

Mapping Pedagogical Needs in the Age of Genai – Conceptualizing the Use of Genai for Undergraduate Writing Development (A HK Case Study)

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Abstract

Since the launch of ChatGPT in November 2022, the use of GenAI in higher education has garnered great interest and speculation among key stakeholders, administrators, teachers and students alike, especially in the field of language teaching. HE institutions have since been exploring the understanding and expectation of GenAI usage in teaching and learning (Almaraz-López, et. al., 2023; Chan & Hu, 2023; Ziebell & Skeat, 2023), and have produced necessary guidelines for GenAI tools – regarded as a formidable disruptor to higher learning. Under existing guidelines and provision of GenAI literacy, this paper explores the use of GenAI in undergraduate writing, across different years of study and discipline-specific programmes, for better understanding of changes to be adopted in teaching EAP and ESP in Hong Kong.

In its pilot stage, the project adopts a case-study approach to investigate possible (dis)alignment of GenAI usage in the process of material/task design, task implementation, and student learning outcomes. We interviewed material designers for pedagogical rationales of GenAI-integrated task design, examined student prompts used for task completion and post-task reflection, and reviewed teachers' approaches to task implementation and reflection on how such tasks may assist/align with course learning goals. Analysis of data (consisting of interviews, student writing samples and reflection, and teacher lesson plans and reflection) will help inform 1) use of GenAI for distinct roles in writing development, 2) alignment of student-perceived roles of GenAI with the intended performance levels and learning outcomes, and 3) causes of (un)productive use of GenAI due to constraints such as task design and implementation.

Keywords: EAP/ESP, GenAI-assisted language teaching, pedagogy, case study