

CONFERENCE PROGRAM



**2025 9th International Conference on
Education and E-Learning**

ICLLL 2025

**2025 15th International Conference on
Languages, Literature, and Linguistics**

Tokyo, Japan / November 21-23, 2025

Supported by



大妻女子大学
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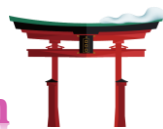
UNIVERSITI
MALAYA



2025 9th International Conference on Education and E-Learning (ICEEL 2025)

“AI-Powered Learning: Transforming Education in the Digital Age”

2025 15th International Conference on Languages, Literature, and Linguistics (ICLL 2025)



Tokyo, Japan November 21-23, 2025

Supported by



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WELCOME ADDRESS

Distinguished guests and esteemed colleagues,

It is with great pleasure that we welcome you to the 2025 9th International Conference on Education and E-Learning (ICEEL 2025), held in Tokyo, Japan, from November 21 to 23, 2025. This year, the conference is proud to include the 15th International Conference on Languages, Literature, and Linguistics (ICLL 2025) as a featured workshop, enriching our program with interdisciplinary perspectives from the fields of language and communication. The conference is supported by Otsuma Women's University (Japan), Takushoku University (Japan), and Tokyo Healthcare University (Japan), with additional patronage from the Polytechnic Institute of Cávado and Ave (Portugal), Yamagata University (Japan), and the University of Malaya (Malaysia). The collaboration of these esteemed institutions enhances the academic depth and global scope of the event.

Under the theme "AI-Powered Learning: Transforming Education in the Digital Age," ICEEL 2025 explores how artificial intelligence and digital innovation are reshaping education and learning practices worldwide. With ICLL 2025 contributing as a thematic workshop, the conference also embraces discussions on language, literature, and linguistics—highlighting the integral relationship between technology, learning, and communication.

This year's program features six keynote speeches by distinguished scholars and eleven invited speeches by leading experts, alongside fourteen onsite oral sessions, two poster sessions, and four online presentation sessions. Together, these activities offer diverse opportunities for participants to exchange ideas, share research, and foster collaboration across disciplines.

The 2025 Tokyo Conference continues to expand as a global platform for knowledge exchange. To date, 411 submissions from 47 regions have been received, with 196 confirmed participants representing 26 regions—and numbers are still growing as the event approaches. These figures reflect the increasing international engagement and academic vitality of ICEEL and ICLL.

The success of this conference is made possible through the dedication of our organizing committees, reviewers, and contributors. We extend our sincere gratitude to all who have supported and participated in making this event a reality. We trust that the discussions, insights, and connections formed during these three days will be both inspiring and rewarding.

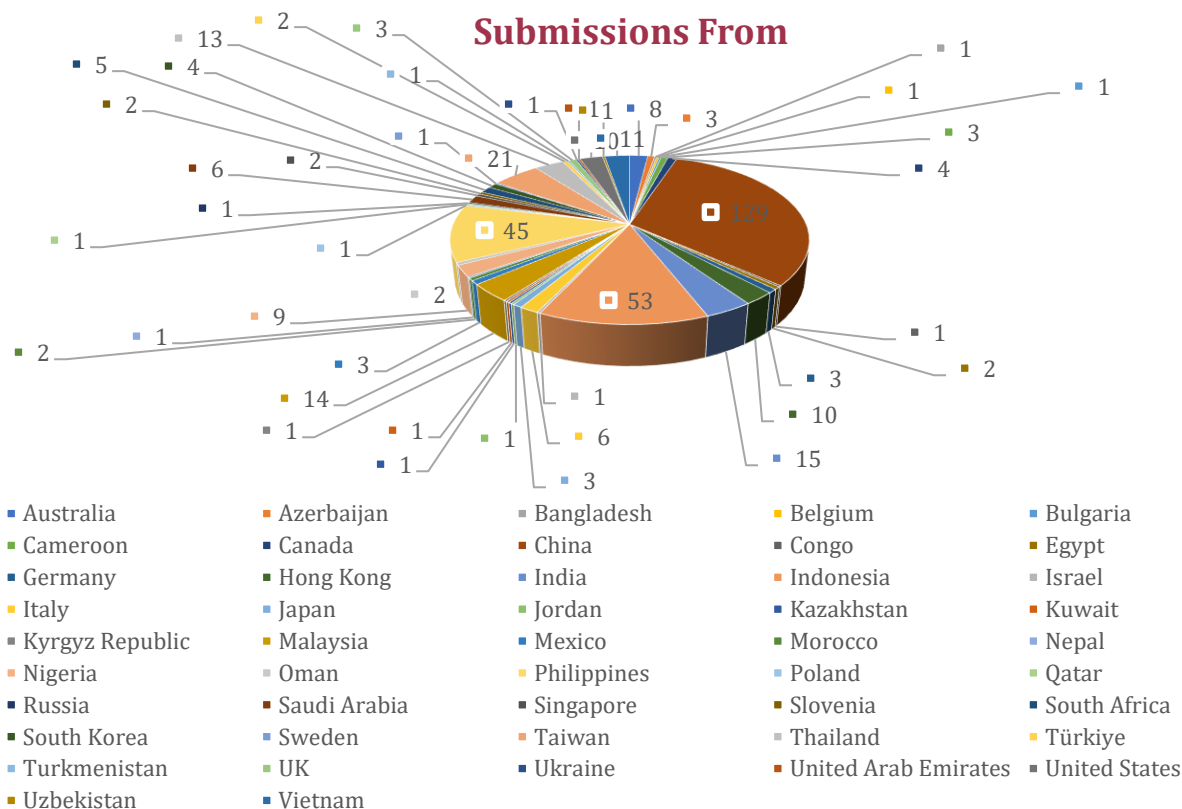
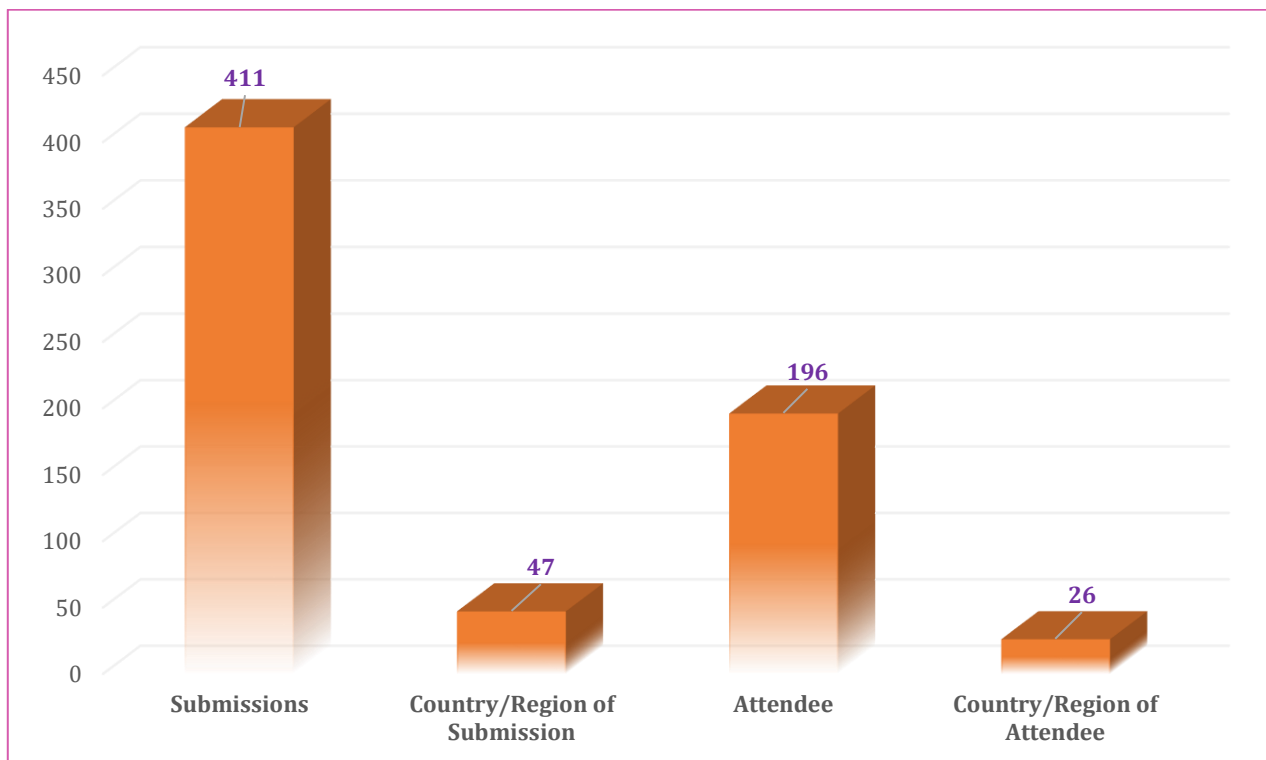
Welcome to ICEEL and ICLL 2025, and we wish you a fruitful and memorable experience in Tokyo.

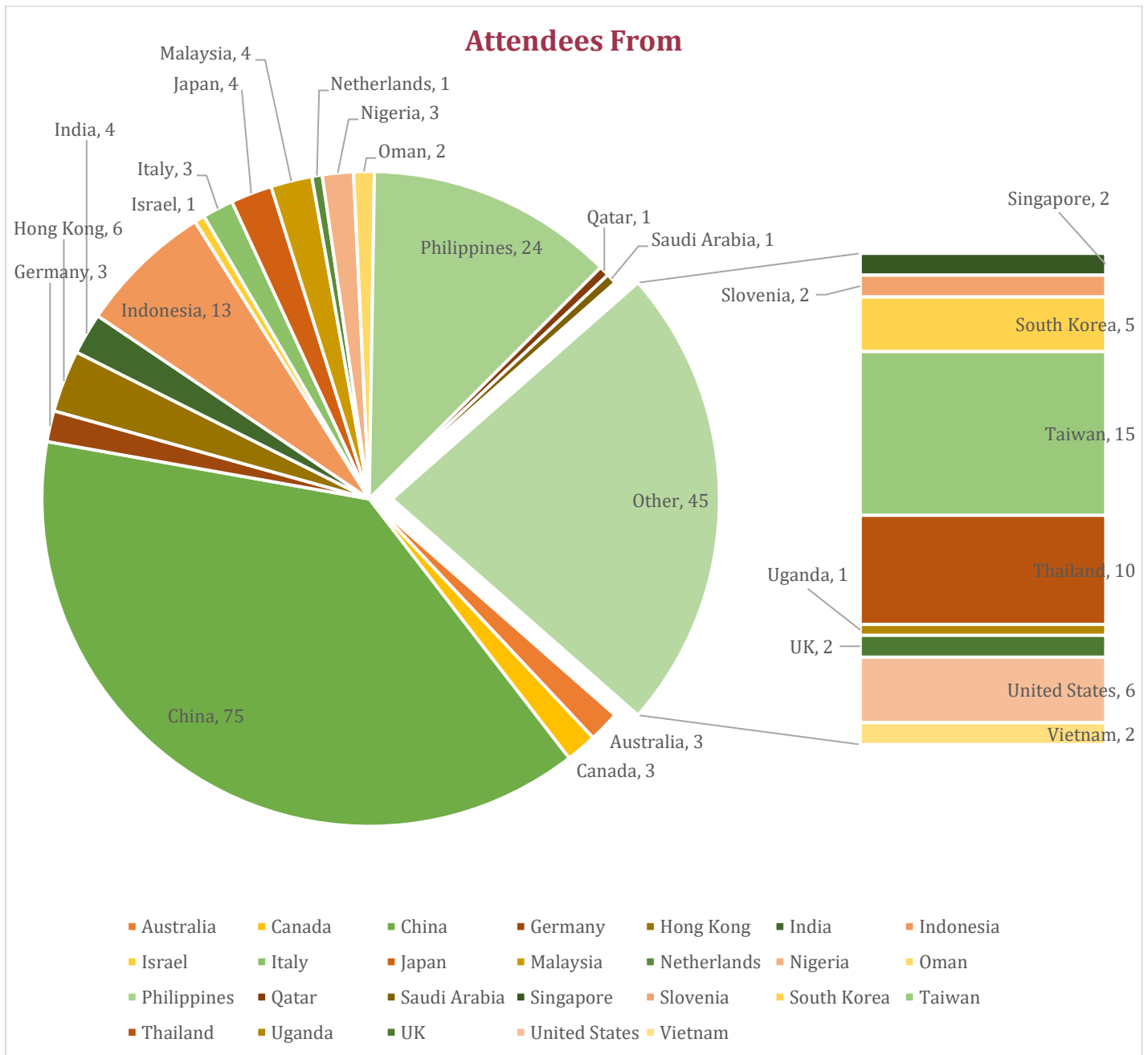
ICEEL 2025 & ICLL 2025 Organizing Committee

Tokyo, Japan | November 21-23, 2025

CONFERENCE DATA

The 2025 Tokyo Conference is set to become a global platform for knowledge exchange. To date, we have received 411 submissions from 47 countries/regions, with participation expected from 196 attendees representing 26 countries/regions. These numbers highlight the event's growing international reach as we finalize preparations in Tokyo, with attendee numbers continuing to increase as the event approaches.





CONFERENCE COMMITTEE

- **Conference Chairs**

Prof. Hitoshi Sasaki, Takushoku University, Japan

Prof. Sheng Yi Wu, National Tsing Hua University, Taiwan

- **Local Organizing Chairs**

Prof. Hywel Evans, Otsuma Women's University, Japan

Prof. Mikie Nishiyama, Tokyo Healthcare University, Japan

Assoc. Prof. Hiroko Kanoh, Yamagata University, Japan

- **Steering Committee Chairs**

Prof. Hiromi Saito, Tama University, Japan

Prof. Zehui Zhan, South China Normal University, China

- **Program Committee Chairs**

Prof. Kumiko Aoki, The Open University of Japan, Japan

Prof. Mu-Chun Su, National Central University, Taiwan

Prof. Nuno Martins, Polytechnic Institute of Cavado and Ave, Portugal

Prof. Yi Zhang, Northwestern Polytechnical University, China

Prof. Yushan Zhao, University of Wisconsin, USA

Assoc. Prof. Imasaki Tsunehide, Bunkyo Gakuin University, Japan

Assoc. Prof. Yasunobu Sumikawa, Takushoku University, Japan

- **Publicity Chairs**

Prof. Ee-gyeong Kim, Chung-Ang University, Korea

Prof. Hsieh, Chuan-Chung, National Tsing Hua University, Taiwan

Prof. M. Fahim Ferdous Khan, Toyo University, Japan

Prof. Nobuyo Fukaya, Niigata Agro-Food University, Japan

Assoc. Prof. Siti Hajar Binti Halili, University of Malaya, Malaysia

Dr. Feifei Han, Griffith University, Australia

- **Technical Program Committee**

Prof. Ahrar Husain, Jamia Millia Islamia, India

Prof. Aušra Rutkienė, Vytautas Magnus University, Lithuania

Prof. Chia-Pin Kao, Southern Taiwan University of Science and Technology, Taiwan

Prof. Chih-Kai Chang, National University of Tainan, Taiwan

Prof. Claudio Bendazzoli, University of Verona, Italy

Prof. Ching-Ching Lu, National Tsing Hua University, Taiwan

Prof. Eli Rohaeti, Universitas Negeri Yogyakarta, Indonesia

Prof. Gloria Anahi Molina Barron, Tecnológico de Monterrey, Mexico

Prof. Hao-Ting Pai, National Pingtung University, Taiwan

Prof. Ilgu Kim, Hannam University, South Korea

Prof. Leah Velasco Barbaso, Cebu Institute of Technology - University, Philippines

Prof. Mikhail Rodionov, Penza State University, Russia

Prof. Moma D. Ortega, University of Cebu, Philippines

Prof. Nien-Lin Hsueh, Feng Chia University, Taiwan

Prof. Roberta Facchinetti, University of Verona, Italy

Prof. Ryan Richard H. Guadaña, National University – Manila, Philippines

Assoc. Prof. Abdullah Ibrahim, Universiti Sultan Zainal Abidin, Malaysia

Assoc. Prof. Cha, Hyunjin, Soonchunhyang University, South Korea

Assoc. Prof. Chih-Hung Chen, National Taichung University of Education, Taiwan

Assoc. Prof. Dujrudee Chinwong, Chiang Mai University, Thailand

Assoc. Prof. Emad A. S. Abu-Ayyash, The British University in Dubai, UAE

Assoc. Prof. Hamid Shokrollah-Timorabadi, University of Toronto, Canada

Assoc. Prof. Haroon N. Alsager, Prince Sattam bin Abdulaziz University, Saudi Arabia

Assoc. Prof. Hapnes Toba, Universitas Kristen Maranatha, Bandung, Indonesia

Assoc. Prof. Hector Rafael Morano-Okuno, Tecnológico de Monterrey, Mexico

Assoc. Prof. Hong Jiang, Benedict College, USA

Assoc. Prof. Hsing-Tzu Lin, National University of Kaohsiung, Taiwan

Assoc. Prof. Huichuan Dai, Guangdong University of Science and Technology, China

Assoc. Prof. Inés Alvarez-Icaza, Tecnológico de Monterrey, Mexico

Assoc. Prof. Irish C. Junaatas, FEU Diliman, Philippines

Assoc. Prof. Jiang Li, Shandong University, China

Assoc. Prof. Junkai Li, Tianjin University, China

Assoc. Prof. Laura Taylor, University of Toronto, Canada

Assoc. Prof. Maria Pretty Lay Tupay Abdala, Bulacan State University, Philippines

