THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

Department of English and Communication
英文及傳意學系

HASALD Est 1991

Hong Kong Association for Self-Access Learning and Development

HASALD Conference 2025

International Conference on the Future of Education: Past Lessons, Present Insights, and Future Trends

7 June 2025

Hosted by:

The Hong Kong Association for Self-Access Learning and Development

Co-Hosted by:

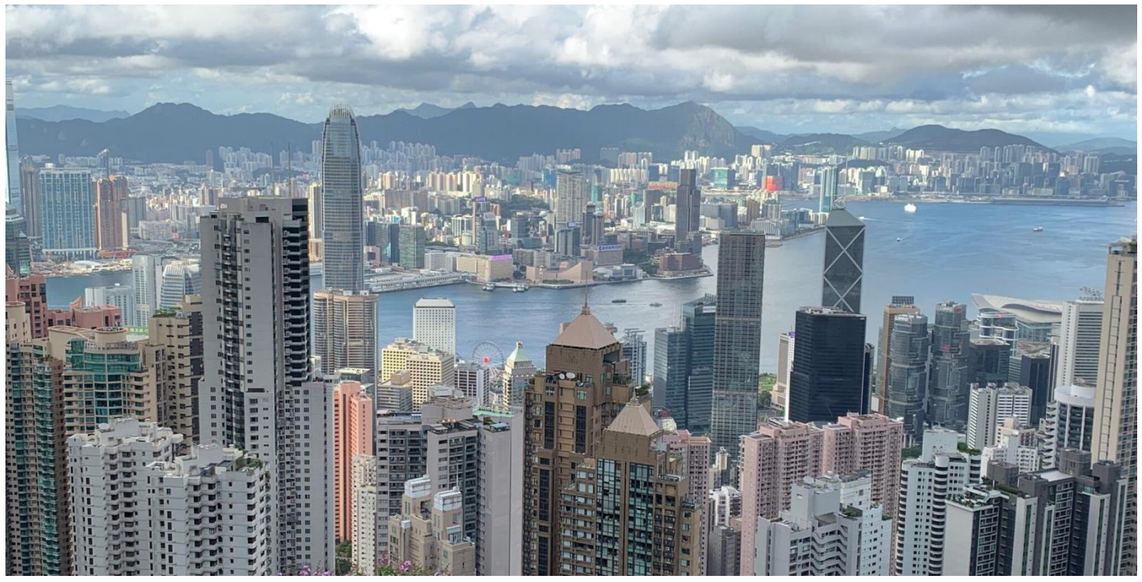
The Department of English and Communication

Sponsored by:

Victoria (Hong Kong) Education Consultancy Limited

1 HASALD Conference

7 June 2025
(08:30-17:00 HKT GMT+8)



The Hong Kong Association for Self-Access Learning and Development (HASALD) is a professional organisation whose members are educators from both the public and private sectors in Hong Kong.

HASALD educators work in tertiary, secondary or primary institutions or in training institutions. Thus, the Association provides an opportunity for professional networking.

During the academic year, there is an active schedule of monthly presentations from local members and visiting scholars. These monthly presentations may take the form of workshops, research reports, discussion of learning materials, or any topic of interest to the membership.

The main aim of these meetings is to exchange information and discuss current issues in learning and education. The Association hopes to serve as a forum for discussion.

HASALD Conference Schedule:

08:30–08:45 | (A Podium)
Registration

08:45–09:00 | (GH201)
Opening & Photo Session

09:00–09:55 | (GH201)
Opening Keynote

10:00–10:15 | **AM Break**

10:15–10:40 | Session 1

10:45–11:10 | Session 2

11:15–11:40 | Session 3

11:45–13:00 | **Lunch**
Location: 港晶軒 SJ Cuisine – Harbour Crystal Centre

13:15–14:10 | (GH201)
Midday Keynote

14:15–14:30 |
Afternoon Break

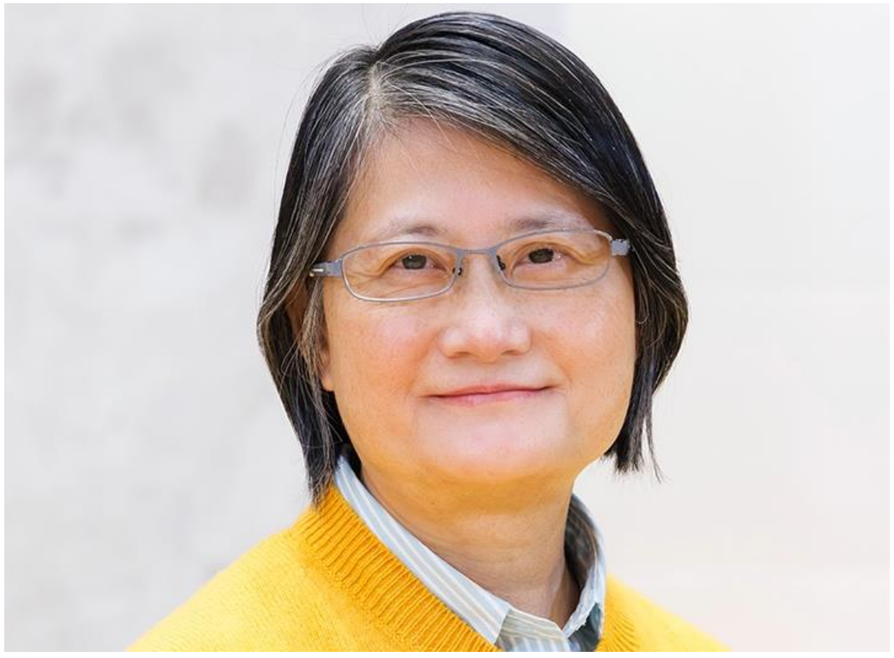
14:30–14:55 | Session 4

15:00–15:25 | Session 5

15:30–15:55 | Session 6

16:00–16:15 | **PM Break**

16:15–17:10 |
Closing Keynote



Professor Angel M. Y. Lin
Chair Professor of Language, Literacy and Social Semiotics in Education
The Education University of Hong Kong

Professor Angel M. Y. Lin is a leading scholar in the fields of English language education and critical literacies. Since the late 1990s, she has conducted impactful classroom research projects in Hong Kong schools. Her research expertise spans second language education, discourse analysis, translanguaging (TL), trans-semiotising (TS), content and language integrated learning (CLIL), decoloniality, and critical media literacies. With over 100 publications to her credit, including nine research books, Professor Lin has received over 11,000 citations and has an impressive h-index of 55 and an i-10 index of 136.

