



Faculty of Arts



2026 International Conference on English Medium Education (EME)

Navigating English-medium Education in the Digital Age:
Multilingualism, AI, and Academic Literacy

DATE: 7 - 8 May 2026 (Thu - Fri) **TIME:** 10:00 - 18:00 (Registration starts at 9:50)

LOCATION: LT5, 2/F, Yasumoto International Academic Park (YIA), CUHK **FORMAT:** On-site & Online

Registration Form



Website



For enquiries:
Email: english@cuhk.edu.hk

DAY 1:
Discussion panel on EME research in the era of AI

DAY 2:
*Panel Discussion by journal/book series editors
Closed-door Roundtable: Research agenda on EME*

HIGHLIGHTS

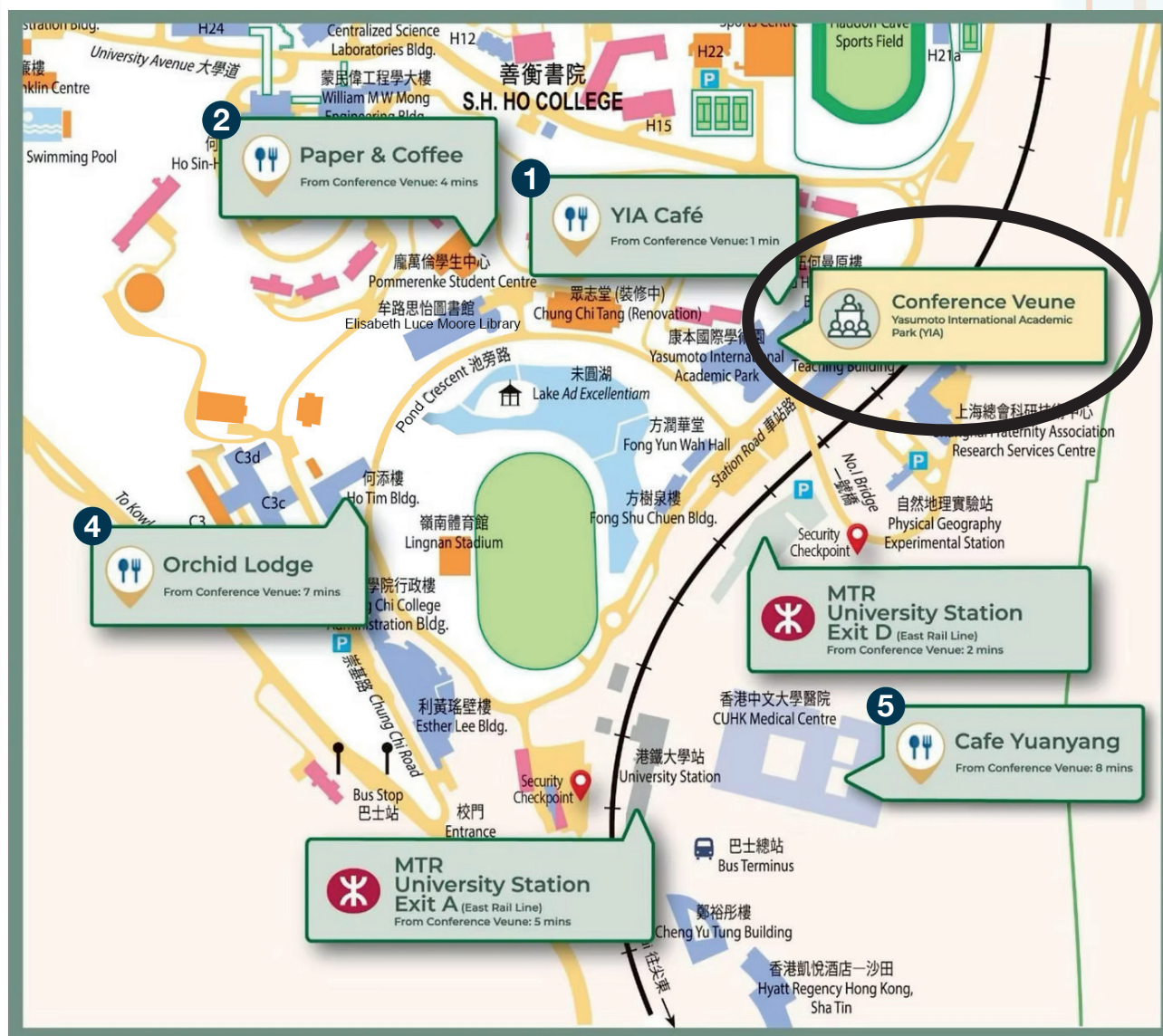
ABOUT 2026 EME CONFERENCE

The 2026 International Conference on English medium Education (EME) aims to explore the role of academic literacy in EME context and also how emerging technologies—particularly AI and digital tools—are reshaping teaching and learning in multilingual EMI contexts. It invites interdisciplinary dialogue on how digital literacy, linguistic diversity, and AI-driven tools intersect with pedagogical practices, learner engagement, and teacher development in EME.



CUHK Yasumoto International Academic Park (YIA)

INFORMATION FOR PARTICIPANTS



Restaurant	Cuisine/Food Type	Address
1 YIA Café	Coffee & Sandwich	101A, 1/F, YIA
2 Paper & Coffee	Japanese & Coffee	2/F, Pommerenke Student Centre
4 Orchid Lodge	Hong Kong Style	Next to Ho Tim Building
5 Cafe Yuanyang	Hong Kong Style	LG/F, CUHK Medical Centre

7th & 8th May 2026 (Thu & Fri)

10 a.m. to 6 p.m.

CUHK Yasumoto International Academic Park (YIA) LT5

Format: On-site & Online

For details of all the restaurants in campus,
please refer to CUHK's main [website](#)

CONFERENCE THEMES

Multilingualism in EME

Delve into the impact of multilingualism in English medium Education (EME) and explore the challenges and opportunities it presents in the digital age.

AI in Education

Discover the role of AI in reshaping educational practices in English medium Education (EME) and its implications for academic literacy.

