香港教育大學
The Education University
of Hong Kong

International Conference on
TeLLT & CoLLT 2024

International Conference on

Technology-enhanced Language Learning and Teaching & Corpus-based Language Learning and Teaching 2024

3 - 5 July 2024

Conference Programme Booklet

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I. About TeLLT & CoLLT 2024

The jointly held TeLLT 2024 conference and CoLLT 2024 conference aim to bring together academics from around the world to report on their various research work related to technology-enhanced language learning and teaching (TeLLT), and corpus-based language learning and teaching (CoLLT). As TeLLT and CoLLT are gaining momentum in this digitized world, we hope that through the two jointly held conferences we can promote Hong Kong as a hub for academic exchanges and collaborations in the area of technology-enhanced language learning and teaching, and corpus-based language learning and teaching. We welcome scholars and researchers to report their studies on technology-enhanced (including corpus-based) learning and teaching of English, Putonghua, Cantonese, and other modern languages.

The conference is composed of keynote speeches, themed symposiums and oral and poster presentations.

The topics include:

1. New technologies (i.e., AI, Metaverse, AR, VR XR) and second/foreign language education
2. Generative AI in language education
3. Technological Pedagogical and Content Knowledge (TPACK) development
4. TeLLT environment
5. TeLLT & L2 teacher education
6. TeLLT & L2 learners
7. Web-based instructional design for second/foreign language instruction
8. Web-based & resource-driven language learning
9. Technology-enhanced language assessment
10. Mobile language Learning and emerging technologies
11. Fostering autonomous language learning through technologies
12. Managing multimedia/hypermedia language learning environments
13. Corpus-based language learning and teaching
14. Corpus-based lexicology and lexicography
15. Corpus-based grammatical studies

16. Corpus-based studies of phonetics and phonology

17. The use of corpora in discourse analysis

18. Corpus approaches to the study of new media

19. Corpus design, compilation, and types

20. Corpus methodology

21. Corpora, contrastive studies, and translation

22. Corpus-based computational linguistics

23. Corpus-based data-driven learning

24. Special uses of corpus linguistics

Keynote presentation

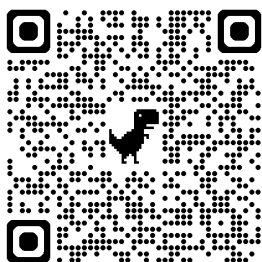60 minutes (50-minute presentation + 10-minute Q & A)

Paper presentation

25 minutes (20-minute presentation + 5-minute Q & A)

Themed Symposium presentation

100 minutes (including Q & A)

Evaluation Form

https://forms.gle/DqvFmyBupgqu3Rp27

II Conference Programme

Day 1: Wednesday 3rd July 2024

9:00-9:45	Registration: **outside D1-LP-03**; tea/coffee & light refreshments are served from 9:30			
9:45-10:10	**Opening Ceremony** of the Conference, photo taking Welcome Speech by Prof John ERNI (Dean, Faculty of Humanities, EdUHK) **Venue: D1-LP-03**			
10:10-11:10	**Plenary Session 1**: Keynote Speech by Prof Glenn STOCKWELL (Waseda University) Title: Artificial Intelligence in Language Teaching and Learning: Exploring the Road We're Travelling Chair: Dr Lixun WANG **Venue: D1-LP-03**			
11:20-13:00	**Parallel Session 1A** **Venue: B4-LP-02** Chair: Brenda YUEN	**Parallel Session 1B** **Venue: B4-LP-03** Chair: Kar Kee Ann YEUNG	**Parallel Session 1C** **Venue: B4-LP-07** Chair: Hsueh Chu CHEN	**Symposium 1:** The Greater Bay Area Panel on Future Language Education with New Technologies **Venue: B4-LP-09** Chair: Sangmin Michelle LEE
	The Integration of Large Language Model (LLM) in Learning-oriented Reading Assessment Practice at K-12 Level *Ziqi CHEN, Wei WEI & Katherine CAO*	An Overview of Recent Advances in Corpus-based Foreign Language Enjoyment *Chun BAI & Jiaying HU*	An Error Analysis of the Usage Preposition "zai" （在）in the Corpus for Non-Chinese Speaking (NCS) Primary Students in Hong Kong *Tin San TSE*	Engagements with GPT Responses and Learner Prompts in ChatGPT-based Logic Learning and Their Impacts on Logic Knowledge and English Argumentative Writing Logic *Ruofei ZHANG & Di ZOU*
	Science Communication Teaching in Higher Education: Implementing a Technology-enhanced Inquiry-based Learning Approach *Brenda YUEN*	"We're Doing Well in Virtually Every Corner of the World": A Corpus-assisted Discourse Study of Persuasiveness in Apple's Earnings Conference Calls *Zhipu YANG*	Exploring the Stylistic Features of Financial News: A Corpus-based Study of the Verb Pattern 'V n' *Guangju HAN*	Transforming Language Teacher Education in Response to GenAI and Technological Advancements: Preparing 'Future-ready' Language Teachers *Benjamin Luke MOORHOUSE* The Integration of Large Language Model (LLM) in Marking and Providing Formative Feedback on Reading Assessment *Wei WEI*
	Perception of Generative AI in Academic Writing from Beginners' Perspective *Junming CHEN* **(V)**	Using a Learner Corpus to Design a Phraseological Syllabus and a Test of Italian Verb-Noun Collocations *Francesca La RUSSA & Veronica D'ALESIO*	LCCM 理论框架下汉语多义词 "天下" 的认知研究 *Yangwei XU*	From Shy to Fly: Facilitating EFL Learners' Willingness to Communicate with an AI Chatbot and an Intelligent Tutoring System

A Systematic Review on the Use of VR/AR in Vocabulary Acquisition and Listening Comprehension *Ning SUN*	Examining the Respective and Relative Effectiveness of Direct and Indirect DDL in a Tertiary EAP Course in Hong Kong *Kar Kee Ann YEUNG*	Making Better Decisions on Word Choices: A Research on the Use of Corpora for Self-correcting the Use of Collocations in English Writing *Nuoya FANG*	*Danyang ZHANG* Into the Brave New Metaverse: Envisaging Future Language Teaching and Learning *Junjie Gavin WU*

13:00-14:15	Lunch Buffet Canteen: Podium (P), Block C

14:15-15:15	**Plenary Session 2**: Keynote Speech by Prof Alex BOULTON (University of Lorraine) Title: A Corpus-based Synthesis of Research in Data-driven Learning Chair: Dr Qing MA **Venue: D1-LP-03**

15:15-15:35	Tea/coffee break (outside D1-LP-03)

15:35-17:15	**Parallel Session 2A** **Venue: B4-LP-02** Chair: Jiachen ZHANG	**Parallel Session 2B** **Venue: B4-LP-03** Chair: Yuting MU	**Parallel Session 2C** **Venue: B4-LP-07** Chair: Chaak Ming LAU	**Symposium 2:** Empowering English Language Education with AI: Insights and Innovations from Lingnan University **Venue: B4-LP-09** Co-Chairs: Di ZOU & Haoran XIE
	Using ChatGPT for L2 Public Speaking Educational Tool: A Pilot Study *Jiachen ZHANG & Xiemo Molly PAN*	Research Trend in Technology-assisted Critical Reading: Affordance, Evidence, and Challenges *Haoming LIN & Wei WEI*	Re-examining Translation Universals: Explicitation of Character Name Repetition in Chinese Translations of English Children's Stories *Ka Yee Ruby HUI & Dechao LI*	"ChatGPT is Required in this Assessment": An Experimental Assessment Design for an Intercultural English Course *Ryan WINDSOR* Navigating a Route Between the Generative AI Evangelicals and the Luddites: A Case-study of Piloting an EAP Syllabus that Trains University Students to Use Generative AI Appropriately Without Hitting the Rocks *Richard NICKALLS*
	Engaging with Genre-based Multisource Feedback to Assess Digital Multimodal Composing in L2 Writing: Undergraduates' Perspectives *Yuming LIU & Ricky LAM*	Investigating the Impact of Generative AI on Chinese EFL College Students Argumentative Writing Ability and Self-efficacy *Lin LIU, Aiqing YU & Guanyao XU*	Comparative Study: Differences Between Proses Written by Human Writers and Proses Automatically Generated by Large Language Models from the Perspective of Quantitative Linguistics *Anano CHANG & Haihui LV*	We've Been Here Before. What We Can Learn About Gen AI from Online Translation *Mike GROVES*
	A Corpus-based Study of Pause Characteristics in English Impromptu Speech	Who is Teaching English in English Learning Apps? Investigating the Native-speakerism in the Digital Age	A Multivariate Analysis on Linguistic Features of Self-revision: A Study Based on Robinson Crusoe	

Shengyuan WANG (**V**) Vocabulary in ESP Hui-style Architecture Journal Articles: What Can We Learn from Corpora and Perspectives of Tutors? *Hongyi ZHAO & Zihao CAO*	*Fenwei CHEN* Factors Influencing Students' Continuous Intention to Mobile Learning: An Empirical Examination in Higher Education *Yuting MU*	*Qiurong ZHAO & Yaoqi LYU* "Showdown Looming in the Forbidden City—" A Corpus-based Study of Translanguaging Strategies Use by a Bilingual Chinese Author of English Fiction *Qing Ma & Xiaoqi SU*	Harnessing AI for Educational Excellence: Big Data, Deep Learning, and Large Models *Haoran XIE*

17:30	Self-paying Conference Dinner (by tickets/invitation) Venue: Victoria Harbour Restaurant at Uptown Plaza (A coach will pick up the dinner participants outside Block C roadside)

Day 2: Thursday 4th July 2024

9:00-9:30	Registration: outside D1-LP-03
9:30-10:30	**Plenary Session 3**: Keynote Speech by Prof Lawrence Jun ZHANG (University of Auckland) Title: Students' Cognitive Processes in Generative AI-assisted Digital Multimodal Composing and Traditional Writing Chair: Prof Fung King LEE **Venue: D1-LP-03**
10:30-10:55	Tea/coffee break (outside D1-LP-03)

10:55-13:00	**Parallel Session 3A** **Venue: B4-LP-02** Chair: Qing MA	**Parallel Session 3B** **Venue: B4-LP-03** Chair: Krista DU	**Parallel Session 3C** **Venue: B4-LP-07** Chair: Miao WANG	**Symposium 3:** Island Ridge Curve (IRC): A New Lens to Account for the Complexity in Technology-facilitated Language Learning **Venue: B4-LP-09** Chair: Yan YANG
	Mixed-methods Approach to Investigate Chinese EFL Teachers' Formulaic Language Use in High School Model Essays *Xiaoqi SU*	Rising to the Challenge of GenAI: Redesigning English and Chinese Undergraduate Writing Assignments by Embracing GenAI *Delian GASKELL, Jessie LAM, Krista DU, Mansurbek KUSHNAZAROV, Bernadette WO, Kasina WONG, Yin ZHONG & Nick*	Exploring Artificial Intelligence in Chinese Argumentative Writing: Perspectives of Secondary Students and Teachers *Onki WONG*	Island Ridge Curve: A New Lens to Uncover the Interplay Between SDL Self-efficacy and ICT Use in Predicting English Reading Achievement Among Students Who Use English at Schools but Speak Chinese at Home *Yan YANG & Yuyang CAI*

			Uncovering the Complex Relationship Between Hong Kong Students' ICT Self-efficacy and English Reading Achievement from the Lens of the Island Ridge Curve
	WONG		
Knowledge Flow Between Novice and Experienced Teachers: Teachers' Corpus-based Language Pedagogy Development for Teaching Argumentative Writing	Labor Rights in the Media Lens: A Comparative Study of China Daily and CNN Through Critical Discourse and Corpus Linguistics	The Effects of Incorporating Flipped Classroom into a Genre-based Writing Course on EFL Learner's Practical Writing Development	*Qianwen GE & Yuyang CAI*
Qing MA & Fulan LIU	*Jie DING*	*Feifei LIU*	Profiling Hong Kong Adolescent Students' Information Communication Technology (ICT) Use and its Relation to Reading Achievement: A Combination of Person-centred and Variable-centred Approaches
Design and Implementation of a Corpus-based Pronunciation Training Course for Advanced Chinese Learners of English	Comparing the Effects of Using Automated Writing Evaluation and Neural Machine Translation on EFL Students' Writing	Exploring the Influence of Students' Reactions to AWE and Peer Review on L2 Syntactic Complexity: A Qualitative Inquiry	
Qian WANG, Bingru CHEN & Hsueh Chu CHEN	*Juan ZHANG*	*Miao WANG*	*Yin YANG & Yuyang CAI*
Examining Corpus-based Language Pedagogy (CBLP) Practices in Data-driven Learning (DDL) for Lower-proficiency L2 English Learners: A Meta-analysis	Leveraging Teacher-mate Technology for a Five-dimensional Assessment in Language Learning: Take College English Education as an Example	Using Technology to Support EFL Instruction of Deaf Students: Novice Teacher Reflections	Unveiling the Nonlinear Relationship Between ICT Enjoyment, Online English Engagement and English Achievement: An Investigation Grounded in the Island Ridge Curve Theory
Jing LIU & Qing MA	*Pengbiao ZHANG & Fengjunzi WANG*	*Xinhang Hermione HU & Kellie ROLSTAD*	*Keke XING & Yuyang CAI*

13:00-14:15	Lunch Buffet Canteen: Podium (P), Block C
14:15-15:15	**Plenary Session 4**: Keynote Speech by Prof Eric FRIGINAL (The Hong Kong Polytechnic University) Title: Leveraging Linguistic Frequency Data: Innovations at the Intersection of Corpus Linguistics, Language Teaching and Learning, and Generative AI Chair: Dr Qing MA **Venue: D1-LP-03**
15:15-15:30	Tea/coffee break (outside D1-LP-03)

15:30-17:10	**Parallel Session 4A** **Venue: B4-LP-02** Chair: Curtis GREEN-ENEIX	**Parallel Session 4B** **Venue: B4-LP-03** Chair: Clarence GREEN	**Parallel Session 4C** **Venue: B4-LP-07** Chair: Fung King LEE	**Symposium 4:** Empowering Language Education: Research and Practices in Corpus-based Language Pedagogy **Venue: B4-LP-09**

			Co-Chairs: Qing MA & Bin ZOU
Reading Self-efficacy Mediates the Effect of Digital Self-efficacy on Comprehension of Informational and Literary Text: A Two-level Path Analysis *Chenlian ZHANG & Jinxin ZHU*	The Exploration of the Effects of Rhetorical Structure on Linguistics Complexities and Source Integration in English Integrated Writing *Zicheng LI, Syed Salman Ali NAQVI & Xian LIAO*	Exploring the Effectiveness of AI-supported EFL Lessons in Promoting Self-regulated Learning Among Secondary School Students *Zhoutiao LI*	Improving EFL Learners' Speaking Skills with AI and Spoken Corpora *Bin ZOU* Developing Proficient Laboratory Report Writers: A Comparison of ChatGPT-generated and Corpus-based Learning Materials *Meilin CHEN* Improving Counterargumentation in University Students' Argumentative Writing via Corpus-based Language Pedagogy: An Empirical Study *Fulan LIU* Exploring the Effectiveness of Data-driven Synonym Learning: A Longitudinal Study with Task-based Instruction Design *Yingying YANG* Increasing Vocabulary Power for Writing Through Differentiating Confusing Word Pairs *Lok Ming Eric CHEUNG & Sylvia LAU* Improving English Word Stress with the Intertwined Use of Corpus and AI Tools *Xiaona ZHOU & Hsueh Chu CHEN*
A Case Study of Virtual Reality Application in Teaching English for Engineering *Andrey KORZIN, Elena SHALEEVA & Svetlana DMITRICHENKOVA*	The Image of Traditional Chinese Medicine (TCM) in COVID-19 News--- A Corpus-based Analysis of Chinese and Overseas News *Yanfen CHEN*	Unpacking the Nexus of Motivation and Enjoyment in AI-mediated Informal Digital Learning of English (AI-IDLE): A Mixed-method Investigation in the Chinese University Context *Guangxiang Leon LIU, Ron DARVIN & Chaojun MA*	
短視頻資源輔助下的古詩詞教學 *Xiaohan ZHANG & Ling ZHANG*	Production of English Lexical Stress in Disyllabic Words: Comparison Between Native English Speakers and L2 Chinese Learners *Sishi FEI*	Exploring the Impact of Generative AI Chatbots on Reading Anxiety and Performance: An Experimental Study in Chinese Secondary EFL Learning *Shuyan ZHENG & John ROGERS*	
L2 Learners' Perceived Knowledge, Use, and Beliefs of ChatGPT in English Language Learning *Yingzhao CHEN & Curtis GREEN-ENEIX*	Incorporating DIY Corpus into English Writing in a Higher Vocational Institute in China: Students' Outcomes and Their Perceptions *Chao GUAN* (**V**)	Unveiling the Potential of ChatGPT in Technology-enhanced Language Learning: Perspectives from EFL Learners *Yuying ZHI & Yangyu XIAO*	
	The Vocabulary Profile of a Novel Corpus of Children's Picture Books: Models of the Language Environment to Inform Teaching and Learning *Clarence GREEN*	Generative Artificial Intelligence and Digital Writing: An Analysis of Source Use *Chang ZHANG, Qin XIE & Lixun WANG*	
	(15:30-17:35)	**(15:30-17:35)**	

Day 3: Friday 5th July 2024

9:00-9:30	Registration: outside D1-LP-03				
9:30-10:30	**Plenary Session 5**: Keynote Speech by Prof Yu-Ju LAN (National Taiwan Normal University) Title: Customized Pedagogical AI Agents: Opportunities and Challenges in Language Education Chair: Dr Hsueh Chu CHEN **Venue: D1-LP-03**				
10:30-10:55	Tea/coffee break (outside D1-LP-03)				
10:55-13:00	**Parallel Session 5A** **Venue: B4-LP-02** Chair: Artem ZADOROZHNYY	**Parallel Session 5B** **Venue: B4-LP-03** Chair: Na LUO	**Parallel Session 5C** **Venue: B4-LP-07** Chair: Hsueh Chu CHEN	**Symposium 5:** Enhancing EFL Teaching and Learning in Technology-rich Environments **Venue: B4-LP-09** Co-Chairs: Minhong WANG, Lianjiang JIANG & Lingyun HUANG	**Symposium 6:** Immersive Learning in the Metaverse: The New Horizon of Language Education **Venue: B4-LP-13** Co-Chairs: Yangjie SONG & Ping LI
	AI Literacy and Corpus Linguistics: Intersections and Challenges *Malila Carvalho de Almeida PRADO*	Exploring the Impact of AI on Continuous Student Evaluation and Feedback *Naila AKRAM, Asma ALSHEHRI, Ebtesam ABDULHALEEM, Basim ALHASNAN, Latifa SHEIKH & Deeqa JAMA* (**V**)	Methodological Decisions in Constructing a Corpus for Analyzing Chinese Writing Quality in the HKDSE Examination *Hin Yee WONG* (**V**)	Effects of Computer-based Dual Concept Mapping on Students' Achievements and Cognitive Load in a Content and Language Integrated Learning Program *Dongpin HU & Minhong WANG* Teachers as Self-regulated Learners for Teaching in Technology-rich Environments: Lessons Learned from Two Project Cases *Lingyun HUANG* A Review of AI Applications with Emotional Support or Impact on EFL Education *Yuhan LIU, Heng ZHANG, Meilin JIANG, Juanjuan CHEN & Minhong WANG* The Versatility of Machine Translation in Students' L2 Writing: A Translanguaging Perspective on Use	Immersive Learning and Multimodal Representation in First and Second Language *Ping LI* Enhancing Vocabulary Learning Through Metaverse Technologies: A Comparative Study of AR and VR Approaches *Zilin WANG & Di ZOU*
	Exploring the Roles and Impacts of Reflective E-Portfolios in Higher Education Elective Language Courses: A Study of Chinese as a Foreign Language in an Irish University *Mengdi WANG*	Media Representation of the Release of Fukushima Water: A Corpus-driven Comparative Study on News Reports in China and Japan *Joanna Zhuoan CHEN & Xiemo Molly PAN*	Examining the Impact of Corpus-based Critical Listening and Shadowing to Assist English as a Foreign Language Learners' Pronunciation *Bojie QIAN & Farhana Diana DERIS*		Gamified Constructivist Teaching in the Metaverse: Enhancing Language Learning with Digital Identity and Ownership Experiences *Peter NG* Postgraduate Students' Perceptions of Language Learning in the Metaverse *Yin YANG*
	Using Generative Artificial Intelligence/ChatGPT for Academic Communication: Teachers' Perspectives	Using Padlet to Facilitate Students' Engagement: A Reflection of EAP Foundation Classroom at XJTLU	Language, Encoding, Power: Issues in Acquisition of Chinese Fangyan and Digital Access		Language Learning in the Metaverse: A Journey Through Opportunities and

Yanhua LIU, Jaeuk PARK & Sean MCMINN	*Yan DENG*	*Paul UEDA, Ka Fai LAW & Marjorie K.M. CHAN*	Pattern *Rong YU & Lianjiang JIANG*	Obstacles *Yu-Ju LAN*
Factors Affecting IDLE Integration into Formal Language Education System: The Case of In-service Language Teachers of Hong Kong	Using AI to Generate Written Corrective Feedback for L2 Writers: A Comparative Study of ChatGPT and Grammarly	Investigating the Use of English Linking in Connected Speech by Chinese Learners with Different Language Backgrounds	Promoting Medical Students' Second Language Writing Autonomy Through Digital Multimodal Composing *Lanxuan XIE & Lianjiang JIANG*	Language Learning Leveraged by Generative Artificial Intelligence in the Metaverse Platform "Learningverse" *Yanjie SONG*
Artem ZADOROZHNYY, Ju Seong LEE & Wan Yee Winsy LAI	*Na LUO & Yile ZHOU*	*Xiaona ZHOU & Hsueh Chu CNEN*		

13:00-14:15	Lunch Buffet Canteen: Podium (P), Block C			
14:15-15:55	**Parallel Session 6A** **Venue: B4-LP-02** Chair: Zhi GENG	**Parallel Session 6B** **Venue: B4-LP-03** Chair: Yijen WANG	**Parallel Session 6C** **Venue: B4-LP-07** Chair: Airong WANG	**Symposium 7:** Gamified Language Learning, Intercultural Exchange, and AI-powered Resources in the GenAI Era **Venue: B4-LP-09** Chair: Frankie HAR
	Improving Subtitling as a Didactic Tool: From Aegisub to CaptionHub in the English as Foreign Language Classroom *Inmaculada ROSAL BUSTAMANTE* **(V)**	Facilitating EFL Writing Proficiency Through AI Tools: A Mixed-methods Study *Yijen WANG*	The Effectiveness of Data-driven Learning of Periphrastic Causative Constructions in an EFL Classroom *Yingying YANG & Lin CHEN*	Enhancing Business and Scientific English Presentation Skills Through the Metaverse: A Gamified Constructivist Approach *Frankie HAR, Peter NG & Laura ZHOU*
	Exploring the Impact of an AI-powered Language Learning Tool in the Classroom *Samina NAEEM & Heena Saifullah AMJAD* **(V)**	A Study of the ChatGPT Pathway for Pre-service Teachers' Acquisition and Application of English Subject Knowledge from the Perspective of Knowledge Transformation *Shuchen ZHANG, Sheming QU & Boyang SUN*	Decision Tasks Through Eye-tracking Analysis: An Exploratory Study on Syllabic Effects *Ángel Luis GARCIA-JUNCO* **(V)**	Designing and Implementing a Virtual Exchange Module for Intercultural Language Learning: Challenges and Insights *Winnie SHUM* Using Text-to-Image Generative Artificial Intelligence and Cognitive Theory of Multimedia Learning to Create Digital Resources for Language Learners *Michael DEAN*
	Changing Teacher Educator Cognition Within a Collaborative Teacher Education Programme for CALL: A Case Study in China *Xi CHEN*	Critical Evaluation of Lexical Bundles Usage in ChatGPT-generated IELTS Essays: A Corpus-based Analysis *Yixing LIU*	Examining Synchronous Communication in Online Courses: Building an EMI University Corpus *Airong WANG*	Are AWE Tools Still Attractive to University Students in the GenAI Era? - The Story of WeCheck!

	Return to Normal? Profiling the Use of Multimodal Resources in Online and Offline Chinese L2 Courses *Zhi GENG, Wenjuan DONG & Xiuchuan LU*	The Affordances of On-screen Keyboards in Second Language Learning *Chaak Ming LAU & Ann Wai Huen TO*	The Role of Language Intention and Power Dynamics in Media Interactions on Motivation and Outcome of Second Language Learning *Junyan LI*	*Linda LIN, Julia CHEN, Dick CHAN, Jacky CHAU, James STRANG & Stanley WONG*
15:55-16:15	Tea/coffee break (outside D1-LP-03)			
16:15-17:15	**Plenary Session 6**: Keynote Speech by Prof Hayo REINDERS (Anaheim University) Title: Humanising Technology in Language Learning & Teaching Chair: Dr Di ZOU **Venue: D1-LP-03**			
17:15-17:30	Closing of the conference **Venue: D1-LP-03**			

Remark: (V) Video-recorded presentation

Poster Presentation
Venue: B4-LP-10

	Abstract Title	**Presenter(s)**
1	A Multidimensional Analysis of Teacher's Speech in Chinese MOOCs	Lingshan LI
2	基於 AI 的香港中學生文言學習平臺設計	Wenyi LI
3	How Students Engage with Automated Written Corrective Feedback (AWCF) Provided by Pigai: A Multi-case Study Utilizing Eye-tracking Technology	Bei CAI, Ziyu HE, Hong FU & Yanjie SONG
4	A Corpus-based and Project-based Pedagogy: World Englishes, Decolonization, and Learner Investment	Yue ZHANG & Wilkinson Daniel Wong GONZALES
5	A Systematic Review of DDL Research on Language Learning and Teaching at the Pre-tertiary Level: Balancing Qualitative and Quantitative Research	Shiya HUANG, Qing MA & Jing LIU
6	Constructing a Theoretical Model of Adaptive Learning System for English Reading	Tingli XUE, Shuheng LI & Zhoujing LIN
7	Using ChatGPT as a Potential Learning Tool: Perceptions of Chinese EFL Learners in an	Dai SHI & Yujia JIANG

	Ireland University	
8	A Study on the Use of Grammarly in EFL Learners' Writing	Chun LIU
9	EFL Learners' Perceptions of Using AI-powered Writing Tools and its Relationship with Writing Performance	Yen-Fen LIAO

III. Welcome Speech

Professor John ERNI
Dean, Faculty of Humanities
The Education University of Hong Kong

Dear Keynote Speakers, Conference Participants, Ladies and Gentlemen,

It is with immense pleasure that I welcome you all to the International Conference on Technology-Enhanced Language Learning and Teaching & Corpus-based Language Learning and Teaching 2024, proudly hosted by the Department of Linguistics and Modern Language Studies and Centre for Research on Linguistics and Language Studies of the Faculty of Humanities at The Education University of Hong Kong.

As we embark on this academic journey, I trust that the conference will offer you current, valuable, and innovative perspectives through our scheduled presentations and discussions. Your engagement from diverse regions, including Asia, Europe, Australia, and North America, is crucial to the success of this conference.

Let's look forward to an engaging and enlightening experience, and I wish the conference a great success!
Thank you!

IV. Plenary Sessions

[KEYNOTE 1] Glenn STOCKWELL (Waseda University, Japan)

Topic: Artificial Intelligence in Language Teaching and Learning: Exploring the Road We're Travelling

ABSTRACT

Despite having been with us for decades, the past few years have witnessed phenomenal leaps in the development of artificial intelligence (AI), making this one of the most transformative periods not only for education but also for society at large. Generative AI, which revolutionizes how people interact with technological tools and resources, has naturally piqued interest in the field of language education. AI-driven tools, including intelligent tutoring systems, adaptive learning platforms, and chatbots, have gradually shaped language learning frameworks over several years, catering to diverse learner needs and fostering a more engaging, interactive, and efficient learning environment. The monumental shift brought about by recent advances in sophisticated machine translation (MT) and large language model (LLM) technologies has led to an almost instantaneous transformation in teaching and learning practices, and keeping pace with these developments has proven challenging for many. This presentation offers a comprehensive overview of the journey we've undertaken thus far, providing insights that allow us to envision the path ahead. Going beyond hype and conjecture, it explores the steadily growing body of empirical evidence, realistically assessing what lies before us. The discussion considers the interconnected threads in second language teaching and learning, encompassing pedagogical, research, ethical, policy, and legal implications.

Glenn Stockwell (PhD, University of Queensland) is a Professor of Applied Linguistics at the Graduate School of International Culture and Communication Studies, Waseda University. He is the author of Mobile Assisted Language Learning: Concepts, Contexts and Challenges (Cambridge University Press, 2022) and editor of Smart CALL: Personalization, Contextualization, & Socialization (Castledown) 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.

[KEYNOTE 2] Alex BOULTON (University of Lorraine, France)

Topic: A Corpus-based Synthesis of Research in Data-driven Learning

ABSTRACT

Data-driven learning (DDL) involves the use of corpus tools and techniques for learning or using a second or foreign language (L2). Though it may or may not be considered "mainstream" practice, it has been the subject of nearly 800 empirical studies to date. The question then is how to make sense of this mass of research. Following on from my online presentation at TeLLT & CoLLT in 2021, this paper briefly reviews syntheses of DDL before outlining a new survey, first by narrowing the field to a more manageable selection of the most visible research in the area, i.e. published in high-ranking journals. This gives us 175 papers up to and including 2022 (at the time of writing, 2023 is to be completed but currently stands at a further 12 articles). These papers are manually coded but also, crucially here, collected into a corpus to be analysed in its own right, totalling 1.2m tokens. The two main comparison points are (a) comparing the last 5 years against earlier research; and (b) comparing these DDL papers against an equivalent corpus of non-DDL papers published in the same journals and years. This allows a two-pronged exploration of the two main research questions: RQ1. What does DDL look like today?   RQ2. What distinguishes DDL from similar but non-DDL research?

Alex Boulton is a Professor of English and Applied Linguistics at the University of Lorraine and former director of the ATILF research group (CNRS & UL). He is the editor of ReCALL, and is on boards and committees for EUROCALL (European Association for Computer Assisted Language Learning), TaLC (Teaching and Language Corpora) and AFLA (Association Française de Linguistique Appliquée), as well as for various scientific journals. Particular research interests centre on corpus linguistics and potential uses for 'ordinary' teachers and learners (aka data-driven learning), with numerous publications in this area including several syntheses of DDL in recent years.

[KEYNOTE 3] Lawrence Jun ZHANG (University of Auckland, New Zealand)

Topic: Students' Cognitive Processes in Generative AI-assisted Digital Multimodal Composing and Traditional Writing

ABSTRACT

Recently, generative AI-powered chatbots such as ChatGPT and Bing Chat have garnered increasing attention on a global scale. Previous studies have focused mostly on the influence of generative AI on writing while few research have investigated how generative AI can facilitate students' multimodal writing process. To fill in this gap, we explored the AI-assisted composing processes of two groups of EFL writers over two weeks in this qualitative study. One group completed a multimodal PowerPoint (PPT) project, and the other group completed a traditional argumentative essay project. Our data consists of students' screen recordings with think-aloud protocols, final (multimodal) texts, and post-project interviews. Our analysis showed different patterns in text production across the two groups. Students in the PPT group tended to construct more bridge texts and examples to corroborate its sub-claims in the hierarchical order. They were also inclined to borrow the summarized search results from the Bing Chat to expand texts for their PPT slides. With regards to image generation for PPT slides, descriptions of AI images from ChatGPT were used as effective prompts to generate AI images from Bing Image Creator. Moreover, students were interested in producing and refining AI images following the recommended prompts by Bing Chat. They also evaluated these AI images from different perspectives. I conclude this discussion with a discussion of the pedagogical implications and suggestions for further study.

