



CEAL Workshops on Teaching and Learning with generative AI

Date: 19th May 2026

Venue: LCH115

Schedule

14:00 - OPENING REMARKS BY PROF. WANG BINHUA

14:05 - TALKS 1, 2 AND 3

15:20 - BREAK

15:30 - TALKS 4 AND 5

16:20 - BREAK

16:30 - PLENARY DISCUSSION

THEMES OF THE WORKSHOPS

THEME A: BEST PRACTICE INTEGRATING GENERATIVE AI INTO CURRENT CEAL COURSES

THEME B: ETHICS IN USING GENERATIVE AI

THEME C: THE BENEFITS OF GENERATIVE AI ON INCREASING EFFICIENCY

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AI-MEDIATED LANGUAGE CLASSROOMS AND VOCABULARY RETENTION: A COMPARATIVE STUDY OF STUDENT RESPONSES IN CORE AND ELECTIVE UNIVERSITY ENGLISH COURSES

MS. ANGEL FAN AND MR. DANIEL POON

The rapid integration of generative artificial intelligence (AI) has fundamentally reshaped how students approach language learning tasks, particularly in academic vocabulary development and writing. While recent research has pointed to the promise of AI and mobile technologies in language learning, most investigations have focused on either writing development in second language contexts or vocabulary growth in technology-supported but non-generative environments. Additionally, comparatively less attention has been paid to how generative AI tools influence vocabulary retention, learner attitudes, and engagement across different curricular structures within compulsory English courses. Adopting a blended learning framework, this study presents a comparative analysis of student responses and learning outcomes in two distinct university classroom contexts: an elective, vocabulary-focused course and a core, skills-oriented University English course. AI is positioned as a tentative, non-authoritative aid primarily used for vocabulary learning outside the classroom, followed by in-class activities involving critical evaluation, discussion, and consolidation of vocabulary use. The research aims to (a) examine and compare students' attitudes toward AI-mediated vocabulary learning; (b) measure vocabulary retention and reuse following AI-supported activities; (c) develop a validated pedagogical model for responsible AI integration in core language instruction. Data will be collected through textual analysis of students' writing, student feedback surveys, and reflective commentary.

The findings are expected to offer empirically grounded recommendations for sustainable AI integration in both elective and compulsory English courses, ensuring that technological adoption supports lexical development and critical literacy while maintaining academic integrity.

Themes A and C

2

THE SYDNEY ASSESSMENT FRAMEWORK AND LUE3005

MR. RYAN WINDSOR

After the sudden move to allowing the use of Generative AI in tertiary English classes in the last few years, a marked shift in assessment design has begun around the world. The highly-cited Liu and Bridgemen (2023) paper "What to do about assessments if we can't out-design or out-run AI?" first coined the 'two-lane assessment' approach and then sparked the creation of The Sydney Assessment Framework in 2025. This talk shines light on how this framework was adapted to fit the CEAL context on the LUE3005 course before advocating its use across the wide-ranging courses within the Centre and beyond.

Themes A and B

CHATGPT FOR LEARNING ENGLISH ARGUMENTATIVE WRITING LOGIC

DR. SOPHIE ZHANG

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Logical knowledge and skills—namely, the principles and abilities underpinning valid inference and reasoning—are crucial for the coherence and persuasiveness of English argumentative writing. However, many English as a Foreign Language (EFL) learners lack these competencies, which may significantly constrain both the overall quality of their writing and their self-efficacy in this domain. To address this gap, we developed a GPT-4-based logic learning bot, LogicalHamster, designed to provide personalised support across five core logic learning strategies: gathering logical instructions (Gathering), comprehending logical concepts (Understanding), practising logic application (Exercising), analysing logic in authentic texts (Analysing), and revising and constructing logical connections with guidance (Crafting). Forty university students in Hong Kong engaged with LogicalHamster for one hour to enhance their English argumentative writing logic. Through analysis of interview transcripts, learner-bot dialogues, pre- and post-intervention knowledge assessments, and essay writing tasks, we identified the bot's effectiveness in facilitating 12 sub-strategies of logic learning and in improving both logical knowledge and the quality of logic in students' argumentative writing. These findings highlight the significant potential of ChatGPT-based tools in advancing EFL argumentative writing at the tertiary level.

Theme A

4

REPORT OF WORK IN PROGRESS: PROJECT (TDG NO. 102735): PILOTING THE USE OF GENERATIVE AI FOR WRITTEN CORRECTIVE FEEDBACK IN HANDWRITTEN WRITING TASKS ON AN ENGLISH FOR ACADEMIC PURPOSES COURSE.

DR. RICHARD NICKALLS (WITH DR. ANGEL GARRALDA AND MR. IAN CAMERON)

Like most CEAL courses, LUE1002 has a more traditional handwritten assessment amongst other more modern assessments. We have been piloting the use of generative AI to a) reduce time spent marking handwritten practice papers and b) introduce new writing tasks (without increasing tutor workload). In September 2025 LUE1002 was awarded HKD 34,000 for a TDG small project (completion December 2026) to pilot and evaluate the use of Pregrade and we have so far used the tool to provide corrective written feedback to 1419 handwritten student responses (mainly for the LUE1002 'practice test' in week 7). Pregrade uses Optical Character Recognition (OCR) to transpose the handwritten responses into digital text, analyses the student responses using the assignment rubric/criteria fed into its interface by coordinators (in addition to grading examples) and sends students an email that provides written feedback (with the option to provide an estimated grade). Richard will present the preliminary findings of student and tutor evaluations of the tool, OCR accuracy, some challenges in increasing the accuracy of OCR, some best practice tips for ethical review and gaining informed consent and our preliminary conclusions on how we could use such tools in future to enhance teaching and learning at CEAL.

Themes A, B and C

BEYOND PADDING. AN INTERPERSONAL METAFUNCTION AND APPRAISAL STUDY OF AI-GENERATED FEEDBACK IN EMI HIGHER EDUCATION

MR. MIKE GROVES

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This study aims to examine synthetic, or AI generated, feedback through two parallel lenses– that of Systemic Functional Linguistics and that of instructors' practise, and beliefs. The presentation will begin with a review of established principles of written corrective feedback, and then introduce feedback given by Pregrade (TM), a proprietary AI system that was used on a remedial English language course to feed back to students after a set of reflective tasks. It will compare holistic impressions from a number of experienced EAP instructors with other insights gained through analysis of Halliday's interpersonal metafunction and Martin and White's Appraisal Theory. Three key themes emerge: actionability, rapport and specificity, and the linguistic analysis also shows that the AI supports a dialogic ideal of feedback, with impressive and consistent management of prosody to maintain cognitive engagement. The presentation will end by making suggestions for both instructors and developers to recommend how these features can be best leveraged for optimal educational impact from the feedback

Theme C



16:30-17:00

30-MINUTE PLENARY PANEL DISCUSSION

TO DISCUSS ISSUES AND THEMES FROM THE WORKSHOPS

Panel includes:

Professor Frankie Lam (TLC), Dr. Richard Nickalls,
Mr. Mike Groves and Mr. Ryan Windsor

**SUBMIT YOUR
QUESTIONS HERE!**

**CEAL Workshops on Teaching and
Learning with generative AI**

Proposed by Dr. Richard Nickalls

**Organised by Dr. Richard Nickalls,
Mr. Mike Groves and Mr. Ryan Windsor**