Digital Tools for Multilingual Learners

Explore the use of digital tools to support multilingual learners in English medium Education (EME) and their impact on language acquisition and proficiency.

Academic Literacy and Disciplinary Knowledge Construction in EME

Examine how academic literacy practices are developed, negotiated, and assessed in English-medium Education (EME), particularly within discipline-specific contexts such as STEM, social sciences, and professional education.

Teacher Development and Professional Identity in EME

Explore how educators navigate pedagogical, linguistic, technological, and ethical challenges in English-medium Education, particularly in multilingual and AI-integrated environments.

Ethics, Equity, and Policy in Digital EME

Investigate the ethical, institutional, and policy implications of AI and digital technologies in multilingual English-medium education contexts.

CONFERENCE HIGHLIGHTS

Navigating EME in the Digital Age

The 2026 EME conference values interdisciplinary dialogue, critical thinking, and collaboration. It aims to navigate the role of academic literacy in English medium Education (EME), the complexities of EME in the digital age, empowering educators and learners to adapt to the evolving landscape.

We are committed to providing a supportive platform for sharing research, insights, and best practices in English medium Education (EME) to foster continuous improvement and innovation.

(Day 1)

Strategic Dialogue on EME Research in the Era of AI

Day 1 will feature a high-level discussion panel bringing together leading scholars to critically examine the future of English-medium Education (EME) research in the age of artificial intelligence. Moving beyond tool-oriented discussions, this panel will address how AI is reshaping research methodologies, theoretical frameworks, academic literacy practices, and knowledge production in multilingual contexts. The session aims to identify emerging research priorities, ethical considerations, and interdisciplinary collaborations that will define the next phase of EME scholarship.

(Day 2)

Editorial Perspectives and Future Research Agenda Setting

Day 2 will include a distinguished panel of journal and book series editors who will share insights into current publication trends, emerging themes, and expectations for high-impact scholarship in EME. This will be followed by a closed-door roundtable bringing together keynote speakers, editors, and selected scholars to develop a forward-looking research agenda for EME. This strategic session is designed to foster international collaboration, shape publication pathways, and consolidate CUHK's leadership in advancing research on multilingualism, AI, and academic literacy.

CONFERENCE RUNDOWN (DAY 1)

Location: YIA LT5

10:00–10:10	Opening Ceremony – Prof. Jack Pun, CUHK, Prof. Yuen-Yi Lo, HKU from the organizing committee
10:10–10:20	Opening Ceremony – Group photo
10:20–11:00	Overseas Speaker – Prof. Ursula Wingate, King's College, UK EAP Practitioners as Collaborative Partners in the Disciplines: Facilitating a Sustainable Model of Academic Literacy Instruction
11:00–11:25	Local Speaker (Kim) Chun Ki Chuang and Yuen Yi Lo, HKU EMI teacher assessment literacy and the potential of AI-powered question generation platform
11:25–11:45	Coffee Break
11:45–12:10	Angel Lin, EDUHK From Test Scores to Learning Trajectories: Rethinking Academic Language Assessment through Ecological Linguaging and Bayesian Updating
12:10–12:35	Jack Pun, CUHK and Wenyun Jia, CityUHK Rethinking EMI in the Age of Generative AI: Teacher Agency and Classroom Practice
12:35–13:00	Ben Moorhouse, CityUHK Developing Students' Global Englishes-oriented Critical GenAI Literacy: An Intervention Study
13:00–14:15	Lunch
14:15–14:45	Overseas Speaker – Prof. Maria Kuteeva, Stockholm University, Sweden Multilingualism and epistemic diversity in the age of EMI and GenAI
14:45–15:10	Zheng Zhang, CUHK and Sihan Zhou, CUHK Co-regulated learning with GenAI: English academic writing in EMI higher education
15:10–15:35	George Jiang, HKU Teaming with GenAI for EMI teachers' multimodal feedback literacy development
15:35–16:00	Rui (Eric) Yuan, Macau U Integrating language and law through EMI: A collaborative action research account
16:00–16:20	Coffee Break
16:20–17:45	Panel Discussion (1hr 15mins) – EME in the era of AI • Maria Kuteeva • Ursula Wingate • Angel Lin • Ben Moorhouse • George Jiang • Jack Pun (MC)
17:45–18:00	Networking / announcements
19:00	Invited speakers for Dinner at CC restaurant

CONFERENCE RUNDOWN (DAY 2)

Location: YIA LT5

10:00–10:40	Plenary – Prof. Slobodanka Dimova , <i>University of Copenhagen, Denmark</i> Theoretical and methodological considerations: Multilingual communicative competence and disciplinary knowledge development.
10:40–11:05	Saskia Van Viegen , <i>EDUHK</i> Examining the Impact of English for Academic Purposes (EAP) in Higher Education: Insights from the Canadian Context
11:05–11:25	Coffee Break
11:25–11:50	Jiajia Liu , <i>CityU Macau</i> Integrating GenAI with Genre-based Pedagogy in English Writing Instruction
11:50–12:15	Daniel Fung , <i>HKU</i> Development of an academic c-test with GenAI to measure students' academic language proficiency for EMI studies
12:15–12:40	Jookyoung Jung , <i>CUHK</i> Temporality matters: Audio-synchronous textual enhancement as an attention trigger and shaper in reading-while-listening
12:40–13:05	Christy Qiu , <i>HKPolyU</i> Navigating Ethical Dilemmas with Generative AI in English Language Teacher Education
13:05–14:20	Lunch
14:20–15:00	Overseas Speaker – Prof. Ana Llinares , <i>Universidad Autónoma de Madrid, Spain</i> Academic Literacies in CLIL: a bi/multidimensional approach.
15:00–16:15	Panel Discussion by editors (1hr 15mins) • Yuen Yi Lo (IRAL - International Review of Applied Linguistics in Language Teaching editor) • Ben Moorhouse (European Journal of Teacher Education; TESOL Quarterly- AI in TESOL section editor) • Maria Kuteeva (Ibérica journal editor) • Slobodanka Dimova (Routledge Studies in English-Medium Instruction Book Series Editor) • Ana Llinares (journal of immersion and content based language education) • Jack Pun (Research in Science and technological education journal associate editor) [MC] • Angel Lin (Language Policy Journal Editor)
16:15–16:25	Closing Remarks – Prof. Jack Pun & Prof. Yuen-Yi Lo from the organizing committee
16:25–17:00	Coffee Break
17:00–18:15	Closed-door Roundtable: Research agenda & CUHK collaboration (all invited speakers)
18:15–18:30	Wrap-up
19:00	Invited speakers for Dinner at Hotel (Hyatt Shatin)



