CLaSIC 2026 | Provisional Programme

3-5 December 2026 | Singapore

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Programme information is provisional and subject to change. Thank you for your understanding.

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09:30-10:30 Keynote by Fei Victor Lim

When Bots Teach: Language and Literacy Learning Reimagined

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Part I | Day 1 - Afternoon Session

14:45-15:45 Keynote by Meg Montee

Rubrics for Classroom-Based Language Assessment

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09:00-10:00 Keynote by Javier Muñoz-Basols

Beyond the Tool: Co-Existing, Co-Constructing, and Mediating AI in Language Education

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12:45-14:00 Lunch

Part I | Day 2 - Afternoon Session

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25th Anniversary of CLS Gala Dinner

Della & Seng Gee Guild Hall at Kent Ridge Guild House

Reception begins at 18:00

Part I | Day 3 - Morning Session

09:00-10:00 Keynote by Tomohisa Yamada

Reconceptualizing Human-Centric Technology Adoption in Education

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Part II | Keynote Speakers and Abstracts

Keynote by Fei Victor Lim

When Bots Teach: Language and Literacy Learning Reimagined

Nanyang Technological University, Singapore

Day 1 | 09:30-10:30 | Auditorium

As GenAI reshapes the communicative landscape, language and literacy education confront a pressing question: how can educators reimagine language and literacy learning with the affordances of digital tools now made available to us. Grounded in social semiotics, my keynote frames learning as design: learning is not merely the accumulation of knowledge, but an agentive, situated process of meaning-making in which students build their semiotic capital and negotiate their identities as knowers and writers. I draw on findings from two recent research projects to examine the promises and limitations of GenAI in language and literacy learning. The first study investigates university students' cognitive, emotional, and physiological engagement in online interactions with an AI chatbot and a human teacher during the planning phase of academic essay writing. The results reveal a tension: while AI can sustain engagement and reduce evaluative anxiety, it cannot replicate the relational trust, affective resonance, and critical guidance provided by human teachers. The second project explores a bespoke GenAI chatbots as Learning Companion designed to support graduate students' critical reasoning and academic writing. I conclude by reflecting on the need for language and literacy learning to be reimagined in light of the pedagogical opportunities and challenges GenAI brings.

Part II | Keynote Speakers and Abstracts

Keynote by Meg Montee

Rubrics for Classroom-Based Language Assessment

Georgetown University

Day 1 | 14:45-15:45 | Auditorium

Language instructors often design and use performance assessments to monitor students' language growth, provide feedback and grades, and plan instruction. Rubrics play a key role in ensuring the fairness, consistency, and transparency of these performance assessments by articulating the evaluation criteria (e.g., Jonsson & Svingby, 2007; Crusan, 2010). However, effective rubrics are often challenging for teachers to develop and use. The knowledge and skills needed for this work are captured by the concept of language assessment literacy (Taylor, 2013; Kremmel & Harding, 2020). Creating rubrics requires educators to apply their language assessment knowledge and skills to design usable, transparent tools that support language learning. Many instructors are interested in the use of generative AI tools for designing rubrics, but the efficacy of such practices is not well understood.

In this talk, I discuss an in-service professional development program and related research study about how language teachers develop rubrics for classroom-based assessment. As part of the course, instructors explored the use of generative AI to develop and refine rubrics. Using interviews, questionnaire data, and materials analysis, I discuss the opportunities and limitations of generative AI as a resource for creating rubrics and classroom resources more broadly. I will also discuss implications for how instructors develop language assessment literacy.

Part II | Keynote Speakers and Abstracts

Keynote by Javier Muñoz-Basols

Beyond the Tool: Co-Existing, Co-Constructing, and Mediating AI in Language Education

Instituto Cervantes Los Angeles, USA / University of Oxford, UK / University of Seville, Spain

Day 2 | 09:00-10:00 | Auditorium

AI is changing how languages are taught and learned, but a fundamental question persists: what role do language professionals play when the tools themselves can “teach”? This keynote examines how language professionals working in virtual exchange settings negotiate the space between technological innovation and the deeply human nature of language learning. Drawing on research with language professionals from 15 countries, the presentation uncovers a telling tension: professionals recognize AI's value for planning, personalization, and creative support, yet express concerns about data ethics, misinformation, diminished critical thinking, and the loss of emotional and cultural authenticity in learner interactions. These concerns run deeper in virtual exchange, where learning depends on the kind of cultural sensitivity and spontaneity that AI cannot replicate. What predicts whether these language professionals are willing to embrace AI? Not age or experience, but how familiar and comfortable they feel with it; a finding that underscores the importance of professional development grounded in practice, not just policy. The session makes a case for language professionals not as passive users of AI, but as active mediators who co-exist and co-construct with it, shaping how these tools serve, rather than replace, what makes language learning human.

Part II | Keynote Speakers and Abstracts

Keynote by Yamada Tomohisa

Reconceptualizing Human-Centric Technology Adoption in Education

Seinan Gakuin University, Japan

In the contemporary pedagogical landscape, the integration of digital tools has become increasingly expected, contributing to disparities among educators in terms of technological literacy and implementation. This research examines the key factors that shape educators' transition from hesitation to technology adoption.

By integrating the Diffusion of Innovations theory and the Technology Acceptance Model (TAM), the study identifies the cognitive and contextual factors that influence educators' decision-making processes. The analysis shifts the focus from functional utility to the psychological mechanisms underlying acceptance.

Ultimately, this session seeks to delineate the conditions for effective synergy between human agency and technological or algorithmic support. By advocating for a human-centric paradigm, the presentation proposes a theoretically grounded framework for sustaining pedagogical integrity in increasingly automated educational environments, positioning technology as a pedagogical affordance rather than a limiting factor.

Part III | Oral Presentations and Abstracts

#3 Face-to-Face Co-learning in the Era of AI: Social Mediation in a Japanese-Medium International Classroom

SUGINO, Chie

Utsunomiya University, Japan

Abstract

In the era of AI-mediated language learning, digital tools increasingly function as cognitive scaffolds supporting drafting, vocabulary development, translation, and feedback. While the role of social interaction in language learning has been extensively explored, less is known about how face-to-face interaction operates alongside AI-mediated learning in rapidly evolving digital environments. Drawing on a sociocultural perspective that conceptualizes learning as mediated action, this study examines how AI tools and peer interaction functioned as complementary mediational resources in an international co-learning classroom at a Japanese university.

The course, “Intercultural Learning through Global–Local Engagement,” brought together international and domestic students to investigate local manifestations of globalization—particularly increasing social diversity and the internationalization of local industries—and propose solutions to regional stakeholders. Working in mixed groups, students engaged in socially meaningful tasks requiring negotiation of meaning, role coordination, and intercultural dialogue. Although AI tools were not formally embedded in the curriculum, students independently used generative AI for brainstorming, translation, and language support.

Focusing on international students’ experiences in Japanese-medium group work, the study explores how peer interaction and AI functioned as distinct yet interconnected mediational resources, and what forms of social and linguistic development emerged through face-to-face collaboration.

Data were collected from two iterations of the course include weekly reflection reports gathered throughout the semester and semi-structured interviews conducted after course completion. The first iteration involved 9 international students with relatively high Japanese proficiency (CEFR B2–C1). The second expanded participation to 20 learners with a broader range of proficiency levels (CEFR A1–C1), supported by English interpretation and AI-based translation tools when necessary. Qualitative analysis examines meaning negotiation, shifts in learner self-perception, patterns of participation, and the use of AI tools in collaborative learning.

Findings indicate that while AI primarily supported individual cognitive processes such as idea generation, translation and language checking, face-to-face co-learning fostered relational and pragmatic dimensions of communication. Students reported developing confidence not merely through linguistic accuracy but through being recognized as legitimate contributors within a shared project. Peer interaction encouraged active participation, audience awareness, and willingness to communicate, while collaborative problem-solving provided opportunities for social mediated meaning-making. In the second iteration, AI-assisted translation enabled participation by students with lower Japanese proficiency suggesting that AI tools may serve as important mediational resources for inclusion in multilingual learning environments.

At the same time, several pedagogical challenges emerged. Expanding participation to learners with diverse proficiency levels required additional linguistic scaffolding, and balancing structured input with student-led interaction proved complex. Assessing socially embedded communicative development also remained a challenge.

The study argues that in the AI era, face-to-face co-learning remain crucial for fostering willingness to communicate, confidence in interaction, and socially mediated meaning-making. Rather than positioning AI and in-person interaction as oppositional, the findings highlight their complementary roles: AI as cognitive scaffolding and peer interaction as social mediation. Implications are discussed for designing inclusive language learning environments that integrate AI-supported learning with embodied, relational forms of communication.

Keywords: International Co-learning, Japanese-Medium Instruction, Social Mediation, Generative AI, Willingness to Communicate

Part III | Oral Presentations and Abstracts

#8 Designing Classroom Assessments with Colleague AI: Challenges and Opportunities

CHAN, Virak

Purdue University

Abstract

AI is reshaping how teachers approach assessment. Developing standards-aligned formative assessments that are both rigorous and responsive to multilingual learners' diverse cultural, linguistic, and educational backgrounds requires significant time and effort. This study examines the experiences of 47 educational practitioners using Colleague AI, a comprehensive and reliable educational technology platform, to co-create standards-aligned formative assessments. Survey data, teacher-created assessments with Colleague AI, and original interaction histories were analyzed.

This presentation highlights the AI-related skills and knowledge educators draw upon for effective instructional practice, as well as the characteristics of their prompts to Colleague AI, including patterns of interaction during the co-creation process. It also examines the challenges teachers encountered, focusing on how they selected and revised AI-generated outputs for assessment purposes in relation to their technological pedagogical content knowledge, understanding of multilingual learners, and contextual factors. Particular attention is given to how teachers' knowledge and perceptions of classroom-based and multilingual assessment shaped their decision-making.

Participants will gain insights into the practices, potentials, and challenges of educators' experiences with Colleague AI, and consider how AI can transform the assessment design process, address diverse learner needs, and support more equitable and effective classroom assessment practices.

Keywords: Colleague AI, Technological Pedagogical Content Knowledge, Multilingual learners

Part III | Oral Presentations and Abstracts

#12 Fostering Critical Literacy in the Age of AI: Integrating the TOK Knowledge Framework into Unit Planning for EAL/ESL Classes

JIE, Wu

Chengdu Shude High School International Department, Chengdu, China (IB School)

Abstract

As generative AI increasingly performs many of the surface-level language tasks traditionally emphasized in EAL/ESL classrooms, language educators are being pushed to reconsider what remains distinctively human in language teaching. This presentation argues that one important answer lies in critical literacy: helping students move beyond decoding language to questioning how meanings are constructed, whose perspectives are privileged, what values are embedded, and how knowledge is justified. The purpose of this presentation is to explore how the International Baccalaureate Theory of Knowledge (TOK) Knowledge Framework can be integrated into EAL/ESL unit planning to support higher-order thinking, student agency, and human-centred language learning in AI-mediated educational contexts.

The presentation adopts a practice-based pedagogical approach. It introduces a unit design model structured around three stages: selecting a transferable concept, applying the TOK Knowledge Framework, and generating knowledge questions that guide inquiry. The four dimensions of the framework—scope, methods and tools, perspectives, and ethics—are used as practical lenses for planning questions and activities that deepen learners' engagement with texts, ideas, and language use. Rather than treating English learning as the acquisition of grammar and vocabulary alone, this model positions the classroom as a space where students learn to read both words and the world.

To illustrate the approach, the presentation draws on classroom-based examples from two different teaching contexts: lower-to-mid level EAL/ESL classes using everyday communicative materials, and more advanced literature-oriented language classes. These examples demonstrate how teachers can move learners from literal comprehension toward richer interpretation by asking questions about the purpose and limitations of texts, the methods through which meaning is constructed, the role of cultural and personal perspectives, and the ethical assumptions embedded in language.

The main argument of this presentation is that the teacher's role becomes more, not less, important in the age of AI. While AI can support linguistic accuracy and efficiency, it cannot replace the human teacher's role in curating inquiry, framing interpretation, fostering ethical reflection, and helping students develop critical judgment. The presentation therefore offers a transferable curriculum design model for educators seeking to connect language development with critical literacy, digital-era learning, and responsible engagement with knowledge. Its broader implication is that language education in the AI era should not simply aim to produce more accurate language users, but more thoughtful, reflective, and critically aware knowers.

Keywords: critical literacy, EAL/ESL, TOK Knowledge Framework, curriculum design, AI in language education

#14 Assistant Language Teacher Well-being in Team Teaching in Japan: Perspectives from Primary and Junior High School Settings

OHBA, Hiromasa; IJAZ, Sarah

Joetsu University of Education, JApan

Abstract

Team Teaching (TT) between Japanese Teachers of English (JTEs) and Assistant Language Teachers (ALTs) has been a hallmark of English education in Japan since the inception of the Japan Exchange and Teaching (JET) Program in 1987. The objective of TT is to integrate the pedagogical expertise of JTEs with the linguistic and cultural resources of ALTs to facilitate communicative language learning. While previous research has examined the instructional benefits of TT, comparatively little attention has been paid to the professional well-being of ALTs. This issue is of particular importance as many ALTs work across a variety of school types and are required to navigate differing expectations regarding their roles and responsibilities.

This study investigates the relationship between ALT well-being and TT practices, with particular attention to how ALTs experience TT across primary and junior high school contexts. A mixed-methods approach was employed, utilizing questionnaire data collected from 29 ALTs working across primary and junior high schools in several prefectures in Japan. Professional well-being was operationalized through four key dimensions: communication, collaboration, role clarity, and instructional effectiveness. Quantitative data were analyzed using descriptive statistics to identify overall trends, while qualitative responses to open-ended questions were examined through thematic analysis to explore participants' experiences in greater depth.

The quantitative results provided a broad overview of the participants' experiences, generally indicating positive perceptions of many aspects of TT. Participants reported relatively high scores for enhanced communication with partner teachers and opportunities for collaborative problem solving. Furthermore, a significant proportion of respondents believed that TT facilitates more effective language learning than solo instruction. However, several structural challenges were also identified, such as limited opportunities for collaborative lesson planning and varying degrees of role clarity within classroom instruction.

While the quantitative data indicated general trends, qualitative thematic analysis revealed marked differences in ALT experiences across school contexts. Three key factors shaping ALT well-being emerged: role ambiguity in TT relationships, discrepancies between the ideal and reality of TT, and difficulties with interpersonal relationships with partner teachers. Primary schools were often perceived as collaborative environments in which ALTs could actively contribute to lesson planning and classroom interaction. Conversely, junior high schools were often characterized as more hierarchical settings in which ALTs were assigned more limited roles, sometimes described as functioning primarily as pronunciation models or "human tape recorders."

These findings suggest that ALT well-being is closely related to how TT roles and relationships are structured across different school contexts. Navigating these contrasting expectations necessitates that ALTs adapt their professional roles, creating both opportunities for collaboration and sources of professional frustration. This study highlights the importance of clearer role definition, collaborative lesson planning, and stronger institutional support to enhance ALT well-being and promote more meaningful TT. This study contributes to the literature on teacher well-being by demonstrating how role structures and collaborative relationships shape professional well-being in team-teaching environments. The findings further provide a conceptual lens for understanding teacher well-being in collaborative teaching settings and offer transferable pedagogical implications for team-based language education across diverse educational contexts.

Keywords: Team Teaching (TT), Assistant Language Teacher (ALT), well-being, mixed-methods approach

Part III | Oral Presentations and Abstracts

#15 Exploring Communication Patterns in Children’s International Project-Based Learning

HORIO, Kei

Utsunomiya University

Abstract

In Japan, the Ministry of Education, Culture, Sports, Science and Technology is redefining the essential significance of learning foreign language in the AI era. The policy emphasizes its role in developing the competencies needed to collaborate with others. Two key contributions are highlighted. First, learning foreign language fosters a deep understanding of language, culture, and communication. Second, it refines learners’ own ideas and broadens both their interpersonal relationships and their ways of thinking. Therefore, this study focuses on developing a deep understanding of communication. Specifically, it aims to clarify children’s tendencies in using communication strategies in situations involving intercultural contact.

This study reports on nonverbal communication observed in intercultural contact situations recorded in 2024 in Malaysia and in 2025 in Vietnam. The study also employs the Children's Behavior Questionnaire – Very Short Form (CBQ□VSF) to measure children’s temperament and personality traits and explores their relationship with communication strategies.

The findings of this study can be summarized as follows: Eye contact, gestures, touching, backchannel responses, and the passing of materials were observed. Eye contact was influenced by seating position and body orientation, and pairs who smiled at each other tended to complete the activities more successfully. Drawings sometimes conveyed meaning more effectively than language. Gestures helped participants confirm progress and content, while touching occasionally promoted active communication and functioned to attract attention, similar to turn-taking in verbal interaction.

In the sound-map PBL designed as an intercultural contact situation, collaboration was carried out by indicating either the procedure, the objective, or the situation. In the group where only the procedure was provided, collaboration was achieved through nonverbal communication such as pointing and shared gaze. In Pair A, the Japanese child led the discovery and recording of sounds, while the Vietnamese child participated mainly after encouragement from a parent. Although the activity proceeded smoothly, the roles may not have been equal. In contrast, in Pair B, both children appeared to understand the activity. When one noticed a sound, they cooperatively recorded it on the map. This suggests that nonverbal communication mediated by sound cues was successfully established.

Based on these observations, this study analyzes examples of communication in intercultural contact situations. It further explores tendencies in communication strategies and reports the findings.

Keywords: children’s communication strategies, nonverbal communication, intercultural contact situations

Part III | Oral Presentations and Abstracts

#19 A Mixed-Method Investigation into AI's Role in STEM Students' English Public Speaking Skills: Originality, Fluency, and Stage Management

LI, Lin

Northwestern Polytechnical University

Abstract

AI tools such as ChatGPT and Deepseek are increasingly used in students' English study and practice. This research studies the influence of AI-assisted writing on STEM students' English public speaking skills. Can students improve their public speaking skills when they are liberated from tedious writing tasks? Can students perform better and more confident when they are convinced that their speech scripts are free of grammar errors and Chinglish expressions? If so, on which aspects can AI tools improve students, speaking fluency? Originality or Stage management? Hence a mixed-method investigation was conducted to find out answers for the questions.

First, a survey of questionnaire with 12 questions was conducted to 213 STEM students from a 16-weeks-long English Speaking course to investigate their frequency and styles of using AI tools to write in English. They were divided into groups based on the investigation, namely, writing-dependent group (A=147) and writing-assistant group (B=66). Students from group A depended on Deepseek or ChatGPT to write speech script for them and they only recited the script and presented in class. Students from group B developed their own ideas and outlines while using AI for challenging sections. Then the English Public speaking course proceeded as planned until the end of the semester when a final examination of delivering English speech was conducted to the 213 students. During the examination, the students were assessed with a set of grading rubrics by three independent TESOL teachers who were not informed of the former survey. The scoring rubric requires the teachers to rate each of the three sub□components which are originality (speaking content), fluency (speaking language) and stage management (passion and confidence). Inter-rater reliability among the three TESOL teachers was assessed using the intra-class correlation coefficient (ICC), which indicated moderate to good agreement across the three sub□components (ICC = 0.74). After the examination, we matched the grading with their AI usage habits. Based on the central limit theorem, the sample size was sufficient to satisfy the robustness of the t□test. Hence, after Welch's t□test, no significant difference was found between the two groups in terms of language fluency, whereas significant differences were observed in originality and stage management. Students from Group B outperformed those from Group A, as they demonstrated greater confidence and passion in delivering their speeches and presented more original ideas in their speeches.

The results suggest that over-reliance on AI in script writing hinders improvements in originality and performance confidence. Instead, appropriate, auxiliary use of AI better facilitates STEM students' development of comprehensive English public speaking abilities in practical learning.

Keywords: AI-assisted writing, English public speaking skills

Part III | Oral Presentations and Abstracts

#20 Cantonese for Specific Purposes: Embracing Diversity in Multilingual Hong Kong

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Abstract

According to the 2021 Hong Kong Population Census, Cantonese was reported as the usual language by 88.2% of the population, compared to 4.6% who reported English and 2.3% who reported Putonghua (Census and Statistics Department, 2022). Recent sociolinguistic studies (Bacon-Shone et al., 2015, 2025; Bolton et al., 2020) indicate that, in addition to these three major languages, 26 other spoken languages contribute to the city's multilingual landscape. Within this diverse context, Chinese education, including Cantonese and Chinese literacy, is essential for supporting ethnic minority populations and international students in their academic pursuits. Research has further demonstrated that Chinese language proficiency is critical for students' career development and, in turn, for fostering sustainable communities (Lee, 2020). This paper examines the need for sector-specific Cantonese education in business, law, and healthcare, with particular emphasis on the medical field. The analysis demonstrates that establishing sector-specific Cantonese as a formal component in Hong Kong is critical for equipping both international students and non-locally trained professionals with the linguistic and communicative competencies required for effective care. Institutionalizing Cantonese for medical and healthcare professionals enhances healthcare communication, strengthens professional practice, and contributes to efficient and equitable service delivery.

The study draws on curriculum development and the implementation of Cantonese for specific purposes courses, analysing their design, pedagogical strategies, and alignment with communication needs in professional settings. The discussion situates these initiatives within broader sociolinguistic challenges, including translanguaging practices and sociocultural discordance in patient–doctor interactions in the medical and healthcare fields. More broadly, the paper highlights the curriculum development of Cantonese for specific purposes programmes and argues that Cantonese education supports community sustainability by empowering individuals, promoting intercultural understanding, and advancing a more inclusive and sustainable society.

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Keywords: Cantonese education, Cantonese for specific purposes, community sustainability, healthcare communication, multilingual education

Part III | Oral Presentations and Abstracts

#21 Compensation or Augmentation? How English Proficiency Shapes AI Use in EMI

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Abstract

As artificial intelligence (AI) tools become embedded in academic practices, research on AI in English-medium instruction (EMI) has concentrated on frequency of use, adoption attitudes, and associated risks such as academic integrity and overreliance. Less attention has been paid to what students actually use AI for, how their purposes relate to their language skill profiles, and what level of English proficiency is needed for AI interaction to be educationally productive and why. This study examines the diversity and specificity of AI usage purposes among EMI students and explores how these patterns are associated with different dimensions of English proficiency.

Questionnaire data were collected from 114 undergraduate students in Japan who had completed EMI coursework during study abroad programmes. Respondents reported their AI usage purposes across 11 categories, the language(s) they used when interacting with AI, their everyday language environments and degree of interaction in languages other than their L1, and their perceived skill development through EMI across receptive and productive modalities. English proficiency was assessed through separate measures of real-time aural processing and self-paced reading ability. Spearman correlations and Mann-Whitney U tests were used to analyse relationships between AI usage patterns and proficiency scores.

Frequency of AI use showed no significant association with English proficiency. However, the diversity of AI usage purposes was significantly and positively correlated with proficiency across both skill dimensions. When proficiency was examined by modality, distinct patterns emerged: students with stronger real-time processing skills tended to use AI for academic content processing, while those with stronger self-paced reading skills were more likely to use AI for oral production tasks. These patterns suggest that students selectively deploy AI to address areas where their own skill profiles create constraints.

These findings raise the question of whether AI functions primarily as compensation, filling gaps in learners' existing abilities, or as augmentation, enabling higher-proficiency students to extend their capabilities in qualitatively different ways. The data suggest that both processes coexist but are proficiency-dependent: students with greater English proficiency engage AI across a wider range of purposes and interact with AI outputs more productively, akin to a form of negotiation of meaning. This implies the existence of a proficiency threshold below which AI interaction remains superficial. The results carry implications for EMI curriculum design, suggesting that the educational value of AI depends less on regulating its use than on designing tasks that demand depth of engagement beyond what AI alone can provide.

Keywords: AI use, English-medium instruction, compensation, augmentation, language proficiency threshold

Part III | Oral Presentations and Abstracts

#22 AI as Cognitive Scaffold: A 5P Pedagogical Framework for Enhancing Critical Thinking in AI-Integrated Reading and Writing Instruction

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Abstract

AI as Cognitive Scaffold: A 5P Pedagogical Framework for Enhancing Critical Thinking in AI-Integrated Reading and Writing Instruction
As artificial intelligence reshapes the landscape of higher education, a pressing question emerges: can AI-generated content (AIGC) genuinely foster critical thinking, or does it undermine the cognitive processes it claims to support? This study proposes and empirically tests a structured pedagogical framework, the 5P model, designed to integrate AI into academic reading and writing instruction in a Chinese EAP (English for Academic Purposes) context.
64 students from a 985 university in China participated in this classroom-based empirical study. Based on a mixed-method approach combining instructional intervention, questionnaire data, and qualitative written feedback, this research investigates how deliberate AI integration shapes students' argumentative reasoning, reading comprehension, and metacognitive awareness.
The 5P model organizes AI-assisted learning into five stages: Prime (activating prior knowledge), Prompt (generating inquiry questions), Preview (exploring ideas with AI support), Produce (developing arguments through iterative AI and teacher feedback), and Portfolio (reflecting on learning and consolidating critical competence). Throughout this process, AI functions as a cognitive scaffold rather than a shortcut.A hybrid assessment model was implemented, integrating AI-generated formative feedback with teacher-led evaluative judgment.
An analysis of 64 text reflections found that 94% of participants (n=60) spontaneously claimed ultimate authority over AI, asserting that critical thinking is non negotiable. However, while most used AI as a cognitive scaffold for translation and brainstorming, only 26.6% (n=17) advanced to higher order Socratic questioning, revealing a widening critical thinking divide. Specifically, six dependent learners used AI for cognitive avoidance (characterized by short reflections), whereas participants who produced longer reflections documented their AI usage in detail. Additionally, results revealed a hidden inequity, as 17 participants resisted oral presentations due to pre-university listening and speaking gaps.
This study contributes a pedagogically grounded model for AI-integrated reading and writing instruction and offers implications for curriculum design, formative assessment innovation, and the development of AI-augmented critical literacy.It further offers educators in higher education a replicable framework for responsible AI integration.

