講座等，協助師生在教與學方面能更深入、有效地運用上述工具。為了使學生靈活使用人工智能工具，香港理工大學的大學中文課程加入了人工智能元素，此做法為師生帶來了挑戰，亦引領師生開展教與學的新方向。現以理大大學中文課程演講辭與演講評估為例，分享教學內容及步驟的設計理念與步驟，並分析學生與人工智能溝通的成果，總結在語文課程中運用人工智能的情況，給語文教學帶來新的啟示。

「撰寫」與「生成」之間、以外：談香港本科生中文論文的「文氣」與「思路」

Choi Yuk Ling
The Hong Kong Polytechnic University

關鍵詞: 數碼科技、資訊處理、語文學習、寫作挑戰、教學策略

摘要

數碼科技發展，互聯網絡普及，工具軟件盛行，令資訊存取與處理、意念組織與交流、讀寫格局與模式產生巨變。香港本科生身處其中，學習與運用語文正面對怎樣的挑戰？本文試以香港理工大學本科生課程通識科目合共 100 篇寫於 2023 至 2024 年的中文論文為考察對象，重點分析其中的語文問題，並歸納出文氣上的兩個特點：「卡住」與「尷尬」，以及思路上的兩種情況：「跳躍」與「拼湊」，具體見於關聯詞運用、句子聯繫、段落過渡、語言風格調度上。上述問題或與學生愈多使用網上資源、智能工具，甚至以更加複合、混雜的手段「寫」成、「生」成論文有關。本文也會探討學生在寫作過程中遇到的障礙，並建議一些教學策略與方法，希望協助學生克服寫作中文論文的困難。

Initiating a large-scale virtual exchange practice in a global citizenship course – the pivotal role of pre-COIL programs

Emma Zhang
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Abstract

Collaborative online international learning (COIL) is an emerging pedagogical field with growing communities of practitioners around the world (Rubin, 2022). The advantages of COIL include cost effectiveness, tech-enabled accessibility, and multicultural exposure (Beelen & Doscher, 2022). Existing literature shows that the key advantages of COIL are often not fully realized in institutions that lack systematic COIL support (Akiyama & Cunningham, 2018). An impactful COIL program requires students to engage with international peers at three levels: information exchange, critical thinking, and telecollaboration (O'Dowd, 2009).

Data shows that currently over 50% of institutions that adopt COIL as an internationalization strategy are relatively new to the field, with less than five years of experience and fewer than five COIL programs per institution, per year (Stevens Initiative, 2023). Such institutions lack the necessary infrastructure and well-trained staff to provide proper support for high impact, sustainable COIL programs. This paper reports on the organization and facilitation of a large-scale multi-cultural global citizenship course that involved over 1,000 undergraduate students from ten higher education institutions and six different countries. Students' global citizenship development was measured by pre- and post-course questionnaires, students' pre- and post-course reflections, and post-course focus group interviews.

The paper demonstrates that creating a muti-cultural space for peer-to-peer exchange facilitates global citizenship development in an authentic setting and cultivates students' openness to other cultures. However, most students need adequate external incentive to maintain engagement. This paper argues that a pre-COIL course can improve staff and students' telecommunication competency, expand their global network, and therefore effectively prepare staff and students for fully-fledged COIL engagement in the future. I recommend that institutions new to COIL programs systematically engage with "pre-COIL programs" that require only one or two levels of engagement, rather than the customary three, as this would allow more flexibility in course design.

語音可視化科技輔助普通話兒化韻教學—「TIVA 教學法」的研製與教學效果研究

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關鍵詞: 粵語, 普通話, 兒化韻, TIVA 教學法, 語音教學

摘要

粵方言獨特的音系特徵以及語言學習環境的限制，使得粵語母語者在國語學習中面臨兒化韻習得困難等問題。 透過問卷調查與需求分析，結果顯示粵語母語者特別是未來語文教師群體有較強的學習需求，但目前具有針對性的普通話教學策略相對欠缺。 透過語音實驗定量分析，對粵語母語者的兒化韻發音進行偏差闡釋，發現其兒化時機偏後，捲舌程度較小。 針對偏誤表現與原因，本研究提出融合理論教學（Theory）、聽辨模仿（Imitation）、可覺化輔助教學（Visualization）、調音過程講解（Articulatory Process）的「TIVA 教學法」。 透過實驗對受試者進行教學幹預，發現其兒化融合度以及捲舌程度有較大提升，與教學前相比有顯著差異。 最後，結合受試者與專家訪談與實驗結果可得，「TIVA 教學法」不但在兒化韻教學中效果良好，同時在聲韻母發音、語流音變、發音技巧等語音教學的其他方面也具有拓展應用的潛力。

Intelligent tool to enhance learning satisfaction

Jerry Wong
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Abstract

Chatbot used as conversational tools to boost teaching and learning is so popular over the last 18 months. It is an intelligent tool to support teaching and learning in accommodating personalized student learning habits and needs (Troussas et al., 2022), especially in the higher educational learning context propelling autonomous and self-regulated learning style. Students' own learning incentives are affected by external and internal influence which fluctuates at different time intervals in the learning process. While there are various factors altering the incentives of learning, it is intriguing to look at learning motivation from rational and emotional perspectives. Rational perspective entails external accomplishment which is usually more tangible with more solid and measurable achievements such as rewards, grades, career prospects. Practical help such as real time assistance and progress tracking are the key motives in using the chatbot. Emotional perspective, on the other hand, is feelings, passions, and personal connections driven, which taps into the intrinsic desires and enthusiasm of individuals, whose learning experience are more enjoyable and fulfilling relevance. Gamification and interactive dialogue are the traits exhibiting such learning support. Through pilot observation with a group of third year students using chatbot for their undergraduate study, the findings show subtle interplay in between the two types of motivation, shedding lights on various aspects of our pedagogy, course design and assessment, which is worth to further probe in it.

Ethical use of ChatGPT in EFL learning modelling: A mixed-method approach

Fan Rui
City University of Hong Kong

Zhang Yue
The Education University of Hong Kong

Abstract

This research addresses the increasing significance of ChatGPT in language education while acknowledging global ethical concerns. Despite the growing interest, there is a dearth of empirical studies examining learners' perspectives and the potential impact of ethical considerations on their behaviour. To address this gap, our mixed-method study adopts technological acceptance and ethical digital learning frameworks to testify and theorise a model of Chinese students' ethical use of ChatGPT in the higher education context.

This model is based on (a) a validated structural equation model of ChatGPT knowledge and behaviours among 602 participants and (b) follow-up interviews with five survey respondents to explore their ChatGPT experiences. The findings of the study validated a structural model consisting of three exogenous variables, i.e. Algorithms and Privacy, Academic Honesty, and Personal Development, which positively predicted three endogenous variables, i.e. Knowledge and Understanding, Perception and Attitude, and Usage and Application. One highlight of the results was that if learners believe that ChatGPT usage in a way that academic integrity is protected, they would be more willing to use it frequently, with more positive perceptions of it as an EFL learning tool to improve their English proficiency level and find resources. Implications will be provided for university lecturers and policy makers regarding using ChatGPT in EFL teaching.

The implications for educators and policymakers include optimising language programs with AI-driven tools for personal development, providing clear guidelines and training on ethical AI tool use aligned with academic integrity, and emphasising addressing privacy concerns for sustained usage and application of AI-driven educational tools.

Engaging students in the digital era: The impact of academic blogs

Aditi Jhaveri
The Hong Kong University of Science and Technology

Keywords: Academic blogs, engagement, collaboration, participation

Abstract

This study explores the effectiveness of academic blogs in engaging students in the language classroom in this digital era. It focuses on a class of 20 students in an EAP course and aims to examine the impact of academic blogs on student engagement and participation. The study adopts a qualitative approach combining a textual analysis of students' blog posts and blog writing assessment.

Findings reveal several key factors that contributed to the effectiveness of academic blogs. First, the accessibility of blogs allowed students to engage in asynchronous discussions, accommodating different learning styles and schedules. Second, the opportunity for online peer-to-peer interaction and feedback fostered a sense of community and collaborative learning. Third, the public nature of the blog posts also fostered a sense of accountability, motivating students to produce high-quality work.

While academic blogs demonstrated numerous benefits, the study also identified participation challenges that need to be addressed, especially when posting/ commenting activities are optional and/or certain tasks are not assessed, which can cause some students to do the bare minimum.

But blogging can only work in a small language class if student-bloggers and student-readers contribute valuable information, and their perspectives enrich the content and bring depth to the discussion. If this is somewhat absent, it can dampen the collaborative spirit of the class. As a result, the study suggests clear posting and commenting guidelines and the need for responsible and reciprocal online behaviour as key to the pedagogical success of blogs.

Children's affective geographies of Chinese language and culture education

Xu Wen
Shanghai Jiao Tong University

Abstract

Educational research has been witnessing a 'spatial turn' and an 'affective turn' which have informed studies on pedagogy and foreign/second language acquisition. Drawing on a teacher-researcher ethnographic study, this paper examines the implications of primary students' affective engagement in the space of Chinese language and culture learning in Australia. In seeking to make a contribution to the field of Children's Geographies, the study, which used participant observation, journal entry and interview data, examined how a desire to learn is evoked. More specifically, the paper focuses on how affective geographies manifest in pedagogical encounters, with regard to students' relational experiences with peers and educators. By placing the spotlight on the ways in which affect is integral to pedagogic instruction, we investigate not only how the dynamics within the micro geography of the classroom are imbued with affects but also their powerful potential to alleviate 'large-scale' tensions between two nation-states.

Applying a planned humour pedagogical approach to increase student engagement

Rita Gill Singh
Hong Kong Baptist University

Alex Chun Koon
Chinese University of Hong Kong

Cindy Ngai
Hong Kong Polytechnic University

Ho Wen Ying Joanna, Khong Mei Li, Enoch Chan
University of Hong Kong

Abstract

The use of humour as a pedagogical approach to increase student engagement has been under-explored in the literature. Drawing on the cognitivism learning theory and disposition theory, this study integrated a planned humour pedagogical approach into teaching and learning activities and specifically explored the impact of planned humour on students' engagement and learning in the classroom.

Appropriate types of humour (e.g., wordplay, analogy and exaggeration) and incorporation methods and frequency were systematically integrated into the lessons of an English course at a language centre and biomedical courses at some universities in Hong Kong. Using qualitative and quantitative analyses, the findings indicated that the planned humour pedagogical approach enhanced student engagement while increasing learning and motivation in class. The pedagogical implications of this study for teaching and learning will be useful for researchers, teachers, and educators.

Diagnosing student engagement in a year one English class

Melissa Megan
Hong Kong University of Science and Technology

Abstract

In this presentation I will report on a project conducted in my Year 1 Advanced Academic English for University Studies class to 'diagnose' student engagement. This inquiry was prompted by two concerns: 1. About my diagnostic competence - I need to be able to judge, in 'real time,' my student's engagement in order to optimise learning opportunities. 2. About links between engagement and wellbeing - I believe there is a reciprocal relationship between engagement and wellbeing, each influencing the future state of the other. I will share a tool that I developed to diagnose engagement.

Using this tool, I observed students' behavioural, cognitive and emotional engagement at different points in a lesson. I will share my reflections on use of this tool, including my realization that it's normal for students to sometimes not be engaged and that I have in the past been distracted by my students' emotional engagement – I prioritised it and looked out for its absence. This work is linked to a focus on engaging students as partners in their learning and exploration of the question as to whether 'more well' students are more willing to engage as partners - active participants in, and decision-makers about, their own learning.

Learner engagement on hybrid mode: An English language instructor's account

Chan Ho
The City University of Macau

Abstract

The impact on education in this "COVID era" suggests that we need to find ways to encourage and foster a stronger sense of humility and community to be applied in all forms of learning in higher education as well as life-long learning, a holistic approach to education whereby the individual considers the others. This paper attempts to explain the cultivation of the co-creation of this intellectual commitment for English language educators. The use of four accounts of teaching and learning provides a backdrop for a re-examination of the significance of teacher-student relationship. To regard language learning as a creative process shared by teachers and students and not a mere recodification of symbols and texts, English language educators have the moral obligation to face self-challenges on learning how to improve on curriculum, pedagogy and assessment. A process of learning that requires risk-taking, especially when alternative approaches may not readily lead to expected outcomes. In order for professional development to be rooted in learning, open sharing and collegial support are essential.

I propose the need to reposition teacher's conception of language learning before language teaching. This involves the unfolding of beliefs and values that could lead to a synthesis of understanding and appreciation of the process of learning through the eyes of both the teacher and the learner, as an effort of co-creating a shared reality that they could engage in to express their authentic self in genuine intention to communicate their ideas. To do justice to advocate the consideration of this essential quality of consilience, teachers must understand that for each and every student, there is a space that we could engage with them intellectually. Once we are committed to enter this space together, the shared value will drive the learning that is developed out of mutual trust and understanding.

Engaging students with diverse backgrounds through the technology-assisted teaching of Chinese and interaction with AI from the perspective of cognition

Nuo Min, Xu Xiufen
The Hong Kong University of Science and Technology

Abstract

With the advent of smart education, the "Generation Z" who grew up in the digital age have been learning languages through various electronic platforms, media, and multimodal forms. The interaction between students in physical and virtual spaces has facilitated a new mode of language learning. Based on the cognitive characteristics of language learning, this study explores the necessity of technology-assisted interactive teaching of Chinese through Blended Learning (BL), Self-directed Learning (SDL), and AI assistance to both international and local students with various learning needs and backgrounds.

This study adopts a BL and SDL teaching model, which improves students' language learning effectiveness and comprehensive abilities through course design, textbook compilation, classroom activities, and evaluation feedback. It also enhances students' language learning experience inside and outside the classroom, enriches their experience of autonomous learning using multimodal forms. This paper discusses the changes in online teaching and learning experience after GenAI, taking international Chinese and local students as examples, to explore how students can make full use of interactive teaching methods in course design to achieve the course objectives and increase engagement.

In teaching design and classroom practice, teachers use the electronic teaching platform Canvas, interactive exercises, multimedia courseware (such as videos, audios, interactive presentations, etc.), and generative artificial intelligence (GenAI) to conduct interactive teaching, strengthen interactive teaching theory, enrich language practice activities, and expect to promote the reform and development of language teaching theory in conjunction with emerging educational trends and changes in learning styles. From the feedback of students, it can be seen that interactive teaching in a BL and SDL model has a significant promoting effect on students' language learning engagement. At the same time, this teaching model also inspires teachers to keep up with the times, actively adopt modern teaching methods, optimize and improve teaching strategies.

Engagement with teacher feedback: An investigation of university interpreting learners in Hong Kong

Zhang Yahan, Yan Xiu
City University of Hong Kong

Keywords: Learner engagement, teacher feedback, interpreting performance, student motivation, feedback effectiveness

Abstract

Learner engagement with teacher feedback (LETF) has attracted the attention of researchers as it emphasizes students' active role in learning. Studies have been conducted on LETF in second language writing classrooms, but most of them have adopted qualitative methods with samples of limited sizes. There is a lack of research using quantitative methods and conducted in translation and interpreting classrooms. Although LETF is believed to be affected by various contextual and individual factors, it remains unclear what these factors are and how they influence learner engagement.

This study explored the behavioural, cognitive and emotional dimensions of students' engagement with teacher feedback on their interpreting performance, and identified the factors that influence LETF. A survey questionnaire was administered to 68 students majoring in translation. The findings indicated that the LETF was significantly deeper in the emotional dimension than in the behavioural and cognitive dimensions, and that this dimension of engagement was also the only one that had a significant impact on the students' interpreting performance. Both extrinsic and intrinsic motives for learning interpreting were significantly correlated with the extent of the students' engagement with teacher feedback, but extrinsic motives had a stronger correlation with engagement. Of the various learning motives, ability development had the greatest impact on LETF. Other factors, including self-discipline, effectiveness of teacher feedback, the amount of after-class practice, and self-perceived English language and interpreting ability, also affected LETF in some of the three dimensions: behavioural, cognitive and emotional.