Slobodanka Dimova

Professor

Centre for Internationalisation and Parallel Language Use (CIP)

University of Copenhagen

Theoretical and methodological considerations: Multilingual communicative competence and disciplinary knowledge development

There is a growing awareness of multilingual and multicultural communicative practices in research on translanguaging in English-medium instruction (EMI) in higher education (Jiang & Zhang, 2023; Kuteeva et al., 2020). However, research continues to suggest that high English proficiency remains a strong predictor of students' academic success, i.e. their ability to display their disciplinary knowledge (Lee et al., 2025). In order to understand the role of students' multilingual competence, not only in relation to their knowledge display but also their knowledge, we need new, or extended, theoretical models and methodological approaches. This paper explores new theoretical and methodological considerations to explore multilingual language use in student engagement in disciplinary tasks and activities in EMI science courses.

Given that capturing students' underlying multilingual competence during task engagement has been a challenge, I discuss a methodological approach suitable for appropriate data elicitation and analysis that is grounded within the theoretical framework of the project. Drawing on findings from preliminary analyses of recordings of classroom interaction, learning materials and tasks, and student interviews, I trace the role of multiple languages in disciplinary literacy development from the perspective of both the process (i.e., knowledge development) and the product (i.e., knowledge display) of individual student engagement with learning activities in the EMI classroom.

The presentation concludes by outlining the implications of these theoretical and methodological innovations for reconceptualizing language proficiency and disciplinary literacy in relation to educational policy, as well as teaching, learning, and assessment practices.

Slobodanka Dimova is a Professor of Multilingualism and Language Testing at the University of Copenhagen, Denmark. She is the President of the European Association of Language Testing and Assessment (EALTA), member of the editorial board of the Journal of English-Medium Instruction, and a co-editor of the Routledge Studies in English-Medium Instruction. Her current research interests include policies and practices related to the internationalization and implementation of English-medium instruction (EMI) programs at non-English-dominant universities, performance-based testing, and the use of technology in language testing and assessment.

References

Jiang, A. L., & Zhang, L. J. (2023). Understanding knowledge construction in a Chinese university EMI classroom: A translanguaging perspective. *System*, 114, 103024. <https://doi.org/10.1016/j.system.2023.103024>

Kuteeva, M., Kaufhold, K., & Hynninen, N. (Eds.). (2020). *Language perceptions and practices in multilingual universities*. Palgrave Macmillan.

Lee, H., Rose, H., Macaro, E., & Lee, J. H. (2025). Success of EMI in higher education and its key components: A meta-analytic structural equation modelling approach. *Educational Research Review*, 100684. <https://doi.org/10.1016/j.edurev.2025.100684>



Maria Kuteeva

Professor

Department of English, Stockholm University

Multilingualism and epistemic diversity in the age of EMI and GenAI

Recent research in applied linguistics has underscored the need to promote inclusivity, decolonize knowledge, and address epistemic biases. At the same time, an increasing use of large language models (LLMs) may drive both language use and knowledge construction towards further homogeneity and reproduction of existing biases, thereby contributing to “epistemic monoglossia” (Kuteeva, 2023). What can be done to support and promote multilingualism and epistemic diversity in English-medium education?

My talk revisits the concept of multilingualism beyond its broad definition as a variety of linguistic contexts and practices (e.g., Pillar 2016). It shows how multilingualism is entangled with EMI stakeholders’ beliefs, attitudes and conceptions about language structures and uses. Looking across three language dimensions – structural, socio-ideological, and interactional (Kuteeva, 2023) – I discuss how language practices and norms are intertwined with worldviews and individual positionings. Examples from Swedish EMI contexts illustrate how English is simultaneously construed as a standard language, a lingua franca and a part of translingual practices reflecting different perspectives, but also how the discourse of “nativeness” as a proxy for academic literacy persists to this day, despite a backlash against “Englishization”.

To conclude, I argue that EMI does not lead to epistemic monoglossia by default, but more can be done to support multilingualism and epistemic diversity. For example, EAP research focus does not seem to have accompanied the variability of English in EMI contexts, revealing a “heavy bias towards standard language and corpus method” (Macaro & Aizawa, 2024, p.1364). Numerous EAP studies have examined differences between academic and non-academic writing and speech. But what happens when disciplinary discourse, academic register, local rhetorical traditions, and references to local realities are blended in the context of an EMI lecture or group discussion? As a way forward, I suggest ways to support epistemic diversity, disciplinary literacy, and critical stance by drawing on multilingual repertoires and knowledge of socio-material contexts.

*Maria Kuteeva is Professor of English linguistics at Stockholm University. Her research has focused on academic discourse analysis and explored how English is used in multilingual university settings. She is particularly interested in theoretical frameworks that reveal connections between language perceptions, practices, and contexts of use. She has contributed to this line of research in *Tension-filled English at the multilingual university: A Bakhtinian perspective* (2023, *Multilingual Matters*). Kuteeva is co-editor-in-chief of *Ibérica: Journal of the European Association of Languages for Specific Purposes*.*



Ana Llinares

Professor

Department of English Philology, Faculty of Philosophy and Arts
Universidad Autónoma de Madrid

