



# 2024 8th International Conference on Education and E-Learning (ICEEL 2024)

## 2024 14th International Conference on Languages, Literature and Linguistics (ICLLL 2024)

Tokyo, Japan  
November 23-25, 2024

“Transformative Learning in the Digital Era:  
Navigating Innovation and Inclusion”

Supported by



大妻女子大学

OTSUMA WOMEN'S UNIVERSITY



東京医療保健大学

TOKYO HEALTHCARE UNIVERSITY

Patrons



山形大学  
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# TABLE OF CONTENTS

WELCOME ADDRESS .....	1
CONFERENCE COMMITTEE.....	3
CONFERENCE VENUE.....	7
CONFERENCE GUIDELINE.....	11
Online Conference Guideline.....	11
Onsite Conference Guideline.....	13
AGENDA OVERVIEW .....	15
Day 1   November 23, 2024   Saturday .....	15
Day 2   November 24, 2024   Sunday.....	15
Day 3   November 25, 2024   Monday .....	19
KEYNOTE SPEEKERS .....	22
INVITED SPEEKERS.....	26
PARALLEL TECHNOLOGY SESSIONS.....	38
“Immersive Learning Environment and Extended Reality Technology in Education” .....	38
“Design of Electronic Learning Modules and Application of Electronic Learning Platforms” .....	42
“Discourse Analysis, Verbal Behavior, and Cross-Cultural Communication” .....	47
“Language Diversity and Sociolinguistic Studies” .....	51
“Digital Language Learning and Language Curriculum Development” .....	55
“Language Education and Research on Multimodal Corpus” .....	59
“Educational Data Mining and Bibliometric Analysis of Educational Research” .....	63
“Digital Transformation of Education and Diversified Learning Practices” .....	67
“Translation Studies and Translation Analysis” .....	71
“Interpretation of Literary Works and Comparative Literature” .....	75
“Artificial Intelligence in Education and User Payment Behavior to AI Tools” .....	79
“Online Learning and Blended Learning” .....	83
ONLINE PARALLEL TECHNOLOGY SESSIONS.....	87
“Modern Educational Technology and Intelligent Teaching Innovation” .....	87
“Language and Culture Education & Literary Analysis”.....	92
DELEGATE LIST .....	97
ONE DAY TOUR.....	98
RECOMMENDED HOTEL .....	101
MEMO.....	104



## WELCOME ADDRESS

Distinguished guests and esteemed colleagues,

It is with great pleasure that we welcome you to the 2024 8th International Conference on Education and E-Learning (ICEEL 2024) and the 2024 14th International Conference on Languages, Literature, and Linguistics (ICLLL 2024), being held in the vibrant city of Tokyo, Japan, from November 23rd to 25th, 2024. These conferences have received substantial support from Otsuma Women's University, Tokyo Healthcare University, Japan, Athabasca University, Canada and Yamagata University, Japan, and promise to be a confluence of diverse ideas and insights.

Our conferences aim to delve into the myriad facets of education and language studies. We are delighted to announce three enlightening keynote speeches by luminaries in their respective fields, Prof. Ryan Baker from University of Pennsylvania, USA, Distinguished Prof. Albrecht Classen from The University of Arizona, USA, and Prof. Jon Dron from Athabasca University, Canada. Their contributions will illuminate the overarching themes of ICEEL 2024 and ICLLL 2024. In addition to these keynote addresses, we are honored to present 11 invited speeches from distinguished professionals including Prof. Nuno Martins from Polytechnic University of Cávado and Ave, Portugal, Prof. Daniel Noemi Voionmaa from Northeastern University, USA, Prof. Edwin P. Christmann from Slippery Rock University, USA, Assoc. Prof. Mikie Nishiyama and Assoc. Prof. Tomoki Sakakibara from Tokyo Healthcare University, Japan, Assoc. Prof. Nobuyo Fukaya from Niigata Agro-Food University, Japan, Assoc. Prof. Chew Fong Peng from University of Malaya, Malaysia, Assoc. Prof. Yina Cao from Sichuan University, China, Dr. Mariam Mohamad from Universiti Sains Malaysia, Malaysia, Dr. Qin Xu from The University of Tokyo, Japan, Researcher Dr. Jihong Ding from Hainan University, China. These presentations are designed to delve into the nuances of our chosen topics and further expand our collective understanding.

Our program encompasses a rich tapestry of sub-themes, each designed to foster meaningful discussions and exchange of ideas. The Conference theme of ICEEL 2024 is "Transformative Learning in the Digital Era: Navigating Innovation and Inclusion". Within the ambit of ICEEL 2024, our Parallel Sessions will focus on the ongoing transformation in education and e-learning brought about by digital technologies. These sessions will provide a platform for in-depth deliberations on these critical matters. Similarly, ICLLL 2024 will delve into the realms of linguistics, literature, and languages. We will explore sub-themes that touch upon the evolution of languages, literary analysis, and the role of linguistics in preserving cultural heritage.

The success of these conferences hinges on the dedication of our organizing committee, whose tireless efforts and meticulous planning have ensured the seamless execution of this event. Additionally, our reviewers have played a crucial role in maintaining the academic rigor and relevance of the conference content.



We would like to express our heartfelt gratitude to all those who have been instrumental in bringing these conferences to fruition. We are confident that the rich discussions and insights provided by our keynote and invited speakers will spark intellectual curiosity and inspire all attendees to actively engage and contribute to the triumph of the conference.

Welcome to ICEEL 2024 and ICLLL 2024. We look forward to a memorable and intellectually stimulating event, and we hope you find this opportunity to explore our chosen sub-themes to be truly enriching. Thank you for being a part of this academic endeavor.

ICEEL 2024 & ICLLL 2024 Organizing Committee

Tokyo, Japan | November 23-25, 2024



## CONFERENCE COMMITTEE

- **Conference Chair**

Jon Dron, Athabasca University, Canada

- **Program Committee Chairs**

Kumiko Aoki, The Open University of Japan, Japan

Mikie Nishiyama, Tokyo Healthcare University, Japan

Mu-Chun Su, National Central University

Neil Gordon, University of Hull, UK

Nuno Martins, Polytechnic Institute of Cavado and Ave, Portugal

Sherif Welsen, University of Nottingham Ningbo China, China

- **Local Organizing Chairs**

Hiroko Kanoh, Yamagata University, Japan

Hywel Evans, Otsuma Women's University, Japan

- **Publication Chairs**

Ahlam Othman, The British University in Egypt (BUE), Egypt

Chew Fong Peng, University of Malaya, Malaysia

Jihong Ding, Hainan University, China

Nobuyo Fukaya, Niigata Agro-Food University, Japan

Yina Cao, Sichuan University, China

- **Publicity Chair**

Ting-sheng Weng, National Chiayi University

- **Award Chair**

Mariam Mohama, Universiti Sains Malaysia, Malaysia

- **Track Chair**

Zijun Shen, Sichuan University of Media and Communications, China

- **Technical Program Committee**



Ahrar Husain, Jamia Millia Islamia, India  
Albrecht Classen, The University of Arizona, USA  
Alex Wing Cheung TSE, The University of Hong Kong, China  
Anna Kuzio, University of Zielona Gora, Poland  
Aušra Rutkienė, Vytautas Magnus University, Lithuania  
Bo Dang, Lead Mobile Engineer, ServCommerce, Inc., USA  
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Chen Chia-Huang, National Taichung University of Education  
Cheng-Huang Yen, National Open University  
Chih-Kai Chang, National University of Tainan  
Ching-Yeh Wang, National Kaohsiung University of Hospitality and Tourism  
David Everiss, University of Essex, UK  
Dennis Y. W. Liu, The Hong Kong Polytechnic University, China  
Eli Emmanuel Fianu, Ghana Communication Technology University, Ghana  
Elsa Catalina Olivas Castellanos, Tecnológico de Monterrey, Mexico  
Emad A. S. Abu-Ayyash, The British University in Dubai, UAE  
Ernest K Affum, University of Mines and Technology, Ghana  
Esra Buyuksahin, Selcuk University, Turkey  
Evan M Chaloupka, Franklin University, United States  
Evaristus Didik Madyatmadja, Bina Nusantara University, Indonesia  
Feruza Zakirova, Tashkent University of Information Technologies, Uzbekistan  
Gabriela Espinola Carballo, Tecnológico de Monterrey, Mexico  
Gloria Anahi Molina Barron, Tecnológico de Monterrey, Mexico  
Hamid Shokrollah-Timorabadi, University of Toronto, Canada  
Haohsiang Liao, Massachusetts Institute of Technology, USA  
Hapnes Toba, Universitas Kristen Maranatha, Indonesia  
Hebe Wong, City University of Hong Kong, China  
Hector Rafael Morano-Okuno, Tecnológico de Monterrey, Mexico  
Hend Hamed, Arab Open University, Kuwait  
Ian H Frank, Future University Hakodate, Japan  
Ilona Tandzegolskiene, Vytautas Magnus University, Lithuania  
Irfan Syamsuddin, State Polytechnic of Ujung Pandang, Indonesia  
Jeyapriya Palanivelu, Mother Teresa women's university, India  
John Augeri, Ile-de-France Digital University, France  
Junkai LI, Tianjin University, China



Juntao Li, Vanderbilt University, USA  
Karina Stempel-Gancarczyk, Polish Academy of Sciences, Poland  
Kartika Yulianti, Bina Nusantara University, Indonesia  
Ka-Wing TSE, Hong Kong Metropolitan University, China  
Kim Ying Lim, Singapore Institute of Management, Singapore  
Leandro R. De Luna, National University, Philippines  
Lin Feng, Singapore University of Social Sciences, Singapore  
LOW Jinghong, Multimedia University, Malaysia  
Mahmood Zahran Mohammed Al-Waaili, University of Nizwa, Oman  
Maria Pretty Lay Tupay Abdala, Bulacan State University, Philippines  
Maritza Arones, Saint Aloysius Gonzaga National University, Peru  
Martha Pilar Méndez Bautista, Universidad EAN, Colombia  
Mikhail Rodionov, Penza State University, Russia  
Miroslaw Matyja, Selinus University in Bologna, Italy  
Mohd Rafiz Salji, Universiti Teknologi MARA, Malaysia  
Nasir Abdul Jalil, Sunway University, Malaysia  
Naveed Ahmed, University of Sharjah, United Arab Emirates  
Nor Liza Bt. Haji Ali, Universiti Teknologi Malaysia, Malaysia  
Norma Urena, University of Chimborazo, Ecuador  
Phongsak Phakamach, Rajamangala University of Technology Rattanakosin, Thailand  
Phuong Minh Bui, University of Turku, Finland  
Qifeng Sun, Guangdong University of Science & Technology, China  
Rongwen, Guangdong Jiaying University, China  
Sandro Nuno Ferreira Serpa, University of the Azores, Portugal  
Santosh Panda, Indira Gandhi National Open University, India  
Sarimah Bt Shamsudin, Universiti Teknologi Malaysia, Malaysia  
Sharon Woodill, University of Central Florida, USA  
Si Xiao, Columbia university, USA  
Sofea Azlena Tung, MARA University of Technology, Malaysia  
Soh Chiaw Ker, Sunway College Kuala Lumpur, Malaysia  
Stamatios Papadakis, University of Crete, Greece  
Sylvia Chong, Singapore University of Social Sciences, Singapore  
Tânia Rocha, University of Trás-os-Montes e Alto Douro and INESC TEC, Portugal  
Tara Nath Poudel, Kathmandu University, Nepal  
Thi Phuong Lan Nguyen, The University of Newcastle, Australia





Tsai-Yun Mou, National Pingtung University  
Vorasuang Duangchinda, Sripatum University, Thailand  
Vriddhi Vriddhi, Christ University, India  
WANG Yunwu, Jiangsu Normal University, China  
Wei Wu, Wuhan University of Technology, China  
Wenwen Tian, Northwestern Polytechnical University, China  
Wuttiporn Suamuang, Department of Electrical Technology Education, Thailand  
Yasushi Akiyama, Saint Mary's University, Canada  
Yen-ju Hou, Shu Zen Junior College of Medicine and Management  
Yi-Chien Wang, Chihlee University of Technology  
Yi-Zeng Hsieh, National Taiwan University of Science and Technology  
Yunwu Wang, Jiangsu Normal University, China  
Zachariah John A. Belmonte, The University of Tokyo, Japan  
Zhenguo Xu, Qufu Normal University, China  
Zhuyuan Han, The Chinese University of Hong Kong, China