Assoc. Prof. Martha Pilar Méndez Bautista, Universidad EAN, Colombia
 Assoc. Prof. Min-Chai Hsieh, Tainan University of Technology, Taiwan
 Assoc. Prof. Qian Wang, Northwestern Polytechnical University, China
 Assoc. Prof. Qimin Xiao, Zhejiang International Studies University, China
 Assoc. Prof. Surarong Chinwong, Chiang Mai University, Thailand
 Assoc. Prof. Taejung Park, Pukyong National University, South Korea
 Assoc. Prof. Tania Dias Fonseca, Kingston University London, UK
 Assoc. Prof. Tsai-Yun Mou, National Pingtung University, Taiwan
 Assoc. Prof. Weerachai Anotaipaboon, Thammasat University, Thailand
 Assoc. Prof. Wen-Hung Chao, National United University, Taiwan
 Assoc. Prof. Yasushi Akiyama, Saint Mary's University, Canada
 Assoc. Prof. Zhiming Chen, Fuzhou University of International Studies and Trade, China
 Assoc. Prof. Zhenguo Xu, Qufu Normal University, China
 Asst. Prof. Apichaya Khwankaew, Rajamangala University of Technology Srivijaya, Thailand
 Asst. Prof. Chareefah Hutyee, Rajamangala University of Technology Srivijaya, Thailand
 Asst. Prof. Fanny Ming Yan Chung, The Chinese University of Hong Kong, China
 Asst. Prof. Hend Hamed, Ain Shams University, Egypt
 Asst. Prof. Jinmeng Dou, Shanghai Jiao Tong University, China
 Asst. Prof. John Ivan C. Maurat, National University, Philippines
 Asst. Prof. LAW Yinling, The Education University of Hong Kong, China
 Asst. Prof. Leandro R. De Luna, National University, Philippines
 Asst. Prof. Mahmood Zahran Mohammed Al-Waaili, University of Nizwa, Oman
 Asst. Prof. Monamorn Precharattana, Mahidol University, Thailand
 Asst. Prof. N. T. Renukadevi, Kongu Engineering College, India
 Asst. Prof. Stamatios Papadakis, The University of Crete, Greece
 Asst. Prof. Tânia Rocha, University of Trás-os-Montes e Alto Douro, Portugal
 Asst. Prof. Wong Ming Har Ruth, The Education University of Hong Kong, China
 Asst. Prof. Xin-Zhu Li, Asia University, Taiwan
 Assoc. Principal Lecturer Soh Chiaw Ker, Sunway College Kuala Lumpur, Malaysia
 Senior Lecturer Ting Huang, Communication University of China, China
 Lecturer Sirion Vittayakorn, King Mongkut's Institute of Technology Ladkrabang, Thailand
 Lecturer Danh Thanh Ly, FPT University, Vietnam
 Dr. Alex Wing Cheung TSE, The University of Hong Kong, China
 Dr. Carolina Giorgia Baglioni, University of Glasgow, UK
 Dr. Choy Leong Yee, Universiti Putra Malaysia, Malaysia

Dr. Dennis Y. W. Liu, Monash University, Australia
 Dr. Funmilola Kemi Megbowon, Walter Sisulu University, South Africa
 Dr. Harris Wang, Athabasca University, Canada
 Dr. Jeremie M. Maleon, Mapúa Malayan Colleges Laguna, Philippines
 Dr. Jerónimo Paiva, The Polytechnic of Porto, Portugal
 Dr. John Augeri, Ile-de-France Digital University, France
 Dr. Juntao Li, Vanderbilt University, USA
 Dr. Ka-Wing Tse, Hong Kong Metropolitan University, China
 Dr. Kim Ying Lim, Singapore Institute of Management, Singapore
 Dr. Li Li, Nanyang Technological University, Singapore
 Dr. LOW Jinghong, Multimedia University, Malaysia
 Dr. Maritza Elizabeth Arones Mayuri, Universidad Nacional San Luis Gonzaga de Ica, Peru
 Dr. Nhung Nguyen, Deakin University, Australia
 Dr. Nor Liza Bt. Haji Ali, Universiti Teknologi Malaysia, Malaysia
 Dr. Norizzati Azudin, Sunway University, Malaysia
 Dr. Nurullizam Binti Jamiat, Universiti Sains Malaysia, Malaysia
 Dr. Richard DLC Gonzales, University of Santo Tomas, Manila, Philippines
 Dr. Siu-Lun Lee, The Chinese University of Hong Kong, China
 Dr. Vorasuang Duangchinda, Sripatum University, Thailand
 Dr. Wei Wu, Wuhan University of Technology, China

--- In Alphabet Order

CONFERENCE GUIDELINES

Conference Venue



Chiyoda Campus, Otsuma Women's University

大妻女子大学

Building H

Address: 12 Sanban-cho, Chiyoda-ku, Tokyo 102-8357, Japan 〒102-8357

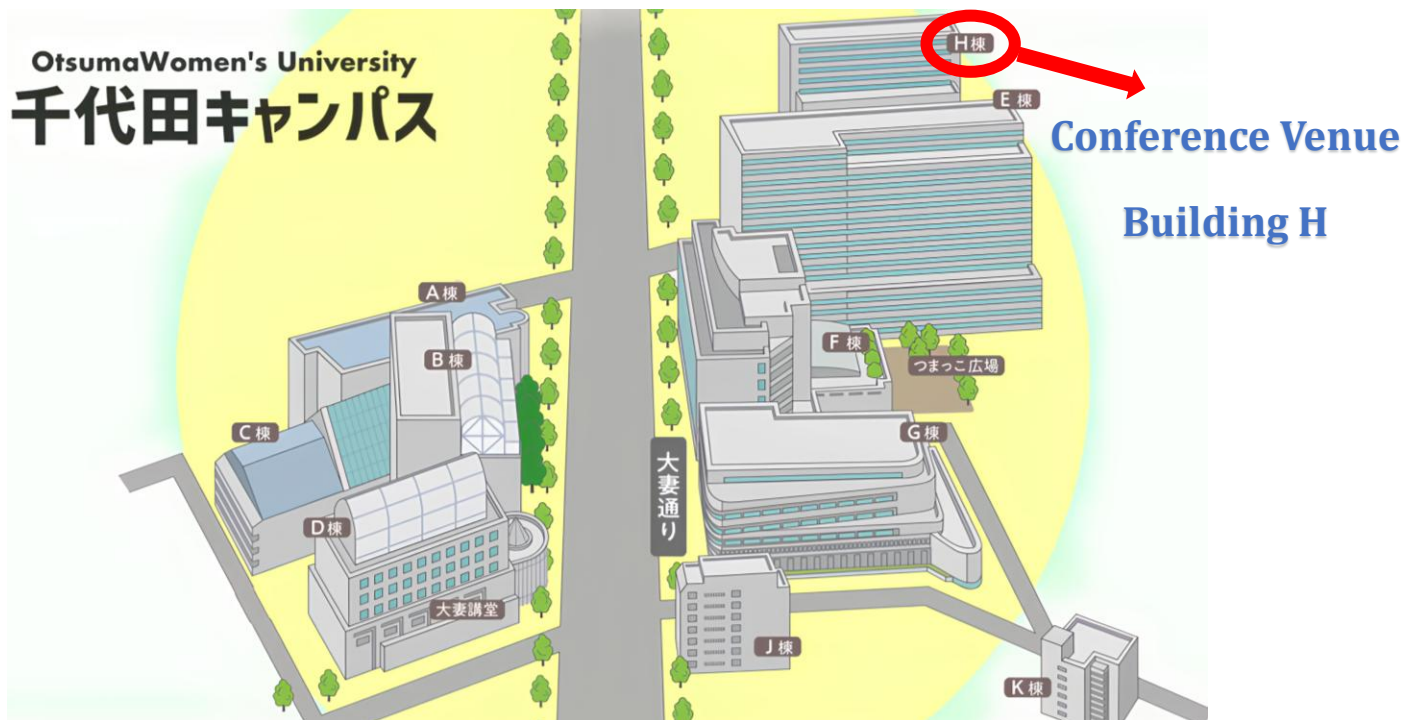
東京都千代田区三番町 12 番地

Tel +81-3-5275-6000

Although in the center of Tokyo, the Chiyoda Campus has a very attractive and relaxed atmosphere. Embassies of various countries, the national theater, the Nippon Budokan, and Chidorigafuchi are within a surprisingly short walking distance.

Maps:

a.



b.

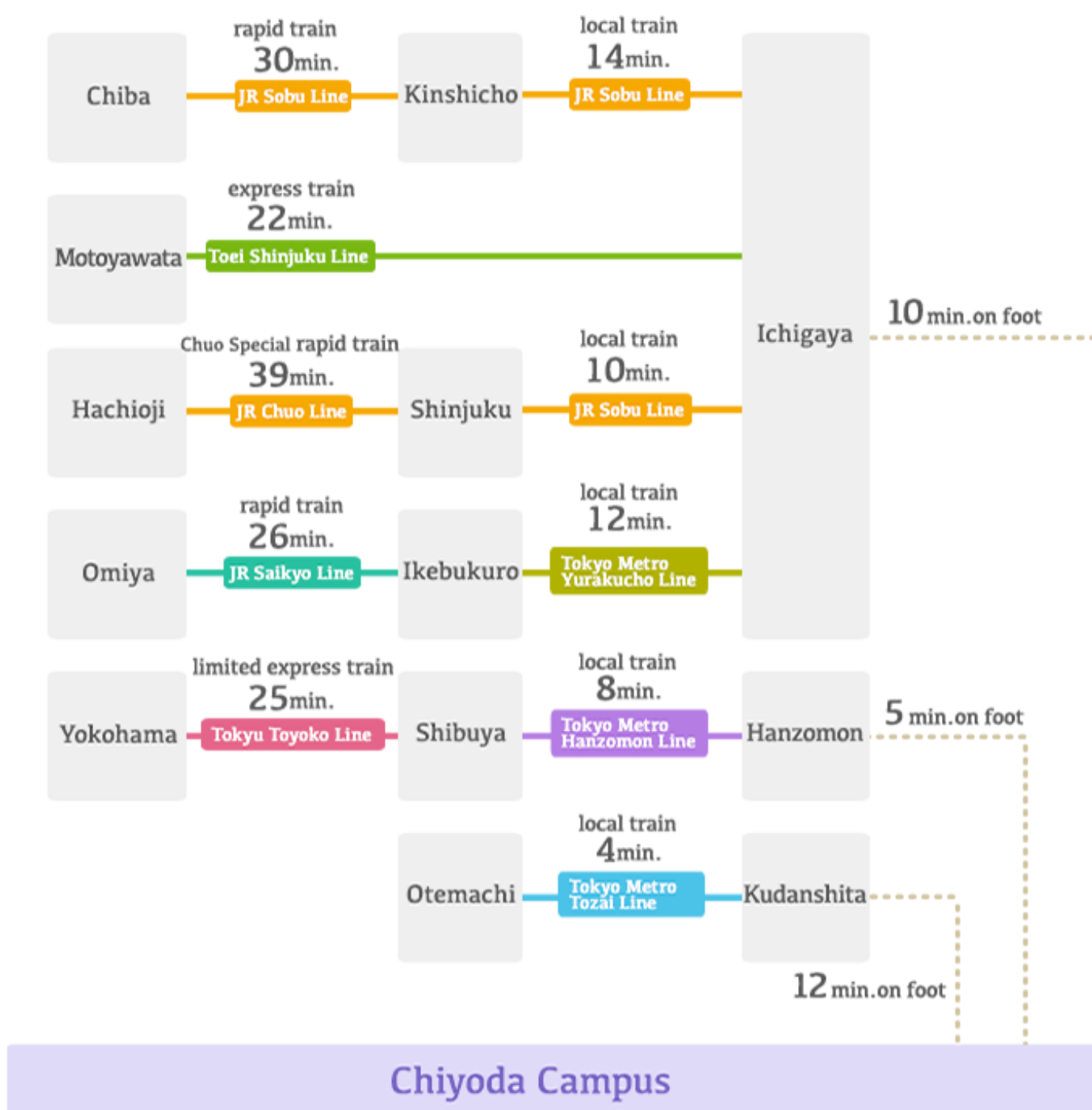


- **Building H**



Entrance

Traffic Guide



Click on the video to view the recommended route map:

- From **Ichigaya Station** (Convenient from Shinjuku, Building H featured at around 1:43 minutes):
https://youtu.be/FDzT-5kKsl?si=rZY_UwsL0XwZ00ZC
- From **Hanzomon** (Convenient from Shibuya, simpler and slightly closer)
<https://youtu.be/LD2G139oxFE?si=27Dq2h1dVbTDMaua>

Tokyo Weather in November 2025

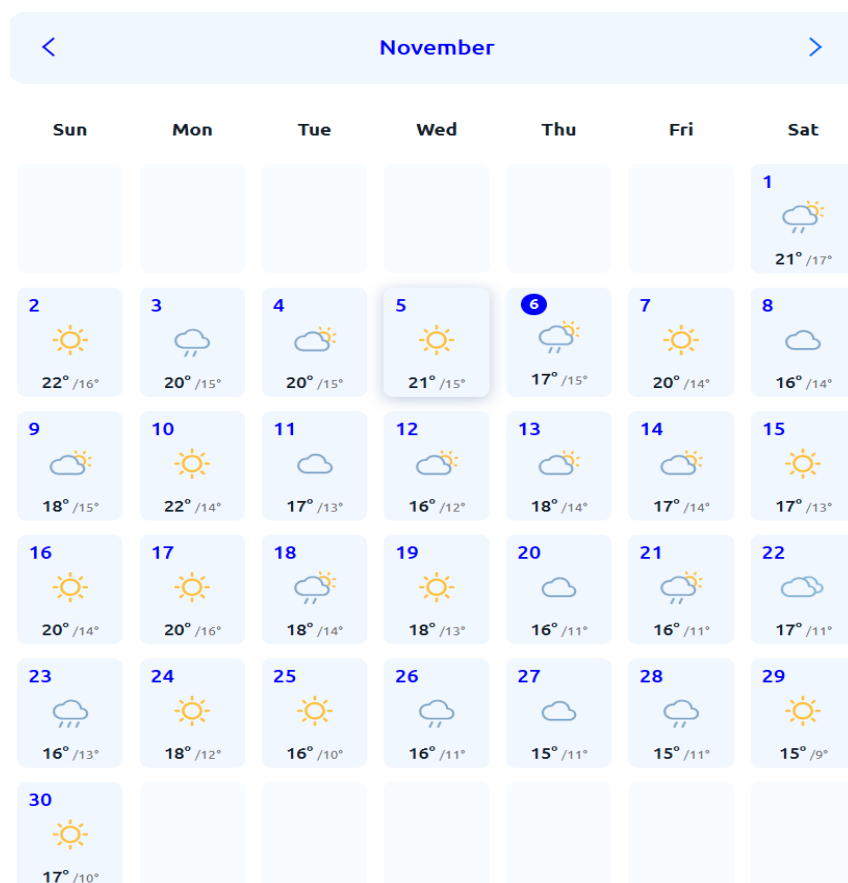
Weather forecast during the conference.



The temperatures in Tokyo in November are usually low and can range between **10°C (50°F) to 17°C (63°F)**. Expect clear skies and crisp, cool air, perfect for sightseeing and outdoor activities. You can expect about **3 to 8 days of rain** in Tokyo during the month of November. It's a good idea to bring along your umbrella so that you don't get caught in poor weather. Our weather forecast can give you a great sense of what weather expects in **Tokyo in November 2025**.

If you're planning to visit Tokyo in the near future, we highly recommend that you review the [14 day weather forecast for Tokyo](#) before you arrive.

November weather day by day (For reference only)



What to pack to Tokyo in November?

As you prepare for your trip to Tokyo in November, it's important to consider the typical weather patterns for the time of year. Below is a carefully tailored packing list to ensure that your time in Tokyo, during November, is comfortable and enjoyable, regardless of the weather conditions.

- Clothing
 - **Warm Clothing:** Sweaters, hoodies, long pants
 - **Rain Gear:** Lightweight, waterproof clothing
- Footwear
 - **Waterproof Shoes**
- Accessories
 - **Scarves:** To protect you from the cold wind
 - **Gloves/Mittens:** Essential for cold weather
 - **Warm Hats:** Warm hats for insulation in cold weather
 - **Umbrellas/Raincoats:** For rainy days

Dinner Location



Tokyo Dome Hotel

3F RILASSA

Address: 1 Chome-3-61 Koraku, Bunkyo City, Tokyo 112-8562, Japan

TEL: +81-3-5805-2111

FAX: +81-3-5805-2200

Dinner type: Buffet

Time: Nov. 22, 19:30-21:30 (Last orders 21:00)

※ 120-minute system

How to get to the dinner location:

The conference organizing committee will arrange a **shuttle bus** to transport all participants to the dinner venue. Participants may either make their own way to the venue or take the shuttle provided by the committee.