These findings suggest that the emotional component of feedback practice in interpreting classrooms is important and should not be neglected. Teachers can provide constructive but encouraging feedback to improve students' emotional engagement. The findings also confirm that the extent of LETF is affected by various factors. Teachers should take all these factors into consideration when giving feedback.

Engaging EAP students in the post-generative AI era: Reviving critical thinking

John Della Pietra, Ellie Law
Hong Kong Baptist University

Abstract

The growing ubiquity and accessibility of generative AI tools for university students has indirectly served as a powerful catalyst within a greater shift in EAP from the previous paradigm with a greater emphasis on mechanical skills (e.g. paraphrasing and citation skills) to a greater focus on criticality. In the context of one university's first-semester undergraduate academic English course in Hong Kong, this transition has already begun and spurred significant changes in the syllabus. One such change has featured the integration of a speaking assessment titled 'Critical Response to Academic Arguments'. Introduced into the course for the first time, the assessment unexpectedly reveals a dearth of critical skills among the first-year students, most saliently manifesting in their difficulty in analysing and responding to nuanced academic arguments.

The present study examined student verbal responses to arguments within academic texts, which reveal a lack of holistic awareness and ability to shift perspectives. This study points out the growing need for EAP courses to tailor syllabus design to engage and empower learners in the post-generative AI era through fostering their critical thinking and argumentation skills. It is argued that a timely and purposeful shift in curriculum focus is not only essential but also urgently required to ensure Academic English courses maintain their value amidst the transformative forces of the post-generative AI era.

It's more than just a-z: Co-engaging tertiary students in digital storytelling through the multimodalities-entextualisation cycle

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Keywords: Digital stories, multimodal teaching, using multiple languages, multilingual/multicultural students, digital creation skills

Abstract

Digital storytelling has become a promising hybrid genre in EAL/ ESL contexts in higher education. To co-engage tertiary students to develop their digital multimodal composing (DMC) competence and creativity, the Multimodalities-Entextualisation Cycle (MEC) (Lin, 2016; 2020) has been adopted by the teacher-researcher as both a curriculum genre and heuristic teaching/ learning tool in a digital storytelling course designed for 30 tertiary students in Hong Kong. Theoretically, the MEC facilitates dynamic flows of multimodal meaning making resources in ecologically harmonized educational settings across ethnicities and communicative repertoires.

In this conference paper, the presenter first introduces design-based research focusing on translanguaging and trans-semiotizing in the research and pedagogical scopes of DMC in higher education. Through activating three key stages of the MEC, the presenter showcases empirical MEC-guided classroom examples for leveraging plurilingual and pluricultural tertiary students' trans-semiotic agency and creativity in DMC. Data generation involves collecting individual research informants' digital language portraits (Bush, 2012; Mu et. al., 2024), visual storyboards, bilingual written scripts and digital storytelling production logs.

This presentation aims to (1) explicate dynamic roles of AI-guided teacher-to-student and student-to-student dialogic scaffolding in digital storytelling through both formal and informal epistemological sources. The presentation also aspires tertiary educators to (2) co-create digitally transformative practice for transcending monolingual and logocentric practice in EAL/ ESL contexts. Most significantly, research and pedagogical implications of engaging plurilingual teachers and students with digital storytelling and technology-enriched multimodal meaning-making may promote more socially inclusive digital trans-semiotic landscapes. This paper echoes the call for engaging teachers and students inside and outside classrooms to critically reflect on pushing the limits (Li & Lin, 2019) of traditional linear patterns of A-Z knowledge-making, which digitally transforms self-access learning and personal growth.

A comparative study of Chinese language learning strategies used by non-Chinese and Cantonese native speakers in Hong Kong

Wang Yi
Hong Kong Baptist University

Abstract

In Hong Kong, every university offers standard Chinese and Putonghua courses to international and local students. Given the different language and cultural backgrounds, this study intended to compare language learning strategies used by non-Chinese native speakers and Cantonese native speakers in learning Chinese at a HK university. One of the most comprehensive and widely used scales created by Rebecca Oxford in 1990, the Strategy Inventory for Language Learning (SILL), was adopted to conduct a questionnaire survey. SILL covers six dimensions of learning strategies, including memory, cognitive, compensation, metacognitive, affective, and social.

A total number of 110 students were divided into two groups, namely Non-Chinese speakers, NCS learners (N=56), and Cantonese native speakers, CNS learners (N=54), to participate in this survey. It was found that language and cultural backgrounds can affect students' learning strategies. In general, NCS learners used more memory strategies, but CNS learners used more cognitive and social strategies. Gender also affects learners' choice of learning strategies, and female students tended to adopt more strategies in learning Chinese. However, there were no significant differences in the choosing learning strategies by grade level.

Analysing each strategy individually, some significant differences were observed. Overall, this comparative study provided some pedagogical implications for language teachers. Teachers should make an effort to identify students' biases in learning strategies and make different teaching practices accordingly.

結合「慕課」與「翻轉課堂」教學模式的對外粵語課程
Integration of MOOC and flipped classroom in teaching Cantonese as a second language

Cheng Siu Kei, David Yuen
The Hong Kong Polytechnic University

摘要

　　傳統的對外粵語學分課程是學生用一個學期在教室上課加評估，優點是教學進度可控，教師可以在課室上課時發現學生難點即時加以解答；缺點是學習環境與課時有限，學生缺乏課外學習的資源和學習動機。本中心即將推出的對外粵語課程 MOOC 課教學模式正好填補了傳統語言課的缺陷。此教學模式按教學目標把重要的對外粵語知識點以約10分鐘微課（Microlecture）、情景會話視頻、網上練習等形式呈現。學生根據個人需要可以利用課外時間通過"慕課"反覆學習粵語及做課後練習，不受時間和空間的限制，有助於語言知識的理解和吸收。為了使學生在課內、課外都可以學習粵語，我們還把實體線下的對外粵語教學與線上、線下的"翻轉課堂"結合，變"教師為主導"為"學生為主導"。學生於課前在線上"慕課"收看課程內容，於上課時間到課室與老師進行提問、討論和演練，並與其他同學在線上討論區討論課堂內容。我們預期，結合了"慕課"與"翻轉課堂"教學模式的對外粵語課程，能有機融合課內與課外的學習，提升學生學習的主動性，拉近不同語言背景和學習能力學生的差異，提高教師的教學質量和學生的學習效率。

Teacher-student and student-student interactions in blended learning: A case study of an academic English communication course at a South China University

He Sihua
The University of Hong Kong

Abstract

Given that previous research on blended academic English courses in China has narrowly focused on student-student interaction, this study expands the examination to include both teacher-student and student-student interactions within this setting. The guiding framework adopted is the Community of Inquiry (CoI), consisting of Teaching Presence (TP), Social Presence (SP), and Cognitive Presence (CP). This study uses teacher's TP to examine teacher-student interactions and employs both students' TP and SP to investigate student-student interactions. Moreover, the influence of these interactions on students' learning progress is explored from the lens of CP. Notably, this investigation fills the research gap that TP has been primarily in teacher-student interaction, though it could be assumed by students during peer interaction. Methodologically, the study employs qualitative content analysis of classroom recordings, online platform transcripts, and interviews with teachers and students, complemented by the CoI survey to gauge student perceptions.

Results show that most student groups were able to reach high levels of CP, in contrast with findings in previous studies where students typically remained at low levels. It is concluded that while teacher's TP laid the foundation for achieving high levels of CP, the development of students' TP and SP within groups determined the chance of these groups reaching high levels of CP. The findings of the study provide practical implications for educators in designing and managing interactions in similar contexts. Furthermore, the CoI coding scheme developed in this study, the first adapted version for a blended English course in China, may offer methodological insights for researchers in this field.

Engaging in EMI lectures: Learners' use of listening strategies when comprehending the teacher input

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The University of Hong Kong

Abstract

English Medium Instruction (EMI) in higher education has gained substantial attention in recent years. Students enrolled in EMI programmes learn content subjects (e.g., Humanities, Science, and Social Sciences) in their additional language English. Over the years, researchers have devoted effort to study EMI from both the product dimension (e.g., the learning outcomes) and process dimension (e.g., classroom interaction). However, there is still limited research employing the learner's angle to investigate what they do in the classroom and how they engage in their learning. Particularly, given that classroom interaction in lectures is often dominated by teacher talk, it is essential to examine how learners use listening strategies (e.g., inferencing, recall of prior knowledge, and monitoring) to try to cognitively engage in lectures and comprehend the teacher input.

This study recruited 20 students who took content subjects through EMI at a university in Hong Kong. Using a questionnaire and semi-structured interviews, the students reported on the listening strategies that they use to comprehend the teacher input in lectures. Additionally, the findings of ten of these students who went to Chinese Medium Instruction (CMI) secondary schools were compared to the other ten who went to EMI secondary schools, revealing some significant differences in their strategic behaviour. It is also revealed that students who had prior EMI experience perceived their EMI background as easing their listening in tertiary education. Pedagogical implications are discussed in terms of the needs of students in transitioning into an EMI tertiary institution, and how listening strategies are important when learners engage in more (online) listening in the digital age.

「用中學 (Learning by Doing)」任務型語言文化活動的實踐和成果

Li Shanshan, Zhang Wei
Hong Kong Baptist University

關鍵詞: 任務型教學, 語言文化活動, 語言應用能力, 學習興趣, 漢語學習者

摘要

　　任務型教學和「體驗」的語言教學理念日益受到關註，如何將漢語學習者課內所學遷移到課外情境中，使他們能在具體語境中恰當得體地運用語言，是不少對外漢語教師關註的方向。本文旨在介紹以「用中學」和「任務導向」為教學原則，為漢語二語學習者設計的語言文化活動的實踐及成果。該活動為對外漢語課堂的延伸，學生在語言夥伴的陪同下，完成預先設計的「活動前任務」-「小組文化體驗活動」-「活動後報告」，體驗當地文化的同時，在真實情境下使用語言、學習語言。通過對比活動前後的任務成果，我們發現學生在學習興趣和語言應用能力方面都有顯著提高。我們認為將此類語言文化活動與原有課程相結合，不僅能夠豐富課程內容，也能夠讓學習者更有效地實踐課內所學的知識，達到真實交際的目的。

Leveraging Latin for modern language proficiency and ancient world escapism: the hidden advantage of a "dead" language in the digital age

Georges Olongo

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Keywords: Latin learning, digital age benefits, romance languages, linguistic competence, language pedagogy

Abstract

This paper highlights the advantages of learning Latin in the digital age while challenging its perceived uselessness as a "dead" language. Firstly, it investigates how Latin can provide a robust foundation for understanding the structure, vocabulary, and etymology of Romance languages, wielding improved language competence for students. Furthermore, this benefit extends beyond Romance languages to other modern languages, especially to English learners. Although English is not a Romance language, through Roman and Norman conquest the English language is permeated with words of Latin origin which makes it often behave more like Latin than German, its close Anglo-Saxon kin. The students of Latin will also have a good grasp of German inflection, genders and so on.

Secondly, Latin can serve as an escape to the Ancient World. Escapism generally involves the creation of new worlds, often with a new language, which transport readers into these all-consuming universes. The richness of Roman history and the popularity of fantasy book series and modern video games based on Roman mythology have rekindled students' interest in learning Latin.

This paper demonstrates, through a pilot survey and secondary data, how students exposed to Latin acquire linguistic competence at increased rates when learning modern languages. This highlights the role of Latin as a potential linguistic springboard. Contemporary language learning pedagogy can embrace this function and re-evaluate the role that "dead" languages such as Latin can play in a hyper-connected, digital society.

The impact of task characteristics on interactions among young Chinese as second language learners

Yan Jing
The Education University of Hong Kong

Abstract

Young L2 learners' interaction has attracted increasing attention from researchers in second language acquisition. Prior research has suggested that children's interaction could be influenced by task characteristics. Required information exchange tasks are believed to promote interaction in comparison to optional information exchange tasks (Doughty & Pica, 1986). However, limited research has explored the issue in young learners of Chinese as a second language (CSL). The study involved 80 young CSL learners aged from 10-12 in Hong Kong in completing two information-gap tasks and two decision-making tasks.

All the oral interactions were recorded and transcribed for analysis. The oral interactions were examined in terms of interaction patterns and topic development. Regarding interaction patterns, children's interactions for each task were categorized as collaborative, dominant/dominant, dominant/passive, expert/novice, or parallel passive, as used in Storch (2002), Oliver and Azkarai (2019), and Butler and Zeng (2014). The number of different interaction patterns will be compared between two task types. In terms of topic development, we used a topic sequence as the unit of analysis. The turns were first coded as topic initiation, minimal acknowledgement, self-extension, and other extensions. Then, topic sequences will be coded as non-extended, self-extended, and other-extended, based on Galaczi's framework (2008). The differences between these measures across the two task types will be examined by using parametric or non-parametric data analysis. The p value is set at 0.05 and the effect sizes will be interpreted according to Cohen's guideline (small r=.1, medium r=.3, and large, r=.5). The project is in the process of data analysis. The results will be reported, and the theoretical and practical implications will be discussed.

A 5-Dimensional Framework for Task-based Designs: Training, Practising, and Validation

Chan Hang Joshua
Hong Kong Baptist University

Abstract

Within Task-Based Language Teaching (TBLT), predominant frameworks of task have been widely applied to general learners who, through negotiation, meaning-making, and prompted modification, improve their communicative competence. This implicit assumption, which relates to learners in general, presents fundamental challenges in the context of a Special Education (SE) classroom, where some students may have delayed cognitive development and difficulties with verbal communication. This research presents a study involving 7 teachers who attempted to adapt TBLT to SEN classrooms. Among the outcomes is the proposal of a 5-dimensional TBLT framework to help teachers assess task-basedness in lessons. To this end, the study evaluated the feasibility of TBL in classes with students who have mild intellectual disabilities.

Findings from 250 lesson observations documented positive ratings of task-based lessons, with students appearing more engaged. Exploratory factor analysis indicated that the structure of the TBLT assessment framework was represented by a 5-dimensional model. These findings emphasise the importance of focusing on context, input, and dialogic mediation when implementing TBLT in special schools. The model explains 48.5% of the variance in TBLTness, leading us to identify some other atypical TBLT features in an SEN classroom. We propose a redefinition of TBL and its traits for learners with special needs.

Task design in the digital age: The impact on EFL learners' oral performance and engagement

Zhang Peiyu Cherie, Azlin Zainal, Ng Lee Luan
The University of Malaya

Abstract

The digitalisation of language education necessitates a transition from conventional face-to-face language learning to technology-mediated language learning for both language teachers and learners. This study explores the challenges faced by language learners in the online learning environment. Specifically, this study investigates the influence of task design, particularly focusing on interactive and narrative features, on EFL learners' oral performance and engagement. It attempts to integrate the impact of task design on learners' oral performance and engagement in the synchronous computer-mediated communication (SCMC) mode.

Researchers such as Skehan (2009) stated that interactive tasks enhance language accuracy and fluency, whereas narrative tasks are said to increase language complexity. In this study, Chinese EFL learners attending an online English-speaking course were asked to work in pairs to arrange two sets of randomly ordered pictures into logical sequences and develop stories based on them. The same learners were also asked to perform two opinion-exchanging tasks in pairs. Additionally, learners' English oral performance was evaluated in terms of syntactic complexity, accuracy, lexical complexity, and fluency, as well as their behavioural engagement in terms of language production and task duration.

Results reveal that participants demonstrated significantly higher behavioural engagement during picture-based narrative tasks, as indicated by increased language production and task duration. Moreover, opinion-exchanging tasks led to heightened syntactic and lexical complexity. The findings implicate that incorporating interaction in narrative tasks heightened EFL learners' behavioural engagement yet diminished their language complexity.

The study highlights the importance of striking a balance between interaction and narration in task design to optimise both behavioural engagement and language performance. Future studies on task-based language teaching methods in the SCMC mode could refine the balance between interactive and narrative elements in task design, aligning with the evolving landscape of technology-mediated language education.

CLT & TBLT in perspective: Engaging Bill Littlewood for 40 Years!