--- In Alphabet Order





## CONFERENCE VENUE



### Chiyoda Campus, Otsuma Women's University

大妻女子大学

### Building H

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

東京都千代田区三番町 12 番地

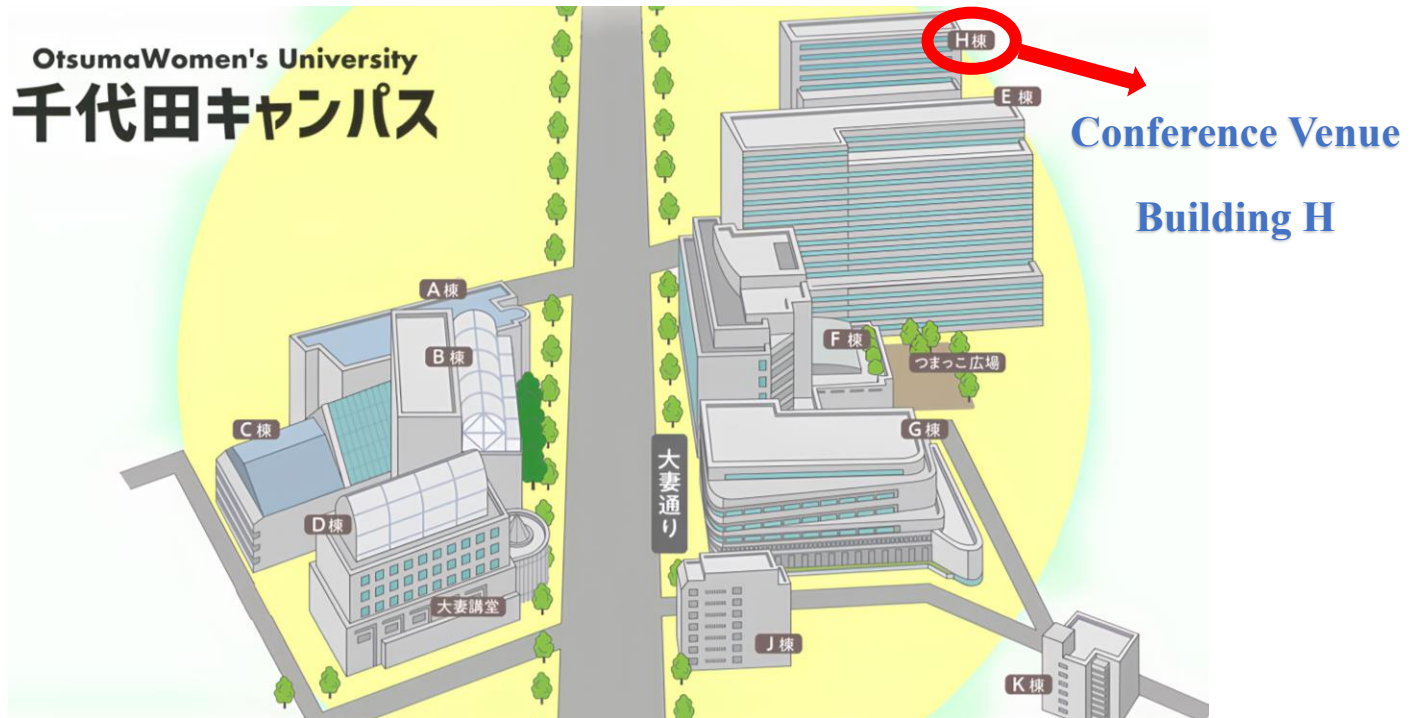
Tel +81-3-5275-6000

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



# Maps:

a.



b.







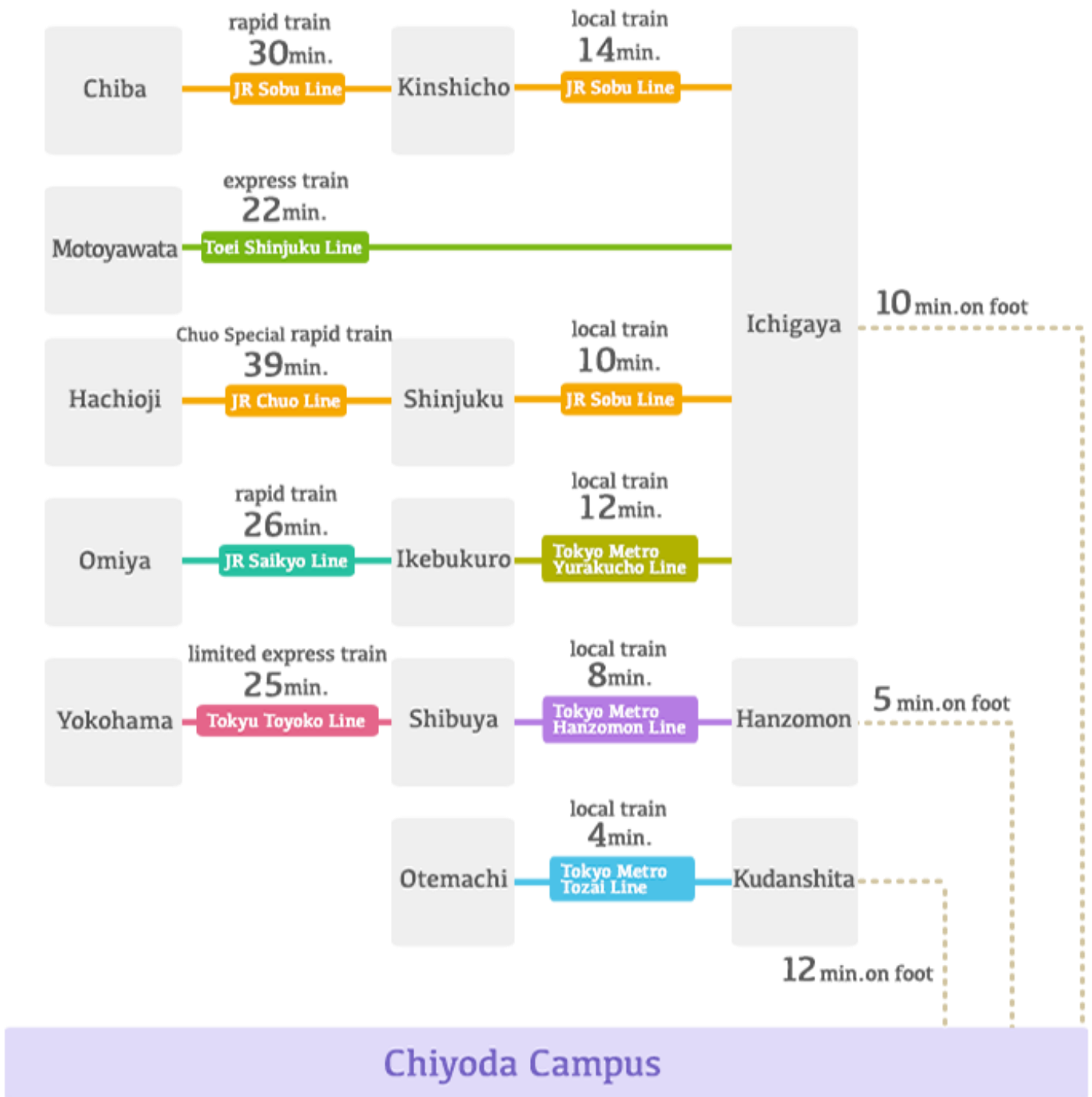
- Building H



**Entrance**



## Traffic Guide:



**Lunch Location: TBA**

**Dinner Location: TBA**



# CONFERENCE GUIDELINE

## Online Conference Guideline

### Platform: Zoom

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

### Sign In and Join

*\*Join a meeting without signing in.*

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

*\*Sign in with a Zoom account.*

All the functions are available.

### Time Zone

UTC+9

Japan Standard Time (JST)

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

### Online Rooms Information

Online Room	Zoom ID	Link	Password
Room A	895 8817 8925	<a href="https://us02web.zoom.us/j/89588178925">https://us02web.zoom.us/j/89588178925</a>	Tokyo

*\*Please use the Password: Tokyo to enter the online meeting room.*

### Overview of Room A event schedule

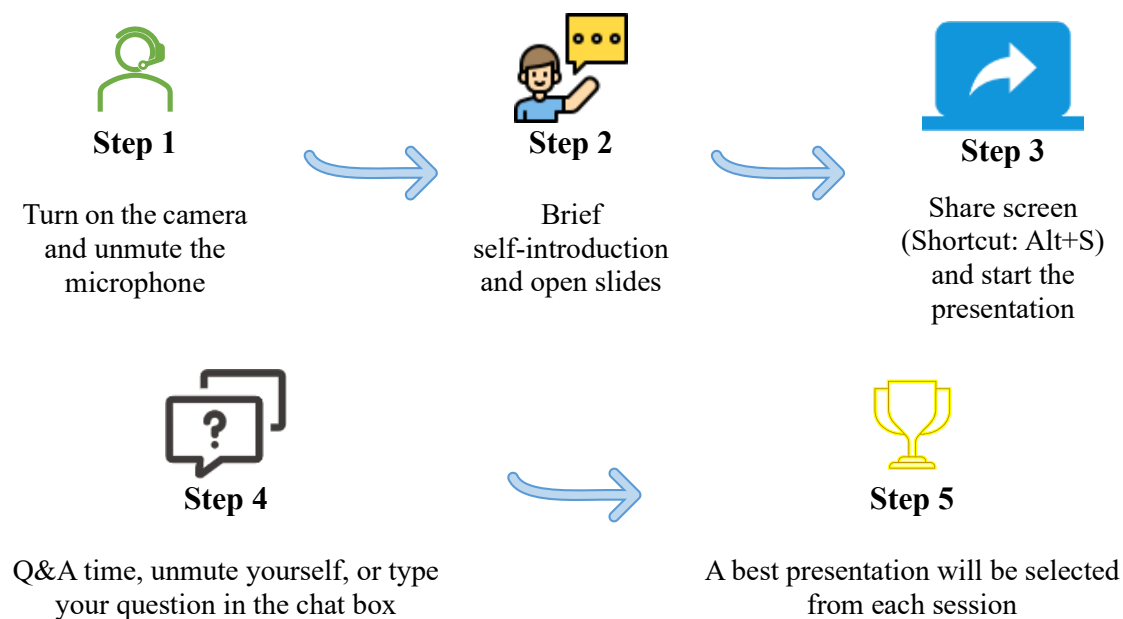
Date	Time (UTC+9)	Event
Nov 23, Saturday	09:00-11:00	Online Test
Nov 24, Sunday	09:00-12:00	Opening & Welcome Address & Keynote Speeches
Nov 25, Monday	09:30-12:00	Online Invited Speeches
	13:30-15:40	Online Session 1
	16:00-18:10	Online Session 2



- ❖ Every online meeting includes a **group photo session**, especially during the morning invited speeches, requiring all online participants to attend the entire meeting and not leave the virtual room midway.
- ❖ You can download the virtual background [here](#).
- ❖ Prior to the formal conference, presenter shall join the test room to make sure everything is on the right track
- ❖ Note: Please rename your Zoom Screen Name in below format before entering meeting room

Role	Format	Example
Conference Committee	Position-Name	Conference Chair-Prof. XXX
Keynote/ Invited Speaker	Position-Name	Keynote Speaker- Prof. XXX
Author	Session Number-Paper ID-Name	S1-M1001-Name
Delegate	Delegate-Name	Delegate-Name

### Presentation Process by Zoom Meeting



### About Presentation

- Every presenter has **13** minutes, including Q & A. Each presentation should have at least TEN minutes.
- The best presentation certificate and all authors' presentation certificates will be sent after conference by email.
- It is suggested that the presenter email a copy of his / her video presentation to the conference email box as a backup in case any technical problem occurs.

### Environment & Equipment Needed

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

### Conference Recording





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

\*The recording will be used for conference program and paper publication requirements. It cannot be distributed to or shared with anyone else, and it shall not be used for commercial nor illegal purpose.