Professor Lin's mentorship has shaped the careers of doctoral students and emerging scholars in Asia and Canada. Her current research interests include translanguaging, trans-semiotising, CLIL, languages and literacies in science and mathematics education, critical media literacies, and social semiotics in education. She serves on the editorial boards of prestigious journals, such as the International Journal of Bilingual Education and Bilingualism, Language Policy, Language and Education, and Language, Culture, and Curriculum.

2 Opening Keynote

09:00-09:55 Room GH201

Language learning in the age of AI: Reimagining the role of human teachers through the 4T lenses

The advent of artificial intelligence (AI) is revolutionizing the field of language education. AI-powered tools now offer instant feedback, personalized, adaptive learning pathways, and unprecedented access to linguistic resources, excelling in teaching linguistic knowledge and skills such as grammar and vocabulary. As these technological advancements increasingly automate traditional aspects of language teaching, a pressing question emerges: Do we still need human teachers in an AI-pervasive era?

This paper argues that while AI can efficiently handle routine linguistic tasks, it falls short in engaging the deeper, human-centered, affective and cultural dimensions of language learning. To remain relevant, language teaching and assessment must undergo a radical transformation. I propose a shift that aligns with the "4T Lenses" framework—Translanguaging, Trans-semiotizing, Transknowledging, and Transculturing (Lin and Chen 2025). These lenses invite us to reconceptualize language learning as a dynamic, embodied, affective process that transcends linguistic boundaries, integrates multiple modes of sense-making, and fosters transcultural exploration and epistemic diversity.

By centering human affective engagement, transcultural exploration, and "transknowledging"—the integration of diverse ways of knowing—language education can move beyond the mere acquisition of linguistic forms. Translanguaging and trans-semiotizing further emphasize the fluid, multimodal, and embodied nature of sense- and self-making in a globalized world (Thibault and Lin, 2025). Ultimately, the 4T Lenses provide a powerful heuristic for reimagining the role of human teachers. By adopting these lenses, educators can transcend the limitations of AI and cultivate the creative, affective, and translingual and transcultural capacities that are uniquely human.

3 Midday Keynote

13:15-14:10 Room GH201

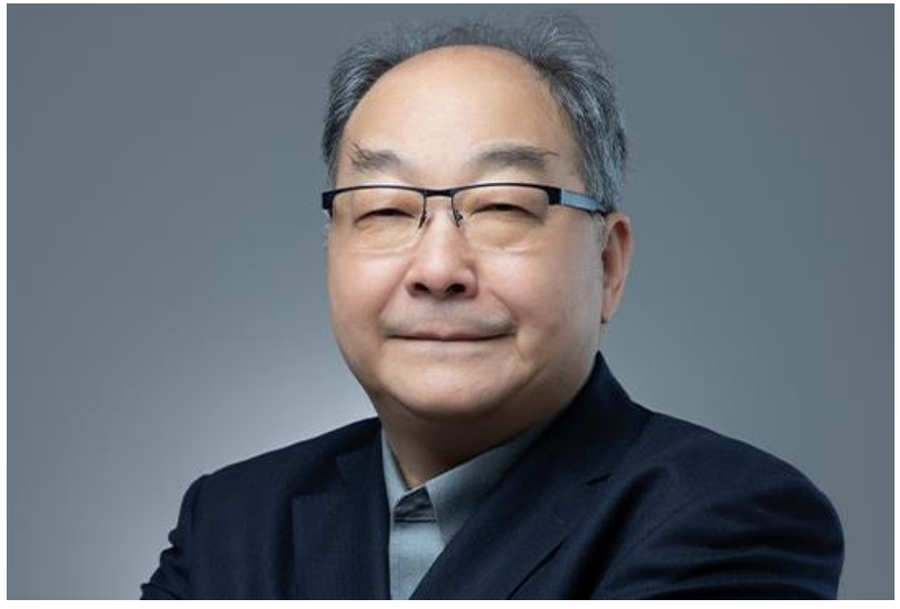
Generative AI in education: From foundational insights to the Socratic playground for learning

In this presentation, we explore the transformative role of generative AI in reshaping educational paradigms by integrating cognitive science with adaptive tutoring technologies. Beginning with a critical appraisal of early intelligent tutoring systems such as AutoTutor, we assess both their successes and inherent limitations in addressing learner misconceptions and scalability challenges within STEM education. We then introduce the Socratic Playground for Learning—a state-of-the-art, transformer-based tutoring system that employs interactive modes ranging from self-assessment and one-on-one tutoring to observational learning, gamification, and teachable agent frameworks. Through detailed discussion of JSON-based prompt engineering and dynamic feedback mechanisms, this talk highlights how AI can personalize instruction while maintaining a rigorous pedagogical focus. We also examine potential risks of over-reliance on technology and emphasize the importance of evidence-based strategies to promote equitable and effective learning outcomes.

Professor Xiangen Hu
DoIHERD, DoERC & Chair Professor of Learning Sciences and Technologies
The Hong Kong Polytechnic University

Professor Xiangen Hu's research focuses on four key areas: developing mathematical models to decode human cognitive behavior, specializing in research design and statistical analysis particularly for categorical data using general processing tree models, delving into artificial intelligence for knowledge representation, creating computerized tutoring systems, and enhancing distributed learning technologies.

His work has attracted significant funding from prestigious bodies like the US National Science Foundation, the US Institute of Education Sciences, the Advanced Distributed Learning initiative of the US Department of Defense, the US Army Medical Research Acquisition Activity, the US Army Research Laboratories, and the US Office of Naval Research. As the lead principal investigator, Prof. Hu has managed projects with over $10 million in funding, and as a co-principal investigator, he has been involved in projects amassing more than $30 million in grants.