Keywords: AI-generated content (AIGC), critical thinking, 5P model, cognitive scaffold, academic reading and writing

#24 Developing Neurolinguodidactic Competence of French and German Language Teachers in the Digital Environment of Baku State University

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Abstract

This study explores the structure and content of neurolinguodidactic competence among foreign language educators in the context of integrating Artificial Intelligence (AI) within higher education. The primary purpose is to analyze how AI tools can be leveraged to personalize learning and automate assessment in the digital environment of a classical university.The methodological approach is based on the experience of the Department of German and French Languages at Baku State University (BSU). It examines three key vectors of AI implementation: language acquisition through dialogue-based chat-bots, process organization via intelligent grading systems, and trajectory management using predictive analytics. Additionally, the research incorporates an analysis of pedagogical readiness, addressing the psychological barriers and automation anxieties common among educators.The main findings indicate that while over 90% of teachers are familiar with general AI tools, approximately 40% maintain concerns regarding the loss of a "personal touch" in teaching. The article substantiates the necessity of developing specific neurolinguodidactic micro-skills, allowing teachers to maintain their role as cultural mediators while utilizing AI as an intellectual assistant. The study concludes that the successful digital transformation of language education depends not on algorithmic power, but on the educator’s ability to manage these technologies to enhance classical philological traditions.

Keywords: Foreign language teaching, artificial intelligence, neurolinguodidactic competence, Baku State University, personalization of learning

Part III | Oral Presentations and Abstracts

#26 Enhancing EFL Learners' Research Competencies in the Era of AI: A Systemic Functional Linguistics Approach

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Abstract

In response to the insufficient academic expression skills and underdeveloped research competencies among undergraduate students majoring in English in China in the era of AI, this study applies the interpersonal, ideational, and textual functions of Systemic Functional Linguistics (SFL) to the teaching of English academic presentations.

Drawing on the interpersonal function, students' cross-cultural communication competence is cultivated from three dimensions: awareness of cultural differences, mastery of academic conventions, and practice in communicative skills. Underpinned by the ideational function, critical thinking is developed through authentic materials analysis, inquiry-based classroom activities, and multi-task-driven learning. Grounded on the textual function, in conjunction with Swales' (1990) genre analysis, move analysis is employed to deconstruct academic discourse structures and establish move models for each section, thereby providing students with an operational framework for academic presentation practice. The course incorporates a range of technologies, including AI-assisted essay comparison, SPSS-driven data analysis, online interviews, and multimedia presentations. Students engaged in critical tasks such as video film summarization, reflective journaling, and short film production.

.To evaluate the effectiveness of the approach, the California Critical Thinking Disposition Inventory (CCTDI) was administered to 140 students before and after the course. Paired-sample t-test results revealed a significant overall improvement in students' critical thinking dispositions ($p < 0.001$). Statistically significant differences were observed in the subscales of truth-seeking ($p = 0.013$), self-confidence ($p = 0.006$), inquisitiveness ($p = 0.014$), and cognitive maturity ($p = 0.030$). No significant differences were found in open-mindedness ($p = 0.703$), analyticity ($p = 0.961$), and systematicity ($p = 0.945$), suggesting areas for further pedagogical development. Moreover, students who participated in the course demonstrated enhanced cross-cultural communication and oral presentation skills, as evidenced by their engagement in international conferences and interactions with scholars from diverse backgrounds.

The teaching practice strengthens the research competencies and innovative capacities of foreign language undergraduates. This study underscores the potential of integrating pedagogical innovations into higher education with modern technology to foster academic competence.

Keywords: Academic Presentation□Research Competence□Systemic Functional Linguistics□AI in Education

Part III | Oral Presentations and Abstracts

#29 Enhancing Pre-service Teachers' AI Literacy and Integrated Writing Task Design Through GenAI-Assisted Training: A Mixed-Methods Study

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Abstract

As generative artificial intelligence (GenAI) becomes increasingly relevant to instructional design, teacher education must prepare pre-service teachers to use GenAI not merely as a technical tool, but as a pedagogically, ethically, and critically informed resource. This need is especially salient in integrated writing task design, which requires teachers to coordinate source materials, communicative purposes, contextual demands, and performance expectations in coherent and assessable ways. Against this background, the present study examined whether a GenAI-assisted training program could enhance pre-service teachers' AI literacy and improve the quality of their integrated writing task design. Specifically, the study addressed three research questions: whether the training improved pre-service teachers' AI literacy and the quality of their task design, why such improvement occurred, and whether gains in AI literacy were associated with gains in task design quality.

An explanatory sequential mixed-method design was adopted with 57 pre-service teachers. The study consisted of four stages: pretest, intervention, posttest, and semi-structured interviews. Before and after the intervention, participants completed an AI literacy measure and designed integrated writing tasks that were evaluated using an analytic rubric. The intervention focused on training participants to use GenAI in task design through prompt construction, critical evaluation of GenAI-generated outputs, pedagogical alignment, and human oversight in instructional decision-making. Quantitative data were used to examine changes in AI literacy and task design quality, as well as the relationship between these two domains of development. Qualitative interview data were analyzed to explore the processes and factors underlying participants' AI literacy growth.

The quantitative results showed that the training led to a clear improvement in pre-service teachers' AI literacy, reflected in stronger understanding of GenAI's affordances and limitations, greater critical awareness of ethical and pedagogical issues, and more strategic use of AI in instructional design. The findings also indicated a significant improvement in the quality of participants' integrated writing tasks, with post-intervention performance exceeding pre-intervention performance on rubric-based criteria. In addition, gains in AI literacy were positively associated with gains in task design quality, suggesting that teachers' increasing ability to use GenAI critically and purposefully was linked to stronger pedagogical design performance. Interview findings further revealed that AI literacy development was facilitated by structured guidance, iterative practice, opportunities to evaluate and revise GenAI-generated content, and heightened awareness of the indispensable role of human judgement in GenAI-assisted design.

These findings suggest that GenAI-assisted training can play a meaningful role in pre-service language teacher education. The study contributes to the emerging literature by demonstrating that AI literacy is not only a technological competence, but also a pedagogical foundation for improving task design quality. It also offers practical implications for designing teacher education programs that integrate GenAI in critical, responsible, and instructionally grounded ways.

Keywords: Generative AI, AI literacy, pre-service teacher education, integrated writing, task design quality

Part III | Oral Presentations and Abstracts

#30 Applying Role-Play Activities in English for Hotel Business: Pedagogical Implications to Master Thai University Students' Analytical Thinking Skills

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Abstract

Concierge and front desk agent working with closed departments in hotels make someone confused that they are the same person. This study investigated Thai undergraduate students' perceptions after having role-play activities twice as concierge and front desk agent. While previous studies employed role-play activities in the field of hospitality as inbound tour guide, guest service agents (GSA) and F&B departments, this current study contributes something new to the fields by mastering the students' speaking and analytical skills via twice role-play activities in relating context. The research proposal were considered at board of ethical consideration. This study used mixed-methods. The sampling in the study was purposive. The participants were 11 sophomores who enrolled the subject of English for hotel business at a Thai Public university. The instruments were both closed-ended questionnaire and semi-structured interviews, which were validated by three experts from different university. The data analysis was five-Liket scale and thematic analysis. The results showed that role-play activities mastered the participants English speaking in the context of hospitality. They could distinguish that concierge and front desk agent are different professions in hotel business. They have the similarities and differences in terms of language use, characteristics and content knowledge to share with their guests. This study shows the new pedagogical implications in that role-play activity is an effective communicative language learning that could enhance the learners' speaking and analytical skills.

Keywords: Thai university students, perceptions, role-play activities, concierge, front desk agent, English for hotel business.

#32 Backward Transfer in Multilingual Minds: L3 German Influence on L2 English Tense–Aspect among Mandarin Speakers

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Abstract

This study examines the phenomenon of negative backward transfer of tense and aspect from L3 German to L2 English among L1 Mandarin Chinese speakers in Taiwan, contributing to current debates on multilingual competence as a dynamic and interactive system. Moving beyond traditional linear models of second language acquisition, this research adopts a holistic multilingual perspective in which previously acquired and newly learned languages are viewed as a complex ecosystem where systems continuously influence one another (cf. Eibensteiner, 2024). By focusing on the "regressive" influence of a chronologically later-learned language (L3) on a previously established one (L2), the study challenges the notion of L2 stability in the face of subsequent linguistic additions. The participant pool consisted of fifty advanced L2 English learners, stratified into two groups based on their L3 German proficiency (B1 vs. B2/C1). To capture a comprehensive profile of their interlanguage, participants completed a dual-measure assessment: a Translation Task to evaluate productive accuracy and a Grammaticality Judgment Task (GJT) to assess receptive competence and metalinguistic awareness, specifically targeting the English tense–aspect system. The results reveal three critical findings that underscore the non-linear nature of multilingual development. First, aspectual forms, specifically the progressive, demonstrate a significantly higher susceptibility to backward transfer than tense. This suggests that cross-linguistic asymmetries, particularly the absence of a grammaticalized progressive in German, create "vulnerability zones" in the L2 English system. Second, the data indicates that task type mediates transfer effects; lower accuracy in the GJT suggests that increased processing demands and explicit metalinguistic monitoring shape the manifestation of transfer. Third, higher L3 proficiency was found to intensify backward transfer in aspectual domains. This implies that increased competence in an additional language may reconfigure the existing multilingual architecture rather than stabilize it, reinforcing the Bottleneck Hypothesis (Slabakova, 2009) in a multi-directional context, where functional morphology remains the primary locus of interlinguistic competition.
These findings provide robust empirical support for bidirectional and non-linear models of cross-linguistic influence (e.g., Eibensteiner, 2024, 2025; Rothman et al., 2019). The study concludes that multilingual learners must be viewed as integrated linguistic agents rather than a collection of isolated systems. Finally, the research underscores a pressing need to reconceptualize language pedagogy and assessment in globalized, multilingual contexts where typologically diverse languages coexist, interact, and compete.

Keywords: multilingualism, transfer, tense–aspect, proficiency, tasks

Part III | Oral Presentations and Abstracts

#33 Beyond Borders in the Era of AI: Reaffirming Student and Teacher Agency in Experiential Spanish Learning

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Abstract

This presentation examines how university students can develop Spanish language proficiency through innovative pedagogical applications designed within the Moodle learning environment. Framed within the context of increasing integration of artificial intelligence (AI) in education, the study adopts a dual perspective: (i) students' engagement in active and experiential learning through simulated cultural environments, and (ii) instructors' instructional design and material development, with Moodle serving as a central structuring platform for Spanish language courses at the Université du Québec à Montréal (UQAM).

Grounded in experiential learning theory (Kolb, 1984) and sociocultural perspectives on learning (Vygotsky, 1978), the project aims to foster meaningful engagement with linguistic and cultural content through structured and coherent learning pathways. From a design perspective, the initiative is informed by the ADDIE instructional design model (Branch, 2009), providing a systematic framework for the development and organization of pedagogical activities. In parallel, the study draws on research in computer-assisted language learning (CALL) to situate the pedagogical use of digital environments in language education (Stockwell, 2012).

Within this framework, generative AI is employed exclusively during the design phase to support instructors in the creation of pedagogical materials, instructional guides, and learning scenarios. Importantly, AI is neither integrated into the Moodle platform nor directly accessible to students. This approach aligns with current discussions on AI in education that emphasize the need to preserve human pedagogical judgment and ensure ethical and controlled uses of technology UNESCO, 2026). It also foregrounds the concept of teacher agency as a central dimension of educational practice in technology-mediated environments (Priestley et al., 2015).

The presentation highlights two immersive pedagogical designs implemented in Moodle. The first, Virtual Museum of Afro-Colombian Art, engages students through H5P interactive activities and a 360-degree virtual environment, fostering experiential exploration of cultural and linguistic elements. The second, Gastronomic Fair of Five Spanish-Speaking Countries, extends this model by incorporating a broader range of Moodle functionalities, including interactive guides, glossaries, grammar assessments, assignments, and structured feedback mechanisms.

To support the transferability of this approach, a practical guide was developed to operationalize the ADDIE model into clear and adaptable steps for designing and organizing learning pathways in Moodle. Overall, this presentation demonstrates how AI-assisted instructional design can support the creation of engaging, structured, and scalable language learning experiences, while reaffirming the central role of teachers and students in the era of AI.

Keywords: Spanish, (AI), Teaching, Learning, Student Engagement

Part III | Oral Presentations and Abstracts

#34 rom Theory to AI-Integrated Practice: Student-Created Multimodal Materials for Multilingual Workplace Communication

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Abstract

This paper presents a pilot university course in which students design language-for-special-purposes (LSP) teaching materials targeting spoken dialect comprehension in multilingual workplaces. The study addresses the following research question: How can student-driven material design, supported by digital and AI-based tools, foster both pedagogical competence and the ability to address dialect comprehension challenges in workplace contexts? The project is situated in Norway, where second language speakers constitute a large share of the workforce in sectors such as healthcare, construction, and transport (Statistics Norway, 2024), and where difficulties in understanding regional dialects remain a persistent and under-addressed challenge in conventional L2 Norwegian instruction (Carlsen & Moe, 2019; Heide, 2017; Fondevik & Osdal, 2018; Lilleslåtten, 2024).

The course is theoretically grounded in research on generative learning and learning-by-design, including meta-analytical evidence demonstrating modest yet consistent advantages of material creation over restudying or testing (Kobayashi, 2019, 2021, 2023; Lachner et al., 2022; Ribosa & Duran, 2022a, 2022b; Shaban, 2024). Methodologically, the study adopts a design-based research approach, combining iterative course development with qualitative analysis of student-produced materials, written design rationales, and reflective accounts. Students worked collaboratively through structured design cycles, collecting data from authentic or simulated multilingual workplace interactions—such as healthcare communication or workplace dialogues—and transforming these into multimodal instructional resources. Using digital and generative AI tools, they produced and refined videos, audio materials, and task-based activities, employing automated transcription, translation, and content adaptation. The analysis focuses on how students operationalise theoretical principles from workplace communication, language assessment, and material design in their products and decision-making processes.

The findings indicate that engaging students in LSP material design enhances their ability to apply theoretical knowledge in practice, particularly with regard to dialect variation, task design, and assessment alignment. The use of AI-supported tools facilitates iterative refinement and contributes to increased awareness of both pedagogical and technological affordances and constraints. Furthermore, the course format fosters reflective practice, as students are required to justify design decisions with reference to relevant research.

The paper argues that student-driven, technology-supported material design constitutes a viable alternative to traditional assessment, promoting competences directly relevant to multilingual and digitally mediated workplaces. It also highlights the potential of such approaches to generate open, reusable learning resources for vocational Norwegian education. Overall, the study offers a transferable model for higher education in multilingual contexts, demonstrating how AI-supported pedagogical design can prepare future language educators as reflective and innovative practitioners capable of addressing linguistic diversity in professional communication.

Keywords: ai-integrated practice, alternative assessment, creative production multilingual workplaces, student-created teaching materials

Part III | Oral Presentations and Abstracts

#38 Acceptance through Revision: How L1 Tertiary Students Incorporate Generative AI Feedback in Chinese Non-Fiction Writing

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Abstract

Non-fiction writing is a pivotal component of tertiary Chinese language education in Hong Kong, serving as an essential general education requirement for native Chinese-speaking undergraduates across all disciplines, who require high-level proficiency in narrative construction, argumentative depth, and literary style for professional success. However, intensive curricula often result in significant feedback delays, disrupting the iterative revision cycles essential for mastery. This study explores the integration of generative AI (GPT-4) as a supplement to traditional instruction, providing immediate, personalized critiques to bridge this gap.

Methodology: This research evaluates student acceptance by objectively analyzing revision uptake, defined as the concrete incorporation of feedback into subsequent drafts. Participants were divided into an experimental group receiving hybrid AI and teacher feedback and a control group receiving traditional teacher feedback only. The study traced student revisions across three fundamental dimensions: content/theme, linguistic expression, and structural coherence. By comparing the "before" and "after" versions of student scripts, the research identifies the specific types of AI-generated suggestions that native speakers are most and least willing to adopt.

Findings: Initial results demonstrate that students in the hybrid group performed on par with the control group, validating AI as a reliable and effective instructional supplement for L1 (first-language) learners. A distinct "division of labor" in the revision process emerged: students predominantly adopted AI suggestions regarding linguistic precision, mechanical accuracy, and structural flow. Conversely, teacher feedback remained the primary driver for deepening conceptual depth and thematic complexity. The high uptake rate of AI recommendations—attributed to their granular specificity and instant availability—led to a measurable increase in revision frequency and heightened learner autonomy. This study underscores that the revision process itself serves as a more accurate indicator of AI acceptance than self-reported data. Ultimately, the findings highlight the potential for generative AI to foster proactive writing habits and streamline the path toward advanced literacy in the tertiary.

Keywords: Generative AI Feedback, Tertiary Chinese Writing, Learner Autonomy, Revision Uptake

#40 How can philosophy respond to the crisis in language learning

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Abstract

This paper reports on an ongoing project to develop an open-source study-abroad app that encourages deep engagement with ecological and critical issues in the local environment through walking practices associated with dérive and psychogeography. I present findings from an experimental pilot conducted in Dublin, where students used a prototype app to explore onomatopoeia in the work of James Joyce through embodied, ambulatory encounters with the city. The pilot culminated in a visit to the Museum of Literature Ireland, where further guidance and instruction were delivered through the app itself.

The project is informed by Bernard Stiegler's concept of "contributory research." My guiding question asks what critical contributory research can look like within Japanese universities, particularly in faculties of foreign languages, and how it reshapes both pedagogical practice and technical design. The app is designed to enrich study-abroad experiences by fostering intercultural understanding, learner agency, and collaborative knowledge creation.

Students document learning walks through photographs, video, audio, and text-based reflection, supporting in-situ engagement alongside post-return analysis. Drawing on Félix Guattari's ecosophy and Célestin Freinet's classe-promenade, the project promotes language learning, cultural exchange, and critical inquiry through situated movement. To support navigation of unfamiliar environments, the app integrates curated insights from faculty and local students and enables users to revisit and annotate experiences after returning home. Emphasizing personalized learning over standardized outputs, it combines perspectives from semiotics, linguistic landscaping, translanguaging, and multiliteracies. Local students contribute quizzes, contextual commentary, and QR-code prompts, enabling reciprocal exchange aligned with Stiegler's "journey of knowledge."

Responding to rapid technological change and increasingly diverse learner needs, the project proposes a modular platform that reimagines study abroad as an ethical, intercultural practice of knowledge co-creation. It challenges surface-level cultural consumption while critically examining how AI-driven platforms can standardize language, narrow attention, and erode local idioms and minority linguistic practices. Drawing on Stiegler's critique of generalized proletarianization, the app is framed as a pharmacological intervention, a digital tool designed to restore agency through attentive documentation and reflective interpretation.

Innovatively, the platform supports curated learning walks that integrate psychogeography, linguistic landscaping, and multiliteracies within a contributory, peer-driven ecology of learning. Students document environments through multimodal media, while local peers contribute place-based prompts and interactive content. The result is a situated, collaborative learning process that privileges meaning-making over standardized assessment.

Finally, the project foregrounds compassion as a pedagogical principle, supporting human connection through collaborative reflection spaces and post-return workshops attentive to social, mental, and environmental ecologies. In dialogue with Guattari's ecosophy and Freinet's pedagogy, the paper asks how digital technologies can sustain deep attention, intercultural responsibility, and linguistic diversity in contemporary language education.

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Keywords: Contributory Research, Philosophy, Study Abroad Pedagogy, Learning Walks, AI-Mediated Language Education, Stiegler

Part III | Oral Presentations and Abstracts

#43 The Transactional vs. The Relational: Defending Regional Bilingualism When Machines Can Translate

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Abstract

Purpose
This study addresses the critical inquiry into whether human language acquisition remains a viable pursuit in an era dominated by generative artificial intelligence (AI) and real-time machine translation. The primary objective is to establish a comprehensive macro-level rationale for language education by distinguishing between the transactional efficiency of AI and the relational integration inherent in human-centric learning. It argues that while AI can efficiently bridge lexical gaps, it cannot replace the cultural literacy and interpretive judgement developed through sustained study (Chan 2026).
Approach
The study utilises a conceptual analytical framework grounded in a real-world case study: the German state of Saarland's "Frankreichstrategie+" (France Strategy Plus). This strategy, which mandates full regional bilingualism by 2043, aims to establish a lived European multilingualism by integrating the state into cross-border socio-economic structures (Terollion & Klos, 2022). The analysis further extends these findings to global contexts, such as Singapore's Mother Tongue Language (MTL) policies, to evaluate the framework's international applicability.
Findings and Arguments
By analysing the cultural and economic objectives of the France Strategy Plus – and the specific challenges facing the French language in regional contexts (Polzin-Haumann & Reissner, 2020) –, this presentation demonstrates the practical limits of artificial intelligence. While generative AI possesses significant potential to bridge educational divides and foster inclusivity (Weng, 2025), it lacks the capacity for cultural empathy. Relying solely on automated tools often leaves vital cultural nuances "lost in translation" (Sturgill, 2024), whereas human intercultural competence remains irreplaceable for genuine societal integration.
Implications
This study provides policymakers and curriculum directors with a theoretically grounded, government-backed defence of bilingual policies. It establishes a shared analytical framework and offers actionable insights for regions navigating complex multilingual ecosystems, ultimately supporting the maintenance of linguistic diversity and cultural identity in highly digitised, English-dominant global societies.

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Keywords: France Strategy+, Generative Artificial Intelligence, Intercultural Competence, Language Policy, Relational Integration

Part III | Oral Presentations and Abstracts

#45 The Malay-French Mental Lexicon: A Conceptual Review of Cultural and Psycholinguistic Mismatches in Vocabulary Acquisition

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Abstract

Abstract: This article explores the persistent vocabulary difficulties Malay learners face when learning French that cannot be easily explained by structural distance. This conceptual literature review explores the consideration of these challenges at the psycholinguistic and socio-cognitive levels and suggests a shift from what might be considered superficial syntax to cognitive processing at a deeper level. This article discusses how learners' mental lexicons are structurally structured by synthesizing competing bilingual cognition frameworks proposed in the literature: the Revision Hierarchy Model, the Concept Mediation Theory, and the Distributed Feature Model with real-time processing models such as Bilingual Lexical Activation. Importantly, it uses Schema Theory to analyze the competition between Malay worldviews on cultural conceptualization and lexical semantics in French. From a methodological perspective, a systematic study synthesizes empirical findings across three distinct research domains: Malay-French lexical relations, Malay cultural conceptualizations, and French lexical semantics. In this synthesis, the paper discusses how deeply rooted cultural schemata lead to semantic mismatch, cross-linguistic influence, and unusual learners' lexical selection. This new paradigm not only addresses a significant gap in the current Second Language Acquisition (SLA) literature, that the intersection between cognitive anatomy and cultural psychology has generally not been considered among non-Western learner populations. The paper concludes with a new theoretical framework. In this approach, a precise mapping of objective linguistic distances with macro-level cultural knowledge and micro-level psycholinguistic processes is detected during L2/L3 lexical access. The model accounts for the persistence of certain vocabulary errors even in advanced learners by showing how cultural schemata actively filter and shape conceptual mediation. Finally, this article presents a conceptual framework that sheds new light on the process of vocabulary learning in Malaysian classrooms with theoretical implications for educators and curriculum designers internationally, especially those involved in culturally diverse classroom contexts.

Keywords: Cross-linguistic, influence, Psycholinguistic processes, Second language, Vocabulary acquisition, Semantic representation, Bilingual lexical

Part III | Oral Presentations and Abstracts

#48 Human Hearts, Digital Tools: A Policy-Aligned Assessment Framework for Emotional and Cultural Agency in Intermediate High Chinese

ZHANG, Mo

NUS, CLS

Abstract

As generative AI (GenAI) becomes increasingly embedded in education, institutions are developing policies to guide responsible use; however, translating these policies into concrete classroom assessment remains a key challenge. This paper addresses the question: How can institutional AI policy be operationalized in language assessment to support linguistic development while preserving students' human voice, emotional expression, and cultural identity? Situated within the domain of curriculum, materials, and assessment, the study presents a framework implemented in a Chinese 7 course (ACTFL Intermediate High) that explicitly aligns with the AI policy of the National University of Singapore (NUS) through the final project "Bridges and Hearts: Cultural Reaction Podcast."

The study adopts a design-based pedagogical approach, using the NUS AI policy as a guiding framework for responsible, transparent, and accountable AI use. Drawing on the AI Assessment Scale (AIAS), the assessment design differentiates levels of permissible AI engagement and embeds a Human-in-the-Loop model. The framework consists of three integrated components. First, in the written mode, students produce a 600–800 character narrative script and submit a required "First Draft (Before AI)" to establish their independent linguistic baseline. AI use is restricted to AIAS Level 3 (AI-assisted editing), with transparency enforced through AI Process Documentation, including chat logs and revision rationales. Second, in the multimodal mode, students engage AIAS Level 4 to generate podcast cover art and justify their design choices, demonstrating evaluative judgment and alignment with cultural themes. Third, in the oral mode, students record their podcast without AI mediation, performing their narratives through voice, pacing, and intonation.

The findings indicate that aligning assessment design with institutional AI policy clarifies boundaries of AI use while preserving student authorship and agency. The structured requirement for pre-AI drafts and process documentation supports ethical engagement and metacognitive awareness, while the podcast recording foregrounds authentic emotional expression and personal voice that cannot be outsourced to AI. Furthermore, the framework highlights the teacher's role in interpreting and enacting policy through pedagogical design.

This paper argues that institutional AI policies are most effective when translated into explicit, assessable classroom practices. The proposed framework offers a transferable model for language educators seeking to align policy, pedagogy, and assessment, demonstrating how AI can be integrated responsibly while maintaining the centrality of human expression, cultural identity, and teacher-guided learning in AI-mediated environments

Keywords: AI policy implementation, AI-integrated assessment, language pedagogy, learner agency, digital ethics

Part III | Oral Presentations and Abstracts

#49 English majors' flow in genre-specific writing

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Abstract

This mixed-methods study investigates flow experiences in writing among English language major students at Hungarian universities. It addresses gaps in the literature by examining how flow is experienced in second language writing and how factors such as writing genre, task features, and individual differences influence both flow and performance. The study aims to explore the nature of flow in writing, differences across writing genres, and the factors that facilitate or hinder this experience. Data were collected through questionnaires, writing tasks, and semi-structured interviews. Statistical analysis and thematic analysis were used to examine associations between flow, genre, writing performance, and contextual variables.