For those opting to take the shuttle bus, please note the following:

- **Participants from Sessions 1 to Session 7 & Poster Session 1:** Please gather on the first floor of Building H by 18:30. Please queue in an orderly manner and board the bus one by one. The first bus will depart at 19:00.
- **Participants from Sessions 8 to Session 14 & Poster Session 2:** Please gather on the first floor of Building H by 19:15. Please queue in an orderly manner and board the bus one by one. The last bus will depart at 19:30.
- As the bus cannot remain parked for long, please get on and off in an orderly manner.
- Departure times are fixed. Please plan your schedule accordingly. If you miss the shuttle departure due to personal reasons, you will need to arrange your own transportation to the dinner venue.

Please note: The dining time for conference participants is from 19:30 to 21:30. The earliest collection of meal coupons will begin at 19:20, and entry to the restaurant will not be permitted before this time. The dinner coupon collection will **close at 20:00**. If you choose to go to the dinner venue independently, please arrive before 20:00. Otherwise, you will need to cover the cost of the dinner yourself.

Guidelines for Onsite Oral Presentation

Overview of Building H Event Schedule

DATE	TIME	VENUE	ACTIVITY/SESSION
Nov. 21, Friday	12:00-16:00	Room 411 (4F)	Sign-in and Collect the Conference Materials
	09:00-18:30	Room 113 (1F)	Opening Ceremony & Group Photo & Keynote Speech 1,2,3,4,5,6 & Invited Speech 1,2,3,4,5,6,7
Nov. 22, Saturday	14:50-19:10	Room 313 (3F)	Session 1 & 8
		Room 314 (3F)	Session 2 & 9
		Room 411 (4F)	Session 3 & 10
		Room 412 (4F)	Session 4 & 11
		Room 413 (4F)	Session 5 & 12
		Room 414 (4F)	Session 6 & 13
		Room 415 (4F)	Session 7 & 14
		Looby (1F)	Poster Session 1 & 2

About Oral Presentation (PPT & Poster)

- **PPT Template:** Download [here](#).
- **Poster requirements:** A1 portrait format including Paper ID, title, authors' names, background, method, results, conclusion, and other key information.
- Each presentation is allocated **12 minutes** (10 minutes for the presentation + 2 minutes Q&A).
- Each schedule of each presentation is for reference only. Authors are required to attend the whole session and **enter the session room 20 minutes earlier** in case there may be some changes on the conference day.
- Prepare your **slides in PPT or PDF format, keep a backup on a USB drive**, and upload to the session folder on the conference computer 15 minutes before your session.
- Presenters must **print their posters** and bring them to the conference venue. Please **put up** your poster in the designated area 15 minutes before the session starts.
- The conference organizer will provide laptops, projector & screen, laser pointers, and Poster board.
- The **certificate** of oral presentation will be awarded to each presenter at the end of the session.
- **One Best Presenter** will be selected in each session, and the awardee will receive a Best Presentation certificate and a gift.
- **A group photo** will be taken at the end of each session and uploaded to the conference website.

Dress Code

- Please wear formal clothes or national characteristics of clothing.

Important Notes

- Please take care of your belongings during the conference. The conference organizer does not assume any responsibility for the loss of personal belongings of the participants.
- Please wear your participation badge during the conference. There will be NO access for people without a badge. NEVER discard your badge at will.
- Accommodation is not provided. Delegates are suggested to make early reservations.
- Please show the badge and meal coupons when dining.

Guidelines for Online Oral Presentation

Time Zone 时区: UTC/GMT+9 (Tokyo Time)

Platform: Zoom



Download Link: <https://zoom.us/download>

Sign In and Join

**Join a meeting without signing in.*

A Zoom account is not required if you join a meeting as a participant, but you cannot change the virtual background or edit the profile picture.

**Sign in with a Zoom account.*

All the functions are available.

**You're suggested to set up the time on your computer in advance.*

Online Rooms Information

Online Room	Zoom ID	Link	Password
Room A	845 3564 8764	https://us02web.zoom.us/j/84535648764	Tokyo
Room B	865 6500 4768	https://us02web.zoom.us/j/86565004768	Tokyo

Overview of Room A & Room B Event Schedule

DATE	ZOOM	TIME (UTC+9)	EVENT
Nov. 21, Friday	Room A	09:00-11:00	Online Test
Nov. 22, Saturday	Room A	09:00-18:30	Invited Speech 5,6,7
Nov. 23, Sunday	Room A	10:00-12:00	Invited Speech 8,9,10,11
	Room A	13:30-18:00	Online Session 1 & 3
	Room B	13:30-18:00	Online Session 2 & 4

- ❖ Prior to the formal conference, presenter shall join the test to make sure everything is on the right track
- ❖ Please rename your Zoom Screen Name in the format below before entering meeting room

Role	Format	Example
Conference Committee	Position-Name	Conference Chair-Prof. XXX
Keynote/ Invited Speaker	Position-Name	Keynote Speaker- Prof. XXX
Author	Session Number-Paper ID-Name	S1-E2001-Name

Delegate	Delegate-Name	Delegate-Name
----------	---------------	---------------

About Presentation

- You can download the virtual background [here](#).
- Each presentation is allocated **12 minutes** (10 minutes for the presentation + 2 minutes Q&A).
- The **oral presentation certificate** will be provided via the Zoom chat box at the end of the session. Please download it promptly, as it will not be sent by email.
- **One Best Presenter** will be selected in each session, and the awardee will receive a Best Presentation certificate via email.
- **A group photo** will be taken at the end of each session and uploaded to the conference website.

Environment & Equipment Needed

- A quiet place; Stable Internet connection; Proper lighting and background
- A computer with internet and camera; Earphone

Conference Recording

- We'll record the whole conference. If you do mind, please inform us in advance. We will stop recording when it is your turn to do the presentation.
- The whole conference will be recorded. It is suggested that you should dress formally, and we appreciate your proper behavior.

*The recording will be used for conference program and paper publication requirements. It cannot be distributed to or shared with anyone else, and it shall not be used for commercial or illegal purposes.

AGENDA OVERVIEW

Time Zone: UTC+9

Conference Venue: Building H

Day 1 | November 21, 2025 | Friday

Time	Activity	Venue
09:00-11:00	Online Test	Room A: 845 3564 8764 Password: Tokyo
12:00-16:00	Sign in and Materials Collection	Room 411 (4F)

Day 2 | November 22, 2025 | Saturday

Venue: Room 113 (1F)

Host: Prof. Hywel Evans , Otsuma Women's University, Japan		
09:00-09:05	Opening Remarks	Prof. Hitoshi Sasaki , Takushoku University, Japan
09:05-09:10	Welcome Address	Prof. Sheng Yi Wu , National Tsing Hua University, Taiwan
09:10-09:45	Keynote Speech 1	Prof. Hirozumi Yamaguchi , The University of Osaka, Japan Title: Capturing the Real World: Sensing and AI for Future Education
09:45-10:20	Keynote Speech 2	Prof. Kuan-Chou Chen , Purdue University Northwest, US Title: Pedagogical Strategies for Assignment Design in The Generative AI Landscape
10:20-10:40	Coffee Break and Group Photo	
10:40-11:15	Keynote Speech 3	Dr. HASIDA Koiti , RIKEN Center for Advanced Intelligence Project (AIP), Japan

		Title: Graph Documents, AI, and Critical Thinking
11:15-11:50	Keynote Speech 4	Prof. Yi Zhang , Northwestern Polytechnical University, China Title: Technology-Enhanced Innovation in China's Evolving Language Education
11:50-13:20	Lunch (Bento)	
13:20-13:55	Keynote Speech 5	Prof. Jon Dron , Athabasca University, Canada Title: Generative AI Vs Degenerative AI: Steps Towards the Constructive Transformation of Education in the Digital Age
13:55-14:30	Keynote Speech 6	Prof. Ee-gyeong Kim , Chung-Ang University, South Korea Title: Beyond Tools: The Triple Challenge Facing Korean Teachers in the Age of Digital Transformation
14:30-14:50	Break	
14:50-15:20	Invited Speech 1	Prof. Chuan-Chung Hsieh , National Tsing Hua University, Taiwan Title: Leading the Future of Education with AI: From Vision and Practice to Ethical Innovation
15:20-15:50	Invited Speech 2	Assoc. Prof. Mikie Nishiyama , Tokyo Healthcare University, Japan Title: Aligning ChatGPT with Human Judgment in EFL Writing Assessment
15:50-16:20	Invited Speech 3	Assoc. Prof. Imasaki Tsunehide , Bunkyo Gakuin University, Japan Title: Digital Transformation in Japan's Elder Care: Leveraging Big Data and AI Through the LIFE Platform
16:20-16:50	Invited Speech 4	Dr. Li Li , Nanyang Technological University, Singapore Title: Parental Attitudes and Chinese Language Maintenance in Singapore

16:50-17:10	Coffee Break	
Venue: Room 113 (1F)		
Online Room: Room A: 845 3564 8764 (Password: Tokyo)		
17:20-17:50	Invited Speech 5 (Online)	Assoc. Prof. Siti Hajar Binti Halili , Universiti Malaya, Malaysia Title: Open Badge Learning: A Pedagogical Innovation
17:50-18:20	Invited Speech 6 (Online)	Asst. Prof. Hend Hamed , Ain Shams University, Egypt Title: Memory and Mythology in the Poetry of Li-Young Lee and Ocean Vuong: A Transcultural Approach
18:20-18:50	Invited Speech 7 (Online)	Dr. Siu-lun Lee , The Chinese University of Hong Kong, China Title: Strengthening Community through Language Education in Hong Kong

Technical Sessions

14:50-16:50	Session 1: Development of AI Assisted Teaching Tools and Student Cognitive Assessment Session Chair: Prof. M. Fahim Ferdous Khan , Toyo University, Japan	Room 313 (3F)
	Session 2: Multimodal Linguistic Analysis and Social Communication Methods Session Chair: Prof. Simon Kim , Korea University, South Korea Session Co-Chair: Senior Lecturer Yee Choy Leong , Universiti Putra Malaysia, Malaysia	Room 314 (3F)
	Session 3: AI Tool Design and Its Innovative Application in Information Education Session Chair: Asst. Prof. Hambalee Jehma , Prince of Songkla University, Thailand	Room 411 (4F)

	Session 4: Character Analysis and Evaluation in Literary Works Session Chair: Assoc. Prof. Long Yang, Northwestern Polytechnical University, China Session Co-Chair: Dr. Norman Ralph Banes Isla, Mindanao State University, Philippines	Room 412 (4F)
	Session 5: Artificial Intelligence Technology and Challenges in the Digital Transformation of Education Session Chair: Prof. Ee-gyeong Kim, Chung-Ang University, South Korea	Room 413 (4F)
	Session 6: Literary Creation and Writing Methods Session Chair: Dr. Carolina Giorgia Baglioni, University of Glasgow, UK	Room 414 (4F)
	Session 7: Diversified Intelligent Teaching Mode and Learning Management Session Chair: Prof. Mayumi Nishikawa, Setsunan University, Japan	Room 415 (4F)
	Poster Session 1: Modern Linguistic Theory and Semantic Analysis Session Chair: Assoc. Prof. Mohammed H. Albalawi, University of Jeddah, Saudi Arabia	Lobby (1F)
16:50-17:10	Coffee Break	
17:10-19:10	Session 8: Cultivation of Thinking and Application Technology of AI in Subject Education Session Chair: Assoc. Prof. Hyunjin Cha, Soonchunhyang University, South Korea	Room 313 (3F)
	Session 9: Character Appreciation and Cultural Communication from a Linguistic Perspective	Room 314 (3F)

	Session Chair: Assoc. Prof. Mikie Nishiyama , Tokyo Healthcare University, Japan	
	Session 10: Application of Augmented Reality in Intelligent Teaching Session Chair: Assoc. Prof. Junko Teruyama , University of Tsukuba, Japan	Room 411 (4F)
	Session 11: Applied Linguistics and Translation Assessment Session Chair: Prof. Ilgu Kim , Hannam University, South Korea Session Co-Chair: Dr. Ting Huang , Communication University of China, China	Room 412 (4F)
	Session 12: Cultivation of Students' Learning Cognitive Abilities and Behavioral Analysis Session Chair: Assoc. Prof. Inés Alvarez Icaza , Tecnologico de Monterrey, Mexico	Room 413 (4F)
	Session 13: Exploration of Contemporary Feminism, Social Roles and Power of Characters Session Chair: Dr. Li Li , Nanyang Technological University, Singapore	Room 414 (4F)
	Session 14: Teacher Professional Ability Enhancement and Career Development Session Chair: Assoc. Prof. Bendazzoli Claudio , University of Verona, Italy Session Co-Chair: Assoc. Prof. Anirut Satiman , Silpakorn University, Thailand	Room 415 (4F)
	Poster Session 2: Artificial Intelligence Assisted Teaching and Learning Management in Intelligent Learning Environment Session Chair: Assoc. Prof. Harris Wang , Athabasca University, Canada	Lobby (1F)
19:30-21:30	Dinner (Buffet)	Tokyo Dome Hotel - 3F RILASSA

Day 3 | November 23, 2025 | Sunday

Onsite

Time	Activity	Assembly Point
10:00-18:00	One Day Tour in Tokyo	Hanzomon Station Exit 3b 半蔵門駅 3b 出口

Online

Room A: 845 3564 8764 (Password: Tokyo)

10:00-10:30	Invited Speech 8	Prof. Edwin P. Christmann , Liberty University, USA Title: Evaluating the Effects of Computer-Assisted Instruction on Math Performance
10:30-11:00	Invited Speech 9	Assoc. Prof. Laura Taylor , University of Toronto, Canada Title: Authorship Reimagined: Second Language Writers, AI, and the Shifting Boundaries of Voice and Ownership
11:00-11:30	Invited Speech 10	Prof. Nobuyo Fukaya , Niigata Agro-Food University, Japan Title: Describing Deliciousness: A Cross-Linguistic Analysis of European Pear Reviews in Japanese and English
11:30-12:00	Invited Speech 11	Dr. Mariam Mohamad , Universiti Sains Malaysia Title: A Bibliometric Review of Mobile Assistive Technology Research for Dyslexic Children: Mapping the Landscape of a Decade
12:30-13:30	Lunch	

Online Technical Sessions

13:30-15:30	Online Session 1: Modern Linguistic Analysis and Semantic Analysis in Literary Works Session Chair: Dr. Pooja Mittal Biswas , University of Sydney, Australia	Room A: 845 3564 8764 Password: Tokyo
	Online Session 2: Important Role of Artificial Intelligence in Intelligent Education Session Chair: Prof. Nobuyo Fukaya , Niigata Agro-Food University, Japan	Room B: 865 6500 4768 Password: Tokyo
15:30-16:00	Break	
16:00-18:00	Online Session 3: Advanced Information Education and Language Evolution Trends Session Chair: Assoc. Prof. Ramachandra Castro Torres , Mapua Malayan Colleges Laguna, Philippines	Room A: 845 3564 8764 Password: Tokyo
	Online Session 4: Multi Mode Immersive Learning and Student Thinking Cultivation Session Chair: Assoc. Prof. Jhona N. Gamez , Mapua Malayan Colleges Laguna, Philippines	Room B: 865 6500 4768 Password: Tokyo

KEYNOTE SPEECH 1

Time: 09:10-09:45 | Nov. 22, Saturday

Venue: Room 113 (1F)



Prof. Hirozumi Yamaguchi

The University of Osaka, Japan

Bio: Hirozumi Yamaguchi is a full professor at The University of Osaka (Osaka University), where he leads the Mobile Computing Laboratory. He received his Ph.D. in Engineering from Osaka University in 1998. His research focuses on cyber-physical systems, mobile and pervasive computing, particularly in smart cities and smart living. He has led several national projects, including JST CREST and NICT, and serves in editorial roles for reputable journals such as Elsevier Ad Hoc Networks and Elsevier Pervasive and Mobile Computing, as well as a chair/member for major wireless and mobile IEEE conferences such as IEEE PerCom, WoWMoM, MASS, and SmartComp. He has also served as General Chair for international conferences including EAI Mobiquitous and ICDCN. He received the Minister of Education's Commendation for Science and Technology in 2018 and is an IEEE Senior Member. Since April 2024, he has also headed the Large-Scale Digital Twin Research Team at RIKEN Center for Computational Science (R-CCS) as the team principal.

Capturing the Real World: Sensing and AI for Future Education

Abstract: Advances in human sensing and behavior modeling have long driven progress in mobile and pervasive computing, enabling precise detection of human location, activity, and interaction. Over the past decade, our research has explored the integration of human sensing and AI to deepen our understanding of human behavior in everyday and smart environments. This talk extends these foundations into the educational domain, illustrating how sensing and AI technologies can be applied to support learning processes. In particular, we highlight the potential of multimodal foundation models to capture subtle micro-actions that reflect student engagement in collaborative settings. While our studies show promising directions, they also reveal ongoing challenges in interpretability, scalability, and privacy. By bridging human sensing and educational AI, this talk envisions future classrooms where sensing and intelligence work together to understand and enhance human learning.