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dynamic metacognitive systems perspective on Chinese university EFL readers", published in TESOL Quarterly, 44(2). He is currently Co-Editor-in-Chief of System, serving on the editorial boards of seven international journals, including Journal of Second Language Writing, Applied Linguistics Review, and RELC Journal. In 2016 he was honoured with recognition by the TESOL International Association (USA) with the award of "50@50", which acknowledged "50 Outstanding Leaders" around the globe in the profession of TESOL at TESOL's 50th anniversary celebration in Baltimore, Maryland. In November 2016, he was successfully elected to the International TESOL Association's Board of Directors. In the Stanford University Rankings 2022 and 2023, he was listed in the top 2% of Scientists in the World in the disciplinary areas of Linguistics/Applied Linguistics. https://orcid.org/0000-0003-1025-1746

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[KEYNOTE 4] Eric FRIGINAL (The Hong Kong Polytechnic University, Hong Kong)

Topic: Leveraging Linguistic Frequency Data: Innovations at the Intersection of Corpus Linguistics, Language Teaching and Learning, and Generative AI

ABSTRACT

In recent years, the fields of corpus linguistics, computer-assisted instruction, and (second) language teaching and learning have witnessed a notable convergence, leading to the emergence of exciting new prospects for effective and successful language education (Friginal, 2018). The advent of generative artificial intelligence (GenAI) more recently has introduced fresh avenues and anticipated challenges, accompanied by promising outcomes and the necessity for a paradigm shift (Berber-Sardinha, 2024; Curry, Baker, & Brookes, 2024). This presentation aims to synthesize the dynamic intersection of these disciplines, shedding light on innovative approaches that harness linguistic frequency data to optimize language instruction across a wide range of speech and writing registers. By capitalizing on corpora and computational techniques, educators can acquire a profound understanding of the intricacies associated with register-specific language usage. Subsequently, I will share and discuss sample activities and tools, allowing participants to observe firsthand the application of linguistic frequency data in conjunction with GenAI to develop targeted teaching materials and curricula. For instance, GenAI models can fuel interactive conversational agents that engage in simulated conversations with students, thereby affording them opportunities for language practice and feedback. Through data-driven learning, these agents can adapt their responses to individual learners, taking into account their strengths, weaknesses, and learning objectives. These activities will serve as demonstrations of how corpus-based insights can be seamlessly integrated into GenAI-assisted language classrooms, fostering more authentic and communicative language acquisition experiences. Finally, I will offer my reflections on the current and future role of corpora in the classroom, given the palpable influence of GenAI.

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Eric Friginal is a Professor and Head of the Department of English and Communication at The Hong Kong Polytechnic University. He is also the director of PolyU's Research Center in Professional Communication in English (RCPCE). Before moving to Hong Kong, he was Professor and Director of International Programs at the Department of Applied Linguistics and ESL, College of Arts and Sciences at Georgia State University. He specializes in applied corpus linguistics, quantitative research, language policy and planning, technology and language teaching, sociolinguistics, cross-cultural communication, discipline-specific writing, and the analysis of spoken professional discourse in the workplace. His recent corpus-based publications include The Routledge Handbook of Corpus Approaches to Discourse Analysis (2021), co-edited with Jack Hardy; English in Global Aviation: Context, Research, and Pedagogy, with Elizabeth Mathews and Jennifer Roberts (2020); and Corpus Linguistics for English Teachers: New Tools, Online Resources, and Classroom Activities (2018). He is the founding co-editor-in-chief of Applied Corpus Linguistics (ACORP) Journal (with Paul Thompson).

[KEYNOTE 5] Yu-Ju LAN (National Taiwan Normal University, Taiwan)

Topic: Customized Pedagogical AI Agents: Opportunities and Challenges in Language Education

ABSTRACT

Over the years, artificial intelligence (AI) has become increasingly integral to language education. However, the recent emergence of generative AI (GAI) models like ChatGPT in November 2022 and Midjourney in July 2022 has sparked renewed interest in their potential applications and limitations in education. Generative AI holds significant promise for revolutionizing education in numerous ways. The speech will begin by providing a brief overview of GAI, followed by an exploration of the current challenges faced by educators and students in the educational landscape. It will then delve into a GAI-based solution, offering practical examples. Finally, a novel pedagogical framework will be proposed, leading to a brief conclusion.

Dr Yu-Ju Lan is a Research Chair Professor in the Department of Chinese as a Second Language at the National Taiwan Normal University. She is currently the Editor-in-Chief of Educational Technology & Society, Associate Editor of Language Learning & Technology, and on the editorial board of Ampersand. She was awarded the Outstanding Research Award by the Ministry of Science and Technology (MOST), Taiwan, in 2022. Dr. Lan is the founding president of the Taiwan Pedagogy and Practice in the TELL Association. Her research interests include technology-enhanced foreign language learning, virtual reality, AI, and online synchronous teacher training.

[KEYNOTE 6] Hayo REINDERS (Anaheim University, The USA)

Topic: Humanizing Technology in Language Learning and Teaching

ABSTRACT

What stays the same when everything changes? Technological developments, in particular in AI, present us with challenging and urgent questions. However, these are often prompted by technology, rather than by us. As a result, we may end up looking for answers to questions that are not relevant to us. In this presentation, I want to bring the conversation back to where it belongs: with us teachers and our learners.

For this, I introduce the concept of Positive CALL (Reinders, forthcoming), or a values-based approach to the use of technology that aims to enhance learner and teacher well-being and thriving. This is a humanistic perspective that places personal growth at the heart of our conversations about technology and that fosters educational sustainability.

At a practical level, I present ways in which teachers can (help their learners) take a more constructive and agentic approach to technology. I give examples of ways in which technology has served the educational needs and goals of communities, not the other way around. I show everyday strategies that can help us develop digital well-being and demonstrate how teachers can exert leadership to maintain control over their professional identity and aspirations. The aim of the presentation is to imagine new, human-centred opportunities for the role of technology in education.

Dr. Hayo Reinders (www.innovationinteaching.org) is a TESOL Professor and Director of the doctoral programme at Anaheim University in the USA as well as a Professor of Applied Linguistics at KMUTT in Thailand. Hayo is the Editor of the journal Innovation in Language Learning and Teaching and edits a book series on "New Language Learning and Teaching Environments". He founded the Institute for Teacher Leadership. He has published 30 books and over 200 articles on such topics as teacher leadership, learner autonomy, and educational technology. He is a speaker for the Royal Society of New Zealand.

V. Themed Symposium Presentation

[Symposium 1]

Topic: The Greater Bay Area Panel on Future Language Education with New Technologies

OVERVIEW

This symposium unites both emerging and established scholars from the Greater Bay Area, a megalopolis in South China encompassing nine cities and two special administrative regions. The panel consists of two scholars from Hong Kong, two from Macau, and one from Shenzhen, led by Professor Sangmin-Michelle Lee. These five scholars will impart their knowledge and expertise on emerging technologies such as artificial intelligence and the Metaverse. The audience is encouraged to actively participate in discussions with the distinguished speakers.

S1.1 Engagements with GPT Responses and Learner Prompts in ChatGPT-based Logic Learning and Their Impacts on Logic Knowledge and English Argumentative Writing Logic

Ruofei ZHANG (The Education University of Hong Kong)
Di ZOU (Lingnan University)

ABSTRACT

ChatGPT-based learning has demonstrated its potential to engage learners and enhance learning outcomes. However, there has been a lack of empirical research exploring the specific contributions of different components within this innovative learning approach, such as GPT responses and learner prompts, towards its effectiveness. In order to address this gap and gain a better understanding of how ChatGPT-based learning works, we developed a ChatGPT-4-based bot for logic learning and invited 42 Chinese university EFL students to interact with it for 45 to 75 minutes.

To measure the participants' engagement with GPT responses and learner prompts during the learning process, we utilized eye-tracking technology provided by a Tobii eye-tracker. We also assessed their logic knowledge development through pre-post-delayed tests and evaluated their proficiency in English argumentative writing logic using pre-post English essay writing tasks. After these, we conducted semi-structured interviews to gather qualitative insights.

The results of our study revealed that in ChatGPT-based logic learning, learners engaged more deeply with GPT responses compared to learner prompts, and their engagement with these components varied. Deep engagement with GPT responses positively influenced the development of logic knowledge, while engagement with learner prompts had a diminishing effect on learning outcomes related to English argumentative writing logic. Based on these findings, we identified key factors that influence learner engagement and the effectiveness of ChatGPT-based logic learning, which could potentially be applied in other domains.

S1.2 Transforming Language Teacher Education in Response to GenAI and Technological Advancements: Preparing 'Future-ready' Language Teachers

Benjamin Luke MOORHOUSE (Hong Kong Baptist University)

ABSTRACT

The primary goal of language teacher education is to ensure graduates are workplace-ready (du Plessis & Sunde, 2017). This means they have the knowledge and skills to design and implement learning activities to maximise language learning and help students achieve their language learning goals. However, the last decade has seen rapid social, cultural, political and technological changes that have affected language teaching and learning profoundly. Technological advancements have, arguably, affected the entirety of humankind and dramatically changed how people think, live, work, play, interact and learn. The literacy practices we follow, the skills needed for the job market, and how people sustain relationships, have all changed and continue to change because of technology. Historically, language teacher education has been slow to respond to technological advancements (Park & Son, 2022) meaning that graduates can leave programmes under-prepared to use technology for teaching. As 'second order' teachers, language teacher educators have reported feeling unable to model the use of technology for teaching due to a lack of competence (Lindfors et al., 2021). However, the development of Generative Artificial Intelligence (GenAI) means that language teacher education has to transform in order to stay relevant and prepare 'future-ready' language teachers who know how have the skills and knowledge to capitalise on the affordances of GenAI while being aware of the ethical and social issues related to GenAI and technology (Meniado, 2023).

This presentation draws on several studies conducted in Hong Kong (e.g., Moorhouse & Kohnke, 2024, Moorhouse, 2024, Moorhouse et al., under review) to explore the effects of GenAI on language teacher education and propose ways we can transform our programmes to ensure our graduates are 'future-ready'. Emphasis will be placed on examining the skills and knowledge language teachers need in the GenAI-age and how our programmes can help develop these skills and knowledge in our pre-service teachers. The presenter argues that language teacher education programmes need to be more flexible and dynamic and offer multiple pathways to professional learning that reflect rapid technological advancements.

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S1.3 The Integration of Large Language Model (LLM) in Marking and Providing Formative Feedback on Reading Assessment

Wei WEI (Macao Polytechnic University)

ABSTRACT

The effectiveness of the Large Language Model (LLM) in generating writing samples has been well-established. However, its potential for assessing and providing feedback on reading assessments remains unexplored. In this study, we investigated the LLM's capacity to handle two types of feedback in learning-oriented reading assessments: evaluative and formative feedback. Evaluative feedback involves scoring and providing example answers, while formative feedback focuses on revising answers and recommending reading strategies and follow-up tasks. Data were collected from a secondary school in China, including (1) teacher and AI scores for 750 reading assessment papers, (2) tailored formative feedback from AI, and (3) teachers' evaluation of AI feedback. The results suggest that the AI's ability to score student answers is comparable to that of human teachers. However, further statistical analysis reveals that the AI's performance in offering three types of formative feedback does not fully align with teachers' expectations, particularly regarding reading strategies and customized exercises.

S1.4　From Shy to Fly: Facilitating EFL Learners' Willingness to Communicate with an AI Chatbot and an Intelligent Tutoring System

Danyang ZHANG (Shenzhen University)

ABSTRACT

Willingness to communicate (WTC) has been identified as a crucial factor in improving EFL learners' speaking. However, enhancing WTC often remains a major challenge. Over the past decade, substantial efforts have been made to increase WTC through the utilisation of various computer and mobile technologies. The recent emergence of artificial intelligence (AI) and its integration with these technologies has been heralded for its transformative potential, yet there is a lack of empirical evidence regarding how this development influences WTC. To address this, our pioneering study investigated the impact of two AI tools on EFL learners from China, one involving a chatbot and the other an intelligent tutoring system (ITS). Results revealed significant disparities in WTC changes among the groups. Specifically, the chatbot group displayed significant improvements, while the WTC of the ITS group surprisingly declined. The study delves into the reasons behind these contrasting performances. It concludes by proposing practical implications based on the findings.

S1.5   Into the Brave New Metaverse: Envisaging Future Language Teaching and Learning

Junjie Gavin WU (Macao Polytechnic University)

ABSTRACT

The emergence of the Metaverse, supported by innovative technologies, especially extended reality, has opened up new possibilities for various fields of education. Some disciplines like STEM have already derived significant benefits from the immersive, interactive, and authentic learning opportunities afforded by the Metaverse. In contrast, only very few changes have been seen in language education, such as pedagogical design, technical support, and psychological endorsement in the Metaverse. To predict the future pathways of language education, the presentation will shed valuable light on the use of the Metaverse by discussing topics, such as definitions, features, and example studies.

[Symposium 2]

Topic: Empowering English Language Education with AI: Insights and Innovations from Lingnan University

OVERVIEW

In an era where digital transformation is reshaping the educational landscape, Lingnan University stands at the forefront of integrating AI into English language teaching, learning, and assessment. This symposium showcases five pivotal presentations, each offering a unique lens through which the implications, challenges, and opportunities of AI in English language education are explored. Our aim is to share the diverse voices and experiences of Lingnan University, highlighting the institution's innovative approaches and contributions to the field.

S2.1 "ChatGPT is Required in this Assessment": An Experimental Assessment Design for an Intercultural English Course

Ryan WINDSOR (Lingnan University)

ABSTRACT

A major revamp of an English for Intercultural Communication course took place adjacent to the setting of the University's Generative AI "opening up" policy, thus the issue could not be sidelined during the assessment re-design process. One assessment on the course, named Cultural Exploration, foregrounded Lingnan University's ChatGPT service by requesting students to compare their self-written magazine-style article against an A.I.-written version before justifying why their text should be the one that is published. Data relating to the use of AI to complete the named assessment were collected from the students and teacher of the course via questionnaire and semester-end focus group and this paper summarises those views, opinions and ideas with the aim of suggesting future approaches to AI-inclusive assessment designs.

S2.2   Navigating a Route Between the Generative AI Evangelicals and the Luddites: A Case-study of Piloting an EAP Syllabus that Trains University Students to Use Generative AI Appropriately Without Hitting the Rocks

Richard NICKALLS (Lingnan University)

ABSTRACT

Background: English for Academic Purposes (EAP) syllabus designers have long understood their important role in training university students to synthesise claims from academic sources with their own ideas, develop a distinct written authorial voice and avoid plagiarism. EAP professionals' possible response to the increasing misuse of Generative AI tools by students is often falsely characterised as a dichotomous choice: the evangelical hubris of some commentators would have students embrace generative AI without training or restrictions whereas the most conservative voices would have students banned from using the tools completely.   However, more pragmatically and realistically the modern EAP syllabus designer must design a syllabus that trains students how Generative AI tools can be used appropriately to enhance their academic writing while addressing valid tutor concerns about workload and academic malpractice.

Purpose: The LUE1002 EAP course at Lingnan University's Centre for English and Additional Languages encouraged students to use Generative AI in a small selection of classes and assessment tasks for the first time between September and December 2023, in parallel with the University's provision of a Chat GPT (4.0) interface freely available to all students.   This case study presents our evaluation of this first attempt at integrating Generative AI into the syllabus, the lessons learned, and our syllabus plans for September 2024.

Methods: A mixed method approach first asked the EAP tutors of the course's 25 classes to report cases of inappropriate AI usage in the take-home written assignment. Small focus groups of students and teachers were then interviewed about the perceived opportunities and threats of embracing Generative AI further in the syllabus.   A panel of three students were then asked to pilot Generative AI learning materials and a revised process-based academic essay assignment with scaffolded stages of peer review and self-reflection linked to a 'viva' style presentation and revised marking criteria. The three students were finally interviewed to examine the impact of the new assessment on their critical understanding of the Generative AI tools.

Impact of new course changes: Students leaving the LUE1002 course in 2024-25 will have a deeper critical awareness of the potential benefits and risks of using Generative AI which can inform their own independent decisions in future academic and workplace contexts.

S2.3 We've Been Here Before. What We Can Learn About Gen AI from Online Translation

Mike GROVES (Lingnan University)

ABSTRACT

The advent of Generative AI has led to a number of fundamental questions in areas such as assessment, curriculum planning and learner autonomy. Much ink has been spilt around how to keep assessments robust in the face of a technology that can, on the face of things, perform at a level that could earn university credits. Frequent discussions have focused on rebalancing the relationship between instructor, learner and resource, and the HE blogosphere has been alive with excited talk of reimagining, reengineering and redeveloping the content of courses. An observer would be forgiven for thinking that this is an unprecedented assault on Academia from Silicon Valley.

However, there is precedent. Online translation has been available to students of Modern Foreign Languages, and support for those not studying in their first language (EAP) for a number of years. At first, it seemed that this presented an existential threat to the fields of MFL and EAP. However, this has not proved to be the case. While it is undeniable that, in some cases, departments have seen this as taboo, instructors who have interacted meaningfully and constructively with the technology have found that it has the potential to be a powerful tool to enhance students' learning.

This paper will present the findings of focus groups of students which reveal that they are using the technology in remarkably nuanced and strategic ways. It will then draw parallels with generative AI. These will include the need to optimize strategies for assessment, as well as considering facilitative vs substitutive roles for the technology. Finally, it will suggest three key lessons that can be taken from the advent of Machine Translation that can be applied to the coming era of ubiquitous AI.

S2.4 Harnessing AI for Language Learning and Representation: Big Data, Deep Generative Networks, and Large Language Models

Haoran XIE (Lingnan University)

ABSTRACT

Harnessing advancements in artificial intelligence (AI) has significantly transformed language learning and representation. This talk explores the interplay between big data, deep generative networks, and large language models within this context. By leveraging extensive and diverse language corpora, big data fuels the training of sophisticated models, enabling personalized language learning. Deep generative networks offer novel approaches to natural language understanding and generation, exemplified by applications in Chinese character recognition. Furthermore, large language models revolutionize text interaction, providing unprecedented capabilities in contextual understanding and implicit sentiment analysis. This talk delves into the evolution of AI, from handcrafted knowledge to statistical learning and general intelligence, illustrating practical implementations and research findings. Attendees will gain insights into how these AI technologies enhance personalized learning experiences, improve language processing accuracy, and open new avenues for linguistic research and application. Challenges and future directions in integrating AI with language learning and representation will also be discussed.

[Symposium 3]

Topic: Island Ridge Curve (IRC): A New Lens to Account for the Complexity in Technology-facilitated Language Learning

OVERVIEW

Learner variables related to information communication technology (ICT) have been the central focus in technology-facilitated language education. Inconsistent findings regarding the link between ICT-related learner factors and language learning achievement highlight the need for a more detailed examination. However, the field lacks a theory to guide this line of inquiry. An emerging theory, Island Ridge Curve (IRC), emphasizes the moderation of language proficiency on the relationship between individual learner characteristics and language learning achievement. Despite its potential, IRC has not been adopted by research on ICT-related learner variables in language education. This symposium will showcase four initial attempts utilizing IRC in this context. The first paper will examine the effect of ICT use on English reading achievement mediated by self-directed learning (SDL) self-efficacy. The second paper will investigate the interplay between ICT self-efficacy and English reading achievement. The third paper will focus on Hong Kong students, exploring predictors of different profile groups of ICT use and the impact of ICT use on reading achievement. The fourth paper will unveil the interplay between ICT enjoyment, online engagement, and English learning achievement. The four studies will uncover how these ICT-related learner variables relate to language achievement and how these relationships would follow the rules of the IRC and vary across low-, medium-, and high-language proficiency levels.

S3.1 Island Ridge Curve: A New Lens to Uncover the Interplay Between SDL Self-efficacy and ICT Use in Predicting English Reading Achievement Among Students Who Use English at Schools but Speak Chinese at Home

Yan YANG (University of Otago)

Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

In the post-pandemic era, the value of self-directed learning (SDL) in enhancing ESL learning is highlighted due to the integration of technology into education. SDL not only directly contributes to learning but also has the potential to mediate the relationship between information communication technology (ICT) use and learning achievement. This mediation is essential, given some empirical evidence indicating that ICT use failed to benefit learning. However, few studies have explored how SDL mediates the relationship between ICT use and ESL achievement. Inspired by the Island Ridge Curve (IRC) theory, which suggests the moderation of L2 proficiency on the relationship between learner variables and L2 achievement, the current study examined the mediating effect of SDL self-efficacy on the link between ICT use and English reading achievement, with a focus on the variation of the relationships across different English reading proficiency levels. We utilized data on SDL self-efficacy, ICT use, and reading scores from PISA 2022 by 1,415 fifteen-year-olds who took the English reading test and use English in schools but speak Chinese at home (Mage = 15.81, SD = .29; female = 50%). Student gender and socio-economic status (SES) were used as covariates. English reading scores were standardized to categorize students into four groups using the IRC cutoff points: -1.29, -0.71, and 1.29. These groups were labeled as struggling, low-proficiency, medium-proficiency, and high-proficiency English readers. Data analysis involved a single-level path analysis model followed by a two-level mixture path analysis, where ICT use predicts English reading achievement with SDL self-efficacy as the mediator. The school served as the cluster variable and English reading proficiency groups were the known class variable. Our focus was on within-school relationships, so we utilized the multilevel structure to filter out confounding variances beyond the school level. Results of multilevel mixture modeling demonstrated that 1) ICT use significantly predicted SDL self-efficacy across all reading proficiency groups but failed to predict English reading achievement; 2) Advanced SDL self-efficacy (SDL-A) indirectly predicts English reading achievement among medium-proficiency readers, while the indirect effect of Generic SDL self-efficacy (SDL-G) was only found among low-proficiency readers. This study confirmed that the mediating effect of SDL self-efficacy between ICT use and ESL reading achievement followed the IRC pattern, providing nuanced information for maximizing ESL learning outcomes. Implications and limitations will be discussed.

S3.2 Uncovering the Complex Relationship Between Hong Kong Students' ICT Self-efficacy and English Reading Achievement from the Lens of the Island Ridge Curve

Qianwen GE (Shanghai International Studies University)

Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

ICT has been claimed to support education reforms and foreign/second (L2) learning. ICT self-efficacy is vital in technology-based contexts to enhance students' ICT literacy, interest in technology use, and engagement in online L2 learning. Specifically, ICT self-efficacy refers to the individuals' judgment of their competencies in utilizing technologies, including basic and advanced ICT self-efficacy. Regardless, limited research is available on the role of ICT self-efficacy in determining students' L2 achievement. Moreover, few empirical evidence has addressed the nonlinear relation between them. As an integrated paradigm, the Island Ridge Curve (IRC) provides an innovative perspective to probe these issues. The IRC elucidates that the variation of the interplay between learning agents (i.e., affect, cognition, variables blending affect and cognition) and L2 achievement is subject to the moderation of individual characteristics. Drawing on the IRC, the current study sought to investigate the relationship between ICT self-efficacy and English reading achievement across different English reading proficiency groups. Our sample involved 212 adolescent students from Hong Kong who participated in the English version of the Program for International Student Assessment (PISA) 2022 and reported Chinese as their home language (Mage = 15.78, SD = 0.29, females = 57%). Data analysis was implemented in three steps. First, respondents were grouped into low-, medium-, and high-proficiency based on the cutoff scores (i.e., 483 and 633) suggested by the OECD. Second, a single-level multi-group path modeling was conducted to evaluate the model fit of the baseline model. This was followed by a two-level mixture modeling to examine the divergence in the relation between ICT self-efficacy and English reading achievement across the three groups using the school as the cluster variable. The results indicated that (1) basic ICT self-efficacy was positively associated with English reading achievement with the medium-achievers and negatively associated with English reading achievement with the high-achievers; (2) advanced ICT self-efficacy positively predicted English reading achievement but only with the high-achievers. These findings clarified the nonlinear patterns of how a variable blending affect and cognition (i.e., ICT self-efficacy) works for English reading achievement, verifying the validity of applying IRC to ICT settings. Our study also had practical implications for L2 educators to cultivate students' self-efficacy in basic and advanced digital skills.

S3.3 A Profiling Hong Kong Adolescent Students' Information Communication Technology (ICT) Use and its Relation to Reading Achievement: A Combination of Person-centred and Variable-centred Approaches

Yin YANG (The Education University of Hong Kong)

Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

Prior studies have investigated the relationship between students' ICT use at home and academic achievement, but the results are inconsistent. Most of them are based on variable-centered analysis (e.g., multiple regression or structural equation modeling), which examines the relationship for an entire sample but ignores participants' differences in subgroups. The profiling of students helps to identify and classify students with distinct patterns of ICT use. However, far too little attention has been paid to examining the relationship between students' home ICT use for schoolwork and reading literacy across different profiles. This study explored potential patterns (latent profiles) of Hong Kong adolescents' home use of information communication technology (ICT) for schoolwork and its relation to reading achievement using a combination of person-centred and variable-centred approaches. The purpose of the study was threefold: (1) to explore the profiles or patterns of ICT use at home for academic reading purposes; (2) to identify possible predictors for different profiles of ICT use profiles at home; and (3) to explore possible nonlinear relation between ICT use and reading achievement across profiles. Latent profile analysis (LPA) with OECD PISA 2009 data (N = 4,569, boys = 47.7%, girls = 52.3%) showed three profiles that evinced differentiated extents of ICT use strategies: a high profile (active ICT users=14% of the total sample), a medium ICT use profile (average ICT users= 25.99%), and a low ICT use profile (surviving ICT users = 60%). ICT use membership was significantly predicted by student SES and sex, suggesting boys and higher SES students were more likely to be assigned to the high ICT use profile. The effect of ICT use on reading achievement was positive but in a nonlinear pattern: small effect with surviving ICT users, medium with average ICT users, and then non-significant with active ICT users. The potential impact of ICT utilization may reach its zenith as posited by the Island Ridge Curve theory. This hypothesis presupposes that the efficacy of ICT is most pronounced when it serves a necessary function. Furthermore, the findings suggest that the uncritical implementation of ICT home as a facilitative tool for reading may pose risks unless it is underpinned by a well-defined strategy for its application.

S3.4 Unveiling the Nonlinear Relationship Between ICT Enjoyment, Online English Engagement and English Achievement: An Investigation Grounded in the Island Ridge Curve Theory

Keke XING (Shanghai University of International Business and Economics)

Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

COVID-19 has brought unprecedented challenges to students learning English as a second language in China and worldwide. During the pandemic, there was a shift from classroom-based learning to online learning thanks to ICT development. The extent to which students engaged in online learning and their enjoyment of ICT use became two crucial factors determining their English learning achievement. The literature generally supported positive associations between ICT enjoyment and online student engagement in English learning achievement. However, these positive associations are subject to variation in different settings. The Island Ridge Curve (IRC) is an emerging theory in educational psychology research. The IRC contends nonlinear relationships between language learning contributors (e.g., motivation and student engagement) and English learning achievement. IRC developers call attention to possible factors related to this nonlinearity, such as motivation, cognition, or factors within the language ability system. This study aims to investigate whether ICT enjoyment and online English engagement are associated with English achievement and whether these relations are moderated by students' English proficiency levels. We grounded our inquiry in the theory of the IRC. Our sample consisted of 427 first-year undergraduate students from a university in Eastern China (Mage = 18.89, SD = .67, females = 73%). Each student completed two questionnaires: one assessing online English engagement (cognitive, behavioral, and emotional engagement) and the other measuring ICT enjoyment. English achievement was represented using the terminal English language test available from Speexx, an online language training and testing system. Data analyses consisted of three steps: (1) conducting confirmatory factor analysis to evaluate the measurement quality of the two scales; (2) grouping students into low-, medium-, and high-achievers based on two cutoff scores (-1 and +1 standardized units of the terminal scores) and conducting measurement invariance across the three groups; and (3) conducting multi-group modeling to examine the variation of the associations between ICT enjoyment, online English engagement, and online English learning achievement. The study showed that (1) behavioral engagement was positively related to online English achievement, but only within the medium-achieving group, and (2) ICT enjoyment had an indirect effect on English achievement, but this effect was only significant with the medium-achievers. Together, our results provided supportive evidence for the validity of the IRC and suggested the potential of using IRC theory to guide ICT-based language learning.

[Symposium 4]

Topic: Empowering Language Education: Research and Practices in Corpus-based Language Pedagogy

OVERVIEW

Corpus linguistics, a dynamic and effective methodology for language studies, holds significant potential for transforming language teaching. Despite its effectiveness, the integration of corpus-based approaches into everyday teaching practices remains limited within the broader language professional teaching community. Addressing this gap, the EdUHK corpus team, together with distinguished guest speakers proficient in corpus linguistics, have conducted a series of workshops aimed at both in-service and pre-service language teachers. These workshops are designed to help language researchers and teachers develop their corpus literacy and fully leverage the capabilities of an innovative corpus-based language pedagogy (CBLP). This symposium presents a dual focus: showcasing exemplary research in CBLP conducted by leading scholars and highlighting innovative classroom practices employed by language teachers. Through this symposium, we aim to disseminate cutting-edge research and practical applications in CBLP to the language education community, thereby fostering a deeper understanding and broader adoption of this new approach in language teaching. The symposium serves as a platform for language educators and researchers to explore new research avenues and adopt transformative practices that enhance classroom teaching.

S4.1 Improving EFL Learners' Speaking Skills with AI and Spoken Corpora

Bin ZOU (Xi'an Jiaotong-Liverpool University)

ABSTRACT

The acquisition of speaking skills presents a persistent challenge for EFL learners, often accompanied by difficulties for EFL teachers in effectively fostering student improvement. Recent advancements in Artificial Intelligence (AI) have introduced innovative approaches to language learning, including AI-powered tools that facilitate speaking practice on personal computers and mobile devices. This study investigates the efficacy of utilizing AI technology to develop EFL learners' speaking skills. Through a comparative analysis of spoken data generated from AI interactions with learner speech samples from established spoken corpora, the research aims to assess the potential of AI in providing targeted support and reinforcement for EFL learners' speaking development. The study delves into the specific ways AI can assist learners, such as through personalized feedback, pronunciation analysis, and tailored speaking activities, ultimately exploring the transformative role of AI in enhancing EFL speaking instruction

S4.2 Developing Proficient Laboratory Report Writers: A Comparison of ChatGPT-generated and Corpus-based Learning Materials

Meilin CHEN (Hong Kong Baptist University)

ABSTRACT

Producing good-quality laboratory reports is an essential skill for undergraduate students in science disciplines (Gardner & Nesi, 2013; Rosenthal, 1987). In a lab report, students need to fulfil multiple communicative purposes through multiple coherently organised moves and using appropriate linguistic devices (Parkinson, 2017; Ranawake & Wilson, 2016). Satisfying these requirements is uneasy for students, which has been evidenced mainly by instructors' reflections and assessment results (Clary-Lemon et al., 2019; García Doménech et al., 2024; Meyers et al., 2014; Wackerly, 2017; Yang, 2019). However, close examinations of the textual features have been limited to a few studies (Gardner, 2012; Oliveira, 2021; Parkinson, 2011; Walker, 1997). Even rarely were the reported pedagogical interventions informed by insights from linguistic investigations, except for a few (Kelly-Laubscher et al., 2017; Walker, 1999).

In this presentation, I first briefly report our findings from a genre analysis of 21 lab reports from Chemistry and Pharmacy students. The analysis reveals several major issues, including rare establishments of the experiment's importance in the introduction, no contextualisation of or elaboration on the results displayed in figures and tables, disconnection of discussions of potential errors from documented observations, and minimal references to the literature or disciplinary readings, alongside many other lexico-grammatical problems. These findings suggest students' inadequate understanding of lab reports' communicative purposes and related language features. Aiming to help students develop genre knowledge and remedy the identified issues, I will then report on a comparative study between the outputs generated by ChatGPT-4 (when it is completed revising student-written reports and providing feedback tasks) and corpus-based learning materials I created. Based on the comparison, I will discuss the current limitations of ChatGPT in cultivating science writing skills and the unique benefits of corpus research and corpus-based teaching in the ChatGPT era.

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S4.3 Improving Counterargumentation in University Students' Argumentative Writing via Corpus-based Language Pedagogy: An Empirical Study

Fulan LIU (Jiangxi Normal University)

ABSTRACT

Counterargumentation skills refer to the specific ability and strategies to consider and refute alternative/opposite arguments, which are deemed as both crucial skills in argumentative writing and fundamental elements of critical thinking. However, literature shows that counterargumentation elements, i.e., counterarguments and rebuttals, are insufficient in students' compositions, and in many cases, teachers fail to teach effective counterargumentation skills. The use of corpus technology supports an inductive language learning approach which features students' noticing various language features at the cognitive level, either in student-initiated or teacher-directed activities. As such, corpus technology could be instrumental in facilitating students' noticing of language features related to counterargumentation skills. By providing authentic examples of language use, it may enable learners to inductively discover and understand the subtle nuances and structures involved in formulating compelling counterarguments. Therefore, the present study used a quasi-experiment design with pretest, post-test, control and experimental groups to investigate the effect of the use of corpus technology on counterargumentation in students' argumentative writing. Sixty-three sophomores who majored in English participated in the study. During the four weeks of intervention, the control group had ordinary instruction and training on counterargumentation, while the experimental group used corpus technology in their class. Pretest and post-test essays, questionnaires and interviews were used to collect data, and both qualitative and quantitative analysis, including test analysis, was conducted with the data. The findings of this study are expected to have pedagogical implications for the cultivation of students' argumentative writing and critical thinking abilities.