Findings indicate that English major students frequently experience flow during writing, often associated with positive emotions such as enjoyment and engagement. Flow was found to vary depending on writing genre and task characteristics, influencing aspects of writing performance, including fluency and syntactic complexity. The results also suggest that students may experience flow differently when writing in English compared to their native language, with many reporting higher engagement in English writing tasks. Several factors were identified as influencing flow experiences, including task design, clarity of goals, learner autonomy, motivation, and the learning environment. Challenges such as interruptions, limited linguistic resources, and writer's block were found to hinder flow.

Overall, the study highlights the importance of pedagogical and task-related factors in fostering flow in second language writing. It contributes to a deeper understanding of how flow can be supported in educational contexts and offers insights for enhancing writing instruction and learner engagement in applied linguistics settings.

Keywords: Flow, English major students, writing, genre, fluency, accuracy, complexity.

#51 The everchanging landscape of authentic texts: meme culture for authentic texts

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Abstract

In the past two decades, social media has become a significant part of everyone's life, from young teens to grandparents. Its integration into educational frameworks has become commonplace in universities around the world. The teaching of a foreign/second language, by virtue of its nature, is conducive to the use of social media for educational activities. An integral aspect of social media engagement is the meme culture. A meme is a picture with a caption or short overlaid text, a short video (often animated), or a short text with a humorous undertone that conveys a subtle message. Memes typically feature concise text, making them effective tools for illustrating specific grammar points in an authentic context. The dynamic nature of memes sometimes offers templates where the modification of text can alter its meaning. Such templates can serve as exercises for creating text in the target language. Memes can also be used as an additional aid in reading practice for non-Roman scripts.

This paper aims to explore the potential of social media, particularly the meme culture, in enhancing the teaching of a second/foreign language. Examples from Hindi-Urdu language courses will be presented to illustrate these concepts.

Keywords: authentic text, meme culture, social media, language education

Part III | Oral Presentations and Abstracts

#53 The Teacher as Designer: Oral Interaction in VR-Based Language Learning

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Abstract

This paper reports on the design and implementation of five immersive virtual reality (VR) games developed to support oral production in beginner learners at Sorbonne University Abu Dhabi. It explores how multimodal task design—combining speech recognition and embodied interaction—can facilitate oral practice, while highlighting the central role of the teacher in shaping technology-mediated learning experiences.

The VR environments simulate everyday communicative situations (e.g., bakery, restaurant, train station) in which learners engage in spoken interaction with virtual characters while performing task-based actions. Learners move within the environment, manipulate objects (e.g., selecting items, completing transactions), and carry out actions integrated into the communicative task. Oral production is supported through structured dialogic sequences in which learners select from three possible utterances, all pragmatically appropriate but varying in linguistic complexity.

The study draws on classroom implementation and survey data collected from approximately 50 beginner students. The survey examines learners' perceptions of oral practice, including confidence in speaking, ease of participation, engagement, and usability of the VR environment. Findings suggest that combining guided oral production with physical interaction supports participation and facilitates engagement in speaking tasks, particularly at beginner level.

The paper emphasises the role of the teacher in designing, sequencing, and integrating these environments into the curriculum. The effectiveness of the VR tasks depends on pedagogical decisions related to task structure, linguistic progression, and classroom integration.

It argues that in AI-mediated environments, the teacher remains central as a designer of learning experiences, ensuring that technological tools are meaningfully aligned with language learning objectives.

Keywords: Virtual Reality (VR), Oral Interaction, Task Design, Technology-Mediated Learning

#54 Intergenerational Mediation and Digital Literacy: Polish Grandparents Supporting Heritage Language Awareness in Australia

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Abstract

This study investigates the intergenerational dynamics of heritage language use, focusing on Polish grandparents' efforts to reverse language shift among their Australian-born grandchildren, with particular attention to the development of language awareness. Emphasising family literacy practices, the research employs a qualitative methodology, specifically thematic analysis, to examine how grandparents use digital media during shared reading sessions and media consumption.
The findings demonstrate that structured literacy practices supported by digital media enhance vocabulary acquisition and cultural transmission, as well as contribute to the children's growing language awareness, reflected in their increased sensitivity to language choice, meaning, and use.
The study highlights the crucial role of grandparents as mediators who actively shape both language practices and awareness, supporting language maintenance and deeper understanding of linguistic and cultural identity. In addition, the effective integration of technology, particularly tablets, demonstrates its potential to support literacy development alongside language awareness in heritage language contexts. This case study underscores the importance of intergenerational communication in fostering both language use and awareness, and points to the need for further research into how digital tools can support language preservation in diaspora communities. The findings contribute to ongoing discussions on linguistic diversity, intergenerational transmission, and the role of family in promoting language awareness in multilingual settings.

Keywords: heritage language, language awareness, digital media, family literacy

#55 Teacher as Interpreter of AI-Mediated Dialogue

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Abstract

As artificial intelligence increasingly mediates language learning interactions, much attention has been given to the capabilities of AI systems in providing feedback, generating appropriate input, and sustaining learner engagement. However, less is understood about how human teachers interpret and pedagogically reframe these AI-mediated interactions. In this regard, the present study aims to explore in which ways teachers interpret and transform learner–AI dialogue into pedagogically meaningful feedback in an effort to better understand the evolving role of the teacher in AI-mediated language learning environments.

This study adopts a qualitative, discourse-analytic approach grounded in sociocultural theory. Data consist of (1) learner–AI interaction transcripts from Korean EFL learners engaged in AI-mediated speaking tasks, and (2) corresponding teacher-generated responses to selected learner utterances, including instances of code-switching (L1–L2 alternation), hesitation, and communicative breakdown. A subset of learner utterances was systematically sampled to represent a range of interactional functions and linguistic features. Multiple teachers independently analyzed and responded to these utterances, producing a dataset of pedagogical feedback moves. The analysis draws on thematic coding and interactional discourse analysis to identify patterns in how teachers interpret learner intent, diagnose language use, and construct feedback.

Preliminary findings suggest that teachers do not simply replicate or refine AI-generated feedback. Rather, they engage in interpretive and mediational work that transforms interaction into learning opportunities. Specifically, teachers infer learner intention beyond surface linguistic forms, strategically reframe code-switching as either a resource or a target for development depending on pedagogical goals, adjust feedback to align with learner proficiency and affective state, and embed corrective feedback within broader communicative and relational contexts. In contrast to AI systems, which tend to prioritize immediacy and linguistic accuracy, teachers demonstrate sensitivity to interactional nuance, learner agency, and instructional purpose.

These findings support the argument that the teacher’s role in AI-mediated environments is not diminished but reconfigured. Teachers act as interpreters who bridge the gap between AI-generated interaction and pedagogically meaningful learning, providing contextualization, prioritization, and affective attunement that AI alone cannot fully achieve. The study contributes to ongoing discussions on human-AI collaboration in language education by foregrounding the teacher as a central agent in meaning-making processes. Implications are discussed for the design of teacher-facing AI systems, particularly those that aim to make learner interactional data more visible and interpretable, as well as for teacher education programs that prepare educators to work effectively in AI-augmented classrooms.

Keywords: AI-mediated language learning, Teacher mediation, Discourse analysis

Part III | Oral Presentations and Abstracts

#56 Between Opportunity and Pressure: Teachers' Perceptions of Taiwan's 2030 Bilingual Education Policy.

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Abstract

Taiwan's 2030 Bilingual Nation Policy has placed significant expectations on classroom teachers, yet relatively little attention has been paid to how educators themselves experience this reform. This study examines the attitudes, confidence levels, and support needs of teachers and pre-service teachers toward bilingual education, asking a central question: are frontline educators actually ready — and adequately supported — to carry this policy forward?

Drawing on survey data from 51 participants, including pre-service teachers, in-service junior high school teachers, and other education professionals primarily based in central Taiwan, the study combined Likert-scale measures with open-ended responses to capture both the breadth and texture of participants' views.

The results paint a nuanced picture. Most respondents (76.5%) described the bilingual policy as both a pressure and an opportunity — a tension that runs throughout the data. More strikingly, over half (57%) said they lacked confidence in their ability to teach bilingually, with pre-service teachers expressing considerably more doubt than their experienced counterparts. This gap points to something deeper than skill deficits: it reflects how much practical classroom experience shapes a teacher's belief in what they can do. CLIL emerged as the dominant instructional approach, though many adopted it not out of conviction but because their school or program required it — a telling sign that policy compliance and genuine pedagogical buy-in are not the same thing.

When asked to rate the policy's current effectiveness on a scale of 1 to 10, participants averaged just 4.37. Open-ended responses were similarly candid: teachers cited unclear policy direction, inconsistent implementation across schools, heavy workloads, and a persistent mismatch between English-language demands and actual student proficiency. Several drew comparisons to Singapore, noting that linguistic transformation takes generations — not a single policy cycle. Concerns about urban-rural resource gaps and political instability affecting policy continuity were also recurring themes.

What participants wanted most was not stricter oversight or standardization, but genuine support: better English training for both teachers and students, clearer communication from authorities, more administrative flexibility, and stronger peer collaboration networks. This preference for support over control is itself a significant finding.

Taken together, the data suggest that Taiwan's bilingual education reform is at a critical juncture. Educators broadly embrace the policy's vision and demonstrate a genuine willingness to grow — what they need is to be treated as partners in the process. With meaningful investment in teacher capacity, clearer policy guidance, and stronger systemic support structures, there is real potential for the gap between policy ambition and classroom reality to narrow meaningfully by 2030. (412 words)

Keywords: Bilingual Education Policy, Teacher Readiness and Confidence, CLIL (Content and Language Integrated Learning), Policy Implementation

Part III | Oral Presentations and Abstracts

#57 Bridging Classrooms, Blending Languages: A COIL Case Study

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Abstract

As universities across Asia pursue internationalization amid financial constraints and declining participation in study-abroad programs, scalable and pedagogically robust alternatives are urgently needed. Collaborative Online International Learning (COIL) offers one such pathway, yet its effectiveness depends on how interaction, language use, and learning design are structured. This paper reports on an eight-week COIL project linking a fourth-year seminar at a women's university in Japan with TESOL practicum students at a U.S. university. Grounded in translanguaging pedagogy (García & Kleyn, 2016), the program was designed as a community of practice in which students engaged in sustained, synchronous bilingual interaction around sociocultural issues.

Drawing on post-program surveys, reflective journals, and instructor field notes (N = 14), this qualitative case study examines how translanguaging-mediated interaction shaped intercultural learning, language development, and teacher formation. For Japanese students, findings indicate increased intercultural self-awareness, greater confidence in expressing complex ideas, and enhanced metalinguistic sensitivity. The ability to strategically draw on both English and Japanese reduced linguistic anxiety and enabled deeper cognitive engagement, particularly during critical comparisons of social, political, and educational contexts.
For U.S. TESOL students, the COIL experience functioned as an authentic practicum space, resulting in increased teaching confidence, greater pedagogical adaptability, and a more nuanced understanding of EFL classroom dynamics and intercultural communication. Across both groups, sustained peer interaction and structured reflection were identified as key mechanisms for transforming communication into meaningful learning.

These findings demonstrate that COIL, when intentionally designed around translanguaging and collaborative learning, can move beyond surface-level exchange to support higher-order thinking, intercultural competence, and practice-based teacher development—outcomes often difficult to achieve even in study-abroad contexts.

For institutions across Asia, this approach offers a scalable and inclusive model for internationalizing the curriculum: one that leverages bilingual resources, reduces learner anxiety, and creates authentic opportunities for both language use and professional growth across borders without requiring physical mobility.

Keywords: Collaborative Online International Learning (COIL), Translanguaging, Intercultural Competence, Teacher Development

#59 Exploring Mandarin Learners' Emotional Responses to AI-Assisted versus Human-Assisted Speaking Practice

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Abstract

Emotional factors play a critical role in foreign language speaking development, particularly in tonal languages such as Mandarin, where learners often experience heightened anxiety and fear of negative evaluation. With the increasing use of artificial intelligence (AI) tools for speaking practice, it is important to understand how learners emotionally respond to AI mediated interaction in comparison with human assisted speaking practice. This study investigates: (1) how Mandarin learners' emotional responses differ when engaging in AI assisted versus human assisted speaking practice, and (2) how these emotional experiences influence learners' willingness to communicate in Mandarin.

The study adopts a within subject qualitative comparative design. 15 Mandarin learners aged 18–22, enrolled in Mandarin language courses at the University of Nottingham Malaysia, participated in the study. Each learner completed speaking practice under two conditions: interaction with an AI tutor during scheduled class hours and interaction with an online human tutor outside class hours. Emotional responses were examined across key affective dimensions, including speaking anxiety, confidence, enjoyment, fear of negative evaluation, and willingness to communicate.
Data collection was conducted in multiple phases. A pre survey measured learners' baseline emotional states. Following each speaking condition, participants completed post interaction questionnaires using standardised Likert scale measures. Speaking tasks were administered in a counterbalanced order to control for order effects, and identical emotional measures were applied across both conditions to enable meaningful comparison. Semi structured interviews were then conducted with selected participants to obtain in depth qualitative insights into learners' emotional experiences, perceptions of each speaking context, and preferences.

Preliminary findings indicate that AI assisted and human assisted speaking practices elicit distinct emotional patterns. AI mediated speaking practice appears to reduce speaking anxiety for some learners by offering a low pressure, non judgmental environment, thereby encouraging initial participation. In contrast, interaction with a human tutor is often perceived as more emotionally supportive and meaningful, contributing to increased confidence and stronger willingness to communicate for certain learners. These findings suggest that emotional responses are context dependent and play an important role in shaping learners' speaking engagement.
The study highlights the importance of considering affective factors when integrating AI tools into Mandarin language instruction. Rather than replacing human interaction, AI assisted speaking practice may function most effectively as a complementary resource that supports learners' emotional needs at different stages of speaking development. This research contributes to the growing body of work on affective dimensions in technology enhanced language learning and offers pedagogical implications for the balanced use of AI and human support in Mandarin speaking instruction.

Keywords: AI assisted language learning, Mandarin speaking practice, Learner emotions, Willingness to communicate, Human–AI interaction

#60 From Eye-Tracking Data to AI-Informed Reading Design: Evidence from Reading with Preferred Music and Silence

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Abstract

The rapid integration of artificial intelligence (AI) into language education is reshaping digital reading environments, raising important questions about how such systems can be grounded in empirical evidence of learner behavior. Although multimodal aspects of reading have attracted increasing attention, the role of acoustic conditions in shaping reading comprehension remains underexplored, particularly in relation to the design of AI-supported learning environments. This study examines how eye-tracking data can inform the development of AI-informed digital reading environments, with a particular focus on the role of acoustic conditions in reading comprehension. Sixty-two Greek-speaking university students participated in the study, reading texts while their eye movements were recorded under two conditions: preferred music and silence. Reading comprehension was assessed through reading scores reflecting different levels of understanding, while eye movement behavior was examined through fixation duration as an indicator of cognitive processing during reading. The findings indicate that core eye movement patterns remain stable across conditions, while reading performance varies depending on the acoustic environment. However, differences emerge in overall reading performance. In particular, the preferred music condition is associated with differentiated comprehension outcomes, suggesting that readers adjust their cognitive processing strategies depending on the acoustic environment. These findings point to the activation of cognitive self-regulation mechanisms, as readers appear to regulate attention and processing effort in response to environmental demands. Drawing on these findings, the study proposes a framework for AI-informed reading design that integrates behavioral indicators derived from eye-tracking data. Such an approach can support the development of adaptive digital environments that respond to learners' attentional and cognitive states in real time. At the same time, the study highlights the continued importance of the teacher in interpreting data and guiding pedagogical decisions. In conclusion, the study contributes to current discussions on AI-mediated language education by emphasizing the role of acoustic conditions, particularly preferred music, in shaping reading comprehension and by demonstrating the value of eye-tracking as a bridge between experimental research and pedagogical innovation.

Keywords: eye-tracking; digital reading environments; language education

Part III | Oral Presentations and Abstracts

#63 Integrating Multimodal GenAI into EAP: A Reflective Practitioner Account

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Abstract

This presentation outlines a pedagogical framework for integrating multimodal generative AI (GenAI) into an English for Academic Purposes (EAP) course designed for undergraduate Education majors at a university in Hong Kong. Moving beyond text-only GenAI applications, which have dominated much of the discussion in higher education, this initiative addressed the pressing challenge of preparing future educators to critically use and evaluate a wider spectrum of GenAI tools in both their academic work and future classroom practice. Through a series of scaffolded activities embedded within the research writing cycle, students engaged with GenAI as a critical collaborator. They used AI-powered data visualisers to interpret and present quantitative results, fostering data literacy and visual rhetoric. Students also employed AI image generators to create conceptual diagrams for their literature reviews, evaluating the accuracy and communicative effectiveness of AI-produced visuals. For the academic oral presentation component, students used AI presentation coaches to receive data-driven feedback on their delivery and critically audited AI-generated slide decks to learn principles of effective educational design. A core principle of the "human-in-the-loop" was emphasised throughout, requiring students to analyse, critique and substantively refine all AI-generated outputs.

Drawing on reflective practitioner inquiry, the presenters will share their own observations and pedagogical insights from designing and implementing this framework. Key reflections include the considerable scaffolding required to shift students from passive consumers to critical evaluators of AI-generated material, the tensions involved in balancing guided instruction with open-ended exploration, and the evolving role of the instructor when GenAI becomes an active presence in the classroom. The presenters will also reflect on how this experience reshaped their own understanding of academic literacy in an AI-mediated learning environment. The session seeks to offer a replicable model for educators looking to harness multimodal GenAI to deepen, rather than replace, traditional academic skill development.

Keywords: Multimodal Generative AI, Critical AI Literacy, Reflective Practitioner Inquiry, English for Academic Purposes (EAP), Pre-service Teacher Education

#64 Teaching Vietnamese Kinship Terms in the Age of AI: Context, Meaning and Pragmatic Challenges

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Abstract

Vietnamese kinship terms are one of the most distinctive and challenging features of the language for learners of Vietnamese as a foreign language. They require speakers to go beyond grammar and vocabulary, and to constantly interpret social relationships, levels of formality, age, and interpersonal distance in real time. For many learners, this creates a gap between knowing correct forms in the classroom and using them appropriately in real-life communication.

Based on classroom experience teaching Vietnamese at the university level in the United States, this presentation examines how learners often rely on simplified address strategies, such as neutral pronouns like “tôi/mình” and “bạn,” or a limited set of classroom-taught forms such as “cô/thầy” and “em.” While these forms are grammatically correct, they often do not fully prepare students for the complexity of everyday interaction, especially in informal or online contexts where relationships are more fluid and implicit.

In the age of AI, widely used tools such as Google Translate and ChatGPT are increasingly used by students for language support. However, when generating Vietnamese kinship terms, these systems often produce responses that range from plausible to incorrect in form, yet are socially inappropriate. Common patterns include overuse of neutral pronouns, inconsistent role relationships, and limited sensitivity to context and hierarchy.

Through comparison of AI-generated examples, learner language, and classroom interaction, this presentation highlights a shared challenge: both human learners and AI systems tend to simplify the social dimensions of Vietnamese. This “flattening” of context can lead to communication that is formally accurate at times but pragmatically unnatural, and in some cases structurally incorrect.

The presentation suggests that while AI tools can support language learning, they may also reinforce simplified models of language use when it comes to Vietnamese kinship terms. This highlights the continuing role of teacher in guiding learners beyond forms and substitution patterns. It requires stronger emphasis on social context, awareness of relationships, and guided practice in interpreting communicative situations.

Keywords: Vietnamese kinship terms, artificial intelligence, language and context, sociolinguistics

Part III | Oral Presentations and Abstracts

#65 The Art of the Open Question: A Philosophical Approach to L2 Acquisition

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Abstract

Philosophical dialogue, inspired by the Socratic tradition and current programs such as Lipman and Brenifier, consists of creating a community of inquiry where participants collectively explore an open question through arguments, examples, and counterexamples. In its purely philosophical version, its purpose is not to reach definitive answers, but rather to stimulate critical reflection, active listening, and the development of philosophical thinking skills.

Applied to the teaching of Spanish as a Foreign Language (ELE, in Spanish), this approach fosters oral fluency, the ability to formulate and reformulate questions, clarify positions, and strengthen argumentative skills. Thematic openness allows students to propose or choose topics for discussion, which reinforces their motivation and ensures meaningful learning. Furthermore, by addressing universal concepts such as justice, freedom, truth, and happiness, intercultural awareness is promoted.

The central purpose of this study is to determine to what extent the implementation of a philosophical community of inquiry enhances both communicative competence and critical thinking in B1-level ELE students. It seeks to address whether philosophical mediation allows learners to transcend basic grammatical proficiency to achieve more complex and autonomous oral production.

This project explores how to integrate the dimensions of the CLIL approach into this educational model with the following lines of work:

Content. Design texts that introduce fundamental philosophical concepts adapted to an intermediate level (B1).
Communication. Formulate inquiry questions that combine critical analysis and oral fluency practice.
Cognition. Formulate tasks that stimulate critical and metacognitive thinking through comparison, classification, or causal analysis.
Culture. Integrate personal reflection activities that invite contrasting cultural perspectives within the framework of the community of inquiry.

The expected outcome of this research is the development of a set of graded readings and a teaching guide that will allow teachers to implement this methodology in the classroom. This presentation will introduce the theoretical framework, some methodological guidelines, and a practical example of its application in the classroom. Preliminary findings suggest that integrating philosophy into the ELE classroom not only increases meaningful linguistic production but also reduces communicative anxiety by shifting the focus from grammatical accuracy to the validity of reasoning

This work was supported by JSPS KAKENHI Grant Number 25K23248.

Keywords: philosophical dialogue, CLIL, meaningful learning

Part III | Oral Presentations and Abstracts

#66 New Paradigm in B-school ‘Pedagogy’: Insights into Human-Machine communication from an AI-Avatar led classroom

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Abstract

In the context of Generative AI, this study explores the evolving ‘pedagogical’ paradigm in Management education by proposing an alternative framework, ‘Symbiagogy’ that reflects co-learning between humans and machines. Theoretically we build on Experiential learning theory (ELT) and Self-Determination theory (SDT); framed within the philosophical lens of sociomateriality. To investigate how AI can co-create meaningful learning experiences, we draw our empirical evidence from a classroom intervention, involving an AI-Avatar-led instruction among 154 B-school students in a ‘Business-Communication’ course; followed by a Qualitative survey. The thematic analysis using MAXQDA unraveled five major themes - Cognitive structuring and experiential views, Relational disconnection and affective gaps, AI-Augmented autonomy and cognitive extension, Orchestrator of human-machine assemblage, Designing communicative Intra-actions for symbiotic learning. Findings offer practical directions to Symbiagogy that suggest the repositioning of teacher’s role as meta-agent orchestrating cognitive co-agency, reflexive autonomy, dynamic relatedness, situated co-design and ethical symmetry by acknowledging AI as ‘epistemic partner’.

Keywords: pedagogy, teachers, AI, Education, Communication

#67 Teacher-Guided Structured Input and Digital Assessment of Cantonese Passive and Causative Processing: A Self-Paced Reading Study

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Abstract

The study is grounded in Input Processing Theory (VanPatten, 1996, 2004, 2015), which explains how learners convert input into intake under processing constraints in second language acquisition. As digital tools shape language learning and instruction, there is a growing need to connect teacher-guided pedagogical intervention with technology-mediated assessment in curriculum, materials, and assessment design. Within this context, Structured Input is implemented as a computer-delivered, teacher-guided pedagogical intervention designed to redirect learners' default processing strategies through sequenced input and immediate feedback. Self-paced reading is used as a digital assessment tool to capture moment-by-moment processing through reading-time and accuracy data. To generate implications for language instruction, the study addresses three research questions: whether Structured Input produces a primary effect on learners' processing of Cantonese passive constructions, whether such gains transfer to Cantonese causative constructions as a secondary effect, and whether these effects are sustained over time.

Approximately 30 university-level L1 English learners of Cantonese will be recruited and assigned to either a Structured Input group or a control group. The study adopts a pre-test, immediate post-test, and four-week delayed post-test design. The Structured Input treatment, delivered to the treatment group, is designed to redirect learners' default processing strategies toward more accurate mapping of Cantonese passive constructions; no instruction on Cantonese causative constructions will be provided, allowing potential secondary effects to be examined. The treatment will be delivered via computer across two 50-minute sessions over two days. A self-paced reading test will be administered to both groups one week before instruction, immediately after instruction, and four weeks later to assess comprehension of Cantonese passive and causative constructions. Both the Structured Input treatment and the self-paced reading test will be developed in PsychoPy, with the self-paced reading task collecting accuracy and reading-time data. Group-by-time effects on accuracy and reading time will be analysed using mixed ANOVA.

The study is expected to provide online evidence of how Structured Input may alter real-time processing in the comprehension of Cantonese passive and causative constructions, potentially reflected in higher accuracy and reduced reading time in the Structured Input group compared with the control group. These effects may also be sustained over time. These anticipated findings may generate implications for language education in digitally mediated environments. From a curriculum design perspective, the findings would suggest that the human teacher remains central to curriculum design and implementation, while digital tools support the delivery and evaluation of instruction. Teachers may use Structured Input to support deeper and more effective L2 processing and to design grammar instruction more purposefully depending on whether the goal is to promote immediate gains, transfer to related structures, or longer-lasting learning. From an assessment perspective, self-paced reading may offer a valuable assessment tool. Teachers may gain deeper insight into learners' processing difficulties and provide more targeted feedback through real-time data. The combination of Structured Input and self-paced reading suggests a way for teachers to enrich the classroom, strengthen language teaching, and use assessment evidence to guide subsequent stages of instruction.