Academic Literacies in CLIL: a bi/multidimensional approach

“Temporality matters: Audio-synchronous textual enhancement as an attention trigger and shaper in reading-while-listening” Students’ ability to understand subject content and communicate knowledge in ways that are specific to each academic field is necessary for school success. In today’s globalized world, these skills are increasingly required not only in students’ first language but also in English, which is widely used in education and professional contexts. Content and Language Integrating (CLIL) is now a well-established educational approach in many parts of the world due to the growth of globalisation, the role of English as a lingua franca and the interest in expanding students’ bi/multilingual competences. While 20 years ago the main research and pedagogical interests were related to the effect of CLIL on students’ general proficiency in the target language, CLIL has proved to offer valuable research and pedagogical insights beyond that. Drawing on research conducted by the UAM-CLIL research group (<http://www.uam-clil.org>) and CLILNetLE (<https://www.clilnetle.eu/>), in this presentation I will discuss the impact of CLIL beyond students’ general language proficiency, on other areas that characterise quality education, such as students’ development of bi/multilingual disciplinary literacies, critical thinking, equity and content/language teacher collaboration. I will revisit the concept of academic literacies in bi/multilingual education, through the analysis of how textual, multimodal and digital literacies are shaped by contextual variables, such as curricular and teacher expectations, educational levels, specific disciplines and out-of-school practices.

*Ana Llinares is full professor of Applied Linguistics in the English department at the Universidad Autónoma de Madrid (Spain). She has published widely on Content and Language Integrated Learning, mainly applying Systemic Functional Linguistics and other related models. She is principal investigator of the UAM-CLIL research group (<http://www.uam-clil.org>) and vice-chair of the COST Action CLIL NetLE (<https://www.clilnetle.eu/>). She is co-author of highly cited books like the *The Roles of Language in CLIL*, published by Cambridge University Press, and *Applied Linguistics Perspectives on CLIL*, published by John Benjamins. She is co-editor of the *Journal of Immersion and Content-based Language Education*.*



Ursula Wingate

Professor of Language Education

School of Education, Communication & Society, Faculty of Social Science & Public Policy, King's College London

EAP Practitioners as Collaborative Partners in the Disciplines: Facilitating a Sustainable Model of Academic Literacy Instruction

The rapid expansion of English Medium Instruction (EMI) in universities worldwide has been accompanied by a deficit discourse of students lacking the necessary language proficiency. This perspective obscures the more fundamental challenge faced by all students entering university, namely developing academic literacy, understood as competence in the communicative practices of their chosen disciplines. This competence cannot be acquired through remedial English language courses; rather, it requires the embedding of language and literacy instruction within disciplinary curricula. A sustainable and inclusive model therefore depends on content lecturers integrating academic literacy into their regular teaching and assessment, supported by structured collaborations with English for Academic Purposes (EAP) specialists. However, this provision remains patchy and is constrained by both institutional structures and persistent perceptual barriers.

My talk explores how EAP specialists can make a dual contribution in providing discipline-specific academic literacy support for students and also fostering the professional development of content lecturers. Their expertise in language analysis, pedagogy and materials development enables EAP practitioners to access the discourse conventions of unfamiliar disciplines and to analyse assignment genres as a basis for designing targeted learning resources and student workshops. This expertise is equally valuable in collaboration with content lecturers, as it sharpens their awareness of the specific demands of disciplinary genres, students' learning needs, and effective strategies for delivering formative feedback.

Following a discussion of examples of successful collaborations from EMI contexts, the talk will conclude by advocating greater institutional investment in embedded, collaborative approaches. Systematically gathering and disseminating evidence of effective practice across contexts is essential to persuading university leaders to move beyond remedial models towards sustainable, institution-wide academic literacy development that enhances teaching quality and benefits all students.

Ursula Wingate is Professor of Language Education in the School of Education, Communication and Society at King's College London. Her research interests include theoretical and pedagogical models underpinning the development of students' academic literacy. Her recent research explores policies, perceptions and practices related to the use of generative AI.



Daniel Fung

Assistant Professor

Academic Unit of Language and Literacy Education, Faculty of Education
The University of Hong Kong

Development of an academic c-test with GenAI to measure students' academic language proficiency for EMI studies

Language proficiency has always been an important variable in second language research and education. In English Medium Instruction (EMI), some researchers and practitioners are concerned about the English proficiency that students need in order to learn without experiencing too many difficulties. However, it is not always easy to gauge students' academic English proficiency especially at the time when they transition from secondary schools to universities. Some universities would use the scores of academic proficiency tests such as IELTS; however, not all students would have taken these tests in their secondary school years. Others would consider using high-stakes pre-university entrance examination results as an indicator, but these examinations do not always measure the academic language proficiency that is most relevant to studies at university. For example, a student who succeeds in writing a speech or letter does not mean that s/he is good at writing an extended academic essay or engaging in academic discussions. Therefore, some universities administer their own tests for placement purposes, i.e., to determine which students need to receive extra support and take an additional academic English course. However, administering tests could be time-consuming and labour-intensive, especially if the institutions would like to measure all four skills of listening, speaking, reading, and writing.

It is, therefore, of both theoretical and pedagogical value to develop an academic English proficiency assessment that is efficient and economical. This paper presents the development of such a test – an academic c-test – with the support of GenAI. In the language testing literature, c-tests have been regarded as a valid, reliable, and efficient test. However, most previous research has used it as a general language proficiency test, and not a test of academic language proficiency. This presentation introduces a newly developed academic c-test and evaluates how it can be used to gauge university students' academic English proficiency for placement purposes. Research and pedagogical implications will be discussed.

Prof. Daniel Fung is an Assistant Professor at the Faculty of Education, The University of Hong Kong. His major research interests include listening strategy, English Medium Instruction (EMI), vocabulary teaching/learning, and assessment practices. He has recently published in Language Teaching Research, System, Journal of English for Academic Purposes, and ELT Journal.