KEYNOTE SPEECH 2

Time: 09:45-10:20 | Nov. 22, Saturday

Venue: Room 113 (1F)



Prof. Kuan-Chou Chen

Purdue University Northwest, US

Bio: Dr. Chen currently serves as the Associate Dean for Graduate Studies, Interim Director of the White Lodging School of Hospitality and Tourism Management and holds the Thomas M. McDermott Sr. Endowed Chair Professor in Economic Development, Professor of Management Information Systems in College of Business at Purdue University Northwest. His academic expertise spans a wide range of areas, including computer programming, system simulation, project management, decision support systems, data mining, systems dynamics, e-business strategy and applications, supply chain management, network design and security, AI in business management, and the information economy. Dr. Chen has authored over 100 scholarly publications, primarily in peer-reviewed journals. He actively contributes to several professional journals and serves on the editorial boards of three as a reviewer. He is currently the Editor-in-Chief of the International Journal of e-Education, e-Business, e-Management and e-Learning. He has been invited as a keynote speaker at numerous international conferences, where he has delivered presentations on artificial intelligence, e-learning, and e-business. In addition, he has facilitated workshops focused on technology management and its applications in academic and professional settings. His scholarly contributions have earned him multiple nominations for the Outstanding Scholar Award, and he was honored with the Teacher of the Year Award at Purdue University Northwest. In recognition of his outstanding administrative service, he has been awarded with the “Outstanding Administrative Leadership award.”

Pedagogical Strategies for Assignment Design in The Generative AI Landscape

Abstract: As generative artificial intelligence (AI) tools like ChatGPT become widely accessible, their impact on student learning and academic integrity is increasingly evident. While these technologies offer powerful support for information generation, they also risk reducing education to a shortcut-driven task, stripping away the essential processes of inquiry, reflection, and critical thinking. This presentation proposes a pedagogical framework to respond constructively to the rise of AI in academic settings. Rather than banning AI, educators are encouraged to redesign assignments, assessments, and classroom culture to foster transparency, personal engagement, and intellectual

rigor. Through process-oriented assignment structures, explanation-based assessment methods, and a culture that treats AI as a learning assistant rather than a replacement for thought, teachers can transform AI from a threat into a catalyst for deeper learning. By emphasizing metacognition, authenticity, and iterative thinking, this guide offers actionable strategies for educators seeking to preserve—and elevate—the soul of education in the age of artificial intelligence.

KEYNOTE SPEECH 3

Time: 10:40-11:15 | Nov. 22, Saturday

Venue: Room 113 (1F)



Dr. HASIDA Koiti

RIKEN Center for Advanced Intelligence Project (AIP), Japan

Director, Artificial Intelligence in Society Research Group

Bio: Koiti Hasida finished his doctoral study at the Graduate School of Science, the University of Tokyo in 1986, obtaining the degree of Doctor of Science. He was affiliated with Electrotechnical Laboratory for 1986-2001 (seconded to the Institute for New Generation Computer Technology for 1988-1992), with National Institute of Advanced Industrial Science and Technology for 2001-2013, and with Social ICT Research Center, Graduate School of Information Science and Technology, the University of Tokyo for 2013-2024. He has been in the present position at RIKEN Center for Advanced Intelligence Project (AIP) since 2017. His research themes encompass natural-language processing, artificial intelligence, and cognitive science, among others, and he served as President of the Association for Natural Language Processing and President of the Japanese Cognitive Science Society. He has proposed technologies and business models for value creation through decentralized management of personal data, and is promoting the spread of these models in collaboration with public and private sectors.

Graph Documents, AI, and Critical Thinking

Abstract: Graph composition is a proven approach for strengthening critical-thinking (CT) skills, but its adoption has been limited by the perceived burden of training and instructional overhead. Our research shows these costs are effectively zero. When students collaboratively construct ontology-based graphs, their CT skills improve significantly without added training time for students or extra workload for teachers. This makes collaborative graph composition a practical, scalable method for enhancing learning. The talk will also introduce ongoing work that integrates AI to boost both the productivity of document creation and users' CT development.

KEYNOTE SPEECH 4

Time: 11:15-11:50 | Nov. 22, Saturday

Venue: Room 113 (1F)



Prof. Yi Zhang

Northwestern Polytechnical University, China

Bio: Yi Zhang is a Professor and Ph.D supervisor at School of Foreign Studies, Northwestern Polytechnical University, China. As the first and correspondent author, she has published 87 research articles in Chinese and International journals. She organized and accomplished 7 national projects and is the co-leader of an 8-year fund program sponsored by Linneau-Palm foundation, Sweden. In 2014, she obtained "National Award for Teaching Achievement" rewarded by Chinese Ministry of Education. Due to her achievements in teaching and research, she wins the governmental honor of the Provincial Distinguished Teacher. She is a member of Chinese Association of English for Academic Purposes, member of Shaanxi Advisory Board for Intercollegiate Programme Communities, the assessor and reviewer of Humanities and Social Science Foundation Projects of the Ministry of Education. Her research area includes Academic Discourse, Language Education.

Technology-Enhanced Innovation in China's Evolving Language Education

Abstract: This study examines the integration of modern technology into language education, with a focus on the evolution of English pedagogy in China. Through a student-centered classroom case study, the research traces the transition of English education from traditional "English Learning" and "English Examination" phases to the contemporary "English Application" phase, emphasizing communicative competence and real-world application. The research highlights innovative classroom practices that leverage technology, such as AI-assisted essay comparison, SPSS-driven data analysis, online interviews, and multimedia presentations. Students engaged in critical tasks—including video film summarization, reflective journaling, and short film production—to contextualize language skills within digital frameworks. Findings reveal that China's pedagogical shift aligns with its socio-political trajectory, positioning English as a bridge for global dialogue. While advancements in policy and diversified teaching methods are evident, challenges such as regional disparities and ethical implications of AI adoption necessitate further exploration. The study concludes that future reforms must harmonize pragmatic language proficiency, cultural identity, and ethical awareness to cultivate globally engaged yet culturally grounded learners.

KEYNOTE SPEECH 5

Time: 13:20-13:55 | Nov. 22, Saturday

Venue: Room 113 (1F)



Prof. Jon Dron

Athabasca University, Canada

Associate Dean, Learning & Assessment

Bio: Dr. Jon Dron is a full professor in the School of Computing and Information Systems and member of the Technology Enhanced Knowledge Research Institute (TEKRI) at Athabasca University, Canada. Until 2007 he was a principal lecturer at the University of Brighton, UK, where he remains an Honorary Faculty Fellow working with the Centre for Learning and Teaching. Straddling the technology/education divide, his research interests broadly centre around social and structural aspects of learning technologies, with a particular emphasis on discovering, designing and employing methods and technologies to enable learners to help one another to learn. He is the author of the book *Control & Constraint in E-Learning: Choosing When to Choose*. He has been a keynote speaker at many international workshops and conferences, is author of scores of articles in journals, books and conference proceedings, several of which have received top paper awards at international conferences. His most recently published book, co-written with Terry Anderson, is *Teaching Crowds: Learning & Social Media*. His next book, *How Education Works: Teaching, Technology, and Technique* is under review.

Generative AI Vs Degenerative AI: Steps Towards the Constructive Transformation of Education in the Digital Age

Abstract: In all of its nearly 1000-year history, university education has never truly been transformed. Rather, the institution has gradually evolved in incremental steps, each step building on but almost never eliminating the last. As a result, a mediaeval professor dropped into a modern university would still find plenty that was familiar, including courses, semesters, assessments, methods of teaching and perhaps, once or twice a year, scholars dressed like him. Even such hugely disruptive innovations as the printing press or the Internet have not transformed so much as reinforced and amplified what institutions have always done. What chance, then, does generative AI have of achieving transformation, and what would such a transformation look like? In this keynote I will discuss some of the ways that, perhaps, it really is different this time: for instance, that generative AIs are the first technologies ever invented that can themselves invent new technologies; that the unprecedented rate

and breadth of adoption is sufficient to disrupt stabilizing structures at every scale; that their disruption to credentialing roles may push the system past a tipping point; and that, as cognitive Santa Claus machines, they are bringing sweeping changes to our individual and collective cognition, whether we like it or not, that education cannot help but accommodate. However, complex path dependencies make it at least as likely that AI will reinforce the existing patterns of higher education as disrupt them. Already, a surge in regressive throwbacks like oral and written exams is leading us to double down on what ought to be transformed while rendering vestigial the creative, relational and tacit aspects of our institutions that never should. Together, we will explore ways to avoid this fate and to bring about constructive transformation at every layer, from the individual learner to the institution itself.

KEYNOTE SPEECH 6

Time: 13:55-14:30 | Nov. 22, Saturday

Venue: Room 113 (1F)



Prof. Ee-gyeong Kim

Chung-Ang University, South Korea

Bio: Dr. Ee-gyeong Kim is a distinguished professor at Chung-Ang University's College of Education in South Korea, where she also serves as the Dean of the Graduate School after her tenure as the Dean of the College of Education. Her commitment to the belief that the quality of education directly correlates with the quality of teachers has led to her publishing numerous papers and books on teacher policy. Dr. Kim has further contributed to the field as the president of both the Korean Association for Teacher Education and the Korean Association for Politics of Education. Her academic credentials include a Master's degree in Public Administration from American University and a Ph.D. in Educational Policy and Leadership from the University of Iowa.

Beyond Tools: The Triple Challenge Facing Korean Teachers in the Age of Digital Transformation

Abstract: This speech maps the digital age competencies Korean teachers need—tech-rich pedagogy, data and AI literacy, inclusive design, ethics, and collaborative professionalism—and asks whether current preparation is enough. It diagnoses a triple challenge across competence, working conditions, and professional culture, and then moves to tasks to be tackled by the teacher education institutions and the government.

INVITED SPEECH 1

Time: 14:50-15:20 | Nov. 22, Saturday

Venue: Room 113 (1F)



Prof. Chuan-Chung Hsieh

National Tsing Hua University, Taiwan

Bio: Professor Chuan-Chung Hsieh is the Chair of the Department of Education and Learning Technology and Director of the Teacher Education Center at National Tsing Hua University, Taiwan. A distinguished leader in education, he integrates visionary leadership with grounded practice, drawing on his experience as a former principal and scholar. His research and leadership focus on educational innovation, technology leadership, positive education, and teacher professional growth. Professor Hsieh has published extensively, with 25 papers in SSCI and 22 in TSSCI journals, contributing significantly to educational reform, TALIS data research, and school innovation. Recognized for his outstanding achievements, he has received the prestigious Mó-Duó Award—Taiwan's highest educational honor—along with the Distinguished and Outstanding Research Awards from National Tsing Hua University.

Leading the Future of Education with AI: From Vision and Practice to Ethical Innovation

Abstract: The rapid integration of artificial intelligence (AI) into education has created new demands for school leadership, requiring principals to demonstrate not only technological fluency but also ethical governance, strategic foresight, and instructional innovation. This study aimed to develop and validate a competency-based AI Technology Leadership Scale (AITLS) for assessing elementary school principals' readiness to lead AI-driven transformation in Taiwan. Grounded in Social Cognitive Theory and informed by contemporary leadership perspectives—including transformational, visionary, adaptive, AI, and technology leadership—the research adopted a sequential exploratory mixed-methods design consisting of three phases: item development, scale construction, and validation. Through literature synthesis and expert consultation, an initial pool of behaviorally anchored items was generated. Exploratory Factor Analysis (EFA) with 162 principals revealed eight preliminary leadership dimensions. Subsequent Confirmatory Factor Analysis (CFA) with 416 principals validated a five-factor model comprising AI Vision Development, Leading AI Adaptation, AI Problem-Solving, AI Instruction Design, and AI Ethics Leadership.

INVITED SPEECH 2

Time: 15:20-15:50 | Nov. 22, Saturday

Venue: Room 113 (1F)



Assoc. Prof. Mikie Nishiyama

Tokyo Healthcare University, Japan

Bio: Mikie Nishiyama is an associate professor in the Postgraduate School of Tokyo Healthcare University and a Ph.D. candidate at the University of Tokyo. She holds an M.A. in Linguistics from the University of London, an M.A. from Kyoto University, and an M.A. from the University of Tokyo. She teaches graduate-level English for academic purposes and undergraduate English courses. Her research focuses on AI translation and generative AI tools in foreign language writing and assessment.

Aligning ChatGPT with Human Judgment in EFL Writing Assessment

Abstract: This study evaluates how closely ChatGPT aligns with human judgments in EFL writing assessment using a classroom-specific rubric. Japanese EFL learners produced essays after integrating AI translation into coursework. Essays were scored by both instructor and ChatGPT—agreement was substantial on formal dimensions (grammar/syntax, organization) but weaker on task appropriateness. Results support a model where AI handles rule-based scoring and humans provide context-sensitive evaluation.

INVITED SPEECH 3

Time: 15:50-16:20 | Nov. 22, Saturday

Venue: Room 113 (1F)



Assoc. Prof. Imasaki Tsunehide

Bunkyo Gakuin University, Japan

Bio: Dr. Tsunehide Imasaki graduated from Kyushu University in 1992 and spent over 30 years as a reporter and manager at NHK, Japan's public broadcasting corporation. He played a central role in NHK WORLD's international news programs and served as Chief of the Internet News Team, leading digital transformation initiatives in broadcast journalism. He earned an MBA from McGill University in 2004, completed the Stanford Executive Program (SEP) at Stanford Graduate School of Business in 2016, and received his Doctor of Business Administration (DBA) from Hitotsubashi University's Graduate School of International Corporate Strategy (ICS) in 2021. Since 2023, Dr. Imasaki has served as Associate Professor at Bunkyo Gakuin University in Tokyo and Saitama, where he teaches business management within the Department of Social Welfare. His research examines organizational management in small teams, focusing on Kyocera's Amoeba Management System and its adaptation in the social welfare sector.

Digital Transformation in Japan's Elder Care: Leveraging Big Data and AI Through the LIFE Platform

Abstract: Japan is facing a major demographic shift, marked by rapid population aging and severe labor shortages in elder care. In response, the government launched the LIFE (Long-term Care Information system For Evidence) platform—a nationwide big data infrastructure that collects standardized, anonymized data from care providers. LIFE enables a data-driven approach to improving care quality by capturing physical, cognitive, and care-related metrics. Ongoing joint research explores its integration with AI technologies such as predictive analytics and conversational agents. However, limited digital capacity and funding hinder broader adoption. LIFE offers key insights for building scalable, AI-enabled care systems in aging societies.

INVITED SPEECH 4

Time: 16:20-16:50 | Nov. 22, Saturday

Venue: Room 113 (1F)



Dr. Li Li

Nanyang Technological University, Singapore

Bio: Dr. Li Li is currently a lecturer at the Singapore Centre for Chinese Language, Nanyang Technological University. She has led various research projects in the research centre focusing on the development of bilingual children, pedagogy in teaching Chinese as a second language, and applying technology in Chinese language teaching. Her research interests include child language development, second language acquisition, and bilingual education.

Parental Attitudes and Chinese Language Maintenance in Singapore

Abstract: In a multilingual society like Singapore, where English is the dominant medium of instruction, the maintenance of Chinese language (CL) often depends on family-level support. This study investigates parental attitudes toward their children's CL learning in Singapore, with a focus on two groups: immigrant parents who primarily use Chinese at home, and local Chinese Singaporean parents who predominantly use English. Drawing on the exploratory survey data from both groups, the study examines patterns in parental attitudes toward children's CL learning, satisfaction with children's CL proficiency, reported investment in children's learning of CL, and their opinions on the bilingual environment in the community. Findings showed that the two groups differ in their attitudes to children's CL learning, their satisfaction with their children's CL proficiency, and in their levels of both behavioral and emotional support of children's CL learning, despite their similar views on the bilingual environment in the community. These findings are interpreted through the framework of language ideology and investment, which highlights how belief systems and self-perceptions affect parental behavior. The study contributes to the understanding of language maintenance at the family level in bilingual contexts and underscores the need for educational approaches that empower all parents, regardless of their proficiency, to support language maintenance.

INVITED SPEECH 5 (Online)

Time: 17:20-17:50 | Nov. 22, Saturday

Venue: Room 113 (1F)



Assoc. Prof. Siti Hajar Binti Halili

Universiti Malaya, Malaysia

Bio: Ts. Dr. Siti Hajar Halili is an Associate Professor at Universiti Malaya and Head of the Curriculum & Instructional Technology Department. A professional technologist (Ts) under MBOT, she was formerly with the Research Division of the Prime Minister's Department in Malaysia. She holds a Ph.D. in Adult Education Technology, a Master's in Educational Technology (USM) and a Degree in Information System Technology Management (UiTM). Her expertise focuses on Digital Education, particularly in Flipped Learning, Open Distance Learning, Digital Badges Learning, Instructional Design & Technology and Digital Curriculum Innovation. She actively publishes in ISI, SCOPUS, national, and international journals, as well as books and book chapters. She has received multiple awards, including the Dean's Award, Best Presentation Award, Excellent Service Award, Gold Award, and Most Outstanding Reviewer. She is also an ODL expert, Programme Coordinator for UM's ODL and Master of Instructional Technology program, and Head Auditor for the Faculty of Education. She was also the Chief Editor of Jurnal Penyelidikan Pendidikan and a reviewer for various journals and conferences.