Edward Wen
Hong Kong Shue Yan University

Mark Teng
Macao Polytechnic University

Abstract

This presentation will first trace back the historical developments of communicative language teaching and task-based language teaching, outlining the progress and the remaining issues. In particular, it will also highlight Bill Littlewood's influence in both CLT and TBLT as well as some key topics such as task engagement. It will conclude by an overview of the major papers of the Special Issue of the Language Learning Journal in honor of Bill Littlewood and the rundown of the invited colloquium.

Communicatively-oriented and task-based L2 reading instruction

Jookyoung Jung
The Chinese University of Hong Kong

Keywords: L2 proficiency, reading strategies, task features, communicative skills

Abstract

Task-based language teaching (TBLT) has long been recognized as an effective pedagogical approach for developing L2 proficiency and communicative skills that align with real-world demands. However, TBLT has been extensively explored and implemented in relation to oral or written production skills, while its application to L2 reading has received less attention. In light of this, this talk will present the impact of different task features, such as task instructions, structures, and implementation on the way L2 learners process the given texts, highlighting the significant task influence on L2 reading and learning. This will lead to the potential benefits of communicatively-oriented and task-based approaches in enhancing L2 learning from meaningful engagement with reading materials.

The role of translanguaging in advancing the communicative language teaching agenda

Martin East
The University of Auckland

Abstract

Littlewood's early stance on effective target language (TL) acquisition in foreign language classrooms was that maximum use of the TL enhances acquisition. This 'monolingual principle' has been pervasive in communicatively-oriented language teaching methods and has also been widely accepted in official curricula in a range of contexts, due to an understanding that TL use should be normative in classroom interactions. On the other hand, Littlewood has acknowledged that exclusive TL use has become subject to active questioning in recent years, conceding that a legitimate role may exist for students to draw on their own first language in classroom contexts. Translanguaging is one means of addressing the tensions that emerge between these two perspectives. This short presentation focuses on translanguaging as a legitimate strategy in the context of task-based language teaching (TBLT).

Effects of computer-mediated collaborative writing tasks on Chinese EFL learners' writing development

Li Danli, Tang Shangyi
Wuhan University

Abstract

Owing to Prof Bill Littlewood's pioneering work on 'communicative language teaching' (1981) forty years ago, the communicative task has emerged as a significant element for motivating second language acquisition research. This talk reports on a longitudinal study investigating the effects of group size of computer-mediated collaborative writing (CMCW) tasks on EFL learners' overall writing performance and writing complexity, accuracy, and fluency (CAF). 56 second-year college students from a Chinese university participated in the study. They completed three out-of-class CMCW tasks in pairs or in groups of four learners over eight weeks. The effects of CMCW tasks and group size were examined on writing CAF and overall writing performance on two timed writing tasks.

The results revealed the beneficial effects of CMCW tasks on improving students' overall writing performance, accuracy, and fluency. It indicated that students working in groups of four significantly outperformed those working in pairs on writing accuracy. Implications for CMCW tasks in the EFL context were discussed.
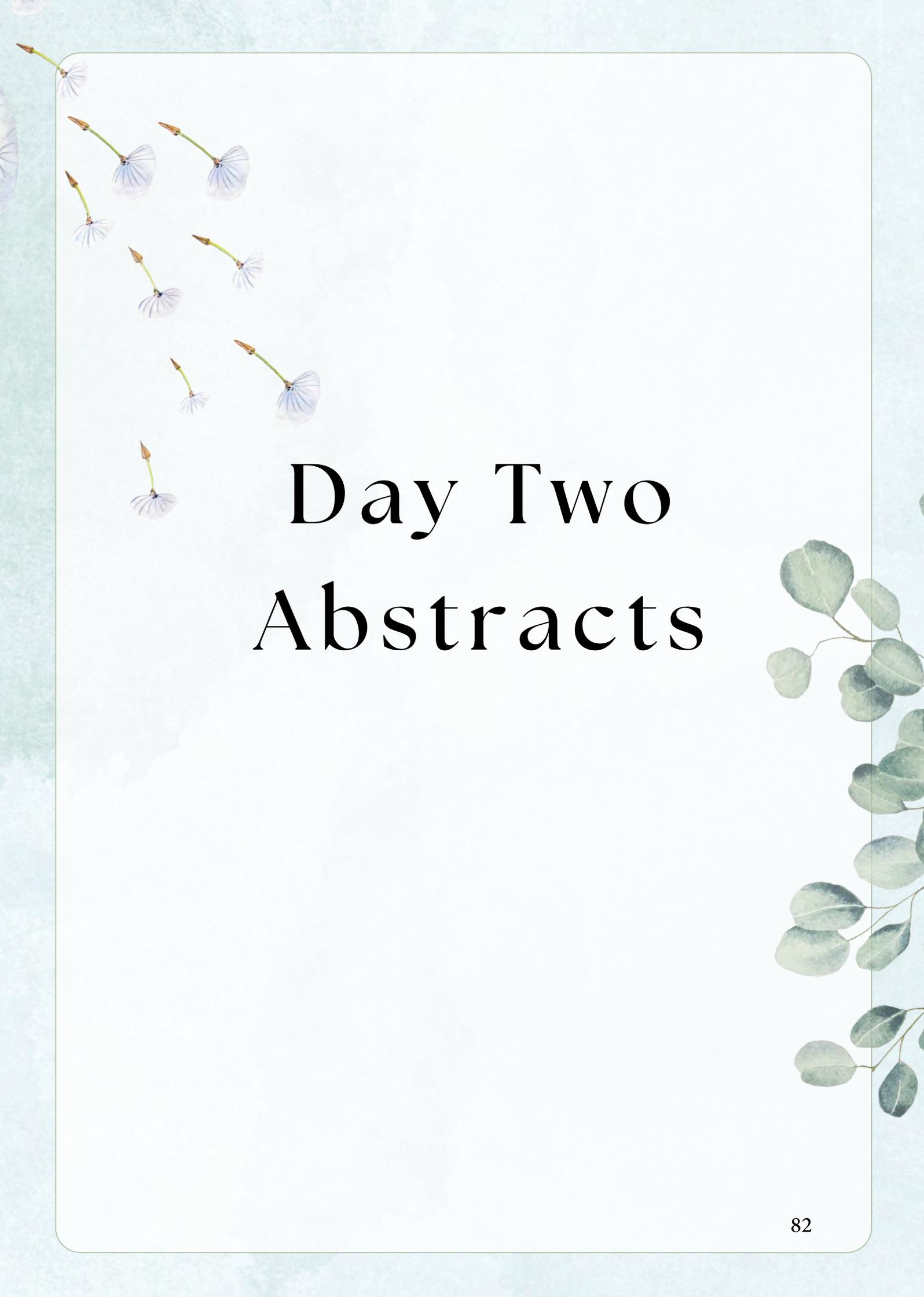
Day Two
Abstracts

Generative AI-supported evidence-informed use of L1 in the L2 classroom

Benjamin Luke Moorhouse, Wan Yuwei
Hong Kong Baptist University

Lin Mei Yi Angel
The Education University of Hong Kong

Abstract

It is well known that L1, when used purposefully and strategically, can help with L2 learning (Shin et al., 2020). However, in many contexts, deep-rooted monolingual immersion approaches, 'e.g. English only' still dominate (Lin, 2015). These policies can lead teachers to refrain from using L1 or use it deceptively. It can also mean that teachers are not prepared with the knowledge or practices that can lead to evidence-informed uses of L1 (Cummins, 2007). It has been suggested that generative AI advances (e.g. ChatGPT) may aid the development of teachers' professional knowledge development and evidence-informed practices (Kohnke et al., 2023).

In this presentation, we share the findings of an intervention study that aimed to raise preservice English language teachers' awareness of the purposeful use of L1 while exploring the potential generative AI tools can have in aiding teachers in their development of the knowledge and skills needed to utilize L1 in L2 classrooms. The study involved data collected from 41 preservice teachers studying a full-time Master of Education in English Language Teaching in Hong Kong.

Data were collected through a pre- and post-intervention mixed-method survey and follow-up group interviews. The findings show that explicit instruction on the use of L1 in L2 classrooms can increase pre-service teachers' willingness to use L1, knowledge about evidence-informed teaching practices, and how AI can support their planning and implementation of L1. Practical implications for teacher education and development are provided.

Examiners' pragmatic identity construction strategies in online Bachelor dissertation defenses

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Hong Kong Baptist University
Nanjing Normal University Zhongbei College

Ricky Lam
Hong Kong Baptist University

Abstract

Pragmatic identity refers to interlocutors' identities dynamically constructed within specific interaction contexts to achieve intended communication purposes. Its constructional process involves four stages: communication needs, pragmatic construction, discursive choices, and communicative outcome, which align with the transition of identity conceptualisation from essentialism to constructivism. Since the last decade, identity researchers have begun to pay close attention to teachers' pragmatic identities. However, the current research is predominantly conducted in classroom and postgraduate academic settings. The undergraduate academic context, the fundamental and significant stage of tertiary education, has been relatively ignored.

Against this backdrop, this study aims to explore teachers' identity construction strategies in undergraduates' dissertations defence from the pragmatic identity perspective. The qualitative case study is situated in the English majors' dissertations defence conducted by a regular college in eastern China. The discursive practices of pragmatic identity construction (Chen, 2013) are utilized as an analytical framework for discourse analysis. Maximum variation sampling is used to purposefully select six teachers from the dissertation defence council as the participants, ensuring a diverse representation of teachers' professional titles and length of teaching experience. Two main instruments are employed to collect data: video recording for discourse analysis and semi-structured interviews for theme analysis.

First, the researcher video-records the sessions of dissertation defence groups, including the six participants. Second, the researcher arranges face-to-face semi-structured interviews with the six participants individually. Theoretically, the study broadens the research boundary of teachers' pragmatic identities by providing a fresh viewpoint in the undergraduate dissertation supervision context. Accordingly, it attracts more pragmatic scholars to consider the discourse of feedback, interaction manners, and quality of bachelor's dissertation supervision. Practically, the findings provide specific guidelines for supervisors on constructing pragmatic identities to communicate effectively with their undergraduate mentees to warrant research standards.

Chinese teachers' perceptions of creativity in the EFL classroom: advancing a culturally situated conceptualisation of creativity

Zha Zhewei, Vincent Greenier
University of Aberdeen

Abstract

This study explores Chinese EFL teachers' perceptions of what characteristics define a creative pupil, beliefs about the malleability and creative competency of students, viewpoints on creativity's relationship to academic subject matter, and assumptions of how creativity is facilitated in the EFL classroom. With the primary aim of contributing to the understanding of creativity as a cultural construct, rather than just a cognitive or social concept, this mixed method research design employed an online questionnaire to include teachers working in different regions and diverse educational contexts in China, as well as interviews to better understand and articulate teachers' viewpoints about creativity in the language classroom.

The results of the current study are remarkably inconsistent with the findings of the existing literature that largely support traditional Chinese perceptions and philosophies in relation to creativity, indicating that the concept may be changing in China and/or it may be defined and understood differently in the context of language education. Nonetheless, some traditional perspectives of creativity remain, such as its relationship to academic performance and intellectual aptitude. The study holds important implications for highlighting teachers' conceptualisations of creativity and thus helping to illuminate and advance a culturally situated understanding of creativity in the Chinese EFL classroom.

A tale of an expert: Chinese university EFL writing teacher assessment identity

Liu Qian

Shanghai International Studies University

Abstract

With the reform of the assessment system in higher education, it is imperative to understand tertiary teachers' positions as assessors and their professional identities influenced by situational contexts. With a dearth of research on EFL writing teachers' identity in their assessment practices and a limited focus on the broad sense of teacher assessment identity (TAI), an investigation into the multifaceted dimensions of TAI is needed to inform an inclusive and interactive nature of the assessment work in this particular context.

Drawing on the TAI conceptual framework, this study employs a case study approach to explore the assessment identity of an experienced university EFL writing instructor in China. Data sources include life history interviews, classroom observations, and physical materials, and the data are analysed qualitatively. The study reveals that the case teacher possesses four types of assessment identity: 1) reflective and progressive scholar, 2) innovative assessment designer, 3) lenient and interactive monitor, and 4) assessment conflict negotiator. Each identity reflects the interplay of the teacher's assessment knowledge, beliefs, emotions, roles, and sense of self-efficacy in different levels of situational contexts. This research provides insights into the construction of teacher assessment identity and the development of teacher assessment literacy.

A duoethnography of language teacher educators' reflections about the big ideas-based language instruction in a teacher learning project

Li Xueru, Sun Wanlei
Beijing Normal University

Abstract

This study aims to explore how two doctoral students working as research assistants support teachers in a lesson study (LS)-oriented teacher learning project for big ideas-based instruction. The study adopted a duoethnographic approach through which the two prospective teacher educators juxtaposed and reflected on their experiences by maintaining regular Tencent meetings (an online meeting software) and sharing of individual reflective journals. They specifically reflected on their motivation and puzzles in collaborating with in-service teachers in implementing big ideas-based language instruction. Additionally, the challenges and complexities in their process of learning to be teacher educators were also explored.

The findings reveal that big ideas-based language teaching should be incorporated into teacher education. Furthermore, engaging in the process of duoethnography allowed them to refine our professional identities as teacher educators. The study sheds light on the importance of institutional support for prospective teacher educators to support their professional development and also emphasizes the importance of duoethnography in promoting self-reflection and wider collaboration.

Multiple case studies on the knowledge transformation mechanism of novice high school English teachers

Sun Wanlei
Beijing Normal University

Abstract

The purpose of this study is to explore the practical knowledge that supports novice teachers in their teaching practices, bridging the gap between theoretical understanding and practical application. Through a qualitative approach, three novice high school English teachers were selected as research participants to reconsider the conceptual framework, transformation mechanism, and construction process of teachers' knowledge within the context of their professional work.

The findings illuminate the practical wisdom and wealth accumulated by these novice teachers, integrating personal values, teaching beliefs, past experiences, and life experiences into their teaching practices. This study sheds light on the meaning world of teachers, analyses the challenges encountered in professional development, and uncovers the process and mechanisms of teacher learning. The originality and value lie in providing authentic depictions of reality, elucidations of life significance, shared experiences, and inspiration for potential knowledge transformation mechanisms, thereby supporting the learning, growth, and development of pre-service and novice teachers.

An autoethnography of an English teacher's incorporation of information technology into education in Hong Kong

Ng Chi Wui
The University of Hong Kong

Abstract

Information technology is suggested to be incorporated into education in local schools in a bid to unleash all students' learning power (Education Bureau, 2015), but the efficacy and readiness of teachers to realize the potential of information technology are in doubt. The present autoethnography of a novice secondary English language teacher who strived to incorporate information technology into English language education aims at investigating the teacher's development of technological pedagogical content knowledge (Koehler & Mishra, 2009) and digital literacy (Puentedura, 2014) as well as his perceived favourable and unfavourable factors of English language teachers' incorporation of information technology into instruction. The teacher's social media posts, professional publications, and teaching materials developed in his first four years of teaching were analysed.

Over four years of teaching, accumulation of experience of incorporating information technology into English language education enabled the teacher to enrich his technological pedagogical content knowledge and revolutionize his conceptualisation of information technology from tools to deliver instructional content to means to develop students' digital literacy. Emphasis on quality in lieu of quantity of e-learning, presence of collaborative lesson planning, and a normative-reeducative mode of curriculum leadership were discovered to be factors favouring the incorporation of information technology into English language education. Findings of the study illuminate teacher education and curriculum leadership. Teacher training ought to zero in on technological pedagogical content knowledge as well as teachers' competence to develop students' digital literacy, and a bottom-up approach of curriculum leadership is preferred for efficacious incorporation of information technology into education.

A scoping literature review of application of generative artificial intelligence (GenAI) in language teaching and learning

Locky Law
The University of Hong Kong

Abstract

This scoping literature review examines the application of generative artificial intelligence (GenAI), a disruptive technology, in language teaching and learning. Since its launch in November 2022, GenAI has captured global attention with OpenAI's ChatGPT, powered by the generative pre-trained transformer (GPT-3) large-language model. The emergence of GenAI holds immense implications across various domains, including language education. This review aims to provide an overview of the current state of research and identify research gaps and future directions in this emerging field. The review follows the PRISMA-ScR guidelines and includes eligible publications published between 2010 and July 2023. Four electronic databases were searched and 41 of the 215 initial papers were eventually selected for review. The findings reveal key terms related to GenAI in language education, the most researched language study and education levels, areas of research, attitudes towards GenAI, and the potential benefits and challenges of GenAI application.