Lianjiang (George) Jiang

Assistant Professor

Academic Unit of Language and Literacy Education, Faculty of Education

The University of Hong Kong

Teaming with GenAI for EMI teachers' multimodal feedback literacy development

At a time when English Medium Instruction (EMI) learners can get automated feedback on their writing from generative artificial intelligence (GenAI), it is imperative to re-envision the role of EMI teachers in the feedback process. In this paper, we argue that multimodal feedback literacy for EMI teachers in this GenAI-ubiquitous world requires them to forge strategic teaming with GenAI to provide feedback on both language use and multimodal synergy, orchestrating multiple feedback-giving modes into coherent feedback ensembles to facilitate optimal feedback uptake from diverse learners. Grounded in the social semiotic tradition of multimodality, we challenge the conventional understanding of feedback communication as language-centered and advocate an alternative conceptualization of feedback communication as multimodal. We are against the narrow conceptualization of GenAI as a tool for generating linguistic feedback and argue that feedback automation through GenAI would dehumanize its learning potential and undermine the agency of EMI teachers as feedback designers. We then, in addition to the GenAI-led automation and human-led assistant models of using GenAI, present three pathways for EMI teachers to team up with GenAI for multimodal feedback design and multimodal feedback literacy development. The three pathways include (1) expanding feedback in the linguistic mode to feedback in multiple modes, (2) expanding feedback target from how language is used to how multimodality is used, and (3) giving analytics-informed and process-oriented multimodal behavioral feedback.

Lianjiang Jiang is Assistant Professor of English Language Education at the Faculty of Education, The University of Hong Kong. His research areas are computer supported multimodal composing, feedback, and digital literacies. His work has appeared in multiple peer-reviewed journals, such as TESOL Quarterly, Journal of Second Language Writing, Learning, Media & Technology, and Computer Assisted Language Learning.



Jookyung Jung

Associate Professor

Department of English, Faculty of Arts, The Chinese University of Hong Kong

Temporality matters: Audio-synchronous textual enhancement as an attention trigger and shaper in reading-while-listening

Recent research has increasingly examined second language (L2) learning through reading-while-listening (Webb & Chang, 2012), as auditory support accompanying text is expected to facilitate comprehension and the establishment of new form–meaning mappings. The connected speech stream, in particular, may help learners identify phraseological units more readily, promoting collocation learning (Conklin et al., 2020). To further enhance this potential, textual enhancement has been incorporated into reading-while-listening tasks (e.g., Vu & Peters, 2022), yet findings remain inconsistent. Against this background, this study investigated the effectiveness of two types of textual enhancement (henceforth, TE), i.e., static highlighting and audio-synchronous highlighting (Jung & Lee, 2023), in facilitating collocational learning during reading-while-listening.

A total of 102 Cantonese EFL learners read and listened to two English short stories containing 12 adjective–pseudonoun collocations. Participants were randomly assigned to one of three conditions: unenhanced text, static TE (collocations highlighted in advance), or synchronous TE (collocations highlighted in synchronization with the narrator's reading). Eye movements of all participants were recorded using EyeLink 1000 Plus. In addition, six participants from each group ($n = 18$) produced stimulated recall comments prompted by their own eye-movements, while the remaining participants ($n = 84$) completed immediate and two-week delayed pseudonoun and collocation recognition and recall tests.

The results showed that static TE increased total fixation counts on the target adjectives and pseudonouns. In contrast, synchronous TE promoted second-pass reading time and total fixation duration on the pseudonouns. Also, static TE led to significant gains in semantic recall and delayed collocation recall, while synchronous TE produced more consistent improvements in the receptive and productive knowledge about the target collocations in both the immediate and delayed posttests. Both TE techniques were shown to flatten the attention–learning relationship. Stimulated recalls suggested that synchronous TE encouraged attentive reading aligned with the audio, whereas static TE supported more selective reading.

The findings of this study underscore the need to consider the temporal dimension of TE in reading-while-listening, as it may not only trigger visual attention to the target features but also shape the level of engagement with the enhanced features.

Jookyung Jung is an Associate Professor in the Department of English at the Chinese University of Hong Kong. She also serves as the Director of the MA program in Applied English Linguistics. She has conducted research projects exploring task effects on real-time reading and writing processes using eye-tracking technology and keystroke-logging software. More recently, Dr. Jung has expanded her research into technology-mediated L2 learning, investigating areas such as video-conferenced collaborative L2 writing, gaze-contingent attention-triggering intervention, and text-audio synchronized input enhancement techniques. Her research has also delved into L2 pragmatic competence and learning, including studies on L2 users' suggestion-giving abilities, comprehension of textual English jokes, and understanding L2 English irony. Additionally, Dr. Jung explores the moderating effects of learners' cognitive abilities, such as language aptitude, working memory capacity, and attention control.



Jiajia Eve Liu

Assistant Professor

Faculty of Humanities and Social Sciences, City University of Macau

Integrating GenAI with Genre-based Pedagogy in English Writing Instruction

While recent advances in Generative Artificial Intelligence (GenAI) have opened new opportunities for integrating GenAI into language and literacy education, there remains a significant gap regarding how GenAI can be effectively integrated with linguistics-based education theories to enhance academic literacy development in English medium of education (EME) contexts.

This talk will first introduce a conceptual framework which systematically integrates GenAI with genre-based pedagogy and the PAA (Plurilingualism, Affect, Agency) model to foster students' critical learning and writing. I will then present a collaborative action research study, where the integrated framework was implemented in an English writing course at a university in Macau, China. In the 15 weeks of instruction period, genre-based pedagogy was adopted to guide students in writing eight elemental genres (illustration, narration, description, process, comparison and contrast, cause and effect, definition, classification). Meanwhile, students were encouraged to interact with GenAI in a series of activities including prompt engineering, utilizing multiple language resources to interact with GenAI, comparing AI-generated writings with their own writings, evaluating GenAI outputs, and reflecting critically on their collaboration with GenAI. I will present classroom learning evidence to illustrate students' agentic and plurilingual practice in navigating the GenAI-mediated learning ecology and what students gained in this critical learning process with GenAI.

This talk will conclude by proposing a refined teacher-actionable framework which integrates GenAI with genre-based pedagogy to enable students to gain access to the patterns and conventions of different academic genres while enhancing students' critical awareness of how to engage with AI in agentic, responsible and empowering ways. This yields meaningful implications for integrating GenAI into academic literacy curriculum and instruction in EME contexts.