Open Badge Learning: A Pedagogical Innovation

Abstract: Open Badge Learning (OBL) is an emerging pedagogical innovation that transforms how learning achievements are recognized and validated in digital education. Through digital badges, learners can showcase verified skills and competencies gained from formal and informal learning. Grounded in open and distance learning principles, OBL promotes flexibility, inclusivity, and lifelong learning. It enhances learner motivation, supports personalized pathways, and encourages self-directed learning. Despite challenges in assessment and implementation, OBL offers a forward-looking framework for 21st-century education, empowering learners and institutions to adapt to evolving digital learning environments.

INVITED SPEECH 6 (Online)

Time: 17:50-18:20 | Nov. 22, Saturday

Venue: Room 113 (1F)



Asst. Prof. Hend Hamed

Ain Shams University, Egypt

Bio: Dr. Hend Hamed Ezzeldin is an Assistant Professor in the Department of English at the Faculty of Al-Asun (Languages), Ain Shams University, Cairo, Egypt. Her academic interests include Romantic poetry, ethnic and gender studies, resistance literature, and trauma studies. In addition to her scholarly pursuits, she is also a creative writer and an active contributor to both academic and literary communities. Dr. Ezzeldin holds a TOT certificate from Cambridge University and a Trinity CertTESOL from Trinity College London. She serves as a reviewer for several academic journals and works as an assessment specialist at Cambridge Assessment International Education.

Memory and Mythology in the Poetry of Li-Young Lee and Ocean Vuong: A Transcultural Approach

Abstract: This paper examines how Li-Young Lee and Ocean Vuong intertwine memory and mythology to construct transcultural identities within Asian American poetry. In Li-Young Lee's poetry, myth is internalized as a form of remembrance and spiritual renewal. He rearticulates his own form of 'personal mythology' to transcend time and space. Ocean Vuong, by contrast, reimagines myth to confront histories of war, exile, and dislocation. His reinterpretations of classical myths reinsert marginalized voices into universal narratives, challenging cultural and racial boundaries. For both poets, myth becomes a dynamic force rather than a fixed tradition, allowing memory to move fluidly between the personal and the collective. Through their reworking of personal and collective memories, Lee and Vuong reveal how mythology can serve as a site of healing and transformation, bridging the gap between origin and identity. The paper argues that their use of myth and memory not only redefines Asian American poetics but also demonstrates how poetry can sustain the dialogue between past and present within a transcultural framework.

INVITED SPEECH 7 (Online)

Time: 18:20-18:50 | Nov. 22, Saturday

Venue: Room 113 (1F)



Dr. Siu-lun Lee

The Chinese University of Hong Kong, Hong Kong SAR, China

Bio: Siu-lun Lee is Principal Lecturer at the Yale-China Chinese Language Academy, within the Centre for China Studies at the Chinese University of Hong Kong. He teaches courses on Chinese language studies as well as Hong Kong's language and society. An experienced educator and administrator of Chinese language programmes at the Chinese University of Hong Kong, he has played a key role in developing and managing language curricula. Siu-lun Lee is a trained linguist with extensive involvement in linguistic and pedagogical research. His academic interests include applied linguistics, Cantonese studies, Chinese linguistics, multilingualism, sociolinguistics, and language teaching pedagogy. He has co-authored several scholarly articles, including *A Socio-Historical Approach to Multilingualism in Hong Kong* (2020), *Linguistic Landscapes and Language Contact* (2020), *Societal Multilingualism in Hong Kong* (2020), and *Researching Hong Kong's Multilingual Landscape* (2025). His research on language teaching pedagogy has been published in indexed journals. His contributions include studies such as *Revisiting Role-Playing Activities in Foreign Language Teaching and Learning* (2015), *E-Learning Readiness in Language Learning* (2016), *Modular Approaches in e-Learning Design* (2018), and *Aligning Peer Tutoring Systems in Language Education* (2024). His contributions to Cantonese education include the publication of *Modern Cantonese* (Volumes 1–3, Routledge, 2023) and *The Learning and Teaching of Cantonese as a Second Language* (Routledge, 2023).

Strengthening Community through Language Education in Hong Kong

Abstract: Hong Kong's multilingual environment presents both opportunities and challenges for educators, policymakers, and researchers. Scholarly literature on language policy and multilingualism (Bacon-Shone et al., 2015; Bolton et al., 2020; Bolton & Lee, 2020) highlighted the city's dedication to linguistic diversity and social inclusion, with Cantonese, English, and Putonghua forming the core of its language education landscape. English continues to grow in importance as a global lingua franca, while Chinese language proficiency, including spoken Cantonese and Chinese literacy, remains essential for students' academic achievement and career development (Lee, 2020). For educators and

professionals working with ethnolinguistically diverse communities, language education plays a crucial role in promoting equity and sustainability. It supports access to employment, enhances civic participation, and fosters intercultural understanding among both local and ethnic minority populations. This presentation explores the connection between language education and community sustainability, offering evidence-based insights into how inclusive Chinese language programmes, in the Hong Kong case, can strengthen social cohesion, cultivate environmental awareness, and contribute to economic resilience in the city.

INVITED SPEECH 8 (Online)

Time: 10:00-10:30 | Nov. 23, Sunday

Room A: 845 3564 8764 (Password: Tokyo)



Prof. Edwin P. Christmann

Liberty University, USA

Bio: Edwin P. Christmann earned his Ph.D. from Old Dominion University and an Advanced Diploma in Research in the Sciences from the University of Cambridge (UK). He is a full-professor in the Helms School of Government at Liberty University, where he serves as the Director of Research Methods and as a Research Methodologist. In addition, he has served as a contributing editor for Science Scope, the journal of the National Science Teaching Association (NSTA), and as a member of the editorial review board for 19 peer-reviewed journals. Dr. Christmann has published more than 100 articles and has authored or coauthored several books on education and statistics.

Evaluating the Effects of Computer-Assisted Instruction on Math Performance

Abstract: This meta-analysis examined the research question "What differences exist among the academic achievement levels of mathematics students who were exposed to computer-assisted instruction, and those who were not exposed to this instruction?" Hence, a comparison of the mathematics achievement between students who received either traditional instruction or traditional instruction supplemented with computer-assisted instruction (CAI) was conducted. From the twenty-seven conclusions, an overall mean effect size of 0.236 was calculated, indicating that, on average, students receiving traditional instruction supplemented with CAI attained higher academic achievement than did 59.48 percent of those receiving traditional instruction alone. Moreover, a .094 correlation between effect size years indicates that the effect of CAI on mathematics achievement has slightly increased during this period.

INVITED SPEECH 9 (Online)

Time: 10:30-11:00 | Nov. 23, Sunday

Room A: 845 3564 8764 (Password: Tokyo)



Assoc. Prof. Laura Taylor

University of Toronto, Canada

Bio: As a faculty member in the Robert Gillespie Academic Skills Centre (RGASC) at the University of Toronto Mississauga (UTM), Dr. Laura Taylor works primarily with English Language Learners (ELLs) to enhance academic skill development among the student population. Through close ties with both the International Education Centre (IEC) and with various departments across campus, she ensures that the ELL and international students are well supported. Dr. Taylor is focused on enhancing the student experience through the use of active-learning pedagogy and is a member of a committee devoted to supporting this practice. Dr. Taylor joined the UTM community in 2014. Prior to this, she served as the Director of Postgraduate Teaching and Learning at the University of York (UK). She has used this experience with graduate students in her current role at UTM where she oversees graduate skill enhancement through both face-to-face appointments and various workshops. Dr. Taylor holds a B.A from Columbia University in New York (2004); M.A. in TESOL from the University of York (UK) (2009); and a Ph.D. in Education from the University of York (UK) (2013). Dr. Taylor was first elected to the Campus Council in 2016 and serves as Chair of the Academic Affairs Committee and as member of the Agenda Committee.

Authorship Reimagined: Second Language Writers, AI, and the Shifting Boundaries of Voice and Ownership

Abstract: In modern academic and professional contexts, the role of the author is undergoing a significant transformation. Authorship is no longer exclusively an individual act of creation but increasingly a technologically mediated process, shaped by the growing presence of artificial intelligence (AI) tools such as ChatGPT. This paper examines how these developments are reshaping the practices and perceptions of second language (L2) writers, who often rely on such tools to navigate linguistic, rhetorical, and cultural demands. Drawing on reflective practice in L2 writing instruction, this study explores how L2 writers engage with AI as co-composers, revisers, and language brokers. The integration of generative AI complicates traditional notions of originality, authorship, and voice, raising questions about ownership, ethical use, and pedagogical responsibility. The findings suggest that L2 writers are increasingly relying on artificial intelligence tools to complete

their work, often accepting AI-generated suggestions with minimal reflection or revision. Rather than engaging as critical thinkers or active collaborators in the writing process, many position themselves as passive negotiators of machine-generated language, prioritizing fluency and correctness over personal voice or rhetorical intent. This trend raises important pedagogical and ethical concerns regarding the erosion of authorial agency and the diminished role of critical engagement in L2 writing. In light of these developments, the paper calls for a reorientation of L2 writing instruction to emphasize critical digital literacy, reflective AI use, and renewed attention to the development of authorial voice in technologically mediated contexts.

INVITED SPEECH 10 (Online)

Time: 11:00-11:30 | Nov. 23, Sunday

Room A: 845 3564 8764 (Password: Tokyo)



Prof. Nobuyo Fukaya

Niigata Agro-Food University, Japan

Bio: Dr. Nobuyo Fukaya is a professor at Niigata Agro-Food University in Niigata, Japan. She was formerly a lecturer at Shibaura Institute of Technology (Tokyo, Japan). She earned her B.A. from Rikkyo University (Tokyo, Japan) and her M.A. and Ph.D from Tsuda University (Tokyo, Japan). She is currently studying how language develops. Her publications address the areas of language acquisition of L1 English-speaking children and Japanese EFL learners. She has collected extensive data using the Child Language Data Exchange System (CHILDES) database (MacWhinney 2000) and explained within Optimality Theory how and why children acquire their mother tongue. She has particularly focused on the acquisition of wh-questions, comparing children's and parents' utterances. Her recently published papers on first language acquisition are "Case Study 1" (2022), "Optimality Theory and the Development of Do-Support in Children's Wh-Questions" (2023), and "A CHILDES-Based Study on the English Dative Alternation" (2023). In addition, she has addressed second language acquisition using the Japanese EFL learner (JEFL) Corpus (Tono 2007) and has compared L1 English-speaking children and Japanese EFL learners. Her major article on Japanese EFL learners is "Comparison of Japanese EFL Learners and L1 English Children: The English Dative Alternation" (2023). She is also one of the translators of The Cambridge Grammar of the English Language by Rodney and Geoffrey (2002) (Eibunpou Daijiten Shiriizu vol. 0, 2017) and Language Change by Bybee (2015) (Gengo-wa Donoyouni Henkasurunoka, 2019) and has contributed to deepening the understanding of linguistics for beginners.

Describing Deliciousness: A Cross-Linguistic Analysis of European Pear Reviews in Japanese and English

Abstract: This study investigates cross-cultural differences in the linguistic expression of pear deliciousness, focusing on reviews written by Japanese and American consumers. While general evaluative terms such as "delicious" are common, more precise descriptions often refer to specific sensory attributes, including appearance, smell, flavor, and texture. Online reviews of European pears from Japan (Rakuten) and the United States (Walmart) were analyzed to identify differences in sensory vocabulary. Japanese reviewers emphasized softness (46% of texture-related comments) and

smell, whereas American reviewers highlighted juiciness (48% of texture-related comments) and firmness. To explore the underlying reasons for these differences, a supplementary analysis of Japanese pears (nashi) reviews was conducted. Japanese pears differ from European pears not only in flavor but also in shape, being round rather than oblong. Japanese reviewers frequently described Japanese pears as juicy and refreshing, suggesting that their perception of European pears as “soft” may reflect a cultural benchmark based on the crisp, juicy texture of domestic pears. These findings indicate that cultural background shapes the sensory vocabulary used in food reviews, highlighting the importance of culturally informed approaches to understanding consumer perception and language use in food evaluation.

INVITED SPEECH 11 (Online)

Time: 11:30-12:00 | Nov. 23, Sunday

Room A: 845 3564 8764 (Password: Tokyo)



Senior Lecturer Mariam Mohamad

Universiti Sains Malaysia, Malaysia

Bio: Dr. Mariam Mohamad, Senior Lecturer at Universiti Sains Malaysia, is a pioneering researcher in mobile learning and assistive technology. Her work is internationally recognized, cited by UNESCO, and featured in prominent publications. She has been invited to speak at numerous global conferences, including events by UNESCO and in countries like Japan, Singapore, and the Philippines. Awarded international research grants and multiple innovation medals, her projects support dyslexic and visually impaired learners. Dr. Mariam is also active in community service, serving as President of the Dyslexia Association (Penang) and advisor to student and disability organizations, advocating for inclusive education.

A Bibliometric Review of Mobile Assistive Technology Research for Dyslexic Children: Mapping the Landscape of a Decade

Abstract: Dyslexia, a prevalent neurodevelopmental disorder affecting reading and writing skills, poses significant challenges to educational attainment. In recent years, mobile assistive technologies have emerged as promising tools to support dyslexic children in their journey. Despite the increasing focus on mobile assistive technology for dyslexic children, a comprehensive overview of the research landscape is lacking. The field is characterized by a proliferation of studies, diverse methodologies, and an expanding knowledge base. This bibliometric review leverages advanced analytical tools, with a primary focus on the VOS viewer software, to conduct a comprehensive analysis of the literature spanning from 2014 to 2024. A carefully curated dataset, comprising research articles sourced from reputable databases, forms the basis of the analysis. Anticipated outcomes include visually rich maps depicting the citation networks and keyword co-occurrence patterns within the realm of mobile assistive technology for dyslexic children. We expect to identify key articles shaping the field, prominent clusters of research, and evolving trends. This bibliometric review aspires to contribute a panoramic view of the last decade's research landscape in mobile assistive technology for dyslexic children. The anticipated insights hold the potential to guide future research directions, technological innovations, and educational interventions, ultimately enhancing the support available to dyslexic children through mobile assistive technologies.

Session 1: Development of AI Assisted Teaching Tools and Student Cognitive Assessment

Session Chair: **Prof. M. Fahim Ferdous Khan**, Toyo University, Japan

Nov. 22, Saturday **14:50-16:50** **Room 313 (3F)**

E2044 14:50-15:02	The Role of AI Tools in Graded Learning Tasks for Multimedia Arts Students: Identifying Predictors through a Quantitative Model ▪ Natalie Joyce Rivera, Ma. Rovilla Sudaprasert, Ramachandra Torres, Mapúa Malayan Colleges Laguna, Philippines
E2015 15:02-15:14	Between Chalk and Code: An Autoethnographic Exploration of AI Integration in EFL Academic Writing Instruction ▪ Uswatun Hasanah, Baso Jabu, Sultan Baa, Universitas Negeri Makassar, Indonesia
E2004 15:14-15:26	Rethinking Pedagogy in the Age of AI: A Hegelian Exploration of Generative AI Tools and Student Learning ▪ Jomel Paulo Gaza Ebron, Mapua Malayan Colleges Laguna, Philippines
E2068 15:26-15:38	Development and Evaluation of a Hybrid AI-Based System for Capstone Manuscript Retrieval: Validating Relevance Through Search Result Evaluation ▪ Joemarie Comeros Amparo, Cebu Institute of Technology-University, Philippines; Jomar B Colao, Eric P Ortega, Moma D Ortega, Roche Arenas Plando, University of Cebu, Philippines
E2111-A 15:38-15:50	Generative AI, Narrative Scaffolds, and Reflexive Learning: An Agenda for Research in Collaborative Learning ▪ Rhyse Bendell, Jessica Williams, Stephen Martin Fiore, University of Central Florida, United States
E2199-A 15:50-16:02	Using AI to Analyze Lesson Plans: An LLM-Assisted Content Audit of 50 K-12 Documents ▪ Shun Ching Hsieh, National ChengChi University, Taiwan
E2165 16:02-16:14	AI and Writing in Communication Courses: An Analysis of Communication Students' Needs and Self-Perceived Writing Capabilities in Major Course Assessments with AI Assistance ▪ Ivan Khalil Lijauco Descartin, Geraldine Mercado Enriquez, Alessandra Marie Santos Escueta, Ashley Tricia Gaba Garcia, Mapúa Malayan Colleges Laguna, Philippines

E2052 16:14-16:26	Semantic AI-Based Retrieval of Capstone Manuscript: Evaluating the Impact of Dataset Size on Search Relevance Joemarie Comeros Amparo, Cebu Institute of Technology - University, Philippines; Eric P Ortega, Moma D Ortega, University of Cebu, Philippines
E2162 16:26-16:38	Understanding AI Adoption in Literature Learning: An Extended UTAUT-TAM Approach among Multimedia Arts Students Bart Andrew Sadsad Mendoza, Ivan Khalil Lijauco Descartin, Christine Joanne Librero Desacado, Ramachandra Castro Torres, Mapua Malayan Colleges Laguna, Philippines
E602-A 16:38-16:50	Visual Analysis of English for Specific Purposes Based on Citespace Chen Zitong, Northwestern Polytechnical University, China