## Onsite Conference Guideline

### Conference Date

- **November 23<sup>rd</sup>**: On-site Sign-in (Conference Materials Collection)
- **November 24<sup>th</sup>**: Conference Speeches & Parallel Sessions
- **November 25<sup>th</sup>**: One day tour in Tokyo

### Oral Presentation

- The duration of a presentation slot is **13** minutes. Please target your lecture for a duration of about 10 minutes for the presentation plus about 3 minutes for questions from the audience.
- Your punctual arrival and active involvement in each session will be highly appreciated.
- Get your presentation PPT or PDF files prepared and backed up.
- Laptops, projector & screen, laser sticks will be provided by the conference organizer.

### Conference Room

- **Building H**

Date	Level	Venue	Activity
<b>Nov. 23</b>	4 <sup>th</sup> Floor	H411	Sign-in and Material Collection
<b>Nov. 24</b>	1 <sup>st</sup> Floor	H113	Opening & Welcome Address & Keynote Speeches
	3 <sup>rd</sup> Floor	H313	Session 1, 7
	4 <sup>th</sup> Floor	H411	Invited Speech 1 & Session 2, 8
		H412	Invited Speech 2 & Session 3, 9
		H413	Invited Speech 3 & Session 4, 10
		H414	Invited Speech 4 & Session 5, 11
H415	Invited Speech 5 & Session 6, 12		





## Dress Code

- Please wear formal clothes or national characteristics of clothing.

## Important Notes

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

### BADGES

To gain entry to all conference sessions and the conference room, all attendees must wear their badges, which must be visible to conference personnel.

### WI-FI

Complimentary Wi-Fi will be available throughout the meeting space. Please note that wireless Internet is provided as a benefit to attendees. However, to maintain high-speed availability for everyone, the conference requests that you limit your use to one device per person.

### LOST AND FOUND

If you find or lose an item during the conference, please visit the registration area. We will also make every effort to notify attendees of missing items.



# AGENDA OVERVIEW

**Time Zone: UTC+9**

**Conference Venue: Building H**

## Day 1 | November 23, 2024 | Saturday

Time	Activity	Venue
09:00-11:00	Online Test	Room A: 895 8817 8925 Password: Tokyo
12:00-16:00	Sign in and Materials Collection	H411

## Day 2 | November 24, 2024 | Sunday

### Morning

Time	Activity	Venue
<b>Host: Prof. Hywel Evans, Otsuma Women's University, Japan</b>		
09:00-09:05	Opening Remarks <b>Prof. Jon Dron</b> , Athabasca University, Canada	
09:05-09:10	Welcome Address <b>Prof. Hywel Evans</b> , Otsuma Women's University, Japan	H113 Room A: 895 8817 8925
09:10-09:45	Keynote Speech 1 <b>Prof. Ryan Baker</b> , University of Pennsylvania, USA Title: Human-LLM Partnership for Qualitative Coding of Educational Data	Password: Tokyo



<b>09:45-10:20</b>	<b>Keynote Speech 2</b> <b>Distinguished Prof. Albrecht Classen</b> , The University of Arizona, USA Title: The Quest for Love – Literature as a Foundation for Life	
<b>10:20-10:50</b>	Group Photo & Coffee Break	
<b>10:50-11:25</b>	Keynote Speech 3 <b>Prof. Qing Li</b> , Hong Kong Polytechnic University, China IEEE Fellow Title: TBA	H113 Room A: 895 8817 8925 Password: Tokyo
<b>11:25-12:00</b>	Keynote Speech 4 <b>Prof. Jon Dron</b> , Athabasca University, Canada Title: No Teacher Left Behind: Surviving Transformation	
<b>12:00-13:30</b>	Lunch	

## Afternoon

Time	Activity	Venue
	Invited Speech 1 <b>Prof. Daniel Noemi Voionmaa</b> , Northeastern University, USA Title: Spies, the Archive, and Latin American Literature	H411
<b>13:30-13:50</b>	Invited Speech 2 <b>Prof. Nuno Martins</b> , Polytechnic University of Cávado and Ave, Portugal Title: Health Risk Communication: Design and Digital Communication of Official Public Health Sources to Guide Citizens in Pandemic Situations	H412
	Invited Speech 3	H413



	<p><b>Assoc. Prof. Mikie Nishiyama</b>, Tokyo Healthcare University, Japan</p> <p>Title: Exploring the Pedagogical Impact of Machine Translation on Foreign Language Writing: A Qualitative Analysis</p>	
	<p>Invited Speech 4</p> <p><b>Assoc. Prof. Tomoki Sakakibara</b>, Tokyo Healthcare University, Japan</p> <p>Title: Reviving Latin: How Generative AI Transforms Classical Language Learning</p>	H414
	<p>Invited Speech 5</p> <p><b>Dr. Qin Xu</b>, The University of Tokyo, Japan</p> <p>Title: Experimental phonetic research on Chinese Yanbian Korean- Current status and issues-</p>	H415
<b>13:50-14:10</b>	Break	
	<p>Technical Session 1-Immersive Learning Environment and Extended Reality Technology in Education</p> <p>Session Chair: <b>Prof. Gloria Anahi Molina Barron</b>, Tecnologico de Monterrey, Mexico</p>	H313
<b>14:10-16:07</b>	<p>Technical Session 2-Design of Electronic Learning Modules and Application of Electronic Learning Platforms</p> <p>Session Chair: <b>Prof. Marisela Rodriguez-Salvador</b>, Tecnologico de Monterrey, Mexico</p>	H411
	<p>Technical Session 3-Discourse Analysis, Verbal Behavior, and Cross-Cultural Communication</p> <p>Session Chair: <b>Assoc. Prof. Zijun Shen</b>, Sichuan University of Media and Communications, China</p>	H412
	<p>Technical Session 4-Language Diversity and Sociolinguistic Studies</p> <p>Session Chair: <b>Prof. Christine Joanne L. Desacado</b>, Mapua Malayan Colleges Laguna, Philippines</p>	H413



	<p>Technical Session 5-Digital Language Learning and Language Curriculum Development</p> <p>Session Chair: <b>Prof. Chen Chia-Huang</b>, National Taichung University of Education</p>	H414
	<p>Technical Session 6-Language Education and Research on Multimodal Corpus</p> <p>Session Chair: <b>Assoc. Prof. Mikie Nishiyama</b>, Tokyo Healthcare University, Japan</p> <p>Session Co-Chair: <b>Assoc. Prof. Tomoki Sakakibara</b>, Tokyo Healthcare University, Japan</p>	H415
<b>16:07-16:30</b>	Coffee Break	
	<p>Technical Session 7-Educational Data Mining and Bibliometric Analysis of Educational Research</p> <p>Session Chair: <b>Asst. Prof. Hungche Chen</b>, Chang Gung University of Science and Technology</p> <p>Session Co-Chair: <b>Senior Lecturer Nagwa Kassabgy</b>, The American University in Cairo, Egypt</p>	H313
<b>16:30-18:27</b>	<p>Technical Session 8-Digital Transformation of Education and Diversified Learning Practices</p> <p>Session Chair: <b>Assoc. Prof. Hamid S Timorabadi</b>, University of Toronto, Canada</p>	H411
	<p>Technical Session 9-Translation Studies and Translation Analysis</p> <p>Session Chair: <b>Asst. Prof. Chariti Khuanmuang</b>, Kasetsart University, Thailand</p>	H412
	<p>Technical Session 10-Interpretation of Literary Works and Comparative Literature</p> <p>Session Chair: <b>Assoc. Prof. Emine Tuğcu</b>, Baskent University, Türkiye</p>	H413



	Session Co-Chair: <b>Senior Lecturer Yasmine Salah El-Din</b> , The American University in Cairo, Egypt	
	Technical Session 11-Artificial Intelligence in Education and User Payment Behavior to AI Tools Session Chair: <b>Prof. Ian Frank</b> , Future University Hakodate, Japan	H414
	Technical Session 12-Online Learning and Blended Learning Session Chair: <b>Assoc. Prof. Aria Kekalih</b> , Medicine Universitas Indonesia, Indonesia	H415
<b>19:00-21:00</b>	Dinner	

## Day 3 | November 25, 2024 | Monday

### Onsite

Time	Activity	Assembly Point
<b>10:00-18:00</b>	Tokyo one day tour	Ichigaya Station (市ヶ谷駅)

### Online

Time	Activity	Venue
<b>09:30-09:50</b>	Invited Speech 6 <b>Prof. Edwin P. Christmann</b> , Slippery Rock University, USA Title: A Meta-Analytic Investigation of CAI on Mathematics Achievement	Room A: 895 8817 8925 Password: Tokyo
<b>09:50-10:10</b>	Invited Speech 7	



	<p><b>Assoc. Prof. Nobuyo Fukaya</b>, Niigata Agro-Food University, Japan</p> <p>Title: The Effect of Language Transfer in the Production of the English Dative Alternation</p>	
<b>10:10-10:30</b>	<p>Invited Speech 8</p> <p><b>Assoc. Prof. Yina Cao</b>, Sichuan University, China</p> <p>Title: The Transformation of Value in Online Games Under the Overlay of Business Models and Its Causes</p>	
<b>10:30-10:50</b>	Break	
<b>10:50-11:10</b>	<p>Invited Speech 9</p> <p><b>Assoc. Prof. Chew Fong Peng</b>, University of Malaya, Malaysia</p> <p>Title: Teachers' Perception of the Appropriateness of Love Beach in the Malaysian National Secondary Schools</p>	
<b>11:10-11:30</b>	<p>Invited Speech 10</p> <p><b>Dr. Mariam Mohamad</b>, Universiti Sains Malaysia, Malaysia</p> <p>Title: Early Years Dyslexic Children with Mobile Assistive Technology: Exploring The Implementation In Malaysia And Japan</p>	<p>Room A: 895 8817 8925</p> <p>Password: Tokyo</p>
<b>11:30-11:50</b>	<p>Invited Speech 11</p> <p><b>Dr. Jihong Ding</b>, Hainan University, China</p> <p>Title: Automatic Recognition of Students' Collective Emotion and their Relationship with Classroom Interactions</p>	
<b>11:50-13:30</b>	Lunch & Break	
<b>13:30-15:40</b>	Online Technical Session 1-Modern Educational Technology and Intelligent Teaching Innovation	<p>Room A: 895 8817 8925</p> <p>Password: Tokyo</p>





	Session Chair: <b>Prof. Cheng-Huang Yen</b> , National Open University	
<b>15:40-16:00</b>	Break	
<b>16:00-18:10</b>	Online Technical Session 2-Language and Culture Education & Literary Analysis Session Chair: <b>Assoc. Prof. Yina Cao</b> , Sichuan University, China	Room A: 895 8817 8925 Password: Tokyo



## KEYNOTE SPEECH 1

### Prof. Dragan Gasevic

University of Pennsylvania, USA

#### “Human-LLM Partnership for Qualitative Coding of Educational Data”



Speech time: 09:10-09:45, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H113

Ryan Baker is a Professor at the University of Pennsylvania, and Director of the Penn Center for Learning Analytics. His lab conducts research on engagement and robust learning within online and blended learning, seeking to find actionable indicators that can be used today but which predict future student outcomes. Baker has developed models that can automatically detect student engagement in over a dozen online learning environments and has led the development of an observational protocol and app for field observation of student engagement that has been used by over 150 researchers in 7 countries. Predictive analytics models he helped develop have been used to benefit over a million students, over a hundred thousand people have taken MOOCs he ran, and he has coordinated longitudinal studies that spanned over a decade. He was the founding president of the International Educational Data Mining Society, is currently serving as Editor of the journal *Computer-Based Learning in Context*, is Associate Editor of the *Journal of Educational Data Mining*, was the first technical director of the Pittsburgh Science of Learning Center DataShop, and currently serves as Co-Director of the MOOC Replication Framework (MORF). Baker has co-authored published papers with over 300 colleagues.

Title: Human-LLM Partnership for Qualitative Coding of Educational Data

**Abstract:** Qualitative coding is an essential step in the process of qualitative and mixed-methods research in the social sciences but has long required intensive effort by high-skilled researchers. There has been a flurry of recent interest in whether the fluency and conceptual sophistication of large language models (LLMs) creates new possibilities for not only speeding but also enhancing qualitative coding processes. In this talk, I will discuss our efforts to develop a human-AI partnership that can enhance several stages of the process of qualitative coding, from code generation, to refinement, to coding itself. I conclude with thoughts on future directions and possibilities for a future of qualitative research and quantitative ethnography that builds on the strengths of both humans and large language models.