S4.4   Exploring the Effectiveness of Data-driven Synonym Learning: A Longitudinal Study with Task-based Instruction Design

Yingying YANG (Shanghai International Studies University)

ABSTRACT

This study evaluates students' perceived effectiveness of a guided inductive approach for synonym learning through a 36-week, two-round data-driven learning (DDL) and task-based instruction design. Presented as a student-centered "mini-lecture" task, it integrates pre-task training, during-task guidance, and post-task feedback. Data were collected from 23 business English university students via questionnaires and interviews. Results show that learners generally held consistent positive attitudes toward this long-term data-driven learning. Enhanced instruction in the second round underscored the importance of scaffolding, reducing learners' anxiety, and promoting cognitive development. Task complexity and language proficiency seemed unrelated to learner perceptions. Although task motivations influenced learners' perceptions, learners with lower motivation were not overwhelmed by technical difficulties involved in DDL, supporting the effectiveness of the long-term practice in improving learners' corpus query skills. Learners often used their native language to explain key concepts in the "mini-lecture" presentation. The results suggest the task-based "mini-lecture" design is effective and that guided inductive DDL is a promising alternative in language pedagogy. Based on the findings, a task-based data-driven synonym learning model is proposed.

S4.5 Increasing Vocabulary Power for Writing Through Differentiating Confusing Word Pairs

Lok Ming Eric CHEUNG (The Hong Kong Polytechnic University)

Sylvia LAU (The Hong Kong Polytechnic University)

ABSTRACT

Targeting students at the undergraduate level, this 100-minute lesson aims to enable students to differentiate the use of words and phrases for describing cause and effect. The target word pairs (e.g., affect/effect, impact/influence) may be confusing because of their similar spelling or functions. Verbs that represent "to cause" may have differing tones. Through hands-on corpus consultation and integration of ChatGPT, students are expected to identify the common language patterns of the target words and phrases, so that they can use these expressions accurately in their academic writing.

S4.6   Improving English Word Stress with the Intertwined Use of Corpus and AI Tools

Xiaona ZHOU (The Education University of Hong Kong)

Hsueh Chu CHEN (The Education University of Hong Kong)

ABSTRACT

Word stress, which influences intelligibility and comprehensibility in daily communication, has long been a perennial difficulty for L2 learners. This 60-minute lesson is tailored specifically for Chinese secondary school students, enabling them to identify and rectify their misplacement of word stress. By following the fundamental steps adapted from CBLP, the lesson seamlessly integrates learners' and native speakers' corpora to raise students' awareness and help them discern the distinctive word stress patterns employed by native speakers and learners. Furthermore, two AI-powered tools (i.e., Murf and Poe) are incorporated to facilitate students' practice of word stress patterns in both listening and speaking activities.

[Symposium 5]

Topic: Enhancing EFL Teaching and Learning in Technology-rich Environments

OVERVIEW

Technology has become a transformative force reshaping the landscape of language education. When applying technology in language education, we are expected to consider both students' and teachers' perspectives and explore both cognitive and affective technological affordances. This symposium presents the latest research studies on technology-enhanced EFL teaching and learning conducted at the University of Hong Kong. It includes five presentations, which focus on innovative technology-enabled approaches (such as computer-based dual concept mapping, machine translation, and digital multimodal composing) that support EFL teaching and learning, teachers' self-regulated learning in technology-rich environments, and a review of AI applications that provide emotional support or create an emotional impact on EFL teaching and learning.

S5.1 Effects of Computer-based Dual Concept Mapping on Students' Achievements and Cognitive Load in a Content and Language Integrated Learning Program

Dongpin HU (The University of Hong Kong & The Chinese University of Hong Kong)

Minhong WANG (The University of Hong Kong)

ABSTRACT

Content and language integrated learning (CLIL), i.e., learning subject content in a non-native language, has been increasingly promoted in foreign language education. Despite the positive effects of CLIL, exposure to new content in a foreign language poses a cognitive challenge to many learners. Responding to the challenge, previous studies used concept maps to visualize knowledge structure for content learning, with a few others using concept maps to visualize text structure for language learning. The latter mixed knowledge structure and text structure in a single concept map, failing to help students differentiate between knowledge structure and text structure for effective integration. To address the problem, this study proposed a computer-based dual concept mapping method that visually represents both the knowledge structure and text structure of learning content in two parallel concept maps.

This study was conducted with 89 eighth-grade students from two classes in a junior secondary school in Central China. They participated in a science content and English language integrated learning program. Students were randomly assigned to either the experimental or the control condition. The findings show that the experimental group experienced a lower level of cognitive load and achieved better learning outcomes in both science knowledge and language performance. Further, there were more significant differences in English language performance between experimental and control conditions for low and medium-language achievers than for high-language achievers, indicating that the proposed approach was more beneficial for the former.

The promising effects of the dual concept mapping approach demonstrated in this study provide insights into new pedagogy for CLIL, that is, visualizing both knowledge structure and text structure of learning content in two parallel concept maps with the support of concept mapping technology. When applying the computer-based dual concept mapping approach in practice, students should be provided with sufficient opportunities to get familiar with the approach in order to achieve the full potential of the approach.

S5.2   Teachers as Self-regulated Learners for Teaching in Technology-rich Environments: Lessons Learned from Two Project Cases

Lingyun HUANG (The Education University of Hong Kong)

ABSTRACT

English teaching is a technology-rich environment (TRE) wherein English teachers can use various tools and devices to facilitate student English learning. Successfully integrating technology into English teaching requires an effortful and personal process wherein teachers build a comprehensive understanding of technology and tailor the understanding to the specific needs of their students using pedagogical strategies. Despite its importance, research shows that not all English teachers are skilled at effectively and efficiently using technologies to optimize their instructions and support student English learning. The reason can be attributed to limited resources, high cognitive loads, inability to align technology use with curriculum and instructional goals, time constraints, and others. Previous findings suggest that being self-regulated enables teachers to cognitively, metacognitively, emotionally, and behaviorally plan, monitor, and adjust their teaching in TREs. In doing so, English teachers should take the role of self-regulated learners and become more capable of seeking more valuable information with minimum time investment, more effectively constructing technological solutions, and more critically assessing the quality of technology integration. This talk reviews the findings of one of my empirical research projects. By taking advantage of an intelligent tutoring system, multimodal datasets, and learning analytics approaches, I discovered knowledge regarding English teachers' self-regulated learning patterns and how their self-regulation contributes to technology-mediated English learning and teaching. In closing, I will discuss the potential to design real-time instructional interventions that facilitate English teachers' self-regulated learning and the underlying challenges that must be tackled.

S5.3   A Review of AI Applications with Emotional Support or Impact on EFL Education

Yuhan LIU (The University of Hong Kong)

Heng ZHANG (The University of Hong Kong)

Meilin JIANG (The University of Hong Kong)

Juanjuan CHEN (Zhejiang University)

Minhong WANG (The University of Hong Kong)

ABSTRACT

Artificial Intelligence (AI) has been widely promoted in educational research and practice. In the field of language education, AI applications are increasingly becoming a transformative force of innovative approaches to improving language knowledge and skill acquisition. Moreover, AI technology has been explored to provide emotional support for teaching and learning practices. Given the importance of providing both cognitive and emotional support in educational contexts, AI applications that provide emotional support or create an emotional impact on student learning have received increased attention. This is particularly true in language education contexts, where many students experience anxiety in learning a non-native language, which may directly influence their language learning performance. This presentation will share the findings from a review of AI applications that provide emotional support or create an emotional impact on learning English as a foreign language (EFL). The sharing will focus on the following issues: In what contexts or situations has emotional AI been applied to support EFL education? What types of studies are conducted to explore emotional AI applications in EFL education? What are the affordances of emotional AI applications in EFL education? What are the impacts of emotional AI applications on students' learning outcomes in EFL education? The implications of the findings will also be discussed.

S5.4 The Versatility of Machine Translation in Students' L2 Writing: A Translanguaging Perspective on Use Pattern

Rong YU (The University of Hong Kong)

Lianjiang JIANG (The University of Hong Kong)

ABSTRACT

Machine translation (MT) has been seen as one of powerful AI-enabled technologies in second language (L2) writing. The research to date focuses on the effect of MT use on the improvement of students' writing quality in quasi-experimental settings, with scant attention to students' MT use in naturalistic contexts. Informed by translanguaging theory, this qualitative study investigates students' MT use patterns and factors shaping their use of MT. The study took place over a semester at a Chinese university and involved undergraduates from both English and non-English majors as participants. The data in this study were drawn from four main sources: Narrative frames, screen recordings, reflective journals, and interviews. Data collection comprised two stages. The first stage involved 239 narrative frames, followed by semi-structured interviews with 35 students. In the second stage, the actual use of MT in L2 writing tasks by eight students was observed. The participants video-recorded the screens of their electronic devices and then completed a reflective journal after the completion of their L2 writing tasks. An individual interview was then conducted with the student participants to obtain more details about their MT use. Data analysis was conducted using the qualitative content analysis method. The findings reveal that MT was extensively used by undergraduates, with almost all of their L2 writing tasks involving its use. The study identified four patterns of MT use, and it was found that an L2 writing task could involve more than one pattern. In the first pattern, MT was used as a language bridge to seek equivalence and look for better options. The second pattern of MT use was employing MT as an alarm bell to correct errors, identify capacity deficits, and control laziness. In the third pattern of MT use, MT served as a critical sword for comparing different answers before making a choice, building confidence in individual competence to express in L2, and questioning the authority. The fourth pattern was using MT as a creativity springboard through which students obtained ideas for writing and developed a new way of writing. Factors including monolingual bias, standard language bias, and translanguaging stance were found to shape the four MT use patterns. By uncovering students' MT use patterns, the study offers important insights into using MT as a pedagogical tool in L2 classrooms and calls for attention to a need for L2 learners to develop MT literacy for effective MT use.

S5.5 Promoting Medical Students' Second Language Writing Autonomy Through Digital Multimodal Composing

Lanxuan XIE (The University of Hong Kong & Guangdong Medical University)

Lianjiang JIANG (The University of Hong Kong)

ABSTRACT

L2 writing autonomy is a language learning autonomy in the L2 writing process. It refers to the desire and ability for strategic, contextualized, and socialized L2 writing. L2 writing autonomy facilitates effective L2 writing practices and nurtures life-long L2 writers. Medical students often lack the desire and ability to practice English writing, which leads to cursory L2 writing practices such as copying sample essays or misusing technology to generate L2 texts without further revisions. To enhance students' L2 writing autonomy, innovations in second language (L2) writing pedagogy are warranted. This study explores the use of digital multimodal composing (DMC) as one such innovation. DMC is a semiotic process assisted by digital tools, which help produce texts (e.g., videos and posters) by remixing multiple modes such as words, images, and soundtracks (Jiang, 2017). Existing literature has examined the potential of DMC for L2 writing development, such as its influences on investment changes (e.g., Jiang, 2018) and linguistic performance (e.g., Kim & Belcher, 2020). However, little research has examined its potential in relation to the promotion of L2 writing autonomy. Situated in a medical university in mainland China, this study investigates whether and how 183 year-two medical students' L2 writing autonomy changed during a 17-week DMC project. The project required students to share medical knowledge through videomaking. Data were collected from observation, a survey, a qualitative questionnaire, interviews, student-authored videos, and students' written essays. The results suggest that DMC created an inclusive, authentic, and flexible environment for L2 writing. The students experienced an increase in L2 writing autonomy for three reasons. First, DMC increased their desire for L2 writing. Peers' attention and applause established students' identity and pride as multimodal designers. The incorporation of popular memes and hilarious performances made the process fun and engaging. Peer scaffolding also motivated and assisted weaker learners to engage in L2 writing. Second, DMC enhanced their sense of competence in L2 writing. Without rigid requirements for syntactic or rhetoric complexity, students felt less judged when they wrote in English. The assistance of multiple modes and online multimodal resources expanded their ideas for L2 writing. Third, the extended time frame, freedom in topic selection, and the flexibility of meaning making in DMC boosted their sense of control in L2 writing. The paper concludes with implications and challenges for how to use DMC to promote students' L2 writing autonomy in medical English

classrooms.

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[Symposium 6]

Topic: Immersive Learning in the Metaverse: The New Horizon of Language Education

OVERVIEW

"Immersive Learning in the Metaverse: The New Horizon of Language Education" symposium explores the transformative potential of the metaverse in reshaping language education. This symposium provides a forum for researchers to investigate how immersive, interactive, and engaging environments of the metaverse can revolutionize language learning and teaching. It discusses the integration of advanced technologies including virtual reality (VR), augmented reality (AR), and generative artificial intelligence (AI) in creating authentic, and context-rich environments for language use in education and in daily life. It will further provide insights into students' learning from and learning sciences and science of learning perspectives and approaches (e.g., learning analytics, neuroscience). The symposium also addresses the challenges and ethical considerations of implementing these technologies. Attendees will gain insights into the future of language education, where learning transcends traditional disciplinary boundaries, fostering global communication and cultural understanding in the metaverse.

S6.1 Immersive Learning and Multimodal Representation in First and Second Language

Ping LI (The Hong Kong Polytechnic University)

ABSTRACT

How can we take advantage of the rapid developments in digital technology and AI to study language learning and promote learning effectiveness? I outline an approach that combines emerging technologies and data-driven methodologies with current neurocognitive theories, with particular reference to second language learning and representation. I highlight the interactive mechanisms and integrative processes that enable us to understand the differences between child and adult language learning, as well as individual differences in diverse language learning contexts. The key to this approach is the understanding of how human learners effectively integrate multimodal information in a social-emotional learning context. Specifically, I will argue that adults learning a second language can arrive at similar neurocognitive representations as children learning a native language if given the rich multimodal perception and action contexts in which language is naturally acquired. This perspective also allows us to consider integrating learning theories with technological designs that meet individual learners' needs and learning profiles. This is especially feasible given today's technologies of combining metaverse with AI-based human-computer interactions.

S6.2   Enhancing Vocabulary Learning Through Metaverse Technologies: A Comparative Study of AR and VR Approaches

Zilin WANG (Hong Kong Metropolitan University)

Di ZOU (Lingnan University)

ABSTRACT

The evolution of metaverse technology is transforming education. This study compares traditional vocabulary learning with metaverse-based methods, including augmented reality-based vocabulary learning (ARVL) and virtual reality-based learning (VRVL), involving 96 students divided into control and experimental groups. The assessment encompassed language tests and questionnaires on technology effectiveness, usability, and satisfaction, supplemented by interviews with 12 participants from ARVL and VRVL groups. Results showed that metaverse-based methods significantly improved vocabulary learning outcomes, with ARVL being notably more effective. However, the correlation between technology perception and learning performance was minimal. The study suggests future research directions for integrating metaverse technologies in education.

S6.3   Gamified Constructivist Teaching in the Metaverse: Enhancing Language Learning with Digital Identity and Ownership Experiences

Peter NG (The Hong Kong Polytechnic University)

ABSTRACT

Learning another language in university can indeed be a daunting task, especially for teenagers who may feel embarrassed to speak and practice in front of others. Leveraging the potential of the metaverse for language learning could address some of these challenges. However, existing metaverse platforms might not offer sufficient functionality for effective self-learning. To tackle this issue, we've developed a metaverse deployed on Spatial.io, offering a conducive environment for teachers and students to engage in immersive learning activities. Our platform boasts features such as customized avatars and PolyU virtual coins, which serve as incentives for student participation. A standout feature of our metaverse is the integration of a chatbot function designed for self-learning. This feature allows students to practice language skills autonomously while receiving feedback and marks based on their performance. We've conducted extensive testing with diverse groups of students, including Chinese learners practising English and foreign students practising Chinese. The results have been promising, demonstrating the effectiveness of our platform in facilitating language acquisition and fostering confidence in language use.

S6.4 Postgraduate Students' Perceptions of Language Learning in the Metaverse

Yin YANG (The Education University of Hong Kong)

ABSTRACT

This study examined the perceptions of postgraduate students regarding language learning within the metaverse. The students attended a 39-hour course covering metaverse-related technologies, applications of the metaverse, and anticipated future trends. A mixed-methods research design was employed. The sample size included 22 postgraduate students. Data included self-created artefacts depicting language learning scenarios within the metaverse, and five focus-group interviews. Students' artefacts and their descriptions of language learning in the metaverse were coded and analysed. The preliminary results highlighted five key features that the students identified as significant in their metaverse language learning experiences: (1) real-time support from AI-powered avatars or digital humans, (2) engagement with a variety of real-life scenarios, (3) the inclusion of gamification elements, (4) the application of virtual reality headsets and augmented reality for accessing multimodal learning resources, and (5) the embodied avatar experiences to facilitate cultural immersion in various languages. The identified benefits included increased engagement, motivation, confidence, and a more personalised learning experience. At the same time, participants also raised several concerns regarding (1) data privacy, (2) health issues, (3) the potential decline of real-world face-to-face communication skills, and (4) limitations imposed by existing technologies. This study contributes to the growing body of research on the application of the metaverse in language education and provides valuable insights into learners' perspectives on this emerging field.

S6.5 Language Learning in the Metaverse: A Journey Through Opportunities and Obstacles

Yu-Ju LAN (National Taiwan Normal University)

ABSTRACT

The Metaverse, a burgeoning technology, offers a compelling virtual platform where users can engage with one another and with digital entities in a richly immersive and interactive context. This presentation will explore the intersection of the Metaverse with language learning, highlighting two principal domains of interest. Firstly, it will examine the potential benefits of leveraging the Metaverse for second language (L2) acquisition, spotlighting the unique opportunities it presents for authentic cultural immersion and direct interaction with native speakers. Secondly, the presentation will critically assess the challenges and potential drawbacks associated with the integration of the Metaverse into language education, such as the risks of addiction, antisocial behaviors, and ethical quandaries that educators and researchers must navigate. In essence, this discourse seeks to shed light on the dual-edged nature of the Metaverse as a tool for language education, balancing its promising advantages against the cautionary considerations it necessitates. Additionally, it aims to forecast emerging trends in research, thereby contributing to a nuanced understanding of the Metaverse's role in the future landscape of language learning.

S6.6 Language Learning Leveraged by Generative Artificial Intelligence in the Metaverse Platform "Learningverse"

Yanjie SONG (The Education University of Hong Kong)

ABSTRACT

Generative artificial intelligence (AI) and the metaverse have been adopted in various fields, and English as a second/foreign language (ESL/EFL) learning is no exception. However, few studies have examined how generative AI could be used to enhance ESL/EFL students' language learning in the metaverse environment. I will share my experiences in how to leverage generative AI in the 3D metaverse platform – "Learningverse" for language learning. "Learningverse" is a 3D metaverse platform for immersive and interactive learning across different educational levels. Advantages and pitfalls are explored.

[Symposium 7]

Topic: Gamified Language Learning, Intercultural Exchange, and AI-powered Resources in the GenAI Era

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OVERVIEW

This symposium will showcase 4 papers from colleagues at the Hong Kong Polytechnic University. Frankie Har, Dr Peter Ng and Dr Laura Zhou will first look at how business and scientific English presentation skills can be enhanced through the Metaverse using a gamified constructivist approach. This is followed by Winnie Shum who presents the challenges and insights of how she designed and implemented a virtual exchange module for intercultural language learning. Michael Dean will then show how text-to-image Generative Artificial Intelligence combined with the cognitive theory of multimedia learning to create digital resources for language learners. Finally, Dr Linda Lin and her team will consider whether automated writing evaluation tools are still attractive to university students in the GenAI era through the story of WeCheck!

S7.1 Enhancing Business and Scientific English Presentation Skills Through the Metaverse: A Gamified Constructivist Approach

Frankie HAR (The Hong Kong Polytechnic University)

Peter NG (The Hong Kong Polytechnic University)

Laura ZHOU (The Hong Kong Polytechnic University)

ABSTRACT

The integration of digital technology into education has engendered novel pedagogical methodologies. This research scrutinizes the application of the Metaverse, a virtual reality space, in the enhancement of Business and Scientific English presentation skills, employing the Gamified Constructivist Teaching in the Metaverse (GCTM) approach and the 5E Model (Engagement, Exploration, Explanation, Elaboration, Evaluation). The objective is to discern how these pedagogical models can be operationalized within the Metaverse to augment English language learning experiences and outcomes, specifically in the context of Business and Scientific English.

The research employs a mixed-methods approach, amalgamating quantitative surveys and qualitative interviews with English instructors and learners who have experienced Metaverse-based instruction. The study also incorporates an exhaustive review of pertinent literature, with a particular focus on the GCTM approach (Ng et al., 2023) and the 5E Model (Bybee et al., 2006).

The findings reveal that the Metaverse, when synergized with the GCTM approach and the 5E Model, provides an immersive, interactive, and gamified learning environment that significantly enhances Business and Scientific English presentation skills. It promotes language use in the virtual environment, improves language proficiency, and fosters inter-personal communication in a virtual context. However, the research also identifies challenges such as technical issues, digital divide, accessibility, and the necessity for teacher training to effectively implement these pedagogical models in the Metaverse.

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S7.2 Designing and Implementing a Virtual Exchange Module for Intercultural Language Learning: Challenges and Insights

Winnie SHUM (The Hong Kong Polytechnic University)

ABSTRACT

A plethora of literature has reported the positive impacts of Virtual Exchange (VE) on learners' cultural knowledge and foreign language skills (e.g., Stevens Initiative, 2019; EVOLVE Project Team, 2020; Helm & Van der Velden, 2020, 2021). However, as commented by Colpaert (2020, p.654), comparatively little research has been conducted on the "affordance of online exchanges". Affordance, according to Colpaert (2020, p. 654), does not refer to the "actual activity" but the "learner and teacher's" perceptions towards the activity. It also does not equal "learning goals" (2020, p. 654) but the "concrete actions and activities" that may lead to the realization of the goals. Therefore, the current paper aims to understand the affordance of employing MS teams as the mediating platform and related tasks design for a VE module.

With the Design-based Research (DBR) approach in mind, the current project documented the implementation process of the Teacher/Researcher administering the learning tasks using MS teams and corresponding written reflections. Participants' interactions with MS teams and learning tasks, written reflections and feedback surveys on the VE module were also collected to understand their learning experience. This process was conducted twice as the VE module was administered twice in 2021 and 2022 respectively. In the second cycle of the module, minor revisions were made based on the reflections and observations of the first cycle.

By examining the experiences of the Teacher/Researcher and the participants, the current paper reports on 1) the affordance of MS teams in mediating learning tasks for a VE module; 2) related challenges faced by the teacher and learners; and 3) insights on how to tackle those challenges.

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S7.3 Using Text-to-Image Generative Artificial Intelligence and Cognitive Theory of Multimedia Learning to Create Digital Resources for Language Learners

Michael DEAN (The Hong Kong Polytechnic University)

ABSTRACT

According to Mayer's (2021) Cognitive Theory of Multimedia Learning (CTML), students learn better from images and words than from words alone. This is especially important for students learning in a second language because the intrinsic cognitive load is higher than if the content was in their first language. CTML also provides evidence-based guidance on how images should be combined with text to improve learning. Consequently, to enhance learning, English language teachers should consider including images in their PPTs, educational videos, and other digital resources and aligning the design of these resources with CTML principles. Additionally, students can be taught how to apply CTML to the materials that they create for classroom tasks. However, finding or creating appropriate images can be a time-consuming process. Text-to-image generative artificial intelligence (GenAI) offers opportunities for teachers and students to quickly generate images for their resources that are tailor-made for the requirements. This presentation will describe an approach that uses GenAI and CTML to create digital resources for English language learners and assists students in employing these methods themselves.

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S7.4   Are AWE Tools Still Attractive to University Students in the GenAI Era? - The Story of WeCheck!

Linda LIN (The Hong Kong Polytechnic University)

Julia CHEN (The Hong Kong Polytechnic University)

Dick CHAN (The Hong Kong Polytechnic University)

Jacky CHAU (The Hong Kong Polytechnic University)

James STRANG (The Hong Kong Polytechnic University)

Stanley WONG (The Hong Kong Polytechnic University)

ABSTRACT

With the rise of generative artificial intelligence (GenAI) and its deep integration into word processing and cloud-based applications, an increasing number of university students have leveraged this technology to assist them in academic writing. This may decrease the attractiveness of traditional Automated Writing Evaluation (AWE) tools. However, our data on WeCheck!, an AWE system developed by the Hong Kong Polytechnic University, indicates that WeCheck! still plays an essential role in enhancing students' academic writing.

An AWE system is a platform on which learners' word-processed essays are evaluated and instantaneous feedback is provided. The unique advantages of AWE systems have led to the development of a number of AWE platforms in the last decade. However, research has found that most AWE systems (e.g. Grammarly) were "mainly based on data from native English writers in large-scale writing assessments in the United States" (Liu & Kunna, 2016, p. 72). To cater for the needs of Chinese learners of English, a large project team in the Hong Kong Polytechnic University created WeCheck!, an AWE system based on a learner corpus containing over 5 million words and comprising essays written by Chinese learners of English. This system is the outcome of a research collaboration with Stanford University, which combines two key research methods, syntactical analysis, and deep learning technologies. It identifies language errors as well as academic writing style issues and suggests changes for them. The suggested changes also include links to explanation notes for users who wish to obtain further detailed information regarding the identified language errors and/or style issues in their essays.

There have been several rounds of WeCheck! pilot and the latest one derived both quantitative and qualitative data, which clearly revealed the attractiveness of this AWE platform to many students even though all the students in the university have free access to GenAI tools, such as ChatGPT. The

data was collected via two main methods:

a.   gathering student views on the usefulness of WeCheck! in improving academic writing (an online survey and five focus group interviews);
b.   examining the writing performances of students who used WeCheck! with those who did not.

The pilot results have significant pedagogical implications.

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VI. Parallel Sessions (Abstracts of Paper Presentation)

Parallel Session 1A

1A.1 The Integration of Large Language Model (LLM) in Learning-oriented Reading Assessment Practice at K-12 Level

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Wei WEI (Macao Polytechnic University)

Katherine CAO (The University of Melbourne)

ABSTRACT

Learning-oriented assessment practice targets the development of students' feedback literacy by explaining rubrics, offering exemplars, promoting peer and self-feedback, and recommending exercises and suggestions. At the higher education level, the effectiveness of Large Language Models (LLMs) in aiding the generation of writing samples and peer-reviewed reports has been widely documented (Cotton et al., 2023; Lodge et al., 2023). However, their potential for learning-oriented assessment practices at the secondary school level still needs to be explored. Informed by existing literature on learning-oriented assessment practices (Panadero & Lipnevich, 2022; Boud & Dawson, 2023), this study explores the capacity of LLMs in coping with three types of learning-oriented reading assessment practices: 1) generating example answers based on human-made rubrics, 2) grading answers to constructed-response items, and 3) providing constructive feedback, including revised answers, reading strategies, and additional exercises. Based on 151 students' performances in an L1 reading assessment at junior school (3 reading texts with eight short answer questions), ChatGPT3.5 was used to grade their answers, offer example answers and recommend additional exercises. Then, ChatGPT's answers, grades and recommendations were compared and evaluated by seven experienced reading teachers. Statistical analysis indicates that when human-made marking rubrics are provided, Generative AI technology exhibits partial proficiency in generating exemplars. Furthermore, the Generative AI performs reliably in grading open-ended answers in reading assessments, in comparison with human scores, and its reliability increases significantly when human-made rubrics are included in the prompts. Finally, after controlling students' L1 reading proficiency levels, MANCOVA analysis of teachers' evaluations suggests that Generative AI technology can 1) offer reading strategies based on student performance and 2) recommend further exercises for students to practice. Pedagogical implications for reading teachers are discussed.

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1A.2 Science Communication Teaching in Higher Education: Implementing a Technology-enhanced Inquiry-based Learning Approach

Brenda YUEN (National University of Singapore)

ABSTRACT

Inquiry-based learning is a pedagogical approach that engages learners actively in knowledge construction through questioning (Harada & Yoshina, 2004). Chu et al. (2017) emphasize this knowledge-building process from a social constructivist perspective in which learners are active agents to construct and apply knowledge through investigation. This approach has been proven in inquiry-based science education to develop critical thinking, reasoning and scientific knowledge acquisition and consolidation (Olson & Loucks-Horsley, 2000); however, limited evidence has been found in science communication literature.

This paper presents the use of a technology-enhanced inquiry-based learning approach to teaching science communication in higher education by adapting Pedate et al.'s (2015) inquiry-based learning framework. Their framework includes an inquiry cycle of five phases: i) Orientation; ii) Conceptualization; iii) Investigation; iv) Discussion; and v) Conclusion. In our context of science communication teaching, this inquiry cycle supports the design of structured and scaffolded inquiry-based learning activities for the discussion of popular science book chapters and news articles to practise critical reading and thinking, develop effective science communication strategies, and communicate scientific concepts and ideas in the form of science news articles. The technology-enhanced learning activities are mapped to Mischra and Koehler's (2006) Technological Pedagogical Content Knowledge framework for the effective integration of technology in science communication classrooms.

The study adopts a mixed-methods research design, where quantitative and qualitative data were collected through an online questionnaire administered to science undergraduate students enrolled in a science communication course at a Singaporean university as part of the College of Humanities and Science's common curriculum. 173 students were involved in the study where they participated in multiple rounds of inquiry cycles mediated by team collaboration applications like MS Teams and Miro for increased engagement and learning. Quantitative results showed students' positive perceptions of technology-enhanced inquiry-based learning activities. Most respondents agreed that the technology-enhanced inquiry-based learning approach was useful in understanding key aspects of science news writing. While they reported discussion tasks during tutorial sessions were useful in helping them to tailor scientific explanations appropriately for non-specialist readers and apply a

range of appeals and language features to enhance reader engagement, they found the technology-enhanced peer review helpful to the revision of the pre-course news article. Qualitative responses also confirmed the effectiveness of the technology-enhanced inquiry-based learning approach for understanding science communication strategies and applying rubric criteria and standards.

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1A.3 Perception of Generative AI in Academic Writing from Beginners' Perspective

Junming CHEN (Xiamen University of Technology)

ABSTRACT

This is ongoing research on the perception of the application of generative AI models in Chinese academic writing. With the introduction of GPT by OpenAI, 2023 has witnessed the booming of generative AI models, with great contributions and many arguments. As a valuable tool for learners in academic writing, much research has been conducted. However, most research is related to sophisticated researchers, less attention is paid to beginners, and more is concerned with English academic writing. The beginners refer to university undergraduates at the beginning stage of naïve in academic writing who need support. Therefore, this study explores how academic beginners view the impact of generative AI models in Chinese academic writing.

The participants are 43 fourth-year university undergraduates in Academic Writing (Chinese). The investigation covers a semester's instruction on Chinese academic writing, a four-hour team program, two surveys, one for the instruction and one for the graduation thesis (to be done in May 2024), and in-depth interviews. The class instruction introduces generative AI models in preparing academic writing, from choosing topics, identifying gaps, writing abstracts and bodies, editing references, and polishing languages. The survey covers the beginners' understanding of AI support.

Results show that the participants adopt different AI models with a welcoming attitude and a positive expectation for future application. However, the adoption frequency in life practice is not high. AI support is found in efficiently locating terminology, sorting out the structure, polishing language, and proofreading writing. Searching and organising information single out with more applause while improving the logic structure and generating ideas with less agreed-upon points. The supports for editing references rest on the forms but not the reliability. Concerns are with academic plagiarism and error messages. The participants generally take AI as a tool to enhance writing but not as a replacement for humans. Such results suggest positive feedback from beginners while indicating that the beginners might not fully explore the function of AI. Furthermore, the appearance of AI challenges teachers' confidence and authority in tutoring academic writing, asking for deeper thinking on academic writing, for example, "position papers", while pointing to potential new criteria for academic writing in the future. Anyway, if technology does what can be done, what is the point of human beings in academic writing?