Keywords: Structured Input, self-paced reading, digital assessment, Cantonese passive and causative constructions, language pedagogy

#68 Curriculum, Materials, and Teacher Mediation in AI-Mediated Language Education: Reflections from a University Translation Course

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Abstract

International students at Australian universities often encounter various academic, social, and emotional challenges related to their studies and daily lives. These include language barriers, homesickness, and limited chances to engage meaningfully with the local community, peers, and academic staff. Nonetheless, international education offers valuable opportunities for students to build intercultural competence, a skill increasingly seen as essential for employability, global mobility, and intercultural participation. These factors underscore the need for language programs that combine linguistic skill-building, intercultural learning, and responsible engagement with emerging technologies like generative artificial intelligence (GenAI).

This paper offers a practical reflection on the design of the curriculum, learning materials, assessment, and teacher mediation for an undergraduate English–Chinese translation course supported by AI at an Australian university. The key question addressed is: How can the curriculum, resources, and evaluation methods be structured to foster intercultural learning while preserving the vital role of the teacher in AI-augmented language education?

This reflective, practice-based approach draws on the author's experience as a course coordinator and teacher, rather than formal empirical data. The paper presents principles for creating a curriculum that blends translation pedagogy with intercultural inquiry and critical engagement with language technologies. Authentic translation materials are thoughtfully selected to support weekly themes and complemented by multimodal resources, including video clips, social media posts, and online publications. These materials expose students to aspects of Australian culture that both overlap with and differ from their own. Topics covered include culture shock, workplace rights and the Fair Work system, multiculturalism, and democratic processes like elections. Through individual effort and structured group discussions, students are encouraged to interpret cultural meanings and develop comparative intercultural perspectives.

The paper explores assessment and feedback methods within AI-supported learning settings. Students participate in tasks such as comparing human- and AI-produced translations, assessing aspects like accuracy, tone, and cultural relevance, and critically reflecting on their translation decisions. Instructor feedback and classroom discussions are crucial in guiding interpretation and highlighting that AI serves as a supplementary tool rather than the final authority.

The paper argues that AI can enhance language learning when incorporated into well-designed curricula with continuous teacher support. Rather than replacing teachers, AI transforms their roles to focus on curriculum development, cultural mediation, and the evaluation of students' comprehension. The discussion highlights pedagogical goals like fostering critical AI literacy, supporting independent judgment, and promoting meaningful intercultural interactions in technology-rich classrooms.

Overall, the paper offers practice-based insights into the reconfiguration of curriculum, materials, and assessment for AI-mediated language education, while reaffirming the essential role of the teacher in shaping intercultural and pedagogical outcomes.

Keywords: AI-mediated language education, teacher mediation, curriculum design, translation pedagogy, intercultural competence

#70 AI-assisted Written Corrective Feedback: Strategic Prompting for Addressing Cross-Linguistic Phenomena in L2 Writing

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Abstract

The influence of cross-linguistic phenomena is frequently observed in second language (L2) learning, as learners draw upon their first language to facilitate L2 acquisition (Yang et al., 2017). Whereas students can mobilize their L1 to scaffold L2 development, these cross-linguistic phenomena can also lead to sentences or collocations that deviate from target norms (Lan, 2019). In this context, the plurilingual affordances of AI tools offer an interesting way to provide detailed and contextualized written corrective feedback (WCF) (Holmes & Hamel, 2025), including explanations of the possible L1 influences present in students' written texts (Loem et al., 2023). While studies have demonstrated the potential of AI to enhance L2 learning, the implementation of meticulously designed strategies is crucial to optimize the educational benefits of AI technologies (Chen et al., 2025). The employment of properly crafted prompts can significantly enhance AI's capacity to deliver precise and useful feedback (Kinder et al., 2025), and foster students' self-directed learning (Yang & Lin, 2025). The proposed study argues that strategic prompt engineering is a critical pedagogical intervention that can transform the use of AI tools from a procedure of obtaining mere corrections into a reflective learning experience for metalinguistic awareness.

Drawing on a qualitative case study design (Duff, 2013), this research investigates how a purpose-built ChatGPT prompt assists language learners, specifically, Mandarin-speaking learners of English, to recognize cross-linguistic influences, inform revisions, and ultimately raise their metalinguistic awareness to support language development. The methodology included semi-structured interviews and screen capture recordings of students engaging in an AI-assisted revision task. In this task, students evaluated and revised English sentences containing Mandarin-influenced collocations using a specially developed prompt to analyze and receive feedback on these sentences. Post-task interviews explored participants' reflections on the AI-mediated feedback revisions received and their sense of the broader implications of AI-assisted WCF. Data analysis triangulated participants' linguistic profiles, baseline awareness of cross-linguistic phenomena, and general AI usage with the analysis of students' engagement in the task and their perceptions of its value.

Findings indicate that the pedagogical prompt was instrumental in fostering metalinguistic growth. Students responded positively to the purpose-designed prompt and perceived AI as a useful tool for raising their metalinguistic awareness of the target language as well as of their L1. By centering on L2 learners' experiences and actual usage, the study provides valuable insights into how students interpret and engage with AI-facilitated feedback. The results underscore the necessity of designing AI-assisted WCF tasks with clear pedagogic intent, offering practical insights for language instructors on how to integrate prompt engineering into the L2 writing process to support their students, and encouraging L2 learners to critically interrogate and to reflect on cross-linguistic influences. This research ultimately contributes to the understanding of how AI can be effectively integrated into L2 writing instruction as well as how AI scaffolding can support long-term language development.

Keywords: AI-assisted written corrective feedback, prompt engineering, cross-linguistic phenomena, metalinguistic awareness, L2 writing

#71 Developing Young EFL Learners' Intercultural Communicative Competence through a VR-Based Serious Game

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Abstract

Although Intercultural Communicative Competence (ICC) is increasingly recognised as a key goal of language education, young English-as-a-foreign-language (EFL) learners often have limited opportunities to engage in authentic, situated intercultural communication. This study, therefore, addressed this research question: How can a VR-based serious game support Chinese primary school EFL learners' development of ICC?

The study was conducted through three iterative design-based research cycles involving the design, refinement, and evaluation of a VR serious game for ICC learning. This abstract focuses on the third cycle, which examined the longer-term effectiveness of the refined game. Sixteen 9- to 10-year-old EFL learners from a public primary school in China participated in a six-week intervention. Students were divided into two groups. Eight students independently played the game twice a week, while the other eight students played once a week. Each gameplay session lasted up to 15 minutes. The game situated learners in intercultural scenarios involving everyday communication between Chinese and New Zealand cultural contexts. Drawing on Byram's model of ICC, the game was designed to support learners' intercultural attitudes, cultural knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Data were collected through pre- and post-intervention ICC questionnaires, screen recordings of gameplay sessions, classroom/gameplay observations, and two post-intervention focus group discussions with 10 student participants.

Findings indicate that students showed positive changes in self-reported ICC after six weeks of gameplay, particularly in intercultural awareness, openness toward cultural differences, and confidence in engaging with unfamiliar intercultural situations. Comparison between the two gameplay-frequency groups suggested that repeated exposure may support more consistent ICC development. Students who played twice per week demonstrated stronger confidence and more developed scenario-based intercultural reasoning. Screen-recorded gameplay provided behavioural evidence of intercultural learning in action. The recordings showed that students increasingly attended to contextual and cultural cues in the VR environment, used NPC feedback to revise communicative choices, and became more confident and autonomous in navigating unfamiliar intercultural scenarios. Focus-group data further revealed that the VR serious game helped students understand culture as situated social practice rather than as isolated cultural facts. Students were able to recall specific in-game intercultural moments, explain why particular communicative choices were appropriate, and reflect on similarities and differences between Chinese and New Zealand cultural practices.

This study indicates that VR-based serious games can contribute to ICC-oriented EFL pedagogy by transforming intercultural learning into an embodied, interactive, and reflective experience. The findings also suggest that immersive technology alone is insufficient. The study offers implications for designing age-appropriate VR learning environments that support young EFL learners not only in learning about other cultures, but also in developing the interpretive skills, confidence, and openness needed to communicate across cultures.

Keywords: intercultural communicative competence, young EFL learners, virtual reality, serious games, design-based research

Part III | Oral Presentations and Abstracts

#72 Beyond Borders, Beyond Automation: Irreplaceable Teacher Roles in Facilitating Language Intake in the Age of AI

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Abstract

As artificial intelligence (AI) becomes increasingly integrated into language education, its capabilities in delivering input, generating practice opportunities, and providing immediate feedback continue to expand. However, the process of intake—the internalization of language for meaningful and flexible use—remains less clearly supported by AI systems. This study explores which teacher roles remain essential in facilitating intake within AI-supported learning environments.

Drawing on a ten-year collaborative teaching initiative (2015–2025), each year involving 80–90 freshman and sophomore engineering majors specializing in AI and robotics in a compulsory two-year English program, this study extends an ongoing line of research on cyclical learning and teacher roles developed since 2016. It builds on an original cyclical blended-learning framework consisting of input, practice, output, reinforcement, and intake (Oguri et al., 2016). While AI tools can effectively support the earlier stages of this cycle, our analysis focuses on how teachers intervene to enable the transition from exposure to internalization.

Within this framework, teachers perform several roles that are not easily replicated by AI. These include diagnosing learner readiness in real time, providing context-sensitive scaffolding, and fostering a psychologically safe classroom environment aligned with Zoltán Dörnyei's (2001) motivational strategies. For learners with prior negative experiences in language learning, these roles are particularly critical in reducing anxiety and encouraging risk-taking in communication. Teachers also guide reflective processes, helping learners notice gaps between intended and actual language use and supporting deeper cognitive engagement beyond surface-level correction.

Data for this study include longitudinal student feedback, self-reflection surveys, and performance metrics from the Computer Adaptive English Communication Exam (CASEC). Findings indicate a significant shift in student perceptions from passive memorization toward active, communicative use of language. While computer and AI-supported tools contribute to increased exposure and practice, students consistently attribute their ability to internalize and apply language to teacher-mediated interaction and feedback during face-to-face classes.

This study argues that AI and teachers play complementary roles within the language learning cycle, but that certain functions—particularly those involving affective support, adaptive mediation, and the facilitation of intake—remain uniquely human. As language education moves "beyond borders" in the era of AI, recognizing and articulating these irreplaceable teacher roles is essential for designing effective, balanced pedagogical approaches.

Dörnyei, Z. (2001). Motivational Strategies in the Language Classroom. Cambridge: Cambridge University Press. 57-59.

Oguri, S., Allen, D. P., & Kato, T. (2016, December 1). Practice in Practice, not in Theory: How Blended Learning Supports Intake in EFL Classes [Paper presentation]. The 7th CLS International Conference (CLaSIC 2016), Singapore.

Keywords: Teacher Roles, Language Intake, AI in Language Education, Classroom Interaction

Part III | Oral Presentations and Abstracts

#75 The Tension between Linguistic Identity and Global Competence: Challenges in English Language Acquisition Among English as Foreign Language Learners

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Abstract

This study investigates the attitudes and challenges of English language learners who prioritize their mother tongue and exhibit resistance to English in non-academic settings, while requiring English for professional and educational advancement. Based on a survey conducted in a classroom setting where students dislike English and rarely practice it outside, this research explores the "barrier-motivation" gap. The findings reveal that despite a preference for mother-tongue teaching, students recognize the critical importance of English for future job opportunities and academic advancement. However, the lack of exposure to English outside the classroom, coupled with a reluctance to read, speak, or write in English, limits their proficiency. The study also indicates a strong preference for instructors to limit English speaking, even in specialized courses, leading to difficulty in speaking and a fear of making mistakes. The research highlights that, while the mother tongue is vital for cultural identity and foundational learning, a purely monolingual approach in the early years can hinder the development of second-language proficiency. However, in higher education, a strict "English-only" approach often results in a knowledge gap, suggesting that bilingual or scaffolding techniques are more effective for these learners. The study argues for a balanced pedagogy that uses the mother tongue to strengthen cognitive skills while gradually building confidence in English through practical, low-stakes activities. The results suggest that the "fear of the language" stems from limited environmental exposure and a lack of early, effective, and communicative language teaching. To bridge this gap, educators must promote a positive attitude toward English, showing how it can be used for practical purposes rather than as a strict academic requirement, thus addressing both the professional need for English and the psychological comfort of the learner.

Keywords: Mother tongue, Second Language Acquisition, Language Learning Attitudes, EFL challenges, Bilingual Education, Classroom Communication, Academic Performance, English for Specific Purposes (ESP).

#78 Beyond Literal Translation: Evaluating AI-Mediated English Translation of Japanese Caregiving Expressions in Nursing Education

DRYDEN, Izumi; KOIKE, Atsushi; MIYAZAKI, Tsutako; DRYDEN, Laurence

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Abstract

In this presentation, we consider ways for language education to evolve through AI-supported innovation while preserving the central role of the human teacher. As AI-mediated translation tools increasingly shape learning environments, a critical question arises: How can teachers guide learners beyond literal translation toward contextually and culturally meaningful communication? We report on our research into AI's effectiveness in appropriately translating Japanese caregiving expressions into English in nursing contexts, focusing on empathy, reassurance, and patient-centered communication. We further examine how humanness—expressed through empathy, attentiveness, and relational presence—can be cultivated through teacher mediation in AI-supported learning environments.

In our qualitative exploratory study, authentic Japanese expressions commonly used in nursing interactions were translated into English using widely accessible AI-based translation tools. The outputs were evaluated according to three criteria: (1) linguistic accuracy, (2) pragmatic appropriateness, and (3) cultural sensitivity in clinical communication. Translations produced by nursing students without using AI served as a comparative benchmark, allowing for analysis of developing professional language awareness. In addition, classroom-based observations provided evidence of learners engaging with AI-generated translations through guided comparison, reflective dialogue, and teacher-mediated interpretation in a technology-enhanced learning environment.

The findings indicate that AI translation performs effectively at the level of lexical and grammatical accuracy but often fails to capture the relational and affective dimensions essential to caregiving communication. In clinical settings, communication extends beyond spoken words, requiring caregivers to interpret unspoken meanings and contextual cues. For example, when a patient asks, "What should I do with this?", the caregiver must infer what "this" refers to, interpret the intended action, and understand the patient's concern through both verbal and visual cues.

Significantly, in Japanese caregiving culture, implicit understanding (ishin denshin) enables even minimal utterances—such as "ah"—to convey meaning and create reassurance that one's intentions are understood without explicit explanation. This sense of being understood reflects humanness in communication and is deeply tied to caregiver empathy and the act of "being with" the patient. Such inferential, relational, and affective processes remain largely absent in AI-generated translations.

Expressions of empathy, indirectness, and culturally nuanced politeness were frequently rendered by AI in ways that appeared overly explicit or pragmatically inappropriate in English-speaking healthcare contexts. In contrast, student-generated translations demonstrated emerging sensitivity to context and empathy, particularly when supported by guided instruction and reflective practice.

Crucially, structured comparison between AI and student translations enhanced learners' awareness of intercultural pragmatics, critical language use, and ethical engagement with AI. These findings underscore the teacher's essential role in mediating human–machine interaction and cultivating empathy as a core component of professional communication.

We conclude that while AI can support linguistic processing, fundamental humanness—manifested through empathy, interpretation, and ethical responsiveness—remains central to caregiving. Accordingly, we propose a human-centered pedagogical model in which AI serves as a catalyst for deeper communicative competence and compassionate care.

Keywords: AI-mediated translation, nursing communication, intercultural pragmatics, empathy, human-centered pedagogy

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#79 Teacher Agency in ESAP Course Design: Navigating Communities of Practice with AI Mediation

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Abstract

Drawing on Communities of Practice (CoP) and the ecological model of teacher agency, this study examines an ESAP teacher's enactment of agency in course design and implementation, with particular attention to the role of AI in these processes. ESAP teachers are conceptualized as participants navigating multiple communities of practice, each characterized by distinct expectations and norms.

Adopting an ethnographic case study approach, this study investigates how an ESAP teacher negotiates competing stakeholder expectations across decision-making episodes while designing an English for General Engineering course. Data were collected over three semesters through stimulated-recall semi-structured interviews, participant observation, teacher reflective notes, AI chat logs, and teaching materials. Findings reveal that teacher decision-making is not a linear process of responding to stakeholder needs, but a complex and ongoing negotiation shaped by the teacher's professional identity, prior experiences, and positioning across communities of practice. AI emerges as a mediating space that facilitates the dialogues between language and content perspectives. The study highlights how teacher agency is enacted through the selective prioritization, reinterpretation, and mediation of competing expectations.

This study contributes to ESAP and EMI research by foregrounding teacher agency in course design and by illuminating the role of AI as a mediating resource in negotiating disciplinary and pedagogical demands.

Keywords: English for specific academic purposes, teacher agency, communities of practice

Part III | Oral Presentations and Abstracts

#80 Lifelong Learning with a Pen and Paper in the community-based English Class in Japan

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Abstract

Today, when we search the keyword "English learning" in Japanese using a search engine, two interesting trends emerge. On one hand, often we see advertisement offering free online classes with advantages of being able to speak English for a job hunting. On the other hand, we see advertisements claiming that we can learn not only English but more than 80 foreign languages using AI.
Apart from AI and online classes, there is a group of learners who are willing to come to a local community center with a pen and pencil. These learners of an older age group (55-90 years old) with different career backgrounds and language abilities, come and take the English class named ‘Healing English’ a few times every month. Despite the very limited opportunity to use English in a daily life, their motivation to continue learning English is not because of incentives or career advancement but simply because they enjoy learning English in the comfortable environment. We could interpret their reason for learning as wanting to improve quality of life, which matches with the most appropriate central concern of Exploratory Practice (EP). This practitioner research takes the subjectivist approach: it is ‘first-person’ rather than ‘third-person’ research, where researchers (teachers) and participants (learners) collaborate to achieve a better understanding of the ‘puzzle’ they encounter in the classroom (Allwright & Hanks, 2009).
This presentation will be proceeded in the following manner. First, the principles of EP are explained briefly. The EP question in this class is: ‘how to keep up or improve learner’ language skills and keep motivated?’ With these questions in mind, the author will introduce non-competitive and non-threatening way of teaching ‘Healing English’ with teaching materials that the author developed. The class procedure and class dynamics will be introduced as well. Each learner works on a hand-out activity sheet with a pen or pencil individually or as a small group without having to use a smartphone or any other IT equipment. Then the author will introduce the results of informal interview data inquiring the reasons for preferring and continue this type of learning style. This person, for example, confessed that she needed a place to relieve her mental stress.
From practicing basic words and grammar, to finally presenting performances in English such as Snow White and Sound of Music, participants in this presentation can also see the collaborative work and research of EP between the author and the senior learners. In the age of AI, the author hopes to demonstrate the importance of reconsidering `the significance of learning' for human beings by showing this kind of conventional learning style and environment among senior learners of English in a local city of Japan.

Ref.) Allwright, D. M & Hanks, J. (2009). Exploratory practice -The developing language learner. Basingstoke: Palgrave Macmillan.

Keywords: Healing English, Exploratory Practice, quality of life, significance of learning

#81 Examining Factors Influencing Teachers' Intentions to Conduct Bilingual Instruction in Elementary and Junior High Schools in Taiwan

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Abstract

Taiwan's National Development Council released the Bilingual 2030 policy in 2021. Guided by this policy, the Project of Bilingual Instruction in Some Domains of Primary and Junior High School Education has been implemented nationwide since 2021 with the aim that students not only learn English as an academic subject but also use English to explore the world and learn about other fields of knowledge. Over the years, the Ministry of Education has invested tremendous resources, including manpower and financial support, in this project. As a result, changes and evolution of many elementary and junior high schools and teachers have been observed. Given the observable acceptability of bilingual instruction, however, many teachers still choose to shun it. Meanwhile, there has been a plethora of studies on the Bilingual 2030 policy and bilingual education in Taiwan, covering a comprehensive range of topics, but little research has examined factors affecting teachers' intentions to provide bilingual instruction. Grounded in the theory of planned behavior (TPB) and self-determination theory (SDT), this study examines factors that affect elementary and junior high school teachers' intentions to provide bilingual instruction in their classes. Guided by the TPB and SDT frameworks, a self-developed questionnaire was designed to collect data from approximately 500 teachers regarding their perceptions of bilingual instruction in their teaching contexts. To ensure the content validity of the survey items, a panel of 10 experts was invited to evaluate each item, yielding a content validity index (CVI) for each. The questionnaire contains 25 items to be answered on a 6-point Likert scale. Responses were analyzed via Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM). It is hoped that the completion of the project will confirm the factors that affect school teachers' intentions to implement bilingual instruction and build a model that predicts school teachers' intentions to implement bilingual instruction in their teaching context in Taiwan.

Keywords: bilingual education, the theory of planned behavior, self-determination theory, structural equation modeling, Taiwan bilingual policy

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#82 Planning for Obsolescence in AI□Mediated Language Education

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Abstract

The rapid advance of generative AI tools has had a widely noted disruptive effect on society, particularly in education, where debates continue regarding the appropriate roles of these tools in teaching, learning, and assessment (e.g., UNESCO, 2025; Coman et al., 2026). In language education, learners' use of generative AI tools entails the development of disciplinary knowledge and the acquisition of AI□mediated language practices—such as writing and revision support, translation and translanguaging, and discourse control. In fact, labor□market analyses suggest that AI□related skills already account for a substantial portion of contemporary professional skill sets (Chopra et al., 2025). However, both the specific skills involved and the underlying forms of AI literacy are in flux, with particular skills quickly becoming obsolete (Bulfin & McGraw, 2015; Marín & Castañeda, 2022).

At the same time, language education curricula are constrained by institutional and regulatory requirements that render them necessarily episodic. Syllabi, learning outcomes, assessment criteria, and norms of acceptable AI use are stabilized for fixed periods of time, even as AI capabilities evolve during the lifespan of a course. Such design logic has long been recognized in language curriculum planning based on cycles of analysis, implementation, and revision (Richards, 2001; Nation & Macalister, 2019). This creates a persistent tension between rapidly changing AI literacy demands and comparatively static curriculum structures, a tension that has prompted increasing calls for flexible curricular design in AI□related education (Caspari□Sadeghi, 2026).

The purpose of this conceptual paper is to argue that this tension should not be treated as a design problem to be eradicated, but as a defining condition of AI education that can be productively leveraged. Specifically, we propose reconceptualizing AI literacy in language education not only as a set of technical skills, but also as an adaptive capability: the capacity to recognize, evaluate, and responsibly integrate emerging AI tools by drawing on transferable knowledge and prior experience. From this perspective, the goal of instruction is not to future□proof specific tool use, but to prepare learners to adapt when assumptions embedded in current practices no longer hold.

Our approach is theoretical and model□driven. We develop these arguments through the lens of the Adaptive Development and Assessment of Professional Training in AI (ADAPT□AI) framework (Blakely & Rose, 2026), which conceptualizes curriculum development as an ongoing, iterative process. The framework is represented as a spiral staircase in which each "floor" corresponds to a stabilized curricular implementation. We extend this model by introducing planned "landings" for reflection on emerging mismatches between curricular assumptions and evolving AI practices, as well as curricular "expansion joints" that accommodate limited adjustment without full redesign.

We argue that explicitly designing for skill obsolescence and adaptation within language curricula better prepares learners to exercise judgment, meta□linguistic awareness, and responsible agency in AI□mediated language use. The paper concludes by outlining implications for curriculum design and assessment in second and foreign language education and by inviting further dialogue within the language□teaching community.

Keywords: Language curriculum design, AI literacy, Adaptive capability, Curriculum obsolescence, Educational assessment

#83 Beyond the Classroom: Reframing the Teacher's Role in AI-Mediated Interaction for Spanish L2 Speaking Development

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Abstract

As generative artificial intelligence (GenAI) becomes increasingly integrated into language education, its pedagogical value depends not only on technological affordances but also on how teachers integrate it into learning processes. This study examines how AI-mediated conversational practice can support speaking development in Spanish as a second language (L2), with a particular focus on the teacher's role in designing, guiding, and sustaining learning in AI-enhanced environments. The study was conducted over two consecutive semesters in a university-level Spanish A2 course in Singapore, where EasyConvo, a GenAI-powered conversational platform, was incorporated into a blended learning design. Throughout the course, students engaged in teacher-designed AI-mediated role-play tasks based on four communicative scenarios aligned with the course syllabus and learning objectives. For each scenario, the teacher identified the target vocabulary and expressions learners were expected to practise. EasyConvo then operationalised this pedagogical design through three scaffolded practice rooms (Echo, Quiz, and Wisp), supporting learners' progression from vocabulary recall and pronunciation practice to guided conversational interaction and AI-generated feedback beyond scheduled class time. Using a convergent mixed-methods design, the study explored: (1) learners' perceptions of AI-mediated interaction, (2) patterns of engagement, and (3) affective and motivational responses. Data were collected through pre-, mid-, and post-intervention questionnaires measuring perceived speaking competence, enjoyment, anxiety, and speaking self-efficacy; platform analytics capturing participation patterns, including time spent on each activity, number of attempts, and task completion behaviours; and semi-structured focus groups interviews exploring learners' perceptions of AI-mediated conversational practice. The quantitative results suggest that AI-mediated interaction can provide a low-stakes space for oral practice, with many learners reporting higher levels of perceived speaking competence, stronger speaking self-efficacy beliefs, and lower levels of speaking anxiety. At the same time, engagement varied across participants, suggesting that sustained participation depends on task design, learner agency, and ongoing pedagogical support. Qualitative findings also highlight the value of immediate feedback and repeated opportunities to rehearse communicative scenarios. Overall, the findings indicate that the impact of AI tools is closely linked to pedagogical decisions. The teacher plays a central role in shaping how learners engage with AI, not only by designing and sequencing tasks but also by creating opportunities for learners to engage with AI-generated feedback and reflect on their performance. In this sense, AI does not replace the teacher but rather reconfigures their role within the learning process. This study offers a classroom-based perspective on how technology, pedagogy, and teacher agency interact in practice, demonstrating how teachers can shape meaningful AI-mediated learning experiences that extend speaking opportunities beyond the classroom.