4 Closing Keynote

16:15-17:10 Room GH201

Professor Irwin King
Department of Computer Science and Engineering
The Chinese University of Hong Kong

Professor Irwin King, a distinguished professor at the Department of Computer Science & Engineering, The Chinese University of Hong Kong. His research interests span machine learning, social computing, artificial intelligence, and data mining. Professor King's extensive research has been recognized through numerous publications and awards in internationally renowned venues. He holds prestigious fellowships in the ACM, IEEE, INNS, AAIA, and HKIE. In addition to his research work, he has also been an evangelist, promoting E-Learning with AI technology. He serves as the Director of the ELearning Innovation and Technology (ELITE) Centre, the Machine Intelligence and Social Computing (MISC) Lab, and the Trustworthy Machine Intelligent Joint Lab. Professor King obtained his Bachelor of Science degree from California Institute of Technology (Caltech) and his Master's and Doctorate degrees in Computer Science from the University of Southern California (USC).

The critical role of AI in learning analytics and assessment in the future of education

The increasing adoption of Artificial Intelligence (AI) in higher education presents both opportunities and challenges for institutions, teachers, and students. As AI-driven tools for personalized learning and alternative assessment approaches are poised to replace or transform traditional methods, this presentation delves into the transformative impact of AI on the future of education. We will explore current trends in learning and assessment, examining how AI technology is redefining these practices. This presentation aims to provide a comprehensive understanding of how AI is reshaping assessment practices and driving the future of educational success, catering to learners, educators, administrators, and policymakers.

1 | 10:15-10:40

Parallel Sessions

Room GH201

Liang CAO & Angel M. Y. LIN
The Education University of Hong Kong

From learning to sharing: A duoethnographic approach to AI knowledge and public engagement

As AI increasingly influences society, public understanding of AI becomes essential. However, its complexity often creates barriers to accessibility, leaving the public vulnerable to misinformation. This project documents the collaborative learning journey of two researchers using duoethnography (Sawyer & Norris, 2012), a method of dialogic reflection, to explore AI knowledge, ethics, and safety. Extending this approach, we integrate AI as a third participant, forming a trioethnographic framework. Our multimedia ethnography combines videography, reflective journals, and social media content creation to democratize AI knowledge via YouTube and Xiaohongshu's platforms with global reach. We focus on three themes. First, the learning process: we acquire AI knowledge through self-directed methods like videos, podcasts, and digital news, reflecting collaboratively to deepen understanding. Second, AI safety and ethics: we emphasize the ethical challenges of AI technologies and the need to integrate safety into public education. Third, public engagement: we explore how YouTube and Xiaohongshu can make AI knowledge accessible, counter misinformation, and engage audiences in English and Chinese. This project contributes methodologically by extending duoethnography to include AI and demonstrates scalable models for democratizing complex knowledge. It highlights the importance of accessible content in fostering public AI literacy, empowering learners to navigate AI systems responsibly.

Room BC201

Henry MOGULSKY
Shenzhen University

Integrating GenAI into academic writing: Pedagogical approaches of Hong Kong lecturers

This study explores the pedagogical strategies utilized by higher education language instructors in Hong Kong to integrate generative artificial intelligence (GenAI) into academic writing courses. Employing a multi-case study approach, the research involved semi-structured interviews with two lecturers from a local institution to understand their experiences and methodologies. Thematic analysis revealed shared approaches and distinct preferences for guiding students in effectively and responsibly using GenAI tools. The findings highlight the need for further research into these pedagogical methods locally and more broadly. They also indicate a need for an integrated framework for GenAI use in English academic writing classes, diversification of pedagogical strategies, and development of lecturers' AI literacy and critical evaluation skills. The study's limitations include a small sample size, which restricts generalizing findings to a wider population of tertiary educators and limits clear identification of challenges and pedagogical concerns. Variability in learner populations is another limitation. Additionally, differences in universities' GenAI priorities and AI usage policies may reduce the findings' broader relevance. This research contributes to the discourse on GenAI's role in tertiary education, highlighting implications for teacher preparation, pedagogy, learning, curriculum, policy-making, and the maintenance of academic integrity in an increasingly technology-driven educational landscape.

Room BC202

Yanne TSE
The Chinese University of Hong Kong

Utilizing AI-generated texts as counterexamples in business communication class

The trend of using generative AI tools presents many challenges in language teaching. While striving to maintain academic integrity by restricting AI use in assignments, we recognise the inevitability of AI in real-world communication. However, students often fail to understand that language use in reality is highly dynamic, and text-generation tools may not be able to produce texts that reflect factors such as cultural norms, formality and emotions. Therefore, they often believe that AI-generated texts are perfect for use without evaluating the texts' suitability. This pedagogical approach utilises AI-generated emails as counterexamples to develop students' critical analysis and business language skills. In the process, students identify formality issues in AI-produced texts, analyse their semantic and pragmatic meanings, and practice producing email messages for context-appropriate communication to avoid misunderstanding and embarrassment. This approach demonstrates to students that effective AI utilisation requires sufficient language proficiency to evaluate AI outputs, the ability to modify generated text for various situational purposes, and the perception that AI serves as an assistant, not a replacement for their language proficiency. This simple approach enhances students' understanding of the significance of language learning in an AI-led world and their awareness of AI applications in practice.

Room BC203

Karen Man Wa KWAN
The Hong Kong Polytechnic University

Revealing bias: Gender stereotypes in AI language models

In the rapidly evolving field of artificial intelligence (AI), it is crucial to mitigate biases that can perpetuate inequalities. This project integrates an innovative online teaching and learning activity into the Developmental Psychology course. The project encourages students to analyze gender biases in AI language models. By leveraging AI tools such as ChatGPT, students gain hands-on experience in detecting biases and fostering critical thinking. In the class, students engaged in a series of interactive activities, including brainstorming sessions, experimenting with different prompts using AI tools, critically analyzing AI-generated outputs, participating in discussions and sharing, and reflecting on their experiences. After the activity, students evaluated various aspects, including the clarity of activity instructions, effectiveness of instructors, interest and value added to the course, and usefulness in enhancing their understanding of gender biases in AI, through a feedback survey and the electronic student feedback questionnaire (eSFQ). The evaluations from both surveys were positive, with ratings all higher than 4.4 out of 5, indicating a high level of satisfaction. Overall, the project successfully enhanced students' understanding of gender biases in AI and demonstrated the effectiveness of integrating innovative teaching methods in psychology education.