1A.4 A Systematic Review on the Use of VR/AR in Vocabulary Acquisition and Listening Comprehension

Ning SUN (Northeast Normal University)

ABSTRACT

At present, emerging technologies, such as VR and AR, or various forms of artificial intelligence are penetrating different fields of education, including foreign language education. Particularly, since the beginning of the 21st century, VR/AR has been increasingly used in language education to promote student learning and improve their motivation. This study conducted a systematic review of research on VR/AR-supported language learning mainly in vocabulary acquisition and listening comprehension, published between 2018 and 2023. Thirty articles were selected based on specific inclusion and exclusion criteria and analyzed using an analytical framework with the following dimensions: (1) research fields, (2) technologies used, (3) research design and methods, (4) participants, and (5) VR/AR effects. Major findings included that there has been a growing number of research projects on VR/AR integration in language education, especially in the fields of vocabulary and listening. The majority of studies employed mobile devices for VR learning activities, with a focus on English and Chinese acquisition as the most frequently trained language. Scholars predominantly leveraged the cognitive theory of multimedia learning along with game and task-based learning approaches in their studies, with mixed-method (pre- and post-tests) and quasi-experiment being the most commonly used data collection method. Reported findings pertained to affective, behavioral, and language learning outcomes such as self-efficacy, problem-solving ability and learning motivation. Scholars identified significant enhancement in learning motivation of VR technology. The use of theoretical framework was not only diverse but also inconsistent, indicating a need to ground VR/AR-based science instruction upon solid theoretical paradigms that cater to this particular context.

Parallel Session 1B

1B.1   An Overview of Recent Advances in Corpus-based Foreign Language Enjoyment

Chun BAI (Northeast Agricultural University)

Jiaying HU (Northeast Agricultural University)

ABSTRACT

With the increasing prominence of emotional factors in foreign language learning (FLL), there has been a growing body of research on emotion in second language acquisition, particularly focusing on negative emotions (e.g., boredom, anxiety, etc.). However, enjoyment as a representative of positive emotions has become a hotspot in emotion research in FLL due to the recently expanded influence of positive psychology on emotion research and the significant positive impact of positive emotions (e.g. enjoyment, grit, etc.) on FLL as confirmed by numerous studies. This study employed the Web of Science database, using "enjoyment" and "emotion" as keywords to retrieve a total of 200 articles from 2018 to 2023 in the literature on emotions in FLL. Among them, the highly cited articles representing research hotspots were 17, and their abstracts were selected as research samples. Through building a corpus and using ANTCONC software for literature analysis, the study aimed to explore the research theories, instruments, and methods in this research area, providing insights and references for future studies in this field. The results revealed that, in studies on enjoyment in FLL, 70.6% of them were based on positive psychology and educational psychology as theoretical foundations. Regarding research instruments, 76.5% of them utilised questionnaire surveys, with some employing a combined qualitative and quantitative research approach. In terms of data modelling, 53% of the studies quantitatively revealed relationships and effects between variables by establishing various models (e.g., predictive effect models, structural equation models, mediation or moderation effect models, etc.). For statistical data analysis, 82.4% of the studies used reliability and significance analysis methods. This study can serve as a theoretical and methodological reference for future research on enjoyment in FLL, and it holds positive implications for advancing language learning and teaching research.

1B.2 "We're Doing Well in Virtually Every Corner of the World": A Corpus-assisted Discourse Study of Persuasiveness in Apple's Earnings Conference Calls

Zhipu YANG (Lancaster University)

ABSTRACT

This paper examines how metadiscourse resources are used to achieve persuasiveness in Apple's earnings conference calls (ECCs) (2013–2022). ECCs are common information and communication technology-driven events in the global financial sector. They are also an important spoken genre in business communication. The objective of ECCs is to persuade listeners, as possible investors, of the company's soundness in order to build trust and attract investment. Although studies of ECCs are common in finance and accounting, systematic analyses of the linguistic devices used for persuasive purposes in such genres are lacking.

Persuasiveness has been widely addressed by scholars (Pounders et al., 2015), and is related to the effectiveness of communication. Previous studies indicate that metadiscourse devices can serve as an important linguistic resource to achieve persuasiveness (Ho, 2018; Hyland, 1998). Furthermore, the accuracy of metadiscourse use is a crucial component of one's linguistic competence; developing knowledge of metadiscourse is important for language teaching and learning.

The current research offers a new theoretical perspective on the relationship between power and persuasion by exploring how people employ different metadiscourse resources to persuade depending on their relative power (Dubois et al., 2016). Adopting a corpus-assisted discourse study (CADS) approach, the study reveals that self-mentions, transitions, and boosters are the three most frequently used metadiscourse resources by Apple executives. Detailed discussion supported with examples illustrates how different types of metadiscourse contribute to the construction of three interactive roles that vary in power - a competitive company, a caring corporation, and a close friend - in order to enhance persuasiveness.

Theoretically, this study broadens the purview of metadiscourse analysis to the setting of spoken financial communication and contributes to the current studies of the relationship between interpersonal meanings, interactive roles, and persuasiveness. Furthermore, with the help of the CADS approach, the study demonstrates that high-quality manual analysis supplemented by corpus tools can reveal the persuasive nature of ECCs more comprehensively and achieve wider generalizability of findings in a cost-effective way. Practically, the study emphasizes the significance of

promoting awareness of the genre specificity of ECCs. Business practitioners may profit from the details of interpersonal communication presented in this study by learning from the language practices of notable corporations and optimizing effective corporate communication strategies for their own enterprises. On a pedagogical level, these findings can be applied to financial communication courses in terms of how to employ metadiscourse resources when finely calibrated forms of persuasion are necessary.

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1B.3 Using a Learner Corpus to Design a Phraseological Syllabus and a Test of Italian Verb-Noun Collocations

Francesca La RUSSA (INVALSI, National Institute for the Evaluation of the Education and Training System, Italy)

Veronica D'ALESIO (IUSS Pavia)

ABSTRACT

Lexical combinations are central to language learning because they can be processed quickly (Siyanova-Chanturia, 2015) and their use gives the idea of fluency in production (Nattinger & DeCarrico, 1992). However, the acquisition of L2 phraseological competence is often difficult for learners. This is particularly true for collocations, "sequences of words which tend to occur in stable and privileged combinations" (Simone, 1990: 440). The semantic transparency of collocations facilitates their understanding but makes them difficult to notice. Since collocations are often not highlighted in language courses, learning them is even more challenging because students do not notice and assimilate them as complex lexemes (Bini et al., 2007). At least in Italian, L2 syllabuses often present vocabulary as a list of single words neglecting the phraseological dimension, and not many tests aim at evaluating the learners' collocational competence. To fill these gaps, we designed a syllabus of Italian verb-noun collocations (La Russa et al., 2023) that served as a reference for the development of a collocational competence test, COLL-IT.

Following the model of the English Vocabulary Profile, a descriptive rather than a prescriptive approach was chosen to create the syllabus: collocations were extracted from the CELI learner corpus (Spina et al., 2022), thus providing reliable data on learners' authentic use of the language.

To assign each collocation to the appropriate proficiency level, the following criteria were adopted:

• 	frequency of the collocation in a native corpus, the Perugia Corpus (PEC) (Spina, 2014);

• 	number of occurrences of the collocation in the four CELI subcorpora;

• 	presence of the collocates in the lexical lists of the Profilo della lingua italiana (Spinelli & Parizzi, 2010);

• 	topic.

The result is a syllabus in which Italian verb-noun collocations are organized according to the proficiency level they should be taught and the topic they refer to.

The syllabus served as a reference for the development of COLL-IT, a collocational competence test

for learners of Italian L2. COLL-IT is a gap-fill multiple choice test that assesses the learners' ability to match appropriate verb-noun pairs.

33 collocations for each level (B1, B2, C, arranged at random within the test) were randomly selected from the syllabus. 99 items were thus created choosing the concordances for each collocation from the ItSKELL corpus, specifically designed for Italian L2 learners, and removing the verb.

The present contribution aims at discussing in depth the criteria, methods, and procedures adopted to realize both the syllabus and the test.

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1B.4 Examining the Respective and Relative Effectiveness of Direct and Indirect DDL in a Tertiary EAP Course in Hong Kong

Kar Kee Ann YEUNG (Hong Kong Baptist University)

ABSTRACT

Data-driven learning (DDL) has spurred considerable interest in the field of second language learning. While a number of studies have found DDL an effective approach to teaching (academic) writing, little research has been conducted to compare the respective and relative effectiveness of direct and indirect DDL. Direct DDL refers to the direct contact with corpora for language learning, while the indirect mode concerns the use of printed language examples generated from corpora. This study examines the respective and relative effectiveness of two interventions focusing on the learning of that-clauses for an English for Academic Purposes (EAP) course offered by a local university-affiliated community college. Seventy-five year 1 students who used English as a second language were recruited for the study, consisting of two treatment groups and one control group in this study. The two treatment groups received the direct DDL and the indirect DDL interventions respectively, while a traditional deductive learning approach was adopted in the control group. The three groups' pre-, post-, and delayed writing test results were analyzed in terms of frequency and variety of use of that-clauses using ANOVAs. Results from this study show that both the direct and indirect interventions were effective in leading to short-term learning gains in the frequency of use of that-clauses respectively. While a significant effect was found in the indirect intervention in sustaining students' learning outcomes in the frequency of use, the direct intervention had the advantage of enhancing the variety of that-clauses significantly. Nevertheless, neither of the approaches was relatively more effective in improving students' knowledge of that-clauses in terms of frequency of use. More research needs to be conducted to explore the relative effectiveness of the two DDL approaches in terms of variety of use. The findings have important implications for the role and implementation of direct and indirect DDL in EAP courses.

Parallel Session 1C

1C.1   Making Better Decisions on Word Choices: A Research on the Use of Corpora for Self-correcting the Use of Collocations in English Writing

Nuoya FANG (The University of Hong Kong)

ABSTRACT

Knowledge of collocation for the English language is crucial for students' linguistic literacy across various disciplines. As part of data-driven learning (DDL), using corpora as a tool for word choice has been widely explored in English writing at the tertiary level. There is limited research has been conducted among secondary school students from the perspective of practical learning and teaching English word association (i.e. collocations) in second-language writing. More efforts are also required for research on the pedagogical value and implementation of corpora in teaching and learning collocations at the secondary school level in mainland China from the practical perspective. This research aims to explore the effectiveness of using corpora in improving students' choices as well as self-correction of word associations (i.e. collocations), students' willingness to use corpora, and potential scaffolding required to support students' use of corpora. Secondary school students from Shanghai, China joined as participants in this research. The research included one pre-task and one rewriting task on the same given topic. For the pre-task, students were asked to complete a piece of writing with 120-150 without any intervention. An individualized list of collocational errors was prepared for each participant with some optional single words and/or phrases provided as extra feedback. For the rewriting task, participants were required to use BNC to facilitate themselves to improve their use of collocations mentioned on the given lists. As part of the support, an online session about appropriate strategies for using the corpus was conducted before the rewriting task. Participants were allowed to contact the researcher for academic support such as consultation during the research. Finally, the participants joined a group interview on the effectiveness of language tools as well as online session, their willingness to use various language tools, and any other academic support needed. During the research, both the researcher and participants wrote reflection journals on their experiences and perceptions of the research project. This research proved that a corpus can help students' self-correct collocational errors, improving the accuracy of collocations in their writing effectively, especially for students at the intermediate level. Introduction workshops and guiding materials are welcome by students before their first use of a corpus. During the revision of writing, feedback with several possible target lexical items can help students search with a corpus more efficiently.

1C.2 Exploring the Stylistic Features of Financial News: A Corpus-based Study of the Verb Pattern 'V n'

Guangju HAN (Neijiang Normal University)

ABSTRACT

Since the financial news often provides non-quantitative materials for the investor information set, it attracts the attention of language researchers. For instance, many studied the frequently-used lexical items in such texts, investigating the stylistic features of financial news. However, most of those studies mainly focused on the usage of reportative items or verbs relating to the value changes in the market. Grammar pattern (the association between form and meaning), as an efficient approach to exploring the characteristics of various genres (e.g., Biber et al., 1999; Groom, 2005), is seldom integrated into those stylistic studies. Thus, the current study attempts to explore the generic features of financial news through the observation on the lexico-grammatical characteristics.

This study takes the form-meaning association as the starting point to explore the stylistic features of financial newspapers. This study aims to construct the association between grammar patterns and genre analysis. To achieve this goal, particular attention was paid to the pattern 'V n' since it is the most frequent verb pattern in English (Francis et al., 1996). The analysis of the pattern was based on a self-compiled corpus, which included 2,344 articles downloaded from CNN, Fortune Magazine and the Economist. Drawing on two corpus tools, Sketch Engine and AntConc, 25 verbs that are unique in the financial news were extracted based on a sample analysis, and categorized the meaning groups for these verbs have the pattern 'V n'.

There are mainly two findings. Firstly, the results show that the pattern 'V n' is highly associated with the description of financial events. To be specific, this pattern is mainly used to describe the common interests of the companies and investors by focusing on the description of the activity of financial institutions and the movement of financial instruments. Secondly, it was found that most of the form-meaning associations reflected by the 'V n' pattern could reflect several features such as 'accurate', 'evaluative' and 'objective' in the writing of financial news. For instance, the data reveal that most journalists would highlight the presentation of accurate information by recurrently utilizing semi-fixed expressions. They would use the patterns related to the state of the market in order to show an evaluative account of the economy. The results indicate that the pragmatic effects construed by the lexico-grammatical pattern could be a crucial indicator of genre analysis.

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1C.3　LCCM 理论框架下汉语多义词"天下"的认知研究

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ABSTRACT

一词多义是汉语中常见的语言现象。本文以词汇概念与认知模型（LCCM）理论为指导，从义项派生与义项搭配两个视角对"天下"一词进行多义分析。本文整理了"国家语委现代汉语平衡语料库"中"天下"的相关语料，析出了"天下"一词不同层级间的 3 级 11 个义项，分别是：实指的世界；虚指的世界；世界的某个领域；一般意义上的国家；古今中国；老百姓、天下人；政权、掌权、统治（权）；天空下的土地、疆域/领土范围；某种社会/国家的情况/局面；势力范围；商业市场等。本文认为，作为一种语义获取理论，LCCM 理论框架下的抽象多义词认知研究能够有效梳理"天下"一词的语义发展脉络，厘清各义项间的语义关系，也有助于读者深入了解"天下"语用场景及意义，同时对辞书编纂过程中"天下"词义进行精细化处理有着积极作用。

1C.4 "Showdown Looming in the Forbidden City—" A Corpus-based Study of Translanguaging Strategies Use by a Bilingual Chinese Author of English Fiction

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ABSTRACT

Translanguaging is a communicative practice that involves the use of multiple linguistic resources across languages and modalities (García & Wei, 2015). However, most translanguaging research and practice focus on language pedagogy, leaving a gap in other disciplines such as literature. Moreover, there is a dearth of research on translanguaging use by bilingual writers in English literature, especially those from different cultural and linguistic backgrounds. As most translanguaging studies examine spoken language, another gap is the role of translanguaging strategy in literary texts is rarely studied. This study aims to fill these gaps and explore the translanguaging strategies used by the bilingual Chinese author Qiu Xiaolong in his English novel Enigma of China.

In this article, based on Li's (2018) work on translanguaging, we first established a new translanguaging framework applicable to the literature field, comprising cross-cultural translanguaging and cross-linguistic translanguaging strategies. Then we adopted a dual approach that combines corpus-based analysis and qualitative textual analysis to extract the two types of strategies. The corpus-based analysis identified the most frequent and representative cultural keywords/phrases entailing translanguaging strategies in the novel by comparing them with a reference corpus of American English novels. The qualitative textual analysis examined the functions and effects of the keywords or phrases in relation to the linguistic and cultural contexts of the novel.

Our findings reveal seven types of cross-cultural translanguaging strategies: Place-focused, Ancient Literature-focused, History-focused, Specialty-focused, Celebrity-focused, Society-focused, and Politics-focused strategies; and three types of cross-linguistic translanguaging strategies: Using Chinese loanwords, Using hybrid compounds or structures of loanwords, Using transliteration compounds or structures strategies in the novel. We also found that these strategies are not isolated, but interrelated with each other. These cross-culural and -linguistic translanguaging strategies play a significant role in revealing the author's bilingual identity, transmitting the traditional Chinese culture, and depicting the unique and authentic Chinese society in the novel. The study deepens the understanding of translanguaging as an innovative and expressive instrument in the literary works of bilingual authors, and it contributes a corpus-based analytical framework for examining literary texts

that encapsulate multilingualism.

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Parallel Session 2A

2A.1 Using ChatGPT for L2 Public Speaking Educational Tool: A Pilot Study

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ABSTRACT

The recent development in artificial intelligence has witnessed the application and exploration of AI-based tools in language education. While some studies have emerged to investigate the impact of AI-based tools in L2 writing (Nazari et al., 2021; Kurniati & Fithriani, 2022; Yan, 2023), few researches focus on the implementation of such generative AI tools as ChatGPT and Orai in the field of L2 speaking education, not to mention the field of L2 public speaking skill enhancement.

The study aims to venture into the unacknowledged field and examine the impact of state-of-the-art ChatGPT on L2 public speaking skills. L2 Students' performance in a speech case analysis was used to provide insights into the effects and potential threats posed by ChatGPT. Specifically, the study addresses the following two research questions:

RQ1: Will L2 students develop public speaking skills more effectively with the help of ChatGPT than the traditional pedagogical practice?

RQ2: Will students commit more academic dishonesty when using ChatGPT?

The pilot study took place in a public speaking course taken by Chinese undergraduate EFL students. To understand the potential effects of ChatGPT, the pilot study recruited two groups --- Group A (29 students) which adopted the traditional pedagogical practice and Class B (27 students) which adopted AI-based teaching. Two groups were asked to watch an English speech delivered by a Chinese peer and complete an eight-question case analysis. The case analysis featured a particular focus on assessing students' ability to identify types of persuasive speech, recognize and analyze methods of persuasion as well as appreciate speech language style. After the case analysis, regular teacher oral feedback and ChatGPT-based feedback were separately conducted among the two groups, followed by a post-four-question case analysis of the same speech. The post-analysis featured a similar focus of assessment as the first one in order to trace the students' development of relevant public speaking skills. The rating of the students' case analysis was then conducted with a rubric that evaluates students' understanding and application of speaking skills.

Regarding the first research question, we find that Group B performed even worse after ChatGPT-based feedback than the first case analysis, compared with satisfactory results in Group A

achieved by traditional pedagogical practice (Fig. 1). The result warns against the overoptimistic viewpoints towards the use of ChatGPT in L2 language education, and furthermore, implies the need for a well-managed pedagogical adjustment of AI-based teaching. In addition, two cases of plagiarism in Group A were identified, suggesting the urgency to develop coping strategies against academic dishonesty in future AI-based teaching.

Fig. 1. Descriptive Statistics of Case Analysis Performance

	Group A pre	Group A post	Group B pre	Group B post
Valid	29	29	27	27
Missing	1	1	3	3
Mean	2.281	2.226	1.996	2.070
Std. Deviation	0.533	0.568	0.641	0.713
Skewness	-0.453	-0.920	-0.084	-0.606
Std. Error of Skewness	0.434	0.434	0.448	0.448
Kurtosis	-1.112	0.203	-0.818	-0.614
Std. Error of Kurtosis	0.845	0.845	0.872	0.872
Shapiro-Wilk	0.923	0.915	0.965	0.934
P-value of Shapiro-Wilk	0.035	0.023	0.465	0.089
Minimum	1.283	0.800	0.833	0.520
Maximum	3.000	3.000	3.000	3.000

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2A.2 Engaging with Genre-based Multisource Feedback to Assess Digital Multimodal Composing in L2 Writing: Undergraduates' Perspectives

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ABSTRACT

Digital multimodal composing (DMC), as a novel literacy practice, has growingly attracted researchers' interest owing to rapid technological development. Recently, research on DMC in second language (L2) writing has been expanded to explore the fitted DMC assessment. The empirically established genre-based model provides a new perspective on DMC assessment. It recognizes DMC as audience-oriented social actions and underscores the multimodal affordance of five layers: purpose, base, layout, navigation, and rhetoric. Despite a series of research exploring the refinement of this model in different contexts, L2 learners' engagement with this emerging evaluation method and its integration into multiple sources of feedback in the assessment process is under-researched. Informed by pertinent assessment literature, students' feedback engagement acts as the central position of feedback research since feedback without engagement is ineffective. Therefore, this pilot study intends to explore how L2 students engage with genre-based self-, peer, and teacher feedback to assess DMC in L2 writing. The study draws on Jiang et al.'s (2022) genre-based model to assess DMC and employs Xu & Zhang's (2023) conceptualization of feedback engagement as the analytical framework, underscoring the social nature of feedback engagement within three spheres: intrapersonal, interpersonal, and human-material. The study is conducted in an English writing class with 40 English majors in their third year at a regular college in eastern China, lasting for six weeks. Classroom observation, retrospective diaries, semi-structured interviews, and DMC products (video-creation in this study) are collected. Week one is a training about the genre-based model for students. Then, students make videos (a maximum of five minutes) in groups with the given topic within two weeks. Genre-based self-, peer, and teacher feedback are carried out separately in the following three weeks, with three retrospective diaries of each student after receiving each type of feedback and performing three rounds of revision. Finally, the researchers graded the final versions of the videos. Maximum variation sampling is utilized to select six students to attend the semi-structured interviews respectively (2 with the highest scores, 2 with medium, 2 with the lowest). Theoretically, this research contributes a fresh viewpoint on the underexplored domain of DMC assessment by integrating the genre-based model into multiple sources of feedback and exploring L2 learners' feedback engagement simultaneously. Practically, the findings provide L2 teachers with pedagogical insights for adopting multiple feedback types when assessing DMC both formatively and

summatively.

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2A.3 A Corpus-based Study of Pause Characteristics in English Impromptu Speech

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ABSTRACT

As an important paralinguistic feature in English impromptu speech, pause has special significance for both speaking instruction and research. This study aims to explore the role of pausing in English teaching by analyzing impromptu speeches. A corpus of English impromptu speeches from 20 Chinese students (winners of the college English public speaking contests) was constructed by annotating the location and duration of pauses, and the correlation between pausing characteristics and speaking performance was examined using Praat and SPSS. The results showed that the use of pauses was significantly related to students' fluency in speaking, and the frequency and duration of pauses had a negative correlation with speaking fluency. It is found that the frequencies of silent pauses, and filled pauses in English impromptu speech show similar converging and diverging trends. The utilization of pauses has a significant correlation with the efficacy of a speech. Additionally, the various ways of using pauses in impromptu speech also have pedagogical implications for English teaching in terms of listening and speaking. Based on the findings, some suggestions are made, including guiding students to use pauses correctly in English teaching, enhancing students' sensitivity to pauses in the process of listening and speaking, reinforcing the role of pauses in speaking training, and assisting students in finding a balance between pauses and speaking rate to enhance the fluency of English impromptu speech.

2A.4 Vocabulary in ESP Hui-style Architecture Journal Articles: What Can We Learn from Corpora and Perspectives of Tutors?

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ABSTRACT

Tutors' intuition on lexis presented in materials and corpora resources are two vital components and sources for students' vocabulary acquisition, but very few exceptions discuss the combination of them (Lu and Dang, 2022), to examine vocabulary for ESP novices or learners in EFL contexts. This research chooses Hui-style architecture, one of the six schools of Chinese traditional architecture attracting huge amounts of tourists annually but receiving less attention from linguistic analysis on its journal article writing, as a case. A 470,000-token specialised corpus was compiled based on collected articles published within the period of 2004-2023, available on Google Scholar and Web of Science. Next, a corpus analysis was conducted on the materials for a lexical profile with AntWordProfiler 2.1.0 (Anthony, 2023), with reference to BNC/COCA 25 base wordlists (Nation, 2017), whose results showed that knowledge of 5,000-word families would be adequate to reach the 95% threshold of lexical coverage while 98% could be a higher requirement which is difficult to reach. Then a core specialised word list containing 452-word types (about 23.56% in coverage) was generated with #LancsBox 6.0 (Brezina et al., 2021) based on quantitative selection criteria of frequency, range and dispersion. The list consists of the main list with 440 content words (covering 22.26%) and an additional list with 12 proper nouns (e.g., Huangshan), foreign words (e.g., etc.) and abbreviations (e.g., fig.). One-to-one semi-structured interviews were then conducted with 6 experienced professionals or tutors in Hui-style architecture to obtain their perceptions on the lexical coverage and the representativeness of items in the list. The comparison results on corpus analysis and interviewees manifest that a big difference exists between tutors' intuition and corpus analysis on lexical coverage. In particular, tutors' estimation on vocabulary size to reach 95% coverage is far beyond than the results of corpus analysis (5,000-word families). For the content of the list, the tutors in general agree that the list would be helpful for novices, but tutors' language proficiency and exposure to target language reading play a role in their perspectives. They also suggest more annotation be in the list, for example, Chinese-English translation and explanation of heavy Chinese cultural-loaded proper nouns (e.g., Anhui, a provincial district in China). This research may provide pedagogical implications in ESP vocabulary teaching and learning.

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Parallel Session 2B

2B.1 Research Trend in Technology-assisted Critical Reading: Affordance, Evidence, and Challenges

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ABSTRACT

The proliferation of numerous technology-assisted reading tools has transformed the educational academia with significant commercial as well as intellectual success. However, existing reviews (Clinton, 2019; Delgado et al., 2018; Kang et al., 2021) on technology-assisted reading comprehension have focused on comparing the differences between digital and conventional reading media; a relatively meager amount of literature has addressed the cultivation of higher order thinking skills (i.e., critical thinking) in a digital reading setting, given the important role of critical thinking ability in the technology-assisted language learning process (Lu & Xie, 2022). To fill this gap and provide a systematic review that visualizes the digital affordances of disparate technology-assisted critical reading tools (TACRTs), different definitions of critical reading, research outcomes, evidence, and challenges, the present study synthesized 23 articles from the initial search of 217 records using the Web of Science database with a Boolean operator. The findings indicated that: (1) The primary five digital affordances of TACRTs included encouraging annotation and collaborative reading, facilitating multimodal and authentic reading experiences, creating an engaging learning environment or community for interaction and discussion, supporting peer feedback and evaluation, and providing learning management; (2) The definition of critical reading skills in these studies included the identification of effective information and potential bias, interpretation of meaning from the text, evaluation of the credibility of sources and the strength of arguments, analysis of diverse texts and genres, and reflection on peer feedback and what to believe; (3) The technological tools generally had a positive impact on enhancing learners' critical reading ability, mainly evidenced by quantitative assessment of critical reading scores, and interview as well as survey results of learner's perception of the effectiveness of technology-assisted critical reading; and (4) The utilization of TACRTs unveiled three categories of challenges, including reading material or activity-oriented challenges (e.g., excessive reading workload or partial understanding of information), student-oriented challenges (e.g., inadequate teacher or peer involvement, or difficulties faced by novices), and technology-oriented challenges (e.g., absence of specific functionalities or system instability). In light of this, it is suggested that more technologies be implemented alongside instruction to support the cultivation of critical reading.

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2B.2 Investigating the Impact of Generative AI on Chinese EFL College Students Argumentative Writing Ability and Self-efficacy

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ABSTRACT

Argumentative writing is a critical aspect of students' academic performance, yet students often face challenges in the writing process. The use of generative AI has gained significant attention from language educators and researchers. The study examined the effectiveness of generative AI in enhancing EFL college students' argumentative writing ability and improving writing self-efficacy. Additionally, the study also investigated the relationship between generative AI-based self-efficacy and writing ability. Data was collected from 93 English major undergraduates in mainland China. The data collection involved two self-report questionnaires and the participants' performance on two argumentative writing proficiency tests. All participants were confirmed to demonstrate similar writing abilities in the pre-test. They underwent an AI training session and completed six out-of-class writing tasks with the support of a generative AI. The students adopted a process approach to complete the generative AI-assisted writing process. To ensure academic integrity, they submitted the chat logs and reflections. The post-test and post-survey were administered after the intervention. The results revealed a significant improvement in writing ability, with a Cohen's d effect size of 1.56. The results also revealed a significant improvement in writing self-efficacy following the intervention ($p < 0.001$***). There was also a significant correlation between generative AI-based self-efficacy and participants' post-test scores ($r=0.245$, $p=0.018$*). The findings suggest that generative AI has the potential to facilitate argumentative writing learning and support language learners.

2B.3   Who is Teaching English in English Learning Apps? Investigating the Native-speakerism in the Digital Age

Fenwei CHEN (Universiti Malaya)

ABSTRACT

Native-speakerism positions non-native English teachers in an inferior place, where they lack sufficient linguistic knowledge and advanced teaching skills when compared to their native counterparts. While there is a huge body of research investigating native-speakerism in traditional classrooms, few are contextualized in a digital learning context. Thus, it is necessary to investigate this issue in mobile language learning apps. To fill this gap, this study aims to probe into English learning applications' preferences when creating the image of English teachers, in terms of demographic information (nationality, appearance, teaching experiences etc.), linguistic aspects (pronunciation), and pedagogical aspects (teaching experiences). This study will focus on iOS apps by using Qimai (a free intelligent business analysis platform for applications) to filter out the top 10 free English language learning apps under the category of education from the Apple App Store in China. To answer the research question, this study will first use the content analysis method to analyze each application's product pages in app stores, including the developer description, product description, and app screenshot. Then, feature analysis will be used to find out how app designers construct English teachers' images inside the application. This method allows the researcher to identify the features provided by the apps by conducting a 'walkthrough' of each app to investigate the ideological aspects of app design. Taken together, this study hopes to find out the image of legitimate English teachers that apps promote through product pages (outside apps) and apps features (inside apps), which may encourage both developers and learners to think critically about English language teaching.

2B.4 Factors Influencing Students' Continuous Intention to Mobile Learning: An Empirical Examination in Higher Education

Yuting MU (Changzhou Institute of Technology)

ABSTRACT

With students' increasing use of applications through mobile devices to assist learning, how to improve the effectiveness of mobile teaching and learning is an important practical issue in higher education. However, it is necessary to examine students' mobile learning habits and the factors that influence their mobile learning to further improve course curriculum and activity design. Based on three theoretical models, namely the technology acceptance model (TAM), theory of planned behavior (TPB), and expectation-confirmation model (ECM), and enlightened by the models proposed by other researchers (e.g., Abu-Al-Aish & Love, 2013; Al-Emran et al., 2020), the study explored the potentially influential factors of learners' continuous intention of mobile learning. A questionnaire was used to collect data from 161 language major students in China. The collected data was analyzed through partial least squares-structural equation modeling (PLS-SEM). The empirical results show that lectures' influence and personal innovativeness are significant factors in students' continuous intention of mobile learning. Nevertheless, factors such as satisfaction and subjective norms were shown to be insignificant indicators of continuous intention. Further practical implications are also discussed, especially the implications of integrating mobile learning into language education. Finally, based on the research results, suggestions are also provided for the construction and application of online learning platforms such as SPOC.

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Parallel Session 2C

2C.1 Re-examining Translation Universals: Explicitation of Character Name Repetition in Chinese Translations of English Children's Stories

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ABSTRACT

The explicitation hypothesis, which posits that translations tend to provide more explicit information compared with source texts, has been extensively studied as one of the translation universals in corpus-based translation studies. However, previous studies have mainly focused on grammatical cohesive devices, especially conjunctions and pronouns, as indicators to examine the explicitation hypothesis. Few research endeavors have delved into the exploration of explicitation from the standpoint of lexical cohesion. Additionally, the explicitation hypothesis remains under-investigated within the realm of children's literature. However, children's literature is particularly relevant to explicitation because child readers, who have relatively immature reading abilities and limited knowledge about the world, might have a greater need for explicitness. This might prompt translators to have greater consideration of explicitness in the translation of children's literature. By analyzing the repetition of character names, which is a type of lexical cohesion, this study aims to re-examine the explicitation hypothesis in self-built corpora of three selected English children's stories and their Chinese translations produced in the 21st century. The quantitative results, obtained by frequency count and keyness analysis, show that the occurrences of character names are overall significantly higher in Chinese translations than in English source texts, which lend some support to the hypothesis. However, the results vary at the character level. The findings also indicate a potential positive association between the degree of explicitation and the significance of the character within the story. The qualitative analysis using concordances provides further literary contexts about the instances in which explicitation occurs. The observation that character names were repeated at a higher frequency in Chinese translations is probably due to the need to clarify the referent among multiple characters in a context and foreground the presence of important characters. This study contributes to the field of translation studies by providing some empirical evidence that supports the explicitation hypothesis. Additionally, the study introduces a novel indicator of explicitation and identifies a new variable that influences the degree of explicitation, encapsulated in the newly proposed "character-driven" theory.