Keywords: AI-mediated interaction, L2 speaking development, speaking anxiety, speaking self-efficacy, blended learning

#84 Developing Interactional Competence through Dialogic Classroom Interaction in Malaysian Higher Education

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Abstract

The increasing emphasis on communicative competence in English as a Second Language (ESL) classrooms has highlighted the need to understand how students develop the ability to participate effectively in academic discourse. While interactional competence (IC) has been widely examined in assessment contexts, there remains limited research on how it develops through naturally occurring classroom interaction, particularly within dialogic learning environments. Addressing this gap, the present study investigates how dialogic teaching facilitates the development of interactional competence among undergraduate ESL students in a Malaysian higher education context. Specifically, the study explores how instructors enact dialogic teaching principles to support classroom discourse and how students utilise interactional resources such as turn-taking, topic management, repair and participation frameworks during group discussions. Adopting a qualitative case study design, the study draws on multiple data sources, including classroom observations, video-recorded interactions and video-stimulated recall (VSR) interviews with instructors. The analytical framework integrates dialogic teaching principles with an interactional competence perspective, enabling a comprehensive examination of both the pedagogical organisation of classroom discourse and the interactional resources mobilised by students. This multi-layered approach provides insight not only into observable interactional patterns but also into instructors' pedagogical reasoning underpinning their classroom practices. The findings indicate that dialogic teaching, enacted primarily through open-ended questioning, uptake and structured group discussions, creates conditions for sustained and meaningful student interaction. Within these dialogic spaces, students progressively demonstrate increased ability to manage conversational turns, maintain and extend topics, negotiate meaning and engage in repair practices. The study further reveals that interactional competence is not a fixed attribute but an emergent, relational construct that develops through participation in socially organised interaction. Additionally, the findings highlight the role of multilingual resources, including code-switching and translanguaging, in supporting comprehension and facilitating participation which contribute to the construction of a multilingual dialogic space. However, the enactment of dialogic teaching is not uniform, as institutional constraints and pedagogical demands give rise to moments of partial dialogicity.
This study contributes to the field by reconceptualising interactional competence as an interactionally achieved phenomenon situated within dialogic pedagogy. It further demonstrates the pedagogical potential of dialogic teaching in fostering collaborative meaning-making and developing students' communicative abilities in multilingual ESL classrooms. Methodologically, the integration of classroom discourse analysis with video-stimulated recall offers a nuanced approach to examining the relationship between teacher cognition and classroom practice. The findings carry important implications for ESL pedagogy, teacher professional development and future research on dialogic interaction in higher education contexts.

Keywords: Interactional Competence * Dialogic Teaching * Group Discourse

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#86 Navigating the skies with AI: The impact of self-directed learning on aviation English

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Abstract

Effective communication is a cornerstone of aviation safety, as linguistic failures between pilots and air traffic controllers (ATC) have historically led to catastrophic incidents. This study investigates the effectiveness of Artificial Intelligence (AI)-powered, self-directed learning tools in enhancing the English communication skills of military academy cadets. Specifically, the research explores how these tools influence listening comprehension and oral proficiency in the context of aviation safety, while also examining student motivation and their perceptions of AI integration. The study employed a comparative research design involving 53 participants: an experimental group (n=29) utilizing AI tools and a control group (n=24) engaging in standard online learning. Over a 16-week period, participants spent 1.5 hours weekly on self-learning tasks using ATC-related YouTube videos and the AI transcription and analysis tool, Otter.ai. Grounded in Self-Determination Theory (SDT), the methodology utilized pre- and post-intervention listening comprehension tests, oral exams focusing on taxi/takeoff and emergency scenarios, and a questionnaire to measure shifts in autonomy, competence, and motivation. The results indicated that AI-assisted learning outperformed traditional online methods in developing specialized language skills. While both groups showed improvement, the experimental group achieved significantly higher scores in post-test listening (M=49.48) compared to the control group (M=39.88). In oral exams, the AI group demonstrated significantly higher proficiency in both standard clearance and emergency communication tasks ($p < 0.05$). Qualitatively, students reported that the AI tools provided high-speed efficiency, professional support for English for Specific Purposes (ESP), and a low-pressure environment that reduced the embarrassment of making mistakes. The findings suggest that AI-powered self-directed learning can effectively transform learning habits and enhance intrinsic motivation in technical fields like aviation. However, the study also highlights critical challenges, such as the AI's occasional logic errors and technical limitations in speaker identification. The research concludes that while AI is a powerful scaffold for linguistic competence, future pedagogical frameworks should integrate "critical thinking" tasks, such as error-rewriting, to ensure learners do not blindly accept AI outputs. This approach supports the development of the linguistic proficiency required for maintaining aviation safety in complex, real-world environments.

Keywords: AI, self-directed learning, aviation English, Self-Determination Theory

Part III | Oral Presentations and Abstracts

#87 Integrating Interactional Linguistics into the Foreign Language Classroom (FFL/EFL)

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Abstract

Interactional linguistics addresses new demands within contemporary linguistics. Indeed, there is an increasing need to articulate different levels of analysis in the study of language, encompassing both theoretical and pragmatic dimensions. In this respect, interactional linguistics contributes to taking into account the interactional dimension by relying on the analysis of naturally occurring interactions. It enables a fine-grained, sequential analysis of conversational activities.

From a pedagogical perspective, interactional linguistics can foster the development of both communicative competence and interactional competence in the classroom. Through the analysis of naturally occurring conversations, learners are able to incorporate essential components of interaction into their own production. It also supports the acquisition of new lexical items as well as features of spoken grammar.

Beyond linguistic competences, interactional linguistics also contributes to the development of intercultural competence through the exploration of dialogues between native speakers discussing their experiences and perspectives on a given topic.

The limited use of interactional linguistics in French as a Foreign Language (FFL) classrooms in Japan motivated the implementation of a project based on the recording of interactions between French speakers, conducted by advanced Japanese learners of French. This project focused on the analysis of interview-type conversations between native speakers on the topic of the Francophonie.

In the first phase, students designed questions to be addressed to French speakers in relation to this theme. They then identified participants from diverse backgrounds or with experience living in different countries in order to gather a wide range of perspectives on the Francophonie. The recordings were followed by an analysis phase, during which students examined both the form (features of spoken language) and the content (representations of the Francophonie) of the conversations.

Finally, a post-project survey was conducted to assess students' learning outcomes and to reflect on the overall experience. The results indicate that students appreciated the integration of interactional linguistics into the classroom and that this approach helped them better grasp the specificities of spoken language while enhancing their intercultural competence. The analysis of conversations between native speakers also increased their motivation to learn French.

This presentation will outline the different stages of the project, the methodology employed, and the results obtained. It will also propose practical strategies for facilitating the integration of interactional linguistics into foreign language teaching, particularly in FFL and EFL contexts.

Keywords: FFL, EFL, Interactional Linguistics, Didactics

#88 A Japanese English Learner's Change of WTC and Communication Behaviour Through Study Abroad: A Case Study

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Abstract

This case study explores how a sojourner changes willingness to communicate (WTC) through study abroad in relation to the communication behaviour and the interpersonal relationship a sojourner has.
In previous studies, it has been reported that study abroad is influential for L2 learners' development, including increasing WTC. WTC is defined as an antecedent for communication behaviour, consisted of both psychological and contextual factors (MacIntyre et al., 1998). Yashima and Zenuk-Nishide (2008) reported that those who studied abroad became more willing to communicate, compared to those who did not. However, the underlying reasons and the process of this phenomenon have yet to be investigated through empirical studies.
One female university student from Japan participated in this study. She undertook a year-long study abroad programme in Hong Kong, and prior to that, she had resided abroad during her early years. The presenter administered two types of questionnaires, four semi-structured interviews, and monthly diaries. The first questionnaire is the WTC questionnaire, developed by McCroskey (1992), consisted of 20 items of WTC in different contexts. Another questionnaire is the Study Abroad Social Interaction Questionnaire (SASIQ), developed by Dewey et al. (2013). In SASIQ, the participant described the people with whom she engaged in conversation, as well as the extent to which she felt close to them. As for the interviews, the first interview concentrated on her background, while the subsequent three were conducted during her sojourn to explore her experiences in Hong Kong. The presenter then conducted a content analysis of the interviews using the qualitative data analysis software. Monthly diaries were served as supplementary, enabling the presenter to understand her experience more in detail.
The result of the questionnaire indicated that her WTC did not show difference by comparing the result among different time points. However, the result of the SASIQ indicated that she initially stayed with other Japanese international students. Subsequently, she started to interact with international students of other nationalities, which gave her more opportunities to engage in English-language communication. According to her multiple interview data, the reason why she joined new communities is that she felt different from herself when she got along with the other Japanese students. Moreover, prior to her study abroad programme, she exhibited reluctance to engage in English-language communication due to her background of the returnee. However, through this behavioural change, she discovered that English is a useful tool to foster new interpersonal relationships.
These results may imply a discrepancy between WTC and communication behaviours, which is in line with Zhang et al. (2025)'s findings. Whilst there was no numerical fluctuation in her WTC, the change of her language use was identified from Japanese to English as her relationship with others underwent change. Therefore, this case study emphasises the importance of investigating interpersonal relationships through sojourn, given its potential to affect substantial changes in communication behaviour.

Keywords: study abroad, interpersonal relationship, communication behaviour, willingness to communicate

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#90 Learning Battle Cards: An Innovative Approach to Design curriculum for Foreign Language Courses

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Abstract

Learning Battle Cards are a method and tool for imagining and designing engaging learning paths by leveraging the full potential of multimodal learning. Created by Slawomir Lais, Learning Battle Cards (LBC) integrates Design Thinking into our training design projects. In the context of language courses, particularly French as a Foreign Language, it proves to be a significant asset in enriching our projects. Composed of 110 cards and a template, LBC can be used to create new Foreign Language courses but can also revitalize existing programs.
Learning Battle Cards allows us to design innovative training programs from a wide range of activities. The playful method, used in a design workshop, allows us to select relevant activities and arrange them to create an effective training program that considers the characteristics of the target audience as well as the constraints of our project.

The workshop offers suggestions for using this tool. It can be used both in teams to energize your design meetings and individually to find inspiration for creating more engaging learning paths.

https://learningbattlecards.net/

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Piotr Peszko, Gamifying Instructional Design With Learning Battle Cards (2016),
https://elearningindustry.com/learning-battle-cards-gamifying-instructional-design

Keywords: Learning Design, Gamification, Collective intelligence

Part III | Oral Presentations and Abstracts

#91 AI-Mediated Discourse Analysis in Interpreting Training: A Teacher-Guided Approach

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Abstract

As generative AI becomes increasingly embedded in language education, a key question concerns how teachers design pedagogical conditions that support learning without outsourcing core cognitive processes. This study investigates how teacher-guided AI use can help make visible discourse-level transformations observed in student interpreting, particularly in institutional and semi-formal speaking contexts.
The study is based on an interpreting course for Chinese learners of French (FLE), built around a series of simulated communicative situations (e.g., economic forums, press briefings). The pedagogical design follows a multi-phase sequence combining AI-assisted preparation, oral interpreting (without AI), textualization, and post-task AI-mediated analysis. Within this sequence, AI use is explicitly constrained and task-oriented: students are guided to formulate analytical prompts that support the examination of their interpreting performance across preparation, production, and revision, with a focus on discourse organization, communicative conditions, and audience-oriented constraints rather than on evaluative correction.
The dataset consists of four aligned components: (1) source speeches in Chinese, (2) transcribed interpreting outputs, (3) written reformulations produced after the task, and (4) logs of student–AI interactions during the revision phase. The analysis focuses on recurrent transformation patterns across these data, including (a) restructuring of discourse progression, (b) shifts in referential marking, (c) variation in information density (explicitation vs. compression), and (d) potential discourse-related risks affecting clarity or stance.
Findings reveal an uneven mobilization of these analytical dimensions across learner–AI interactions. Questions concentrate on information management and discourse-related risk, particularly when examining omissions, compression, and their effects on comprehension and reception, while structural organization and referential marking are addressed less explicitly or through their impact on clarity. The comparison between transcribed oral output and written reformulations functions as a contrastive analytical space, enabling learners to identify how discourse features—such as progression, referential stability, and information density—are reconfigured under the constraints of oral interpreting. Qualitative observations further indicate differentiated trajectories of engagement, ranging from close alignment with the provided analytical framework to more situated problematizations linked to audience reception and communicative conditions.
These results highlight that the pedagogical value of AI lies less in the content it generates than in how teacher-designed tasks and prompts structure learners' engagement with their own discourse production. In this framework, AI functions as a mediating resource that supports the articulation of discourse constraints and fosters the development of learners' discourse awareness in interpreting. The study thus underscores the teacher's role in designing AI-mediated environments that make communicative stakes and interpretive choices observable and analyzable.

Keywords: AI-mediated learning, interpreting training, discourse awareness, learner–AI interaction, pedagogical design

#92 Academic writing socialization and agency: EAL doctoral students in English-medium higher education

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Abstract

To support English as an additional language (EAL) doctoral students' learning to write for academic purposes in English, many universities have offered academic English writing courses for them. Informed by the framework of academic discourse socialization (Duff, 2010) and a sociocultural perspective on agency (Ahearn, 2001), this qualitative study explored how a group of EAL international doctoral students originating from non-Anglophone countries exercised their agency in learning to write in English for academic purposes and engaged in an ongoing process of academic writing socialization as part of their doctoral learning. Data were collected through multiple rounds of in-depth semi-structured interviews with over thirty international doctoral students at an English-medium university in Hong Kong. Supplementary data were gathered via background questionnaires and relevant documents. Reflexive thematic analysis was used to analyze the interview data. Findings indicate that students actively sought support from their supervisors who often helped them with writing concisely and using suitable technical terms. While students reported that the level of department's/university's writing support varied, they developed understandings of academic writing through completing graduate coursework, especially coursework that facilitated interactions with peers in related fields and introduced them to disciplinary norms of academic writing. Most students also drew on their peers as social resources for grammatical support, with some utilizing editing services and GenAI tools to enhance their writing quality. Many students also viewed articles published in top journals in their respective fields as writing models to develop their own academic writing style. Findings also suggest that students' agency in learning to write for academic purposes may be shaped by their prior education, their perceived levels of English proficiency, as well as a number of contextual factors, including discipline-specific and institutional factors. These factors may explain the different levels of agency exhibited by different doctoral students. The findings have implications for providing academic writing support for EAL doctoral students and for enhancing their agency in academic writing socialization in English-medium universities.

Keywords: academic writing, agency, English-medium higher education, English as an additional language

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#93 Towards developing a tool for tapping into emotions in AI-supported out-of-class L2 learning

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Abstract

Research into positive and negative emotions in second language (L2) learning has gained momentum over the last decade. Numerous studies have examined specific emotional reactions (e.g., anxiety, boredom, enjoyment, embarrassment, curiosity, hope, pride), links between these emotions and other individual difference factors and, less frequently, their effect on attainment (e.g., Dewaele, Botes, & Greiff, 2023; Dewaele & Proietti, 2020; Li & Wei, 2023; Pawlak et al., 2022; Kruk & Pawlak, 2022; Plonsky et al., 2022; Resnik et al., 2025). Although such research has offered invaluable insights into the role of emotions in L2 learning and teaching, it has primarily focused on in-class emotions. In addition, despite the increasing role of artificial intelligence (AI) in language education (Koç & Savaş, 2025; Wu, 2024), research into the role of emotions in this learning environment is still scant and it has seldom focused on L2 learning outside the school walls (e.g., Zhang & Liu, 2025). This is surely unfortunate in view of the fact that it is exactly the availability of AI that is responsible for the growing importance of extramural learning of additional languages (de Wilde & Eyckmans, 2017' Sundqvist & Sylvén, 2016). One reason for the paucity of research in this area is the lack of relevant data collection instruments. The study addresses this gap by taking the first step towards developing and validating a research instrument for tapping into two positive (i.e., curiosity, enjoyment) and two negative (i.e., anxiety, boredom) in out-of-class L2, AI-supported learning. Twenty Polish university students majoring in English were first instructed to regularly rely on AI tools in their independent learning of English over the period of one week. Following each session, they composed short narratives focusing on the four emotions in question. Subsequently, they took part in semi-structured interviews in which they were further asked to elaborate on their emotional experiences. The data were subjected to thematic analysis in order to generate items that could be included in the new data collection tool. These items, in combination with revised items from recently developed short-form scales for tapping into the four emotions in the classroom (e.g., Botes et al., 2021, 2022; Mahmoodzadeh & Khajavy, 2019; Pawlak et al., 2025), constituted a basis for a preliminary set of 30 items. These items were subsequently piloted with 100 English majors, which led to the development of a 24-item scale that can be validated in different contexts. The next steps for the validation of the scale as well as its subsequent use are discussed and its potential for enhancing out-of-class learning of additional languages is considered.

Keywords: articicial intelligence, out-of-class L2 learning, emotions, scale development

#94 Navigating the Human Element of Technology-Mediated Flipped Learning in Hong Kong Higher Education

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Abstract

As language education moves "Beyond Borders" into the era of artificial intelligence, the efficacy of technology-mediated frameworks like flipped learning depends increasingly on the pedagogical guidance and scaffolding provided by the human teacher. This study explores undergraduate students' perceptions of the effectiveness of a flipped learning approach within an English for Academic Purposes (EAP) course in Hong Kong higher education. The research focuses specifically on the critical interplay between digital tool integration and teacher-led instruction, seeking to understand how the human element remains central to technology-driven environments.

Over a 13-week semester, four flipped sessions were implemented using a diverse suite of digital platforms: Perusall for collaborative reading, Edpuzzle for interactive video quizzes, Kialo Edu for critical argumentation, and Coggle for collaborative mind mapping. Data collection employed a mixed-methods approach to capture the breadth and depth of student experiences. A comprehensive end-of-semester questionnaire was administered to 62 students, featuring five-point Likert scale items focusing on three dimensions: perceived engagement, the development of independent learning habits, and the effectiveness of specific digital tools. Open-ended questions within the survey further prompted students to describe specific moments of technical frustration or instructional clarity. To provide deeper qualitative insights, semi-structured interviews were conducted with 12 participants. Interview questions focused on the students' cognitive and affective responses to the "flip," specifically asking how the teacher's presence, or lack thereof, impacted their ability to bridge pre-class tasks with synchronous in-class exploration.

Quantitative data were analyzed using descriptive statistics to identify trends in student satisfaction and perceived skill gains. Qualitative data from interviews and open-ended survey responses underwent inductive thematic analysis, where transcripts were coded to identify recurring patterns regarding teacher-student interaction and the cognitive load of multitasking across platforms.

The findings indicate that while digital tools enhanced engagement, the "human element," specifically the teacher's role in clarifying expectations and synthesizing pre-class tasks, remained the most critical factor for success. Students highlighted challenges such as "digital fatigue," time management, and the need for more explicit teacher scaffolding when navigating new technologies. Ultimately, this study offers vital insights for curriculum design and teacher professional development, reaffirming that the future of language education lies in a balanced, human-centric approach to technological integration.

Keywords: Technology-mediated learning, Flipped learning, Teacher scaffolding, Student perceptions, Hong Kong higher education

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#96 AI-Mediated Reanalysis of a Cantonese Video for Pedagogical Design

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Abstract

This paper examines how large language models (LLMs) can support the development of Spoken Cantonese teaching materials through a teacher-in-the-loop workflow. Using a 3.4-minute “Pioneer Generation” YouTube video from gov.sg, I conducted five close readings to extract pedagogical content for a 120-minute lesson. Seven focal topics emerged from the analysis: topic enhancement frames, ideophones, health-related vocabulary, rhetorical questions, jyun loi as an evidential marker, double negatives as a communicative strategy, and the sentence final particle wor signaling noteworthiness. These items reveal the high density of linguistic cues embedded in short Cantonese media texts and their strong potential for shaping oral instructional routines.

To integrate AI, I tasked ChatGPT with reanalyzing the same video and producing three classroom artefacts: a PowerPoint deck, a multiple-choice exercise, and a cloze passage. The initial outputs exposed several limitations. The model struggled to recognize dyadic linguistic patterns, displayed weak morphosyntactic sensitivity, and remained opaque in identifying pragmatic markers, especially the sentence-final particle wor, let alone the morpheme lu-wor. Nevertheless, over successive rounds, the model began to detect additional topic enhancement frames, improved its alignment with targeted constructions, and generated more plausible pedagogical options. This pattern of gradual improvement underscores the importance of expert intervention when working with Cantonese-specific features such as ideophones, alignment strategies, evidential markers, and double negatives.

The study argues that while LLMs can accelerate the preparation of teaching materials, they remain dependent on human mediation to ensure linguistic accuracy, pragmatic relevance, and pedagogical usability. LLMs provide only a modest boost to the teaching of Spoken Cantonese, yet the growing prominence of AI as an intelligent marker of digitalisation in language pedagogy and curriculum planning is increasingly difficult to ignore. In the current educational landscape, omitting AI input risks appearing plain, if not archaic. Incorporating AI-mediated content allows language education to remain aligned with contemporary learning practices and inch closer to the label of future-ready. LLMs remain a useful supplement for enriching Cantonese conversation, particularly when paired with new AI-generated videos to prompt learners to produce more Cantonese phrases.

Keywords: Cantonese Conversation, Grammar Points, Idiomatic Phrases, Pattern Amplifier, Scalability

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#97 Reimagining Smart Classrooms in the 21st Century Secondary Education

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Abstract

Secondary Education is one of the most challenging stages of education across the world because it communicates with students who are in their adolescence of age group of 14 to 18 years. It is a Transition phase of the students from elementary to secondary stage which is considered to be a major leap in academic growth and personal development, thereby shaping the future of young people. Secondary education not only in providing students with the essentials of academic but also impracticable ways and means of personal growth and preparation for the challenges life throws at them, higher education, and the workplace.The solutions should not be considered from entirely technical point of view, but cultural, political and economic dimensions should also be considered. A wide range of challenges at the school, household, community and national levels affect children's learning outcomes like the quality of support to teacher development which includes weak content and pedagogical knowledge and classroom skills (including instructional practices) among teachers, often because of low quality of pre- and in-service teacher training, Insufficient Teaching methods and learning materials which includes lack of textbooks and other learning materials; language issues, particularly around mother-tongue teaching; and teaching that is not aligned with children's current level of understanding and Systems for recruiting, managing and engaging teachers. It includes attracting and retaining the most qualified individuals to the teaching profession, deploying teachers to areas of the country with the greatest need, reducing unauthorized teacher absences and maximizing instructional time, and engaging teachers in policy dialogue and reform. However, the scenario has changed in the modern day and latest innovation in technology has led to smart classrooms where the classrooms are equipped with latest technologies facilitating the students to educate, inform and entertain in the classes. As it is known that school students are at a stage where mind isn't mature and the teachers can successfully generate interest through the technological pedagogies like story telling techniques. Gamification, working on puzzles. Therefore this edited volume has emphasized on school education instead of portraying the Technological approach in Education because there are countless books which have been published on Education Technology and it would have added one more to the series. Implementation of Technology in school Education is unique in its own ways and therefore the paper promises a plethora of interesting methodologies and approaches that can be experimented to school students..

Keywords: Teaching, AI, Gamification, Story-telling, Adolescent students

#98 ChatGPT as a Virtual Exchange Partner: Student Perceptions in a Human–AI Intercultural Exchange

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Abstract

With the rapid advancement of artificial intelligence (AI), language education is increasingly being reshaped to accommodate new forms of interaction and learning. This study explores the potential of AI chatbots, such as ChatGPT, to function as virtual exchange partners that support not only language practice but also intercultural engagement in low-stress environments. The participants were university students enrolled in a compulsory English language course at a private university in Tokyo, who engaged in a series of structured interactions with ChatGPT, simulating a virtual exchange partner from Taiwan. The dataset consists of student–AI interaction transcripts and reflective journals documenting learners' perceptions of their experiences.

Using discourse analysis informed by interactional pattern analysis, the study examines how participants invoke cultural categories, formulate contrasts between Taiwan and Japan, and orient to AI-generated cultural representations during interaction. Analysis revealed that ChatGPT frequently responded to cultural questions through generalized descriptions of national values, practices, and social norms. Students often accepted these representations and drew on them in subsequent exchanges, even while recognizing the artificial nature of their interlocutor. These findings raise important questions about the role of AI in mediating intercultural understanding and highlight both the pedagogical potential and the risks of using AI chatbots for intercultural language learning. While AI cannot provide authentic lived cultural perspectives, the findings demonstrate that student–AI interactions offer a site for examining how cultural knowledge is constructed, negotiated, and legitimized in technology-mediated intercultural encounters.

Keywords: human-AI interaction, ChatGPT, intercultural learning, virtual exchange

#102 Motivation for Heritage Language Learning among Second-Generation Japanese Immigrants: A Focus on the Rooted L2 Self

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Abstract

second-generation immigrants, it refers to the mother tongue of their parents. Using a heritage language is closely related to identity and a sense of belonging. However, heritage language education for second-generation immigrants in Japan faces many difficulties.
When first-generation immigrant parents have high Japanese proficiency, they often use Japanese at home. As a result, many second-generation immigrants grow up using Japanese as their first language and have no problems with it. Although they may understand their parents' heritage language to some degree, they often cannot speak, read, or write it well. For this reason, some second-generation immigrants later learn their heritage language in classrooms as L2 learners.
In Japan, Japanese is the national language and English is the main foreign language. Therefore, heritage language education is often given low priority. Learning opportunities are limited and are usually available only in areas with large immigrant populations. While some universities offer heritage languages as foreign language courses, many less commonly used languages in Japan are not taught.
Based on this background, this study aims to clarify the motivations of second-generation immigrants in Japan who learn their heritage language as an L2. It uses the Rooted L2 Self framework to examine why they decide to study their heritage language in adulthood.
The study adopts a life history approach. Semi-structured interviews were conducted with three second-generation immigrants living in Japan who began learning their parents' heritage language as adults. The data were analyzed using thematic analysis of narratives.
The findings show that motivation was shaped not only by positive feelings but also by negative emotions. Participants reported anger when they were criticized by relatives for not speaking the heritage language, shame when comparing themselves with peers who could speak it, and disappointment in themselves even without direct criticism. These emotions were influenced by the social context of Japan, where monolingual Japanese speakers are the majority. Participants also reported that, until adulthood, they had little contact with people who had partial heritage language ability, such as understanding but not speaking. This lack of exposure made it difficult for them to reflect on their own language abilities and contributed to negative feelings and motivation to learn.
This study suggests that heritage language learning environments should provide opportunities for learners to reflect on their own abilities and to encounter diverse models of heritage language use. Such settings may help reduce anxiety and support heritage language transmission among second-generation immigrants.