Jiajia Eve Liu (PhD, The University of Hong Kong) is Assistant Professor at the Faculty of Humanities and Social Sciences, City University of Macau. Her research interests include bi/multilingualism, multimodality in education, multiliteracies, and content and language integrated learning (CLIL). She has been engaged in advancing teacher education and curriculum development in these areas and has published her research in journals including Journal of Multilingual and Multicultural Development, International Journal of Bilingual Education and Bilingualism, RELC Journal, System, Teaching and Teacher Education, Linguistics and Education, Applied Linguistics Review and AILA Review.



Angel Lin

Chair Professor

Department of English Language Education, Faculty of Humanities

The Education University of Hong Kong

From Test Scores to Learning Trajectories: Rethinking Academic Language Assessment through Ecological Language and Bayesian Updating

English Medium Education (EME) institutions often rely on single-shot proficiency measures such as IELTS, Duolingo, or C-tests as proxies for students' academic English readiness. These instruments assume that language ability is a stable, internal trait that can be captured through decontextualized testing. However, academic performance in EMI classrooms is dynamic, relational, and deeply context-sensitive.

This presentation introduces **Ecological Languageing Competencies (ELC) (The New Territories Group, 2026)** as an alternative framework for understanding English for Academic Purposes (EAP). Rather than viewing language as a hidden ability inside the learner, ELC conceptualizes competencies as *emergent coordination potential*: the capacity to mobilize linguistic, cognitive, social, and material resources to successfully manage real academic tasks.

Building on the ELC perspective, I present a **Bayesian assessment approach** that tracks students' EAP development over time. Instead of assigning fixed levels, the system updates teacher-informed expectations using evidence from learning-oriented assessment (LoA), ecologically authentic academic tasks. The result is not a single score, but a probabilistic developmental profile that reflects uncertainty, growth, and contextual variation.

In contrast to snapshot testing, this approach models development as a trajectory, which is continuously refined through classroom participation. I will demonstrate how Bayesian updating (using our teacher-friendly app) can formalize professional judgment without replacing it, support formative decision-making, and provide a more developmentally sensitive alternative to proxy EAP tests.

The talk concludes by considering implications for EMI policy, placement practices, and the future of academic language assessment.

Angel M. Y. Lin was Full Professor and Tier 1 Canada Research Chair in Plurilingual and Intercultural Education at Simon Fraser University from 2018 to 2024. She is currently Chair Professor of Language, Literacy and Social Semiotics in Education at The Education University of Hong Kong. Her research spans translanguaging and trans-semiotizing (TL-TS), Content and Language Integrated Learning (CLIL), academic literacies, and critical media literacies. She developed the Multimodalities-Entextualization Cycle (MEC) as a critical pragmatic heuristic for educators and researchers to navigate and disrupt often monoglossic institutional spaces by valuing and enabling translanguing, multimodal, and multisensory meaning-making practices. She also founded the TL-TS Research Channel on YouTube, where she has organized more than 50 research seminars featuring both established and emerging scholars in applied linguistics and education from around the world. In July 2025, Dr. Lin founded the Humanistic AI & Wayfinding Research Lab/Net, which now oversees five international collaborative projects. The affiliated research network currently includes 448 members.



(Kim) Chun Ki Chuang

MPhil Student

*Academic Unit of Language and Literacy Education, Faculty of Education
University of Hong Kong*

Yuen Yi Lo

Professor

*Academic Unit of Language and Literacy Education, Faculty of Education
University of Hong Kong*

EMI teacher assessment literacy and the potential of AI-powered question generation platform

In English-medium education and other similar bilingual education programmes where students learn content subjects through an additional language (L2), assessment represents one of the most controversial yet under-researched components. Unlike conventional content instruction, EMI assessment must capture students' development in disciplinary knowledge and L2 academic literacies. This dual-focus presents significant challenges for assessment design, in the sense that assessment outcomes may misrepresent what students actually know and can do. It follows that EMI teachers need to be equipped with knowledge and skills of evaluating and supporting their students, which is also known as their assessment literacy.

This talk will unpack the complexities of EMI assessment and illustrate a conceptual framework capturing the key components of assessment literacy for teachers working in bilingual education programmes. It will then explore the opportunities brought about by the rapid development of artificial intelligence (AI). In particular, it will present the development and pilot testing of an AI-powered question generation platform designed to facilitate assessment design in EMI. The platform is theoretically grounded in the teacher assessment literacy framework and assessment design matrix, which categorises assessment questions by different levels cognitive and linguistic demands. Built using Retrieval-Augmented Generation (RAG) architecture and aligned with Hong Kong secondary curriculum guides for Biology and Geography subjects, the platform helps generate assessment questions accompanied by explicit labels indicating their cognitive and linguistic demands. It also supports multimodal question generation, producing items that incorporate diagrams, graphs, tables, maps and other visual representations characteristic of content subject assessment. By making the underlying assessment framework transparent through AI-generated labels and explanations, the platform aims to scaffold teachers' development in assessment literacy.

Chuang Chun Ki (Kim) is a first-year MPhil student at the Faculty of Education, The University of Hong Kong. He holds a BA in Linguistics from HKU and has experience working as a research engineer in educational technology. His current research explores the use of AI to support CLIL assessment design and enhance CLIL teachers' assessment literacy.

Yuen Yi Lo is a Professor at the Faculty of Education, The University of Hong Kong. Her research focuses on bilingual education programmes such as English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL). She is particularly interested in cross-curricular collaboration, assessment and teachers' professional development in these programmes.



Benjamin Moorhouse

Associate Professor

Department of English, College of Liberal Arts and Social Sciences

The City University of Hong Kong

Developing Students' Global Englishes-oriented Critical GenAI Literacy: An Intervention Study

The global spread of English has produced a diverse linguistic landscape in which most users are plurilingual speakers outside traditional Anglophone contexts. This has prompted the development of the Global Englishes (GE) perspective, which challenges standardised native-speaker norms and seeks to recognise the legitimacy of diverse English varieties. Despite this shift, many educational settings continue to privilege particular forms of English, reinforcing linguistic hierarchies and limiting learners' sense of ownership. The rapid growth of generative artificial intelligence (GenAI) has brought renewed urgency to these concerns, as evidence indicates that GenAI tools often reproduce standard language ideologies and marginalise non-dominant English varieties.