2C.2 Comparative Study: Differences Between Proses Written by Human Writers and Proses Automatically Generated by Large Language Models from the Perspective of Quantitative Linguistics

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Haihui LV (Huaqiao University)

ABSTRACT

With the continuous innovation of Natural Language Processing (NLP) technology and the development of Large Language Models (LLMs), exploring the differences between LLMs generated text and human-generated text has become a research hotspot. However, there is limited research investigating the differences from the perspective of applied linguistics, particularly the lack of studies focusing on Chinese prose works as research subjects and employing quantitative analysis as the research method. Therefore, this study is based on three applied linguistics dimensions: rhetoric, contact linguistics, and quantitative linguistics, to measure the degree of perplexity, localization, and complexity differences between LLMs-generated prose works and human-generated prose works. Based on the "conventionality" and "deviation" in rhetoric, we examined the extent to which language deviates from conventional speech. Based on the "Europeanization" and "indigenization" in contact linguistics, we examined the degree to which language aligns with the traditions of ancient Chinese prose works. Based on the "text complexity" in quantitative linguistics, we examined the difficulty degree in readers' language comprehension. To avoid the influences of idiosyncrasies of different LLMs, we selected the most representative LLMs from the United States (ChatGPT 3.5) and China (Wenxinyiyan). Research findings indicate that, firstly, human writers tend to use rhetorical devices frequently, making their lexicon and syntax difficult to predict. In contrast, LLMs employ a more conventional language with fewer rhetorical devices and lack the embellishments associated with rhetoric, resulting in their lexicon and syntax being more predictable. Secondly, human writers' lexicon and syntax are more similar to ancient Chinese prose works. However, LLMs' prose work aligns more with English expression conventions. Thirdly, human writers' proses are more complex, when reading human proses, readers not only need to recognize a greater variety of different words but also expend more effort in comprehending the sentences. Conversely, LLMs' texts have a narrower range of word use, resulting in sentences that are easier to understand. Based on the aforementioned three dimensions, this study further analyzed which indicators have the greatest impact on the linguistic differences between proses generated by LLMs and those written by human writers. This study aims to fill the gap in comparative analysis between LLMs and human writers in Chinese prose

language generation. It offers a fresh perspective through quantitative analysis in applied linguistics, identifying key factors contributing to differences. The objective is to contribute new insights to the research field of improving LLMs' natural language generation capabilities.

2C.3 A Multivariate Analysis on Linguistic Features of Self-revision: A Study Based on *Robinson Crusoe*

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ABSTRACT

Translation universals (TU) indicate features that typically occur in translated text which are not the result of interference from specific linguistic systems, including features such as simplification, explicitation, normalization and leveling out (Baker, 1993, pp. 243-245). The hypothesis of TU has provided significant interpretation for features of translated language. Translating and editing language could both categorized as a mediated language (Lefever 1992, p. 9; Ulrych & Murphy 2008, p. 150). Therefore, if universals can be detected in translated language, mediated universals also exist in revised or edited language.

Previous research related to the exploration of revised and edited language universals suggest that simplification is more likely to be the common feature of this kind of mediated language (Bisiada 2017c, p. 268). However, these works are focused on European language pairs (Bisiada 2017a, 2017b, 2018; Kruger 2012; Robin 2016), thus the lack of attention to distant language pairs should also be considered, and the expansion of multivariate research method is also needed. The current paper aims to reveal the linguistic features of Xu Xiacun's self-revised language and investigate the motivation of translators' self-revision.

Based on two versions of Robinson Crusoe translated and revised by Xu Xiacun in 1937 and 1959 respectively, an English-Chinese parallel corpus is constructed. Focusing on 15 linguistic features, including Standardized type-token ration (STTR), average sentence length, the frequency of one-character words, two-character words, auxiliary word "de(的)", preposition, conjunctions, common nouns, personal pronoun, pronoun, preposition "ba (把)", "bei (被)", "dang (当)", "zai (在)" and verb "shi (使)". Regulations of linguistic features in self-revision are analyzed via Principal Component Analysis (PCA) and ANOVA. Compared with the initial version, the results suggest that reducing simplification, the extensive trend of explicitation and normalization are presented in the revised version. The unique features of the self-revised language might be caused by the interaction between Europeanization and de-Europeanization, the changes in the translator's thoughts, and the support of the publishing house as a patron. The findings indicate that self-revision presents features of both the translating and revising process, which provide evidence that revision universals are not

identical to translation universals.

The following are the figures of statistical analysis in the current paper.

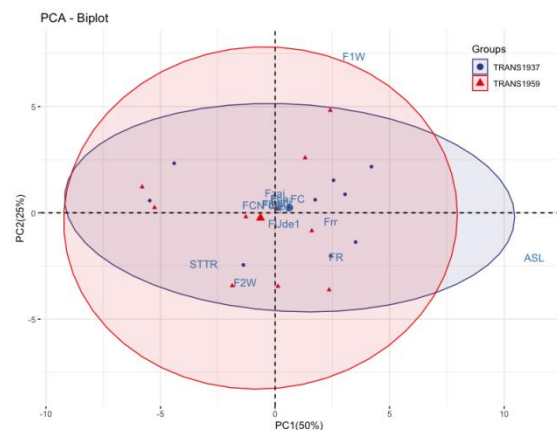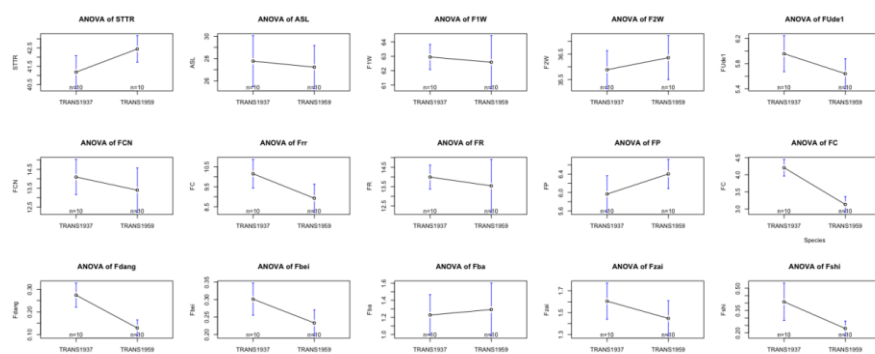*Figure 1. The distribution of 15 selected linguistic features*

Figure 2. The ANOVA result of 15 selected linguistic features

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2C.4 An Error Analysis of the Usage Preposition "zai"（在）In the Corpus for Non-Chinese Speaking (NCS) Primary Students in Hong Kong

Tin San TSE (The Education University of Hong Kong)

ABSTRACT

This study investigates the errors made by non-Chinese speaking (NCS) ethnic minority primary students in using the Chinese preposition "zai"(在), based on an interlanguage corpus in Hong Kong. With the growing population of non-Chinese speaking primary students, their challenges in learning Chinese have become increasingly significant. The objective of this research is to analyze and elucidate the types of errors made by L2 learners. Among the five common error types identified, misordering emerges as the most prevalent. The study suggests that this error is likely attributable to the learners' native language, particularly English and South Asian languages, as the corresponding words for the preposition "zai" in different languages have different syntax rules.

Parallel Session 3A

3A.1 Mixed-methods Approach to Investigate Chinese EFL Teachers' Formulaic Language Use in High School Model Essays

Xiaoqi SU (The Education University of Hong Kong)

ABSTRACT

Formulaic language, consisting of fixed and repeated word groups or forms, is a crucial yet challenging aspect of English writing for foreign language learners. Effective writing hinges on the appropriate use of formulaic sequences tailored to specific registers, disciplines, and genres, necessitating the mastery of their complex structures and functions (Wood, 2015). However, there exists a gap between the importance of formulaic language in writing and its acquisition among Chinese English learners. Prior research has largely overlooked formulaic language use in Chinese high school English writing and the teachers' awareness of its instruction. To address these gaps, this study adopted a consequential mixed-methods approach to investigate the use and awareness of formulaic language in high school teachers' model essays. Quantitative data analysis was conducted on 391 model essays (totaling 78,000 words) authored by three experienced and proficient English teachers (aged 32-45). Additionally, qualitative data was gathered through semi-structured interviews with the same teachers, generating a transcription of 9,192 words, to explore their awareness of formulaic language use. The process of generating the formulaic language list entailed manual labeling and classification of formulaic sequences in the corpus as Collocations, Idioms, Phrasal verbs, and Proverbs. Calculation of the occurrence frequency of each formulaic sequence considers challenges such as verb morphing and semantically distinct but morphologically inclusive formulaic sequences. The frequency of formulaic sequences was then ranked, with a threshold of 40 occurrences per million words used as a shortlisting criterion. Following the interviews, thematic analysis is conducted using Braun and Clarke's (2006) six-phase framework, facilitated by NVivo software. The analysis reveals a total of 996 formulaic sequences with 4797 occurrences, constituting 16.72% of all text tokens in the corpus. Idioms emerge as the most frequent category (80%), followed by phrasal verbs (30%). Collocations account for approximately 10%, while proverbs comprise less than 1%. The percentages do not sum to 1 (100%) due to significant overlap between phrasal verbs, idioms, and collocations. Notably, despite their smaller overall number, proverbs are frequently distributed. Furthermore, the analysis of interview transcriptions underscores teachers' emphasis on skillful and accurate use of formulaic language for enhanced English writing proficiency. This study contributes to understanding formulaic language in English writing among Chinese learners, employing a corpus-based approach. It sheds light on the comprehension of complex structures and functions of formulaic language, offering

insights to improve English writing instruction in Chinese high school classrooms.

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3A.2 Knowledge Flow Between Novice and Experienced Teachers: Teachers' Corpus-based Language Pedagogy Development for Teaching Argumentative Writing

Qing MA (The Education University of Hong Kong)

Fulan LIU (Jiangxi Normal University)

ABSTRACT

The burgeoning integration of corpus technology in language learning heralds a new era for enhancing language teaching. This advancement of corpus technology facilitates the alignment of learning materials with contemporary language usage and trends, ensuring teachers can design and execute lessons underpinned by authentic linguistic data. However, current research on corpus technology has predominantly focused on language learners, largely overlooking the professional development of language teachers within this technological paradigm. To redress this imbalance, our study conducted an in-depth case study of a dyad comprising a novice pre-service and a veteran in-service EFL teachers in the context of argumentative writing skills. Drawing upon Vygotsky's socio-cultural theory, this research delves into dynamic mentorship and its capacity to improve a novice teacher's pedagogical competencies.

Our investigation provides comprehensive insights into the dyad's collaborative efforts and knowledge co-construction processes in developing a corpus-based language pedagogy (CBLP) for teaching argumentative skills to undergraduate EFL students. Data were collected and analyzed from various sources, including the initial and revised lesson plans, lesson observations of the first and second lessons, separate interviews with the pre-service and in-service teachers, and their teacher reflection reports. The data analysis utilizes Shulman's model of pedagogical reasoning, specifically focusing on the five stages: comprehension, transformation, instruction, evaluation, and reflection. The results show that the knowledge flow during the novice and experienced teacher collaboration is bidirectional, not just from expert to novice. For instance, while the experienced teacher guided the novice teacher in understanding the complexity involved in teaching argumentative writing, the novice teacher served as an expert in helping the experienced teacher to acquire corpus technology. Our findings hold significant implications for EFL teachers' ongoing professional development in corpus technology and its integration into their teaching practices, particularly for advanced linguistic skills such as argumentative writing.

The implications of this research are manifold. In terms of technology, it validates the integration of corpus technology in EFL settings, ensuring teaching materials reflect authentic language use.

Practically, it provides a model for teacher collaboration that enriches content knowledge and pedagogical skills. Theoretically, it contributes to the body of knowledge on socio-cultural dynamics in teacher education. Methodologically, it offers a nuanced analysis of pedagogical reasoning and development stages in the context of CBLP. Overall, this study delineates a comprehensive approach to professional development that can inform and transform EFL teacher education programs, equipping teachers to meet the evolving demands of language instruction in the digital age.

3A.3 Design and Implementation of a Corpus-based Pronunciation Training Course for Advanced Chinese Learners of English

Qian WANG (The Chinese University of Hong Kong)

Bingru CHEN (The Chinese University of Hong Kong (Shenzhen))

Hsueh Chu CHEN (The Education University of Hong Kong)

ABSTRACT

This paper presents the design and implementation of a corpus-based English pronunciation training course specifically tailored for advanced-level Chinese learners of English. The course utilizes the EdUHK Corpus, providing learners with authentic language data for awareness-raising and self-analysis. The course consists of ten lessons covering lectures on fundamental aspects of English pronunciation, including segmental and suprasegmental features and practice sessions in which learners analyze speech samples from speakers with similar language backgrounds and learners' own speech data. By initially analyzing speakers with similar language backgrounds, learners gain an understanding of common pronunciation challenges faced by Chinese learners and develop skills in accurately identifying and describing these features using accurate phonetic symbols. The self-analysis activity further enables learners to identify and address their own pronunciation issues, consolidating their knowledge and skills in speech analysis. The last two sessions include targeted exercises to address specific challenges identified in earlier sessions.

The course underwent a pilot study involving ten college students, with results indicating significant improvements in connected speech features, intonation, and the ability to maintain vowel contrast, as determined through auditory analysis conducted by two experienced English teachers. Notably, some students exhibited marked improvement in pronouncing challenging consonant sounds such as TH sound and /ʒ/.

The questionnaire survey and interviews after the course revealed that the course effectively addressed participants' pronunciation learning difficulties and enhanced their understanding of applying corpus-based techniques to enhance their pronunciation skills. Nearly all participants reported that the incorporation of corpus data for self-analysis and comparison with native speakers' pronunciation provided a valuable tool for identifying their own pronunciation issues. Moreover, the majority of participants expressed that the theoretical explanations and well-designed exercises offered valuable insights into various aspects of pronunciation, and the systematic understanding of the English pronunciation system enabled them to more effectively identify and correct their

pronunciation issues.

The post-training evaluation identified certain weaknesses in the course. Despite the students' heightened awareness of their pronunciation problems, there were limited opportunities for practice. Students found it challenging to identify their own pronunciation issues and produce the target sounds accurately. Recommendations for improvement include longer class duration, optional practice sessions, incorporating different pronunciation exercises, and providing more support in analyzing their own pronunciation issues. These evaluations provide valuable insights for refining and developing the course further.

3A.4 Examining Corpus-based Language Pedagogy (CBLP) Practices in Data-driven Learning (DDL) for Lower-proficiency L2 English Learners: A Meta-analysis

Jing LIU (The Education University of Hong Kong)

Qing MA (The Education University of Hong Kong)

ABSTRACT

Previous meta-analyses (Boulton & Cobb, 2017; Lee et al., 2018; Ueno & Takeuchi, 2023) have shown positive effects of Data-Driven Learning (DDL) on language learning outcomes for the general L2 learner population. However, the effects of DDL on lower-proficiency learners have yielded mixed results, with small effect sizes reported specifically among this learner group (Boulton & Cobb, 2017; Lee et al., 2018; Mizumoto & Chujo, 2015). Researches (Mizumoto & Chujo, 2016; Szudarski, 2020) indicate that learners with lower proficiency levels might struggle when engaging exclusively with inductive DDL methods, highlighting the importance of tailoring pedagogical adjustments to meet their learning needs. Despite this, there is a lack of systematic guidelines for implementing DDL pedagogy for lower-competency learners.

To address this research gap, we conducted a meta-analysis of 38 studies involving 2,085 lower-proficiency EFL participants. Our primary objective was to examine the overall effectiveness of DDL in the context of EFL with lower-proficiency learners and identify pedagogical moderator variables that contribute to its effectiveness. Unlike previous meta-analyses focusing on DDL research practices (Boulton & Cobb, 2017; Lee et al., 2018; Mizumoto & Chujo, 2015; Ueno & Takeuchi, 2023), our study embraces a pedagogical lens, drawing on Ma et al. (2022)'s concept of Corpus-Based Language Pedagogy (CBLP), which emphasizes pedagogical applications of corpora in the classroom. We developed an analytical framework to categorize DDL pedagogical practices into teaching context (including language focus and teaching duration), teaching resources (including DDL tools and DDL materials), and teaching strategies (including peer support, teacher guidance, and teacher feedback).

The results of our meta-analysis showed that DDL had a medium effect (Hedge's g = 0.71) in control/experimental studies and a large effect (Hedge's g = 1.43) in pre/post-test studies. Moreover, based on the results of our pedagogical moderator analysis, DDL was found to be most effective for teaching vocabulary and lexicogrammatical patterns, and the DDL teaching duration did not significantly impact its effectiveness, both of which were consistent with previous findings (Boulton & Cobb, 2017; Lee et al., 2018). Unique to our CBLP-oriented moderator analyses, the findings statistically demonstrated the importance of teacher guidance, paper-based concordances, and

parallel corpora custom-building in enhancing the effectiveness of DDL for lower-proficiency EFL learners. Specifically, teacher guidance delivered through verbal dialogue was found to be more effective than guidance delivered through printouts. However, unexpected results were observed regarding peer support and teacher feedback, which were followed by discussion for possible justification. Finally, we summarized the pedagogical implications of our findings and suggested directions for future research.

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Parallel Session 3B

3B.1 Rising to the Challenge of GenAI: Redesigning English and Chinese Undergraduate Writing Assignments by Embracing GenAI

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Nick WONG (The Hong Kong University of Science and Technology)

ABSTRACT

Many universities nowadays have embraced the use of ChatGPT, which presents a significant challenge to the present methods of assessment in higher education. This is particularly relevant to language classes where written assignments are traditionally used to evaluate students' communication abilities. To tackle this issue, it is necessary for higher education institutions to innovate assessment methods and adopt alternative strategies, taking into account these new possibilities while ensuring the writing assessments remain meaningful by developing writing competencies valued in the GenAI era.

In this study, we present a pilot implementation of GenAI as a collaborative tool in English and Chinese language and communication courses at a university in Hong Kong. We introduced alternative writing assessments, such as reflective journals, learning portfolios, and co-created assessments, with a focus on process-oriented learning, the development of higher-order thinking skills, and the promotion of active student engagement. Furthermore, we devised a GenAI literacy module as an intervention to provide comprehensive guidance for students throughout all stages of the writing process, from initial preparation to the final production of their written work.

To assess the effectiveness of the intervention as well as the alternative writing assessments, we adopted a mixed-methods approach by collecting both quantitative and qualitative data from student responses through surveys and gaining insights via focus group interviews. Our preliminary findings indicate that students generally appreciate the role of GenAI in enhancing their learning experience, notably in generating ideas, organizing essays, and encouraging a collaborative learning environment where GenAI acts as an assistant to teachers' support. Nevertheless, limitations of GenAI, including its

robotic tone and a deficiency in personalization, were noted as obstacles that hinder the advancement of students' writing skills.

Overall, this study seeks to serve as an exemplar for other tertiary language and communication courses in Hong Kong and beyond by highlighting the need for developing competencies such as adaptability, continuous learning, and digital literacy for writing.

3B.2 Labor Rights in the Media Lens: A Comparative Study of China Daily and CNN Through Critical Discourse and Corpus Linguistics

Jie DING (Central South University)

ABSTRACT

As articulated by Fairclough (2010, 2015), Critical Discourse Analysis (CDA) focuses on the relationship between language use and social structure, seeking to understand how social power and inequality are manifested in texts. However, most of the scholars focus on political democracy and international events.

Furthermore, it is essential to highlight that labor rights currently occupy a small share of media coverage, underscoring the need for a dedicated examination in this study. The role of cultural and ideological contexts in labor rights is crucial. The study aims to bridge this gap by analyzing the reporting strategies of China Daily and CNN, considering their cultural and ideological contexts.

Spanning from 2018, this study represents a comparative analysis of labor rights coverage in China Daily and CNN, highlighting the Sino-American differences in media narratives. Building upon the CDA, this study aims to expose the contrasting ideologies and power structures behind these narratives. It specifically focuses on how these two media outlets portray labor rights.

Employing Fairclough's CDA framework, the study investigates language use, discourse structure, and socio-cultural contexts in media reports. It not only responds to criticisms of CDA's qualitative nature, as discussed by Yating (2019, p. 372), but also aims to provide a balanced approach to analyzing the contrasts in labor rights reporting between Chinese and American media. And sheds light on how different ideological and cultural backgrounds of China and America are reflected in their media portrayals of labor rights.

To achieve this, the research integrates quantitative and qualitative methods, utilizing R for text analysis. The data set was selected using the built-in search engines of the China Daily and CNN websites. The selection process involved searching for articles using keywords "labor," "employment," and "labor rights." The data collection spans from 2018 to 2023, with a total of 30 relevant articles chosen from each. This approach includes frequency analysis to identify key themes, collocation analysis to understand the context surrounding terms related to labor rights, and sentiment analysis to assess the emotional tone of news coverage.

The findings reveal differences in labor rights reporting between Chinese and Western media, highlighting the significant role of media in shaping public perceptions and actual labor conditions. The study underscores the importance of media narratives in raising awareness and enforcing labor rights, contributing to the development of more equitable work environments.

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3B.3   Comparing the Effects of Using Automated Writing Evaluation and Neural Machine Translation on EFL Students' Writing

Juan ZHANG (Guangdong University of Technology)

ABSTRACT

With the surge of new technologies applied in language classrooms, such as automated writing evaluation (AWE) feedback and neural machine translation (NMT) technology in facilitating writing development among language learners, studies have been conducted to examine the potential and utilization of these two types of tools respectively. However, the issue as to which tool might work better than the other in terms of facilitating the writing performance of language learners has not been addressed. In light of this consideration, the present study aims to compare the different effects of these two tools on writing performance among Chinese university EFL students. A quasi-experiment design was used and 61 first-year undergraduate students majoring in English were classified into two groups: one group used DeepL (as an NMT tool) and the other group used Grammarly (as an AWE tool). A pre-test of writing was given to the participants in the two groups. Then the interventions were conducted with two waves of data collection in which the participants were assigned two argumentation writing tasks. DeepL and Grammarly were used by the two groups respectively in checking and revising their writing. For the Grammarly Group, the participants were asked to write their articles in English and then revise their writing with the help of Grammarly to improve their spelling, grammar, and structure. For the DeepL group, the participants were asked to write their articles in Chinese, their native language, first, then translate them into English by themselves, and as the next step, use DeepL to produce the machine-translated version. As the last step, the participants in the DeepL group compared the two versions of the English article: the one translated by themselves and the one translated by DeepL. Based on this comparison, they set out to revise their manually translated version and completed the writing tasks. When the two rounds of interventions were completed, the participants in both groups were given a post-task paralleled to the pre-test of writing. Statistical analysis was carried out to compare the learning gains in writing between the two groups. Results were discussed as to the research questions proposed in the study. Conclusions and implications for related theories and pedagogical practices were also provided.

3B.4 Leveraging Teacher-mate Technology for a Five-dimensional Assessment in Language Learning: Take College English Education as an Example

Pengbiao ZHANG (Hubei Business College)

Fengjunzi WANG (Hubei Business College)

ABSTRACT

In an era dominated by big data and artificial intelligence, the field of traditional language education grapples with both significant challenges and unique opportunities. This paper investigates a critical concern within this milieu: the prevalent lack of student engagement, the ambiguity of learning strategies, and inadequate educational outcomes, which are further exacerbated by the lack of comprehensive assessment frameworks. These challenges contribute to a negative feedback loop in language education, necessitating innovative solutions.

The study proposes the application of Teacher-mate (a micro-application for teaching) technology to establish an integrative English language learning assessment system. Teacher-mate constitutes a pedagogical interactive tool specifically engineered for the realm of higher education, characterized by its user-friendly interface, practical applicability, and capacity to foster engaging and interactive learning environments, alongside providing comprehensive instructional feedback. The assessment system is designed to enhance pedagogical feedback efficiency, stimulate student engagement, refine learning methodologies, and augment academic performance. Utilizing the capabilities of Teacher-mate technology, such as individualized response tracking, advanced data visualization, and interactive discussion platforms, this research synergizes Bloom's Taxonomy of Educational Objectives and Meta-cognitive Theories with the practical benchmarks of China's Standards of English Language Ability and college English curriculum standards. Concentrating on non-English major college students, the study employs a comprehensive five-dimensional assessment approach: micro-level (comprehension of specific knowledge points within a single lesson), meso-level (achievement of syllabus objectives), macro-level (language proficiency as China's Standards of English Language Ability), meta-cognitive level (application of learning strategies), and affective-volitional level (classroom engagement, learning interest, and course satisfaction). This approach incorporates both quantitative surveys and qualitative case studies for a holistic analysis.

The findings reveal that this technologically integrated assessment enabled students to gain a detailed insight into their learning process, track their progression within the curriculum, and understand their overall language proficiency levels. This led to an enhanced application of learning strategies,

improved academic results, and increased engagement in the learning process. Additionally, this method significantly augmented the effectiveness of teachers' feedback, instructional methodologies, and overall teaching outcomes. The implications of this study extend beyond the confines of English language education, suggesting potential applicability and adaptation in diverse language learning contexts. This research, therefore, opens avenues for further exploration in the realm of technology-enhanced language education methodologies.

Parallel Session 3C

3C.1 Exploring Artificial Intelligence in Chinese Argumentative Writing: Perspectives of Secondary Students and Teachers

Onki WONG (Tai Kwong Hilary College, Nottingham University)

ABSTRACT

Artificial Intelligence (AI) is becoming increasingly prevalent in education. However, its impact on language learning, particularly in teaching Chinese writing, remains underexplored. This study examines AI's role in language education, assessing its advantages, disadvantages, and potential to improve students' writing skills. This study employed a mixed-methods approach, featuring qualitative interviews with two teachers and a Likert scale survey completed online by 50 students. The results indicated that most students believed AI significantly impacted their learning. However, teachers' perspectives varied, mirroring their distinct experiences with AI. AI was found to foster self-paced learning, enhance self-motivation, and introduce engaging elements to the learning environment. Nevertheless, technical issues and other AI-related challenges were also identified. This study offers quantitative evidence of AI's efficacy in education and its potential applicability in teaching Chinese. The majority of participants held positive views, underscoring the potential benefits of integrating AI into Chinese writing instruction to foster a more autonomous learning environment.

3C.2 The Effects of Incorporating Flipped Classroom into a Genre-based Writing Course on EFL Learner's Practical Writing Development

Feifei LIU (Nanjing Normal University)

ABSTRACT

The present study investigates the impact of incorporating a flipped classroom approach into a genre-based writing course on the practical writing development of English as a Foreign Language (EFL) students. A quasi-experimental research design was employed, with two intact classes randomly assigned as control and experimental groups, consisting of 42 and 43 EFL students, respectively. Over a single semester, the control group received traditional writing instruction, while the experimental group participated in a flipped genre-based writing course. The study assessed students' performance on two timed writing tasks, focusing on global writing performance and linguistic features, including lexical variation, lexical sophistication, unit length, unit density, and Latent Semantic Analysis (LSA). Additionally, one-on-one interviews were conducted with six randomly selected EFL students to validate the statistical findings. The results indicate that the flipped genre-based pedagogy effectively enhances students' practical English writing competence. Specifically, it was observed that: Students demonstrated greater lexical diversity, employing advanced and specialized vocabulary effectively. More complex sentence structures, such as attributive and adverbial clauses, were employed, resulting in increased unit length and density in their compositions. Students' expression of ideas became more concise and meaningful through various cohesive devices, enhancing the overall fluency of their writing. In light of these findings, it is evident that genre-based pedagogy not only provides learners with ample linguistic input but also guides them to focus on language form, function, and the associated meanings within different model texts. These findings have implications for EFL writing instruction, suggesting that incorporating a flipped classroom approach into genre-based writing courses can significantly benefit students' practical writing skills.

3C.3 Exploring the Influence of Students' Reactions to AWE and Peer Review on L2 Syntactic Complexity: A Qualitative Inquiry

Miao WANG (Shanghai International Studies University)

ABSTRACT

Second language writing assessment theoretically focuses on accuracy, fluency, and complexity as indices of language development. In recent decades, the integration of Automated Writing Evaluation (AWE) tools has transformed English writing instruction, offering valuable assistance to instructors and prompt feedback to students. While previous studies predominantly aimed at refining the language accuracy of learners' writing through AWE feedback and peer feedback, only recently has syntactic complexity gained recognition among researchers (Sang et al., 2023; Thi & Nikolov, 2023; Xu & Zhang, 2022). Many of these studies, adopting primarily quantitative approaches, often overlooked the nuanced individual differences among second-language writers. Furthermore, scant attention has been paid to exploring the potential synergies between AWE, peer feedback, and the influence of students' revision practices on enhancing syntactic complexity within the same genre of multiple writing tasks.

To bridge this gap in the existing research literature, this study conducted a four-month extracurricular Writing Improvement Training Program with four second-year non-English major undergraduates from a Chinese university—the program aimed to assist students willing to improve their English writing in their spare time. Employing the second language syntactic complexity analyzer (L2SCA), the study evaluated the six most used syntactic complexity indices across three dimensions in four writing tasks of 48 texts in total: length of production, the amount of subordination, and the degree of phrasal sophistication. Findings unveiled fluctuations in the development of syntactic complexity across participants' initial, revised, and third drafts of the same writing task.

Surprisingly, the combined use of AWE and peer feedback did not result in noticeable improvements in syntactic complexity across all versions of the same writing task for all participants. One contributing factor might be that online automated assessment fails to provide corresponding examples for participants to refer to in sentence-level evaluations, impeding the development of their awareness of syntactic complexity. However, all participants demonstrated increased phrasal sophistication in their initial drafts of writing task four compared to their initial drafts of writing task one in the four-month-long program.

This study proposes avenues for future research, particularly exploring how students' reactions to AWE and peer review shape syntactic complexity in L2 writing. The unexpected findings underscore the need for a nuanced understanding of the interplay between AWE, peer feedback, and individual revision practices.

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3C.4 Using Technology to Support EFL Instruction of Deaf Students: Novice Teacher Reflections

Xinhang Hermione HU (University of Maryland)

Kellie ROLSTAD (University of Maryland)

ABSTRACT

Research background

Education of deaf and Hard of Hearing (D/HH) students has developed and flourished in China since the 1970s (Lin, 2021), but EFL instruction for D/HH students remains a significant challenge. With English being the current global lingua franca, English language proficiency is believed to increase job seekers' competitiveness in China (Pan & Block, 2011). The College English Test (CET-4) is required for non-English-major college students, and D/HH students can register for the test with an exemption to the listening section. However, a lack of professional teachers trained to work with this population means that untrained volunteer teachers are often asked to fill in. One such untrained volunteer, a novice Chinese EFL teacher with hearing ability, taught a small group of Chinese D/HH students English with the goal of helping them pass CET-4 and improve their English proficiency. Following that month-long online course, a thoughtful reflection on her experiences combined with those of the second author provides a rich source of discussion of ways to improve EFL instruction for D/HH students.

Objectives

This study critically examines the effectiveness of teacher integration of technological tools into online bilingual classrooms to help D/HH students prepare for the CET-4. The teacher tried various strategies for accommodating the students' needs, including the adaptation of a transcription tool, extended response time, clear and slow-paced articulation, accessible materials, and in- and out-of-classroom resources. To develop an in-depth understanding of the topic, the study includes two sections: student experience in the online classroom and teacher reflections.

Methods

Qualitative methods were used to analyze transcriptions, videotaped recordings of online classes, and outside-of-classroom text-based interactions between the teacher and students. Written interviews with students focus on their background, online class experience, and (anonymous) evaluations of the teacher. In addition, a self-study (Bullough & Pinnegar, 2001; Hamilton, 1998) by the teacher and her academic advisor, who both have some experience teaching deaf students, further explores issues of

online teaching and ESL/EFL education with deaf students.