Keywords: heritage language learner, Japan, motivation,

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#103 Prompt Literacy and Critical AI Engagement in Language Teacher Education: Evidence from Pre-Service Language Teachers

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Abstract

The massive use of generative artificial intelligence (AI) in language education has transformed how learners access information, generate ideas, and receive feedback. Despite increasing interest in AI-enhanced language learning, relatively little is known about the competencies that enable future teachers to engage with AI critically and responsibly. Existing studies have primarily focused on the frequency of AI use and general perceptions of its usefulness, leaving the role of prompt literacy underexplored in language teacher education. Drawing on emerging frameworks of AI literacy and human–AI interaction, this study investigates how different dimensions of prompt literacy contribute to pre-service teachers' critical engagement with AI in language learning contexts.

A survey was conducted with 350 pre-service language teachers enrolled in a language teacher education program. The questionnaire measured four dimensions of prompt literacy—prompt formulation, prompt refinement, response evaluation, and ethical awareness—along with AI usage patterns and critical AI engagement. Data were analysed using descriptive statistics to identify the relative contribution of each prompt literacy dimension.

The findings indicate that prompt literacy extends beyond the ability to generate effective prompts. Among the four dimensions, response evaluation and ethical awareness emerged as the strongest predictors of critical AI engagement, while prompt formulation alone showed a weaker association. Participants demonstrated confidence in using AI tools for language-learning tasks but reported difficulties in assessing the accuracy, bias, and pedagogical appropriateness of AI-generated outputs. These findings suggest that effective AI integration in teacher education requires not only technical skills but also critical evaluative competencies.

The study highlights the need for the lecturer of the language education programs to move beyond training students to use AI efficiently and instead develop prompt literacy as a critical pedagogical competence. By identifying specific prompt literacy dimensions that support responsible AI use, this research offers practical insights for curriculum design and professional preparation in language teacher education.

Keywords: AI-Enhanced Language Learning, Prompt Literacy, Pre-service Language Teachers

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#105 Teaching Intercultural Communication with Generative AI: Theoretical and Practical Considerations for using a Chatbot for Intercultural Communicative Competence Development

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Abstract

Teaching Intercultural Communication (IC) to L2 learners is fraught with challenges (Salazar, 2021), but ever since the advent of widely accessible Generative AI tools, interculturalists have started making strides into applying them as a means for ameliorating the pedagogical challenges of developing Intercultural Communicative Competence (ICC) on their students (Dai & Hua, 2024). However, the effective application of these tools for the development of ICC is mired by several challenges and obstacles (Sarwari et. Al, 2024; Jones, 2024). Among them is the inherent tautological nature of using CUIs (Conversational User Interfaces) and GICAs (Generative Intercultural Communication Assistants) as interactional tools for eliciting the kind of self-reflective processes needed for supporting Intercultural Communicative Competence (Brandt & Hazel, 2024; Weissglass & Tian, 2025). In order to prompt -engineer GenAI tools for this purpose, necessarily the relevant interactional categories that the CUI or the GICA needs to recognize in its human interlocutor need to be preprogrammed. This is precisely the conundrum that this presentation will address. The author was faced with this very challenge during the creation of a GenAI-based Intercultural Communication Curriculum for Japanese L2 learners, and in order to tackle it, instead of preconditioning the GICA with a set of theory driven categories, a grounded theory approach was adopted in order to ascertain these categories from a bottom-up perspective. A rigorous thematic analysis was a applied to a total of 1023 written student assignments, taken from the author's intercultural communication-themed courses that spanned 7 years of data collection, in 5 different Universities in Japan. As a result, the following 5 types of reactions towards cultural differences were extracted from the data: (a) Rejection, (b) Ambivalent Puzzlement, (c) Acceptance (but with unwillingness to adapt), (d) Acceptance (with willingness to adapt) and (e) Assimilation (or the desire thereof). These categories were in turn used as a basis for creating a GICA for supporting ICC development in students, grounded by both the ways by which IC theory actually stipulates that ICC development ensues, as well as how the data suggests its potential users experience it. In this presentation, the use of this GICA will be framed within an online-based IC course, designed following a pedagogical logic that involves presenting students with videos of topics that can potentially elicit intercultural resistance, puzzlement, or curiosity towards adapting to cultural differences. Subsequently, the way the above-mentioned, custom-designed GICA assists the student in triggering the self-reflective processes needed for ICC development will be demonstrated. The potential implications this approach has in light of major ICC theoretical developmental models (specifically, Bennett's DMIS, Byram's MICC, Moran's Cultural Knowings Framework, Van Dyne's Four Factor CQ Model, Deardorff's PMIC and Shaule's DMLL) will also be discussed. The main contribution of this presentation is the proposal of a working Generative AI-based solution for teaching an IC curriculum, in a way that is substantiated by ICC development theories.

Keywords: Intercultural Communication, Intercultural Communicative Competence, Generative AI

#106 Building a critical multilingual awareness through Artificial Intelligence : translingual experiences among French as a foreign language students at the Sorbonne Abu Dhabi

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Safir - Sorbonne University Abu Dhabi / Dynadiv - Université de Tours

Abstract

In their personal learning process, students construct the target language on the basis of other languages they have already mastered. They formulate, sometimes unconsciously, hypotheses modelled on their own linguistic system. This is how Coste, Moore and Zarate define interlanguage, a ‘transitional language system in learning’ (Coste, Moore and Zarate: 18). Thus, learners’ errors, far from being regarded as deviations, enable teachers to understand their students’ cognitive processes, acting as a ‘magnifying glass effect’ (Galligani, 2022). They encourage metalinguistic reflection by drawing on knowledge previously acquired in other languages to better understand how the target language functions (Castellotti, 2001). The United Arab Emirates, however, presents a ‘complex sociolinguistic situation’ (Al Issa, Leimgruber, Rahbari & Siemund, 2021): with a population 85% composed of immigrants, teachers face a context where learners’ first languages are diverse, and where English has often - though imperfectly - supplanted the learner’s first language in the school environment. Faced to this multilingual mosaic, where individual experience shapes more than ever language acquisition, AI can prove to be a powerful tool to personalise learning. In their national strategy for Artificial Intelligence, the UAE also set out the ambition to place AI at the heart of their development by 2031. Through the introduction of training courses on the critical use of AI into new school curricula from kinder school onwards, education thus becomes a key sector in this development, in which every teacher must play a part at their own level.

How can the critical and targeted use of AI help students build their awareness of their multilingual competence, and foster their progress?

This paper follows on the implementation of grammar remediation exercises based on learners’ interlanguage. By introducing the use of a corrective chatbot that takes into account each student’s language biography, and comparing the progress in written production of two groups of beginner French as a foreign language students (a control group and a target group), we will measure the positive and negative impacts of using AI on our learners’ multilingual awareness. We will also assess the impact of our teaching scenario on our students developing a responsible and critical use of AI in language classes, so that it becomes a real ‘game changer’ and not just ‘another tool’ (Zadorozhnyy & Lai, 2024).

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Keywords: multilingualism, AI, interlanguage

#107 AI Agents and 3D VR–Enhanced Cognitive Dialogue for EMI Learners: An Ongoing Mixed□Methods Study at Globiz Professional University

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Abstract

This ongoing study examines how the integration of AI Agents and 3D virtual reality (VR) environments can enhance English communication skills, critical thinking, and intercultural competence among first□ and second□year students at Globiz Professional University. Sixteen participants, whose average CASEC score is approximately 750, completed a 10□week English□medium instruction (EMI) course during the 2026 spring semester. The course was designed to explore how AI□supported cognitive dialogue and immersive VR□based interaction can support higher□order learning in foreign language education.

Purpose and Research Questions
The study aims to clarify the pedagogical value of combining AI Agents with 3D VR environments in EMI contexts. The research addresses the following questions:
To what extent does AI□mediated pre□learning improve students' English output, conceptual understanding, and readiness for in□class discussion?
How do 3D VR environments influence learners' engagement, communicative confidence, and intercultural awareness during collaborative tasks?
What changes are observed in English proficiency and learner perceptions before and after the 10□week intervention?
Methodology
A mixed□methods design was adopted, combining quantitative and qualitative data sources. Prior to each class, students interacted with a customized AI Agent to study advanced thematic content, including the Sustainable Development Goals, Cross□Cultural IQ, worldview and religion, science and theology, ontology and epistemology, and global leadership. Students engaged in AI□based English dialogues, received feedback, listened to AI□generated micro□lectures, and produced short essays and 10□slide presentations.
Class sessions emphasized output□centered learning through presentations, debates, and small□group discussions. From June onward, students participated in four weeks of one□to□two live English discussions with native speakers. Selected sessions incorporated 3D VR environments for group debates and collaborative tasks, enabling spatially immersive communication.
Data collection includes pre□/post□English proficiency tests, weekly reflective journals, AI dialogue logs, VR interaction transcripts, and pre□/post□surveys measuring learner attitudes toward AI□integrated and VR□enhanced instruction. Qualitative coding and descriptive statistics are used to analyze learning gains and learner perceptions.
Main Findings and Implications (Preliminary)
Initial observations indicate that AI□based cognitive dialogue supports idea generation, conceptual clarification, and linguistic refinement, enabling students to enter class discussions with greater confidence and conceptual depth. VR□based group tasks appear to increase motivation, presence, and willingness to communicate, particularly when discussing abstract global issues. Early proficiency data suggest modest gains in lexical diversity and fluency, while qualitative feedback highlights the value of combining AI□supported preparation with immersive communicative practice.
The study contributes to emerging models of AI□integrated EMI instruction by demonstrating how AI Agents and 3D VR environments can be orchestrated to support higher□order thinking, intercultural competence, and advanced English communication. Final results will inform the development of a scalable instructional framework for universities seeking to integrate AI and immersive technologies into foreign language education.

Keywords: AI Agents, 3D Virtual Reality (VR), English□Medium Instruction (EMI), Cognitive Dialogue, Intercultural Competence

Part III | Oral Presentations and Abstracts

#111 Why Fluency Remains Elusive: Unpacking English Learning Challenges among Indonesian Vocational Higher Education Students

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Abstract

English proficiency has become increasingly important for academic achievement, workplace readiness, and participation in the global community. Despite its significance, many students in English as a Foreign Language (EFL)contexts continue to face substantial challenges in developing communicative competence and achieving fluency. This study investigated the English learning challenges experienced by students at the Agricultural State Polytechnic of Kupang, Indonesia, and explores the factors that contribute to these difficulties. Using a survey design, data were collected from 189 students representing various vocational study programs. The findings indicate that students encounter a range of interconnected challenges, including speaking difficulties, limited vocabulary, listening comprehension problems, reading difficulties, language anxiety, and insufficient exposure to English outside the classroom. These challenges are influenced by both linguistic factors, such as inadequate vocabulary and limited language practice, and affective factors, including low confidence and fear of making mistakes. The results further suggest that the limited use of English in students' daily environments restricts opportunities for meaningful communication and fluency development. The study highlights the need for supportive and interactive learning environments, increased opportunities for authentic language use, and the integration of technology-enhanced learning approaches to strengthen English proficiency among vocational higher education students. By providing empirical evidence from an underrepresented vocational higher education context in eastern Indonesia, this study contributes to the growing body of EFL research and offers insights that may inform English language teaching practices, curriculum development, and language support programs in Indonesia and other similar EFL contexts where students face limited exposure to English and restricted opportunities for authentic communication.

Keywords: English learning challenges, EFL, vocational higher education, Indonesia

Part III | Oral Presentations and Abstracts

#112 Designing a Learning Environment for Beginner French: Some Principles for AI Delegation

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Abstract

This paper reports on the design and evaluation of a technology-mediated learning environment built around a self-authored ecosystem of four classroom-facing web portals, supporting a beginner French course (CEFR A1) at the National University of Singapore across two cohorts. The design was driven by a question that the post-2023 generative-AI literature has raised more often than it has answered: once AI absorbs the tasks that long defined the language classroom (modelling pronunciation, generating drills, explaining grammar, providing on-demand feedback) what remains for the human teacher to do, and how can the environment be designed to make that residue visible and supported? While claims that AI is reshaping the language teacher's role are now abundant, far fewer studies offer a positive empirical account of what the teacher concretely retains after delegation, particularly at beginner level and in environments designed by the teacher rather than by a vendor.

Several principles structured the design and may be useful to other teachers facing similar delegation decisions: does the task preserve meaning, or strip it of context? Does AI mediation lower the affective cost of error, or merely displace it? Is teacher presence here irreducible, or merely habitual? The portals were built around the answers instantiated respectively in a continuing narrative spine into which every drill is embedded, a low-stakes practice space that absorbs error before the classroom does, and a deliberate withholding of teacher labour wherever a well-designed affordance can do the work.

Evaluation draws on converging sources across semesters: portal usage analytics over the semester (session frequency, item-level engagement, retention curves); an end-of-course student survey on autonomy, engagement, and perceived relevance ($n \approx 60$); and a comparison of summative oral and written assessment outcomes against the immediately preceding cohort taught without the redesigned environment. The paper reports where the design held, where it did not, and which teacher acts proved irreducible across both cohorts.

The contribution of this paper includes: design principles for AI-delegation decisions in language teaching that other practitioners can adapt to their own teaching; a positive empirical account of what the teacher retains after delegation, grounded in two cohorts of evaluation data; a methodological case for teacher-designer-researcher integration as a tighter loop between pedagogical theory and design implementation than vendor-platform studies allow; and a contribution to the underrepresented A1 evidence base in AI-mediated language learning.

Keywords: technology-mediated learning environments, AI delegation, beginner French, course design, pedagogical principles, teacher decisions

Part III | Oral Presentations and Abstracts

#114 Cross-Linguistic Patterns in Representational Gesture: Spatializing Abstract Domain across Zhuang (L1) and English (L2) Communication

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Abstract

This study investigates how and why first language (Zhuang) representational gesture patterns are transferred, adapted, or restructured when speakers communicate in English as a second language, focusing on abstract domains including relationships, future time, and emotion. The research questions ask what cross□linguistic patterns (Direct Transfer, Adapted Transfer, Avoidance, New Second Language Pattern) characterize representational gestures for these domains, and what rationales and awareness participants report regarding their gestural choices across languages.

The methodology employs a qualitative design with twenty native Zhuang speakers who had passed the College English Test Band 4. Participants engaged in video□recorded conversation□interviews conducted online in both Zhuang and English, followed immediately by stimulated recall interviews in which they reviewed their own gesture clips and explained their reasoning. Gestures were coded in ELAN software using four predefined cross□linguistic patterns. Stimulated recall transcripts were analyzed using reflexive thematic analysis in NVivo, and a data integration matrix triangulated behavioral patterns with participants' metacognitive accounts.

The main findings reveal that gestural transfer is not automatic but is filtered through three cognitive□metapragmatic factors: perceived second language appropriateness, conceptual accessibility of abstract ideas, and online processing demands. Participants described their first language gestures as automatic and unconscious, whereas second language gestures were deliberate and monitored. In the time domain, Direct Transfer and Adapted Transfer predominated, supporting the embodiment of temporal□spatial schemas. In the emotion domain, Avoidance was most frequent, with participants suppressing representational gestures under high processing load. For relationship concepts, speakers consistently depicted closeness through converging hand movements. New Second Language Patterns emerged when speakers consciously searched for novel gestural solutions. The integration matrix showed that Avoidance was most strongly linked to high processing load and low conceptual accessibility, while Adapted Transfer was associated with perceived second language appropriateness and moderate load.

The implications are threefold. First, second language pedagogy should incorporate explicit awareness□raising about gesture□speech integration, as learners' metacognitive reflections directly influence whether first language gestural patterns persist or are suppressed. Second, theoretical models of cross□linguistic influence must expand beyond automatic transfer to include metacognitive mediation and strategic adaptation. Third, this study provides the first empirical documentation of Zhuang representational gestures, extending cross□linguistic gesture research to a Tai□Kadai language and offering a cognitive□metapragmatic filter model that places speaker agency at the core of bilingual multimodal production.

Keywords: Representational gestures, Cross-linguistic transfer, Zhuang language, Metacognitive awareness

Part III | Oral Presentations and Abstracts

#116 Opportunities and challenges of incorporating Learners' Own Languages to develop and assess writing skills: a case study in Singapore

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Abstract

Plurilingual and intercultural competence is the ability to connect the languages and cultures we know, including those with which we may be only briefly in contact. Research has acknowledged and validated that learners use their linguistic and cognitive resources to make sense of the content being delivered in a language they are learning (Garcia and Wei 2014, Creese and Blackledge 2010). Different languages don't operate in isolation and the differences on top of the iceberg don't offset the interaction or the cognitive processes that languages share (Cummings 1983).Consequences of incorporating Learner's Own Languages (LOLs) in teaching English have been profound; examples are CEFR Companion volume 2018 and British Council's perspective on plurilingualism. Much work has been done on using LOLs, but less on investigating their impact on writing skills and assessment. My classroom research investigates the impact on writing skills, mainly task item writing, in multicultural Singapore where mixed ability students join classrooms based on their age and not on linguistic competence. In such a rich plurilinguistic landscape a monolingual/English only approach would deny learners the opportunity to use their full linguistic/cultural repertoire. When judiciously prompted to use their language in extensive writing, students were able to produce texts that are 50% more detailed and personalised. On sentence level, students produced almost 100% more accurate and meaningful sentences of abstract lexis using multilingual dictionaries. Some of the participants' takeaways are how LOLs are used in plurilinguistic contexts, the expected frequency of use of LOLs against age group/ proficiency, when LOLs can become counter effective, patterns to watch for when using LOLs. Session participants will also get an understanding of how text size/ complexity and content increase or decrease LOLs' usage probability, the most frequent translingual constructs: discourse markers (exemplification, extending).Language proficiency should be redefined in conformity with a multilingual paradigm shift. Utilising learners' linguistic repertoires enhanced my students' critical thinking, promoted meaningful engagement with complex texts, helped learners articulate their thoughts, but most importantly made them feel happier and more included. Embracing learners' languages leads to an inclusive, effective learning environment which boosts meaningful reflection on learning.

Keywords: Learner development, multilingualism, dwvwloping writing skills, materials, assessment, pedagogy

#117 AI Chatbots and Productive Vocabulary Development in EFL Writing: Learner Perceptions, Performance, and the Role of the Teacher

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Abstract

Artificial Intelligence (AI) is becoming increasingly involved in many aspects of the modern world. In the educational field, chatbots provide learners of foreign languages with a user-friendly environment that enhances the language learning process both inside and outside of the classroom, including assisting with productive vocabulary development, which is a foundational aspect of language learning. Consequently, English as a Foreign Language (EFL) learners are facing reduced dependence on traditional teacher-led instruction. This study seeks to examine the relationship between AI-mediated learning and actual productive lexical development, addressing two primary research questions: 1) How do AI chatbots facilitate productive vocabulary knowledge in adult EFL learners, and 2) How do adult EFL learners perceive AI-generated feedback compared to teacher feedback?

This study employs a mixed-methods approach using an online survey to collect qualitative and quantitative data. 40 adult EFL learners of varying proficiency levels who are active users of AI chatbots participated in the survey. In the survey, participants answered quantitative questions in a 10-item Likert scale that measured perceptions of the use of AI for vocabulary learning, and participated in a controlled productive vocabulary task that consisted of writing sentences using 5 academic words scored on semantic accuracy and contextual appropriateness. The qualitative questions inquired about participants' perceptions of AI use, AI and teacher feedback, as well as concerns regarding the ethical use of AI. To analyze the data, this study used descriptive statistics, Spearman correlations, and thematic coding.

The investigation is currently in the active data analysis phase. Preliminary findings show that learners report strong perceived vocabulary development using AI tools (M = 4.14/5) and perform well on the productive vocabulary task (M = 17.54/20). On the other hand, participants who reported higher confidence in AI-mediated vocabulary instruction showed a lower independent productive output. Regarding the perceptions of AI-generated feedback and teacher feedback, initial data analyses indicate that participants do not perceive AI as superior to teachers despite valuing these tools for understanding vocabulary mistakes (M = 4.28). A preliminary analysis of the qualitative data collected shows that the themes arising include learner autonomy, concerns regarding reliance on AI, ethical use of chatbots, and the role of human teacher judgment in vocabulary learning.

These early findings carry important implications for vocabulary and writing instruction in AI-mediated EFL contexts. The data analyses suggest that while AI interaction may increase learners' confidence, it does not automatically develop productive lexical knowledge. This implies a risk for EFL instruction, as learners feel confident about their perceived vocabulary knowledge but are unable to deploy this productive vocabulary in independent writing tasks. Notably, the most contested item in the survey was whether AI feedback is more useful than traditional teacher feedback (M = 2.83/5), implying that even the frequent users of AI tools recognize that the role of the teacher is irreplaceable in foreign language learning. The full qualitative and quantitative findings of this study will be presented at the conference.

Keywords: AI chatbots, productive vocabulary knowledge, learner autonomy, AI vs. teacher feedback, technology-enhanced language learning

#118 Promoting student engagement with GenAI feedback through self-regulation: evidence from an intervention study

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Abstract

The advent of generative artificial intelligence (GenAI) is transforming the feedback landscape into a more interactive and learner-directed environment, underscoring the importance of students' engagement with feedback. However, the immediacy, detail, and perceived authority of GenAI-generated feedback may foster metacognitive laziness, making it essential for learners to actively regulate the feedback process rather than accept suggestions uncritically. This highlights the potential of self-regulation as a means of enhancing engagement with GenAI-mediated feedback. Against this backdrop, the present study examined the impact of a self-regulation-based intervention on L2 learners' engagement with GenAI feedback. A quasi-experimental design was employed, in which an experimental group received a three-phase intervention while a control group received no such instruction. Statistical analyses of self-report questionnaire data indicated that the intervention positively influenced overall feedback engagement, particularly in its cognitive, behavioural, and ethical dimensions. No significant difference was found between the two groups in emotional engagement. Qualitative data drawn from students' chat logs, revision documents, and semi-structured interviews further illuminated engagement patterns among learners in the intervention condition. Cognitively, students employed a range of strategies and follow-up prompts to engage with feedback and demonstrated an emerging capacity to critically evaluate GenAI-generated responses. Behaviourally, they strategically crafted prompts to elicit targeted feedback and exhibited a high rate of feedback uptake. Emotionally, students maintained a balanced and critical stance toward GenAI feedback. Ethically, they developed greater awareness of authorship and the risks of overreliance on AI, although they were less sensitive to potential cultural and linguistic biases embedded in AI-generated responses. The pedagogical implications of these findings are discussed.

Keywords: Writing feedback, Student engagement, GenAI, Self-regulation

Part III | Oral Presentations and Abstracts

#121 Beyond AI Answers: Cultivating Language Awareness in Pre-Service Teachers

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Abstract

As generative AI becomes increasingly embedded in language education, teacher educators face an important question: How can pre-service EFL teachers develop the language awareness needed for effective teaching when AI can instantly provide explanations, corrections, and examples? This presentation highlights that while AI can support lesson planning as well as language learning, it cannot replace the human processes of noticing, analysing, questioning, and reflecting that underpin language awareness. These processes are particularly important for pre-service teachers, who during their teacher training, are both language learners and future language teachers.

With examples from undergraduate and graduate EFL teacher education programmes, this presentation explores how hands-on language awareness activities can help pre-service teachers move beyond passive reliance on AI-generated responses and engage more critically with language. The approach is informed by language awareness pedagogy, which views language learning as an active process of inquiry into how language works in different contexts. Through collaborative investigation and reflection, pre-service teachers can develop the metalinguistic understanding needed not only to use language effectively but also to teach it.

The presentation showcases a series of practical activities used in pre-service language development courses, including grammar discovery tasks, learner-language error analysis and correction, corpus-informed language investigations, critical evaluations of AI-generated explanations and texts and learning reflection exercises. These activities encourage participants to identify patterns, evaluate competing explanations, and consider the pedagogical implications of linguistic choices. AI is positioned as a tool that can support inquiry of teacher candidates rather than as an unquestioned source of knowledge.

The presentation is organised into four parts:

1. Pre-service teachers as language learners: examining the relationship between language proficiency, language awareness, and teacher development.
2. Language awareness in the age of AI: discussing opportunities and challenges presented by AI-assisted language learning.
3. Hands-on language-awareness activities: demonstrating practical classroom tasks that promote analysis, reflection, and critical engagement with language.
4. Implications for teacher education: considering how teacher educators can continue to guide and enrich learning in AI-enhanced environments.

Our position is clear: AI can provide answers, but does not automatically develop the analytical, interpretive, and pedagogical knowledge language teachers require. This presentation shows structured language-awareness activities promoting deeper engagement with language, fostering collaborative meaning-making, and helping pre-service teachers bridge the gap between knowing a language and understanding how to teach it, ultimately encouraging future teachers to critically evaluate AI-generated content rather than accept it at face value.

By the end of the session, participants will be able to:

Explain the role of language awareness in pre-service teacher education.
Identify limitations of relying solely on genAI for language learning and teacher preparation.
Experience and evaluate practical language awareness activities that can be adapted to their own contexts.
Reflect on how teacher educators can position themselves as facilitators of critical inquiry in the age of AI.

The presentation illustrates how human teachers continue to guide, transform, and enrich language learning, through learning experiences that cultivate awareness, reflection, and professional judgment, something done by critically engaging with genAI and not by relying completely on genAI.