Session 2: Multimodal Linguistic Analysis and Social Communication Methods

Session Chair: **Prof. Simon Kim**, Korea University, South Korea

Session Co-Chair: **Senior Lecturer Yee Choy Leong**, Universiti Putra Malaysia, Malaysia

Nov. 22, Saturday **14:50-16:50** **Room 314 (3F)**

E411 14:50-15:02	A Study of the Differences between Chinese and British Concepts of Elderly Care from the Perspective of Hofstede's Cultural Dimensions ▪ Kaijia Yan, Qian Wang , Northwestern Polytechnical University, China
E424 15:02-15:14	Early Shōwa Ideological Schisms in Shichū Suimei Texts ▪ Seth N. Wyatt , University of New Mexico, United States of America
E419-A 15:14-15:26	"Clean Addict": A Semantic Warning Sign and a Bridge to an Integrated Recovery Identity ▪ Gilad Dagan , Nehami Baum, Bar-Ilan University, Israel
E492-A 15:26-15:38	A Polysystematic Study on Translation Production, Regulation, and Overseas Dissemination of the Three-Body Problem ▪ Wenbo Zhang , Northwestern Polytechnical University, China
E566-A 15:38-15:50	A Phonological and Semantic Investigation into the Historical Chinese Character "𪛗" and an Emendation on the Phonetic Annotation Errors in Hanyu Da Zidian ▪ Li Yuxi , Sichuan University, China
E526-A 15:50-16:02	Analyzing Attitudinal Resources in TED Talks on Death: An Appraisal Theory Perspective ▪ Gulinigaer Saiwaidu , Tongji University, China
E538 16:02-16:14	An Analysis of Interruption in an Interview from the Perspective of Conversation Analysis ▪ Yueqi Ma , Yi Zhang, Northwestern Polytechnical University, China
E540 16:14-16:26	Writing the Modern City: Visual Poetry as Urban Cartography ▪ Ting Huang , Communication University of China, China
E478-A 16:26-16:38	Examining Citation Entry Oversights in the Great Chinese Dictionary: Evidence from the Platform Sutra ▪ Huaping Wang , Sichuan University, China
E578 16:38-16:50	Festival Emoji Semiotics: Age-Based Variations in WeChat Moments ▪ Sining Lu , Qian Wang, Northwestern Polytechnical University, China

Session 3: AI Tool Design and Its Innovative Application in Information Education

Session Chair: **Asst. Prof. Hambalee Jehma**, Prince of Songkla University, Thailand

Nov. 22, Saturday **14:50-16:50** **Room 411 (4F)**

E2077-A 14:50-15:02	Enhancing Grade 4 Students English Communication Skills through a 5F-Based Blended Learning Model Integrated with AI Tools ▪ Supatra Suriwong , Silpakorn University, Thailand
E527-A 15:02-15:14	A Comparative Study of Quality and Cognition in AI-Assisted Simultaneous Interpreting ▪ Xueyi Lyu , Northwestern Polytechnical University, China
E2019 15:14-15:26	The Changing Role of Generative AI in Design Education: An Analysis from Tool, Partner, to Competitor ▪ Xin-Zhu Li , Indrajaya Mixzy, Asia University, Taiwan
E2049-A 15:26-15:38	Developing Design Principles for Digital Human AI Tutors ▪ Taejung Park, Pukyong National University, Busan, South Korea; Hyunjin Cha , Soonchunhyang University, South Korea
E2079-A 15:38-15:50	The development of a blended learning model by using a creative problem-solving approach and project-based learning activities that integrate AI tools to enhance creativity and collaborative learning of undergraduate students ▪ Anirut Satiman , Silpakorn University, Thailand
E2126 15:50-16:02	A Comparative Study on the Learning Efficiency of AI Agents: Progressive Training vs. One-Shot Training ▪ Hsiao-Hsien Hsu , Xin-Zhu Li, Asia University, Taiwan; Wen-Hung Chao, National United University, Taiwan
E2177-A 16:02-16:14	Developing and Validating the AI Technology Leadership Scale for Elementary Principals: A Competency-Based Approach in Taiwan ▪ Chuan-Chung Hsieh , An Chu, Tsing Hua University, Taiwan
E521 16:14-16:26	Empowering Translation Pedagogy with AI Video Generation: An Empirical Study Based on the Sora Model and Halliday's Register Theory ▪ Hongyao He , Northwestern Polytechnical University, China

E2138-A 16:26-16:38	Investigating the Efficacy of a Design Thinking-Based Learning Environment Supported by Artificial Intelligence in Developing Knowledge Economy Skills Among Secondary School Students: A Mixed-Method Study ▪ Salim khamis Alharmali, Sultan Qaboos University, Oman
E2029 16:38-16:50	GeomeTrace: Development of a Mobile Application for Teaching Geometric Figures to Learners with Visual Impairments in the Philippines ▪ Julius Christopher Lim Doolittle, Marinduque State University, Philippines; Frederick Toralballa Talaue, De La Salle University-Manila, Philippines

Session 4: Character Analysis and Evaluation in Literary Works

Session Chair: **Assoc. Prof. Long Yang**, Northwestern Polytechnical University, China

Session Co-Chair: **Dr. Norman Ralph Banes Isla**, Mindanao State University, Philippines

Nov. 22, Saturday **14:50-16:50** **Room 412 (4F)**

E415-A 14:50-15:02	Ecological Ethics and Colonial Reflection: A Postcolonial and Ecocritical Reading of William Faulkner's The Bear ▪ Yicai Huang , Northwestern Polytechnical University, China
E404-A 15:02-15:14	Collusion of Consumption and Imperial Power: Consumer Capitalism in Voyage in the Dark ▪ Yinglei Xu , Shanghai International Studies University, China
E490-A 15:14-15:26	Performing the Neoliberal Body: Alienation, Identity, and the Fantasy of Wholeness in Charles Yu's Interior Chinatown ▪ Fu-jen Chen , Su-lin Yu, National Sun Yat-sen University, Taiwan
E445-A 15:26-15:38	Heterotopias of Diaspora: Spatial Narrative and Identity in Pai Hsien-yung's New Yorkers ▪ Zhu Wang , Northwestern Polytechnical University, China
E435 15:38-15:50	Ghostwriting East Asia: David Mitchell's Ghostwritten and the Question of Representing the Global ▪ George Cai , Washington University in St. Louis, United States
E446-A 15:50-16:02	Resistance and Reclamation: Unveiling Gender Power in the Yellow Wallpaper's Journey of Self-Awakening ▪ Yifan Liu , Northwestern Polytechnical University, China
E441-A 16:02-16:14	Masculinity and Media Discipline: The Biopolitics in Ender's Game ▪ Zhao Shen , Southeast University, China
E449-A 16:14-16:26	Research on Translation Strategies for Culture-Specific Items in Details of the Rule of Law from the Perspective of Human-Computer Collaboration ▪ Xuan Zhong , Northwestern Polytechnical University, China
E561-A 16:26-16:38	Rewriting History and Reconstructing Identity: A Study of Contemporary Scottish Historical Drama ▪ Runrun Wang , Shanghai International Studies University, China

E579
16:38-16:50

The Translator as Culture Identity Constructor: A Comparative Study of Yang Hsien-yi and Julia Lovell's English Translations of the True Story of Ah Q

▪ **Yiwen Li**, Long Yang, Northwestern Polytechnical University, China

Session 5: Artificial Intelligence Technology and Challenges in the Digital Transformation of Education

Session Chair: **Prof. Ee-gyeong Kim**, Chung-Ang University, South Korea

Nov. 22, Saturday **14:50-16:50** **Room 413 (4F)**

E2048 14:50-15:02	Transforming University Assessments in the AI Era: Innovative Solutions for Ensuring Academic Honesty John Ivan C. Maurat, Rogel M. Labanan, Elsie V. Isip, National University, Philippines
E2166 15:02-15:14	AI-powered Open and Personalized Education for All Harris Wang, Athabasca University, Canada
E413-A 15:14-15:26	Sexual Chemistry in Chinese A/B/O Novels: A corpus-assisted Analysis of Pheromone Metaphors in Female-centered Online Literature Qianyu Wu, University of Nottingham, China; Yiyin Lyu, University of Cambridge, UK; Meng Ye, Sha Wang, The Hong Kong Polytechnic University, China; Xinzhu Li, Zhejiang University, China
E448 15:26-15:38	Artificial Intelligence Translation: Technological Evolution, Challenges, and New Pathways for Human-Machine Collaboration Boyang Liu, Northwestern Polytechnical University, China
E468-A 15:38-15:50	The Challenges of Using AI in Creating a Ten-Language Open-Access Multilingual Mobile Healthcare Application Nike K. Pokorn, University of Ljubljana, Slovenia
E516-A 15:50-16:02	Exploring the Use of Generative AI in Interpreting: Current Practices among Interpreting Students, Trainers, and Professionals in Italy and in China Claudio Bendazzoli, University of Verona, Italy
E2157 16:02-16:14	Teaching Interviewing with AI Personas: Boundary Negotiation and Empathy in a Qualitative Research Methods Course Junko Teruyama, University of Tsukuba, Japan
E2010 16:14-16:26	The Development of Interactive Multimedia 'Zuma Function' Through Scratch Programming in Mathematics Learning Nur Elisya, Eyus Sudihartinih, Dian Usdiyana, Merisa Ammelia Sari, Indra Nurhidayat, Yunia Jumita Ningrum, Universitas Pendidikan Indonesia, Indonesia

E2084 16:26-16:38	Web-based cognitive robotics lab for improved visualization of taught algorithms ▪ Paul Robert Schulze, Maximilian Olschewski, Steffen Mueller, Söhnke Fishedick, Horst-Michael Gross, Technische Universitaet Ilmenau, Germany
E2117 16:38-16:50	Text vs. 3D Models: Comparing Traditional and 3D-Printed Learning Materials in Primary Science Education ▪ Giulia Pusceddu, Francesco Rocchi, Lorenzo Landolfi, Alberto Parmiggiani, Monica Gori, Italian Institute of Technology, Italy

Session 6: Literary Creation and Writing Methods

Session Chair: **Dr. Carolina Giorgia Baglioni**, University of Glasgow, UK

Nov. 22, Saturday

14:50-16:38

Room 414 (4F)

E451-A 14:50-15:02	Diachronic Changes in Syntactic Complexity of Research Article Abstracts: A Case Study of Aerospace Science Academic Writing ▪ Zinan Lu, Northwestern Polytechnical University, China
E439-A 15:02-15:14	More Graceful, Less Familiar? A Corpus-Based Study of Literary Grace in Chinese Writing ▪ Yi Li, Tingyu Zhang, Yufei Qiao, Shanghai International Studies University, China
E438-A 15:14-15:26	Antecedents of L2 Student Writers' Feedback-seeking Behavior in an AWE-empowered Context ▪ Ya Zhang, Southeast University, China
E408-A 15:26-15:38	The Dynamics of Integration Cost during Online Sentence Processing ▪ Tingyu Zhang, Yufei Qiao, Yi Li, Shanghai International Studies University, China
E503-A 15:38-15:50	Computational Sinology as a Field of Mathematical Humanities: Positioning the Term in Global Scholarship with a Python-Based Cultural Analytics Case Study ▪ Xing Wen, The Chinese University of Hong Kong, China
E512-A 15:50-16:02	The Use of Meta Discourse: An Analysis of Online Oral Presentations of EFL Summer School Students ▪ Nurhidayah Binti Mohd Sharif, Faraha Binti Hamidi, Atiqah Binti Shaharuddin, Nur 'Ain Binti Mohd Shahroom, Nur Syazwani Binti Mohd Zolkifli, Abid Zulfadhli Bin Razali, Universiti Teknologi Malaysia, Malaysia
E520-A 16:02-16:14	"Yes, I learn Chinese by Playing Genshin Impact": In-game Text for L2 Chinese Vocabulary Learning ▪ Ning Zhao, Shanghai International Studies University, China
E549 16:14-16:26	Construction of the Third Space: A Study of the Textual Structure of the Woman Warrior from the Perspective of Postcolonial Narratology ▪ Dantong Qian, Xiaodan Wang, Northwestern Polytechnical University, China
E555 16:26-16:38	A Semantic Network Construction of Word of the Year 2023 Rizz ▪ Te Qi, Xiaozhou Hou, Hebei University, China

Session 7: Diversified Intelligent Teaching Mode and Learning Management

Session Chair: **Prof. Mayumi Nishikawa**, Setsunan University, Japan

Nov. 22, Saturday **14:50-16:50** **Room 415 (4F)**

E2073 14:50-15:02	EduPlay: Video Games as open educational resources ▪ Sergio Ivan Vilchis , Sandra Gudino, Tec de Monterrey, Mexico
E2120 15:02-15:14	Innovating Teaching and Assessment in University-Level Engineering Programming Education through Autograding: A Case Study from a Python Course ▪ Jonas Genath, Daniel Fischer , Technische Universität Ilmenau, Deutschland
E2154 15:14-15:26	Guided Incremental Grading for Java Programming Assignments ▪ Weerachai Anotaiapaiboon , Thammasat University, Thailand
E2027 15:26-15:38	Open Educational Resources Automatic Quality Validation in the Complexhub Platform ▪ Inés Alvarez-Icaza , Rasikh Tariq, Benito Javier Martínez-Briones, Cristina Sofía Torres-Castillo, Tecnológico de Monterrey, México; Luis Magdiel Oliva-Córdova, Universidad de San Carlos de Guatemala, Guatemala
E2047 15:38-15:50	Ethnomathematics-Based Digital Learning Media Development on Maluku Historical Sites ▪ Diah Prawitha Sari , Turmudi Turmudi, Suhendra Suhendra, Universitas Pendidikan Indonesia, Indonesia
E2064 15:50-16:02	UTAUT2-Based Analysis of LMS Adoption Among Undergraduate TVET Students in Less Urbanized Regions in China ▪ Xiao Zhang, Jinghong Low , Multimedia University, Malaysia
E2100 16:02-16:14	Effectiveness of Using Moodle to Teach Information & Media Literacy Course at IMU University Library: An Experience ▪ Razman Shah Mohd Razali , IMU University, Malaysia
E2131-A 16:14-16:26	A Case Study on the Design of Teaching Tools for Hand-Held Products-Taking the Metalworking Bow Saw as an Example ▪ Tsu-Wu Hu , Chung-Shun Feng, Chaoyang University of Technology, Taiwan
E2172-A 16:26-16:38	Balancing Opportunities and Challenges in Online Problem-Based Learning Tutorials: Insights from a Qualitative Study ▪ Umatul Khoiriyah , Universitas Islam Indonesia, Indonesia

E534-A
16:38-16:50

Game-Based Learning for Classical Chinese: A Theory-Driven Narrative Design in the Age of AI

▪ **Weiqiu Zhang**, The Education University of Hong Kong, China

Session 8: Cultivation of Thinking and Application Technology of AI in Subject Education

Session Chair: **Assoc. Prof. Hyunjin Cha**, Soonchunhyang University, South Korea

Nov. 22, Saturday ■ **17:10-19:10** ■ **Room 313 (3F)** ■

E2045 17:10-17:22	Integrating Conversational AI into Philippine Educational Practices: A Promising Framework for Enhancing Learning Outcomes and Educational Equity ▪ Armida Panganiban Salazar, Rodolfo C Raga Jr., National University Philippines, Philippines
E2046 17:22-17:34	Enhancing English Reading Comprehension through AI-Based Differentiated Learning: Teacher and Student Perspectives in Remote Schools ▪ Ahmad Zaki Munibi, Ratna Dewanti, Fathiaty Murtadho, State University of Jakarta, Indonesia
E2095-A 17:34-17:46	Artificial Intelligence in Physical Education: A Review ▪ Jumel C. Miller, Central Luzon State University, Philippines; Julius Ceazar G. Tolentino, John Paul P. Miranda, Pampanga State University, Philippines
E2129 17:46-17:58	Between YouTube and AI: Parental Perspectives on Technology in Early Childhood National Identity Education ▪ Jessie Ming Sin Wong, Hong Kong Metropolitan University, China
E2137-A 17:58-18:10	Integrating Artificial Intelligence and 3D Printing Technology into Physics Learning: Exploring the Design Thinking Mindset in Problem-Solving Activities for Grade 10 Students ▪ Asma Abdullah Alshabnuti, Sultan Qaboos University, Oman
E515-A 18:10-18:22	AI Literacy in a Specialized Translation Class: An Experimental Study ▪ Tamara Mikolič Južnič, Agnes Pisanski Peterlin, University of Ljubljana, Slovenia
E2198 18:22-18:34	Instilling AI Thinking into Young Pupils Through Experiential Learning ▪ M. Fahim Ferdous Khan, Kodai Eguchi, Ken Sakamura, Toyo University, Japan
E2167 18:34-18:46	From Awareness to Application: AI-Integrated Learning Practices among Undergraduate Students ▪ Pawarit Pingmuang, Bangkok University, Thailand; Chanatat Boonchuvong, Prakob Koraneekij, Chulalongkorn University, Thailand