Outcomes

Contributing to the limited body of literature on English language education and acquisition for deaf students (Dotter, 2008), this study provides a critical perspective on pedagogical approaches for deaf students and technology-enhanced language learning and teaching in online ESL education. Preliminary findings suggest that programs incorporating adequate training and providing technological tools can enable volunteers with ESL experience to perform more effectively in a short period. Insights and recommendations on teacher training for special and second language education in online and offline settings are provided.

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Parallel Session 4A

4A.1 Reading Self-efficacy Mediates the Effect of Digital Self-efficacy on Comprehension of Informational and Literary Text: A Two-level Path Analysis

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ABSTRACT

Although the prevalence of information and communication technology (ICT) has revolutionized traditional classroom settings and effectively improved students' language learning, recent studies have yielded mixed findings regarding the association between ICT and students' academic achievement. Some researchers argue that ICT use and ICT-related motivational factors directly contribute to students' reading proficiency. However, few studies have explored the indirect impact of ICT-related motivational factors, such as students' digital self-efficacy, on their reading achievement through their reading self-efficacy. The crucial "transfer mechanism" of self-efficacy across different tasks or domains was overlooked, such as the transfer from students' digital self-efficacy to their reading self-efficacy. It is worth noting that the proposition of such a transfer mechanism finds support in certain self-efficacy theories (Multon et al., 1991; Pajares, 1996). Furthermore, there are even fewer studies that compare the influence of students' self-efficacy on their comprehension of informational and literary texts, respectively, with such mechanisms. It is important to note that these two types of text comprehension address different questions and are associated with different types of texts. Literary text comprehension often focuses on themes, plot events, characters, and settings, and is related to fictional texts, while informational text comprehension involves questions about the information contained in passages and is generally associated with informative articles and instructional texts (Mullis & Martin, 2019). Both play a crucial role in students' reading comprehension development and need to be discussed separately. To address these gaps, this study aimed to investigate the mediating role of students' reading self-efficacy between their digital self-efficacy and comprehension of informational and literary text, respectively. A two-level path analysis was conducted on a sample of 3,830 Grade-four students from Hong Kong. The results revealed that digital self-efficacy partially mediates the relationship between students' reading self-efficacy and their comprehension of both informational and literary texts, at both the student and school levels. Specifically, students' digital self-efficacy had a small to moderate effect on their reading self-efficacy, and reading self-efficacy had a moderate effect on reading comprehension, which was consistent at both the student and school levels. These findings contribute to our understanding of self-efficacy theories by identifying the mechanism through which self-efficacy

transfers from the ICT domain to the reading domain. They also offer a fresh framework for researchers and educators to develop pedagogies that incorporate ICT-related motivational factors into language teaching and learning curricula.

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4A.2 A Case Study of Virtual Reality Application in Teaching English for Engineering

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ABSTRACT

Virtual reality is expanding to new areas of application, and it is evident that education can benefit from this technology. RUDN University has been engaged in developing ESP courses for various fields in a virtual reality environment. The environment created was customised for each course and includes a set of situations for dialogue simulation developed on the Web portal. This study is focused on the effectiveness of ESP courses for engineering students in virtual reality. It consists of 4 modules with 3 scenarios in each. The platform provides the educators with possibility to assign selected scenarios or modules to students specifying how many times the learners have to take part in the dialogues. There are 4 basic modes: demonstration, skill formation, skill consolidation and exam. The first one is aimed at familiarising students with the script, the text of the phrases is displayed. The second mode entails hiding the text when a student presses the voice interaction button. In the third one, every third word is missing. For exam, the text is hidden, and there are hints. The educators can set how many modes the students will have to go through. The scenario itself may include different types of events, in particular, dialogue, multiple choice, feedback, transition and test. The dialogue is an event to practice one specific phrase. Multiple choice is an event in which one specific phrase must be chosen from three proposed options and pronounced by a student. There is only one correct answer, which is specified on the Web portal. The test is a multiple-choice quiz where a student has to choose the correct option without pronouncing it. Feedback and transition help structure the scenario and give a student extra information or conclude the conversation. Lines to be said by the student may also include synonyms or keywords to ensure flexibility or more closely monitor the pronunciation of specified words or phrases. The system described above was implemented into teaching English for engineering at RUDN University to boost students' performance in terms of pronunciation accuracy, vocabulary range and communicative skills and provide more personalised practice and feedback based on reports generated on the Web portal. The results obtained demonstrate a steady improvement in all areas mentioned and higher student involvement.

4A.3 短視頻資源輔助下的古詩詞教學

Xiaohan ZHANG (The Education University of Hong Kong)

Ling ZHANG (The Education University of Hong Kong)

ABSTRACT

古詩詞教學有利於突顯語文學科的特性，弘揚傳統文化。但是在古詩詞的教學中，仍存在一些不可忽視的教學難題。詩詞的語言形式與現代漢語大相徑庭，對於中小學生而言，詩詞與日常生活語言有差距，他們會覺得古詩詞陌生難懂，難以引起學習興趣。近年來，隨著短視頻的興起，許多教師會嘗試在課堂中融入多媒體短視頻資源進行輔助教學。這樣的教學嘗試能將新興的技術和網絡資源與傳統古詩詞教學有效結合，提升學生學習古詩詞的興趣，並打破學生對於現代漢語與詩詞語言之間的認知壁壘。本研究借助問卷調查法，對一線語文教師進行採訪，探究當今古詩詞課堂教學的真實狀況。結果顯示，其中 bilibili 短視頻平臺以其多元化、年輕化的特點，成為了許多教師的首選。根據結果進一步對短視頻平臺中所呈現的教學資源進行分析，bilibili 短視頻平臺中的教學資源類型豐富、內容多元化，可以極大程度地調動學生的主觀能動性，同時彌補學生對於詩詞語言認知的缺失。

4A.4 L2 Learners' Perceived Knowledge, Use, and Beliefs of ChatGPT in English Language Learning

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Curtis GREEN-ENEIX (The Education University of Hong Kong)

ABSTRACT

Since the release of ChatGPT, the Generative AI tool has spurred a flurry of studies within the field of second language (L2) learning and teaching surrounding how L2 learners and teachers can use ChatGPT to enhance and augment their learning (e.g., Barrot, 2023; Dwivedi et al., 2023). However, studies (e.g., Wang & Cheng, 2021) have begun to find that myths of technology are being renewed, resulting in a need to empirically examine the reality of ChatGPT use and its impact on L2 learning.

To begin addressing this need, the current study focuses on L2 learners' perceived knowledge and beliefs about ChatGPT, as well as L2 learners' use of ChatGPT for learning English as an L2. Focusing on tertiary English learners in Hong Kong and Singapore, we probe learners' perceived knowledge of using ChatGPT as well as their actual use of the AI tool in various stages of writing, such as brainstorming, drafting, and editing. Regarding use, we further examine reasons why learners use ChatGPT to learn English. Finally, in terms of beliefs, we explore how learners, in light of ChatGPT, perceive the importance of different aspects of English language learning, such as learning grammar and vocabulary, as well as learners' beliefs about the ethics of using ChatGPT. We also collect data on learners' proficiency and investigate how it affects their use and beliefs about ChatGPT.

Adopting a mixed methods design, the study used a snowball sampling approach to recruit participants who are enrolled in English language classes, where participants completed a 56-item questionnaire revolving around L2 learners' perceived knowledge, use, and beliefs of ChatGPT along with their self-reporting of their language proficiency. After analyzing the survey data, we invite survey participants to do an interview to further contextualize their survey responses while also providing the researchers with an internal validity check during the content analysis of the structured interview. The tentative findings begin to illustrate that learners' perceived knowledge and digital literacy of ChatGPT influence their beliefs and use of ChatGPT. The talk concludes on how the findings of the study can be used to inform policies that revolve around generative AI in tertiary L2 classrooms and programs and support L2 curriculum design in the age of AI.

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Parallel Session 4B

4B.1 The Exploration of the Effects of Rhetorical Structure on Linguistics Complexities and Source Integration in English Integrated Writing

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Xian LIAO (The Education University of Hong Kong)

ABSTRACT

There is an increasing amount of effort devoted to the study of integrated writing due to its importance in the field of language assessment. The textual features of integrated composition, such as lexical diversity, syntactic complexity, and source use indices, are the main themes of research in this area. However, among the different types of text features analyzed, the structure of the integrated writing text has received relatively less scholarly focus. While the way writers structure their text is often considered a crucial aspect of performance (Cheong et al., 2019; Zhu et al., 2016, 2021). Moreover, the structure or organization of the text can be seen as an embodiment of the writer's intention for communication (Mann & Thompson, 1988).

According to Hayes and Berninger's (2014) model for describing the cognitive processing of writing, the writer's communication goal can interact with both resources coming from memory, such as lexical items and syntactic structure, and the task environment, such as task-related information. However, very few studies have examined the potential interaction between the structure of the text and the lexical, syntactic, and source-borrowed resources. Therefore, this study aims to examine a range of indices related to lexical diversity, syntactic complexity, and source use patterns across different types of rhetorical structural units in English-integrated composition.

To achieve this, each text in the self-compiled corpus of English-integrated writing will be segmented into rhetorical units based on rhetorical structural theory. For each type of rhetorical unit, a range of indices for lexical diversity, syntactic complexity, and source use patterns will be automatically calculated. A mixed-effects model will be used to examine the extent to which lexical diversity, syntactic complexity, and source use indices are affected by the type of rhetorical structural unit. Moreover, random forest modeling will be conducted to investigate which lexical diversity, syntactic complexity, and source use indices have the highest predictive power for different types of rhetorical units. In addition, we will use mean-shift clustering analysis seeking to explore the features of

different rhetorical unit in terms of lexical diversity, syntactic complexity and source use indices. We will provide a thorough discussion of the findings, aiming to offer theoretical and pedagogical implications.

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4B.2 The Image of Traditional Chinese Medicine (TCM) in COVID-19 News--- A Corpus-based Analysis of Chinese and Overseas News

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ABSTRACT

Traditional Chinese Medicine (TCM) has provoked surging attention worldwide amid the past COVID-19 pandemic. Although WHO has announced the end of COVID-19 as a Public Health Emergency of International Concern (PHEIC), coronavirus never stops its evolvement, mutation and dissemination. As an assistant method, TCM helps the long-term management of COVID-19 and strengthens the resilience of health systems against future shocks. In both Chinese and international media, there has been ample news coverage on its efficacy in treating COVID-19. Rather than arguing for the proclaimed effect from the perspective of medical science, this paper investigates how TCM images were constructed in COVID-19 newspapers and webs by different countries, and what social and cultural reasons were hidden behind constructions. Three TCM news corpora, Chinese Newspaper Corpus, Overseas Newspaper Corpus, and Overseas Web Corpus were self-compiled from January 2020 to December 2023. Using corpus-based discourse analysis and data mining techniques, I unravel the main topics and sentiments in each TCM corpus. The research findings show a) The focuses of Chinese newspapers were international cooperation and the combination of TCM with Modern Western Medicine (MWM) under the leadership of the Chinese Communist Party (CCP). TCM was depicted as highly positive due to the efficient herbal remedies, acupuncture, and other exercises. b) Overseas newspapers entangled politics and ideology with TCM and emphasized illegal wildlife trafficking. Animal components in herbal medicine were strongly criticized due to the lack of scientific evidence. Acupuncture, however, was surprisingly adored. c) Overseas news on the web shed more light on Africa and South Africa, the pharmaceutical trade, and specific TCM drugs, such as Lianhua Qingwen Capsules. The overall sentiment was a bit more optimistic than that of overseas newspapers, because similar traditional medicines, for instance, Indian Ayurveda, have cultural resonance with TCM. TCM is virtually a complicated entity that integrates national identity, cultural heritage, and philosophical principles. The epistemological difficulties of TCM were later interpreted in terms of the Chinese culture and language philosophy of Wittgenstein. This empirical study thus contributes to a better comprehension of TCM in modern China and helps to enhance cultural awareness in intercultural health communication between China and the West.

4B.3 Production of English Lexical Stress in Disyllabic Words: Comparison Between Native English Speakers and L2 Chinese Learners

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ABSTRACT

The English language features unique stress patterns that are important in the speech perception and production of native English speakers (Fry, 1955). However, English second language learners (L2) whose first language (L1) lacks a similar system often struggle with the intricacies of these stress patterns (Altmann, 2006). They tend to rely more on their L1 strategies when pronouncing English stress. For L2 Chinese learners, achieving native-like English lexical stress can be particularly challenging due to L1 prosodic transfer (Qin et al., 2017). Specifically, Chinese learners from different regions may have varying accents and intonations, leading to further complexity in their L2 acquisition of English stress patterns.

This study aims to investigate the differences in English stress patterns, especially in disyllabic words, among people from different regions. The objective is to examine nuanced differences in English stress placement among L2 Chinese learners from 3 regions in China (Guangzhou, Yantai, and Beijing) and native English speakers from England. The research questions are as follows: (1) Do Chinese learners exhibit distinct patterns in English stress placement compared to native English speakers? (2) Do learners from different regions in China demonstrate variations in English stress placement, and if so, how?

To answer these two research questions, we select English disyllabic words produced by Chinese learners from 3 different regions in China, as well as native English speakers in England, from an English speech corpus. We extract three primary acoustic cues from stressed and unstressed syllables: fundamental frequency (F0), duration, and intensity, by using a customized Praat script. Linear mixed-effects regression models are conducted separately on these acoustic correlates, with the region (England, Guangzhou, Yantai, and Beijing) as the between-subject factor and stress status (stressed vs. unstressed) as the within-subject factor. The results reveal significant differences in F0 contours, duration, and intensity between the England group and the Guangzhou, Yantai, and Beijing groups. Chinese learners exhibit distinct F0 contours, with high-level pitch contours for stressed syllables in trochaic patterns and a high-falling pitch contour in iambic patterns. They also have less flexibility in F0 realization, using fixed contours for stressed syllables. Differences in duration are observed among the Beijing, Guangzhou, and Yantai groups, indicating geographic variations in L2 speech rhythm. Additionally, intensity levels vary among the groups, with the England group exhibiting higher mean intensity values compared to the Chinese learner groups.

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4B.4 Incorporating DIY Corpus into English Writing in a Higher Vocational Institute in China: Students' Outcomes and Their Perceptions

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ABSTRACT

General and DIY corpora have been demonstrated to be effective in improving university students' EFL or ESL writing skills. Often, these students have already achieved a high level of proficiency in the target language English. In recent years, there has been an increasing demand to support Chinese higher vocational institute students who generally possess lower English proficiency. Assisting these students in improving their English learning to meet future career requirements presents a significant challenge at higher vocational institutes in China.

This study examines the effects of implementing teacher-compiled DIY corpora on writing quality, vocabulary knowledge, and learner autonomy. Prior research has mainly focused on corpus-based approaches in EAP courses for advanced English learners (e.g., Charles, 2014; Smith, 2020). However, this study extends the application of DIY corpora to low-proficiency higher vocational institute students. In the mixed-method research, participants were divided into an experimental group of 46 students and a control group of 40 students. Both groups were required to complete four writing tasks using 6-8 target verbs each and a final writing exam. The experimental group followed corpus training adapted from the four-step corpus-based language pedagogy (CBLP) lesson design model from Ma et. al. (2022), which included vocabulary knowledge tests, studying DIY corpus printouts, writing essays, and retaking vocabulary knowledge tests.

The quantitative results revealed a significant difference in writing quality during the fifth writing task conducted in the examination condition without reference to materials or using aids. Similarly, the frequency of correct target verb collocations exhibited statistically significant differences in the fourth and fifth writing tasks. Moreover, it is shown that accurate use of verb collocation is positively correlated to quality in English writing. In terms of vocabulary knowledge within the writing tasks, the t-test comparing the immediate post-test and the pre-test showed significant differences in the fourth vocabulary knowledge test. The analysis of the mean difference between the delayed post-test and pre-test indicated that both groups retained target vocabulary knowledge, but only the experimental group retained significantly more vocabulary knowledge. Regarding learner autonomy, the questionnaire results implied that participants in the experimental group significantly improved their perceived responsibilities towards English learning. However, both groups enhanced their frequency of English learning activities outside the classroom

without a significant difference.

In the semi-focused group interviews, participants mentioned that referring to the DIY corpus printouts was an effective writing strategy, and target vocabulary knowledge was reinforced during the corpus-aided writing process. As they talked about their voluntary learning supported by the DIY corpus, they also started to understand the value of learner autonomy. They also highly appreciated the comprehensibility of the DIY corpus printouts and provided suggestions for improving the teacher-compiled DIY corpus.

Pedagogical implications were made regarding the DIY corpus and the implementation of the CBLP model among lower-proficiency students. The study acknowledges several limitations and offers recommendations for future research. By demonstrating the effectiveness of incorporating DIY corpus to improve students' writing, vocabulary (verb-noun collocations) and learner autonomy, this study makes a valuable contribution to the research on corpus-based language learning among lower English proficiency students by filling a significant research gap.

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4B.5 The Vocabulary Profile of a Novel Corpus of Children's Picture Books: Models of the Language Environment to Inform Teaching and Learning

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ABSTRACT

Exposure to and interaction with early print environments such as picture books predicts positive literacy outcomes for monolingual and multilingual children (O'Brien et al., 2020). Picture books are used in activities such as shared-book reading to develop a child's oral language vocabulary and transition them to print-based literacy. However, little is known about the vocabulary input and learning affordances of this print environment (Nation et al., 2023). Only recently have large corpora of picture books been developed allowing for corpus-based lexical research to advance (Green et al., 2023; Dawson et al. 2019). Previous research has been restricted by methodological limitations precluding the development of large corpora. Because picture books contain few words traditional scanning and OCR methods to build big data sets come with unreasonable cost-to-benefit. The study reports on the development of a large corpus (approx., 1.2 million tokens and 25, 850 types) built from digital sources of books read aloud online. It draws on technological advances such as automatic speech recognition to provide teachers and researchers with larger pools of vocabulary data than previously possible for curriculum planning and makes this data available in the open science framework. Using this data as a model of possible early print environments, it is shown that the vocabulary input to an early-emergent reader is enhanced over typical child-directed speech (modelled from CHILDES) in terms of lexical diversity, density, and semantic variation. Academic vocabulary from the Middle School Vocabulary Lists (Greene & Coxhead, 2014) is found to be frequent and dispersed, demonstrating that early picture-book reading provides valuable input for the later academic reading needs of children in the middle years. It is reported how the frequency and dispersion of vocabulary in this novel corpus can inform TeLLT and L2 teacher education in regard to the selection of 'Tier 2' and 'Sight Word' vocabulary that supports reading comprehension and fluency in early learners.

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Parallel Session 4C

4C.1 Exploring the Effectiveness of AI-supported EFL Lessons in Promoting Self-regulated Learning Among Secondary School Students

Zhoutiao LI (The Chinese University of Hong Kong)

ABSTRACT

Contemporary education increasingly prioritizes autonomous learning, especially pertinent in secondary education where students exhibit a growing propensity for independence due to their rapid psychological development. This shift is further supported and enriched by technological advancements, setting the stage for this study to explore the impact of artificial intelligence (AI) on self-regulated learning (SRL) in the context of English as a Foreign Language (EFL) education. Conducted in a Chinese upper secondary school with 256 students and 12 teachers, the research will compare the effects of computer-supported EFL educational resources and AI-integrated tools on SRL development and learning achievement. A pre-post test will be administered for the students to complete focusing on cognitive processes, metacognitive strategies, motivational beliefs, emotional aspects, and academic performance specific to EFL learning. The teachers will be interviewed to understand from their perspectives how AI changes the teaching and learning practices. Employing mixed methods, the study will utilize ANOVA and thematic analysis to identify and assess significant differences both within and between groups. Research findings indicate that AI has a significantly more positive impact on students' self-study and outcomes than traditional technologies. These results highlight the essential role of AI in fostering dynamic, student-centered educational environments, signifying a paradigm shift in EFL teaching and learning approaches.

4C.2 Unpacking the Nexus of Motivation and Enjoyment in AI-mediated Informal Digital Learning of English (AI-IDLE): A Mixed-method Investigation in the Chinese University Context

Guangxiang Leon LIU (The Chinese University of Hong Kong)

Ron DARVIN (University of British Columbia)

Chaojun MA (City University of Hong Kong)

ABSTRACT

While it is self-evident that large language model (LLM) platforms hold the potential to empower L2 learners to learn the target language with greater productivity, very few empirical studies have delved into L2 learners' out-of-class engagement with LLM in an autonomous and self-directed way (cf. Liu & Ma, 2023). Addressing such a gap constitutes a pressing need because, as Chun (2019) puts it, advancing the agenda of L2 education in a world shaped by constant technological innovations requires language researchers and practitioners to grasp not only what new technologies have offered us, but also the intricate ways L2 learners negotiate their learning conditions and needs to engage creatively and productively with new technologies.

As such, this study draws attention to how Chinese university students negotiate their second L2 motivational dynamics, including their ideal and ought-to L2 selves (Dörnyei, 2009), to participate in informal digital learning of English (IDLE) mediated by generative artificial intelligence (AI). It also aims to examine the extent to which enjoyment, the most observable positive emotion in L2 learning (Dewaele, 2022; Li et al., 2018), influences their involvement in AI-mediated IDLE activities. Employing an explanatory sequential mixed-method design (Creswell & Creswell, 2017), this study surveyed a total of 690 Chinese undergraduate students and conducted 12 post-survey interviews. Using a structural equation modeling approach (Collier, 2020), the quantitative analysis reveals that participants' ideal L2 self can significantly predict both their sense of enjoyment and AI-mediated IDLE, while the ought-to L2 self is only able to directly predict enjoyment. The quantitative results also demonstrate that enjoyment can partially mediate the relationship between the ideal L2 self and AI-mediated IDLE and simultaneously fully channel the indirect impact of the ought-to L2 self on AI-mediated IDLE. Supplementing these quantitative findings, the thematic analysis (Braun & Clarke, 2021) of interview data provides a nuanced understanding of how motivation and enjoyment shift and interact with learning contexts as participants engage in AI-mediated IDLE. The qualitative findings also emphasize that enjoyment and successful negotiation of the external pressures of context (mandatory courses, standardized exams, etc.) enable the internalization of instrumental motives to provide support for AI-mediated IDLE. Drawing on these quantitative and qualitative insights, this study identifies implications for future pedagogical practices, particularly in terms

of motivating Chinese university students to engage in IDLE while maintaining emotional well-being in the age of generative AI.

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4C.3 Exploring the Impact of Generative AI Chatbots on Reading Anxiety and Performance: An Experimental Study in Chinese Secondary EFL Learning

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ABSTRACT

Despite the potential of generative artificial intelligence (AI) chatbots to enhance foreign language learning, their application to second language (L2) reading remains understudied, particularly regarding their impact on foreign language reading anxiety (FLRA). This gap is significant as FLRA can negatively affect L2 reading performance, strategy use, and self-efficacy. The present study aimed to investigate the effectiveness of a GPT-4 web-based chatbot, "Reading Bing," in reducing FLRA and improving reading performance among Chinese secondary school students learning English as a foreign language (EFL). To do so, a mixed-methods quasi-experimental pre-test/post-test design with qualitative interviews was employed. Seventy secondary school students were pre-assessed on FLRA and reading ability, then matched and assigned to either an experimental group (n=35) utilizing the Reading Bing chatbot as treatment or a control group (n=35) receiving traditional teacher support as treatment during five 30-minute reading practice sessions. The two groups only differed in terms of support received during the treatment sessions, with the experimental group receiving AI support and the control (comparison) group receiving traditional teacher (human) support. All other variables between the two groups were held constant. The chatbot was designed to address major sources of FLRA identified in previous research and the survey results from the participants' pretest, with prompts targeting vocabulary, grammar, comprehension, background knowledge, and cultural differences. Following the treatment, all participants completed standardized post-tests on FLRA and reading comprehension to enable within/between group comparisons. Additionally, semi-structured interviews were conducted with eight participants from the experimental group to explore their experiences and perceptions of their chatbot use. This mixed-methods design, coupled with qualitative triangulation, allowed for a comprehensive evaluation of the chatbot's impact. The quantitative results indicated that while the chatbot intervention significantly reduced FLRA, it did not yield significant improvements in reading scores. However, interview data suggested that the chatbot eased anxiety by addressing cultural, linguistic, and cognitive challenges. The qualitative data suggest that it does so by providing timely, intelligent, personalized, and non-judgmental assistance. The findings contribute to the limited body of research on the application of generative AI chatbots in L2 reading and have implications for their potential use in alleviating FLRA and enhancing L2 reading performance in language learning settings.

4C.4 Unveiling the Potential of ChatGPT in Technology-enhanced Language Learning: Perspectives from EFL Learners

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Yangyu XIAO (The Chinese University of Hong Kong, Shenzhen)

ABSTRACT

ChatGPT, a general-purpose intelligent chatbot developed by OpenAI, has introduced numerous opportunities and challenges in the field of language education. With its remarkable ability to generate diverse forms of text, answer questions, and provide translations within minutes, ChatGPT has become an influential tool in the era of advanced AI technology. However, to what extent ChatGPT can be used to assist students in completing language learning tasks remains largely unexplored. Against this background, this study aimed to investigate students' experiences with ChatGPT and their perceptions of its role in language learning through a small-scale qualitative study. The data were collected through semi-structured interviews with five students at a top-tier international university in China. Students' responses revealed that ChatGPT has the potential to serve as a valuable learning partner and aid students in completing language-related tasks. Furthermore, participants exhibited critical judgment in evaluating the quality of ideas and outputs generated by ChatGPT, as well as the ability to modify prompts to maximize learning benefits. Such critical judgment offsets the potential threats to academic integrity posed by ChatGPT. Our findings contribute to the understanding of the potential of ChatGPT in language education by adding empirical evidence from students' perspectives. This study supports the idea that ChatGPT can work as an effective tool for providing students with immediate feedback and personalized learning experiences. Such findings generate implications for future pedagogical practices in the new era by providing students with personalized guidance, designing technology-embedded language support, and developing students' lifelong learning skills (e.g., autonomy and evaluative judgment) with the support of ChatGPT.

4C.5 Generative Artificial Intelligence and Digital Writing: An Analysis of Source Use

Chang ZHANG (The Education University of Hong Kong)

Qin XIE (The Education University of Hong Kong)

Lixun WANG (The Education University of Hong Kong)

ABSTRACT

The advent of Generative Artificial intelligence (AI) holds enormous potential to revolutionize information retrieval and utilization. This study conducted a systematic analysis of university students' utilization of ChatGPT-generated content as sources in their digital writing, focusing on both the products and process of source use. Fifty-four undergraduate students from a university in Hong Kong participated in the study; they generated 54 digital writing samples and the corresponding progress documentation (including the output they obtained from ChatGPT and the content they incorporated into their writing); their writing processes on a shared Google Doc were also screen recorded. The study adopted a mixed-methods approach, including quantitative analyses of students' use of AI-generated sources in their written products and qualitative analyses of the source integration processes of selected cases. Following the integrated framework of multiple text use (List & Alexander, 2019) and the source use characteristic framework (Chuang & Yan, 2023), we conducted systematic coding of the written products, focusing on source selection, source integration styles and integration purposes. Case analyses further investigated the source integration processes across different integration types, namely, intratextual integration, intertextual integration, text-prior knowledge integration (List, 2021), and text-multimodal source integration. The findings provide fresh insights into university students' use of AI-generated source materials and important implications for the utilization of AI tools in the teaching and learning of multi-modal digital academic writing.

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Parallel Session 5A

5A.1 AI Literacy and Corpus Linguistics: Intersections and Challenges

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ABSTRACT

This paper explores the intersection of artificial intelligence (AI) literacy and corpus linguistics (Crosthwaite & Baisa, 2023; Lin, 2023), highlighting their significance in an English undergraduate program at an English as a Medium of Instruction (EMI) institution based in China. The major goal of such an application is to equip English majors with the necessary skills to navigate the digital age. The fundamentals of AI literacy and corpus linguistics are discussed, focusing on their use of statistics to preview language patterns based on large language models or on large corpora; it also addresses the role that corpus tools play in analyzing AI-generated texts. Such texts have had an immediate impact on society and communication, not only redefining the way we interact and exchange information, but also on how we promote teaching and assessment (Kohnke et al., 2023). This paper addresses these effects, shedding light on how AI has transformed the teaching and assessment of written communication. It also considers the ethics surrounding the use of such texts. To illustrate, it showcases findings from two different courses, namely Introduction to Corpus Linguistics and Learning through Digital Narratives, delivered to Years 2 and 3 English majors. These courses serve as practical examples of how corpus linguistics can be applied to analyze AI-generated texts, providing students with real-world applications of theoretical concepts, and offering an opportunity to examine the challenges and limitations of AI literacy in comprehending and critiquing AI-generated texts. The students enrolled in these courses were invited to reflect upon their use of AI tools to review their own written productions and AI-generated texts. In their reflections, the students pointed out that although AI tools assist in improving texts, they are often vague or authoritative, erasing the students' voice or style. Corpus linguistics tools, however, offer linguistic choices, allowing students to make better-informed decisions. As an example, an AI tool changed a student's lexical choice from additionally to furthermore without a clear reason for the change; the student then consulted a corpus in which she could select the best choice based on the genre in which each word is more frequently used. The paper concludes with how the students' reflections demonstrate their awareness of AI and offer insights on future trends in language learning and teaching.

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5A.2 Exploring the Roles and Impacts of Reflective E-Portfolios in Higher Education Elective Language Courses: A Study of Chinese as a Foreign Language in an Irish University

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ABSTRACT

This project is situated in a Language and Culture (L&C) Programme which aims to standardize assessment by introducing a digital portfolio across languages among undergraduates who can choose Spanish, German, French, Chinese, Japanese, Russian and Arabic as an elective module in Dublin City University, Ireland. The learning process of language is dynamic rather than stable and therefore L&C Programme would like to introduce and develop a teaching methodology to support students who can self-monitor and reflect on their linguistic and intercultural communicative competence. This paper will focus on investigating Irish students' perspectives of e-portfolios and its roles in the course of Chinese language learning by addressing the following research questions:

Q1: What are Irish students' attitudes towards reflective e-portfolio assessments in developing language and intercultural communicative competence?

Q2:   What kind of impacts and roles do e-portfolio assessments play in an elective language course in the university?

This one-year study continuously analyses both quantitative data (questionnaires) and qualitative data (e-portfolios) to provide a comprehensive understanding of the potential benefits that e-portfolio assessments may offer to students at the introductory level of Chinese language learning. Overall, Irish students acknowledge the efficiency of e-portfolios in monitoring their learning progress compared to written exams. The preliminary findings of e-portfolios through multimodal analysis will be discussed and suggestions will be addressed in the conclusion.

5A.3 Using Generative Artificial Intelligence/ChatGPT for Academic Communication: Teachers' Perspectives

Yanhua LIU (The Hong Kong University of Science and Technology (Guangzhou))

Jaeuk PARK (The Hong Kong University of Science and Technology (Guangzhou))

Sean MCMINN (The Hong Kong University of Science and Technology)

ABSTRACT

As Generative Artificial Intelligence (GAI) is reshaping higher education, English for Academic Purposes (EAP) teachers have been at the forefront of embracing or resisting the technology that many students are engaging with, whether appropriately or not. Previous investigations with 475 undergraduate and postgraduate students in Hong Kong and Guangzhou found that students generally view GenAI positively, considering it useful for learning academic communication skills (Liu et al., in press). To date, however, we know little about the perspectives of EAP teachers. How have they been engaging with GAI for their work? How do they perceive the opportunities and challenges afforded by GAI for teaching and learning academic communication? Are they concerned about the negative impacts of using GAI tools, including their job security? To explore their perceptions and practices, EAP lecturers at the Centre of Language Education in a leading research university in Hong Kong were investigated. This project builds on a larger project that explores the perceptions of students towards the use of GAI for academic communication. As GenAI tools are pivotal in redefining academic communication, it is crucial to explore their impact from both student and teacher perspectives.

This presentation will report our findings from a questionnaire (*n*=27) and interviews (*n*=11) with EAP teachers. The interviews provide rich insights, while the questionnaire highlights quantifiable differences in perceptions across subgroups. Preliminary analysis of the data shows that EAP teachers in our study hold generally positive or optimistic views towards using GAI tools for writing learning and instruction. Nonetheless, there is also a diverse range of experiences and attitudes from these faculty in the same department, shedding light on the perceived benefits, challenges, and concerns. For instance, their engagement with GAI varies from infrequent and initial exploration to frequent and deep utilisation for teaching.