In this talk, I'll share a twelve-week intervention I conducted in a GE course for English majors in Hong Kong. Students critiqued GenAI outputs, evaluated AI voice simulators, and designed GE-oriented chatbots. A mixed-methods design used pre/post questionnaires and interviews. Quantitative results showed increased recognition of English pluralism, awareness of how norms relate to power, and understanding of GenAI's role in linguistic hierarchies. Qualitative results revealed deeper reflexivity and more critical views of GenAI's effects on norms, minoritised voices, and students' voice, identity, and authenticity. I'll argue that GE-informed pedagogy strengthens students' critical GenAI literacy and prepares future professionals for AI-mediated communication.

Prof. Benjamin Luke Moorhouse is an Associate Professor in the Department of English, City University of Hong Kong, China. He has extensive experience as a primary school English language teacher. He has worked for the Education Bureau, Hong Kong Baptist University (HKBU), and the University of Hong Kong. He has received several teaching awards, including the President's Award for Outstanding Performance in Individual Teaching from HKBU in 2023. His research focuses on the lived experiences, competencies and professional learning of language teachers and teacher educators. Currently, he is exploring the impact of GenAI on language teaching and learning. He has published widely in international journals, including System, TESOL Quarterly, Applied Linguistics Review, and ETJ. He is the co-editor of the European Journal of Teacher Education. According to Stanford University, Benjamin was in the top 2% of cited scholars worldwide in 2022-2025.



Jack Pun

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Wenyun Jia

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Rethinking EMI in the Age of Generative AI: Teacher Agency and Classroom Practice

This talk examines the evolving relationship between English-Medium Instruction (EMI) and generative artificial intelligence (GenAI) in multilingual educational contexts. As EMI expands globally—particularly across Asia—teachers continue to face challenges in supporting students' disciplinary literacy while balancing content learning with language development. At the same time, emerging tools such as ChatGPT are reshaping how teachers design learning materials, scaffold disciplinary language, and support students' engagement with complex academic texts.

Drawing on recent empirical research conducted in EMI classrooms in Hong Kong and mainland China, the talk explores how teachers exercise pedagogical agency when integrating generative AI into their teaching practices. The discussion highlights several classroom cases in which teachers used ChatGPT to address language-related challenges, generate instructional materials, and support students' disciplinary reading and writing. The findings illustrate that the impact of GenAI in EMI classrooms depends not merely on the technology itself, but on how teachers evaluate its affordances, adapt its outputs, and integrate them into context-specific pedagogical practices.

Rather than positioning AI as a replacement for teachers, the seminar argues that generative AI can function as a context-sensitive pedagogical partner, supporting language-content integration and disciplinary literacy development in EMI classrooms. The talk concludes by discussing implications for EMI research, teacher professional development, and the future integration of AI-supported pedagogy in multilingual higher and secondary education.

Jack Pun is Associate Professor in the Department of English at The Chinese University of Hong Kong. He received his DPhil from the University of Oxford. His research focuses on English-medium instruction (EMI), disciplinary literacy in STEM education, and communication in healthcare contexts. He has published widely in leading journals and has authored and edited several books with Cambridge University Press and Routledge. He currently serves as Associate Editor of the Journal of Research in Science and Technological Education and sits on the editorial boards of several international journals in applied linguistics and education.

Wenyun Jia is a PhD candidate in the Department of English at the City University of Hong Kong. Her research interests lie in applied linguistics, English-medium instruction (EMI), bi/multilingual disciplinary literacy, learner agency, and generative AI in education. Her recent work has been published in journals such as Computer Assisted Language Learning. She is currently investigating how students and teachers perceive and enact bi/multilingual disciplinary literacy practices in high school and university settings, and how these practices intersect with the use of generative AI tools.



Christy Xuyan Qiu

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Navigating Ethical Dilemmas with Generative AI in English Language Teacher Education

This presentation explores how eight English language teacher educators (LTEs) in Hong Kong, Macao, and Mainland China navigated ethical dilemmas and professional tensions brought about by generative artificial intelligence (GenAI). The study adopted a multiple-case study approach, drawing on two rounds of interviews that included critical incident prompts to capture the everyday challenges LTEs encountered in lesson design, assessment, and supervision with pre-service teachers. Guided by role theory, five recurring tensions are identified: institutional silence, blurred authorship, fairness in assessment, student overreliance, and unequal access. The presentation discusses practical strategies such as setting course-level rules, tracing students' work processes, and modelling responsible GenAI use. The findings show how role ambiguity and conflict influence professional practice in English language teacher education, and how uncertainty becomes a space for professional learning and growth. The presentation concludes with a call for greater institutional support to help teacher educators develop ethical and context-sensitive approaches to working with AI in English medium educational contexts.

Xuyan Qiu is an Assistant Professor in the Department of English and Communication of the Hong Kong Polytechnic University. Her research interests include second language teaching and learning, task-based language teaching, and English-medium instruction.



Saskia Van Viegen

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Examining the Impact of English for Academic Purposes (EAP) in Higher Education: Insights from the Canadian Context

Students in English medium higher education navigate complex, multilingual teaching and learning environments that offer rich opportunities for language development. Yet universities continue to face challenges in supporting first year, first degree (FYFD) students, particularly those studying in an additional language. Although international students may meet minimum admission requirements through standardized English language proficiency (ELP) tests, sustained engagement with disciplinary learning and assessment is central to ongoing language development and academic success (Arkoudis et al., 2012; Barkaoui et al., 2024; Wingate, 2015).

Research in L2 writing and applied linguistics shows that, like their peers, international students must master discipline-specific genres, conventions, and modes of communication (Ferris et al., 2013; Flowerdew & Costley, 2016; Hyland, 2008). At the same time, studies highlight learning needs that extend beyond what standardized ELP tests measure, including academic literacies, reading and writing development, critical thinking, and the ability to negotiate meaning across languages and modalities (Marshall et al., 2012; Ou & Malmstrom, 2023; Wu & Lin, 2022).