The review highlights several research gaps, including the need for more empirical studies to assess the effectiveness and impact of GenAI tools, discussion of ethical considerations, targeted interventions for specific language skills, and stakeholder engagement in responsible integration. Educators are encouraged to incorporate GenAI tools into their teaching practices while remaining vigilant about potential risks. Continuous professional development for educators is crucial to ensure informed decision-making and effective integration of GenAI tools. This scoping review contributes to the existing knowledge on the use of GenAI in language education and informs future research and practice in this disruptive and rapidly evolving field.

Is it finally time for digital game-based learning (DGBL)? A game selection framework for new DGBL teachers

Locky Law
The University of Hong Kong

Abstract

During the global COVID-19 pandemic, there was a significant increase in the popularity of digital games around the world. However, the adoption of digital games in education has mostly remained stagnant due to significant barriers faced by new teachers of digital game-based learning (DGBL). These barriers include the lack of easy-to-grasp resources on digital game selection and creative pedagogical ideas to integrate digital games into their lessons. To address this issue, this paper proposes a three-stage filtration system for the selection of DGBL-friendly games to fill the niche. The system consists of three filters: game acceptance, game design, and game support. These filters serve as stages for efficient identification, screening, and inclusion processes respectively. To demonstrate the effectiveness of the proposed framework, the Nintendo Switch game Animal Crossing: New Horizons (ACNH) is used as a case study. Virtual interviews with experienced (student) players of ACNH are conducted and excerpts from these interviews are documented. Additionally, ample creative ideas for adapting the digital game are provided.

By implementing this three-stage filtration system and using ACNH as a case study, this paper aims to provide valuable insights and practical examples for educators to overcome the barriers they face when incorporating digital games into their teaching practices. This paper contributes to real-world applications by offering a valuable resource for teachers to select suitable DGBL-friendly games with minimal investment or experience in gaming, saving teachers valuable time from unnecessary searching. This paper also provides a range of creative examples and ideas showing how a well-selected DGBL-friendly game can be integrated into lessons and potentially enhance student engagement and participation.

Collaborative writing in the age of DMC: Learners' perceptions and genre awareness

Lin Yi Chieh, Siti Zaidah Binti Zainuddin
University of Malaya

Abstract

With the current continuous and rapid digital transformation, digital multimodal composition (DMC), a new type of genre (Belcher, 2017; Jiang et al., 2021), is now applied to teaching and learning English writing. Coupled with generic structure knowledge, the content could appropriately and logically demonstrate the authors' main ideas and supporting arguments so that readers can quickly and accurately catch the authors' intentions (Hafner et al., 2023). Thus, by composing digitally on an explicit topic, the author's knowledge of the generic structure and linguistic skills can properly be transformed and employed to meet the expectations of a particular genre's writing. This qualitative study investigates the intentions, perceptions, and genre awareness of DMCs, developed by tertiary students.

The study adopted Swales' (1990) CARS model and Visual Grammar Theory of Social Semiotics (Kress and Van Leeuwen, 1996) as theoretical frameworks to explore the rhetorical structure and the communicative purpose. Coding of their argumentative compositions, produced in 2- to 3-minute multimodal videos in groups, was applied to extract elements representing the authors' rhetorical structure. Meanwhile, participants were observed and interviewed to gather their intentions of using such elements in their videos and their perceptions of collaborative DMCs. The multimodal characteristics representing linguistic features were then analysed to verify the author's intentions. By triangulating the coding with findings from the interviews and observations, the author's intentions and perceptions for composing a collaborative multimodal project were realized.

The findings will suggest whether authors can better deliver their ideas logically and coherently through videos with an awareness of the genre and how they perceive composing multimodal texts. The findings will provide noteworthy significance and implications of a multimodal and genre-based context to the educational and linguistic fields.

A systematic review of self-regulated learning strategies in technology-enhanced language learning environment: Exploring the impact on student's self-efficacy

Wang Zongning, Yin Yali, Liao Xiandong, Lu Meiling, Huang Pingbing
GanNan Normal University

Ruan Jiaping
Zhejiang Normal University

Abstract

In recent years, research interest in technology-enhanced language learning has experienced continuous growth. Previous studies demonstrated the lack of students' self-efficacy in the construction of technology-enhanced learning environment. By conducting a systematic search of databases. The current review examines recent empirical studies, ranging from 2004 to the end of 2024, that implemented self-regulated learning strategies in technology-enhanced language learning environment. 19 relevant papers were selected by deploying a four-phase PRISMA framework.

The findings of this systematic review provide a better understanding on the necessity of integrating self-regulated learning strategies in technology-enhanced language learning and its effects on students' self-efficacy.

Learning lessons from online translation for an AI world

Mike Groves
Lingnan University

Abstract

It is clear that AI is embedding itself in Higher Education, from administration, to learning analytics to teaching. This is raising fundamental questions across universities, perhaps most obviously in teaching, learning and assessment. However, what is sometimes forgotten is that this is not the first time that similar discussions have taken place in the light of technological development.

This talk will focus on the parallels between Generative AI and Online Translation, such as Google Translate. This is a technology that started with questionable output quality (Groves and Mundt, 2015), but has since improved to an enormous extent. Therefore, questions around authorship and assessment have proved challenging for Language Teaching departments.

This talk will have two main goals. Firstly, it will examine, through scholarly literature, how the debate around online translation has moved from suspicion through acceptance to an embrace as a potential learning tool. It will also showcase opinions gathered by the presenter from both Academic Staff and students (Groves and Mundt, 2021; Zhou, Shuo and Groves, 2022), and use these argue that the acceptance and use of the technology is complex and nuanced but can be approached through the lens of Online Translation Literacies (Bowker and Ciro, 2019).

It will then go on to draw parallels between Online Translation and Generative AI. It will describe some of the strategies and concepts that can underpin the principles and ethical use of Online Translation in the Language Teaching sphere and explain how these can be extended to AI.

Assessment by algorithm: The impact of technology on public English exams

Jeremy Phillips
University of Tourism Macau

Abstract

Developments in technology such as analytical algorithms, artificial intelligence and adaptive computer interfaces have changed the formats and the contents of language assessments in the last five years. Research-backed commercial or quasi-commercial international English test providers such The Educational Testing Service, Pearson, Cambridge Assessment and Duolingo have adopted new technologies in service of their English testing products to greater or lesser extents.

This presentation will provide an overview of how contemporary technological applications are affecting the design and function of four well known, publicly available high-stakes English proficiency tests. Topics covered include a breakdown of what technological tools are used in language testing and how technologies are incorporated into the International English Language testing system (IELTS), the Test of English Fluency (TOEFL) the Pearson English Test (PTE) and the Duolingo English Test. The talk will also feature a critical examination of the research bases these testing agencies use to construct and justify technology within English proficiency tests.

The presentation will then highlight some washback effects of specific aspects of technology-integrated testing for test-takers and test-preparation instructors. Lastly, there will be an overview of research into learner perceptions of computer-based testing and how interacting with machines is a test situation affects student engagement in language learning and proficiency testing. The role of technology in English proficiency testing is likely to continue expanding so this presentation should be of interest to language teachers, researchers and assessment professionals.

The role of media interactions in the motivation and outcome of second language learning and teaching

Li Junyan
City University of Hong Kong

Abstract

Media interactions about L2 learning and teaching emerge in the digital age and attitudes of learners and teachers may be affected, playing a role in the outcome of SLL and SLT. While much research focuses on discourse analysis about classroom, multilingual, and positive dimensions of media with SLL, few studies are about the role of media interactions in SLL and SLT. This research seeks to examine the impact of media interactions including language intention, power, and style in the motivation and outcome of SLL and SLT.

The mixed method is employed. Five-Likert scale questionnaires that examine media interactions and motivation are used among 465 university students and lecturers (234 male and 231 female) in four representative universities with systematic random sampling. "FireAnt" corpus is used in Twitter and screenshot is employed in Weibo and Redbook to access participants' media interactions. Semi-structured interviews are purposive-sampled among fifteen university students and lecturers with representative answers or posts. Participants' English performance is tested by designed papers. Collected corpus data are stored in Word files and analysed with MAXQDA. NVivo is used to transcribe interview data. Questionnaire and test paper data are analysed in SPSS.

The findings are that media interactions affect the motivation and performance of L2 learners and teachers. The semantics of groups of words, pragmatic strategies, other features and styles of language in media interactions show posts' intention and relevant policy, influencing the opinions of L2 learners and teachers. Media interactions can benefit learners for L2 practice, peer support, and cultural exchange, though sometimes the outcome is passive. Besides, teachers participate in students' discussions more easily to know learners' shortcomings to change teaching strategies.

This research has implications for teachers and students to adopt suitable ways to integrate media discourse analysis with SLL and SLT and further develop the outcome.

Effectiveness of a ChatGPT-based self-directed learning task in differentiating Chinese near-synonyms

Emma Rao
The Hong Kong University of Science and Technology

Keywords: Chinese as a second language, near-synonyms, ChatGPT, self-directed learning, autonomous learning

Abstract

Near-synonyms have always been the most important and challenging issue in the field of teaching Chinese as a second language for learners at the intermediate to advanced level. Specially, with the emergence of AI like ChatGPT, can it become an effective tool to support learners in differentiating the synonyms? To enhance learners' leaning autonomy, a ChatGPT-based self-directed learning task for discriminating synonyms has been introduced and designed in an advanced Chinese course at a tertiary institution in Hong Kong.

The task requires students to watch an instructional video using ChatGPT to explore a pair of Chinese synonyms. Afterwards, students divide into smaller groups, use basic skills gained from the video clip, and start an experiential journey with their peers to differentiate a pair of near-synonyms assigned by the class teacher. Each group then presents their findings through a video recording. Finally, each student needs to submit a self-reflection report on this learning task.

In view of applying the new AI technology into learners' self-directed learning task, this study proposes two research questions: 1. In what ways can ChatGPT support learners to analyse the differences between a pair of synonyms? 2. In what ways ChatGPT seems not very supportive during the learning process?

To carry on this research project, a questionnaire survey will be administered, followed by in-depth analysis of learners' self-reflection on this learning task. This study aims to help learners more effectively differentiate near-synonyms through ChatGPT-based autonomous learning. It is hoped that a ChatGPT-based learning not only enhance their exploratory learning experiences, but also improve their competencies in critically collaborating with GenAI in the future.

Harnessing GenAI: Hong Kong undergraduate students' attitudes on the role of AI tools in learning and assessment

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Abstract

Since the bloom of generative AI (gen AI) tools following a powerful version of ChatGPT 3.5 in late 2022, the education sector has been the site of direct impact regarding its ethical use in students' studies. In Hong Kong, tertiary institutions' attitudes towards gen AI have remained open yet cautious, with policies that guide students on how and when to use gen AI in learning, teaching and assessment. However, in institutions where such guidelines are set less clearly, students may find it difficult to cope with the requirements of different subjects. Therefore, to set unambiguous gen AI guidelines for teaching and learning, investigating students' views on using gen AI for their studies is necessary.

The present paper reports on the findings arising from the semi-structured group interviews with 20 undergraduate students from two self-financed tertiary institutions. The interviews lasted 60 minutes on average, covering topics regarding how the interviewees and their peers use gen AI tools to for learning and assessment. Content analysis was adopted to identify their knowledge about the tools (e.g., knowing about such tools before and during their undergraduate study), degree of familiarity with the tools), purposes of using the tool, and so on. Preliminary findings suggest that the student's welcome assessments allowing the use of GenAI, or those in which they cannot simply use such technology to generate answers (e.g., recording videos or drawing).

In general, they reported not overly relying on gen AI outputs, although individuals reflected occasional use of ChatGPT for generating texts for written assessments. Potential implications will be discussed regarding enhancing teaching practitioners' digital literacy to master gen AI tools for designing teaching and assessment materials, as well as providing adaptive support to empower students to use such tools ethically and transparently, rather than to delegate thinking processes to artificial intelligence.

Investigating undergraduate students' perceptions in critically evaluating AI-generated texts

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Abstract

The use of generative artificial intelligence (GenAI) tools such as ChatGPT and Bing is becoming prevalent. Research has demonstrated that some students may be tempted to copy the GenAI output and claim it as their own work, which may lead to violation of academic integrity. This can happen because students may lack the necessary skills to analyse the information generated by GenAI tools. Therefore, it is crucial for teachers to develop tasks to provide AI literacy training to students to promote critical use of GenAI tools. If students can learn how to use these tools more critically, they can develop the skills needed to produce original work. Thus, the likelihood of potential academic integrity violations may be reduced. However, there may be insufficient research to identify what types of task can be effective in strengthening students' critical thinking skills. Therefore, a small-scale study was conducted to explore undergraduate students' perceptions of whether analysing and critiquing AI-generated texts can enhance their critical thinking skills. An anonymous online survey was used to understand the students' perspectives after they critically analysed and critiqued three AI-generated texts in an in-class activity.

After data analysis, this research revealed that students shared different perspectives on the effectiveness of critically analysing AI-generated texts for the development of critical thinking skills. Some participants believed that such activity could facilitate their critical thinking skills whereas some held a negative judgement of such activity. The findings of this research have the potential to provide insights into how teachers can further develop effective and appropriate pedagogical tasks to help students develop the AI literacy skills in order to become critical users of GenAI software.

Exploring GenAI-assisted writing assessments: Opportunities and challenges in enhancing student engagement and learning

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Keywords: GenAI in education, writing assessment, student engagement, critical thinking skills, personalized learning

Abstract

Our study aims to share findings that address the challenges GenAI may pose to conventional writing assessments, as well as the opportunities GenAI offers to enhance students' learning experiences and engagement. The project aims to develop an assessment design model for undergraduate English and Chinese academic and professional writing courses. This model will guide the creation of student-centered writing assessments that integrate GenAI, fostering engagement through teacher-student co-creation and peer collaboration. The assessments will also encourage reflection, facilitate the development of higher-order writing and critical thinking skills, and promote GenAI literacy for writing. To assess the effectiveness of the GenAI-assisted writing assessments and GenAI tools for writing, we have adopted a mixed-methods approach by collecting both quantitative and qualitative data from various sources: student responses through surveys, data analytics on the usage of bots, online modules for writing with GenAI, class observations, and insights via student and teacher focus group interviews.

Our preliminary findings indicate that students have generally found the GenAI-assisted assessments increased their interest in the writing classes and in the assessments. Students' use of GenAI tools and their levels of engagement appeared mixed in the ways they find these tools helpful and their attitudes towards these tools for writing. The positive impact on student interest as indicated by the findings suggests that GenAI-assisted tools could lead to greater engagement and motivation in learning environments. This is crucial for subjects like writing, which often require sustained practice and engagement to master. The varied levels of engagement reported in the study indicate that while GenAI tools have the potential to enhance learning experiences, their effectiveness may vary among different students. This underscores the importance of personalized learning paths and suggests that further research might be needed to optimize the use of GenAI tools for diverse student populations.

The effect of emoji and its congruity on L2 irony processing

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Abstract

There are some difficulties for L2 learners to comprehend ironic utterances. Emojis, as well as other nonverbal cues, could activate the embodied experience of discourse recipients and promote their language processing in the computer-mediated communication. Based on the self-paced semantic judgment task, the present study investigated the effects of emojis, and the congruity between the emotional valence of emojis and contextual information, on positive and negative irony processing among Chinese EFL (English as a Foreign Language) learners from the perspective of embodied cognition. We found that: 1) The presence of emojis improved the accuracy of negative irony comprehension and promoted the reaction time of irony comprehension in the semantic judgment tasks among Chinese EFL learners. 2) The congruity between the emotional valence of emojis and contextual information increased the accuracy of positive irony comprehension and facilitated the reaction time of irony comprehension among Chinese EFL learners. These promoting effects of emojis are possibly achieved by activating EFL learners' emotional perception for the context.