For the opportunities afforded by the technology, teachers frequently mentioned brainstorming for ideas, receiving feedback on grammar and vocabulary, and providing templates and key points, among others. Examples of challenges mentioned are resisting the temptation of over-relying on the tool and the changing role of teachers. Concerns were also raised about plagiarism, its unknown long-term impact on student

learning, as well as the job security of language teachers.

Our study underscores the need for institutions to leverage GenAI's benefits while addressing challenges. The study provides recommendations for navigating the rapidly changing landscape of academic language instruction in the age of GAI.

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5A.4 Factors Affecting IDLE Integration into Formal Language Education System: The Case of In-service Language Teachers of Hong Kong

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Ju Seong LEE (The Education University of Hong Kong)

Wan Yee Winsy LAI (The Education University of Hong Kong)

ABSTRACT

Despite the benefits of Informal Digital Learning of English (IDLE) in terms of affective, behavioral, and linguistic outcomes, teachers often encounter difficulties when integrating IDLE into their classrooms. To address this issue, we conducted an online survey involving 151 in-service English teachers who had attended professional development training in Hong Kong between 2019 and 2023. Following lectures on IDLE, participants were asked to identify the challenges they faced when implementing IDLE in their classrooms, using Bronfenbrenner's ecological systems model as a framework. Key findings indicate a range of challenges at each ecological level: microsystem level (e.g., parental misunderstanding and home access influenced by socio-economic factors); mesosystem level (e.g., concerns with teachers' digital literacy, low IDLE awareness, and classroom management challenges); exosystem level (e.g., time constraints, workload, and restrictive school policies); and the macrosystem level (e.g., pervasive exam-oriented culture in Hong Kong and traditional educational roles). These insights emphasize the complex, multi-layered hindrances that educators confront when attempting to blend IDLE with traditional teaching approaches, highlighting the need for comprehensive educational reforms to support such integration.

Parallel Session 5B

5B.1   Exploring the Impact of AI on Continuous Student Evaluation and Feedback

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Asma ALSHEHRI (King Saud University)

Ebtesam ABDULHALEEM (King Saud University)

Basim ALHASNAN (King Saud University)

Latifa SHEIKH (Alkhaleej Training and Education-King Saud University)

Deeqa JAMA (Alkhaleej Training and Education-King Saud University)

ABSTRACT

This study investigates the effectiveness of AI-generated feedback and traditional teacher feedback in writing assessment within the educational context, building upon existing literature highlighting the transformative potential of AI technologies in education (Grassini, 2023; Ulla et al., 2023). Employing a sample of 30 university English teachers in Saudi Arabia, the research ensures ethical considerations and participants' consent while examining the inter-rater reliability between AI and human evaluators. Utilizing adapted IELTS rubrics, both teachers and AI evaluate writing tasks, with exclusive human evaluation sessions to prevent AI interference. Statistical analyses are conducted to compare feedback from teachers and AI, drawing upon feedback strategies and content evaluation frameworks proposed by Hattie and Timperley (2017). Findings suggest that while AI offers objectivity and immediacy, teacher feedback provides personalized insights and guidance, albeit subjectivity, with time constraints influencing feedback delivery. A balanced approach, integrating AI-generated feedback and teacher input, is proposed to optimize writing assessment practices and enhance students' writing quality, aligning with previous research suggesting AI tools' potential to improve content and organization (Marzuki et al., 2023). This study contributes valuable insights into the evolving dynamics of writing assessment, emphasizing the importance of considering both AI and teacher feedback in educational settings to foster effective language learning and student-centered approaches.

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5B.2 Media Representation of the Release of Fukushima Water: A Corpus-driven Comparative Study on News Reports in China and Japan

Joanna Zhuoan CHEN (The Hong Kong Polytechnic University)

Xiemo Molly PAN (The Hong Kong Polytechnic University)

ABSTRACT

On 24th August 2023, Japan commenced the release of treated radioactive water from the tsunami-affected Fukushima nuclear plant into the Pacific Ocean, provoking protests at both regional and international levels, particularly in China. This study is a comparative analysis of media representations related to the Fukushima nuclear-contaminated water issue, contrasting coverage in the English-language press of China and Japan. Drawing upon a corpus-driven examination of 140 news articles published in the China Daily（40,247 tokens）and Japan Times（31,478 tokens）from August to September 2023, we investigate how the release of contaminated water is metaphorically represented, legitimised, or stigmatised across different news agencies.

The findings of our comparative keyword analysis reveal a tendency in the Chinese press to emphasise the potential environmental harm stemming from the discharge of nuclear wastewater and to call for international attention, while the Japanese press predominantly concentrates on portraying the safety of treated wastewater and deems China's seafood import ban unjustified. A preliminary metaphorical investigation shows four frequent source domains, i.e., BUILDING, JOURNEY, THERAPEUTIC PROCESS, and WAR in both corpora. The combination of corpus-driven methodology and metaphor analysis shows the potential to deepen our understanding of the ideological differences and geopolitical tensions that influence the discourse. More findings on the comparisons of metaphorical framings will be reported and discussed during the presentation.

5B.3 Using Padlet to Facilitate Students' Engagement: A Reflection of EAP Foundation Classroom at XJTLU

Yan DENG (Xi'an Jiaotong-Liverpool University)

ABSTRACT

The integration of technology into language learning has yielded substantial benefits for the delivery of English for Academic Purposes (EAP) instruction. XJTLU, a Sino-British university in China, is home to one of the world's largest EAP teaching centres. In the context of EAP classrooms, the implementation of Padlet has resulted in diverse and noteworthy outcomes. Specifically, Padlet has proven to be an effective tool for facilitating lead-in activities, promoting speaking and writing practices, as well as functioning as a platform for students to curate and track their learning progress. This study adopts a quantitative approach, and an assessment of student feedback from participants in EAP Foundation modules (primarily at the A2 level) revealed the significant value of Padlet in enhancing student interaction and promoting learner autonomy. However, there are also limitations, such as feedback delays and plagiarism, that have been identified. This reflection aims to furnish practical insights for the enhanced utilization of Padlet in EAP teaching, while also delving into its potential to cultivate an enriched learning milieu through the transformative influence of mobile technology.

5B.4   Using AI to Generate Written Corrective Feedback for L2 Writers: A Comparative Study of ChatGPT and Grammarly

Na Laura LUO (Lanzhou University)

Yile ZHOU (Lanzhou University)

ABSTRACT

Generative artificial intelligence (GAI) models like ChatGPT are reshaping linguistic tasks and elevating automated writing evaluation (AWE) tools by enhancing written corrective feedback (WCF) for L2 writers. Curious about their performance to generate WCF in relation to traditional AWE systems like Grammarly, we compared the WCF generated by ChatGPT 4.0 on 30 English essays written by undergraduate students at a university in China with the WCF by Grammarly on the same essays. ChatGPT was asked to generate WCF based on three prompts, first on a very simple prompt, then on a second prompt consisting of meticulously designed error categories, and finally on a third prompt built on the second one by adding specific examples for each error category. Since the WCF generated by ChatGPT using the third prompt was found to be of the highest quality, it was compared with the WCF produced by Grammarly. The performance of both tools was evaluated using two metrics: precision (the proportion of correctly identified errors to the total errors detected by the tools) and recall (the proportion of correctly identified errors to the total errors detected by expert raters). The study yielded several key findings. Firstly, ChatGPT's effectiveness in generating WCF depended significantly on the quality of the WCF prompts provided. Such a prompt usually requires a well-designed list of error categories together with examples. Secondly, with a good prompt, ChatGPT became highly effective, outperforming Grammarly in both precision and recall. Specifically, ChatGPT identified a wider array of errors, overshadowing Grammarly in locating meaning-based errors and giving suggestions on correcting them. In particular, it excelled in spotting errors caused by language transfer. Additionally, while Grammarly paled in meaning-based errors, it also had some merits, including being easier to use and having better capacity in catching rule-governed errors. This study suggests that generative AIs like ChatGPT can become useful AWE tools for L2 writers if they are trained to use them effectively. AI models like ChatGPT are particularly helpful for L2 writers who produce many meaning-based errors. For those making mostly rule-governed errors, traditional AWE tools like Grammarly seem to be a better choice.

Parallel Session 5C

5C.1 Methodological Decisions in Constructing a Corpus for Analyzing Chinese Writing Quality in the HKDSE Examination

Hin Yee WONG (Hong Kong Metropolitan University)

ABSTRACT

This paper discusses methodological decisions in corpus linguistics by examining the process of constructing a corpus using written Chinese data derived from a public examination, specifically the Hong Kong Diploma of Secondary Education Examination (HKDSE) Chinese Language Writing. The corpus is comprised of 180 Chinese timed-writing samples produced by secondary school students aged between 17-21. The fundamental purpose of constructing the corpus was to develop a model of linguistic features that could predict Chinese writing quality in essays produced by the examination candidates. The corpus is unique in terms of the language of the written data, task type, and the type of writers involved.

Previous corpus-based writing quality research made use of linguistic measures such as lexical diversity, syntactic complexity, and cohesion to examine the relationship between linguistic features and writing quality.   The target language of these studies is typically English. Research on other languages along this line has remained relatively unexplored. In Hong Kong, the study of written Chinese for a high-stakes examination HKDSE presents unique methodological challenges due to Hong Kong's linguistic diversity, which often combines Standard Chinese, Cantonese, English, and even classical Chinese elements in written communication. First, we found that standard measures of lexical diversity did not show significant differences across levels of writing quality. Second, T-unit as a measure of syntactic complexity can be problematic for written Chinese. Third, unlike English, Chinese can allow the connection words between clauses to be left implicit. In order to overcome these challenges, this study employs a range of methodological decisions that takes into account the unique linguistic features of the HKDSE Chinese writing. These methodological decisions include the use of the frequency and accuracy of four-character idioms as a lexical measure to distinguish different levels of writing quality and the use of Topic-Comment-based measures for syntactic complexity analysis. In addition, we attempted to quantify the influence of Cantonese in the writing samples by computing the overlap of Cantonese words in the text but found that the percentage is small and statistically insignificant across levels of writing quality. Furthermore, we found that high-scored writing samples often contain classical Chinese expressions.

By addressing these challenges and findings, this study paper sheds light on the complexities and considerations inherent in corpus linguistics research, as well as the necessary methodological adaptations required for research on writing quality in linguistically diverse contexts.

5C.2 Examining the Impact of Corpus-based Critical Listening and Shadowing to Assist English as a Foreign Language Learners' Pronunciation

Bojie QIAN (Wuhan University of Communication)

Farhana Diana DERIS (Universiti Teknologi Malaysia)

ABSTRACT

Mastering pronunciation in the acquisition of a second language presents a significant challenge. While researchers continuously explore methods to enhance students' English language proficiency, including listening and speaking skills, pronunciation often remains overlooked. This study employs a mixed-method approach to investigate the efficacy of corpus-based critical listening and shadowing techniques in improving the pronunciation performance of English as a Foreign Language (EFL) learners. Critical listening involves comparing and contrasting incorrect pronunciation with correct pronunciation after listening to audio recordings. Shadowing is the act of vocalising the speech one is listening to as simultaneously as possible. Seventy-eight first-year university students participated in this research. Utilising pre-and post-tests, the study evaluated the impact of the proposed instructional approach on students' pronunciation proficiency. Additionally, post-lesson surveys and focus group interviews were conducted to assess students' perceptions of the teaching model. Findings from the tests revealed a substantial enhancement, characterised by a significant improvement across various aspects of pronunciation, including content, pronunciation accuracy, and fluency, with a noteworthy effect size. Moreover, insights acquired from the interviews underscore students' positive attitudes towards the approach, illuminating several benefits, such as heightened accuracy and fluency in pronunciation, increased self-awareness regarding pronunciation errors, elevated engagement in pronunciation practice, and advancements in listening skills. This study emphasises the value of corpus-based critical listening and shadowing techniques in fostering effective pronunciation acquisition among EFL learners.

5C.3 Language, Encoding, Power: Issues in Acquisition of Chinese Fangyan and Digital Access

Paul UEDA (The Ohio State University)

Ka Fai LAW (The Ohio State University)

Marjorie K.M. CHAN (The Ohio State University)

ABSTRACT

Modern lifestyles have demanded a shift from the handwritten to the typed. For the Chinese languages, this shift was accompanied by a long period of adjustment as various encoding schemata were developed throughout the late 20th century (Chan 2003). The shift to Unicode heralded a unified encoding scheme with the mission that "Everyone in the world should be able to use their own language on phones and computers" (The Unicode Consortium, 2024). While advancements such as Unicode aided learners of Mandarin, what about other minority Sinitic languages, such as the Chinese fangyan of Cantonese, Hakkanese, and Taigi? The present presentation explores some of the challenges faced when creating a multilingual corpus of translations of Le Petit Prince (The Little Prince) by Antoine De St. Exupéry to provide insight into this question.

During the digitalization process of these texts, multiple strategies were employed, such as Voice-to-text input, optical character recognition, as well as standard keyboard typing input. The process revealed multiple issues with the digitalization of these texts. Contrary to expectations, the primary issues were not in the realm of encoding, but in font inclusion and input methods. In the case of Cantonese, the issue of orthographic variation was essential, as the output by Google did not match standard Hong Kong conventions, such as in the production of the graph <咁> for both 噉 gam2 and 咁 gam3. For both Hakkanese and Taigi, the issues of font packs and compatibility were the primary errors, where several graphs in the printed versions caused errors in the software. These barriers present important considerations for learners of Sinitic languages. The learners of these varieties must overcome barriers that are not present for those who are learning other languages such as Mandarin or Japanese. Beyond the paucity of learning materials, the learner must first know of these additional resources—where they can find access to dictionaries, input methods, and font packs. They must have the technological know-how to install these additional resources. Finally, they must contend with the lack of support for certain graphs (e.g., 倱, 拷) in popular software.

This research presents important considerations for instructors of these minoritized varieties. A language course must take these technological limitations into consideration when assisting novice learners. From the perspective of technological material design, there must also be a greater push for major companies to include these already encoded characters in font packs and standard input methods.

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5C.4 Investigating the Use of English Linking in Connected Speech by Chinese Learners with Different Language Backgrounds

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Hsueh Chu CHEN (The Education University of Hong Kong)

ABSTRACT

Connected speech processes (CSPs) can be classified into six categories, including linking, deletion, insertion, modification, reduction and multiple (Alameen & Levis, 2015). Linking is considered to have the least effect on the neighbouring sounds connecting two words and is suggested as an indicator of fluent speech in second language (L2) proficiency assessment (Hieke, 1984). Recent research has shown that the most marked difference in the use of CSPs between Hong Kong ESL learners and native speakers is linking (Wong et al., 2021). However, research is rarely found to focus on the difference in the production of English linking by learners with different first languages (L1s) and learning environments (e.g., English as a first, second [ESL] or foreign language [EFL]). The present study aims: 1) to investigate the differences in the production of linking among Mandarin EFL speakers, Hong Kong Cantonese ESL speakers and native speakers; and 2) to explore the possible factors affecting the choice of strategies employed by Chinese learners for the production at the word boundaries.

Passage-reading data of 24 speakers including 10 Hong Kong Cantonese speakers, 10 Northern Mandarin speakers and 4 native British English speakers was analyzed both perceptually and acoustically. The data was mainly drawn from a learner corpus (Chen, 2020a) and an English pronunciation learning platform (Chen, 2020b). Linking elicited by three out of the four native speakers was regarded as representative of native English speech and adopted as the basis of the marking criteria for non-native speakers. An ANOVA was conducted; linking patterns and boundary features of learners were also examined and categorized. Results revealed that both groups of learners had significantly lower production rates than native speakers. Moreover, two groups of learners fail to link consonants with the vowel sound of a content word (e.g., accurate information) and employ different strategies at the word boundaries, which predominantly reflect features from their L1s. For example, Mandarin EFL learners tend to insert a schwa to the final consonant while Cantonese ESL learners tend to unrelease or delete the final consonant. This study will assist teachers in designing more effective instruction on linking to support ESL/EFL learners in acquiring English pronunciation in connected speech.

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Parallel Session 6A

6A.1 Improving Subtitling as a Didactic Tool: From Aegisub to CaptionHub in the English as Foreign Language Classroom

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ABSTRACT

The integration of technological tools and innovative pedagogical methods in the foreign language classroom has made it possible, for instance, a subarea such as Didactic Audiovisual Translation (DAT) may be considered a valuable pedagogical practice (Díaz-Cintas, 2018). This hybrid application of a translation professional discipline and a language learning tool has been proven as an effective educational means that can enhance students' language skills while stimulating pivotal aspects of education. These include to name but a few, learner motivation and participation, cognitive development, creativity, and an active use of ICTs within the classroom (Talaván et al., 2024). Within the discipline of Audiovisual Translation (AVT), subtitling practices have also changed drastically in the last few years, especially considering the exponential advances in AI-based Large Language Models (LLMs) and their impact on Language Service Providers (LSP) and TeLLT environments. Since many audiovisual translators have already changed their roles in their subtitling work, from the creation of segments from scratch to the post-editing of AI-generated subtitles, language teachers may also consider including this new real-life scenario in their own pedagogical practices. On the other hand, it should be considered that given the learning process is a gradual journey, the complete rejection of previous subtitling tools with a relatively consolidated use in the areas of AVT and TeLLT should not be discarded either.

This research project presents a proposal for improvement within the framework of subtitling as DAT. A pedagogical design has been already piloted, covering how interlingual subtitling can be integrated into a higher education English as a Foreign Language (EFL) context for the reinforcement of certain advanced grammatical structures. For this purpose, a pedagogical translation and mediation as a linguistic skill approach has been followed, as included in the New Descriptors of the CEFR (Council of Europe, 2001; 2018). Students no longer use exclusively one subtitling software such as Aegisub. On the contrary, this specialised software will be used as a first step to introduce students to subtitling and translation practices. Once they master this, they can start working with other automatically generated subtitles such as the ones offered by YouTube in YouTube Studio or TED translators, through its CaptionHub platform, which addresses the post-editing phase. As a result, the learning process is thoroughly conceived step by step. This situation is particularly relevant for the foreign language classroom when fostering autonomous language learning and motivation.

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6A.2 Exploring the Impact of an AI-powered Language Learning Tool in the Classroom

Samina NAEEM (King Saud University)

Heena Saifullah AMJAD (King Saud University)

ABSTRACT

In the realm of modern language learning, utilization of generative artificial intelligence can greatly enhance the process of learning a language. With this scope, the research seeks to introduce a novel approach that employs a Generative AI app deployed on students' tablets and laptops to foster language learning by utilizing vocabulary for developing descriptions and creating a picture image. The study aims to assess language learning outcomes and the app's impact on vocabulary use, creativity, and critical thinking skills. The research involves the methodological framework of experimental research design where an independent variable, the Generative AI app is used to observe its effect on a dependent variable, language learning outcomes. The framework allows for the examination of the relationship between the use of the Generative AI app and language learning outcomes. The research is an experimental study which involves placing the students from the foundation year of a Saudi university randomly into two groups: a control group and an experimental group. Both groups are tasked to use vocabulary to create sentences used as prompts for generating images using an AI-generative app. The observation of the use of vocabulary to create images helps in deciding the effectiveness of AI-generative apps in language learning. A post-experiment survey questionnaire is used to collect data about students' perceptions, experiences, and attitudes towards using AI-generative apps. Data collection involves three stages: 1) observing the students' pattern for utilizing vocabulary for writing a series of sentences used as prompts; 2) observing images created by students with the help of prompts; 3) using a questionnaire to find out students' perceptions about the use of Generative AI app in the class.

6A.3 Changing Teacher Educator Cognition Within a Collaborative Teacher Education Programme for CALL: A Case Study in China

Xi CHEN (Huazhong University of Science and Technology)

ABSTRACT

The proliferation of digital technologies such as multimedia resources, Web 2.0 tools, and AI-based applications in school and home settings has led to a significant expansion of the use of technology in L2/FL instruction. Given teachers' crucial role in normalising Computer-Assisted Language Learning (CALL) in classroom instructions (Bax, 2003), a matter of utmost importance is to prepare teacher educators—regarded as "linchpins" and "gatekeepers" in the continuing development and reform of language teaching and teacher professional learning (Yuan & Lee, 2022)—so that they are capable of carrying out professional development programmes to ensure teachers develop a sound understanding of CALL. However, research on language teacher educators' perspectives of CALL is still in its infancy (Nguyen et al., 2023).

The qualitative case study investigated two teacher educators' cognition changes regarding CALL in the Chinese primary education context within a six-month collaborative teacher education programme—involving one university researcher, one district-based teacher educator, two school vice principals, three school-based teacher educators, three primary English teachers working closely together—and the factors that contributed to their cognition change. In particular, the programme consists of six experiential activities, i.e., lectures and literature reading, collaborative syllabus design, collaborative lesson plan and CALL materials design, pilot teaching and feedback, and completion of reflective reports. The two focal informants (i.e., one district-level teacher educator and one school-level teacher educator) were chosen with purposive sampling (Merriam, 2009). A qualitative data-coding approach containing two cycles of analysis (Miles, Huberman, & Saldaña, 2014) was employed to interpret data consisting of 4 semi-structured interviews (i.e., 1 pre-programme, 2 during the programme, and 1 post-programme interview) and 1 post-programme reflective written report for each participant, and documents.

Results indicate that for both teacher educators, the opportunity facilitated the emergence of expanded cognition of CALL over the six months, which moved along two upward but distinct trajectories, one focusing on using technological features of CALL to enhance pedagogical activities and teacher learning and the other focusing on forging the nexus of the educational policy, theory and practice of CALL in teacher education practices. The results suggest that the collaborative, experiential and reflective nature of the teacher education programme fostered participants' constant challenging, reflecting on and developing collective views and understandings about CALL.

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6A.4 Return to Normal? Profiling the Use of Multimodal Resources in Online and Offline Chinese L2 Courses

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Xiuchuan LU (Fudan University)

ABSTRACT

In the current post-pandemic era, a majority of online Chinese courses have reverted to the traditional offline (face-to-face) format. However, the question remains whether teachers and students who have experienced online learning will return to traditional methods or reshape offline courses with the knowledge and experience gained from online teaching. Previous research has emphasized the significant advantage of online teaching, which lies in the flexible utilization of multi-modal resources, expanding the virtual learning environment for second language acquisition (Feng et.al 2004; Dai, 2021). However, it remains unclear whether teachers and students have altered their approach and attitude towards the utilization of multi-modal resources. This study takes an elementary Chinese course taught at a Shanghai university during and after the epidemic as a case study. It compares and analyzes the distinct teaching methods and multi-modal resources employed by teachers and students for the same content through an examination of the course's recordings with the tool ELAN. In addition, interviews with teachers and students were conducted to explore any subjective attitude changes regarding the use of multi-modal resources. Initial findings suggest that the use of multi-modal resources has become ingrained in teachers and students, evident in both online and offline courses. Auditory, visual and digital resources are more used in online courses, while the offline course has advantages in kinesthetic modal resources. Although the online course offers more diverse multi-modal forms and channels for teacher-student interaction, most students prefer face-to-face communication in the offline setting. This study offers valuable insights into integrating new teaching technologies into Chinese courses in the post-epidemic era, enabling teachers and students to embrace technology-enhanced teaching.

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Parallel Session 6B

6B.1 Facilitating EFL Writing Proficiency Through AI Tools: A Mixed-methods Study

Yijen WANG (Waseda University)

ABSTRACT

The study investigated how Artificial Intelligence (AI) tools can facilitate the development of writing skills in English as a Foreign Language (EFL) learners, enhancing both the cognitive processes involved in writing and the metacognitive awareness of their learning strategies. The mixed-methods study combines surveys, which aim to understand learners' perceptions and attitudes towards AI tools—specifically, ChatGPT, DeepL, and Google Translate—in academic writing, with screenshots to document actual usage and interaction patterns. The study seeks to answer how AI tools contribute to the improvement of EFL academic writing, what cognitive and metacognitive strategies are developed through their use, and how learners perceive the impact of these tools on their writing proficiency. The findings suggested that with proper training, learners not only become more cognizant of their AI tool utilization but also craft personalized writing strategies leveraging these technologies. The insights into the effective integration of AI in EFL education, particularly in enhancing academic writing skills will be further discussed.

6B.2 A Study of the ChatGPT Pathway for Pre-service Teachers' Acquisition and Application of English Subject Knowledge from the Perspective of Knowledge Transformation

Shuchen ZHANG (Xi'an International Studies University)

Sheming QU (Xi'an International Studies University)

Boyang SUN (Xi'an International Studies University)

ABSTRACT

Pre-service English teachers need to develop their TPACK. According to the ACT Model, pre-service English teachers' TPACK development is a complicated process which includes factual knowledge learning and understanding, personal knowledge internalization and construction, and procedural knowledge transferring and application. To promote this transformation in an efficient way is the major task for teacher education in tertiary. ChatGPT, with a predominance of integrating different forms of knowledge, creating an active learning atmosphere, and providing more opportunities for knowledge application, plays an important role in promoting knowledge transformation in terms of learning and understanding systematic factual knowledge, internalizing the factual knowledge by taking different activities, and transferring and creating the factual knowledge by applying personal knowledge to solve problems.

6B.3 Critical Evaluation of Lexical Bundles Usage in ChatGPT-generated IELTS Essays: A Corpus-based Analysis

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ABSTRACT

According to the latest data from the IELTS website "IELTS Task Taker Performance 2022", the average IELTS writing score of Chinese students is 5.8, which is still lower than the average listening and reading scores. Due to the lack of systematic training in English writing during their English study journey, IELTS writing has always been the weak point of Chinese candidates, especially Task 2, which not only tests students' critical thinking ability, but also requires students to be able to write in accurate academic language. How to effectively improve candidates' IELTS writing competence and achieve ideal writing results is still a topic that Chinese IELTS trainers need to study.

The emergence of generative artificial intelligence (GAI), especially large language models (LLMs) represented by ChatGPT, provides a brand-new method for foreign language teaching, and there are relevant empirical findings to prove that ChatGPT can support foreign language teaching and learning (Yu & Rao, 2023; Han et al., 2023; Kim et al., 2023). The aim of this paper is to investigate whether ChatGPT can be a writing assistant for IELTS candidates in terms of lexical bundle usage. In this study, ChatGPT 4.0 was used to generate 500 IELTS essays based on a specific prompt and Writing Task 2 exam questions randomly selected from 2013-2023, which were then collected to build a corpus. In addition, the British Academic Written English (BAWE) corpus was used as a reference corpus. A comparison of 3-5 word bundles from the two corpora reveals that ChatGPT has specific word bundles that occur frequently in the generated essays but are rarely used in native writing. The results also reveal ChatGPT's skilled but predictable utilization of language structures, as determined through corpus-based analysis.

The results emphasize the capacity of ChatGPT to be utilized as a foreign language learning tool, while simultaneously emphasizing the necessity of human involvement in teaching and evaluation. It is noted that ChatGPT is beneficial for learners aiming to enhance coherence in academic writing by offering them insights into the proficient use of lexical bundles. However, learners may misuse some expressions that are specific to ChatGPT but have become less common in academic writing. Addressing this issue requires intervention and guidance from teachers.

In short, the study seeks to provide a contribution to the existing research on generative artificial intelligence (GAI) in education, proposing potential directions for future research on the incorporation of technology in language learning and teaching.

6B.4 The Affordances of On-screen Keyboards in Second Language Learning

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Ann Wai Huen TO (The Education University of Hong Kong)

ABSTRACT

The paper explores the potential affordances of on-screen keyboards (OSKs) as a new class of assistive language-learning tools.

Background: OSKs refer to text-input tools on devices that allow users to enter words in two steps: first by tapping or swiping, then by choosing the intended word from a list of candidates. This two-step design is mainly used for typo correction in English and is different from the user experience with physical keyboards whereby letters are directly inserted into the active application. In contrast, this design is the norm for languages with complex scripts in East Asia, including Chinese, Japanese, and all Indic scripts.

OSKs are a ubiquitous tool for all smartphone users, integral to any text-input activities, and thus present an ideal platform for second language learning. Despite this, the educational potential of OSKs remains largely untapped, as most existing keyboards are designed with fluent users in mind. Research suggests that the candidate list on these keyboards can be redesigned to serve second language learners better (Lau & Leung, 2023). This concept was first implemented in TypeDuck, a large-scale non-commercial keyboard launched in 2024. It was specifically designed for ethnic minority learners from Hong Kong to phonetically enter Chinese characters (in Cantonese) and select from a list of target language words with translation aids. Studies have shown that the keyboard effectively encourages written output from learners (Lau et al., submitted). This paper examines the features of TypeDuck and identifies the design decisions that either enhance or limit its utility for second-language learning.

Research Questions:
1.   What affordances can be provided by TypeDuck and language-learning-oriented OSKs in general?
2.   What generalisations can be made about OSK design decisions and the identified affordances?

Methods: The key functional components of TypeDuck were identified through an operational description of the app, which was then analysed under the mechanisms and conditions framework (Davis & Chouinard, 2016; Davis, 2020), with reference to previous studies on CALL affordances (Blin,

2016a; Kaptelinin, 2014).

Input, Selection and Linguistic Aids are three components shared by all OSKs. The abridged table (Table 1) below shows selected design decisions taken by TypeDuck from each of the components, lists the educational and linguistic affordances (Blin, 2016b) supported by such decisions, and underlying factors in the M&C framework.

Takeaway: Examining the features of Typeduck with the M&C framework shows that the affordances of new OSKs are supported by encouraging output without compromising learners' autonomy. Typing is a complex mode of language output that can be reimagined, through OSK designs, to support a variety of language-learning affordances.

Table 1: TypeDuck OSK features and Affordances (abridged)

Feature	Design decisions	Affordances	M&C
Input	Take *phonemic* input instead of handwriting, stroke, component, speech	*(Educational)* Recall words acquired through speech; Silence interaction with a device	**Mechanisms:** *Demands* recall of words, *disallows* entering words prior to hearing it **Conditions** *Perception:* Understanding of the systematic nature of phonemic forms; *Dexterity:* Baseline vocabulary and romanisation knowledge; ….
Selection	Provide *a list of candidates* sorted by frequency	*(Educational)* Encourage conscious choice; *(Linguistic)* Confirmation of word choice; Orthographic representation	**Mechanisms:** *Requests* conscious selection of words; *Encourages* autonomous input; **Conditions:** *Perception:* Awareness about near-homophones;
Linguistic Cues	Display *standard romanisation* and *word translations*	(Educational) Improve accuracy of word choice for effective communication; (Linguistic) in-situ	**Mechanisms:** *Allows* users to write words learned outside the classroom;

		lexical and usage information	Disallows the construal of an L2-only space; **Conditions:** Dexterity: English knowledge

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Parallel Session 6C

6C.1 The Effectiveness of Data-driven Learning of Periphrastic Causative Constructions in an EFL Classroom

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ABSTRACT

English periphrastic causative constructions convey the notion of causation through causative verbs, such as "make, have, get etc", which pose great challenges for even advanced learners due to their complexity, arbitrary nature in the non-finite constituents (Gilquin, 2010; Wong, 1983). One major issue is the dearth of authentic language input in learners' construction learning. Data-driven learning (DDL), i.e. using corpus data in language learning, is expected to enable learners to observe and analyze the concordances in order to come up with generalizations about language use (Gilquin & Granger, 2022), thus aiding in identifying semantic meanings and usage patterns (Liu & Zhong, 2016). However, integrating corpus resources into language classrooms remains under-explored, with most DDL studies focusing on item-based rather than larger units like constructions (Gilquin, 2021).

Taking the noticing hypothesis (Schmidt, 2001) and scaffolding theory (see Cobb & Boulton, 2015; O'Keeffe, 2021) as the underpinnings, this study proposes an eleven-week instructional experiment design to investigate the effectiveness of data-driven causative constructions learning, especially those led by "make, have, get" following the non-finite structures, mainly because of the confusions resulting from their similarities in syntactic forms but differences in contextual meanings. We attempt to answer: 1) Whether data-driven construction learning is more effective than the traditional approach; and 2) How learners perceive corpus-based learning activities. Two classes of 41 university intermediate L2 English learners were enrolled, with one as the experimental group (22) and the other as the control group (19). Considering the limited experience as the beginning users of the corpus, the experimental group engaged in a paper-based DDL with three sessions of learning, and a worksheet was supplied to help identify the patterns and meanings of the sentences from COCA in a step-by-step way. Also, a sentence production task was attached at the end of each session. In contrast, the control group followed the traditional approach. Despite similar pretest performance, the experiment group exhibited significant progress and produced more constructions in the sentence production tasks in the immediate posttest. The effectiveness lasted in the delayed posttest, despite both groups' decrease in frequency and accuracy of using the constructions. What's more, data collected from the questionnaire show that learners perceived data-driven learning as challenging yet more effective and innovative. These findings underscore the strong pedagogical value of

corpus-based language pedagogy (CBLP) (Ma et al., 2021) when integrating insights from DDL and construction teaching and learning.