Against this backdrop, many English medium universities in Canada offer multiple pathways to demonstrating ELP required for admission purposes, including achieving a minimum score on standardized assessments such as IELTS or TOEFL, or completion of a pre-admission English for Academic Purposes (EAP) program. Widely implemented in English speaking contexts, EAP programs aim to prepare academically qualified students who fall short of direct entry language requirements (Corcoran et al., 2022; Ruegg et al., 2021). While research consistently reports positive student perceptions of these programs, including greater confidence and awareness of academic expectations, impact on subsequent academic achievement during degree studies remains mixed.

This talk draws on findings from a longitudinal study conducted at a large Canadian university (Barkaoui, Holmes & Van Viegen, 2025) to examine the contributions of an EAP bridging program designed to support students' general academic and disciplinary literacies. By comparing outcomes for students admitted through the EAP program and standardized ELP tests, as well as comparison with domestic students, the study offers insights EAP program design, assessment practices, and approaches to supporting multilingual learners in higher education.

Saskia Van Viegen is Professor: Teaching in the Department of English Language Education at Education University of Hong Kong. Her research and scholarship engage with bi/multilingualism and language assessment in education, focusing on the intersection of these areas with the fields of applied linguistics, TESOL, writing and education research. Her publications appear in Language Assessment Quarterly, European Journal of Teacher Education, TESOL Quarterly and others, and she co-edited Plurilingual Pedagogies: Critical and Creative Undertakings for Equitable Language (in) Education and served as Editor in Chief of the international journal Critical Inquiry in Language Studies (2020-2025).



Rui (Eric) Yuan

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Integrating language and law through EMI: A collaborative action research account

The past decade has witnessed an accelerating expansion of research on English medium instruction (EMI) practices, with a growing body of studies highlighting the importance of fostering students' discipline-specific literacy to support their content understanding and application. However, the reality is that many EMI teachers are ill-equipped to address students' linguistic needs, let alone adopt a pedagogical focus on developing discipline-specific literacy. Consequently, there has been a strong call for collaboration between EMI teachers and language specialists to jointly design activities and materials that promote content-language integration in EMI contexts.

In this presentation, I provide a detailed account of a collaborative action research (CAR) project conducted in an EMI law classroom in a Chinese university. The research team, comprising one EMI teacher and two language specialists, engaged in iterative cycles of planning, acting, observing, and reflecting to systematically integrate language-focused pedagogy into legal content instruction. The findings reveal a gradual process of exploration and negotiation between the two parties as they worked to reconcile and integrate their epistemological stances and professional beliefs into classroom practices. Through ongoing communication and analysis of students' learning responses, the team made systematic efforts to deepen the integration of law-related content and knowledge, moving from the lexical to the discourse level in both course instruction and assessment. The study offers practical insights into the design and delivery of EMI courses that cater to students' complex learning needs in terms of content understanding and discipline-specific literacy. It also sheds light on the complexities and potential of CAR as a powerful mechanism for supporting EMI teacher development in a reflective and transformative manner.

Rui (Eric) Yuan is an Associate Professor in the Faculty of Education at the University of Macau. His research interests include language teacher education, critical thinking, and English medium instruction (EMI). He has published extensively on these topics in international journals such as TESOL Quarterly and Language Teaching.



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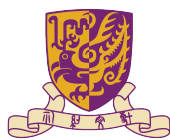
Co-regulated learning with GenAI: English academic writing in EMI higher education

The advent of GenAI has reshaped English academic writing into a collaborative process between learners and GenAI tools to negotiate meaning and co-construct written work. Research on self-regulated learning (SRL) has largely framed L2 writing as an individual process, in which students regulate their cognition, affect, motivation, and behavior to achieve writing goals. However, when human writers and GenAI form a hybrid intelligence, co-regulated learning (CoRL) becomes necessary to capture the interactive dynamics and distributed regulation between writers and GenAI tools.

The present study adopts Hadwin et al.'s (2017) CoRL framework to investigate the collaborative regulatory patterns in L2 writer-GenAI dyads. Data were collected from 20 undergraduate students at an English-medium instruction (EMI) university in China, including learner-AI interaction logs (235 entries) and stimulated recall interviews (676 minutes) over a 12-week period. Analysis of the log data revealed differences in collaborative patterns in terms of both quantity (number of turn-taking instances) and quality (prompt functions) across the three writing stages: pre-writing, while-writing, and post-writing. Stimulated recall interviews identified CoRL writing strategies used during these stages. The most frequently used strategies included co-planning in the pre-writing stage and co-problem solving in the while-writing stage. These strategies reflected students' metacognitive use of GenAI, often observed in episodes where they requested guidance or model thinking. Based on these findings, we offer pedagogical suggestions for fostering learners' CoRL strategic competence that promotes responsible GenAI use in EMI contexts.

Zheng Zhang is a PhD student at the Chinese University of Hong Kong. Her research focuses on self-regulated language learning in technology-enhanced environments. Before starting her PhD studies, she worked in the educational publishing industry, leading the development of digital language learning products.

Sihan Zhou is an Assistant Professor in the Faculty of Education at the Chinese University of Hong Kong. She is also an honorary research fellow at the University of Oxford. Her research focuses on English-medium instruction (EMI) and self-regulated L2 learning. She has published extensively in top language education journals. She currently leads two projects funded by the Hong Kong Research Grants Council related to EMI, and serves as the Associate Editor of TESOL Quarterly.



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2026 International Conference on English Medium Education (EME)

Navigating English-medium Education in the Digital Age:
Multilingualism, AI, and Academic Literacy

DATE: 7 - 8 May 2026 (Thu - Fri) **TIME:** 10:00 - 18:00 (Registration starts at 9:50)

LOCATION: LT5, 2/F, Yasumoto International Academic Park (YIA), CUHK **FORMAT:** On-site & Online

Registration Form



Website



For enquiries:
Email: english@cuhk.edu.hk

DAY 1:
Discussion panel on EME research in the era of AI

DAY 2:
*Panel Discussion by journal/book series editors
Closed-door Roundtable: Research agenda on EME*

HIGHLIGHTS