## KEYNOTE SPEECH 2

### Distinguished Prof. Albrecht Classen

The University of Arizona, USA

“The Quest for Love - Literature as a Foundation for Life”



Speech time: 09:45-10:20, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H113

ALBRECHT CLASSEN received his Ph.D. from the University of Virginia in 1986. He has a broad range of research interests covering the history of German and European literature from about 800 to 1600. He has currently published 132 books and well over 800 articles dealing with comparative issues, gender topics, environmental concerns, and cultural historical themes. Most recently appeared *Prostitution in Medieval and Early Modern Literature* (2021), *Charlemagne in Medieval German and Dutch Literature* (2021), *Tracing the Trails in the Medieval World* (2021), *Wisdom from the European Middle Ages* (2022), *The Secret in Medieval Literature* (2022), *Globalism in the Middle Ages and the Early Modern Age* (ed., 2023), and *Der Niederrheinische Orientbericht, c. 1350* (trans., 2024). A new book on court criticism and of evil kings in medieval literature appeared in 2024. In 2017, he received the rank of Grand Knight Commander of the Most Noble Order of the Three Lions.

Title: The Quest for Love - Literature as a Foundation for Life

**Abstract:** The issue of love assumes center position in world literature from ancient times until today. After all, human life is deeply determined by very few fundamental concerns, such as identity, the quest for God, death, friendship, and love. To make sense out of life, we are all called upon to investigate the meaning of love. This can be done most effectively through a study of relevant literary works from the Middle Ages when the concept of courtly love was first introduced and developed most fully. Love proves to be the benchmark of all culture, and this both in East and West, past and present. In fact, as this talk will illuminate, focusing on the treatment of love by poets throughout time can provide us with fundamental insights into human existence, its challenges and promises. The critical analysis of the discourse of love facilitates a deep investigation of the essential aspects of human culture, spirituality, and ethics, here viewed through the lens of medieval literature.



## KEYNOTE SPEECH 3

**Prof. Qing Li (IEEE Fellow)**

**Hong Kong Polytechnic University, China**

**“TBA”**



Speech time: 10:50-11:25, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H113

Qing Li is a Chair Professor and Head of the Department of Computing, the Hong Kong Polytechnic University. He received his B.Eng. from Hunan University (Changsha), and M.Sc. and Ph.D. degrees from the University of Southern California (Los Angeles), all in computer science. His research interests include multi-modal data management, conceptual data modeling, social media, Web services, and e-learning systems. He has authored/co-authored over 500 publications in these areas, with over 36700 citations and H-index of 78 (source: Google Scholars). He is actively involved in the research community and has served as an Editor-in-Chief of *Computer & Education: X Reality (CEXR)* by Elsevier, an associate editor of *IEEE Transactions on Artificial Intelligence (TAI)*, *IEEE Transactions on Cognitive and Developmental Systems (TCDS)*, *IEEE Transactions on Knowledge and Data Engineering (TKDE)*, *ACM Transactions on Internet Technology (TOIT)*, *Data Science and Engineering (DSE)*, and *World Wide Web (WWW) Journal*, in addition to being a Conference and Program Chair/Co-Chair of numerous major international conferences. He also sits/sat in the Steering Committees of *DASFAA*, *ER*, *ACM RecSys*, *IEEE U-MEDIA*, and *ICWL*. Prof. Li is a Fellow of IEEE, AAIA, and IET.

Title: TBA

**Abstract: TBA**



## KEYNOTE SPEECH 4

### Prof. Jon Dron

Athabasca University, Canada

“No Teacher Left Behind: Surviving Transformation”



Speech time: 11:25-12:00, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H113

Prof. Dr. Jon Dron is the associate dean, learning and assessment, and a full professor in the Faculty of Science and Technology, Athabasca University. He has received national and institutional awards for his teaching, is author of various award-winning research papers and is a regular keynote speaker. His research is cross-disciplinary, straddling many areas of technology, learning, and education, about which he has authored three books and many papers. He used to sing swing for a living for 10 years, and managed IT support departments before becoming an academic. He has formal qualifications in philosophy, information systems, university education, and learning technologies.

Title: No Teacher Left Behind: Surviving Transformation

**Abstract:** For at least the past 100 years, the exponential upwards curve in the growth of technologies that has long been a hallmark of our species has become almost vertical. For our ancestors, most of the skills and knowledge they acquired in childhood would normally do good service for the rest of their lives. Today, in many subject areas, skills acquired as the start of a university program will be obsolete by its end. We change the world at a greater and greater rate and scale, and it changes us. Teachers charged with preparing their students for the future are at least as ignorant and unprepared as those they are charged to teach. Methods, tools, values, and approaches that served our forebears well no longer serve. The more individual knowledge we possess, the smaller a proportion of our collective knowledge it becomes. At a global scale, the vast changes in our access to the collective intelligence of our species that information and communication technologies has afforded has, through a combination of network dynamics, shrinking attention spans, and intentional manipulation by self-interested actors, resulted in mob stupidity at least as often as crowd wisdom. The distribution of the benefits becomes ever more inequitable, the world becomes more and more polarized, and the the large-scale emergent consequences threaten not just our own civilizations but the futures of whole species. As we surf on the crest of a new wave of change brought on by generative AI that greatly magnifies this trend, the role of education has never been more consequential. It is imperative that we attempt to chart the waters ahead and adjust our course to match. In this talk, rooted in understanding the nature of the technological systems that have led us here and applying the theory presented in my book “How Education Works”, I will present a framework for doing so. For all the many dangers ahead, it will be a message of hope.





## INVITED SPEECH 1

### Prof. Daniel Noemi Voionmaa

Northeastern University, USA

“Spies, the Archive, and Latin American Literature”



Speech time: 13:30-13:50, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H411

Daniel Noemi Voionmaa is a cultural critic, chronicler, and scholar of Latin American literature and culture. He obtained his PhD from Yale University. His research and teaching focuses on the intersection of critical theory and literature, and on visual arts, film, and politics. He is the author of four books and many articles. *Reading Poverty in Latin America: Literature and Velocity* (Cuarto Propio, 2004; second edition 2011), *Beyond Realism and Avant-Garde in Latin America* (Cuarto Propio, 2013), *In Fugitive Times: Contemporary Latin American Narratives* (Universidad Alberto Hurtado UP, 2016), *Surveillance, the Cold War and Latin American Literature* (Cambridge UP, 2022). His current research –for which he obtained a FIFA-CIES fellowship– is on Latin American literature, soccer, modernization, and national identities. Currently, he teaches Latin American Literature and Culture at Northeastern University, in Boston. Previously, he was on the faculty in the Department of Romance Languages and Literatures at the University of Michigan in Ann Arbor, where he earned tenure, and in the Department of Languages and Literatures at Bard College, where he was a visiting assistant professor. He has been a guest lecturer at universities in Spain, UK, Germany, Colombia, Mexico, Chile, Ecuador, and the US.

Title: Spies, the Archive, and Latin American Literature

**Abstract:** In this presentation, I propose a social, political, cultural and aesthetic analysis of the complex relation between state agencies of surveillance and control and the intellectuals and writers during the Cold War in Latin America. I argue that the production –reports, memos, secret files, all the material that was gathered and written– of secret services, spies, and agents must be read as part of the ongoing cultural debates at the time. As such this production must be studied both aesthetically and politically in tension with the work of writers and intellectuals. How did power reinvent notions such as patriotism and nation when targeting intellectuals—what idea of political commitment does emerge from the reports? And from the writers and intellectuals’ side: How did they answer to surveillance—did they know about it? How did espionage impact their work? Using the case studies of Gabriel García Márquez in México, and the Chilean writer Carlos Cerda in East Germany, I discuss how Cold War ideological perspectives became state policies and daily practices; how through the state’s attempts to spy upon and control writers emerged a surveillance society that continues today.



## INVITED SPEECH 2

### Prof. Nuno Martins

Polytechnic University of Cávado and Ave, Portugal

**“Health Risk Communication: Design and Digital Communication of Official Public Health Sources to Guide Citizens in Pandemic Situations”**

Speech time: 13:30-13:50, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H412



BA in Communication Design (2003), MA in Multimedia Art (2007) and PhD in Digital Media (2013) from the University of Porto. In 2020, he completed a Post-Doctorate in Design at the Faculty of Fine Arts of the University of Porto. He is currently Associate (tenured) Professor at the School of Design of the Polytechnic University of Cávado and Ave (IPCA) and Director of the MA in Digital Design. He is an Integrated Researcher of the Research Institute for Design, Media and Culture (ID+), where he has focused his research in the area of Communication Design for Digital Media. He is currently Co-Principal Investigator (Co-PI) of the project “HERIC 2D – Health Risk Communication: Design and digital communication of official public health sources to guide citizens in pandemic situations” funded by FCT (Ref. 2022.06008.PTDC); was Principal Investigator (PI) of the project “ECHO – Echoing the Communal Self: designing the dissemination and replication of self-initiated practices in underprivileged urban communities in a post-pandemic world”, funded by FCT (EXPL/ART-DAQ/0037/2021); and has participated, as a team member, in several funded research projects. He is the Founder and Chair of DIGICOM – International Conference on Design & Digital Communication (<http://digicom.ipca.pt>). He is member of the editorial board of several scientific journals and was co-editor of more than several scientific publications in the area of Communication Design, namely chapter books and proceedings of international conferences. He has won numerous awards, namely: 3 Graphis Gold Award (2021, 2015 and 2014, USA); 2 Graphis Silver Award (2020 and 2014, USA); 1<sup>st</sup> prize – Mascot of the Oceanário of Lisbon; 1<sup>st</sup> prize – Mascot of the Water Pavilion of Porto; 1<sup>st</sup> prize – Porto Digital logo; 1<sup>st</sup> Prize “Winner Online” in the contest Webdesign 2004, promoted by ESTAL; and 1<sup>st</sup> Prize in the Contest “Papiés 2006” (category “Papiés of the Internet”). Some of his design projects appear in over two dozen books on Communication Design, published in Hong Kong, Germany, Spain, USA, Austria, Netherlands, France, China and UK.

**Title: Health Risk Communication: Design and Digital Communication of Official Public Health Sources to Guide Citizens in Pandemic Situations**

**Abstract:** This project’s main objective is to improve the risk communication in Health in situations of pandemic, by official public health institutions of the Portuguese Government and State. To this end, it is based on the experience of





the COVID-19 pandemic, where the aim is to evaluate and improve the communication and design of the different websites of these institutions, created to communicate and interact with citizens, namely the Directorate-General for Health (DGS) and the National Health Service (SNS24). In this communication we will present the main results of the study carried out in the area of Design. In particular, the aim is to demonstrate the contribution of Interface Design and Infographics in conveying public health information through the development of best practice guidelines tested on a prototype.



## INVITED SPEECH 3

### Assoc. Prof. Mikie Nishiyama

Tokyo Healthcare University, Japan

“Exploring the Pedagogical Impact of Machine Translation on Foreign Language Writing: A Qualitative Analysis”



Speech time: 13:30-13:50, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H413

Mikie Nishiyama is an associate professor in the Postgraduate School of Tokyo Healthcare University and a Ph.D. candidate at the University of Tokyo. She has M.A.s in linguistics and language education from the University of London, Kyoto University, and the University of Tokyo. She is currently a director of the Japan Society of English for Research (J-SER). She teaches a graduate-level course in English for academic purposes and undergraduate-level English courses at Tokyo Healthcare University. Research interests include the use of AI translation and tools in foreign language writing. Her current research project is investigating the appropriate application of AI translation and tools in foreign language learners' writing and the assessment of writing products.

Title: Exploring the Pedagogical Impact of Machine Translation on Foreign Language Writing: A Qualitative Analysis

**Abstract:** This presentation will discuss the findings from an ongoing qualitative content analysis of learners' use of online machine translation (MT) in foreign language (FL) writing. The study aims to explore the pedagogical effects of MT use and the factors influencing its impact on FL writing. In the study, Japanese learners of English were taught how to use MT and were allowed to use it to complete English writing tasks during one semester at a university in Japan. At the end of the semester, semi-structured interviews were conducted to gather participants' reflections on their experiences with MT in English writing. The interviews focused on: 1. How participants used MT; 2. What they noticed about their first and target languages; 3. How they felt about their English proficiency when using MT; 4. The long-term effects of using MT; 5. The instructor's feedback on the use of MT; and 6. What they thought about MT use in FL writing. The interviews were analyzed through qualitative content analysis using Nvivo 14, leading to the extraction of the following thematic categories: (1) MT as a useful tool for learning English; (2) modification of Japanese for easier translation; (3) differences in the role of MT by proficiency level; (4) development of autonomous learning skills; (5) increase in motivation for learning English; (6) trust in MT; and (7) resistance to over-reliance on MT. These findings highlight the potential benefits of MT as a tool to support learners in FL writing. By understanding learners' responses to MT, educators can make more informed decisions about how to incorporate it effectively into FL writing instruction.