E2014 18:46-18:58	Helpful Assistant or Harmful Shortcut? Rethinking ChatGPT's Effects on Mathematical Thinking and Mathematics Education ▪ Niakmatul Husni, Universitas Pendidikan Indonesia, Indonesia
E2061 18:58-19:10	AI Technology Adoption Among Multimedia Arts Students' Capstone Writing: An Application of the UTAUT Model ▪ Natalie Joyce Rivera, Hailey Ferrer, Ramachandra Torres, Mapúa Malayan Colleges Laguna, Philippines

Session 9: Character Appreciation and Cultural Communication from a Linguistic Perspective

Session Chair: **Assoc. Prof. Mikie Nishiyama**, Tokyo Healthcare University, Japan

Nov. 22, Saturday **17:10-19:10** **Room 314 (3F)**

E405-A 17:10-17:22	English Translation of Chinese Poverty Alleviation Discourses for International Communication ▪ Long Yang , Northwestern Polytechnical University, China
E535-A 17:22-17:34	Rumor, Reputation, Repercussion: A Theorization of Gossip in Franz Kafka's the Trial and Lu Xun's "A Madman's Diary" ▪ Rocio Cristina Coppa , New York University, United States of America
E460-A 17:34-17:46	Poststructuralist Perspective on the True Story of Ah Q: Deconstructing the Power Discourse of "National Character" ▪ Yiwen Li , Northwestern Polytechnical University, China
E484 17:46-17:58	Who is Kogito Choko in the Novels of Kenzaburo Ōe?: Allowing "The Child" to Speak as an Author's Introspection ▪ Norman Ralph Banes Isla , Mindanao State University - General Santos, Philippines
E494-A 17:58-18:10	A Corpus-Based Study on the Reconstruction of Character Images in Chinese Literary Works: A Case Study of the English Translations of "Cuicui" in Border Town ▪ Congyi Wang , Northwestern Polytechnical University, China
E523 18:10-18:22	Representation of Race and Ethnicity in Global Literature: A Comparative Analysis ▪ Alaknanda Matade , Independent Researcher, India
E464 18:22-18:34	Embodiment and Cognitive Alienation in a Rose for Emily from the Perspective of Embodied Cognition ▪ Zihan Liu , Hongguo Xue, Chao Chen, Northwestern Polytechnical University, China
E493-A 18:34-18:46	Intoxication in Saudi and World Novel ▪ Mohammed H Albalawi , University of Jeddah, Saudi Arabia
E524-A 18:46-18:58	National Imagination in a Distant War: Digital Nationalism on China's Weibo Amid the 2025 Iran-Israel Conflict ▪ Panpan Yan , Northwestern Polytechnical University, China

E601-A
18:58-19:10

An Analysis of Stance Markers in National Defense Discourse: A Case Study of Abstracts from Aerospace Journal Articles

▪ **Shiyan Luo**, Northwestern Polytechnical University, China

Session 10: Application of Augmented Reality in Intelligent Teaching

Session Chair: **Assoc. Prof. Junko Teruyama**, University of Tsukuba, Japan

Nov. 22, Saturday

17:10-19:10

Room 411 (4F)

E2148 17:10-17:22	2D Animation as an Effective Interactive Learning Material in English Vocabulary for 3rd Grade Students ▪ Jaimie Lynn Alano Borromeo, Bart Andrew Sadsad Mendoza, Carl Joshua Balabbo Almoró, Dianne Joy Doctolero Bautista, Lyka Johnelle Reyes Malabanan, Mapua Malayan Colleges Laguna, Philippines
E528-A 17:22-17:34	Evaluating Animation, Drawing, and Conventional Instruction in Teaching Classical Chinese Poetry to Young Learners ▪ Shaokai Ma, Xian Liao, Yinling Law, The Education University of Hong Kong, China
E2201 17:34-17:46	AI-Based Python Virtual Lab Development ▪ Mery Noviyanti, Thesa Kandaga, Suci Nurhayati, Universitas Terbuka, Indonesia
E2054 17:46-17:58	A Correlational Study on Virtual Learning Environments and the Philippine Data Privacy Act Application: Basis for an Enhanced and Secured AI-Integrated Learning Environments ▪ Leah Velasco Barbaso, Cebu Institute of Technology-University, Philippines; Diana Alpas Velasco, University of San Jose-Recoletos, Philippines
E2028 17:58-18:10	Developing a 5E Game-Based VR Learning System to Enhance Cross-Cultural Marketing Competence and 21st Century Skills for International Undergraduates ▪ Xintong Hua, Monamorn Precharattana, Mahidol University, Thailand
E2013 18:10-18:22	Augmented Reality for Spatial Ability in Secondary Schools: A Systematic Review of Research in Indonesia ▪ Andari Saputra, Universitas Pendidikan Indonesia, Indonesia
E2031 18:22-18:34	KanAR – AR Application for Japanese learning beginners ▪ Ka Wing Tse, Hong Kong Metropolitan University, China
E2035-A 18:34-18:46	Immersive Technologies in Education: A Critical Examination of Opportunities, Challenges, and Pedagogical Implications ▪ Jangchu Tenzin, University of New Brunswick, Canada
E553-A 18:46-18:58	Semiotic Landscapes and Smart Scaffolding: AI-Enhanced Virtual Learning for Thai EFL Students ▪ Hambalee Jehma, Prince of Songkla University, Thailand

E2060
18:58-19:10

Investigating Elementary Students' Critical Thinking Processes Through Lag Sequential Analysis in an Educational Virtual Reality Game

- Tsung-Yen Chuang, **Yu-Hsuan Lu**, Szu-Kai Tsai, National University of Tainan, Taiwan

Session 11: Applied Linguistics and Translation Assessment

Session Chair: **Prof. Ilgu Kim**, Hannam University, South Korea

Session Co-Chair: **Dr. Ting Huang**, Communication University of China, China

Nov. 22, Saturday **17:10-19:10** **Room 412 (4F)**

E462 17:10-17:22	Differences between Human-Machine Translation in Metaphorical Expressions within the Framework of Cognitive Translation Theory —— Taking The Garlic Ballads as a Case Study ▪ Le Ma, Northwestern Polytechnical University, China
E529-A 17:22-17:34	What Kind of Authors has "Taiwan Panorama," the Official Magazine of the Ministry of Foreign Affairs of Taiwan, Introduced? ▪ Chikara Nakamura, National Chung Hsing University, Taiwan
E563 17:34-17:46	A Study on Metaphor Translation Strategies in Zhuangzi from the Perspective of Embodied Cognition ▪ Chen Chao, Hongguo Xue, Northwestern Polytechnical University, China
E471-A 17:46-17:58	DeepThink in Facilitating Inductive Reasoning for Master's Thesis Proposal Development in Applied Linguistics ▪ Taotao Zhou, Wenwen Tian, Northwestern Polytechnical University, China
E539 17:58-18:10	Evaluating the Performance of Mainstream Large Language Models on Chinese-English Public Sign Translation: A Quantitative Analysis ▪ Yifan Yan, Jiaxin Lin, Northwestern Polytechnical University, China
E543 18:10-18:22	A Corpus-Based Analysis of Collaborative Translation Style: The Case of The Shaanxi Opera ▪ Yao Xu, Zirun Gan, Northwestern Polytechnical University, China
E548-A 18:22-18:34	Linguistic Entropy in Russian and Chinese: A Quantitative Study of Stylistic and Typological Variation ▪ Siqi Peng, Shanghai International Studies University, China
E562 18:34-18:46	MQM-Based Evaluation of ChatGPT and DeepSeek in Translating the 2024 Chinese Government Work Report ▪ Rongxin Zhang, Meiyong Song, Northwestern Polytechnical University, China
E581 18:46-18:58	Negotiating Syllabus and Fostering Metacognition: An Action-research Study on Motivation in Learning a Language Other Than English in Scotland ▪ Carolina Giorgia Baglioni, University of Glasgow, United Kingdom

E466-A
18:58-19:10

A Comparative Study of Human and ChatGPT Translations of Culture-Loaded Terms and Metaphors from the Perspective of Cultural Translation Theory: An Analysis Based on German Version Keywords to Understand China

▪ **Yue Shi**, Northwestern Polytechnical University, China

Session 12: Cultivation of Students' Learning Cognitive Abilities and Behavioral Analysis

Session Chair: **Assoc. Prof. Inés Alvarez Icaza**, Tecnologico de Monterrey, Mexico

Nov. 22, Saturday **17:10-19:10** **Room 413 (4F)**

E2021 17:10-17:22	The Ecoliteracy and Ecocritical Competencies of Undergraduate English Majors: Implications for Sustainability and Curriculum Development ▪ Jeremie Monter Maleon, Mapúa Malayan Colleges Laguna, Philippines; Jayson Carl C Esmasin, Polytechnic University of The Philippines, Philippines
E2093 17:22-17:34	The Potential Integration of Computational Thinking as a 21st-Century Competency in Mathematics Learning in Indonesia ▪ Mirza Aulia, Siti Fatimah, Aqidatul Izzah, Universitas Pendidikan Indonesia, Indonesia
E2091 17:34-17:46	From Concepts to Application: The perception of students to mathematics education ▪ Fe Gundayao Dampil, Faye Andrea Gundayao Dampil, Joel Jr Gundayao Dampil, Mapua Malayan Colleges Laguna, Philippines
E2200 17:46-17:58	Teaching Digital Model, Adaptive Technology Learning, and Learning Environment: Their Impact on Driven Cognitive Psychology and Performance Assessment in Higher Education ▪ Suci Nurhayati, Kartono Kartono, Sudirman Sudirman, Mery Noviyanti, Andriyansah Andriyansah, Universitas Terbuka, Indonesia
E2128-A 17:58-18:10	An Interpretable Generalization Mechanism for Learning Analytics: Understanding the Reasons Behind Student Dropout ▪ Hao-Ting Pai, Yun Tian Chen, Shu-Ting Huang, National Pingtung University, Taiwan
E2109 18:10-18:22	Analyzing Student Performance and Views on Online Asynchronous and Proctored Quizzes ▪ Jeremie Monter Maleon, Mapúa Malayan Colleges Laguna, Philippines; Robert Carl J Garcia, Duuren Erdem School, Mongolia
E2133 18:22-18:34	Enhancing Student Satisfaction with Student Services on The Digital Platform: A Case Study at a Vietnamese University ▪ Thao Phuong Doan Tran, Sang Minh Vo, FPT University, Vietnam

E2053-A 18:34-18:46	Effectiveness Analysis of a Chinese Dialogue-Based Intelligent Tutoring System in Teaching Social Skills to Elementary Students with Special Needs ▪ Chen-Huei Liao, Pei-Chen Wu, Chian-Chieh Lu, National Taichung University of Education, Taiwan
E2092 18:46-18:58	The Effectiveness of Computer Aided Instructions in Enhancing the Performance of Students in Mathematics ▪ Fe Gundayao Dampil, Faye Andrea Gundayao Dampil, Joel Jr Gundayao Dampil, Mapua Malayan Colleges Laguna, Philippines
E2074-A 18:58-19:10	Factors Influencing the Use of Artificial Intelligence in Learning among Students of the Faculty of Science and Technology, Muban Chombueng Rajabhat University ▪ Wannasiri Thurapaeng, Silpakorn University, Thailand

Session 13: Exploration of Contemporary Feminism, Social Roles and Power of Characters

Session Chair: **Dr. Li Li**, Nanyang Technological University, Singapore

Nov. 22, Saturday **17:10-19:10** **Room 414 (4F)**

E431-A 17:10-17:22	Interpreting Women's Histories: Memory, Identity and Agency in Anuradha Roy's Selected Novels ▪ Sikta Kar, National Institute of Technology Rourkela, India
E442-A 17:22-17:34	The Representation of Female Leadership: A Study of Body Politics and Community Imagination in J. M. Coetzee's in the Heart of the Country ▪ Qian Wu, Southeast University, China
E502-A 17:34-17:46	Feminist Reinterpretations of Myths in Contemporary Literature ▪ Simon Kim, Korea University, South Korea
E522-A 17:46-17:58	An Ecofeminist Analysis of Lighthouse Keeping ▪ Yunyun Guo, Northwestern Polytechnical University, China
E533-A 17:58-18:10	Modern Girls Don't Just Want to Have Fun: Desire in Turkish and Japanese Women's Writing ▪ Asli Idil Kaynar, University of Queensland, Australia
E485-A 18:10-18:22	Anthologies from Northeast India: Contesting Indian Literature(s) ▪ Lalfakawmi Lalfakawmi, University of Hyderabad, India
E511-A 18:22-18:34	Leveraging Metaphor in Career Interventions: Reducing Transition Barriers for Early-Career Graduates' Workforce Integration ▪ Qingqing Xiang, Huaqiao University, China
E429 18:34-18:46	Exploring the Role of Chinese Wuxia Fiction in Shaping Leadership Identity ▪ Choy Leong Yee, University Putra Malaysia, Malaysia
E481 18:46-18:58	The Two Young Fighters: The Contemporary Significance of Gao Jialin and Julien ▪ Guo Yanjun, Yang Huiying, Northwestern Polytechnical University, China
E532 18:58-19:10	A Cross-Regional Analysis of Historical Trajectories and Systematic Methodologies on Chinese Character Simplification ▪ Shenghao Zhou, Wuxi Dipont School of Arts and Science, China

Session 14: Teacher Professional Ability Enhancement and Career Development

Session Chair: **Assoc. Prof. Bendazzoli Claudio**, University of Verona, Italy

Session Co-Chair: **Assoc. Prof. Anirut Satiman**, Silpakorn University, Thailand

Nov. 22, Saturday **17:10-18:58** **Room 415 (4F)**

E2142-A 17:10-17:22	Reconceptualizing Teacher Resilience in the AI Era: A Culturally Embedded and Agentic Perspective from East Asia ▪ Jui-Hsuan Hung, National Tsing Hua University, Taiwan
E2078 17:22-17:34	A Memory Game to Foster Empathy in the Classroom: Preliminary Assessment by School Teachers ▪ Lorenzo Landolfi, Emanuela Mazzoni, Giulia Pusceddu, Alice de Luca, Monica Gori, Italian Institute of Technology, Italy; Francesca Rosa, International Telematic University Uninettuno, Italy
E2189 17:34-17:46	Prototyping a Digital Platform for Teacher Professional Competency Assessment: A Case Study of Student Teachers in Industrial Education ▪ Chareefah Hutyee, Apichaya Khwankaew, Rajamangala University of Technology Srivijaya, Thailand
E2203-A 17:46-17:58	Exploring the Future Core Competencies of Korean Teachers through Topic Modeling ▪ Ee-gyeong Kim, You-kyeong Bang, Minjae Lee, Chung-Ang University, South Korea; Seula Lee, Hannam University, South Korea; Eunha Jeong, Korean Educational Development Institute, South Korea
E2041 17:58-18:10	Teachers' Behavioral Intentions to Use Artificial Intelligence in Education: A Cross-Country Study ▪ Xuan-Cuong Trinh, Shih-Wen Chen, Xuyen Thi My Nguyen, National Dong Hwa University, Taiwan
E2176 18:10-18:22	How Teachers Can Be Seen? A Literature Review on the "Teacher's Role" in Integrated Generative AI and SEL Research ▪ Hsiang-Ni Tsai, Sheng-Yi Wu, National Tsing Hua University, Taiwan
E433-A 18:22-18:34	The L1 and L2 Spelling and Writing Skills of Dutch Higher Education Students with Dyslexia ▪ Liset Rouweler, Barry De Groot, Ben Maassen, University of Groningen, Netherlands; Wim Tops, Hasselt University, Belgium

E440-A 18:34-18:46	Critical Theory in the Gen Z Classroom ▪ Janey Sie, Elizabeth Zhou, St. Joseph's Institution International Ltd, Singapore
E2214 18:46-18:58	Utilization of AI as a Conversational Counselor: Analysis of User Evaluations through Morphological Analysis ▪ Hiroko Kanoh, Yamagata University, Japan

Poster Session 1: Modern Linguistic Theory and Semantic Analysis

Session Chair: **Assoc. Prof. Mohammed H. Albalawi**, University of Jeddah, Saudi Arabia

Nov. 22, Saturday **14:50-16:14** **Looby (1F)**

E595-A 14:50-15:02	Linguistic Landscape of the Understanding Contemporary China Textbook Series ▪ Haoyun Zhan , Northwestern Polytechnical University, China
E418-A 15:02-15:14	Digital Literature in Indonesia ▪ Cecep Syamsul Hari , Sastra Digital, Indonesia
E591 15:14-15:26	Marginalized Lives, Bare Life, and Precarious Life: A Biopolitical Reading of Doris Lessing's the Diary of a Good Neighbour ▪ Qin Chang, Hongguo Xue , Xiaoling Tian, Northwestern Polytechnical University, China
E599 15:26-15:38	Deconstruction of the Myth of Woman ——A Comparative Study of Female Images in the Modern Context in Jia Pingwa's The Country Wife and Faulkner's A Rose for Emily from the Perspective of Existential Feminism ▪ Qionglin Liu , Northwestern Polytechnical University, China
E2158-A 15:38-15:50	AI as a Learning Partner: Designing Effective Prompts for K-12 Education ▪ Sheng-Yi Wu , National Tsing Hua University, Taiwan
E600-A 15:50-16:02	Subtitle Translation from the Perspective of Multimodal Discourse Analysis: A Case Study of Chang An ▪ Huang Zijun , Northwestern Polytechnical University, China
E596 16:02-16:14	A Comparative Study on Translation Strategy Orientations of Story of Your Life Based on Affect Intensity ▪ Boyi He , Yu Sun, Qionglin Liu, Northwestern Polytechnical University, China