2 | 10:45-11:10

Parallel Sessions

Room GH201

Kathy LEE, Michelle FONG, Caleb ACTON, Cherry LO, Santa LI
Hong Kong Baptist University

The impact of GenAI on student learning: A qualitative analysis of presentation plan modifications in higher education

The integration of Generative AI (GenAI) in higher education has sparked significant interest, yet empirical evidence on how students with varying academic capabilities interact with and modify AI-generated content remains limited. While recent studies have examined students' perceptions of GenAI-assisted academic writing (Johnson & Smith, 2023), there is still a gap in understanding how students actually improve upon GenAI-generated works. In this work-in-progress study, 750 students enrolled in a university core course were asked to modify presentation plans generated by GenAI. Using a qualitative coding approach with three independent coders, we are currently analyzing and coding the modifications made to these plans. Preliminary findings reveal distinct patterns: high-performing students (Grade A) consistently demonstrate comprehensive revisions, implementing complete makeovers of the AI-generated plans. Conversely, students with lower intake proficiency and pre-test performance exhibit stronger reliance on GenAI-generated content, making only minimal and superficial modifications. These findings align with research emphasizing the importance of fostering student autonomy when incorporating GenAI tools in higher education (Williams et al., 2024). While some research has shown that GenAI can be effective in improving the accuracy of student writing and raising genre awareness (Chen & Rodriguez, 2024), our study suggests that the benefits may be contingent upon students' existing academic capabilities and critical thinking skills. Urban et al. (2024) demonstrated that GenAI could significantly improve students' performance in creative problem-solving, but our preliminary results indicate this improvement may not be uniform across all student proficiency levels. This study contributes to the growing discourse on GenAI's role in education by providing empirical evidence of how students' academic capabilities influence their interaction with AI-generated content. As institutions continue to integrate GenAI into teaching and learning inhigher education (Garcia & Taylor, 2023), our findings have important implications for developing targeted interventions and pedagogical strategies to enhance critical thinking skills across different student profiles.

Room BC201

Harmandeep KAUR
The Hong Kong Polytechnic University

Machine-assisted thematic mapping of AI in education discourse: A systematic review from 2005-2024

This article aims to explore discussions of artificial intelligence in education (AIEd) by analysing the scope of debate and its applications in different areas. Defining these discussions is crucial for understanding AI's impact and guiding its effective integration into educational systems, particularly at this critical juncture when general-purpose AI technologies like ChatGPT and DeepSeek are penetrating educational spaces. This study examines evolving discourse surrounding AIEd through a systematic review of literature from 2005 to 2024. Leveraging on computational tools and human expertise for comprehensive analysis, 70 peer-reviewed articles are analysed using hierarchical clustering with Orange Data Mining followed by manual thematic analysis of identified clusters across three chronological periods: 2005-2011, 2012-2018, and 2019-2024. Findings reveal a trajectory from initial technological optimism to more nuanced implementation considerations. Besides (1) teacher preparedness and professional development remaining an expanding area of research, other key themes developing include: (2) expanding scope of AI from a pedagogical tool to curricular content, (3) infrastructural requirements and (4) ethical considerations for AI adoption. Findings indicate future AIEd discourse will likely surround evaluative frameworks for specialized and general-purpose technology, collaborative decision-making processes that enhance acceptance of AIEd amongst key stakeholders, and sustainable models for teachers' continuous professional development.

Room BC202

Xinger XIA
The Hong Kong Polytechnic University

The impact of technostress on negative emotions among Chinese university students: The mediating role of psychological resources

University students increasingly rely on technology for daily activities and studies. However, they may also experience technostress, which can stem from constant technological adaptation and concerns about future job security. While previous studies have revealed a negative relationship between techno-stressors and student mental health, the underlying mechanisms remain underexplored. This study investigates the effects of different techno-stressors on negative emotions among Chinese university students and the mediating role of psychological resources. This study used data collected from 636 students using online questionnaires. Stepwise regression and mediation analyses were conducted to assess the impact of different techno-stressors on negative emotions and the mediating role of psychological resources. The Center for Epidemiologic Studies Depression Scale and the Chinese Positive Youth Development Scale were used to examine negative emotions and psychological resources, respectively. All scales were validated and showed good reliability. Results revealed that techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty significantly increased university students' negative emotions, whereas techno-overload did not. Psychological resources partially mediated these effects. This study identifies specific impacts of different techno-stressors on student mental health. Additionally, findings suggest potential protective effects of personal resources in buffering the impact of techno-stressors on students' negative emotions, which offers evidence to inform future interventions.

Room BC203

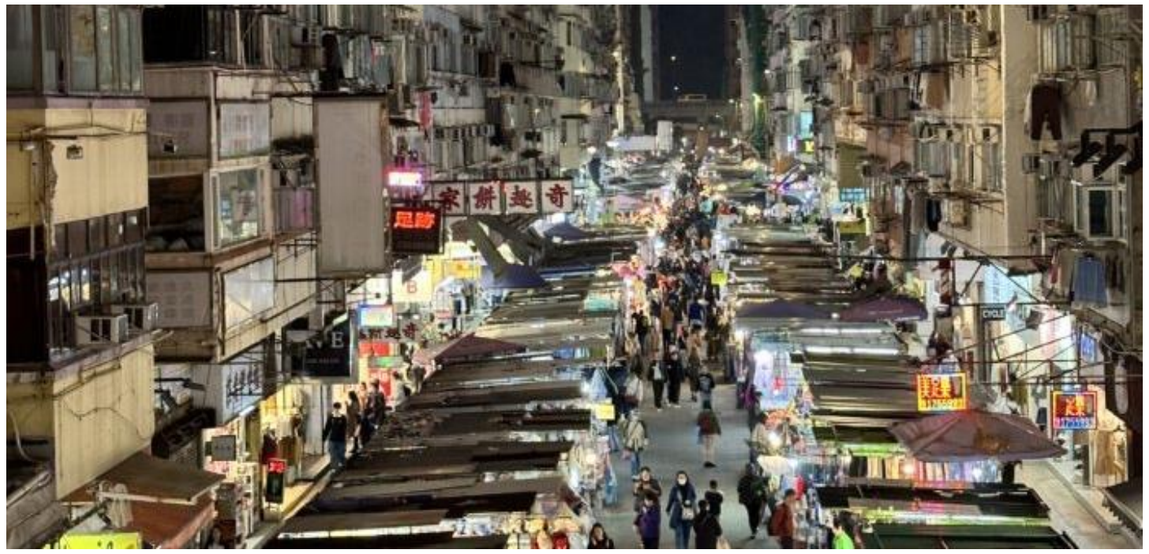
Phoebe SIU
The Hong Kong Polytechnic University, College of Professional and Continuing Education (CPCE)