## INVITED SPEECH 4

### Assoc. Prof. Tomoki Sakakibara

Tokyo Healthcare University, Japan

#### “Reviving Latin: How Generative AI Transforms Classical Language Learning”

Speech time: 13:30-13:50, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H414



Dr. Tomoki Sakakibara is junior associate professor in the Postgraduate School of Healthcare, Tokyo Healthcare University, and also teaches at the University of Tokyo. He received his Ph.D. in Language and Information Sciences from the Graduate School of Arts and Sciences at the University of Tokyo. He is also a diplomate of the English Education Program (UTEPP) and the Future Faculty Program (FFP) at the same institution. Dr. Sakakibara currently serves as a director of the Japan Society of English for Research (J-SER). His research interests center on literary texts from the Renaissance period, with a focus on the works of British author Robert Burton and French essayist Michel de Montaigne.

Title: Reviving Latin: How Generative AI Transforms Classical Language Learning

**Abstract:** In the digital era, the potential of generative AI to revolutionize our interaction with classical texts is profound. This speech explores the transformative application of AI in reading and interpreting texts written in Latin and those blending classical and secular languages. Generative AI transcends the traditional boundaries between modern and classical studies, making Latin—often considered a “dead” language—an interactive medium for expressing thoughts and feelings. By turning Latin into a language of active engagement rather than passive absorption, AI enables deeper understanding and greater command of the language. This approach not only enhances linguistic competence but also broadens access to a vast repository of human knowledge that has been largely untapped due to the lack of enabling technology. In this way, digital innovation fosters inclusion, allowing scholars and learners to connect with classical texts in unprecedented ways.



## INVITED SPEECH 5

### Dr. Qin Xu

The University of Tokyo, Japan

“Experimental phonetic research on Chinese Yanbian Korean-Current status and issues-”

Speech time: 13:30-13:50, Sunday, Nov. 24, 2024 (UTC+9)

Venue: H415



Qin Xu is currently a researcher at the Graduate School of Humanities and Sociology, at the University of Tokyo. He possesses a diverse educational background, holding a Bachelor of Engineering in Software Engineering and a Bachelor of Letters in Spanish from Jilin University, China. Furthering his academic pursuits, Xu completed his Master of Letters and Doctor of Letters at the Graduate School of Humanities and Sociology, the University of Tokyo, Japan. He began as a Teaching Assistant at the University of Tokyo, the Lab of Study of Korean Culture, and has since become a part-time lecturer at some institutions such as Keio University, Kanda University of International Studies, Meiji Gakuin University, Teikyo University, and Tokyo Woman’s Christian University. In his research, Xu has employed experimental phonetic methods to elucidate the acoustic characteristics of Yanbian Korean, spoken in Yanbian Korean Autonomous Prefecture, Jilin Province, China. Despite substantial research on Yanbian Korean, comprehensive phonetic descriptions across its phonemic system were lacking. Xu addressed this gap during his master’s and doctoral studies, examining its monophthongs, diphthongs, and consonants. He is now dedicating himself to the auditory phonetics study in the Korean dialect which will include perceptual experiments.

Title: Experimental phonetic research on Chinese Yanbian Korean-Current status and issues-

**Abstract:** The Korean language spoken by ethnic Koreans in China, primarily concentrated in the northeastern provinces, is generally referred to as “Korean Chinese” Among the different dialects that fall under this category, Yanbian Korean, prevalent in the Yanbian Korean Autonomous Prefecture of Jilin Province, is the most widely spoken. Despite ongoing research on this dialect in China, Japan, and South Korea, the body of work remains sparse compared to the research on South Korean dialects. Yanbian Korean is rooted in the Hamgyong dialect, originating from the northeastern region of the Korean Peninsula, and it retains a distinctive pitch accent system that has been lost in the modern Seoul dialect, which serves as the basis for standard Korean in South Korea. As such, much of the phonological research on Yanbian Korean has focused on its accent system, while other phonological features remain underexplored. Experimental phonetic research, particularly those involving rigorous and scientific acoustic analysis, is notably lacking.



## INVITED SPEECH 6

### Prof. Edwin P. Christmann

Slippery Rock University, USA

#### “A Meta-Analytic Investigation of CAI on Mathematics Achievement”

Speech time: 09:30-09:50, Monday, Nov. 25, 2024 (UTC+9)

Room A: 895 8817 8925 (Password: Tokyo)



Edwin P. Christmann earned his PhD at Old Dominion University and is professor in the curriculum and instruction/educational leadership department at Slippery Rock University. In addition, he is a professor in the Helms School of Government at Liberty University, where he is the Director of Research Methods. He is the program director of SRU's EdD Program and has served as a contributing editor to the National Science Teachers Association's middle schools journal, *Science Scope*, serves on the editorial review boards of several other research journals, and has authored the books *Technology-Based Inquiry for Middle School* and *Beyond the Numbers: Making Sense of Statistics*; and he has coauthored *Interpreting Assessment Data: Statistical Techniques You Can Use*, *Designing Elementary Instruction and Assessment: Using the Cognitive Domain*, *Designing and Assessing IEP Instruction for Students with Mild Disabilities: Using the Cognitive Domain*, and *Designing Middle and High School Instruction and Assessment: Using the Cognitive Domain*. In addition, he has written over 100 articles and is a frequent speaker at international conferences. He currently teaches graduate-level courses in measurement and assessments, science education, and statistics, which are built on the foundation of his math and science experiences.

Title: A Meta-Analytic Investigation of CAI on Mathematics Achievement

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





## INVITED SPEECH 7

### Assoc. Prof. Nobuyo Fukaya

Niigata Agro-Food University, Japan

#### “The Effect of Language Transfer in the Production of the English Dative Alternation”

Speech time: 09:50-10:10, Monday, Nov. 25, 2024 (UTC+9)

Room A: 895 8817 8925 (Password: Tokyo)



Dr. Nobuyo Fukaya is an associate professor at Niigata Agro-Food University in Niigata, Japan. She was formerly a lecturer at Shibaura Institute of Technology (Tokyo, Japan). She earned her B.A. from Rikkyo University (Tokyo, Japan) and her M.A. and Ph.D from Tsuda University (Tokyo, Japan). The title of her doctoral dissertation is *Optimality Theory and Language Change: The Activation of Potential Constraint Interactions*. The revised version of her dissertation was published by Kaitakusya, Japan. She is currently studying how language develops. Her publications address the areas of language acquisition of L1 English-speaking children and Japanese EFL learners. Her recently published papers on first language acquisition are “Case Study 1” (2022), “Optimality Theory and the Development of Do-Support in Children’s Wh-Questions” (2023), and “A CHILDES-Based Study on the English Dative Alternation” (2023). She is also one of the translators of *The Cambridge Grammar of the English Language* written by Rodney and Geoffrey (2002) (Eibunpou daijiten shiriizu vol. 0, 2017) and *Language Change* written by Bybee (2015) (Gengo-wa donoyouni henkasurunoka, 2019) and has contributed to deepening the understanding of linguistics for beginners.

Title: The Effect of Language Transfer in the Production of the English Dative Alternation

**Abstract:** The given-before-new principle refers to the tendency of speakers and writers to place old information before new information, and it is generally considered a universal rule. While there has not been extensive research on this principle in the context of second language learners from the perspective of discourse structure, some studies have examined whether this principle is followed or not. These studies involve English learners whose native languages are Japanese or Chinese. Due to differences in how this rule is satisfied depending on the native language, the question of whether this is influenced by the first language remains unresolved. This study, using a Japanese corpus, investigated the characteristics of the native language and concluded that double object constructions and constructions with missing the recipient are generated as a result of language transfer.



## INVITED SPEECH 8

### Assoc. Prof. Yina Cao

Sichuan University, China

“The Transformation of Value in Online Games Under the Overlay of Business Models and Its Causes”

Speech time: 10:10-10:30, Monday, Nov. 25, 2024 (UTC+9)

Room A: 895 8817 8925 (Password: Tokyo)



Yina Cao is a Ph.D. supervisor and a visiting scholar at the University of Cambridge, with a research focus on cross-cultural communication and comparative cultural studies. She has successfully led and completed four national and provincial social science research projects and has contributed to five major national bidding projects. Dr. Cao has published five English-language papers in A&HCI journals and over twenty papers in CSSCI journals. She was awarded the First Prize for Outstanding Papers by the Chinese Journalism History Association in 2022 and the Humanities and Social Sciences Excellence Award by Sichuan University in the same year. Dr. Cao has authored and edited three monographs. She holds several significant academic positions, including Secretary-General of the Digital Humanities Section of the International Comparative Literature Association, Executive Director of the Cultural Communication Semiotics Research Committee of the Chinese Association for Literary and Art Theory, Council Member of the Canadian Studies Section of the Chinese Association for World Ethnology, and the Deputy Director of the Canadian Studies Center at the College of Foreign Languages and Cultures, Sichuan University.

Title: The Transformation of Value in Online Games Under the Overlay of Business Models and Its Causes

**Abstract:** This paper examines the evolution of online game business models, focusing on the manipulation of gold farming and pay-to-win transactions orchestrated by “gold farming corporations” under time-based payment models. It delves into the monopolistic capital expansion of in-game stores under the freemium model and analyzes how the hybridization and overlay of various business models facilitate the capitalist colonization of players, leading to mechanisms of control and exploitation. The paper reveals how these three stages of capital expansion rewrite traditional gaming rules and disrupt the order of the online gaming world, resulting in the weakening of gaming rationality and the degradation of ideal values. The contemporary practice of online gaming exists in a complex globalized structure, and it cannot be understood in a static or simplistic manner, focusing only on the speed or benefits and drawbacks of the industry’s development. Instead, it must be examined in the context of the interplay between the real and virtual worlds. While the interpenetration of virtual and real worlds can enrich people’s sense of meaning, it also brings about severe mental and spiritual pollution. As we criticize the decline of value ideals in the online gaming world, we must also be vigilant about its adverse impact on real society.



## INVITED SPEECH 9

### Assoc. Prof. Chew Fong Peng

University of Malaya, Malaysia

#### “Teachers' Perception of the Appropriateness of Love Beach in the Malaysian National Secondary Schools”



Speech time: 10:50-11:10, Monday, Nov. 25, 2024 (UTC+9)

Room A: 895 8817 8925 (Password: Tokyo)

Dr. Chew Fong Peng is an associate professor at the Faculty of Education, University of Malaya (UM), Malaysia, teaching Malay language education and early childhood education program. She has presented approximately 176 working papers in international and international seminars and conferences in Malaysia and foreign countries, published 9 books, 132 articles published in journals, 72 papers in conference proceedings, 44 chapters in books, 21 translated books including creative writings, 14 edited books, and edited creative writings. She is the book editor of Taylor & Francis, editor for Malaysian Year 4, 5, and 6 History textbooks, and Year 1 Arts and Music Education textbooks. She won many medals in the academy and innovative expo, besides being listed in Marquis Who's Who in the World 2011, 2012, 2014, 2015, 2017, 2018, 2019, and 2020. Chew is an article reviewer for established international journals on the Web of Science and Scopus. Associate Professor Dr. Chew is also a member of the editorial board of 11 national and international journals, and Advisory of International Research and Development Center for Publication (IRDPC). She was invited as a visiting professor at Peking University, China from October 2011 to June 2012.

Title: Teachers' Perception of the Appropriateness of Love Beach in the Malaysian National Secondary Schools

**Abstract:** The novel Love Beach was selected as one of the Literary Component texts that all the national secondary school students in the Eastern Zone of Malaysia need to learn. Nevertheless, it has caused debates from many parties and was reviewed by the Malaysian Ministry of Education. However, the Ministry of Education still insisted on implementing the usage of Love Beach as a Literary Component in schools. Therefore, this speech aims to discuss the teachers' perceptions of Love Beach's use as a literary text in national secondary schools by selecting three Malay language teachers in Kelantan. Three teachers have different perceptions of Love Beach's use as a literary text at the secondary school level. One teacher agreed that Love Beach is suitable to be used as a text at the secondary school level, on the other hand, two teachers expressed their disagreement with the use of this novel. The teachers also discussed the problems encountered in teaching the novel and suggested solutions.