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6C.2 Decision Tasks Through Eye-tracking Analysis: An Exploratory Study on Syllabic Effects

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ABSTRACT

The present study examines what syllabic effects can be found in English and Spanish lexical decision tasks using eye-tracking analysis. Two groups have been involved in this project: a Spanish and an English native group. English CVC.CVC and Spanish CVC.CVC and CV.CV pseudowords have been considered to conform to four different patterns according to their syllabic frequency: HF-HF, LF-LF, HF-LF and LF-HF. The major interest lies in analysing fixation times in order to check whether they differ depending on the frequency of the syllables. Besides, the possible transference of syllabic effects from one language to the other have been explored. The results suggest that Spanish and English participants exhibit different behaviours and tendencies depending on the syllabic pattern.

The method to examine the behaviour and attitudes of English and Spanish native participants towards a lexical decision task involved asking them to decide on the existence of several items in two different tasks. Two different variables were sought to analyse with the help of an eye-tracker device: fixation times and the transference of syllabic effects across languages to measure eye movements and gaze. Using the eye-tracker helps the researcher create and design new experiments beyond traditional spoken tasks in this field. On the whole, none of the two departing hypotheses were fulfilled. First, participants are generally expected to fixate more on the first syllable, especially on high-frequency first syllables, but the results suggest that it is the second syllables that are more prominent. In addition, it was hypothesized that, when someone learns a second language, this person should exhibit the same syllabic effects in the second language as a native person would do. However, this theory has only been confirmed in the case of English, but not in Spanish. Therefore, this study opens up new areas to be explored.

6C.3 Examining Synchronous Communication in Online Courses: Building an EMI University Corpus

Airong WANG (Xi'an Jiaotong-Liverpool University)

ABSTRACT

Existing research has shown a decline in the usage of self-compiled corpora (Boulton & Vyatkina, 2021) and a lack of focus on synchronous communication in online classrooms (Deutschmann et al., 2009). To bridge this gap, the current project aims to develop a corpus of online synchronous audio communication and address the following two research questions:

RQ1: What are the significant features of online synchronous communication in the corpus?

RQ2: What are the features of the synchronous communication between teachers and students in the corpus?

During Spring 2022, teachers and students at an EMI university provided informed consent to record their online synchronous classes conducted in English on BigBlueButton or Zhumu, leading to the collection of 1,300 hours of recordings. To address concerns about sample size limitations (Boulton & Vyatkina, 2021), a subset of 1,117 hours of recordings from 19 modules with good audio quality was chosen. This consists of 31 teachers, including 22 female non-native English speakers, five male native English speakers, three male non-native English speakers, and one female native English speaker. It also includes 1,970 students from undergraduate, Master's, and PhD programs across four departments. Initial transcriptions were generated using IFLYREC speech transcription technology and underwent meticulous proofreading by research assistants over a one-year period. Finally, a total of 5,461,378 tokens were included in the corpus.

The corpus incorporates features such as frequency analysis, collocation identification, contextual usage of searched words, and detection of significant pauses lasting three seconds or longer within a one-minute timeframe to assess communication fluency (McLaughlin & Cody, 1982; Wang et al., 2013). Integration with the AI model ERNIE BOT enables a comprehensive exploration of corpus characteristics.

The analysis of the corpus for RQ1 indicates that pauses in each online class ranged from 2% to 13% of the total duration. As the degree level increased from Undergraduate to Master and PhD modules, the percentage of pauses declined. Regarding language usage, male teachers, both native and non-native speakers, tended to use formal language more frequently, while female teachers used compliment language more frequently. In terms of RQ2, teacher-initiated communication was found to be dominant across all modules, with students mainly assuming passive listening roles or participating when specifically called upon. Notably, some non-native female teachers and male native teachers frequently employed

polite language to encourage student participation. However, no significant differences were observed in terms of the collocations used by the teachers.

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6C.4 The Role of Language Intention and Power Dynamics in Media Interactions on Motivation and Outcome of Second Language Learning

Junyan LI (City University of Hong Kong)

ABSTRACT

Many media interactions about English learning emerge with relevant English education policy nowadays and students' attitudes about English learning may be affected by these interactions, which affect the outcome of SLL. 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 discourse analysis in SLL. This research seeks to examine the impact of media interactions on English learning including language intention, power dynamics, and style in the motivation and outcome of SLL.

The mixed method is employed. Online five-likert scale questionnaires which respectively examine media language including intention and power and learners' motivation are used among 465 university students (234 boys and 231 girls) in four representative universities (normal, international studies, technology, and comprehensive) with systematical random sampling. These subjects' English skills are tested by professionally designed papers. "FireAnt" corpus is used to collect Twitter corpus and web scraper tool Data Miner is employed in software Weibo and Redbook to access corpora about representative media interactions from the 465 university students to explore the media language intention and power dynamics. Besides, semi-structured interviews about media interactions' effect on SLL are purposive-sampled among fifteen university students with representative answers or posts. A longitudinal survey about the interviewee's SLL outcome is conducted. The collected corpus data including metadata are stored in a Word file and analysed with MAXQDA and WordSmith. NVivo is used to transcribe the data from interviews and the data from questionnaires and test papers are analysed in SPSS. This research finds that language intention, power and style in media interactions about English learning affect learners' motivation and further their SLL outcome. The semantics of certain groups of words, pragmatic strategies, and other features and styles of language in media interactions show the intention of posts and relevant policy, influencing L2 learners' opinions. Media interactions about English learning can benefit learners for L2 practice, peer support, and cultural exchange, while sometimes the outcome is passive for L2 learners.

For this research, the domain of usage of discourse analysis in SLL can expand to new media. This research has implications for L2 learners to adopt suitable strategies to integrate media discourse analysis with SLL and further develop L2 learning outcomes.

VII. Poster Presentation

PP1. A Multidimensional Analysis of Teacher's Speech in Chinese MOOCs

Lingshan LI (Xiamen University)

ABSTRACT

As a new technology-enhanced learning approach, English-mediated Massive Open Online Courses (MOOCs) have drawn numerous scholars' attention regarding their social functions and impacts on language learning, while few studies focus on Chinese-mediated MOOCs. This paper examines the speech of teachers from 24 national quality courses across six disciplines in the humanities and social sciences. Employing a multi-dimensional analysis framework (Biber, 1988), the study reveals linguistic features of Chinese-mediated MOOC video lectures and linguistic variation across different disciplinary areas. The Chinese oral language corpus, comprising 1,022 texts with a total of 2,815,394 words, was established. A factor analysis of 99 linguistic features reveals that Chinese-mediated MOOCs tend to be strongly involved, highly informational and abstract. Unlike the register presented in English-instructed MOOCs, the closest register to Chinese MOOCs is university classroom talk. This further confirms that the teacher's speech, whether online or traditional, is a continuum of speech and writing. The research findings also suggest that discipline-specific variations in the use of linguistic features exist. The results of this research could offer valuable understanding into the utilization of language in the Chinese spoken register, providing linguistic insights for instructional designers and MOOC instructors to cater the audience from various professional backgrounds properly. It is also hoped that the study will guide the selection of interactive and instrumental linguistic strategies for online teachers, minimizing teacher-led monologues and enhancing student engagement in the virtual classroom.

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PP2. 基於 AI 的香港中學生文言學習平臺設計

Wenyi LI (The Education University of Hong Kong)

ABSTRACT

本文探索 AI 在香港中學文言學習中的創新應用，開發智能学习工具提高文言學習效率。本文基於大語言模型的個性化題解分析和個性化測評，提升學生學習能力，設計分為平臺層和模型層。平臺層提供試卷練習、用戶交互、數據展示等功能，基於 B/S 架構，採用前後端分離的技術，使得平臺的開發效率和品質較高，平臺前端基於 VUE 框架，後端基於 JAVA Spring Boot 框架和 MariaDB 資料庫。模型層採用多個中文大語言模型作為核心技源，涵蓋基於深度學習模型，經過大規模的預訓練，在各語言尤其中文、文言學習任務中具備強大語言理解和生成能力的 Baichuan2-7B、Qwen-72B 和百度 ERNIE BOT 三種大語言模型。

本文將數據集、特定教育問題和任務相關標注配對，配對數據對大語言模型產生有監督的微調，從而優化文本理解和生成文言學習內容。該平臺為香港中學文言學習提供創新的教學方法和學習體驗。該平臺的開發和應用有助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。

PP3. How Students Engage with Automated Written Corrective Feedback (AWCF) Provided by Pigai: A Multi-case Study Utilizing Eye-tracking Technology

Bei CAI (The Education University of Hong Kong)

Ziyu HE (The Education University of Hong Kong)

Hong FU (The Education University of Hong Kong)

Yanjie SONG (The Education University of Hong Kong)

ABSTRACT

While there is abundant research on the application of Automated Written Corrective Feedback (AWCF) in writing instruction, there is a scarcity of focus on how students engage with AWCF. This preliminary naturalistic case study aimed to investigate the engagement of two postgraduate students in Hong Kong with Pigai, a well-established Chinese domestic Automated Writing Evaluation (AWE) system, during the revision of a final draft. Aligned with previous research, student engagement was evaluated across three interconnected dimensions: behavioral, cognitive, and affective. The study analyzed behavioral engagement through screen recordings, observing how students utilized Pigai. The affective engagement was assessed by analyzing students' remarks during stimulated recall sessions based on the recordings mentioned above, as well as during semi-structured interviews. The assessment of cognitive engagement, like affective engagement, encompassed the analysis of students' remarks during stimulated recall sessions based on the mentioned recordings and semi-structured interviews. Additionally, it involved the utilization of eye-tracking technology in determining how students approached feedback when revisiting their writing content and the residual feedback after all revisions were completed, focusing on the participants' attention and scan path. The findings indicate that students exhibited varying levels of engagement with AWCF. One student demonstrated moderate cognitive and behavioral engagement, making seven revisions based on Pigai's suggestions while minimally verifying feedback accuracy, primarily relying on pre-existing knowledge and experience. The student's affective engagement was also average, as the student perceived Pigai as insufficiently intelligent and highly replaceable. From the eye tracking results, it was evident that the student first focused on the red-flag "error prompts" and then on the yellow-flag "error alerts" provided by Pigai. On the other hand, the second student made nineteen revisions, showing high behavioral engagement but relatively lower cognitive engagement, tending to trust AWCF and making random modifications based on it blindly. In terms of affective engagement, this student exhibited a higher level of trust with Pigai and AWCF. Eye tracking results revealed that similarly, the student also primarily focused on the red-flag "error prompts," followed by the yellow-flag "error alerts" provided by Pigai, but she also paid attention to the green-flag "learning cues." Pedagogical implications were thoroughly discussed.

PP4. A Corpus-based and Project-based Pedagogy: World Englishes, Decolonization, and Learner Investment

Yue ZHANG (The Education University of Hong Kong)

Wilkinson Daniel Wong GONZALES (The Chinese University of Hong Kong)

ABSTRACT

English has become an international language, transcending cultural and linguistic barriers (Kachru et al., 2006). As a result of its global reach, it has interacted with various cultures and languages, giving rise to various linguistic forms of the language or 'world Englishes (WE)' (Kachru 2011). This article introduces how this notion of WE and the International Corpus of English (ICE) (Nelson 2012) has been adopted in two projects and a critical WE-informed pedagogy in an undergraduate course at the Chinese University of Hong Kong. It then draws upon second language (L2) investment, denoting learners' engagement with L2-related practices with an understanding of the underpinning rationale for such experiences (Darvin & Zhang, 2023) to investigate the investing trajectories of students who enroll in this course and claim to use 'Hong Kong English' (HKE). Since Prof. Nelson established ICE-HK on HKE, the corpus has been used globally in sociolinguistic and SLA studies. Taking place one year after the deeply saddening pass-away of Prof. Nelson, this study takes a critical and proactive stance to counter insidious (neo)colonial ideologies and practices through our pedagogical investigation and intervention that integrates ICE-HK into the course. Multimodal output and a post-course techno-reflective narrative interview (Zhang, 2023) during the intervention were jointly analyzed to gauge the impact of the pedagogy on one learner's investment trajectory. The findings revealed that participant-learner developed the ability to invest in multiple intertwined identities as a Hong Kong citizen, legitimate HKE user and English as a second language (ESL) learner. A transformation was observed in the participant, as she transitioned from a passive knowledge-keeper with exonormative orientations to becoming an invested, self-reflective learner who endorses and embodies endonormative norms in her local English. Overall, the study highlights two corpora (ICE-HK)-based projects that create spaces for students to actively resist colonial representations of English.

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PP5. A Systematic Review of DDL Research on Language Learning and Teaching at the Pre-tertiary Level: Balancing Qualitative and Quantitative Research

Shiya HUANG (The Education University of Hong Kong)
Qing MA (The Education University of Hong Kong)

ABSTRACT

Corpora for language education, also known as data-driven learning (DDL), has gained increasing attention in the computer-assisted language learning (CALL) field. Previous studies highlight the benefits of DDL, but one notable research gap is the majority of the DDL studies focus on tertiary education, with limited attention to non-university contexts (Boulton & Cobb, 2017; Boulton & Vyatkina, 2021; Pérez-Paredes, 2022). The extent to which DDL can fit into pre-tertiary contexts remains undefined. In addition, prior meta-analyses have demonstrated that DDL can be effective and efficient for various contexts and levels (Boulton & Cobb, 2017; Cobb & Boulton, 2015; Lee et al., 2019; Mizumoto & Chujo, 2015; Ueno & Takeuchi, 2023). Some syntheses have also highlighted DDL's potential for enhancing language skills, learner autonomy, and cognitive development (Boulton, 2012; Boulton & Vyatkina, 2021; Chen & Flowerdew, 2018; Dong et al., 2022; Luo & Zhou, 2017; Pérez-Paredes, 2022; Yoon, 2011). However, these studies have not thoroughly addressed learners' perceptions and the practical implementation of DDL for non-researcher instructors, highlighting another research gap.

To bridge these gaps, this study used a mixed methods approach to synthesize quantitative and qualitative data from 39 studies on DDL in language learning and teaching at the pre-tertiary level from 1994 to 2023. For data collection, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were used for search and selection (see Fig. 1) based on some inclusion and exclusion criteria (see Table 1). For data analysis, 24 studies that provided sufficient statistical reporting were quantitatively synthesized by calculating effect sizes, and 28 of those providing qualitative data were organized and coded by applying the grounded theory.

The quantitative results indicate implementing DDL is effective and efficient in facilitating language learning and teaching at the pre-tertiary level. The qualitative synthesis identifies categories of positive perceptions: "positive emotions," "efficacy," "autonomy," "cognitive enhancement," "combination," and negative perceptions: "challenges," "negative emotions" and "traditional habits." Furthermore, the qualitative synthesis uncovers strategies for implementing corpus-based lessons at the pre-tertiary level, including a) pre-edited DDL materials; b) teacher supervision; c) integration of multi-modal materials, and various corpus tools; d) variety of teaching activities; e) providing scaffolding prompts.

The results of this systematic review confirm the suitability and applicability of DDL in non-university settings, provide practical recommendations tailored to pre-tertiary students and teachers, and can serve as a useful reference for guiding future DDL research, especially at the pre-tertiary level.

Fig. 1. PRISMA flow diagram
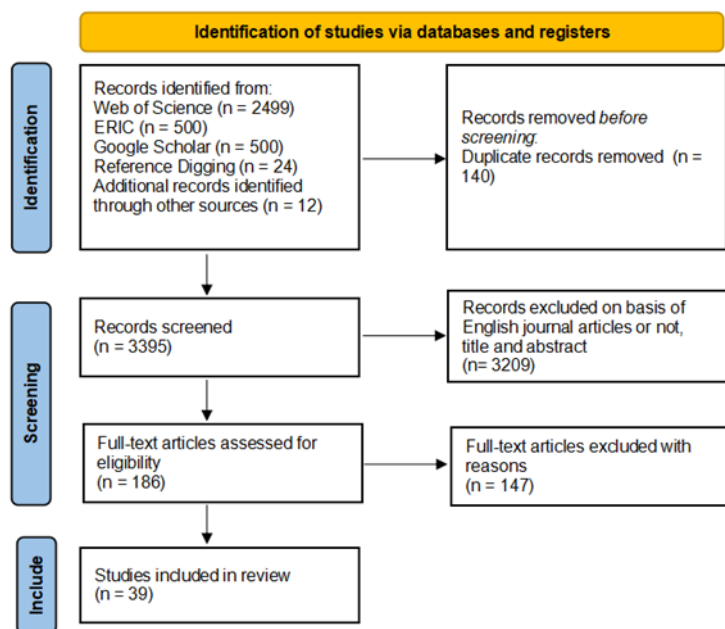
Table 1. Inclusion/exclusion criteria

Inclusion criteria	Exclusion criteria
Studies published between 1994 and 2023	Studies published before 1994
Published empirical articles from journals	Empirical articles not from journals, review articles, reports (the book edited by Crosthwaite (2019) is an exception)
Text written in English	Text not written in English
Related to corpus technology, DDL, and learning or teaching English	Not related to corpus technology, DDL, and learning or teaching English
Targeting at pre-tertiary level	Not targeting at pre-tertiary level
(Articles focusing on non-university teacher education or corpus-based materials development are considered if including pre-tertiary students' involvement; studies targeting first language, second language, or foreign language are considered.)	

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PP6. Constructing a Theoretical Model of Adaptive Learning System for English Reading

Tingli XUE (Liaoning Normal University)

Shuheng LI (Liaoning Normal University)

Zhoujing LIN (Liaoning Normal University)

ABSTRACT

Adaptive Learning System (ALS), a product of Adaptive Technology applied in E-Learning, is a tool in autonomous learning that provides individualized support. Although many studies have achieved interdisciplinary breakthroughs in the two fields of English reading and Information Technology, less attention has been paid to learners' personalized experiences. In this study, we construct a theoretical model of ALS for English learners to meet their individualized reading needs. In this theoretical model, the operation process of the system consists of three main steps, i.e., pre-reading diagnosis, text presentation, and post-reading diagnosis. First, the learner completes pre-reading, while-reading and post-reading activities, during which the system dynamically diagnoses the learner's performance in six aspects: learners' decoding ability, language knowledge, reading comprehension ability, cultural awareness, reading experience and reading habits. Meanwhile, the diagnostic data forms a dynamic spiderweb diagram, which is not only for the system to adjust the learning plan, but also for learners to track their progress and deficiencies clearly. Then, the system selects one suitable text to present to the learner based on the "Description Table of Books", which are from the established database. The database contains all the experimental materials, the English-graded picture books Multidimensional Reading. Each text has its particular theme and features, which suit learners at different reading levels in English and satisfy their preferences. As the learner completes the reading activities, the spiderweb graph will change with the learner's performance, which generates a post-learning diagnostic for presenting another text.

Figure1: The expected process of the theoretical model
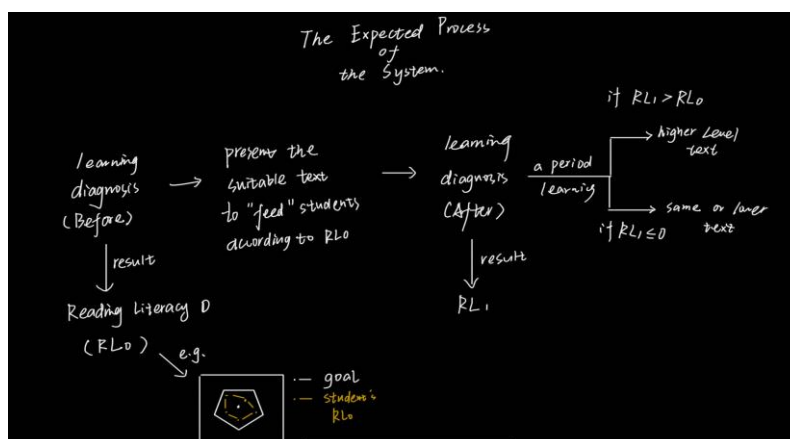
PP7. Using ChatGPT as a Potential Learning Tool: Perceptions of Chinese EFL Learners in an Ireland University

Dai SHI (Trinity College Dublin)

Yujia JIANG (Trinity College Dublin)

ABSTRACT

Technology has become an important part of the learning process in the rapidly evolving educational pedagogy, offering great help in facilitating language learning for learners. ChatGPT, a powerful artificial intelligence language model developed by OpenAI, is one of such important educational technologies. This innovative technology provides language learners with effective assistance in areas such as text translation, writing revision, and interactive spoken dialogue. However, the emergence of ChatGPT also poses a threat to traditional education and research systems, such as students' over-reliance, the possibility of cheating, and the erosion of critical thinking. This study aims to examine the effectiveness of ChatGPT as an English learning support, exploring the impact of ChatGPT on Chinese English as a Foreign Language (EFL) students in the study-abroad context. The participants in this study are Chinese international students at a university in Ireland. To better understand how often they use ChatGPT, how ChatGPT assists them in learning English, and the impact of ChatGPT on their English language learning, mixed research methods (online questionnaires and interviews) will be applied in this study. This study emphasizes that ChatGPT has been widely used as a powerful English learning tool for study-abroad Chinese EFL students. However, compared with study-abroad Chinese EFL learners who use traditional English learning methods, there is a significant trend of decline in the independent English learning capability of those who frequently use ChatGPT.

PP8. A Study on the Use of Grammarly in EFL Learners' Writing

Chun LIU (Zhejiang Sci-tech University)

ABSTRACT

AI-empowered tools like ChatGPT in particular have revolutionized teaching and learning landscape in higher education. A multitude of studies have illustrated the positive impact of AI tools on language learning especially speaking and writing, from the early use of automated writing evaluation software to Grammarly, DeepL, and the latest ChatGPT. The theoretical basis of AI-empowered tools in language classrooms has become the focus of top Chinese language journals since January 2023. Despite this, very few empirical studies could be found concerning learners in Chinese universities for the usage of AI-empowered tools is not yet widespread, and language teachers are not yet fully prepared for their integration into the classroom.

This study aims to examine the usage of Grammarly, a widely accessible tool, by freshmen students at a comprehensive provincial key university, focusing on their knowledge of and usage of AI-empowered tools, how they employ Grammarly in their writing, and whether the use of Grammarly helps them achieve higher scores. Participants were randomly assigned to one of two groups: one group used Grammarly while writing, and the other group completed their writing without the use of AI-empowered tools. Both groups submitted their writings to an automated grading website and completed questionnaires at the end of the experiment.

The preliminary findings suggest that students' knowledge of AI tools is greater than anticipated, with many tech-savvy freshmen having used AI tools like ChatGPT and even in language learning. The primary use of Grammarly was to check and correct grammatical errors in writing. The use of Grammarly resulted in improved writing quality, which has the potential to enhance clarity, accuracy, and coherence although the extent of this improvement still needs to be determined. This study demonstrates the positive impact of Grammarly on EFL learners' writing. It is possible to introduce other beneficial tools to language learners, not only for writing but also for speaking. Language teachers must explore the most effective approach to integrate AI-empowered tools with traditional teaching methods to motivate and engage students in the classroom.

PP9. EFL Learners' Perceptions of Using AI-powered Writing Tools and its Relationship with Writing Performance

Yen-Fen LIAO (National Taiwan University)

ABSTRACT

The development of artificial intelligence (AI) has led to its increasing use in language teaching. In particular, AI-powered writing tools have gained popularity among EFL writers to support the writing process. However, it is still unclear how EFL learners perceive the use of different AI tools in their writing and to what extent these tools help to improve their writing. The current study, therefore, aims to investigate the effect of using AI writing tools on EFL learners' writing and to explore the relationship between learners' perceptions of these tools and their writing performance. Data were collected from 30 Taiwanese EFL students who were first asked to write an extemporaneous argumentative essay without using any AI writing tools and then to revise their essays using Grammarly and Google Translate. After that, the students were asked to use the other three AI writing tools, i.e., ChatGPT, DeepL Write, and Quillbot, to revise their original essays again. Students' perceptions of the use of these different AI writing tools were assessed using a questionnaire. The results showed that the students' writing performance improved significantly with the help of the AI tools. In addition, students showed significantly more positive attitudes towards the use of Grammarly, Chat GPT, and DeeL Write than towards the use of Google Translate and Quillbot. Of these AI writing tools, ChatGPT was perceived as the most useful tool for enriching content, while Grammarly was perceived as particularly useful for correcting grammatical errors. However, none of the AI writing tools were perceived as helpful for improving text organization. Moreover, no significant relationship was found between the learners' perceptions of these AI tools and their writing performance. The limitations and pedagogical implications of using AI writing tools will be further discussed.

VIII. Useful Information

A. Transportation Map

From HK International Airport to EdUHK

Take a taxi to EdUHK direct (about HK$350-HK$420), or

Take Airbus E41 (HK$14.4) to Tai Po Central Bus Terminus or A47X (HK$27) to Tai Po Market Station, then change to bus 74K (HK$ 5.4) or taxi (about HK$55)

From Shenzhen to EdUHK

Take the MTR train (East Rail Line) from Lo Wu to Tai Po Market Station (HK$ 27.9) then change to bus 74K (HK$ 5.4) or taxi (about HK$55)

B. Public Transportation

[BUS] 74K

Tai Po Market Station ←→ Sam Mun Tsai

*Drop off at the Bus stop: The Education University of Hong Kong

Fare: $5.4

Journey Time: 20 mins

Frequency: 10 to 20 mins

http://m.kmb.hk/en/result.html?busno=74K#startDetail

[MINIBUS] 26

The Education University of Hong Kong←→Bayshore Towers

*Drop off at the Bus stop: The Education University of Hong Kong

Fare: $14.3 ($6.6 from Taipo to EdUHK)

Journey Time: 15 mins

Frequency: 6 to 9 mins

http://www.16seats.net/eng/gmb/gn_26.html

[TAXI]

It costs approximately $55 from Tai Po Market MTR Station or Tai Wo MTR Station to the campus.

[CAR]

Due to limited parking space, visitors are recommended to use public transportation when coming to EdUHK (Tai Po) campus.

C. Free Shuttle Bus Schedule

Date	Route	Number of buses
3/7 – 5/7 Morning	**Bus number 1 & 2** 08:40 Royal Park Hotel 08:55 MTR University Station 09:10 EdUHK	2 (60 seats)
3/7 Afternoon	**Bus number 1:** 17:40 EdUHK 18:00 新達廣場	1 (60 seats)

Remarks:

1. The participants are expected to assemble at the hotel lobby by 08:30 and will be greeted by Rebecca, one of the conference secretaries. She will lead the participants to get on the coaches.

2. The participants are expected to reach the station before 08:50 and will be greeted by a student helper.

3. A coach is arranged to pick up those participants who have joined the conference dinner outside Block C at 17:30. The dinner tickets will be collected by a conference secretary when getting on the coach to ensure no one is left behind.

The signage below will be held by Rebecca and the student helper and then displayed on the front window of the coach.

香港教育大學
The Education University of Hong Kong

International Conference on TeLLT CoLLT 2024

International Conference on Technology-enhanced Language Learning and Teaching & Corpus-based Language Learning and Teaching 2024 (TeLLT & CoLLT 2024)

3 - 5 July 2024, Hong Kong

D. Internet Connection

EdUHK has joined the "Wi-Fi.HK" scheme in September 2014 to support the "City-wide Wi-Fi for the Public and Visitors" initiative of the HKSAR Government. Visitors can use the SSID "**Wi-Fi.HK via EdUHK**" to enjoy the free Wi-Fi service in public areas of the EdUHK (no password required).

For guests and visitors who do not have a valid EdUHK network account and password, this is the simplest way to get an Internet connection over the EdUHK wireless network if you have the appropriate device, such as a notebook, tablet or mobile phone with Wi-Fi capability. However, please note that using wireless in a public network is in general not secure. Users are advised not to use public wireless networks for sensitive transactions.

Warning: For fair usage of the network resources, each session is limited to 2 hours.

IX. Author Index

X. Organising Committee

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Dr MA Qing, Angel (LML, EdUHK)

Dr ZOU Di, Daisy (Lingnan University)

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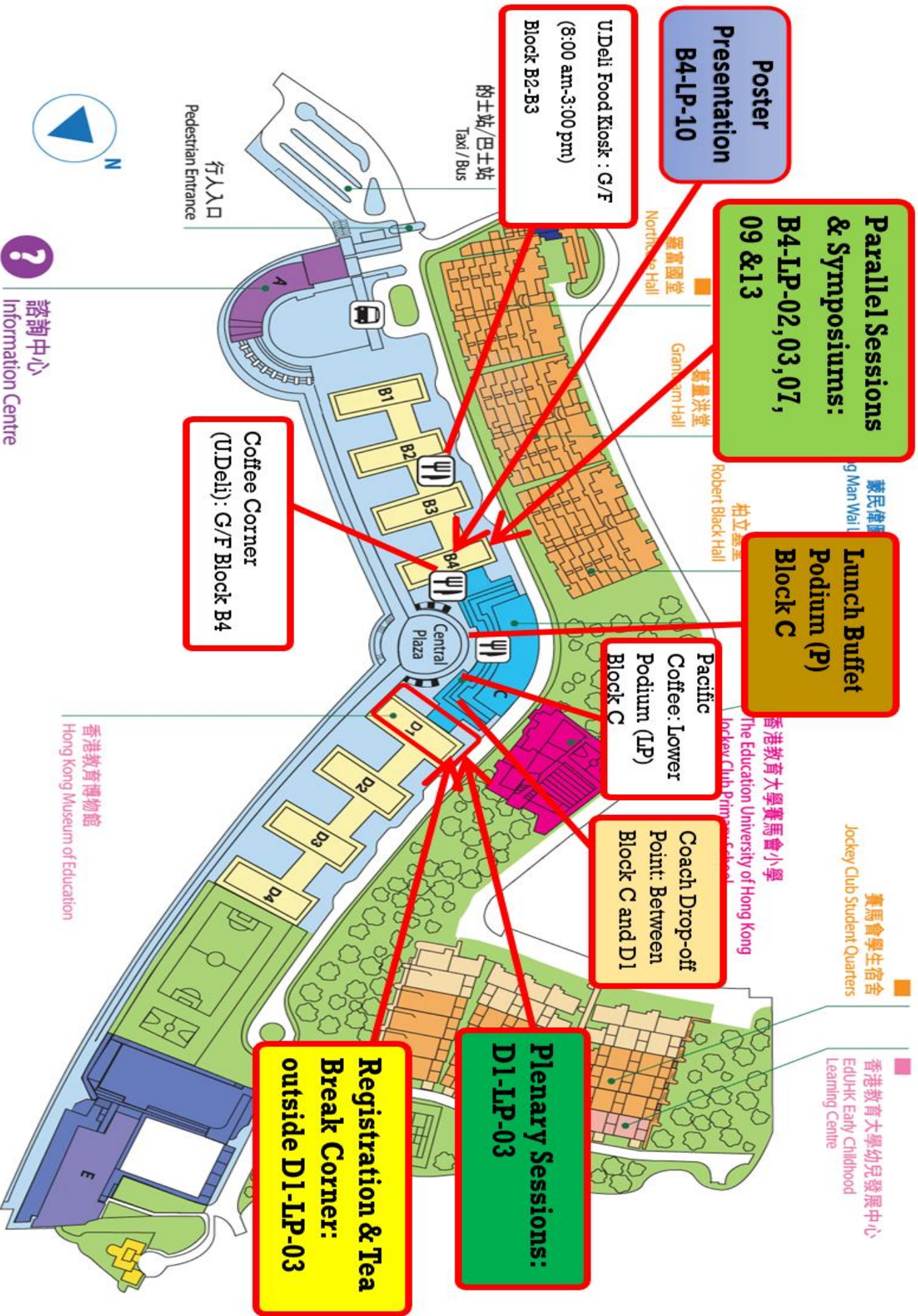

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