Reimagining embodied disciplinary literacy for career-ready graduates: MEC-guided role-playing as self-access learning in corporate communication

This paper investigates the transformative roles of multiliteracies design in role-playing assessment tasks for self-access learning, particularly within the higher education context of Corporate Communication and Branding. Through adopting Lin's Multimodalities-Entextualisation Cycle (MEC) (Lin, 2016; 2024), tertiary students engage in immersive learning experiences that enhance their practical skills and theoretical understanding of corporate branding and communication. By enacting various corporate scenarios, multilingual learners (N=79) developed a nuanced grasp of disciplinary literacy that extends beyond monolingual English-Medium Education (EME) classroom boundaries. Data generation tools adopted in this case study research (Hamilton & Whitter, 2013; Nohria, 2021) include semi-structured interviews, focus group discussion, teamwork logbooks and reflection, along with corporate role-playing documentation and video-recorded corporate presentations. This case study research underscores the effectiveness of MEC-guided role-playing as "strategic translanguaging and trans-semiotizing" (Liu et al., 2024), promoting embodied disciplinary literacy. It also highlights the practical applications of this MEC approach in preparing career-ready graduates, offering insights into the design of self-access learning environments that are dynamic and responsive to real-world demands. Furthermore, this study opens avenues for future research, suggesting the potential for expanded use of multiliteracies design in other disciplinary contexts to nurture career-readiness.

3 | 11:15-11:40

Parallel Sessions



Room BC201

Alexander Markus KLING
The Chinese University of Hong Kong

German culture and language learning in the metaverse

We embarked on an ambitious journey to transform German language learning by establishing immersive virtual classrooms in the Metaverse. This initiative provides students with a collaborative virtual environment, enhancing their learning experience through tailored virtual worlds. Similar to online games like Minecraft, teachers and students can create and share these worlds, enriching education. Our project offers an experiential learning platform that deepens students' understanding of German culture while improving their language skills. The content is meticulously designed to cater to language courses, ensuring a comprehensive educational approach. Key objectives include: creating an immersive online experience for teaching German language and culture, facilitating student communication; boosting interaction and engagement during lessons; and evaluating the effectiveness of immersive technologies like the Metaverse for language and content teaching at the university level. As a result, students have benefited from enhanced content knowledge and language abilities through interactive technologies that promote collaboration and engagement.

Room BC202

Lok Ming Eric CHEUNG & Xiaoyinzheng JI
The Hong Kong Polytechnic University, College of Professional and Continuing Education (CPCE)

Investigating multimodal affordances in recorded EAP lectures for eliciting attention: Implications for hybrid pedagogies

Classroom recordings of live lectures allow students to revisit important information in out-of-class contexts. Mainly achieved through common teleconferencing tools such as Zoom, these recorded lectures possess multimodal meaning-making resources for explaining and negotiating concepts, as well as capturing viewers' attention. While these recordings might resemble authentic classroom environments, limitations still exist, e.g., lack of the teacher's gestures for referencing content on the screen. Such limitations can be compensated by other afforded resources, one of which is the teacher's on-screen animated handwriting. Adopting in-depth multimodal discourse analysis, this study analyses eight 2-hour recordings from a tertiary EAP subject, focusing on static visual aids, the lecturer's facial expressions and gestures, and speech. Specifically, the study focuses on episodes in which all resources are mobilised to create highly salient moments to highlight important information and capture students' attention. Through deconstructing how these multiple semiotic modes work together to maximise recorded lectures' affordances, this study underscores their potential to enhance hybrid language learning and teaching, while discussing their constraints that make in-person engagement necessary. This aims to offer insights for optimising lecture recording without over-production, while acknowledging the benefits of face-to-face language classrooms.

Room BC203

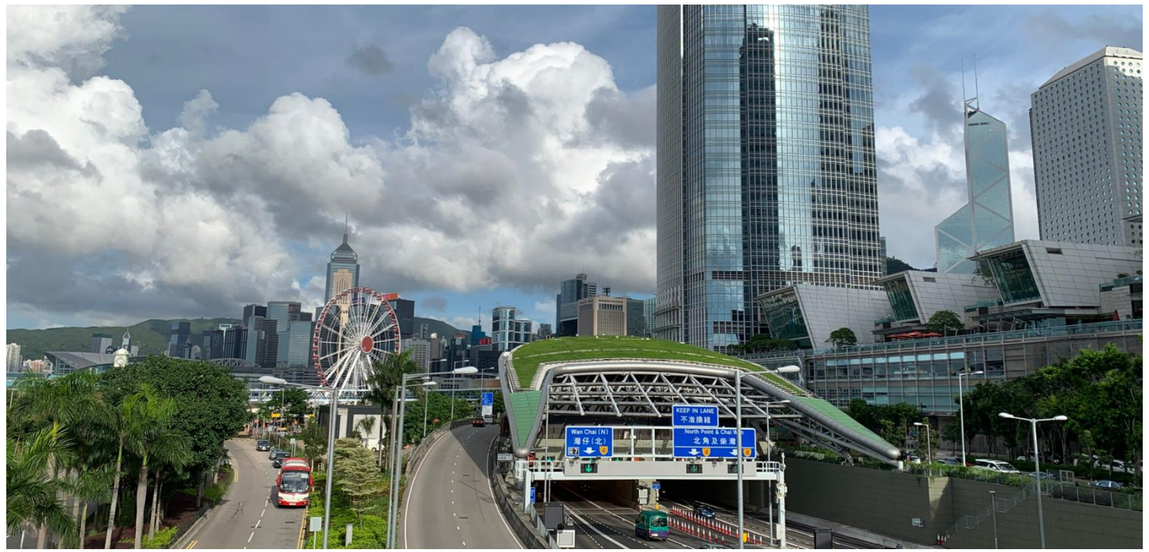
Xuyan QIU
The Hong Kong Polytechnic University