Poster Session 2: Artificial Intelligence Assisted Teaching and Learning Management in Intelligent Learning Environment

Session Chair: **Assoc. Prof. Harris Wang**, Athabasca University, Canada

Nov. 22, Saturday **17:10-18:34** **Looby (1F)**

E480 17:10-17:22	Optimizing Translation: A Complementary Advantage Model for Human-AI Collaboration in the AI Era ▪ Shixu Yuan, Northwestern Polytechnical University, China
E2102 17:22-17:34	Enhancing Pharmacy Education Through Generative Artificial Intelligence: A Case-Based Study for Smoking Cessation Training ▪ Surarong Chiwong, Thitichaya Penthinapong, Dujrudee Chinwong, Chiang Mai University, Thailand
E589 17:34-17:46	Second Language Learners' Attitudes towards AI-assisted English Writing in China ▪ Hongguo Xue, Ziyan Zhang, Northwestern Polytechnical University, China
E2140 17:46-17:58	Development of Online Learning Competencies in Blended Learning method: The Mediating Role of Interaction in Learning ▪ Huynh Van Bay, Vo Minh Sang, Pham Thai Bao, FPT University, Vietnam
E594-A 17:58-18:10	Human-Machine Synergy and Value Alignment: Research on the Path of AI Translation in Empowering the Construction of External Political Discourse ▪ Jingze Tian, Northwestern Polytechnical University, China
E2208 18:10-18:22	Strategies in Managing Online Learning Assignments ▪ Shiyrah Theosebes Sela, Christine Paulina, Djuria Suprato, Bina Nusantara, Indonesia
E2145-A 18:22-18:34	Enhancing English Language Learning through AI: Pharmacy Students' Perceptions of ChatGPT ▪ Dujrudee Chinwong, Surarong Chinwong, Thitichaya Penthinapong, Chiang Mai University, Thailand; Ratchadavan Kongsatt, Kasetsart University, Thailand

Online Session 1: Modern Linguistic Analysis and Semantic Analysis in Literary Works

Session Chair: **Dr. Pooja Mittal Biswas**, University of Sydney, Australia

Nov. 23, Sunday **13:30-15:18 (UTC+9)** **Room A: 845 3564 8764 (Password: Tokyo)**

E402 13:30-13:42	The Locality and Globalization of Detective Chinatown 1900 from a Cross-Cultural Perspective ▪ Yaru Zhou, Northwestern Polytechnical University, China
E509 13:42-13:54	From Collective Assimilation to Self-Determination: Transracial Identity Construction in Chang-rae Lee's A Gesture Life ▪ Leqi Liu, University of Leeds, United Kingdom
E437-A 13:54-14:06	Cognitive Motivations of Chinese Color Metaphor: An Empirical Study from the Perspective of Embodied Cognition ▪ Jinmeng Dou, Shanghai Jiao Tong University, China
E470 14:06-14:18	The Cultural Identity and Subjectivity of Translators in the Context of Cultural Globalization: A Case Study of Globalization Studies and Classic Theories of Transnationalism ▪ Leyun Mei, Northwestern Polytechnical University, China
E525 14:18-14:30	Metaphorical Implicitness: A Holistic Linguistic Approach ▪ Li Jiang, Yi Wang, Shandong University, China
E472 14:30-14:42	A Multi-Modal Discourse Analysis of the C-E Translation of Creation of the Gods I ▪ Hui Wang, Northwestern Polytechnical University, China
E574-A 14:42-14:54	An Analysis of the Character Inclusion Logic in Large-Scale Chinese Language Dictionaries from the Perspective of 11 General Standard Chinese Characters ▪ Zhu Yaoling, Sichuan University, China
E444 14:54-15:06	Cultural Cognition in Epistemic Stance: Contrasting Use Patterns in Chinese and Anglophone Academic Writing ▪ Guoye Wu, Yi Zhang, Northwestern Polytechnical University, China
E580 15:06-15:18	Sublime Illusion in Literature: Zizek's Post-structural Criticism of Antigone ▪ Cheng Qian, Nanjing Normal University, China

Online Session 2: Important Role of Artificial Intelligence in Intelligent Education

Session Chair: **Prof. Nobuyo Fukaya**, Niigata Agro-Food University, Japan

Nov. 23, Sunday **13:30-15:30 (UTC+9)** **Room B: 865 6500 4768 (Password: Tokyo)**

E2009 13:30-13:42	Opportunities and Challenges of Generative Artificial Intelligence (GAI) in Digital Arts ▪ Carlito Jr Olayres Loyola, Leandro R De Luna, Alice R Ramos, Jhimson V Cabral, National University, Philippines
E2024 13:42-13:54	Bridging Traditional Pedagogy and AI Integration: Effects of AI Google Essentials on Writing Assessment Performance ▪ Jhona Niem Gamez, Ramachandra Torres, Mapúa Malayan Colleges Laguna, Philippines
E2071 13:54-14:06	Exploring AI-assisted Homework Completion from the Perspective of English Teachers ▪ Qimin Xiao, Zhejiang International Studies University, China; Ninghua Liu, Lunjiao Middle School, China
E2101 14:06-14:18	Exploring the Application of AI-Assisted Blended Model in Educational Research Methods Course ▪ Xiaoying Xia, Shanghai Normal University Tianhua College, China
E2107 14:18-14:30	Design and Practice of Blended Teaching of AI-enabled E-commerce Courses under the Curriculum Ideological and Political Education—Taking "E-commerce Logistics of Agricultural Products" as an Example ▪ Xiaocheng Wang, Guangdong University of Science and Technology, China
E2168 14:30-14:42	An AI-Driven Multi-Modal Framework for Creative Game Design Education ▪ Zhiming Chen, Fuzhou University of International Studies and Trade, China
E2169 14:42-14:54	Teacher's Perception and Attitude Towards the Use of AI in Education: A Quantitative Clustering Approach ▪ Ramachandra Castro Torres, Francis Jason Afuang, Micoh Capuchino, Selwyn Riain Dator, Mapúa Malayan Colleges Laguna, Philippines
E2104 14:54-15:06	The Impact of Generative AI on Grade 8 Students' Engagement in a Programming Course: A Quasi-experimental Study ▪ Nanlan Ren, Alex Wing Cheung Tse, The university of Hong Kong, China

E2072 15:06-15:18	The Impact of AI-Enhanced E-portfolios on EFL Learners' Writing Proficiency and Self-efficacy: A Quasi-Experimental Study ▪ Qimin Xiao, Zhejiang International Studies University, China; Ninghua Liu, Lunjiao Middle School, China
E2161 15:18-15:30	The Role of AI-Related Micro-Credentials in Shaping Employment Designations of Bachelor of Science in Computer Engineering Graduates ▪ Pearl Stephanie De leon Ulep, James Ronald Opulencia Mesina, Ramachandra Castro Torres, Ivana Ruth Cunanan Vidal, Mapua Malayan Colleges Laguna, Philippines

Online Session 3: Advanced Information Education and Language Evolution Trends

Session Chair: **Assoc. Prof. Ramachandra Castro Torres**, Mapua Malayan Colleges Laguna, Philippines

Nov. 23, Sunday **16:00-17:48 (UTC+9)** **Room A: 845 3564 8764 (Password: Tokyo)**

E443 16:00-16:12	Fossilization in Interlanguage and Its Implications for Foreign Language Teaching ▪ Ruofan Liu , Northwestern Polytechnical University, China
E576-A 16:12-16:24	Examining Script Evolution through Language Contact: The Case of Naxi Manuscripts and Chinese Characters ▪ Antong Dai , Stanford Online High School, China; Ziqing Lin , Guangdong University of Foreign Studies, China
E2180 16:24-16:36	The Impact of AI Anxiety on Cross-Border E-Commerce Students and Corresponding Teaching Strategies ▪ Linghe Bian , Hongfen Lv, Hangyu Cai, Wenran Zhao, Xintian Liu, Zhejiang International Studies University, China
E2186 16:36-16:48	Research on the Efficiency-Ethics Balance Mechanism in the Digital Transformation of University Research Management ▪ Bin Zhu , University of Electronic Science and Technology of China, China
E416-A 16:48-17:00	A Corpus-Based Study of Impression Management Strategies of Climate Discourse in Chinese and American Diplomatic Press Conferences ▪ Xinyu Cai , Shuang Zhou, Northwestern Polytechnical University, China
E434-A 17:00-17:12	Literary Trans/Migrations: Travelling Closets and Bodies as Passports ▪ Pooja Mittal Biswas , University of Sydney, Australia
E436-A 17:12-17:24	Analysis of Translanguaging Resources Utilization in Academic Chinese Planning for International Students—Taking Virtual Simulation Courses as an Example ▪ Mengjia Bai , Northwestern Polytechnical University, China
E2210 17:24-17:36	Multimodal Museum Learning: Complex History Visualization through the Orchestration of Models, Interaction, and Narrative ▪ Zhichao Yang , Sisi Wu, Beijing Normal University, China; Yang He , Jilin University, China
E2171-A 17:36-17:48	Synchronous, Flipped, or Asynchronous? Student Preferences in Online Medical Education ▪ Diani Puspa Wijaya , Umatul Khoiriyah, Universitas Islam Indonesia, Indonesia

Online Session 4: Multi Mode Immersive Learning and Student Thinking Cultivation

Session Chair: **Assoc. Prof. Jhona N. Gamez**, Mapua Malayan Colleges Laguna, Philippines

Nov. 23, Sunday **16:00-17:48 (UTC+9)** **Room B: 865 6500 4768 (Password: Tokyo)**

E2130 16:00-16:12	Exploring the Impact of Virtual Reality (VR) Technology on the Learning Motivation of Mainland China Grade 7 Students in Classical Chinese ▪ Jia Guo , Alex W. C. TSE, The University of Hong Kong, China
E2082 16:12-16:24	Benefits of Immersive and Virtual Learning for Autism and Learning Disabilities ▪ Mallika Sen , Custom Technologies Design Lab, India
E2050 16:24-16:36	Bruno: A RAG-based Programming Learning Assistant for Guided, No-Code Problem Solving ▪ Eugene C. Busico, Hernah Grace B. Alosada, Justine M. Daugdaug, Lance Vincent A. Salera , Joemarie C. Amparo, Cherry Lyn C. Sta. Romana, Cebu Institute of Technology - University, Philippines
E2096 16:36-16:48	Game-Based Computational Thinking Assessment with Levels Design: The Impact of Difficulty Gradients ▪ Zhihang Lin , Zehui Zhan, Ziqian Huang, Enxuan Hu, South China Normal University, China
E2156 16:48-17:00	Study on Causal Effect of Project-based Learning on Mastery Level of Knowledge Points Based on Structural Causal Model ▪ Chen Feng , Xiaochen Liu, Qingxu Meng, Guangliang Li, Zining Yu, Shenghui Rong, Xinmin Ren, Ocean University of China, China
E2136 17:00-17:12	Research on the Evaluation Method of Course Goal Achievement Based on OBE+Knowledge Graph ▪ Huihua Shang , Hanshan Normal University, China; Huichuan Dai, Guangdong University of Science and Technology, China
E2143 17:12-17:24	The Impact of Using Computer-supported Collaborative Learning Platforms to Create Multimedia Materials on Third-grade Elementary School Students' Creative Thinking: An Experimental Research ▪ Nijia Yi , Wing Cheung Tse, The University of Hong Kong, China
E2175 17:24-17:36	From Exploration to Decision: Evaluating an E-Book Designed to Guide Multimedia Arts Students in Specialization Selection

	Ma. Rovilla C. Sudaprasert, Jaimie Lynn A. Borromeo, Ramachandra C. Torres, Tara Isabel G. Almazora, Jester Syron C. Zulueta, Edgar Zosilex I. Aguiflor, Mapúa Malayan Colleges, Philippines
E2155 17:36-17:48	The Impact of Generative AI-Supported Experiential Learning on Secondary School Teachers' AI Competence Self-Efficacy in Mainland China: A Quasi-Experimental Study Xueliang Zhang, Alex Wing Cheung Tse, The University of Hong Kong, China

ONE DAY TOUR

This one-day Tokyo city tour included a total of five places of interest: **Senso-ji Temple, Ueno Park, Meiji Jingu, Odaiba, Tokyo Tower**. Below is a rough description of these five sites.

* The following attractions & sights are for reference; detailed arrangements depend on the conditions on the day.

Senso-ji Temple



Senso-ji Temple is in Taito District, Tokyo. It is Japan's existing "Edo-style" public entertainment place. Senso-ji Temple is the oldest temple in Tokyo and one of the most important Buddhist temples, as well as one of the most colorful and popular. Built in 628, it has a history of more than 1,300 years. The temple enshrines Sakyamuni Buddha, which has a long history and important status. The gate of the temple is called "Thunder Gate", and its official name is "Wind Thunder Gate", which is a symbol of Japan and the Asakusa area.

The architectural style of Senso-ji Temple is unique and is a fusion of Japanese culture and art. The buildings here are rich in color and exquisitely carved and are of great ornamental value both in appearance and interior.

Ueno Park



A park of culture, temples, an expansive zoo and springtime cherry blossom, Ueno Park is one of Japan's five oldest public parks, and it is also the first park in Japan. It's best known for Ueno Zoo, many museums, and spectacular cherry blossoms in the spring. The park opened to the public in 1873, its official name is Ueno Onshi-Koen, meaning "the Ueno Imperial Gift Park". Ueno Park is located in Taito-ku, Tokyo, Japan. It has beautiful scenery and profound historical and cultural heritage.

Ueno Park embraces a wide range of styles combining Japanese tradition and modernity. It is a veritable place of leisure and recreation, as well as a hub of Tokyo culture. There are three major excursions in Ueno Park: cherry blossom viewing, visiting museums and historical sites, and animal viewing.

Meiji Jingu



Meiji Jingu is one of the Shinto shrines in Japan, with the vast land of the forest (70 ha.), located in the middle of the megacity, Tokyo. Once you step into this precinct, you will forget that you are in the hustle bustle city, and will find Japanese traditional scene amidst greenery nature. It was established in 1920, to commemorate the virtue of Emperor Meiji and Empress Shoken who took the initiative to make a foundation of modernized Japan. Meiji Jingu is open everyday, but opening hours vary depending on the season.

Odaiba



Located in Minato-ku, Tokyo, Japan, Odaiba is an area of man-made islands with a wealth of tourist resources, and is Tokyo's newest concentration of entertainment venues, favored by people, especially the young. It is also one of Tokyo's most striking economic highlights, offering not only spectacular sea views but also unique technological facilities and historical and cultural heritage. You can feel the harmony of the modern city's prosperity and natural beauty here. There are many landmarks in Odaiba including the Statue of Liberty, Rainbow Bridge, Odaiba Park, Carriage Museum, and Seaside Park.

Tokyo Tower



Tokyo Tower is a radio tower located in Shiba Park, Tokyo, Japan. Built in 1958, it is the second tallest structure in Japan after the TOKYO SKYTREE. The structure was modeled after the Eiffel Tower in Paris and is painted white and international orange. Since its completion, the Tokyo Tower has become a famous landmark and tourist attraction in Tokyo and is often featured in many popular works and cultures related to Tokyo. More than 150 million people have visited the tower. Directly below the tower is the four-story Tokyo Tower Building, which has an entrance to the observation deck, a Tokyo Tower Aquarium, and a

variety of souvenir stores, and from which visitors can take an elevator to visit the two observation decks. The Tokyo Tower has a large observation deck at 150 meters and a special observation deck at 249.9 meters, offering a panoramic view of Tokyo and, on a clear day, Mount Fuji.

- **Duration:** 10:00 AM – 6:00 PM, 8 hours
- **Date:** November 23rd
- **Assembly Point:** Hanzomon Station Exit 3b (半蔵門駅 3b 出口)



More detailed
directions can be
found [here](#).

- **Cost:** \$75 USD or 530 CNY or 11,550 JPY per person
- **Transport:** Chartered minibus/car

About the Tour:

What is **included**?

●Fuel ●Tolls ●City entry fee ●Empty driving fare ●Driver ●Vehicle ●Driver's Meal allowance ●Basic parking fee

What is **excluded**?

●Breakfast, Lunch and dinner ●Entrance tickets ●Personal expenses ●Overtime fee or all items not listed in the "Price includes" section

DELEGATE LIST

D401	Jonisha Ash	Bloomberg, United States
D402	Grant Watts	Tseshaht First Nation, Canada
D403	Mayumi Nishikawa	Setsunan University, Japan
D404	Ilgu Kim	Hannam University, South Korea
D405	Jong-Moon Lee	Hyupsung University, South Korea
D406	Minhoe Kim	Busan University of Foreign Studies, South Korea
E2203-A-D	You-kyeong Bang	Chung-Ang University, South Korea
E-D2004	Mark Anthony Norberry	Bishop Druitt College, Australia
E-D2005	Godfrey Epodoi	Journalism College, Uganda

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