Keywords: Generative AI; Language Awareness; Pre-service EFL Teachers; Teacher Education; Critical Engagement

Part III | Oral Presentations and Abstracts

#123 A Systematic Review of Generative AI in the Learning of Languages other than English

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Abstract

Since the launch of ChatGPT, generative artificial intelligence (GenAI) has become a major focus in second language (L2) research. Recent systematic reviews on GenAI in the L2 context reveal a predominant focus on higher education, writing skills, and the use of ChatGPT in language education (Lee et al., 2025; Li et al., 2025; Wang et al., 2025). However, these studies also highlight significant research gaps, namely, the predominance of English in GenAI-focused research. This heavy focus on English in GenAI-related L2 research limits our understanding of its impact across diverse cultural and linguistic contexts. As a result, we lack a comprehensive understanding of how GenAI has been used and investigated in the learning of languages other than English (LOTEs). This presentation reports on a study that addresses this critical research gap. Specifically, the study addressed three research questions: (1) What are the contextual, technological, and theoretical characteristics of empirical studies on GenAI for the L2 learning of LOTEs? (2) What research objectives characterize these studies? and (3) What affordances and limitations of GenAI can be identified in LOTE learning contexts?

Web of Science was used to search for empirical studies involving GenAI and the L2 learning of LOTEs between 2022 and 2026. After screening the titles and abstracts of 1,345 peer-reviewed articles and conducting a full-text review based on the inclusion criteria, a total of 30 studies were included in the review. While the thematic analysis of the affordances and limitations of GenAI in the LOTE context is still ongoing, initial findings indicate several key trends. First, more than half of the included studies focused on L2 Chinese. Moreover, small-scale studies involving university language learners were common. ChatGPT was the most frequently studied GenAI platform, with no other AI tool being examined in more than one study. Regarding theoretical frameworks, a complete absence of framing was most common, followed by social learning theories. Finally, research investigating learners' perceptions of GenAI was the most frequent research objective among the included studies. The findings from this study will contribute to a more nuanced understanding of GenAI-mediated language learning across diverse linguistic contexts and provide directions for future research and pedagogical practice in LOTE education.

Keywords: computer assisted language learning (CALL), generative artificial intelligence (GenAI), languages other than English (LOTEs), second language (L2) learning

Part III | Oral Presentations and Abstracts

#124 French language learning and teacher empathy in an era of Artificial Intelligence

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Alliance Française de Madras

Abstract

This presentation is based on the experimentation of a methodology for online teaching of French as a foreign language developed during the world pandemic crisis. This sudden shift to the virtual environment profoundly changed our pedagogical practices and raised several challenges for teachers, especially when it involved the support of beginner learners. In this unprecedented context, prompt thinking on didactic approaches was key in order to ensure pedagogical continuity, while strengthening teacher agency.

This research, with all its challenges is therefore based on a reflective analysis of my own practice in the A1 level classes, including various profiles like adolescents, young adults and corporate professionals. The trials carried out aimed to encourage communication in French from day one, despite inherent challenges faced by a multilingual beginner audience. It called for the identification of pedagogical strategies to reduce use of the mother tongue or English while developing a classroom dynamic conducive to the acquisition of French through an immersive approach.

My reflection was based on a diversity of data sources: observations, recordings of my own courses, field surveys, data analyses as well as theoretical references from language didactics, educational sciences, cognitive psychology and social psychology. Particular attention is given to the notion of empathy, or the teacher's ability to perceive, name and understand learner needs, emotions and interrogations so as to respond to them in an appropriate way. While the role of technology was undeniably crucial, it was also necessary to develop adapted content for which the role of an informed empathetic teacher is indispensable. The digital applications selected had to play their role as mediators between the acquisition of the target language and the learner through a gamification approach. The situation is now gaining in complexity because generative artificial intelligence tools are real challenges that call for deeper reflection on ethical issues on their use in a classroom.

Empathy is therefore an important pedagogical lever for teachers. Physical distancing, technological and practical constraints, anxiety and communicative difficulties tend to weaken learners' motivation. A teacher's professional gestures would include attentive listening and the creation of a environment that encourages engagement with self-assurance. The nature of the agents of learning-teaching actions, appreciation of the affordances of artificial intelligence tools, the integration of digital applications, collaborative activities, peer interactions and feedback supported by differentiated pedagogy are studied from the perspective of their contribution to critical reflection and the emotional dimension of learning. The teacher is therefore a pivotal element in promoting the motivated learner autonomy.

However, my practices do not claim to be a model applicable universally. They are rather a response to a specific complex context. This study is intended above all as a sharing of experience and a reflection on professional practices likely to support teachers facing comparable situations online even today.

Keywords: French language learning, digital applications, gamification, empathy, online

#127 Challenges, adjustments and implications for assessing students' oral performance in Japanese: Evidence based research on self-recorded presentation as summative assessment

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Abstract

Digital technology has become a particularly hot topic since AI (intrusively) entered our higher education contexts in 2023. Learning and teaching platforms powered by digital devices have revolutionised a broad range of academic disciplines, allowing personalised and collaborative learning/teaching/assessing approaches. Varieties of studies have focused on foreign language education with AI/in digitally oriented environments, but not many have reflected on the contribution of digital and AI orientated assessment tasks to enable markers to assess their students' oral performances in the target foreign language fairly.

This empirical research explores findings regarding the styles and manners demonstrated in students' oral presentations as an online assessment task. Referring to the case of an assessment task based on students' self-recorded oral presentations in Japanese as a foreign language at higher education institution, a thematic analysis was conducted, targeting 625 students' recorded presentations (over eight semesters from 2021-2024). The main research objective was to identify the types of obstacles to the assessor's fair and efficient academic judgement during the marking process. Digitally oriented education settings naturally expect more students' independent work plans and productive skills. While recorded presentation assessments have been employed in a range of integrative-technology based academic subjects, there are some enforced challenges in assessing Japanese language studies. This research may demonstrate these challenges clearly and offer implications to help unit coordinators to create future assessment tasks in this digital transition/transformation era.

This field of research demands much attention and requires further development in the widely-operated context of digital online learning and teaching in higher education institutions. It should not be overlooked that some specific subjects, such as Japanese, require special investigations of how to adapt the strategies that are currently prevalent in the AI/online education scene. The presentation will propose careful consideration and explicit implications for further discussion of AI/online approaches, based on student levels, teaching aspects and stages, reflected by the specific characteristics of Japanese.

Keywords: AI/online approaches, Japanese, higher education institution, oral assessment

#128 Breaking the Silence: Unravelling the Roots of Speaking Anxiety in the Second Language Classroom

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Abstract

Speaking anxiety is a pedagogical concern due to its evident impact on learners' oral performance and overall classroom engagement. In the context of Sri Lanka, speaking anxiety tends to be underestimated due to diverse contextual constraints, yet has a pronounced impact on anxious language learners. Besides, the unique and complex socio-cultural dynamics underpinning English in Sri Lanka calls into question, the transferability of findings from other western contexts to the Sri Lankan context. Therefore, the study adopted a context-sensitive approach that captured both the frequency as well as the severity of each source of anxiety as experienced by students. The study explored the reasons why students get anxious when speaking a second language. A classroom-based intervention incorporating anxiety-reducing strategies was subsequently implemented over an eight-week block. The anxiety-reducing strategies were research-informed from extant studies and guided by positive psychology principles. An action research design was employed, allowing the researcher to take on the dual role of teacher and researcher, involving in a reflective and participatory process to tackle speaking anxiety within a real classroom setting and to implement iterative cycles of planning, acting, observing and reflecting. This reflective process made the researcher to question her own teaching approach as well as how the actions in the classroom influenced students' language learning experiences and their levels of anxiety. Data were gathered drawing on the results of a Foreign Language Classroom Anxiety Scale (FLCAS) consisted of 33 items rated on a 5-point Likert scale, a semi structured interview that encouraged rich, reflective responses. Based on data from 16 undergraduates at a Sri Lankan university, the study offered in-depth analysis of the major sources of anxiety categorised under affective, cognitive, pedagogical and socio-cultural aspects, synthesizing both quantitative and qualitative insights. The study unfolded the fact that speaking anxiety in Sri Lankan classrooms cannot be understood solely as a linguistic issue. Rather, it is shaped and intensified by the status associated with English, existing social hierarchies, societal norms and identity concerns. The findings also underscore the need for teachers to be aware of the multifaceted nature of speaking anxiety among language learners, including socio-cultural influences, prior language learning experiences, and individual cognitive and affective characteristics. Such awareness may help teachers address potential sources of anxiety and enable them to implement pedagogical practices that foster active communication in the second language classroom.

Keywords: Action Research, English as a Second Language, Speaking Anxiety,

#130 Visualising Vocabulary: Examining the Impact of AI-Generated Images on Vocabulary Acquisition

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Abstract

In Malaysia, English is officially taught as a second language nationwide, but, in reality, many Bornean indigenous students from low-income socioeconomic backgrounds often have limited exposure to English language beyond the classroom, which means they have fewer opportunities to use English in their daily lives. Consequently, their English proficiency falls below the CEFR-aligned learning standards stated by the Malaysian Ministry of Education. Vocabulary acquisition remains a persistent challenge that hampers their language learning journey. For decades, visual supports have been widely utilised in English language classrooms as an effective tool for vocabulary learning. Nevertheless, most visual materials used in vocabulary instruction are either commercially produced or self-prepared by teachers and may not sufficiently reflect the students' cultural and contextual experiences. Although generative artificial intelligence (AI) enables teachers to create culturally contextualised images, limited research has examined the use of AI-generated images to support vocabulary acquisition among primary ESL indigenous students, particularly in rural Bornean contexts. Unlike conventional images, AI-generated images are intentionally designed to reflect learners' local culture, experiences, and environment, enabling teachers to create tailored and culturally contextualised visual prompts that draw connections between target vocabulary and learners' familiar experiences. This quasi-experimental study aims to examine the effectiveness of AI-generated culturally contextualised images integrated into PWIM-based instruction incorporating culturally relevant pedagogy (CRP) in enhancing indigenous Primary 5 ESL learners' receptive vocabulary knowledge and vocabulary retention. The study will involve approximately 125 Malaysian Primary 5 indigenous students from a rural national school in Sabah, Malaysian Borneo. Two intact groups will be assigned as the treatment and comparison groups. Target vocabulary items will be taught through AI-generated images incorporated into PWIM instructional activities over an eight-week intervention period. The study focuses on receptive vocabulary knowledge, specifically form-meaning recognition and vocabulary retention following AI-enhanced PWIM instruction. Primary data will be collected via an adapted Yes/No Vocabulary Test (Meara & Miralpeix, 2017) administered as pre-, post-, and delayed post-, to measure immediate receptive vocabulary gains and retention over time. The findings are expected to provide empirical evidence on the effectiveness of AI-generated culturally contextualised images in enhancing indigenous learners' receptive vocabulary knowledge and retention, while contributing to emerging discussions on the pedagogically meaningful and culturally relevant use of generative AI in ESL classrooms, particularly in marginalised educational contexts.

Keywords: AI-Generated Images, Culturally Relevant Pedagogy (CRP), Picture Word Inductive Model (PWIM), Primary ESL Indigenous Learners, ESL Vocabulary Acquisition

#133 Collaborative Problem-Solving in a Bilingual COIL Environment: Learner Perceptions and Emerging Challenges

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Abstract

Collaborative Online International Learning (COIL) has been increasingly adopted in higher education to support intercultural communication, online collaboration, and language learning across geographically separated classrooms. Existing studies on COIL and virtual exchange have largely examined learner perceptions, intercultural development, and language learning outcomes. However, less attention has been paid to collaborative problem-solving as an interactional and learning process, particularly in bilingual COIL environments where learners must negotiate meaning across both linguistic and cultural boundaries. To address this gap, the present study examined how Taiwanese learners of English as a Foreign Language (EFL) and international learners of Chinese as a Foreign Language (CFL) engaged in collaborative problem-solving during a bilingual COIL program.

The study was guided by two research questions: (1) How did language learners perceive collaborative problem-solving in a bilingual COIL environment? and (2) What learning concerns emerged as learners completed collaborative problem-solving tasks across languages and cultures? The study was conducted at a private university in central Taiwan and involved approximately 40 participants recruited from the university's English Language Center and Chinese Language Center. The participants' language proficiency ranged from CEFR A2 to B1. They took part in a 12-week COIL program implemented through Gather Town, a spatial avatar-mediated virtual platform. The program included a series of bilingual collaborative tasks designed to promote peer interaction, intercultural communication, and joint problem-solving between EFL and CFL learners. Data were collected through learner reflections, classroom observations, video recordings, and semi-structured interviews. Qualitative thematic analysis was used to examine learners' perceived experiences, collaborative practices, and task-related concerns.

Preliminary findings indicate that learners generally viewed collaborative problem-solving as a meaningful and motivating component of the bilingual COIL experience. Participants reported that working with peers from different linguistic and cultural backgrounds encouraged active communication, mutual support, negotiation of meaning, and shared decision-making. The findings also suggest that collaborative tasks created opportunities for learners to use both English and Chinese strategically while working toward common goals. At the same time, several concerns emerged, including linguistic uncertainty, uneven participation, task coordination difficulties, and hesitation when communicating across cultural boundaries. These challenges shaped how learners approached collaboration and how confidently they engaged with their partners.

This study contributes to COIL, bilingual virtual exchange, and task-based language learning research by foregrounding collaborative problem-solving as a central dimension of online intercultural interaction. Pedagogically, the findings highlight the need for clearer task scaffolding, language support, role assignment, and reflective guidance in bilingual COIL design.

Keywords: Collaborative Online International Learning (COIL) , Collaborative Problem-solving, Bilingual Virtual Exchange, Cross-cultural Communication, Learning Needs and Concerns

Part III | Oral Presentations and Abstracts

#136 Contextual-driven Vocabulary Retrieval: Comparing AI-generated and Human-written contexts

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Abstract

Vocabulary is instrumental in language learning, yet memorising words is challenging. Retrieval, the process of actively recalling learnt knowledge, can facilitate memory. One type of retrieval practice is using contexts to trigger memory and enhance retention. Operationalised on the basis of contextual richness, these contexts are manipulated to promote vocabulary retrieval rather than meaning comprehension. In addition, AI tools are increasingly utilised to generate content that supplements vocabulary learning. However, investigations into context-driven retrieval and AI remain scarce. The present study aims to advance the line of research on contextual richness by testing the effectiveness of AI-generated and human-written contexts in supporting word retrieval. The research questions are as follows: (1) How do AI-generated contexts differ from human-written ones?, and (2) How effective are those AI-generated and human-written contexts in triggering vocabulary retrieval? Using a within-subjects design, the study involved 20 target nouns and 69 B1-level participants from a university in Vietnam. The pretraining phase involved self-study of those items and their Vietnamese translations. In the retrieval phase, three blocks of uninformative contexts were practised, with each block containing ten AI-generated sentences for half of the nouns and ten human-written for the other half. Form and meaning recall tests were administered immediately and one week later to test retention. The results, analysed using lme4 linear mixed-effects modelling in R, showed that human-written contexts were as effective as AI-generated ones in activating retrieval. Also, although AI displayed an advantage over humans in tailoring contextual information to the point of uninformativeness, human-written elements made the contextual information more familiar, relatable and memorable. These findings suggest that contextualised word retrieval might be best implemented with AI when familiar elements are reduced, maximising the effectiveness of uninformative contexts in retrieving vocabulary. This could inform classroom instruction, as AI can generate contextual sentences that help students actively recall learnt lexical items.

Keywords: vocabulary learning, context-driven retrieval, contextual richness, artificial intelligence

#139 Teacher□Led Process Writing as Academic Literacy Development

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Abstract

This presentation examines how teachers of English for Academic Purposes (EAP) can guide, transform, and enrich students' academic writing and wider language learning by orchestrating process□oriented, collaborative activities. Drawing on a semester□long EAP writing module framed as a process□writing workshop, we show how the teacher intentionally designs and mediates practices such as guided brainstorming, focused freewriting, and pair/small□group writing. Against a backdrop of increasing automation in language education, our presentation highlights how teacher□led process pedagogy will continue to shape students' writing development and classroom engagement today.

The module adopts a non□linear view of writing as ongoing idea generation, drafting, revising, and reflection and key classroom practices include structured pre□writing activities, where students read articles and chapters, generate ideas alone and then together, and plan for writing using teacher□designed templates; regular focused freewriting and journal writing on academic themes, supported by formative teacher feedback; and finally, collaborative drafting in pairs and small groups, with the teacher acting as facilitator and scaffold. Data comprise students' successive drafts and freewriting samples, classroom observations of collaborative work, and students' written reflections about their writing experiences.

We suggest that when a teacher actively orchestrates these process□oriented and collaborative activities, students' fluency, grammatical accuracy, and overall text quality improve, especially when freewriting and early drafts receive timely, dialogic feedback. The workshop environment becomes less face□threatening and more participatory, as students negotiate meaning, share strategies, and support one another's learning. Findings from the module indicate that the teacher's role remains indispensable in blended and technology□rich contexts: the teacher designs supportive conditions, models academic discourse, scaffolds interaction, and aligns assessment with process□based learning goals.

The presentation argues that, far from being displaced, the human EAP teacher is a key agent in creating process□oriented, collaborative writing ecologies (Wang & Kew, 2025) where freewriting, brainstorming, and pair work function as engines of academic literacy development (Lea & Street, 2006). The presentation ends with a discussion of the implications for EAP course design, teacher education, and the positioning of human teachers in increasingly digital learning environments.

Keywords: process writing, academic literacies, collaborative learning

Part III | Oral Presentations and Abstracts

#140 Rethinking the Role of the Teacher: Evaluating an AI-Assisted Pedagogy for Classical Chinese Texts Through Writing Processes and Rubric-Based Analysis

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Abstract

To scaffold non-specialist university students in overcoming barriers to reading and analyzing classical texts, the General Education subject "The New Discourses: A Stroll through Classical Chinese Short Stories" at The Hong Kong Polytechnic University introduced a dual-loop pedagogical model integrating AI-assisted "macro-distanced reading" with traditional "micro-close reading." While previous research focused on the technological capabilities and role of AI, this study shifts the focus to learner practice. By tracking the term-paper writing processes of 100 students and analyzing their academic performance, we evaluate the internalization and efficacy of this pedagogical strategy, and critically examine the role of the human teacher in AI-mediated environments.

This study conducts an integrated analysis of students' process-based data, including consultation logs, draft-to-final iterations, and AI-use declarations, alongside grading outcomes based on a four-dimensional writing rubric. The analysis reveals that generative tools successfully supported students' macro-level conceptualization and organization, yielding strong performances in "Structure and Organization" (20%) and "Mechanics and Formatting" (10%). However, when writing independently, students generally struggled to balance macro-distanced and micro-close reading. Without real-time pedagogical intervention, many students tended to adopt AI-generated thematic frameworks directly. This resulted in well-structured papers that nevertheless lacked close reading and localized textual evidence, thereby limiting their performance in the heavily weighted "Theme and Textual Analysis" rubric (50%). Conversely, students who successfully integrated the rubric dimensions and both reading methods were often those who made productive use of teacher consultations and completed the transition from tool use to academic interpretation under teacher scaffolding. The teacher played a crucial role in helping students define research boundaries, verify AI outputs, and ground thematic findings in close textual analysis. Furthermore, an intriguing finding emerged: whether students consciously avoided or resisted AI's templated prose was a key factor in achieving stronger performance in "Linguistic Expression" (20%).

These findings suggest that while intelligent technologies can lower the threshold for initial understanding, conceptual planning, and textual organization, the cultivation of rigorous academic inquiry and interpretive competence still requires pedagogical guidance. This study thus redefines the role of the teacher in the age of AI: teachers are not merely transmitters of knowledge or digital tools, but indispensable providers of pedagogical support and facilitation. Their core significance lies in offering dynamic instructional scaffolding that guides students in transforming automated technological outputs into rigorous critical inquiry.

Keywords: AI-assisted pedagogy, teacher scaffolding, process-based assessment, distanced and close reading, Classical Chinese

#141 From promise to practice: Integrating generative AI in language education across Europe

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Abstract

The use of artificial intelligence (AI) in language education has grown significantly in recent years, reflecting a shift from the question of whether AI should be integrated into teaching to how it is actually being used in practice. This development has been met with enthusiasm for new opportunities, such as fostering learner autonomy, enabling personalised learning and supporting innovative pedagogical approaches, as well as considerable concerns and warnings regarding potential risks (e.g., Mavridi, 2025; Warschauer & Xu, 2024). Consequently, recent research has increasingly focused on specific uses of AI in language education, particularly in areas such as writing and feedback, often with a predominant focus on English (Li et al., 2025; Mohebbi, 2024). However, an important question remains: what are the realities of AI use in language education practice?

Within the Erasmus+ project CLEVER-AI (Citizenship, pluriLingual Education, Values and Engagement through a Responsible Use of AI; 2025-1-FR01-KA220-HED-00035811), we are conducting an empirical study of current practices, as well as teachers' and learners' attitudes towards generative AI in language education and the development of plurilingual competences. The study focuses on upper secondary and higher education in several European countries and aims to identify the key factors driving or hindering the systematic implementation of AI in language education.

The study addresses the following research questions: (1) To what extent is AI used in language and plurilingual education? (2) For what purposes and in what ways is generative AI employed? (3) What are learners' and teachers' attitudes towards AI and its use in these contexts? (4) Which factors (e.g., institutional frameworks, competences, attitudes, and technical prerequisites) influence the use of AI in language education?

The study adopts a mixed-methods design, combining two online surveys (one for teachers and one for learners) complemented by qualitative interviews in which participants demonstrate and explain their use of AI. This will enable us to reconstruct concrete use cases and identify drivers and barriers. Data collection will begin in September 2026. The findings will inform the development of an evidence-based reference framework of key AI-related competences, as well as the design of pedagogical materials to support teaching and learning and promote plurilingualism in AI-mediated educational environments. The presentation will present initial illustrative results and discuss implications for classroom practice.

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Keywords: Generative AI, language education, plurilingual competence, teacher and learner attitudes

Part IV | Poster Presentations and Abstracts

#4 Collaborative text annotation for reading: Building a database of level-appropriate texts for local algorithm training

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Abstract

One of the challenges of language learning is the selection of level-appropriate authentic texts for discussion in class. In contexts where the university curriculum is bifurcated, the challenges in transitioning between language and content classes becomes more pronounced once authentic readings are used in class. The traditional ways of addressing this are through the use of glossaries, targeted text selection or language modification of texts by the teacher to increase comprehensibility or for critical text engagement. Yet making assumptions about the level of a particular class is often challenging in heterogeneous groups of language learners. In this paper, a collaborative algorithmic feedback mechanism for text difficulty is conceptualized and presented for students of German as a foreign language. In the last decade, the ability of users to access machine learning tools locally through their own PCs and the increasing digitalization of texts allow for the compilation of large text databases that can be stored and annotated manually. Due to this, a database of text excerpts for use in reading, literature or higher grammar classes can be manually tagged by learners and teachers and then classified through locally-run machine learning algorithms to determine if a reading activity is likely to be suitable for a particular class and context as well as gauge the relative reading comprehension of a class within an institution.

Keywords: machine learning, language learning, text annotation, reading comprehension, German as a Foreign Language

#18 Student perceptions of scaffolded bilingual language support in EMI: A case study in Japan

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Abstract

This study examines how bilingual language support was negotiated and experienced in a team-taught English-medium instruction (EMI) course at a private university in Japan. While EMI has expanded rapidly in Japanese higher education under internationalization policies, many students continue to face difficulties in processing content through English, particularly in settings where linguistic support is uneven or insufficiently integrated into content teaching. In response to this pedagogical challenge, the present study investigates whether embedded bilingual support in an EMI course can shape students' motivation, self-efficacy, perceived difficulty, and developing independence.

The study was conducted in an introductory EMI religious studies course jointly taught by a content instructor and a language supporter. From Week 3 onward, the language supporter provided structured support for about 15 minutes at the start of each class, including bilingual vocabulary review, simplified explanations, occasional Japanese translation of key terms, paraphrasing of difficult content, and support through handouts and annotated PowerPoint slides. The study adopted a mixed-methods design involving 16 undergraduate students. Quantitative data came from bilingual pre- and post-course questionnaires administered in Weeks 3 and 15, while the post-course questionnaire included 10 additional evaluation items on specific support practices and two open-ended questions. Quantitative data were analyzed with descriptive statistics and paired-samples t-tests, and qualitative responses were examined interpretively to contextualize the numerical trends.

The findings showed a differentiated pattern. Motivation to learn through English increased over the semester, approaching conventional statistical significance, whereas gains in self-efficacy were modest and perceived difficulty remained stable. These results suggest that bilingual support may not reduce the demands of EMI in the short term, but it can help sustain affective engagement and persistence. Students evaluated the support practices positively overall, especially bilingual paraphrasing, Japanese translation of key vocabulary, and regular vocabulary review.

The qualitative findings also showed that the development of learner independence was uneven. Only a small number of students reported becoming less dependent on language support over time, and those who did attributed this change primarily to their own increased preparation, such as previewing slides or studying vocabulary before class. Most students, however, felt that continued support remained necessary because each lesson introduced new concepts and unfamiliar terminology. Rather than disappearing, support appeared to shift in function. For some learners, it became a background resource that could be accessed selectively; for others, it remained an essential means of coping with ongoing linguistic and disciplinary demands. These findings suggest that fading in EMI should not be understood as the simple withdrawal of support but as a qualitative change in how support is used and appropriated by learners. Overall, bilingual language support in EMI is best understood as a developmental resource that helps students sustain engagement and participate more strategically in English-medium academic learning.

Keywords: English-medium instruction (EMI), bilingual language support, instructional scaffolding, student perceptions, Japanese higher education

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#27 Learner Motivation in Vietnamese University German Classes: The Role of AI-Supported Learning Tools

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Abstract

This study explores how learner motivation develops in foreign language education within the context of a Vietnamese university in Hanoi, with particular attention to the role of AI-supported learning tools. Focusing on approximately 80 undergraduate students enrolled in German language courses, the project examines how students use AI to support language learning and how these tools relate to their motivation to engage with the target language.
The study adopts a small-scale, classroom-based research design using a short questionnaire administered at two points during the semester. In addition to key aspects of motivation (e.g. interest, perceived relevance, learning goals), the questionnaire includes items on students' use of AI tools (e.g. for writing support, vocabulary learning, or feedback) and their perceived impact on learning. This design allows for a comparison of changes over time while remaining easy to implement in a teaching context. By focusing on a clearly defined institutional and cultural setting, the study offers practical insights into how AI-supported practices can foster learner motivation in higher education contexts.