The impact of pragmatic demand on second language oral task performance

This study explores how pragmatic demand—defined by variations in power, distance, and degree of imposition (PDR)—affects Hong Kong English-as-a-second-language (ESL) learners' linguistic, sociolinguistic, and pragmatic performance across face-to-face (FTF) and computer-mediated communication (CMC) contexts. Fifty learners were divided equally into FTF and CMC groups, each performing two interactive oral tasks: a PDR-high task (inviting a university professor to a speech contest) and a PDR-low task (inviting a friend to a speech contest). Spoken output was rated by two trained evaluators using CEFR-based descriptors. Repeated measures ANOVA revealed that learners achieved greater propositional precision in the PDR-high task, while fluency was higher in the PDR-low task. Notably, interaction effects emerged between pragmatic demand and communication mode. FTF learners outperformed in general linguistic range, vocabulary range and control, grammatical accuracy, and propositional precision in the PDR-high task. Conversely, CMC learners showed better general linguistic range, vocabulary range and control, and accuracy in the PDR-low task, with no significant difference in their propositional precision across tasks. These findings highlight the complex interplay between communicative mode and pragmatic context in second language performance and offer practical insights for designing effective speaking tasks that foster pragmatic competence in ESL classrooms.

4 | 14:30-14:55

Parallel Sessions



Room BC201

Anthony TOWNLEY
Nagoya University of Commerce and Business

AI writing tools lack a compelling sense of style and identity in argumentative essays

This presentation reports on the limitations of using AI writing tools when compared to the reports written by a cohort of undergraduate students, who were enrolled in a business law course at a university in Japan. The writing experiments first required the students to write an argumentative essay about a business issue that requires legal reform, based on knowledge of business law concepts acquired during the 7-week course. The same essay prompt was then used to generate argumentative essays using ChatGPT. Even though the AI papers were able to construct a coherent report on problematic areas of law, discourse analytical methodologies were used to show a lack of understanding of the business law concepts taught during the course. More significantly, the student papers had stronger individual style and identification in terms of how they evaluated the business law problem and what the authors committed themselves to, with respect to what is true and what is necessary in terms of necessary legal reforms. These findings can help motivate students to develop a more compelling sense of style and identity by undertaking most of the research and writing themselves with only minimal, specific assistance from AI writing tools.

Room BC202

Wing Yan Evangeline HUNG
City University of Hong Kong

Now, I am learning: Exploring the opportunities and challenges of using real-time digital tools in EAP and ESP classrooms

As the technological landscape evolves, English for Academic Purposes (EAP) and English for Specific Purposes (ESP) teachers continually seek effective strategies to enhance learner engagement and motivation. This study examines the opportunities and challenges of utilizing Peardeck, a real-time digital instructional tool, in undergraduate language classrooms. Reflecting upon the narratives of 12 students, the effectiveness of Peardeck is assessed through the lens of Self-Determination Theory, which highlights the constructs of Autonomy, Competence, and Relatedness. The findings reveal that while Peardeck significantly enhances interactivity and engagement, its effectiveness is highly reliant on the teacher's facilitation. In this presentation session, I will discuss the advantages and limitations identified in the students' narratives and provide a hands-on experience for educators who wish to explore this innovative digital tool further.

Room BC203

Ye ZHANG
The Hang Seng University of Hong Kong

Implementing game-based pedagogy in English language teaching: A lesson plan approach

This study explores a viable plan for the implementation of Game-Based Learning (GBL) in English courses. The curriculum uses a constructivist approach and combines AI-based language applications with interactive digital games to meet each student's individual needs. Secondary school students are the target audience of this session, which focuses on the components of design, participation in the program, development of competencies and evaluation using game data. We describe how teachers and students view GBL and provide initial comments to demonstrate its value. By providing practical advice to teachers using GBL and AI, this study meets the conference's interest in combining modern teaching methodologies with technology. There will be an in-depth discussion of the results of the conference after the presentation ends with ideas to motivate students and improve communication skills.

5 | 15:00-15:25

Parallel Sessions

Room GH201

Jianshu JIN
The Hong Kong Polytechnic University

L2 enjoyment, boredom, grit and L2 writing achievements among Chinese high school L2 learners

Enjoyment and boredom have received increasing attention in L2 writing research. Grit is another widely appreciated individual difference factor in L2 learning. This mixed-method study investigates the relations between enjoyment, boredom, as well as L2 grit, and Chinese high school L2 learners' writing achievement. 67 Chinese high school students were asked to finish a writing task and fill in the Foreign Language Writing Enjoyment and Boredom Scales and the L2 Grit Scale. 7 students among them and two of their English teachers were interviewed. Correlational analyses show that L2 grit has positive effect on L2 writing enjoyment and achievement, and that L2 writing boredom has negative effect on enjoyment. The qualitative data show that the participants have typical apathetic boredom as their L2 writing is highly exam oriented. Meanwhile, they tend to feel enjoyment when allowed to be creative, which usually lead to lower L2 writing achievement. The results indicate that L2 grit is important for participants with higher enjoyment in L2 but lower L2 writing achievement.

Room BC201

Shuyang LIN
The Hong Kong Polytechnic University, College of Professional and Continuing Education (CPCE)

Leveraging teacher and GenAI feedback for revising argumentative essays

Feedback is crucial for enhancing student academic writing. The GenAI era has significantly transformed how students seek and process feedback. Tools like ChatGPT offer an additional avenue for students to receive input on their written work, complementing teacher feedback. While several studies have demonstrated the effectiveness of ChatGPT-supported teacher feedback (e.g., Han & Li, 2024) and the combined use of AI-powered and teacher feedback (e.g., Han & Sari, 2024), there is limited empirical research on how students use the two sources of feedback, teacher feedback and GenAI feedback, to improve their academic writing. In this study, 22 undergraduate students have access to both teacher feedback and GenAI feedback while refining their argumentative essay drafts. This research examines the types of prompts they used with GenAI tools during the revision process. Additionally, the revised drafts of five students will be compared with their initial drafts to explore their use of GenAI and teacher feedback, and to assess the impact of these feedback types on their revision success.