The present study reveals that emojis have a promoting effect on irony processing among EFL learners in the computer-mediated communication, which would be insightful for enriching the discourse processing theories from the perspective of embodied cognition.

(Un)Critical engagement with GenAI: investigating Hong Kong social sciences undergraduate students' critical response to GenAI outputs in a speech delivery course

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Abstract

In the context of higher education worldwide, since GenAI became available to the wider public in late 2022, a substantial number of studies have examined students' experiences, perceptions, knowledge, and concerns about the use of these tools in their learning. However, relatively fewer have investigated their actual critical practices (e.g., how they critically evaluate GenAI outputs) when using GenAI tools to perform academic tasks.

This presentation aims to share the preliminary findings of a study conducted to investigate Hong Kong undergraduate social sciences students' (un)critical evaluation of GenAI outputs. In this study, a content and thematic analysis approach was employed to examine a corpus of 7,000 words, consisting of undergraduate social sciences students' written critical evaluations of a speech generated by a GenAI tool - ChatGPT.

From the codes and themes generated, it was found that the participants, in general, evaluated the sample speech generated by GenAI negatively. Whilst they were able to critically evaluate the speech in a comprehensive and a multifaceted manner, there appears to be a disproportionate attention to the evaluation of the argument offered in the speech, while other dimensions essential to a good speech received relatively less attention. The data also appears to suggest that the participants' command of the metalanguage for critical evaluation can potentially affect their ability to critically engage with GenAI.

It is hoped that the insights gained from this study will inform the design of instructional materials for social sciences students at the target university, with a particular focus on teaching students how to critically evaluate outputs generated by artificial intelligence by enhancing their metalanguage of critical evaluation.

GenAI for writing development – leveraging strength and circumventing weakness of current technology in pedagogical choices

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Abstract

Acknowledging the emerging presence of GenAI in the language classroom, we find that Gen-AI's impact on pedagogy and authentic (human) learning outcomes is yet to be determined. When learners choose to use Gen-AI for mere task completion, the presence of Gen-AI in language education could lead to flimsy skill development in the long run, masqueraded by sheer machine-aided performance rather than effective skill application and transfer. To help students engage GenAI for productive learning, we therefore wish to advocate for teacher-led, more outcomes-based approach to the use of GenAI.

Assuming it's still possible to distinguish skillsets/learning outcomes that are more 'authentic' than 'automated', this project sets out to test this assumption by re-focusing pedagogy to explore Gen-AI's roles in assisting student writing development. The first part of the project examines explicit use of GenAI to address lesson objectives and reflects on patterns and issues across language courses and classrooms, as identified in student works. The project's second part builds on teacher reflection on alignment issues brought about by GenAI-embedded lesson plans and suggests ways to (re)design learning that tap more into the known strengths while circumventing the identified weaknesses of LLM AI.

Students' perception of and engagement with peer feedback and mobile ASR feedback for ESP pronunciation training assessment

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Dai Yuanju
Xinghai Conservatory of Music

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Abstract

This paper explores students' perception of and engagement with peer feedback and Automatic Speech Recognition (ASR) feedback provided by a mobile communication app. Two groups of music-majored students were involved in the learning task to improve their ESP pronunciation: the ASR Group (n=59), in which the students used the built-in ASR function of the communication app to self-practice the ESP pronunciation outside of the class time, the Peer+ASR Group (n=59), in which the students first individually generated ASR transcripts and then worked as a dyad to provide and receive feedback during class time. Informed by the Cognitive Load Theory, the students' perception was quantitatively measured through three constructs: intrinsic cognitive load, extraneous cognitive load, and germane cognitive load. The students' engagement was measured through three constructs: cognitive, behavioural, and affective. The perceived advantages and disadvantages of the ESP pronunciation training task were also solicited as part of the post-activity survey. Quantitative analysis showed that the two groups significantly differed in the extraneous cognitive load only, with the Peer+ASR Group being more inclined to believe that the task required more effort to deal with the dual-step procedure. Qualitative analysis further showed that while both groups found the task engaging and motivating, the ASR Group was more likely to report the perceived suboptimal quality of ASR (e.g., intolerance of accents, and inability to recognize some technical words and connected speech). Based on these findings, the paper makes useful suggestions to improve students' feedback literacy, particularly their literacy pertinent to ASR feedback on the pronunciation of technical words (e.g., fortississimo). In addition, the paper offers some pedagogical implications for instructors so that they can make informed decisions to plan self-practice and/or peer practice (un)mediated by mobile technologies based on students' ESP learning needs.

Artificial intelligence for training new service teachers to teach English as a foreign language

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Abstract

As Artificial Intelligence (AI) advances technologically, researchers began to explore the possibilities of independent AI teachers in actual classroom teaching (Edwards & Cheok, 2018). However, it is believed that coaching and assessing need skills beyond machines' abilities, for instance, emotional intelligence, creativity and interpersonal communication (Manyika et al., 2017). Independent AI teachers will face multiple challenges, but the potential of AI is identified in teacher education and teacher training (Trust et al., 2023). AI claims to be able to support teachers' teaching and assessing through designing activities, developing classroom management strategies, and creating assessment and evaluations. Meanwhile, researchers also identified the risks and misuses of applying AI in education, including the credibility of AI's output, confidentiality of person and sensitive data, and widening the digital divide (Trust et al., 2023).

This project explores the potential of AI in training new service teachers to teach English as a foreign language. These new service teachers are university students in Hong Kong who will teach primary school students from lower-income families in local communities, adopting theme-based language teaching. The potential of AI in training these new service teachers is explored in a) designing of theme-based learning activities; b) writing activity plans; c) initiating instructional check questions and concept check questions; d) managing classroom situations. Semi-structured interviews are conducted after the teacher training sessions to examine to what extent these service teachers benefit from the use of AI.

Most of the new service teachers regard AI as a great help to brainstorm learning activities and look for sample texts in a very efficient way. But they also raised that AI is less helpful in coaching them classroom management strategies as those involve personal experiences and real interactions. This exploration will contribute to the investigation of benefits and risks of applying AI in teacher education.

Building a learner corpus of disciplinary writing: Promoting data-driven learning for English learners

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Abstract

English is used as the medium of academic and professional communication in HK, and HK universities often provide mandatory English courses for students. Currently, the rapid development of digital technology has a large impact on English education, bringing new approaches to teaching English. To embrace the age of digital technology, this presentation introduces an ongoing project of corpus building with students' disciplinary writing and identifies how the corpus can be used for English teaching.

The corpus is built with student writing in four major disciplinary domains in a HK university: science, engineering, business, and humanities and social sciences. With the help of English teachers, 947 students contributed their data to the corpus. Via a collaboration with the Corpus and Repository of Writing (Crow), an interinstitutional project in the US, our corpus will be added to the Crow's database, which has a well-designed user interface to provide multiple functions of text analysis. In this way, scholars from all over the world can access the HK student data, working on teaching, learning, assessment, and research for our student

In terms of digital learning, our corpus can be used for data-driven learning, which refers to using concordancing tools to analyse texts for pedagogical purposes. Our corpus effectively reflects linguistic and discourse characteristics of HK university students in the four disciplinary domains. The corpus data can be applied back to disciplinary English courses, for example: a) develop teaching materials to show frequent lexico-grammatical features; b) use the selected papers for marking standardization; c) teach students how to use concordancing tools to "interact" with the language in the corpus themselves; d) offer sample papers for students to scaffold their writing in different disciplinary genres (e.g., scientific reports, narrative essays, business emails).

Chinese-major university students' perceptions of AI-powered tools for English academic writing: An exploratory study in Hong Kong

Lin Yanyan Catherine
The Education University of Hong Kong

Abstract

The potential of Artificial Intelligence (AI) technologies to innovate and enhance foreign language education has been widely recognised. At universities, despite that many teachers agree that AI could be a tireless and powerful English language learning partner or assistant and bring a transformative learning experience to students, there is also ethical concern about the misuse of AI as a 'cheating' tool by students for academic writing.

Using a 5-point Likert scale online survey, this study investigated 37 Year-1 Chinese-language-education major university students' perceptions of the effectiveness of AI-powered tools (Elicit.org and ChatGPT) for English academic writing in a university in Hong Kong. Over an 8-week compulsory university English enhancement course, participants were guided on using these tools to assist with planning, sourcing academic literature, and providing feedback on grammar and vocabulary for an English literature review. The descriptive analysis showed that students had positive attitudes towards the integration of the AI-powered tools. They believed the tools improved the efficiency of the writing process and raised their awareness of common language errors.

Students also indicated they would continue using the tools for future English academic writing tasks and as pre-service secondary Chinese language teachers they would introduce AI to their future students for Chinese writing. The findings suggest that AI-powered tools can be a valuable learning aid for academic writing when used appropriately rather than as a 'cheating' mechanism.

Integration of GenAI tools in Business Chinese writing class: Reflection and implication

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Abstract

As GenAI continues to reshape the educational landscape, the key challenge facing language educators is to seamlessly incorporate these tools into language teaching and learning practices. This study presents the application of GenAI tools in a Business Chinese Communication course offered to native Chinese speakers at a university in Hong Kong. Through various teaching activities, such as employing ChatGPT to generate specified workplace-related content for analysis, evaluation, and revision, utilising ChatGPT as a writing feedback tool, and integrating a guiding bot as a writing assistant, students are deeply engaged with the opportunities presented by learning alongside GenAI tools.

Drawing on student feedback and teacher observations, this study found that while GenAI can serve as an "assistant" for language and ideation, it cannot replace the role of teachers in fulfilling the Chinese learning needs of students. These findings suggest that in the instruction of structured business Chinese genres, educators could explore the use of GenAI tools to design effective teaching activities to assist students' learning. Additionally, this study highlights the potential for students to improve their writing skills and learning process through continuous revision and reflective practice, facilitated by the application of GenAI tools to specific genres.

Leveraging technology to create a vibrant transnational online language learning community through the International Book Club

Emerson Case
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Abstract

This presentation describes a seven-year longitudinal study examining the language learning experiences and perceptions of program participants which pairs American university students with language learning counterparts at universities in Poland and Ukraine, high schools in Poland and Mexico, and intensive English programs in the United States, Argentina, and Guatemala.

The project is designed to leverage technology to support students' language learning success while simultaneously enhancing their agency through in-class, out-of-class, social, and cultural experiences via the "International Book Club", a common reading program seeking to develop students' language skills while creating curricular and extracurricular opportunities involving students in a shared learning experience.

Using both asynchronous and synchronous platforms, participants first record short vlogs to introduce themselves, then complete blog entries to interact with other participants through weekly book-based discussion questions designed to foster higher-order, integrative, and reflective language learning connecting what they have read and what they have learned previously to new knowledge and language skills acquired in study of the text. Discussions are followed by individualised assignments at each of the sites fitting the requirements of those specific contexts. Finally, participants join together in weekly Zoom sessions to share their new insights with those from other cultures and language groups.

Quantitative and qualitative data, gathered through surveys, focus groups, and individual interviews, will be presented. Research questions focus first on the skills obtained from the reading of the text, including critical thinking abilities, understanding of the topic, and attitudinal changes, then on the language learning experiences of participants, including enhanced reading abilities in English, increased understanding of academic language, improved cultural understanding, and heightened ability to express oneself orally.

Findings reveal that participants benefit greatly from participation in the program, improving their English reading and speaking abilities. The presentation will finish with a short discussion of next steps.

Ethical use of ChatGPT in EFL learning modelling: A mixed-method approach

Fan Rui
City University of Hong Kong

Zhang Yue
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Abstract

This research addresses the increasing significance of ChatGPT in language education while acknowledging global ethical concerns. Despite the growing interest, there is a dearth of empirical studies examining learners' perspectives and the potential impact of ethical considerations on their behaviour. To address this gap, our mixed-method study adopts technological acceptance and ethical digital learning frameworks to testify and theorise a model of Chinese students' ethical use of ChatGPT in the higher education context.

This model is based on (a) a validated structural equation model of ChatGPT knowledge and behaviours among 602 participants and (b) follow-up interviews with five survey respondents to explore their ChatGPT experiences. The findings of the study validated a structural model consisting of three exogenous variables, i.e. Algorithms and Privacy, Academic Honesty, and Personal Development, which positively predicted three endogenous variables, i.e. Knowledge and Understanding, Perception and Attitude, and Usage and Application. One highlight of the results was that if learners believe that ChatGPT usage in a way that academic integrity is protected, they would be more willing to use it frequently, with more positive perceptions of it as an EFL learning tool to improve their English proficiency level and find resources. Implications will be provided for university lecturers and policy makers regarding using ChatGPT in EFL teaching.

The implications for educators and policymakers include optimising language programs with AI-driven tools for personal development, providing clear guidelines and training on ethical AI tool use aligned with academic integrity, and emphasising addressing privacy concerns for sustained usage and application of AI-driven educational tools.

ChatGPT and English courses: What students use it for and whether it influences their academic performance

Zhou Siyang
Hong Kong University of Science and Technology

Abstract

The release of ChatGPT in late 2022 has revolutionised the way that education and assessment is carried out. With constant debates on whether students can use ChatGPT in assessments, it is imperative to investigate their impact on students' academic performances. Therefore, the current study compares the grades of 180 students who used ChatGPT and did not used ChatGPT in several university language courses at a university in Hong Kong, to understand if there is any unfair advantage posed by ChatGPT to the student body.

The data of this study include students' self-declaration of GenAI use in written and spoken assignments in Spring and Fall 2023, the AI-writing detector result for their written assignments, and the final grades for their written and spoken assignments. This study adopts mixed methods by applying descriptive statistics and inferential statistics to the quantitative data and thematic analysis to the open-ended self-declaration responses.

Overall, the result revealed no significant influence of the use of ChatGPT on students' assignment grades in two academic English courses and a business English course. It was only in the electronic magazine assignment that students' use of ChatGPT has a weak negative correlation with the final grade. It was found that usually less academically capable students directly copied GenAI responses in completion of their assignments and failed to account for some specific requirements in the instructions. The most common usage of GenAI in students' assignments were language polishing and grammar check and doing research (finding information).

In sum, this study shows that if assessment is designed skilfully, ChatGPT could be allowed in students' assignments and will not pose a significant threat to assessment fairness in university English-for-Specific-Purposes courses.

Strategies to use chatbots in a beginner Japanese university course

Koji Shiomi

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Abstract

Recently, the development of AI and ChatGPT has been progressing rapidly, leading to increased utilisation in the field of education. ChatGPT, known for its flexibility and interactive capabilities, has emerged as a promising tool for supporting educational activities. In fact, there have been reports of practical implementations of ChatGPT in education, with many of them focusing on English language teaching. From an educational perspective, there is a relatively limited number of practical examples showcasing the application of ChatGPT in third language education, particularly in the context of Japanese language instruction.

In this presentation, I will report on the practical application of Chatbots in a Beginner Japanese University Course. The goal has been to effectively utilise Chatbots to make Japanese language learning easier, or to enhance learning effectiveness based on individual needs. I have been monitoring students' usage practices and the content of their interactions.

Based on the monitoring of student engagement with the Chatbot, the following areas were found to be beneficial: 1) Hiragana and Katakana Learning, 2) Translation English into Japanese including word lookup, sentence lookup, Anime Japanese meaning lookup. 3) Research on Japanese Culture, etc.

According to students' comment, they found the Chatbot's interactive approach enjoyable. They appreciated the Chatbot's ability to provide support and teach in multiple languages, including English, Chinese, Japanese, and Romaji.

Overall, this presentation will demonstrate the effectiveness of Chatbots as educational tools in a Beginner Japanese University Course. The findings highlight the positive impact of interactive learning, comprehensive language support, and the incorporation of cultural resources. These contributions pave the way for further advancements in Japanese language education and the integration of AI technologies in the classroom in Japanese Course.