Keywords: Learning motivation, language education

#37 Arab University Student Attitudes and Perceptions of 'Gulf English' in Oman

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Abstract

Within the rich cultural and linguistic landscape of the Gulf Cooperation Council (GCC) countries, including the Sultanate of Oman, the literature indicates that a distinct variety of World Englishes termed 'Gulf English' may be emerging. It has been described as the product of frequent interaction between speakers of native and non-native English varieties with each other and with speakers of Arabic and other commonly-encountered languages in the GCC. Despite a growing body of research detailing Gulf English's distinct features, very little investigative work has yet explicitly examined the attitudes and perceptions of its users towards either the variety or to other Englishes from across Kachru's Circles in the region. To address this gap, 156 students in English-medium programmes at three Omani higher education institutions were administered an on-line audio-integrated survey in which they listened to speakers from the UK, USA, Sri Lanka, Oman, and Jordan talk extemporaneously for 30 seconds about a general topic. Participants were asked to respond to each speaker on two scales. The perceptions of speaker traits scale featured 10 word pairs across the two sub-scales of solidarity (e.g., kind/unkind; modest/arrogant etc.) and power (e.g., rich/poor; confident/unconfident), with semantic differential response options from 1-7. This was complemented by the attitudes to speaker scale containing six positively-worded items, with Likert response options ranging from Strongly Disagree to Strongly Agree, about the speakers across three subscales of personal preference, ease of communication, and acceptability & prestige. While the first scale yielded ordinal data, the second scale, in addition to all survey composite sub-scale scores, were treated as interval. To explore if participant background variables had a statistically significant impact on composite scores, a series of independent samples t-tests (gender) and ANOVAs (institution of study), with Bonferroni corrected values of $p \leq 0.02$ and $p \leq 0.01$ for the two scales, respectively, were calculated. Descriptive analysis indicates that participants believe there is a unique variety of English spoken in the GCC and Oman, expressing somewhat positive levels of solidarity with its speakers and the belief they could communicate with them relatively easily. However, they did not wish to sound like either the Omani or other Arab English users, with this preference being given to Inner Circle and Subcontinental speakers due mainly to issues of perceived solidarity and power. While more positive perceptions and attitudes were expressed towards speakers from the USA and UK, quite unexpectedly based on the small body of existing topic-related literature from the region, it was the Sri Lankan speaker who recorded the most positive responses in terms of solidarity, acceptability and prestige, ease of communication, and personal preference. Inferential analysis revealed that gender and respondent institution only had a minor influence on findings. Implications of these results in terms of the continued valorisation of Standard English in university-level language of instruction policies and potential student resistance to the integration of local English varieties into formal education systems in the GCC, and similar Expanding Circle contexts worldwide, are discussed.

Keywords: World Englishes, Gulf English, English Medium Instruction (EMI), multilingualism, learner identity, language policy

Part IV | Poster Presentations and Abstracts

#41 Banned but Borrowed: Linguistic Pressure and Rationalized Misuse of Generative AI in the Turkish EAP Composition Classroom

LIVINGSTON, Emily; HAMAMCIOĞLU, Tuğçe

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Abstract

Lured by the promise of “perfect” English that Generative AI (AI) offers, some multilingual learners employ AI as a cognitive and linguistic broker in college composition classes. In response, many instructors choose to ban AI use in their courses. These prohibitions, however, do not stop students from using AI. Instructors need to understand how students rationalize its use in order to disincentivize prohibited AI use and help students engage in authentic learning. This pilot study, conducted at a private English-medium university in Türkiye, explores why students use AI in prohibited contexts by applying sociological theories of deviance to survey responses. Surveys explored:

1. To what extent do students use AI in ways they believe their instructors would view as violating course policies?

2. How do students characterize their motivations for their use of AI in prohibited contexts?

Surveys were administered in Turkish and English to accommodate students’ preferred language and to examine how language choice may shape disclosure and interpretation. Language selection will be retained as a variable in all analyses to determine whether disclosure rates or rationalization patterns vary by linguistic context. Closed-ended items will be analyzed through descriptive statistics, while open-ended responses will be examined through sentiment analysis to identify patterns in students’ rationalizations. Full empirical findings are forthcoming and will be presented at the conference.

The study draws on sociological theories of deviance to interpret prohibited AI use among multilingual learners as a social practice. Briefly, differential association links deviance to peer influence; strain theory connects deviance to resource limitations like time or language skills; labeling theory suggests that students stigmatized by instructors may turn to AI instead of seeking help from their teachers.

This study bridges gaps in existing research by exploring the intersections of AI, multilingual writing pedagogy, and the application of sociological theories of deviance, while situating these intersections within frameworks of linguistic justice, plurilingual competence, and World Englishes. This study contributes to the field by examining AI use in the Turkish EAP setting, where factors such as linguistic challenges, monolingual language ideologies, assessment pressure, institutional AI policies, and cultural understandings of plagiarism may influence student behaviors. Findings will offer insights into why students engage in prohibited AI use and provide pedagogical recommendations for reducing misuse while fostering ethical engagement with Generative AI. All recommendations will be grounded in critical language perspectives.

Keywords: Generative AI ethics, Multilingual EAP, Deviance theory in education

#42 From Shortcut to Scaffold: An Action Research Report on Implementing an AI Literacy Curriculum in a Cross-Border Composition Course

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Abstract

Multilingual students face both linguistic and cognitive challenges in English composition courses, and students often turn to Generative AI (AI) as a linguistic broker. Students' low AI literacy, however, results in students using AI as a shortcut to a product rather than a scaffold for the process of learning. This behavior reinforces monolingual language ideologies, undermines student agency, and limits the development of students' linguistic awareness and higher-order thinking skills. To foster student's AI literacy, a practitioner-developed, bi-lingual AI Use Guidebook was implemented in an English Composition II course. Participant research around the Guidebook's effectiveness sought to answer the question:

In what conditions can a structured, transparent AI literacy tool shift student behavior from product-generation toward process-oriented learning, and could this framework help students navigate the tension between AI's "native-like" fluency and their own emerging linguistic identity?

To address this question, student-generated AI disclosure forms, reflection statements and student-AI chat logs will be analyzed. Student responses will be completed in either English or the students' L1. Third-party consent has been implemented to mitigate coercion, and the anticipated sample size is 50. Closed-ended items will be analyzed through descriptive statistics, while open-ended responses will be examined through thematic analysis to identify evidence of metacognitive commentary, writer identity formation, and student language ideologies.

Preliminary analysis suggests that students achieve varied levels of improvement to their AI literacy: While some students feel empowered when taught to identify unnecessary language changes made by AI, many struggle to apply practical strategies for effective prompts. Despite explicit instructions to reject unknown vocabulary, student reflections revealed a strong bias toward AI's "Standard English" output. The tool surfaced the problem of monolingual ideology but did not fully solve it. Full empirical findings are forthcoming and will be presented at the conference.

Attendees will leave with access to an editable copy of the latest edition of AI Usage Guidebook which they can adapt to their teaching context, as well as reflection questions to aid in its adaptation.

Keywords: AI literacy, Multilingual composition, Action research, Language ideology

Part IV | Poster Presentations and Abstracts

#47 The Cost of AI in Education: Increasing AI Literacy in the Classroom

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Fort Hays State University | Zhengzhou Sias University

Abstract

The Cost of AI in Education: Increasing AI Literacy in the Classroom

If humans are not cautious about the way in which they utilize technology the species will suffer in ways that it may not be able to predict. This fact is the core reason for the writing of this paper. The aim is to fundamentally shift how human beings think about how their own creations impact their brains and the environment around them. More specifically the goal is to focus on how humans have used artificial intelligence in education so far, the impact its usage has on humanity, and sustainable practices that educators and academic institutions can use to mitigate the negative costs of overusing AI.

A 2025 study shows that “92 percent of students use AI in their studies” (Higher Education Policy Institute, 2025). That is a very resounding percentage of students using technology that over half have admitted not having adequate knowledge or skills to use (Higher Education Policy Institute, 2025). Thus, students quite often make mistakes when they are using AI in their own work, begging the question, “Why are students allowed to use AI at when they have not been sufficiently educated on how to use AI?” This question answers itself.

Just as students must take a typing class to learn how to write in the digital age, they must now learn how to be AI literate. This literacy should be broad enough to cover multiple disciplines and should be simple enough that students can begin accessing literacy around their first year of high school (if not earlier). Students must be guided towards literacy by academic institutions early so that they are no longer confused about what constitutes use and misuse. Unfortunately, with the rapid movement of artificial intelligence, schools are struggling to keep up.

The research done in relation to this paper has been conducted at Zhengzhou Sias University in Henan Province, China. Most of the students are daily users of artificial intelligence applications. They often use AI to do their work and the impact on how they conduct themselves in class has been observed. These students assist in the research through providing feedback on their personal opinions and usage of AI.

Simultaneously, these same students are being educated on the cost of AI, as well as how to become AI literate in class. The students have been assigned an AI Guidebook. This guidebook was designed by Emily Livingston at Zhengzhou Sias university and supported by her colleague Donte’ Thrasher. Through data gathering, a series of lectures, and activities the aim is to bring these students closer to true AI literacy in the context of an English Composition course. Perhaps, other educators could take what is learned and begin developing AI literacy in other areas.

Keywords: AI, Literacy, University, English, Writing

#74 Redefining curriculum and evaluation of traditional courses in the age of AI

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Abstract

Purpose or research question:
In the age of AI academicians are facing the threat of certain traditional courses becoming obsolete. One such course offered by our department is the under graduate course on ‘Translation and Subtitling’. With the advent of machine translation and the Google translator as an aid, a question arises: is this course relevant in the time of AI? To ensure continued relevance of this course one needs to reorient its objective and pedagogy.

Methodology or Approach

Discussions at the Board of studies meetings and surveys conducted with our students revealed that human beings have certain strengths which machines cannot replace. The machine translation gives a quick output, a translated text void of language nuances, cultural context and social tone. Instead of rendering the course irrelevant we need to reposition it in the context that today the student no longer needs to be an example of a living dictionary but rather an alchemist who can polish and refine the raw machine translated text. This leads to redesigning curriculum constructively aligning it with AI usage in translation.

Using a backward design approach, learning outcomes and assessments are structured to reflect real-world translation practices. The proposed outcomes will focus on higher order skills viz. critical analysis, creativity and intercultural competence as the lower order skills will be taken care of by the machine translation.

Main findings

The objective of the course ‘Translation Pedagogy’ should no longer be how to transfer meaning from one language to another but instead making the student machine translation literate. The student needs to answer the question how do I give finesse to this machine translated text. Post editing is the need of the hour.

Translation literacy will revolve around recognizing the human ability to understand social nuances, cultural diversity and creativity. The course needs to focus on pragmatics, stylistics and intercultural component, as also on genre specific translation viz. humour, poetry, sarcasm which go beyond AI.

Referring to existing frameworks like the two categories Direct Translation and Oblique Translation elaborated by Vinay and Darbelenet, it is highlighted that a continued human intervention is needed when the focus is on Oblique Translation in procedures like transposition, adaptation, modulation or equivalence. When the AI translates the term ‘Ramrajya’ from Hindi to English it will translate it as the kingdom of Lord Rama. But a human translator familiar with both the cultures of SL (Source Language) and TL (Target Language) will translate the same as Utopia.

The evaluation needs to shift from traditional translation exercises to post editing of machine translated texts, adding socio cultural dimension to the text and critically evaluating AI generated translation. The translation passages selected need to reflect the real world with social and ethical dimensions.

Thus, this paper concludes that though some traditional courses like ‘Translation course’ may seem obsolete we need to reposition the human element in both designing of the objective and the curriculum rendering ‘Translation Pedagogy’ both relevant and necessary in the age of AI.

Keywords: Artificial Intelligence, Intercultural Competence, Machine Translation Literacy, Post-Editing Translation Pedagogy

#76 AI-Assisted Blended Learning for Chinese Language Education: Designing a LINE Chatbot for Contextual and Cultural Learning

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Abstract

This study explores the potential of integrating AI into Chinese language teaching materials and pedagogical practice by developing a LINE chatbot titled Treasure Hunt in Changhua: A Pirate's Journey Through Time. As digital technology rapidly advances, Chinese language education is transitioning from traditional paper-based materials to digital and interactive platforms. The central question addressed is: How can existing teaching materials be transformed into contextualized and interactive learning tools, and what impact does this AI-assisted blended learning approach have on foreign learners' language acquisition and cultural understanding?

The chatbot was designed using narrative-driven pedagogy, embedding learners in a story where they play the role of a foreign pirate stranded in Changhua, Taiwan. Content covers daily life topics including transportation, food, shopping, religion, and local attractions, integrating dialogues, vocabulary explanations, and grammar exercises. This design embodies the principle of "localized content, globalized understanding," enabling learners to develop cross-cultural communication skills while learning the language. The chatbot was implemented in beginner and intermediate Chinese language courses through a blended learning model combining the LINE platform, paper-based materials, and classroom activities. LINE was chosen as the platform because it is Taiwan's most popular messaging app with over 21 million users, 70% of whom actively engage with official accounts for communication, shopping, and learning. The chatbot's instant response function allows students to practice vocabulary and sentence patterns repeatedly via mobile devices, with supplementary features such as "Vocabulary Mini-Classroom" extending learning beyond the classroom and enhancing sustainability and contextualization. A mixed-methods research design was employed. Quantitative data were collected through satisfaction surveys measuring learners' perceptions of interface usability, narrative flow, learning effectiveness, and cultural understanding. Qualitative data were gathered through open-ended feedback and teacher observations to capture actual challenges during the learning process.

Results indicate that most learners responded positively to the chatbot, finding the interface intuitive, the learning approach innovative, and reporting increased motivation and engagement. Cultural understanding was particularly enhanced, with learners noting that the narrative context made it easier to comprehend Taiwanese daily life and cultural nuances. However, the study also identified areas for improvement. Some vocabulary items were too advanced for beginner learners, creating comprehension difficulties. Grammar presentation and vocabulary grading require further refinement to accommodate learners at different proficiency levels. Research suggests that AI-generated or AI-assisted materials require careful attention to difficulty control and register adjustment to ensure teaching effectiveness. Future material development should incorporate leveled design mechanisms and utilize corpora and word frequency standards for optimization. Overall, this study demonstrates that LINE chatbots can serve as effective digital teaching assistants in Chinese language education, particularly in facilitating situated learning and cultural integration. By combining local cultural content with digital interactive design, the approach not only enhances learners' linguistic competence but also promotes understanding of Chinese-speaking societies and cultures. Future research should expand sample sizes and investigate usage patterns across diverse learner backgrounds to develop more universally applicable AI-assisted Chinese language teaching material design models.

Keywords: AI-assisted language learning , Blended learning , LINE chatbot, Chinese language education, Narrative-driven pedagogy

Part IV | Poster Presentations and Abstracts

#77 The Governance Gap: How the Absence of AI Acceptable Use Policies Shapes Teaching and Learning

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Abstract

As artificial intelligence becomes increasingly embedded in education, institutional responses have largely emphasized tool adoption rather than the governance structures that shape professional practice. This paper examines a critical leadership problem within the domains of digital literacy, ethics, and educational governance: what are the consequences when schools do not establish formal Acceptable Use Policies (AUPs) governing teachers' use of AI? Specifically, it asks how policy absence influences professional decision-making, instructional norms, teacher roles, and AI-mediated learning environments.

Adopting a conceptual, practice-informed approach grounded in organizational coherence, distributed decision-making, and policy implementation theory, this paper argues that the absence of formal AI guidance should not be understood as neutrality, but as a form of implicit governance. In the absence of policy, decision-making authority is decentralized without shared definitions or expectations, resulting in divergent professional practices across classrooms.

The paper advances a four-part conceptual framework. First, policy absence creates a governance vacuum in which expectations regarding teacher AI use remain undefined. Second, this vacuum produces informal and uncoordinated norm formation as teachers independently determine acceptable professional practices. Third, these divergent interpretations lead to instructional and ethical inconsistencies, as AI may be incorporated into planning, assessment, feedback, and instructional design in markedly different ways. Finally, these inconsistencies contribute to organizational fragmentation and uneven learner experiences as students encounter different AI-mediated learning environments depending on teacher discretion. Concurrently, teachers assume expanded roles as decision-makers, gatekeepers, and ethical arbiters without coherent institutional support.

This paper argues that the absence of teacher AI AUPs undermines organizational coherence, instructional consistency, and equitable learning opportunities. It reframes AI governance not primarily as a compliance issue, but as a leadership challenge requiring shared expectations, institutional clarity, and coherent support structures for teachers navigating AI-mediated educational environments.

Keywords: artificial intelligence, educational leadership, organizational coherence, teacher governance, acceptable use policies

#95 Pre-service English Teachers' Perceptions of AI Before and After Teaching Practicum in a Japanese Local University Context

TSUDA, Akiko

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Abstract

The rapid emergence of generative artificial intelligence (AI) is reshaping English language education globally; however, its integration into teacher education remains insufficiently understood, particularly within local university contexts in Japan. While AI tools such as ChatGPT and machine translation systems are increasingly accessible, institutional policies, pedagogical guidelines, and formal training for pre-service teachers are still in the early stages of development in many Japanese universities. As a result, pre-service English teachers often approach AI with limited structured support and rely on individual experimentation. To address this gap, the present study proposes an exploratory qualitative investigation into how teaching practicum experiences shape pre-service teachers' perceptions of AI use in English education.
The study has two primary aims: (1) to examine how pre-service English teachers conceptualize the potential roles, benefits, and risks of AI in English education before and after their teaching practicum, and (2) to identify how these evolving perceptions may inform future directions for teacher education programs. The research is guided by the following questions:
(1) How do pre-service English teachers perceive the use of AI in English education prior to their practicum?
(2) How do these perceptions shift following practical teaching experiences in secondary schools?
(3) What implications do these shifts hold for developing coherent AI-related guidance within teacher education?
A longitudinal qualitative design will be employed. Five university students enrolled in an English teacher-training program at a local Japanese university will participate in semi-structured interviews conducted twice via Zoom: once before the practicum and once after completing it. Each interview will last approximately 30 minutes and will explore participants' awareness of AI technologies, perceived advantages and concerns, and understandings of teachers' roles in AI-integrated classrooms. With participants' consent, interviews will be audio-recorded, transcribed verbatim, and analyzed using thematic analysis to identify recurring themes and changes in perception over time.
It is anticipated that the study will offer insights into how hands-on teaching experiences influence pre-service teachers' readiness and attitudes toward AI in English education. Specifically, the findings are expected to highlight the need for clearer institutional policies and more structured AI literacy training within teacher education programs. By focusing on a local university in Japan, this study aims to contribute to broader discussions on AI, language teacher development, and the evolving competencies required of future educators in an increasingly AI-mediated educational landscape

Keywords: Generative AI in language education, Pre-service English teachers, High school–university collaboration, Teacher education in Japan, Teacher Professional Development

Part IV | Poster Presentations and Abstracts

#100 Evaluating the pedagogical and assessment objectives of the Synthesis and Transformation component in the PSLE

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Abstract

The main research question of this paper is: This study investigates the extent to which the pedagogical and assessment objectives of the PSLE Synthesis and Transformation (henceforth, S&T) component are being fulfilled.

The S&T is one of the assessment components of Singapore's Primary School Leaving Examination (PSLE), English Language (EL) examination, Paper 2. A S&T question provides the student with 2 question stems and a helping word/phrase. This prompt is meant to clearly signal what the question is testing for. Based on the prompt, students have to synthesize the stems (i.e., combine them to form one sentence) and transform certain parts of the stems (e.g., transforming word class, changing tense/aspect, etc.) in order to derive the correct answer.

There are 5 S&T questions, each worth 2 marks, which means S&T makes up just 5% of the overall EL grade. Despite the relatively low weightage, S&T is widely considered to one of the most challenging components, as many students are not able to achieve a good score in this section. As a result, it has become one of the components that distinguishes a superlative score (the top score, AL1) from a good score (AL2). In the very competitive grade environment in Singapore, this has made S&T one of the sections that students focus greatly on. Despite this focus, there is an acute lack of empirical research on S&T as an assessment component, that could help us determine core dimensions of test validity, including content representativeness, construct validity, criterion-related validity, and reliability (Ma, 2025).

I will put forth 3 main arguments. Firstly, evidenced from parents' queries on S&T on online PSLE forums, there is a critical lack of understanding of their pedagogical and assessment objectives. For instance, a common and persistent misunderstanding is that as long as the response is grammatical and largely conveys the same meaning as the question stems, it should be accepted as a correct answer. This is often not the case. S&T questions are not meant to assess general communicative competence, but familiarity with grammatical rules and constructions, as well as vocabulary (Leong, 2015).

Secondly, this lack of understanding is shared to some extent by a minority of teachers. In-service teachers have shared with me in personal communication that S&T is one of the most difficult components to teach, or to prepare their students for. Teachers have expressed a lack of confidence in analysing and explaining S&T questions, identifying the specific learning objectives of certain question types, and accounting for why some student responses are deemed incorrect.

Lastly, there is a negative washback on teaching effect, as some teachers, come up with arbitrary 'rules' for their students to memorise, so that they might engage in some form of pattern recognition, to have a better chance of correctly answering S&T questions. Another issue of practical concern involves teachers manipulating (usually broadening) the range of acceptable answers during grading.

Taken together, these are ways in which the pedagogical and assessment objectives of S&T are potentially compromised.

Keywords: Assessment, Pedagogy, Grammar, Synthesis, Transformation

#104 Exploring Open Dialogue Advising in EFL Contexts: A Case Study of Reflective and Collaborative Practice

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Abstract

This case study explores the potential of Open Dialogue Advising (ODA) as a reflective and collaborative practice in an EFL course at a Japanese university, highlighting the shared foundations of advising and open dialogue. Advising in language learning is characterized by collaborative dialogue that fosters learner autonomy and agency (Mynard & Kato, 2022). Drawing on the principles of Open Dialogue (OD; Seikkula & Arnkil, 2014)—originally developed in Finland for psychiatric care and now applied in fields including education—this study investigates how ODA can function as a form of praxis that deepens advisor–advisee relationships. However, the application of OD principles to language advising contexts remains underexplored. Specifically, this study addresses the following research questions: (1) When and how do advisors engage in reflecting during advising sessions? and (2) How do participants perceive the experience of ODA?

ODA sessions were conducted with 21 university students. Within each group of three, one student acted as an advisor, one as an advisee, and one as an associate advisor, with all participants rotating through each role over the course of the sessions. Each session lasted 15 minutes, followed by a 5-minute feedback phase designed to gradually transfer decision-making responsibility to learners. All sessions were audio-recorded and transcribed in detail. The study employed microgenetic analysis (Lantolf, 2000) to examine moment-to-moment changes in interaction, capturing the emergence of learning and reflection in real time. In parallel, thematic analysis (Braun & Clarke, 2019) was conducted to identify recurring patterns in post-session reflective comments. In addition, focus group interviews with eight participants were carried out to explore perceptions of ODA.

The findings indicate that reflecting serves multiple functions within ODA, including prompting meta-level reflection and the re-evaluation of learning strategies, which generate new insights for both advisors and advisees. Compared with one-on-one advising, the presence of two advisors enables participants to pause and evaluate interactions more objectively, enhancing the quality of dialogue through real-time reflection. Furthermore, ODA facilitates richer discussions by incorporating a wider range of perspectives. Regarding participants' perceptions, advisees reported that the presence of multiple advisors did not negatively affect their psychological comfort; rather, exposure to multiple viewpoints provided reassurance and supported their learning processes. Participants also developed more flexible perspectives on L2 learning and identified diverse learning strategies through dialogic engagement.

These findings suggest that ODA can broaden advising praxis by fostering dialogically rich, reflective interactions and collaborative meaning-making. In particular, its application in peer-advising contexts highlights how the presence of multiple participants can deepen dialogue and enrich learning experiences. Maintaining open dialogue in this way may support more adaptive and responsive advising practices. This study contributes to emerging research on dialogic approaches to advising by demonstrating the pedagogical value of multi-participant reflective dialogue in L2 learning contexts and beyond.

Keywords: open dialogue advising, advising in language learning, reflective practice, learner autonomy, EFL

Part IV | Poster Presentations and Abstracts

#132 Reframing the Teacher’s Role in AI-Mediated Conversational Learning with EasyConvo

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Abstract

As generative artificial intelligence (GenAI) becomes increasingly integrated into language education, its pedagogical value depends on how technological affordances are designed to scaffold learning. This study examines EasyConvo, a GenAI-powered oral communication platform, and how its design supports L2 speaking development when embedded within a teacher-designed blended learning sequence.

EasyConvo's architecture reflects a three-stage progression from controlled to free-flow speaking practice, instantiated through three rooms. The Fill and Speak room scaffolds vocabulary and grammar through sentence-level prompts before oral production. The Node Room supports guided scenario-based conversation with multi-attempt affordances and immediate AI feedback across vocabulary, grammar, fluency, and coherence, grounded in the Hattie-Timperley Feed Up--Feedback--Feed Forward model. The Wisp Room supports free-flow conversational production with teacher-designed scaffolding prompts. Across all rooms, Vygotsky's Zone of Proximal Development underpins task calibration, positioning AI feedback as a mediating mechanism for self-directed practice.

Using a convergent mixed-methods design, the study collected questionnaire data on perceived competence, self-efficacy, enjoyment, and anxiety; platform analytics on participation and task completion; and focus group data on learner perceptions. Results indicate that the platform's low-stakes design reduced speaking anxiety and strengthened self-efficacy, while the Node Room's multi-attempt structure supported deliberate practice behaviours. Qualitative findings affirmed the value of immediate, criteria-specific feedback, though limitations in pragmatic and discourse-level response suggest areas for future iteration.

The findings position EasyConvo's layered room architecture as a coherent pedagogical system, and underscore that the teacher's role as designer and sequencer remains central and reconfigured rather than replaced by AI.

Keywords: generative AI, L2 speaking, oral communication, scaffolded practice, AI-mediated feedback, self-efficacy, speaking anxiety, blended learning, Zone of Proximal Development, task design

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