Room BC202

Huiling ZHOU
The University of Hong Kong

Exploring the dynamic interplay between students' motivation, perception and behaviour in feedback seeking process

Feedback seeking is a proactive process where students solicit performance-relevant information. Students' motivations for feedback seeking interplay with their related perceptions and behaviours. However, the motivation for feedback seeking in higher education remains limited understood. Guided by self-determination theory (SDT), this mixed methods research aims to explore the reciprocal relationship between students' feedback seeking experiences and diverse motivations (intrinsic motivation, integration, identification, introjection, external regulation and amotivation). The quantitative survey of 930 Chinese university students assesses the influence of motivations on cost-value perceptions, and behaviour frequencies (monitoring and inquiry). Structural equation modelling analysis indicates that identification, introjection, and amotivation predict perceived cost or value. Intrinsic motivation, identification, and introjection are related to monitoring or inquiry frequency. Qualitative interviews with 29 students examine the impact of feedback seeking experiences on diverse motivations. Qualitative content analysis shows inquiring about human feedback (teachers and peers) facilitates intrinsic motivation, identification, introjection or amotivation. Inquiring about GenAI feedback fosters identification or amotivation. Monitoring enhances intrinsic motivation or identification. The findings delineate specific types of feedback seeking motivation, including their impact on behaviours and the factors that drive them. The research provides insights into fostering students' autonomous motivation and developing effective feedback seeking skills.

Room BC203

Marc LeBANE
The Chinese University of Hong Kong

Leveraging AI in higher education: Strategies for successful integration

This presentation will focus on the findings of an active research study on the integration of Artificial Intelligence (AI) into a Fintech engineering course over the past two years. The investigation uncovered both advantages and disadvantages associated with AI, including its impact on writing instruction, critical thinking development, and student perceptions. Strategies for effectively utilizing the potential of AI in education will be discussed, focusing on practical approaches to maximize its benefits while minimizing its risks. Key strategies include: educating students about the capabilities and limitations of AI tools; evaluating the accuracy and reliability of AI-generated feedback; fostering collaboration between humans and AI systems; and developing students' metacognitive awareness through the utilization of Metacognition-Based Student Feedback Literacy (MSFL), enabling them to effectively assess and make informed decisions about AI use.

6 | 15:30-15:55

Parallel Sessions

Room BC201

Yuet Hung Cecilia CHAN
City University of Hong Kong

Innovative pedagogy: AI in student sociolinguistic projects and international partnerships

This action research examines the integration of AI video creation tools in student-led sociolinguistic projects, aiming to enhance course assessments and foster cross-cultural collaboration between university students in Hong Kong and London. Students were trained to utilize AI video generation tools to enhance their video creation skills while conducting investigations. Through online discussions, students exchanged feedback with their international peers and refined their sociolinguistic video projects. Engagement was monitored through self-reporting forms, providing a comprehensive view of student involvement. Upon completing their projects, students participated in survey and focus group interviews, reflecting on their experiences with AI tools and international collaboration. The findings offer valuable insights into the role of AI technologies in enriching student-led research and promoting cross-cultural understanding. This study underscores the potential of AI to contribute to innovative pedagogical approaches in higher education, highlighting its impact on both academic and cultural dimensions of learning.

Room BC202

Mable CHAN
Hong Kong Baptist University

21st century communication: Excelling in the modern workplace

In this presentation, "21st Century Communication: Excelling in the Modern Workplace," I will address the disconnect between traditional Business English education and the real-world communicative demands faced by today's professionals. By examining the specific spoken and written communication skills required, particularly within the cultural and linguistic framework of English, Cantonese, and Putonghua, I will identify how technology and globalization have redefined communication norms. The talk will critique outdated educational models, and present four key research questions aimed at identifying these communicative needs and recognizing factors contributing to effective workplace communication. Together we will explore solutions for bridging the educational gap and empower professionals with the skills needed for success in today's dynamic workplace.