The impact of metacognitive teaching strategies on mainland students' metacognitive awareness and reading comprehension performance in college classrooms

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Abstract

Learning to learn is one of the major literacies in the core literacy of Chinese students' development, which is the key to the gradual deepening of new curriculum reform in China. It suggests that teachers need to assist students to have self-regulated learning abilities. Metacognitive teaching strategies are the suitable strategies for teachers to help students master methods of learning and develop their capacities for lifelong learning. Thus, metacognitive teaching is a viable option to significantly improve students' learning capacities and address the issues raised by the new curriculum reform. However, there are few empirical studies that examined the influence of metacognitive teaching strategies on mainland students' metacognitive awareness and reading comprehension performance in College Chinese Classrooms. Therefore, the current study intends to investigate teacher's utilization of metacognitive teaching strategies for enhancing mainland students' metacognitive awareness and reading comprehension performance in College Chinese Classrooms. Such a study can provide insights to promote students' learning abilities and professional development training for in-service teachers.

The participants are 240 first-year college Chinese language learners from a Chinese institution's Nursing Institution. It uses a mixed-methods, quantitative and qualitative approach. Through a diagnostic pre-test, teacher first identify students' metacognitive awareness and reading comprehension performance. The teacher then employs metacognitive teaching strategies to design the research lessons that are presented in the first two classes (the first cycle) based on the results of the pre-test. The effectiveness of the first cycle is then assessed using the same exam (post-test), following which modifications are made to the lesson plan. In an effort to improve teaching results, the revised plan is subsequently taught in the next two classes (the second cycle). Students are interviewed along with each pre-test and post-test.

Learners' disengagement with corrective feedback in an English for Academic Purposes course: Rote learning, proficiency and depth of processing

Lee Hang Ming Joanne, Wong Wai Man Louisa, Chan Hang Joshua
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Abstract

Noticing, or awareness, as an influential concept in SLA has been characterised as a gradient (Leow, 2000; Schmidt, 1994): Awareness at the level of perception, awareness at the level of understanding, and awareness at the level of reporting – where learners are able to apply and verbalise rules. Aside from seeing the notion as a continuum, awareness may be partial and variable: a learner may be aware of one grammatical feature but fail to recognise others, even when they are known or simple. The importance of awareness as a notion lies in one principle: for something to be learned, it must be cognitively and consciously processed.

In a self-access component of an EAP course, learners were presented with explanations for errors and were expected to rote-learn the rules at their own pace. They were tested on perception (noticing) and production throughout the course. The first finding from this study is the undergraduate students' disengagement with corrective feedback, along with the introduction of new errors.

The second finding to be reported is a classification of these undergraduate students' 'misses' after a quantitative analysis through MAXQDA, which revealed the learners' different levels of success in incorporating linguistic forms into their production. The beneficial role of rote learning is challenged, and the authors of this study sought explanations for these results and their implications for EAP instruction.

Mitigating Hong Kong EAL undergraduate students' fear of oral presentation

Kathy Lee, Caleb Acton, Angus Cheung, Li Yongshi, Ashley Wong
Hong Kong Baptist University

Abstract

Oral presentation is an essential part of the undergraduate experience as it is a common form of assessment. In oral presentations, students are typically required to stand and present to an audience (Sullivan, 2009) to enhance and showcase their learning. Public speaking anxiety is one of the most prevalent forms of anxiety disorders (Bartholomay & Houlihan, 2016). Previous research conducted in different parts of the world has found that many students experience fear and anxiety in public speaking (E.g. Dwyer & Davidson 2012, Ferreira Marinho et al., 2017; Le Febvre et al., 2018; Nash et al, 2016; Tsang 2020). Speech anxiety is also recognised as a significant barrier to students' success and participation in public speaking courses (E.g. Russel & Shaw 2009; Russell & Topham 2012; Tsang, 2020). The aims of this study are to investigate the anxiety experienced by students in individual oral presentations, and to evaluate the effectiveness of the different interventions used in different classes to alleviate the fear of public speaking.

This study adapts the questionnaire developed by Hook et al. (2008) to measure students' levels of speech anxiety and was completed by 92 students. All students participating in this study were in the classes of a compulsory course taught by the four teachers in this study. They planned and carried out different interventions which consisted of specific in-class activities over the course of two weeks. The results of this questionnaire indicate the types and level of anxiety students experienced during two oral presentations. The statistical analysis provides evidence of the overall negative effect of a high and extremely high level of anxiety on their performance, thus demonstrating a need for carefully developed interventions. This study provides further evidence that public speaking fear among EAL students should be acknowledged, and more support should be provided to prepare for oral presentations assessments.

Digital literacy in the extended curriculum

Levi Lam, Mark Melican
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Abstract

This funded project explores how digital literacy and effective use of multimodality could be developed for students through an informal and self-directed curriculum provided by the Centre for Language Education (CLE) at HKUST. Additionally, the principles of experiential learning and student autonomy were applied to engender student engagement and ownership of their own learning. The learning experiences were delivered through workshop modules on podcasting (Summer 2023) and infographics (Winter 2024) that were made available for self-access to registered students. With guidance and support from the course facilitators, students developed their own ideas and created their own digital products. Some of the students' work were then selected for publishing on a variety of platforms including Spotify and Student Voices (a CLE student scholarship site). In addition to helping students produce a tangible digital artefact, the workshops emphasized specific communicative competencies and transferable skills such as audience awareness, storytelling, and effective use of evidence and language. The Centre for Education Innovation (CEI) at HKUST administered post-experience surveys that indicated students felt that the podcasting experiences were meaningful to them, helped them understand the genre of podcasting, and featured communication skills that would be relevant to their formal coursework. The CEI will shortly distribute surveys to review the infographics modules.

This project can provide important insight into how educators may take a more modern approach to designing assessments that transition away from standard compositions and presentations. This insight can also play a significant role in designing English-language electives as the CLE, and perhaps other language centres, begin revising their curricula to better reflect students' needs.

Everybody wins! The case for incorporating video games in the language classroom

Simon Engerer, Nelson Leung
Cicero Group Limited

Abstract

English language classrooms have the potential to be more interactive and engaging than they currently are. Video games present a rich, new way for educators to deliver language lessons, incorporating the experiences that young people in online and offline video game-related social contexts have with second languages. As many students in secondary levels of study find the application of a second language difficult when language proficiency hasn't been achieved in earlier stages of learning, the use of video games provides them with a tangible purpose for which to apply themselves in language learning scenarios.

Bringing such approaches in alongside traditional language study provides opportunities for more contextually relevant learning through the leveraging of in-game content to develop PBL scenarios from the games themselves.

The courses we have designed are focused on the English writing needs of the DSE student class in Hong Kong. We developed 5 courses that involve the use of video games through different hardware mediums, with up to 20 hours of classroom content designed to accommodate different ages (S1-S6) and levels of language competency. Over the course of 2 years, we have delivered sessions in multiple classrooms to over 100 secondary students. From the observations in the classrooms taken in conjunction with the questionnaires that were completed by certain cohorts, we have noted a reliably positive reception to the approach.

The discussion will explore some of the technical, operational, logistical and practical barriers that exist to the implementation of video game content, and how these can be overcome. We will explain how the approach that we have taken ensures that the experience had by all involved is one that is conducive both to learning and, importantly, to an enjoyable language experience.

Innovative pedagogies: How multimodal assessment in a university language course develops transferable skills of students

Zhou Siyang, Maisie Glofcheski, Piotr Zychowicz
The Hong Kong University of Science and Technology

Abstract

Traditionally, assessment in university language courses takes the form of written essays and presentations. However, it has long been established that language is not the only available means of communication. To make assessments in higher education more relevant, one idea is using multimodal components which combine various semiotic modes (Hafner, 2013). The incorporation of multimodality into course design has received much attention from scholars (for a review, see Zhang et al., 2021), while limited attention was paid to the development of soft skills and hard skills from multimodal assessment.

Participants were first-year students who took an English communication course with a multimodal assessment. This study adopts a mixed-methods design. 87 students completed the questionnaire, while 11 students took the semi-structured interviews, to understand the pattern of the cohort and the fine-grained individual experiences. The data was first collected at the end of course to probe students' skills acquisition, while the second round of data were collected one semester later, to investigate students' skills transfer.

Descriptive statistics and one-way between-groups ANOVA results showed that students developed and transferred technical skills (e.g. video-editing, information search) more than soft skills (e.g. aesthetic sense, cultural awareness). It suggested that students improved their skills through direct and explicit instructions, but less so from implicit exposure. Thematic analysis of qualitative interviews revealed that an important benefit of multimodal assessments was the opportunity for students' independent learning and personal growth, which was beyond the measured skills. This study highlights the innovation and holistic orientation of incorporating multimodality into language courses.

This project fills a gap in research by investigating the impacts of multimodal assessments on students' transferable skills, which can reveal the practical implications of this pedagogy on students' long-term development and provide suggestions for improvement of future university language courses.

Drama and virtual reality: An intersection in combating public speaking anxiety?

Christopher Young, Ngai Ho Lun Hollis
Hong Kong Baptist University

Abstract

Situations involving social performance such as public speaking are cited as some of the most demanding and stressful of communication tasks across cultures (Bodie, 2010; Macey et al., 2023). In a replication study by Dwyer and Marlina (2012), it was determined that public speaking was a commonly held student fear, third only to death itself. This is troubling when considering the 'essential' and 'expected' nature of presentation giving in the future work environments of our students, and the detrimental outcomes for its sufferers (Macey et al., 2023; Emanuel, 2005).

Public Speaking Anxiety (PSA) is a communication-based anxiety which engenders negative cognitions, physiological and behavioural responses to presentations, real or imagined (E.g. Bodie, 2010; Daly et al., 2009). High PSA has been shown to result in poor speech preparedness, decision-making and negative performance outcomes (E.g. Daly et al., 2009; Dwyer & Davidson, 2012). As such it has been pointedly researched with special focus given to its causes and treatments, to help sufferers prevail in its face (E.g. Bodie, 2010; Dwyer, 2000; Ebrahimi, 2019).

This presentation spotlights developments in contemporary research involving Drama, and Virtual Reality (VR) in the treatment of Public Speaking Anxiety. Through techniques such as improvisation and role-playing, individuals have been shown to improve their public speaking performances (E.g. Jangir & Govinda, 2018; Sevim, 2014). While Virtual Reality can create controlled and immersive environments for speakers to reduce anxiety-levels, improve speaking performance and overcome a perceived insurmountable (E.g. Anderson et al., 2005; Daniels et al., 2020; Lindner et al., 2021). The intersection of each is of additional interest in this investigation.

Information literacy in the digital age

Suzan Stamper
Hong Kong University of Science and Technology

Abstract

This session explores "Digital Age" challenges faced by first-year students in a university-level English course focusing on the development of academic literacy as students research topics, compile sources, and then use these sources for writing and speaking tasks. These challenges include developing a "voice" and evaluating new types of online sources like predatory journals, churnalism, Open Access repositories, and GenAI-powered research tools.

The presentation will begin with a brief description of the course, its traditional approach to teaching academic literacy using the CRAAP approach, and a few examples of unexpected problems encountered with these new types of sources. The presentation will then continue with a possible solution for improving students' research skills by briefly introducing the six concepts of the "Framework for Information Literacy for Higher Education" by the Association of College and Research Libraries (ACRL). The six concepts are (1) Authority is constructed and contextual, (2) Information creation as a process, (3) Information has value, (4) Research as inquiry, (5) Scholarship as Conversation, and (6) Searching as strategic exploration.

The presentation will conclude with selected strategies for applying the ACRL Framework to first-year courses to engage "student scholars" as they develop their voice, academic literacy, and information literacy.

Designing exemplars for multimodal group projects in an undergraduate English course

Leo Yu, Natalie Liu, Joy Wong
Hong Kong Baptist University

Keywords: Exemplar development, academic self-efficacy, multimodal projects, peer evaluation, educational feedback

Abstract

Exemplars have been used as an educational tool to allow students to understand assessment standards. Recent research has indicated that when exemplars are effectively used with other pedagogical strategies such as rubrics, peer- or self-evaluation, not only does students' academic performance improve, but students' academic self-efficacy is also enhanced (e.g. Dixon et al., 2020; Hawe et al., 2019; To et al., 2021). In the presentation, the authors will first discuss the development process of the exemplars, including video productions, posters and photo essays, for multimodal group projects in an undergraduate English course, which takes into consideration the group projects produced by students and the feedback elicited from students and teachers in the pilot study. Afterwards, the presentation will cover the design of the related assignments (e.g. project proposals, reflective group presentations, peer evaluations, and student-teacher consultations) that aim to motivate students, promote self-monitoring and self-regulation, as well as enhance self-efficacy among students. Finally, the authors will share some insights (e.g. students' originality was not affected, as reported in Hendry and Tomitsch, 2014) and the challenges faced when designing the exemplars, which were included in the course launched in AY2023-24.

Students' perceptions on the effectiveness of the flipped classroom in a university writing course

Leo Yu, Michelle Fong
Hong Kong Baptist University

Abstract

The flipped classroom teaching model has been adopted in university-level language teaching for many years due to its advantages of improving students' performance, enhancing their engagement and fostering autonomous learning among students (e.g. Hung, 2015; Kvashnina & Martynko, 2016). Research findings suggest that flipped learning is most effective for "intermediate to above-intermediate proficiency learners where the learning outcome is skill-based and procedural (e.g. writing)" (Vitta & AI-Hoorie, 2023, p. 1285). In this study, a large group of first-year undergraduate students were assigned two pre-class flipped videos and two accompanying worksheets to prepare for in-class discussions in a 13-week writing course. At the end of the course, they were invited to evaluate the effectiveness of the videos and the worksheets in the course evaluation questionnaire.

The results revealed that the flipped classroom was very well received. For example, over 80% of the students (n=415) found the videos useful, helping them understand the key elements of a thesis statement and a topic sentence as well as paragraph coherence and cohesion, which, in turn, enabled them to effectively write clear thesis statements and topic sentences. Likewise, over four fifths of the students (approximately 82%, n=418) acknowledged that the two worksheets enhanced their proficiency in writing thesis statements and topic sentences, as well as in identifying common errors related to paragraph coherence and cohesion. In the presentation, the authors will discuss the design considerations involved in developing the videos and the in-class discussion worksheets and conclude by highlighting the pedagogical implications and practical issues related to the implementation of the flipped classroom.

Enhancing German language teaching at the university level: Leveraging organisational learning principles

Karsten Berning
Hong Kong Baptist University

Abstract

This presentation explores the application of organisational learning principles to enhance German language teaching at the university level. Organisational learning, the process by which organisations improve over time by accumulating experiences and creating knowledge, plays a crucial role in educational institutions. In the context of teaching German, three key aspects of organisational learning are emphasised: conception, implementation, and reflection. These actions, along with knowledge creation, preservation, and transfer, contribute to the development of a strong learning culture within the organisation. By embracing organisational learning, educational institutions can continuously improve German language education, leading to enhanced quality and overall success.

The implementation of parliamentary debate format in English teaching based on research trends in Indonesia: A literature review on SINTA-accredited journals

Furqanul Hakim
Universitas Islam Internasional Indonesia
STKIP Paracendekia NW Sumbawa

Saida Ulfa
State University of Malang

Abstract

Since Indonesians students have participated in debate contests at both national and international levels, the utilisation of the parliamentary debate format in English teaching has increased significantly in Indonesia. The purpose of this study is to review the literature on the topic of using parliamentary debates to teach English. The articles covered were published in the approved English Language Education journals which are categorised as SINTA-accredited 1, 2, and 3 from 2014 to 2024.

Overall, this study demonstrates that there were 14 articles that discussed the implementation of parliamentary debate in English language teaching in Indonesia. There were 6 researchers applied descriptive qualitative research, 4 Classroom Action Research, 3 in quasi-experimental research, and only one study each in path analysis and case study.

Aside from that, this study demonstrates that parliamentary debate formats such as the Asian, Australasian, and British parliamentary were adopted in English language teaching in Indonesia. Nonetheless, out of the six studies, non-parliamentary debate is the most frequently utilised. In addition, this study also discovered that high school pupils were typically taught English utilising parliamentary debate to promote speaking abilities. Meanwhile, research on the use of parliamentary debates to teach language skills other than speaking is very limited.