## INVITED SPEECH 10

### Dr. Mariam Mohamad

Universiti Sains Malaysia, Malaysia

“Early Years Dyslexic Children with Mobile Assistive Technology: Exploring The Implementation In Malaysia And Japan”

Speech time: 11:10-11:30, Monday, Nov. 25, 2024 (UTC+9)

Room A: 895 8817 8925 (Password: Tokyo)



Dr Mariam Mohamad is a Senior Lecturer at Universiti Sains Malaysia, Penang Malaysia. Her research interest is in the field of mobile learning and mobile assistive technology. Dr Mariam was acknowledged as one of the pioneers from Malaysia in mobile learning research, in the book entitled *Mobile Learning in Higher Education in the Asia-Pacific Region* published by Springer. Her work also referred by UNESCO in the publication entitled; *Turning on Mobile Learning: Illustrative Initiatives and Policy Implications*. Dr. Mariam has extensive experience in disseminating her work internationally. She actively involves presenting her work in international conferences with ISI Web of Science and SCOPUS indexed status. She has been invited to give lectures at many international conferences, including ICEMT 2018, 2019, IMLF2018, ICEDU2019, IMRC 2020, etc. In 2021, she was awarded with international grants which include Sumitomo Foundation and Japan Foundation to support her research in mobile assistive technology. For the community, she also devoted her time as the Advisor for Special Need Students Association, University Sains Malaysia. She is also a committee member for Research & Development Unit, Malaysian Association for The Blind.

Title: Early Years Dyslexic Children with Mobile Assistive Technology: Exploring The Implementation In Malaysia And Japan

**Abstract:** Dyslexia is the most common learning disability that affects one’s ability to read and write. Many interventions methods are currently in use, however more studies need to be done to determine which interventions work best. Not much have been explored in previous studies regarding the implementation of tactile letters as multisensory approach together with the mobile application. There is a gap in combining both intervention approach to support dyslexic children. Therefore, this research is intended to add value to the knowledge and discovery of the framework for the combination of tactile letters with mobile application in teaching alphabet to dyslexic children. A qualitative approach is selected because the aim is to provide a rich picture of the experience of all involved during the study, teachers, parents and the dyslexic children in Malaysia and Japan. The output revealed the positive perceptions of the respondents both in Malaysia and Japan although there are issues that need to be addressed. It is envisaged that the study will address the issues of inequalities among the disabled people and parallel to the needs of Industrial Revolution 4.0 in integrating digital technologies.



## INVITED SPEECH 11

### Dr. Jihong Ding

Hainan University, China

“Automatic Recognition of Students’ Collective Emotion and their Relationship with Classroom Interactions”



Speech time: 11:30-11:50, Monday, Nov. 25, 2024 (UTC+9)

Room A: 895 8817 8925 (Password: Tokyo)

Dr. Ding, researcher of Hainan University. Her research interests include educational big data and learning analysis. She presided over six projects including two projects funded by NSFC, won the second prize of educational science research achievements in Zhejiang Province, and published more than 20 SSCI / SCI/CSSCI papers.

Title: Automatic Recognition of Students’ Collective Emotion and their Relationship with Classroom Interactions

**Abstract:** Classroom interaction analysis and the students’ collective emotions recognition in class have always been key research fields. It is difficult to automatically track students’ collective emotional dynamics using traditional methods like questionnaires, electroencephalograms, and text sentiment analysis. Furthermore, the impact of classroom interactions on students’ collective emotional dynamics remains unknown. We adopted deep learning algorithms to automatically and simultaneously identify the overall performance of the entire classes on each emotional dimension every three seconds. Subsequently, we calculated the collective emotional scores according to the PAD emotional status score and calculation formula based on every students’ result in each emotional dimension. Meanwhile, the entire classroom interaction sequences were coded, analyzed, and visualized every three seconds. To explore the impact of classroom interactions on students’ collective emotional dynamics, we aligned the data of classroom interaction sequence with the emotional dynamic sequence. Three classes—music, Chinese, and math—were selected as case samples to understand the association between classroom interactions and collective emotion dynamics. Results shown that introducing novel teaching elements enhances student engagement and positively influences their collective emotions. Frequent teacher encouragement further fosters a positive emotional climate, while the types of questions posed by teachers impact students differently. These findings underscore the importance of innovative, emotionally supportive teaching strategies in promoting a more engaged and positive classroom environment.



## TECHNICAL SESSION 1

### “Immersive Learning Environment and Extended Reality Technology in Education”

Session Chair: Prof. Gloria Anahi Molina Barron, Tecnológico de Monterrey, Mexico

Time: 14:10-16:07, Nov. 24, Sunday

Venue: H313

<p>LE1065 14:10-14:23</p>	<p>Digital Competencies in Communication and Collaboration: Assessing metaverses in Education 5.0  <b>Presenter: Iris Cristina, Tecnológico de Monterrey, Mexico</b>            Author(s): Iris Cristina, Pelaez-Sanchez; Silvia Alejandra, Andrade Rodríguez; Leonardo David, Glasserman-Morales  <b>Abstract:</b> The digital age has transformed society, impacting education and skills. Digital competencies are crucial for adapting to changes and facilitating interaction in digital work environments, particularly in communication and cooperation. Education 5.0 fosters collaborative learning and interaction by integrating advanced technologies such as the metaverse and immersive environments, which overcome physical barriers. The main goal of this study was to thoroughly examine the impact of Education 5.0 pedagogical approaches and immersive digital environments on the development of digital communication and collaboration skills in higher education. The study used a comprehensive mixed-methods approach, combining quantitative and qualitative methods. Data was collected through pre- and post-intervention questionnaires and semi-structured interviews with 23 engineering students from a public university in Mexico City.</p>
<p>LE1033 14:23-14:36</p>	<p>Serious Game Design and Evaluation Through Prototyping – A Case Study of Developing a Virtual Reality Serious Game for Vocational Education and Training  <b>Presenter: Nash W.Q. Lin, Temasek Polytechnic, Singapore</b>            Author(s): Nash, Wan Quan Lin  <b>Abstract:</b> In recent years, virtual reality (VR) serious games (SG) have been increasing in the higher education scene but there is a lack of the design framework for development referencing. Due to the complexity of a VR SG, its development cost was considerably high due to multiple changes. Especially for the process of innovating a VR SG, this paper found that there are no studies discussing how to provide early evaluation of VR SG’s learning evaluation. As such, this paper aimed to provide a suitable designing and evaluating framework to assist educators in innovating VR SG. This research conducted a case study to explore the possibilities of early VR SG design evaluation using Scrum methodology. A low-fidelity (low-fi) VR SG prototype was designed and developed based on this study’s VR SG Design and Prototyping Framework.</p>
<p>LE1029-A 14:36-14:49</p>	<p>Applying UDL Instructional Design and Computational Thinking to Integrate Critical Thinking Teaching in Chinese Language Education (in Hong Kong Elementary School)</p>



	<p><b>Presenter: Shirin Lau, Yew Chung International School, China</b></p> <p>Author(s): Shirin Lau</p> <p><b>Abstract:</b> In an era where artificial intelligence is increasingly prevalent, critical thinking is essential. Language educators must encourage students to question, analyze, and evaluate information from AI and other sources. This action research addresses the gap in integrating critical thinking with computational thinking and AI tools, providing a holistic educational approach. This action research applies Universal Design for Learning (UDL) and computational thinking in Chinese language teaching for sixth-grade students in Hong Kong Elementary School). The teaching unit explores the concept of “heroes” and requires students to analyze and debate from both Western and Chinese cultural perspectives. UDL principles are applied to enhance participation and consider student diversity.</p>
<p>LE1035 14:49-15:02</p>	<p>Augmented-Chem-Reality (ACR): Augmented Reality Learning Mobile Application</p> <p><b>Presenter: Ka-Wing TSE, Hong Kong Metropolitan University, China</b></p> <p>Author(s): Ka-Wing TSE, Ho-Yeung CHAN, Hoo-Yin KWOK</p> <p><b>Abstract:</b> This study aims to develop a learning application, Augmented Chemistry Reality (ACR), which allows users to study chemistry innovatively. ACR provides an interactive way to learn and study chemistry through augmented reality (AR) technology. Some knowledge and theories in chemistry are abstract, and ACR allows students to use AR technology to view and interact with chemical models on mobile phones. With ACR, students and people who are interested in learning chemistry can study and learn efficiently. A survey was conducted to evaluate our proposed solution. The results confirmed that the proposed solution, ACR, provides a favorable learning experience for users.</p>
<p>LE1019-A 15:02-15:15</p>	<p>Trends and Development of Sustainable Tourism Education: A bibliometric Review and Research Agenda</p> <p><b>Presenter: Chanin Yoopetch, College of Management Mahidol University, Thailand</b></p> <p>Author(s): Chanin Yoopetch</p> <p><b>Abstract:</b> This research article focused on publications showing the teaching, learning, and education related to sustainable tourism. The current theme of global tourism evolved around the concept of sustainable tourism, and the tourism outcomes were mainly based on sustainable development goals (SDGs), where both developed and developing countries around the world promote and implement their tourism practices. This article investigated the research and peer-reviewed publications in sustainable tourism education to identify the evolution of topics, research collaborations, and significant countries contributing to this study area. The research objectives were firstly to show the development of scholarly research outputs in sustainable tourism education. Secondly, to demonstrate the major scholars developed their research contributions based on citation and co-citation analysis. Thirdly, this article presented the upcoming trends in sustainable tourism education.</p>



<p>LE1103 15:15-15:28</p>	<p>Immersive VR to Learn Empathic Communication  <b>Presenter: Andi Talitha Rachmani Umar, Universitas Indonesia, Indonesia</b>            Author(s): Andi Talitha Rachmani Umar, Dyah Triarini Indirasari  <b>Abstract:</b> Professions that involve extensive human interaction necessitate education on empathy to support their professional trajectories, which can be showcased through learning about empathic communication. One of the rapidly advancing technologies today in education is virtual reality (VR), which, based on various studies, has exhibited its efficacy in facilitating state empathy and various related UX variables, thanks to its immersive attributes. This study developed a VR-based empathic communication learning tool and examined its effectiveness in facilitating state empathy for students compared to using less immersive tools, namely two-dimensional video and text. 75 undergraduate students were asked to use one of three different empathic communication learning tools (25 participants on each learning tool). Then, their perceived level of state empathy and several related UX variables during usage were measured.</p>
<p>LE1116 15:28-15:41</p>	<p>NurseLab: A Virtualized Nursing Lab for Immersive Laboratory Education  <b>Presenter: Mary Jane Samonte, Mapua University, Philippines</b>            Author(s): Mary Jane Samonte, Nathaniel Christian Alcantara, Romeo Ervin Mosca, Benedict Jose Ordoñez  <b>Abstract:</b> The increasing demand for skilled nursing education necessitates innovative solutions to address challenges in traditional learning environments. This study presents the development of NurseLab, a virtualized nursing lab that offers immersive, interactive 3D simulations designed to enhance nursing education. NurseLab aims to provide nursing students with practical, hands-on training in vital signs checking and other essential clinical skills within a controlled, virtual environment. A pre-post assessment was utilized to evaluate the impact of NurseLab on students' knowledge, confidence, and clinical skills. The platform is designed to improve accessibility, scalability, and cost-effectiveness in nursing education by leveraging advanced 3D technologies. The system was rigorously evaluated through functionality and performance testing, alongside usability assessments using the System Usability Scale (SUS). The results indicate that NurseLab is a reliable and user-friendly platform, effectively supporting the development of clinical competence and confidence in nursing students.</p>
<p>LE1100 15:41-15:54</p>	<p>Simulators for Learning: Teaching CNC Programming for Milling Machines  <b>Presenter: Hector Rafael Morano-Okuno, Tecnológico De Monterrey, Mexico</b>            Author(s): Hector R. Morano-Okuno, Guillermo Sandoval-Benitez  <b>Abstract:</b> Software applications like computer simulators offer a viable alternative to traditional teaching methods. They not only make classes more enjoyable for students but also provide a platform for them to practice their knowledge of CNC programming for milling machines. This paper shares the methodology used to teach CNC programming using a CNC computer simulator. The results show that students can program increasingly complex CNC machining through different exercises, leading to significantly improved evaluations. These simulators play a crucial role in</p>





	creating a more enjoyable learning environment for students, enhancing their engagement and motivation.
LE4457-A 15:54-16:07	<p>Merging Virtual Reality and Artificial Intelligence and Its Impact on English Speaking Skills</p> <p><b>Presenter: Hungche Chen, Chang Gung University of Science and Technology</b></p> <p>Author(s): Hungche Chen</p> <p><b>Abstract:</b> The convergence of Virtual Reality (VR) and Artificial Intelligence (AI) gained wide attention in the last few years. This technological innovation unlocks new possibilities in healthcare, business, education and many other industries, transforming the way we live and learn as humans. The focus of this pilot study was to investigate the impact of the combination of VR content with embedded AI-driven speech recognition and grading system on university students' outcomes of spoken English training, and to explore the fusion's benefits and sacrifice factors in foreign language education. We used a two-group experimental design and collected data through pretests and posttests, surveys, and interviews. The study yielded some data-led insights into the significance of this initiative on language learning. We hope to give readers a practical overview of VrxAI in use as a new foreign language learning tool.</p>