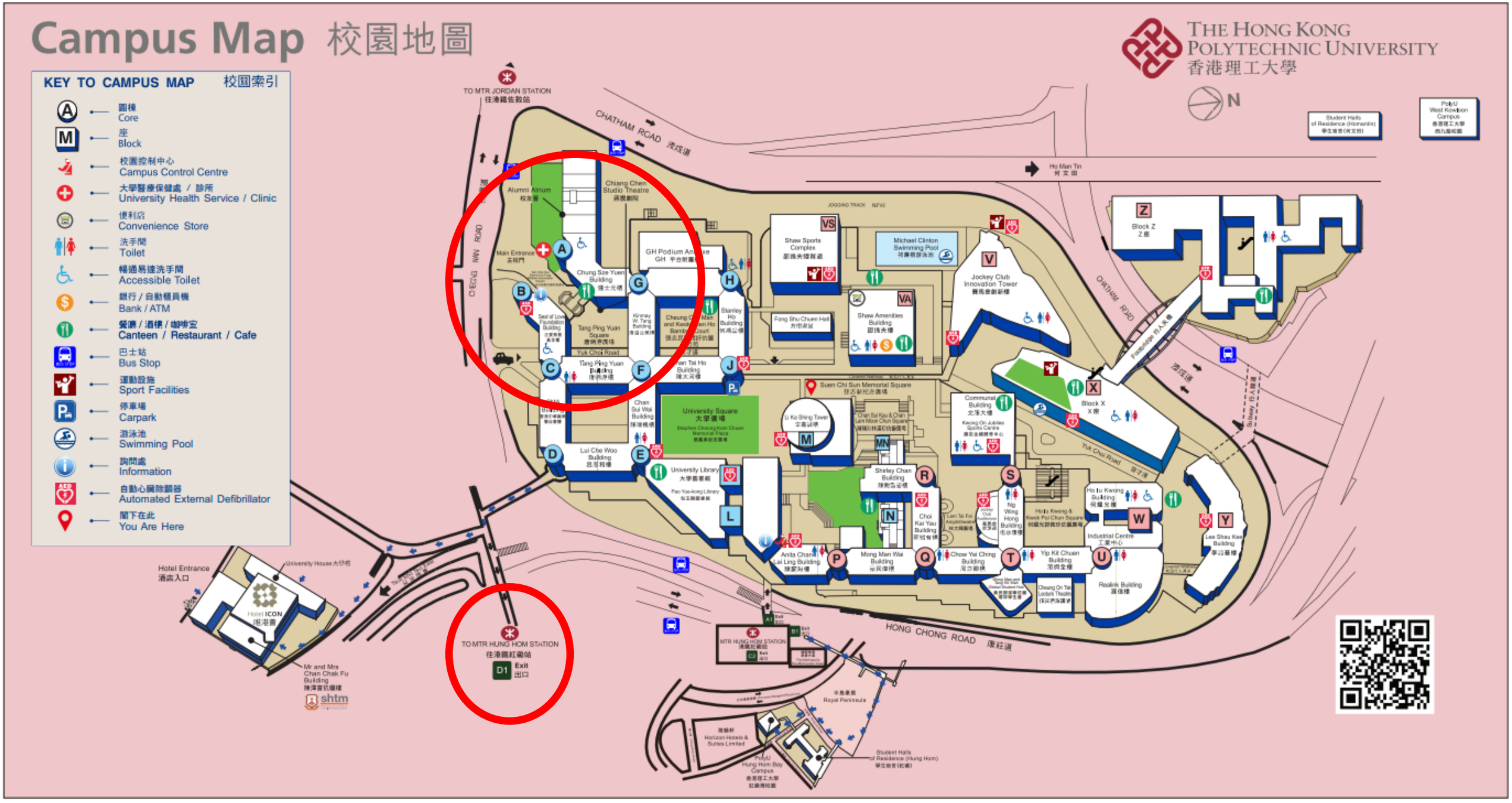
Room BC203

Senka JIANG & Xiaoyuan WU
The Hang Seng University of Hong Kong

AI-powered platform for personalized English teaching and learning beyond the classroom

This presentation introduces an AI-enhanced learning platform designed to support teachers in generating personalized speaking and writing practice tasks for students. The platform integrates automatic pronunciation scoring and essay feedback, enabling learners to receive instant, individualized evaluations after class. Teachers can upload classroom materials, from which the system generates AI-driven oral practice (e.g., sentence reading, Q&A, cloze tasks) and writing prompts tailored to the lesson content. This allows for a seamless extension of in-class instruction into structured, self-access learning cycles. Looking forward, the platform aims to evolve into a comprehensive English language learning environment that empowers teachers to deliver individualized instruction more efficiently. As China's global presence continues to grow, the platform also aspires to serve as a Chinese learning hub for international learners. By reducing teacher workload and supporting learner autonomy, the platform aligns with conference themes such as AI in education, technology-enhanced learning, and global classroom readiness.

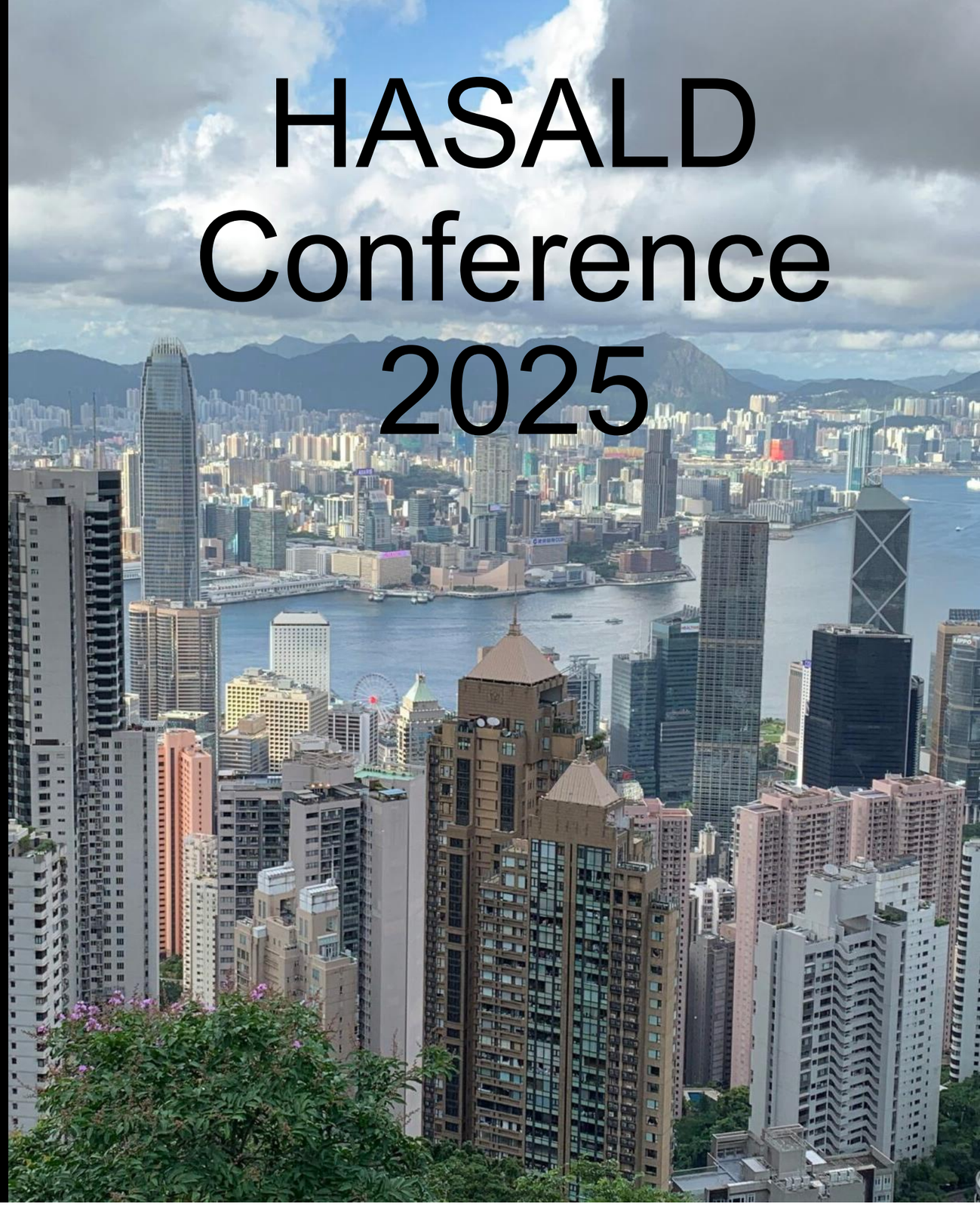
PolyU Campus Map



HASALD Est 1991

Hong Kong Association for Self-Access Learning and Development

HASALD Conference 2025



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