

Integrating AI-assisted Tasks for Effective English Language Curricula and Assessments for University Students in Hong Kong

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Abstract:

In English language teaching (ELT), the level of ongoing support from AI tools now available to students has prompted among educators a rapid re-evaluation of teaching, learning, and assessment practices. The paper discusses the potential impact of AI on student learning outcomes and offers practical guidelines for implementing AI-assisted tasks in English language education. Specifically, it reviews the approach taken by a major English language department at a university in Hong Kong for its range of English language courses, considering the implications of AI resources on assessment formats for a large student population. While set within the evolving institutional AI policy, this departmental approach draws on emerging theories about AI-related language assessment tasks and bases assessment feedback on a competency-based language teaching approach. This paper discusses the integration of a framework of AI-assisted tasks into the design of an English language curriculum at undergraduate and postgraduate levels. It explores specific examples of AI-assisted tasks in such areas as critical thinking and analysis, evaluating the credibility of sources, and providing formative feedback mechanisms. The study aims to provide ELT stakeholders with a comprehensive framework for incorporating AI-assisted tasks into the curriculum design process, thereby enhancing task performance, and improving assessment methods. This creates a foundation to establish a more staged assessment of productive language tasks, which allows the integration of AI resources while maintaining focus on the language proficiency skills and creative problem-solving abilities required for academic and future workplace contexts.

Keywords: English language teaching, AI-assisted tasks, curriculum design, digital technologies