Teaching digital and visual literacy skills in a creative writing course

Louisa Chan
The University of Hong Kong

Abstract

In this presentation, I will introduce a new creative writing course offered at the University of Hong Kong which aims to promote fiction writing and integrating multimedia by means of the genre of audiovisual books. Students in this course read a novel in the form of an audiovisual book and analyse its plot structure and linguistic features, together with excerpts from other novels and movies. Students then write a short story applying these plots and linguistic features, and then convert it into an audiovisual book by employing voice narration and voice acting skills, integrating text, audio and visual effects, and learning about digital and visual literacy skills. Exemplars of student work will be demonstrated to exemplify how digital and visual literacy skills are taught in this course.

Teaching listening strategies for English language listening comprehension: A practical approach

Paul Myers
Hong Kong Baptist University

Abstract

Over the years, the teaching & learning of English listening skills lacked a clear practical approach. Some educators focused on listening skills through a bottom-up processing approach while others adopted a top-down processing approach.

According to Goh and Vandergrift (2022), best practices combine both processes, which use listening strategies to aid students with their listening comprehension abilities. In this talk, I will recount my experiences teaching a course called: Comprehension of Modern Spoken English: Culture & Context. This course aims to strengthen students' listening strategies to help improve their ability to listen. Listening strategies such as activating prior knowledge and predicting the content have been found to engage the students in class during teaching & learning activities. The materials and test development for this course will be explained in terms of rationale and approach. In addition, students' comments on the course noted in their reflective journals, particularly focused on how they were cognitively and emotionally engaged will be shared too.

服務學習實踐與非虛構寫作

Cai Jiayin
Hong Kong Baptist University

關鍵詞: 服務學習, 口述史, 非虛構寫作, 移民家務工, 同理心

摘要

　　本研討會報告將展示一門創新的通識教育課程，這門課程結合了口述史的調查方法和非虛構寫作，旨在提升大學三年級學生的服務學習經驗。本課程特別關注了香港社會常被忽視的成員——移民家務工，據 2022 年香港入境事務處的資料，這一群體的人數達到 338,189 人。移民家務工大多是女性，她們離開自己的家國，在香港社會中擔當着重要的角色，做出了巨大的貢獻。本課程讓學生深入了解這一群體，透過實地採訪和口述歷史的記錄，學生學習如何收集素材，與受訪者建立情感聯繫，並進一步通過非虛構寫作重塑這些女性的生命歷程故事。學生的寫作中不僅反映了事實的收集，更重要的是展現了與受訪對象之間的情感共鳴，對其內在世界的深入洞察。這門課程不僅培育學生的同理心，也提升了他們對全球公民意識的理解。通過這一過程，學生們形成了對話與理解的空間，將移民家務工從一個抽象的社會群體轉變為有著自己獨特生命故事的個人。最終，本課程旨在教育學生認識、欣賞不同文化和生命經歷，並透過他們的筆觸，為這些默默貢獻於家庭和社會的人們發聲。

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

Cheung Wing Mui, Ng Ka Yi, Lam Lai Ling
The Chinese University of Hong Kong

關鍵詞: 跨學科合作, 中文教學, 學生能力提昇, 課程發展, 教學實踐

摘要

面對愈趨複雜和急變的政經環境，發展跨越學科界域的綜合課程、拓展學生環球視野，是不少學科的發展方向。本文首先集中討論跨學科合作的中文教學如何有助提昇學生整體中文能力，讓學生能以中文為嚴謹研習和探究學問的媒介，以應對學習及社會需要。然後以香港中文大學為例，分析跨課程合作的中文教學實踐，如創設教材及學習環境、發展評估指引及鼓勵教學人員交流、配合網路及社交媒體的運用等；如何對應學生需要，提昇其古代文獻閱讀、中文學術論文寫作、專題研究及匯報等能力。根據學生的問卷調查，分析並探討可有效應用及轉移於不同學科及院校的跨學科合作中文教學的模式。

Motivational dynamics in students' English learning in the school-to-university transition

Jonathan Rickard
Hong Kong Baptist University

Abstract

Motivation changes over time, as learning is situated within contexts which are themselves changeable (Shoaib & Dörnyei, 2004). One period of motivational flux is the school-to-university transition: first-year undergraduates enter a new context where English principally functions as the means rather than the object of learning, and in which students are expected to self-regulate their learning. This implies changes in students' goals, attitudes and self-concepts as they adapt to the new context, yet little is currently known about the nature of these changes (Evans & Morrison, 2018; Ushioda, 2001).

This presentation aims to explore a range of motivational dynamics by drawing on data from a qualitative study of undergraduates' (N = 26) English learning motivation in an English-medium instruction university in Hong Kong. Participants were interviewed four times, twice each during their first and second year, focusing on their ongoing experiences and adaptations to learning and using English at university. Interview data were analysed thematically, and motivational change was identified as a prominent theme.

The findings show that entering university is the trigger for significant motivational reconfigurations as new opportunities and challenges arise. Based on the qualitative analysis of the data, it will be argued that although students' motivation is to an extent future-oriented, it continues to be shaped by their prior experiences in secondary school and public exams in both facilitative and restrictive and sometimes surprising ways, underlining the need for a view of motivation that accounts for temporal and relational dynamics (Dörnyei, 2020; Ushioda, 2009; 2014). Implications for practitioners will be discussed, including the use of appropriate motivational strategies, and the provision of learning support.

This presentation may be of interest to scholars and practitioners of EAP and disciplinary English courses for first-year students.

Learner autonomy: A conceptual and methodological renewal through digital technologies

Chen Li-Mei
Valdosta State University

Abstract

The conventional perspective of learner autonomy aims to cultivate second and foreign language (L2) learners with self-regulated learning strategies they can use to achieve native-like communicative competence. While it can equip L2 learners with certain linguistic coding and decoding skills to take charge of their own learning, it ignores "language as a mode of social action" (Keneman, 2016, p. 87). As such, this paper argues to expand this narrow, conventional view of learner autonomy to a broader, critical version, which aims to empower L2 learners to be self-reliant in using the target language as a constructive tool to impact their society instead of simply acquiring native-like pronunciation and superficial understanding of the target culture. Finally, the paper includes pedagogical suggestions for how to promote critical autonomy step by step via various digital technologies in the L2 classroom. Even though the activities and suggestions seem to fit in the college context, with some adaption, these practices can be applied to non-tertiary contexts as students in the 21st century are increasingly tech-literate.

The conception of language assessment literacy of EFL teachers in the context of Chinese vocational education: from the perspective of teachers' perception

Fang Airuo
Guangdong University of Foreign Studies

Abstract

Language assessment literacy (LAL) is the core of language teaching quality. Vocational education is a distinctive type of education. LAL of EFL teachers in vocational education should also be different from that in general education. Study on LAL of this group of stakeholders is still scarce. Based on this, this study explores the conception of LAL of EFL teachers in vocational education in China from the perspective of teachers' perception. The study conducted interviews and classroom observations with eight EFL teachers in vocational education to understand their assessment knowledge and practices in vocational English teaching.

The data were coded with the grounded theory, which suggests that LAL of EFL teachers in vocational education should encompass knowledge, practice, and awareness of three dimensions, namely, language teaching, vocational education, and industry and enterprise. In terms of language teaching, teachers should be able to design authentic workplace English tasks and assess students' vocational English proficiency in terms of task fulfilment; in terms of vocational education, teachers should be able to understand the characteristics of students of vocational education, assessment methods of vocational education, and the relevant policies and regulations; in terms of industry and enterprise, teachers should be familiar with the responsibilities of the students' future jobs and be able to join forces with the enterprise and industry instructors to implement assessment together.

The results of the study also show that most teachers lack systematic training in vocational English assessment. It is recommended that a large-scale need analysis survey be conducted among this group of teachers, and that assessment training programs be designed to improve LAL of vocational English teachers.

English learners' language learning strategies in an English–Medium Mainland–Hong Kong Cooperative University in China: From a qualitative research perspective

Zhang Xueshan, Cai Guozhi, Luo Xiao, Ma Ji
Beijing Normal University – Hong Kong Baptist University United International College

Abstract

The use and effectiveness of Language Learning Strategies (LLSs) are thought to be shaped by personal variances as well as environmental and contextual factors. Given the intricate and dynamic characteristics of LLSs, a qualitative research approach is fitting for investigating this topic. This paper details the qualitative findings from a multiple-case study on English learning strategies among university students in the context of an English-medium university. The data was gathered from semi-structured interviews. Findings show that the construction of students' LLRs is profoundly influenced by significant others and their individual interest.

There is considerable diversity in the size of LLSs repertoires among learners as well as significant variation in their preference for dominant LLSs and their usage. The transition to an English-medium university environment has transformed participants' perspective of the language from a distinct subject to a vital tool for acquiring professional knowledge. As a result, they place a greater emphasis on enhancing their speaking and writing skills. However, most learners lack affective strategies to manage their speaking anxiety. This study not only enhances understanding of students' LLSs but also yields some important pedagogical implications.

Language ideologies and identities in academic writing: Perspectives of EAL international doctoral students in Hong Kong

Tim Yung, Chit Cheung Matthew Sung
City University of Hong Kong

Abstract

Existing research has presented conflicting findings on how English as an additional language (EAL) doctoral students perceive the value of native English for academic writing. This paper contributes to the debate by exploring one particular group of students' perspectives: EAL international doctoral students from non-Anglophone countries learning to write for academic purposes at a Hong Kong English-medium-instruction (EMI) university.

With a focus on their language ideologies and identities associated with their academic writing practices, our study draws on data from in-depth semi-structured interviews with a group of doctoral students who came from 19 different countries and who pursued their PhD degrees in diverse academic disciplines. Findings revealed that although most students agreed that native English was helpful for grammatical correctness, they stressed that the most important feature of academic English at doctoral level was communicating research findings effectively. They also held the belief that successful academic writing in English could be achieved regardless of one's first language. Some went so far as to suggest that native English speakers might be too indirect in their writing style, questioning the relevance of the native speaker model for their own academic writing practices. Findings also revealed a range of beliefs and identities arising from doctoral students' efforts in improving their academic writing.

Our findings indicated that most students' aspirations as an academic writer were related to their desire to reach a standard at which they could write freely and impact a wide audience, rather than a wish to write like a native English speaker. By illustrating the role of native English for academic writing from the perspectives of EAL international doctoral students in Hong Kong, this study calls for the need to refocus priorities in academic writing instruction at doctoral level.

Student engagement with supervisory feedback: Multiple perspectives across disciplines

Madhu Neupane Bastola
The Hong Kong Polytechnic University

Abstract

Interest in student engagement was initially motivated by the desire to enhance the academic achievement of at-risk students (Reschly & Christenson, 2012). However, over the years, it has developed into an ever-important approach to learning, teaching, policy-making, and educational research in higher education (Kahu, 2013; Zepke, 2017). Contributing to its widespread uptake are a range of benefits that can accrue to improved student engagement: cognitive, psychological, and moral development; practical competence and skill transferability; improved social relations and social capital; positive self-images; and higher academic achievement (Harper & Quaye, 2015).

Against this backdrop, one important strand of research on student engagement has examined students' agentic involvement in learning (Kahu, 2013; McMahon & Portelli, 2004; Zepke, 2017), undergraduate students' engagement with feedback on coursework (Carless et al., 2011; Handley et al., 2011), and graduate students' engagement with supervisory feedback on their theses (Zheng et al., 2020). This paper focuses on student engagement with supervisory feedback. Despite extensive research on student engagement in higher education, little has been written about graduate students' engagement with supervisory feedback.

In this presentation, I present the findings of a study on student engagement with supervisory feedback on master's theses conducted in the context of Nepalese higher education. The study employed an exploratory sequential mixed-methods design that drew on interviews and a questionnaire-based survey involving supervisors and students from four disciplines at a comprehensive university in Nepal. The analyses of the quantitative and qualitative data revealed significant differences between supervisors' and students' perceptions of all types (i.e., affective, cognitive, and behavioural) of student engagement. Significant disciplinary variations were also observed in supervisors' and students' perceptions of negative affect, cognitive engagement, and behavioural engagement. Furthermore, disciplinary background and feedback role interacted to shape perceptions of student engagement. These findings have implications for improving student engagement with supervisory feedback.

Students' English learning strategies, learning experiences and proficiency: In the context of an English-medium cooperative institute

Luo Xiao Peter, Zhang Xueshan, Cai Guozhi, Ma Ji Andrew
Beijing Normal University - Hong Kong Baptist University United International College

Abstract

Introduction: Prior research has documented language learning strategy as a key factor in learners' success in acquiring English as a second language (ESL) or as a foreign language (EFL) (Chen et al., 2020; Habok et al., 2022; Hu & Wu, 2020). As English-medium cooperative universities emerge in China, however, the English learning strategy adopted by the students in such newly-emerged educational context, which entails both EFL and ESL features, requires more insightful investigation.

Purpose: In light of this research gap, the present study aimed to answer the following questions: (1) What is students' English learning strategy in the context of an English-medium Mainland-Hong Kong cooperative university in China? and (2) What is its relationship with the students' learning experiences and self-perceived English proficiency?

Method: Using Oxford (1989)'s language learning strategy questionnaire as the main data collection tool, the present study investigated both Year-1 (N = 339) and Year-2 students (N = 207) and collected their English learning strategies (50 questions; 5-point scale), English learning history (i.e., how long they have learned English; how long they have stayed in English-speaking countries), and self-perceived English proficiency in listening, speaking, reading, and writing (10-point scale).

Results and Discussion: Exploratory factor analysis suggested three major English learning strategies, including cognitive, metacognitive, and compensatory/ evaluative/affective strategies. A 2 (study years) x 3 (strategies) ANOVA suggested a significant main effect of study years as Year-1 students used these strategies more than their Year-2 counterparts did, and a significant main effect of strategies as the compensatory/evaluative/affective strategy was used the most. The interaction effect was also significant. Analysis using the structural equation model (SEM) indicated that students' English learning strategies served as a significant mediator between their English learning history and their self-perceived English proficiency. Pedagogical implications in such English-medium cooperative universities were discussed.

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

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關鍵詞: 自學能力, 香港中文大學自學中心, 問卷調查, 焦點小組研究, 學習支援

摘要

大學重視自學 (Independent Learning) 能力,但大學生對自學有怎樣的認知和期望呢?香港中文大學自學中心 (Independent Learning Centre) 已成立逾三十年,中心通過舉辦工作坊、制作電子學習資源、籌辦各式講座及活動等,支援學生學習包括中英語文、論文寫作、中國文化及明辨性思考等等的多類內容,同時,也會與不同部門合作執行學習計劃。為了能更好地支援學生的學習,中心特於 2022 年末,舉行「自學成效的問卷調查」("The Survey of the Effectiveness of Independent Learning"),以網上問卷調查了逾 200 位學生對自學的意見,另外,又於 2023 年四月至五月,邀請曾回答問卷的同學參加焦點小組研究 (Focus group study)。結合二者分析,可見自學不一定要由高科技引領,學生對自學,包括個人效能感、老師指導的作用、專科 (包括語文科) 的自學、及學習期望等多方面,都給出了頗值得研究的意見。

Effective teacher-student collaborations in writing consultation: Useful strategies informed by reflections from a PhD student

Chen Meilin, Cai Linfeng
Hong Kong Baptist University, Hong Kong

Abstract

Research productivity has become a crucial requirement of PhD programmes worldwide; however, writing research papers has been a challenge for PhD students (Bitchener & Basturkmen, 2006; Lin & Morrison, 2021). To overcome the challenge, novice writers resort to different resources, including writing teachers. Individual consultations with writing teachers have been investigated through teacher's self-reflection (Chatterjee Padmanabhan & Rossetto, 2017; Pinder, 2005) and student-teacher discourses (Woodward-Kron, 2007; Woodward-Kron & Jamieson, 2007). While revealing valuable insights into the effectiveness of consultations, a few studies have looked at the active role of PhD students (Ma, 2019; O'Mahony et al., 2013). Students' views were often elicited retrospectively. The longitudinal perceptual change and writing skill development enabled by multi-session consultations, which can be better monitored via periodic interviews or self-reflections (Negretti, 2012; Yang, 2023), have not been examined.