## TECHNICAL SESSION 2

### “Design of Electronic Learning Modules and Application of Electronic Learning Platforms”

**Session Chair: Prof. Marisela Rodriguez-Salvador, Tecnologico de Monterrey, Mexico**

Time: 14:10-16:07, Nov. 24, Sunday

Venue: H411

<p>LE1056 14:10-14:23</p>	<p>Designing and Operating a Low-Code Template for Class Delivery and Administration: Lessons Learned</p> <p><b>Presenter: Ian Frank, Future University Hakodate, Japan</b></p> <p>Author(s): Ian Frank</p> <p><b>Abstract:</b> This paper describes the development, operation, and lessons learned from a low-code template designed for class delivery and administration. Built up over four years of highly evaluated weekly online classes, the template has fostered increased student-teacher interaction, demonstrated the benefits of a database representation of contents, and underscored the importance of visual design. Additionally, it facilitated the incorporation of insights from online streaming as well as experimentation with the integration of AI capabilities. Key design elements include visually appealing layouts to streamline class flow and administration, the extensive use of icons and thumbnails, and Q&amp;A banners for class feedback. This paper discusses the system development, challenges faced during implementation, and pathways for others to adapt a similar approach. In sharing both a template and the experiences, the goal is to offer signposts for others to deploy similar frameworks, in the pursuit of efficient, engaging, and adaptable classes, whether online or face-to-face.</p>
<p>LE1101-A 14:23-14:36</p>	<p>Effectivity of interactive video in increasing completion rate of Teenagers Reproductive Health e-learning module: a lesson learn from experimental study in Jakarta Indonesia</p> <p><b>Presenter: Desak Gede Budi Krisnamurti, Medicine Universitas Indonesia, Indonesia</b></p> <p>Author(s): Aria Kekalih, Desak Gede Budi Krisnamurti, Hanny Nilasari, Pratiwi Rahadiani</p> <p><b>Abstract:</b> Effectivity of interactive video in increasing completion rate of Teenagers Reproductive Health e-learning module: a lesson learns from experimental study in Jakarta Indonesia</p> <p>Introduction. Approximately 80% of Indonesian adolescents have very limited knowledge about reproductive health, evidenced by the high prevalence of sexually transmitted infections (STIs) and unintended pregnancies among this age group. Addressing reproductive health education is challenging due to cultural taboos and sensitive issues to be discussed in particular families in Indonesia, making structured online modules a potential solution. Recent studies have demonstrated the effectiveness of e-learning modules and virtual environments in improving adolescents’</p>



	<p>knowledge of sexually transmitted infections (STIs) and reproductive health. However, studies revealed teenager completion rate in e-learning module remain low compare to adult, 56.1% compare to 78% respectively. Method This study aims to evaluate completion rate of reproductive health module for teenagers in Jakarta, Indonesia and its associate factors; like type of e-learning approach (interactive H5P videos vs conventional video-reading materials), type of school (public vs private, religious school), students characteristics (age, class level, sexual preferences and prior experience of reproductive health education), parental factors (education and income level).</p>
<p>LE1137 14:36-14:49</p>	<p>Developing Web-Based Module as a Scaffold to Enhance Students' Numeracy  <b>Presenter: Ahmad Hasan Saifurrisal, Universitas Negeri Malang, Indonesia</b>          Author(s): Ahmad Hasan Saifurrisal, Purwanto, Toto Nusantara, Sudirman  <b>Abstract:</b> Numeracy is a critical part of 21<sup>st</sup> century skills. However, students lack numeracy skills after graduating from secondary school to cope with the standards of both private and work lives. It is important to integrate numeracy in learning. Therefore, scaffolding on each numeracy process indicator must be implemented in order to improve students' numeracy skills. However, it is challenging to provide each student sufficient one-on-one scaffolding. Computer-based scaffolds, in the form of e- modules, with a sensitive and gradual support adaptation become a solution. Since no modules with scaffolds have ever been developed to enhance student's numeracy, this research aims to develop a valid, practical, and effective web-based module of counting rules as a scaffold to enhance students' numeracy through the PBL model.</p>
<p>LE1079 14:49-15:02</p>	<p>Anapoló: A Web-Based Spaced Repetition E-Learning Platform for Enhanced Long-Term Memory Retention for Law Students  <b>Presenter: Mary Jane Samonte, Mapua University, Philippines</b>          Author(s): Yeshua Miguel Abrenica, Mary Jane Samonte, Juan Miguel Caparas, Denise Nicole B. Marcelo  <b>Abstract:</b> This study investigates the impact of a web-based application integrating spaced repetition on the long-term memory retention of law students enrolled in Criminal Law I. Employing a quasi-experimental design with control and experimental groups, the research demonstrates significant improvements in post-test scores (<math>F(1, 27) = 8.5838, p = 0.006</math>). The application, which combines systematic spaced repetition with case-based reasoning and competitive features, effectively enhances students' retention of legal knowledge. User feedback indicates positive reception, affirming the app's potential to enhance educational outcomes in legal education through innovative technological solutions. Future research could explore broader applications across different subjects and demographic groups, further optimizing educational technology for enhanced learning outcomes.</p>
<p>LE1155 15:02-15:15</p>	<p>The Design of User Experience Element Model for Historical Electronic Resources in the Intelligent Era  <b>Presenter: Peiyu Gao, Jilin University, China</b>          Author(s): PeiyuGao</p>



	<p><b>Abstract:</b> The production of digital products takes people’s needs as the logical starting point. Historical electronic resources have gradually become an important channel for college students to acquire knowledge and improve their historical literacy by virtue of their rich historical content, deep interactive experience and personalized learning path. This study focuses on the user experience of historical electronic resources. Through in-depth interviews with 30 college students about their satisfaction with such resources, this study explores the key factors that affect their intuitive experience, functional experience, interactive experience, generative experience and emotional experience in the process of using historical electronic resources.</p>
LE1031 15:15-15:28	<p>Web-based E-learning Platform to practice Oracle Certified Foundations Associate (OCFA) Java Credential Examination</p> <p><b>Presenter: Ka-Wing TSE, Hong Kong Metropolitan University, China</b></p> <p>Author(s): Ka-Wing TSE, Shing-Tat TSANG</p> <p><b>Abstract:</b> The Oracle Certified Foundations Associate (OCFA) Java credential is a notable vendor certification that should be acquired by all candidates with adequate Java programming skills because it provides them with a competitive edge over graduates with the same or similar study programming skills. A web-based e-learning platform, namely OCFA Learning, was developed to enable candidates to prepare and practice for the OCFA Java credential examination. The OCFA Learning platform has three main components that assist candidates in their examination preparation. First, a parameterized quiz generator produces questions with different values but the same structure for practice. Second, a study section provides a reference section that covers the major topics in the examination, which range from Java basics to exception handling. Candidates can refresh their memory using this section. Finally, a marking system is used to evaluate candidates’ performance and identify their weaknesses, enabling them to adjust their study focus to overcome these weaknesses. A survey was conducted to evaluate our proposed system. The results confirmed that OCFA Learning can benefit candidates who are interested in taking the OCFA Java Credential examination.</p>
LE1054 15:28-15:41	<p>ELCANO: ENHANCING ACADEMIC PATHWAYS FOR COURSE PLANNING &amp; CAREER ALIGNMENT IN HIGHER EDUCATION</p> <p><b>Presenter: Hamid S. Timorabadi &amp; Bella Yang &amp; Dalia Victoria Mahidashti, University of Toronto, Canada</b></p> <p>Author(s): Dalia Victoria Mahidashti, Bella Yang, Leo Li, Kovid Srivart, Hamid S. Timorabadi</p> <p><b>Abstract:</b> In today’s dynamic educational landscape, technology plays a pivotal role in shaping students’ academic experiences and preparing them for future career endeavors. Despite the autonomy granted to students in course selection, navigating through the abundance of available options often proves challenging. Elcano, an innovative course planning software, addresses this issue by providing a comprehensive and user-friendly platform for students in selecting their courses. By leveraging technology, Elcano streamlines the course selection process, empowering students to make informed decisions aligned with their academic interests and career aspirations.</p>



	<p>Through real-time access to course information, personalized pathways, and career guidance, Elcano bridges the gap between student needs and educational resources, enhancing the overall learning experience and promoting academic success. This paper explores the significance of technology in education and illustrates how Elcano serves as a catalyst for empowering students to navigate their academic journeys with confidence and clarity.</p>
LE1105 15:41-15:54	<p><b>YugTalk: A Filipino-Based Augmentative and Alternative Communication Mobile Application for Pediatric Patients with Speech Disorders</b>  <b>Presenter: Mary Jane Samonte, Mapua University, Philippines</b>                  Author(s): David Anton Alvarez, Mary Jane Samonte, Charles Ian Monteloyola, Lex Anilov Ogaya  <b>Abstract:</b> This study presents the development and evaluation of YugTalk, an innovative Filipino-based Augmentative and Alternative Communication (AAC) mobile application designed for pediatric patients with speech disorders. Utilizing the Flutter framework and Firebase backend, YugTalk introduces unique features that address the critical need for culturally relevant AAC solutions in the Philippines. The app's cornerstone features include a Symbol Pop-up with integrated Video Pronunciation, offering visual and auditory cues for proper articulation in both Filipino and English. A comprehensive Activity Mode transforms the app into a therapeutic tool, allowing customized exercises, progress tracking, and gamified learning experiences. These features integrate with core AAC functionalities, such as customizable communication boards and text-to-speech capabilities. A quasi-experimental pre-test/post-test study involving pediatric patients aged 3-5 years demonstrated significant improvements in communication skills, with one patient showing statistically significant progress (<math>p = 0.002</math>) in standardized language assessments. YugTalk achieved high usability scores across all user groups, indicating its effectiveness as both a communication aid and a therapeutic tool. This research contributes to assistive technology by providing a feature-rich, culturally sensitive AAC solution that enhances communication skills and supports speech therapy for Filipino children with speech disorders.</p>
LE1135 15:54-16:07	<p><b>The Learning Experience of Accounting Students on a Cloud-Based Enterprise Resource Planning System as Affected by System Complexity and System Anxiety: A Structural Equation Modelling Approach</b>  <b>Presenter: Lester P. Acoba, National University, Philippines</b>                  Author(s): Angel Carloy, Christine Garcia, Jeane Elsie D. Magsumbol, Justine Rein P. Padilla, Andrea Mae M. Pareña, Rezhel Vyrneth O. Turgo, Lester P. Acoba  <b>Abstract:</b> As technology advances and the business environment evolves, academic institutions undergo rapid and significant transformations. This ongoing change has created an urgent need for universities to continuously update their academic programs to keep pace with the latest developments. A notable example is the integration of training in a cloud-based enterprise resource planning system software widely used in the industry. This study focused on assessing accounting students' training experience as affected by the system complexity and system anxiety. Employing a quantitative research design, structured survey questionnaires were used to collect primary data</p>





from 208 student-trainees. Data gathered were analyzed using PLS-SEM. Results reveal that system anxiety is significantly affected by the complexity of the system but not the trainee's prior experience with similar software. Moreover, there is a significant relationship between system anxiety and learning experience. This study concludes with the crucial role that hands-on training plays in enhancing students' practical skills and confidence in using advanced ERP systems.