To fill this research gap, this study examined the reflections written by a physics doctoral student during and after five two-hour consultation sessions. Observations from reflections were triangulated with the manuscript modifications made collaboratively over the consultations. The analysis captures the student's developmental trajectory and reveals the effectiveness of consultations in complementation to other supports he had received. The student demonstrated in the reflections a rectified understanding of scientific writing purposes; increased awareness of reader-writer relations, rhetorical functions, and move structures in research writing; and improved sensitivity to coherence and skills of coherent writing.

The manuscript analysis shows that most revisions were made at the discourse level (e.g., reorganising information chunks) rather than at the micro level (e.g., lexico-grammatical features). The active engagement of and frequent feedback from the student during the process also helped the teacher adjust the consultation foci and strategies. Altogether, these findings point to the value of actively engaging research students in writing support, providing implications for similar forms of consultations for university students at different levels.

The impact of leadership dispositions on teacher and student engagement: A case study of a local university in Hong Kong

Mable Chan
Hong Kong Baptist University

Abstract

Understanding the impact of leadership dispositions on teacher and student engagement is crucial for enhancing effective leadership practices in education. This study seeks to investigate how various leadership traits influence engagement levels among teachers and students, with the goal of informing leadership strategies that promote positive outcomes in educational settings.

This research explores how leadership dispositions, which can refer to a set of personal qualities, characteristics, and attitudes, such as supportiveness, empowerment and collaboration, contribute to effective leadership and shape teacher and student engagement. The research questions guiding this study are: 1) In what way are teacher engagement and student engagement influenced by leadership dispositions? and 2) Do teachers and students perceive leadership dispositions in a similar way? What are the possible implications?

Data collection will involve administering to participants a questionnaire adapted from Ghamoushi et al. (2022) and Maroco et al. (2016) to assess their engagement levels. The interview questions will be adapted from the Educational Leadership Disposition Assessment tool (EDLDA) developed by Wilson et al. (2020). Quantitative data analysis will be conducted using SPSS Statistics 29.0, with the mean and standard deviation calculated to understand the level of engagement among teachers and students. Qualitative data collected from interviews will be analysed using thematic analysis to identify patterns and themes related to teacher and student engagement and the impact of leadership dispositions.

By identifying common traits and differences in how leadership dispositions influence teacher and student engagement, educational leaders can adapt their leadership styles to create environments that optimize engagement levels. This tailored approach has the potential to drive improvements in teacher retention, student performance, and overall educational outcomes. Ultimately, a focus on enhancing engagement through effective leadership practices can transform educational environments and lead to greater success for both teachers and students.

Bridging gaps in student engagement: Innovative data governance in Language Centre administration

Simon Wang, Bhawish Kumar
Hong Kong Baptist University

Abstract

In the realm of university language centres, fostering deep and meaningful engagement with students necessitates robust and effective governance of data pertaining to both students and staff. However, the current practices of managing and communicating such critical information are fraught with complexity and fragmentation, leading to inefficiencies that hinder the goal of enhanced student engagement. This paper begins with a comprehensive descriptive analysis of the prevailing workflows for handling data and information about courses and learning events within a typical language centre. It identifies key areas where processes are disjointed or ineffective, setting the stage for a discussion on potential improvements.

Subsequently, we propose a series of holistic process enhancements coupled with innovative technical solutions aimed at streamlining data governance. We delve into the challenges that may arise in the process of implementing these improvements, such as resistance to change, technological limitations, and the need for staff training. Strategies for overcoming these obstacles are also explored, emphasizing the importance of stakeholder buy-in and the adoption of flexible, scalable technologies. Ultimately, this paper argues that by addressing the current shortcomings in data governance, language centres can significantly boost student engagement, leading to more enriching and effective language learning experiences.

"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

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Abstract

While the past decade has witnessed a deluge of publications on language classrooms in cross-disciplinary teaching contexts, there has been little empirical research which allowed for a contextualized understanding of how language practitioners enhanced discipline-specific literacy, crossed disciplinary barriers, and attempted to tap into the engineering discourse. To gain a critical understanding of the teacher professional development across the disciplines of language teaching and engineering, the researcher conformed to Clarke and Hollingsworth's (2002) Interconnected Model of Teacher Professional Growth (IMTPG) as it examined the construct of teacher change in four analytical domains: personal domain, external domain, domain of practice, and domain of consequence. The adoption of IMTPG gave recognition to reflective and enactive practices in such a cross-disciplinary context and addressed the call for more empirical studies in the development of ESP practitioners (e.g., Belcher, 2013, Bocanegra-Valle & Basturkmen, 2019; Wu & Lau, 2021).

This study reports on the professional development of an English instructor, who came from a non-engineering background. A longitudinal case study, its collection of data spanned two independent terms in a final-year Technical English for Mechanical Engineering course, including semi-structured interviews with the instructor and his students in different terms. Classroom observation was also conducted to capture the dynamics of disciplinary nature and the complexities of cross-disciplinary teaching and learning. Artefacts from the observed sessions were employed to triangulate all the collected data. The findings of this study addressed the primacy of disciplinary specificity in a sense that this language practitioner gradually attempted to reconcile disciplinary content and metalingual language through the textual and verbal mediations in his teaching practices. His developmental path to craft students' engineering-specific literacies was evidently exemplified in his reflections and enactments within the four domains of IMTPG.

人工智能時代的大學語文教學

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關鍵詞: 科技發展, 顛覆傳統教育, 新冠疫災影響, 科技教學, 大學語文課程

摘要

　　科技發展日新月異，顛覆傳統教育，再加上新冠疫災影響，各院校近幾年都改變了授課方式，將科技教學引入課堂。本講座回顧浸會大學中文課程的發展歷史，從課程設計、成績評核等方面著手，結合統計數據，提出當前大學語文教學上面對的問題以及可行的解決方案。大學語文課程核心任務是提高學生中文閱讀與寫作水平，提升學生文化素養，增強學生傳情達意、慎思明辨的能力，如何結合現代科技有效施教是授課老師面對的挑戰。

It's more than just a-z: Co-engaging tertiary students in digital storytelling through the multimodalities-entextualisation cycle

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Abstract

Digital storytelling has become a promising hybrid genre in EAL/ ESL contexts in higher education. To co-engage tertiary students to develop their digital multimodal composing (DMC) competence and creativity, the Multimodalities-Entextualisation Cycle (MEC) (Lin, 2016; 2020) has been adopted by the teacher-researcher as both a curriculum genre and heuristic teaching/ learning tool in a digital storytelling course designed for 30 tertiary students in Hong Kong. Theoretically, the MEC facilitates dynamic flows of multimodal meaning making resources in ecologically harmonized educational settings across ethnicities and communicative repertoires.

In this conference paper, the presenter first introduces design-based research focusing on translanguaging and trans-semiotizing in the research and pedagogical scopes of DMC in higher education. Through activating three key stages of the MEC, the presenter showcases empirical MEC-guided classroom examples for leveraging plurilingual and pluricultural tertiary students' trans-semiotic agency and creativity in DMC. Data generation involves collecting individual research informants' digital language portraits (Bush, 2012; Mu et. al., 2024), visual storyboards, bilingual written scripts and digital storytelling production logs.

This presentation aims to (1) explicate dynamic roles of AI-guided teacher-to-student and student-to-student dialogic scaffolding in digital storytelling through both formal and informal epistemological sources. The presentation also aspires tertiary educators to (2) co-create digitally transformative practice for transcending monolingual and logocentric practice in EAL/ ESL contexts. Most significantly, research and pedagogical implications of engaging plurilingual teachers and students with digital storytelling and technology-enriched multimodal meaning-making may promote more socially inclusive digital trans-semiotic landscapes. This paper echoes the call for engaging teachers and students inside and outside classrooms to critically reflect on pushing the limits (Li & Lin, 2019) of traditional linear patterns of A-Z knowledge-making, which digitally transforms self-access learning and personal growth.

Exploring critical thinking in second language academic writing (EAP students): An investigation of individual & instructional factors

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Keywords: Critical thinking (CT), academic writing, English for Academic Purposes (EAP), mixed-methods research, factors in CT development

Abstract

The definition of CT has always been controversial, and its relevance to academic writing has been obscured by this definitional ambiguity. Some scholars believe CT is a cognitive skill or a social behaviour related to the learner self. Other scholars believe that the development of CT is related to educators, and they believe that some instructional factors (eg. teachers' teaching strategies or feedback) may affect learners' CT development. In addition, there is a doubt about whether CT can be taught. These multifarious perspectives underscore the significance of CT in academic writing. In addition, CT research also lacks pertinence. The existing literature only discusses the impact of a single CT factor (eg. motivation or language capability) on academic writing, often failing to compare relationships between these factors. In this context, this study aims to explore and discover the determinants of CT in EAP students' academic writing and analyze their interrelationships.

To conduct this study, the researcher will use a mixed-methods approach that includes both qualitative and quantitative data collection methods, questionnaires, in-depth interviews, standardized measures and writing samples to research CT in EAP academic writing from the perspective of both individual and instructional factors. The findings of this study will provide recommendations for language teachers and educators to promote the development of CT skills in EAP academic writing.

As the author of this study, my research was inspired by my personal learning experiences. I have completed two master's degrees in the UK. At the beginning of both courses, the school will conduct courses about CT and academic writing. However, through interactions with classmates, I observed that not all learners can understand CT, especially how to use CT in academic writing. Therefore, I hope to help learners who are confused about CT and EAP academic writing through my research.

The role of state-approved textbooks in English as a foreign language teachers' teaching practices

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Abstract

State-approved textbooks, produced by local publishers and reviewed by the Ministry of Education, occupy a significant yet under-researched position in English as a foreign language (EFL) instruction. Employing a qualitative multi-case approach, this study explored the role of state-approved textbooks in the teaching practice of two junior high school EFL teachers in China. The study reveals three primary roles this textbook type fulfils: hidden curriculum, renewable resources, and convenient pretexts. The three textbook roles are evident in the teaching practice of EFL teachers, regardless of their teaching experiences. These findings advocate for enhancing EFL teacher education regarding textbook use and revising nationally reviewed and locally published EFL materials to better correspond with their users' needs.

Teaching students how to use AI via modelling behaviour

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The Hong Kong Polytechnic University

Abstract

This 2023-2024 Semester 2 at the Hong Kong Polytechnic University's Centre for Independent Language Learning (CILL), I led a series of workshops on use of AI (Chat GPT) in language learning – writing, grammar and vocabulary, and speaking. The pedagogy used focused on: a) Having students read about research on AI usage (background and context); b) Instructor models desired behaviour; c) Many examples given; d) Show how to prompt in real time; e) Monitor and encourage; and f) Use parallel technology – primarily databases and university library which students have access to and AI, for the most part, does not, as well as relevant websites that also help with language learning

This approach is driven by moulding behaviour in students rather than using policies, rules, and guidelines. Students are led through the process of thinking about what they want AI to do, reflecting on whether or not it is reasonable based on the literature (background and context). Once reasonable goals are established, the instructor takes those goals and models use of AI to meet those goals. Students see in real time the instructor prompting and further prompting, and making adjustments. Students are also given examples of past prompting and the results for further input. Then, just like behaviour or socialisation, time is given for safe, monitored practice. Safe in the sense that the instructor is there to help if needed, and can answer questions. It's a feeling of safety in the learners, usually they end up being able to practise quite independently, but the instructor is there as a possible backup.

Applicability of communicative language teaching (CLT) to the teaching of Cantonese and Japanese

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Abstract

The pedagogical efficacy of Communicative Language Teaching (CLT) in the context of Cantonese and Japanese language acquisition is a field ripe for exploration, considering the growing interest in these languages as a means of cultural and economic engagement. CLT, with its emphasis on interaction, functional language use, and communicative proficiency, stands in contrast to the traditional, grammar-translation methodologies that have dominated East Asian language pedagogy. This presentation examines the extent to which CLT can be adapted for teaching the unique linguistic features of Cantonese and Japanese, and how it may overcome potential cultural barriers in the classroom.

Drawing on curriculum analyses and educator experiences, the presentation navigates through the complexities of implementing CLT in the teaching of Cantonese and Japanese. These languages present distinctive challenges such as tonal pronunciation, character-based writing systems, and context-sensitive politeness levels, which require nuanced pedagogical strategies. The study assesses CLT's focus on meaningful communication and its effectiveness in enhancing fluency and comprehension in these languages, while also considering the traditional emphasis on accuracy and proficiency in East Asian learning environments.

The adaptation of CLT to accommodate the intricacies of Cantonese and Japanese is discussed, including the use of innovative instructional materials, task-based learning, and the integration of technology. Additionally, the presentation delves into the cultural dimension of language learning, evaluating how CLT's learner-centric, interactive nature aligns with or challenges the typically hierarchical and exam-oriented education cultures in regions where these languages are spoken.

Concluding with practical recommendations, the presentation proposes a balanced approach that incorporates CLT principles while respecting the linguistic, cognitive, and cultural contexts of Cantonese and Japanese language education. It advocates for a dynamic, flexible model of language teaching that can cater to diverse learning needs, ultimately enhancing the global competence of learners in these rich and complex languages.

Exploring the Relationship between L2 Selves and Language Learning Experience in Junior High Schools

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Abstract

Language education, particularly in the domain of second or foreign language learning, has increasingly recognised the significance of self and identity in motivating learners to invest in their academic studies (Lamb, 2017). This shift in focus is evident in the widely accepted framework of L2 motivational self-system (L2MSS), which emphasises the ideal L2 self, ought-to L2 self, and language learning experience. While the impact of language learning experience on learners' motivation has been extensively studied, limited research has examined how it interacts with ideal or ought-to L2 selves (Gillies, 2023). Moreover, the majority of studies have focused on college-level students, neglecting the context of junior secondary school education.

This study aims to fill this gap by investigating the relationship between L2 selves and language learning experience in the context of junior high school education. To achieve this, a picture elaboration technique was employed to explore the L2 selves among 300 junior secondary students aged 11 to 13 in different instructional contexts. Eighteen participants were selected as focal cases for a one-year investigation of their L2 selves, experiences, and motivations, utilising classroom observations and interviews.

Given the challenges associated with obtaining self-reported data on abstract constructs from junior high school students, this research represents a significant contribution to understanding the role of L2 selves in motivating and supporting language learning in this age group. The findings of this study have implications for language educators and curriculum developers seeking to enhance students' motivation and engagement in language learning.

Corpus-based ELF-informed instruction for intercultural competence

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Abstract

English as a lingua franca (ELF) is the use of English as a common language among speakers who do not share first languages. ELF communication strategies facilitate flexible adaptation to interlocutors from varied linguistic and cultural backgrounds by supporting mutual understanding and relationship management (Taguchi & Ishihara, 2018; Kaur, 2022). Including such strategies in English language teaching would provide pedagogical targets that meet learners' real-world communication needs in global contexts, but this is rarely done (Chan, 2021). A lack of empirical studies on this topic (Rose et al., 2021) results in a lack of evidence-based guidance for practitioners. In response, this study developed and evaluated corpus-based instructional materials and assessment instruments for teaching six communication strategies that have been reported in ELF descriptive literature.

Forty-three university students in Kuala Lumpur, Malaysia participated in this mixed methods study. The treatment group experienced instruction that utilized excerpts from ELF corpora. Two pre-posttests measured: 1) ability to identify communication strategies in authentic corpus discourse (receptive skill), and 2) ELF communicative competence including the use of communication strategies (productive skill). Data were analyzed through linear mixed effects modeling. Semi-structured interviews, analyzed using thematic analysis, explored self-reported transfer of learning to authentic communication outside the classroom beyond the intervention.

The results indicated statistically significant improvement in the treatment group's receptive skills and improvement of productive skills among participants with low pretest scores. The interviews revealed inconsistent transfer, influenced by perceptions of ELF communication strategies, language attitudes, and relationships with interlocutors. The findings provide guidance for instructors, curriculum developers, and test designers who aim to provide ELF-informed instruction. The findings also highlight important directions for future research in this area.

After briefly summarizing the study, this talk focuses on the process of developing corpus-based materials as an example of innovative, technology-enhanced teaching for intercultural competence.

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