## TECHNICAL SESSION 3

### “Discourse Analysis, Verbal Behavior, and Cross-Cultural Communication”

Session Chair: **Assoc. Prof. Zijun Shen, Sichuan University of Media and Communications, China**

Time: 14:10-16:07, Nov. 24, Sunday

Venue: H412

<p>LE1141-A 14:10-14:23</p>	<p>Pedagogical Productive Dialogue for teacher, researcher and student reflection and voice.  <b>Presenter: Andrew Joseph Pereira, NTU/NIE, Singapore</b>            Author(s): Andrew J Pereira  <b>Abstract:</b> Traditional Lesson Study (LS) positions the Koshi (講師) as an external expert who provides the final, authoritative perspective on a demonstration lesson designed by teachers. Also known as Shidou Jyogensha (指導助言者), or knowledgeable other, advisor, and critical commentator, the Koshi is instrumental in bringing new research into the group, bridging theory and practice, and promoting teachers’ reflections and professional development. However, this role also raises concerns about the power dynamics that may affect the efficacy of and equity in the LS process. After all, the mere presence of a Koshi can suppress teacher voice and hinder democratic participation if teachers feel compelled to defer to expert opinion to resolve their problems. The objective of this study is to establish a more democratic basis for building research-practice Partnerships involving a school-based team of teachers and a team of Koshi composed of university researchers and Ministry of Education (MOE) officials by fostering Pedagogically Productive Dialogue (PPD) and reflexive research practice. Especially relevant for student voice, PPD emphasizes collaborative exploration of knowledge construction and critical reflection for the purposes of shared learning and improved practice for all participants.</p>
<p>LE4496-A 14:23-14:36</p>	<p>An Analysis of Conceptual Metaphors in Chinese Political Discourse: A Study of the 2024 Government Work Report  <b>Presenter: Sophie Li, Yan Shan University, China</b>            Author(s): Sophie Li  <b>Abstract:</b> Traditionally metaphors were considered purely rhetorical devices, adopted mainly to achieve an artistic expression and effective communication, which were widely believed to be mastered only by skilled linguistics or splendid writers (Fachun Zhang, 2009). Since the 1980s, under the great influence of Lakoff and Johnson’s <i>Metaphors We Live By</i> (1980), studies on metaphor have significantly evolved. This work introduced a new concept of “modern metaphor”, which proposes that metaphor is a cognitive aspect rather than a rhetorical or poetic device (Fachun Zhang, 2009). Furthermore, Kövecses (1986) claimed that emotions like anger and love are conceptualized using metaphorical expressions in everyday language. These studies underscore that</p>



	<p>metaphor plays a cognitive role in shaping human understanding and worldview. Furthermore, Lakoff (2016) in his work Moral Politics further evolved this cognitive approach to the metaphorical field, specifically examining the application of metaphors in political discourse, which draws heightened scholarly attention to this field.</p>
<p>LE4494-A 14:36-14:49</p>	<p>Linguistic Features in TV Shows: An Analytical Contrastive Analysis  <b>Presenter: Albatool Abalkheel, Qassim University, Buraydah, Saudi</b>          Author(s): Albatool Abalkheel  <b>Abstract:</b> Linguistic features, such as vocabulary choice, sentence structure, use of figurative language, and discourse markers, shape the intricate ways in which language operates within various communicative frameworks. In TV shows, linguistic features often align with the show's themes to enhance its overall coherence. They can vary widely depending on the genre, target audience, and cultural context of the show. Gender also plays a vital role in shaping speech patterns. Guests often have unique speech patterns or dialects and may use intonation and stress to convey emotions and intentions. Some guests use pauses, filler words (e.g., "um," "like"), or intensifiers and modifiers (e.g., "really," "just"). To investigate these distinctive linguistic features, six American TV shows across various genres and featuring both genders are analyzed in the current study. Specifically, a comprehensive analysis of lexical items is conducted through qualitative and quantitative methods, including discourse analysis and corpus linguistics.</p>
<p>LE4421-A 14:49-15:02</p>	<p>The Ecological Comparative Study of Chinese and U.S. River White Papers from Systemic Functional Linguistics Perspective  <b>Presenter: Liu Yu, Nanyang Technological University, China</b>          Author(s): Liu Yu  <b>Abstract:</b> Against the background of increasingly prominent ecological protection issues, the government of China issued The Outline of the Plan for Ecological Protection and High-Quality Development of the Yellow River Basin to firmly implement a major development strategy for the Yellow River. A corpus is built by collecting the river white papers issued by China and the United States. Based on the textual analysis under the theory of systemic functional linguistics, the self-built corpus is compared with high-frequency words, collocations and discourse with the help of Python, so as to conduct ecological discourse analysis on the texts. The Chinese white paper shows a clear action-oriented approach, reflecting China's emphasis on ecological culture and adherence to the working style and philosophy of development pragmatism, and has more beneficial culture construction on discourse. While the U.S. white paper is more oriented to the use of policy-based terms, emphasizing the results of actions and rational and logical reasoning, and produces more beneficial eco-effects.</p>
<p>LE4404 15:02-15:15</p>	<p>Mapping the International Circulation and Reception of China's Poverty Alleviation Discourses based on Framing Theory and Textual Similarity Analysis  <b>Presenter: Fangyan Li, Northwestern Polytechnical University, China</b>          Author(s): Jiaxin Lin, Fangyan Li</p>



	<p><b>Abstract:</b> As the assertion of discourse power is crucial for nations aiming to shape global narratives, the enhancement of international communication capacity has become a pivotal element for China. This study focuses on the linguistic landscape of the website of China Foundation for Rural Development, to examine how the discourse system of poverty alleviation, unique to this new era. It aims to explore the pathways through which this distinctive discourse system is disseminated globally. Employing the framing theory, the study clarifies the international communication routes and mechanisms of China 's poverty alleviation discourse system, collecting relevant linguistic materials to reveal the characteristics of poverty alleviation discourse in its international representation at various structural levels. Furthermore, the study conducts a textual similarity analysis, including semantic and emotional similarity, to evaluate the fidelity and credibility of translations. Offering vital insights for improving the dissemination of China 's poverty alleviation experiences across cultural and linguistic barriers, this study significantly informs future scholarship on cross-cultural development discourse.</p>
<p>LE4506-A 15:15-15:28</p>	<p>The Triggering Conditions and Behavioral Manifestations Of The Negotiation Mark "Zenmyang" (怎么样)</p> <p><b>Presenter: Bingzhang Wu, Shanghai International Studies University, China</b></p> <p>Author(s): Bingzhang Wu</p> <p><b>Abstract:</b> Starting from the perspective of speech acts, this article categorizes the additional question "Zenmyang" (怎么样) tag questions into three types based on the core speech acts in the turn of the question: suggestion negotiation, proposal negotiation, and request negotiation. The triggering conditions for the negotiation marker "Zenmyang" (怎么样) are influenced by social, psychological, and cultural factors, among which psychological conditions are the main driving force for the speaker to use "Zenmyang" (怎么样) for negotiation. The ranking of illocutionary force of "Zenmyang" (怎么样) under different triggering conditions is suggestion negotiation&lt;proposal negotiation&lt;request negotiation. In different types of negotiation speech acts, there are certain differences in the acceptance rate of the speaker's use of "Zenmyang" (怎么样) for negotiation, among which language power and triggering conditions to some extent affect the listener 's acceptance or rejection of the proposition content.</p>
<p>LE4502 15:28-15:41</p>	<p>Politeness in Intercultural Encounters: A Case Study of Thai Pre-Service Cruise Ship Crew</p> <p><b>Presenter: Chariti Khuanmuang, Kasetsart University, Thailand</b></p> <p>Author(s): Chariti Khuanmuang</p> <p><b>Abstract:</b> This study sought to examine the politeness strategies of Thai pre-service cruise ship crew during their intercultural exchanges with foreign cruise passengers. The participants were third-year students majoring in cruise tourism at a university in Thailand. They were purposefully selected since they had been offered to begin their first official employment contract as crew members on foreign cruise lines. Ten participants were instructed to complete an Oral Discourse</p>



	<p>Completion Task (ODCT) in English, which comprised diverse scenarios validated by five cruise experts. The data collection was video recorded, transcribed, and then analyzed based on the politeness framework proposed by Brown and Levinson (1978). During the analysis, minor grammatical mistakes were discarded. To enhance interpretative triangulation, the researcher collaborated with three other coders, including pragmatics specialists and a native English instructor at the tertiary level.</p>
<p>LE4514 15:41-15:54</p>	<p>THE POWER OF WORDS: FAMILY LANGUAGE POLITICS AND HIERARCHIES IN MULTILINGUAL HOUSEHOLDS: A CINEMATIC INSIGHT FROM ANATOMY OF A FALL <b>Presenter: Jiayang He, Sichuan University of Media and Communications, China</b> Author(s): Jiayang He <b>Abstract:</b> Globalization increases cultural contact, which provides avenues for the exploration of intercultural communication but on the same note brings about intercultural tension and complications concerning multilingualism in family language policy. Such family language policy studies typically concentrate on children's language acquisition, cultural identity, and language choices, as well as intergenerational interactions, Power relations within the family, for example, have been understudied. This study focuses on the movie, Anatomy of a Fall about a multilingual family and, through analyzing the use of language, aims to show interactions between different cultures and where power lies. Altogether, the research evidence shows that language and communication problems exist and influence the relationship between various entities and power relations.</p>





## TECHNICAL SESSION 4

### “Language Diversity and Sociolinguistic Studies”

Session Chair: Prof. Christine Joanne L. Desacado, Mapua Malayan Colleges Laguna, Philippines

Time: 14:10-16:07, Nov. 24, Sunday

Venue: H413

<p>LE4425-A 14:10-14:23</p>	<p>Standardisation processes of the Podhale collateral language. Increased linguistic awareness of speakers and standard negotiation</p> <p><b>Presenter: Karina Stempel-Gancarczyk, Institute of Polish Language, Polish Academy of Science, Polska</b></p> <p>Author(s): Karina Stempel-Gancarczyk</p> <p><b>Abstract:</b> The presentation refers to the research carried out since 2021 at the Institute of Slavic Studies, Polish Academy of Sciences, within the framework of the project Linguistic Diversity in Poland. The main objective of the project is to investigate the (ethno) linguistic vitality of selected collateral languages in Poland (i.e. those belonging to the same family as the dominant state languages and in geographical and linguistic proximity to them). One of these languages is Góralski, which is spoken in the Podhale region of southern Poland.</p>
<p>LE4445-A 14:23-14:36</p>	<p>A Study on the Value and Path of Dialectal Database Construction: Taking Chongqing Old Local Chronicles As an Example</p> <p><b>Presenter: Lixue Ma, Sichuan University, China</b></p> <p>Author(s): Lixue Ma</p> <p><b>Abstract:</b> The Chongqing local chronicles in the Ming, Qing dynasties and the Republic of China revalued both history and geography, and paid attention to humanity. It was not only an encyclopedia of the mountains, rivers, and historical sites, but also a faithful record of the folk customs and regional culture in the Bayu(巴渝) area. Especially, the dialect vocabulary of local chronicles is an important starting point for the study of language and culture. For example, Bei(碛), Rang(灤), Tang(塄), Tuo(沱), Baizhang(百丈), Danzi(篁子), Mowei(摩围), vividly depicts the prominent features of distinctive expressions and diverse nationalities.</p>
<p>LE4515-A 14:36-14:49</p>	<p>Comparative Study on Inclusive Education Policies for Adolescents in Ethnic Minority regions of China in Multilingual Environments between China and international Countries</p> <p><b>Presenter: Yuyu Xue, The University of Sydney, Australia</b></p> <p>Author(s): Yuyu Xue</p> <p><b>Abstract:</b> In ethnic minority areas of China, teenagers face multiple challenges in academic achievement, cultural identity, and social integration due to the multilingual environment of their mother tongue, Chinese, and other foreign languages. To explore how to promote the inclusive</p>



	<p>development of this group in a multilingual environment through education policies, this study compared and analyzed the relevant education policies between China and other multilingual countries such as Canada, Finland, and Australia. Through literature review, policy text analysis, and interview research, this study found that China's current policies mainly focus on promoting the Chinese language and protecting minority languages, but there are problems such as uneven resources and insufficient teaching staff in actual implementation. In contrast, other countries have achieved better inclusive education in multilingual contexts through language immersion education, bilingual teacher training, and integration of community language resources.</p>
<p>LE4474-A 14:49-15:02</p>	<p>Voice Unheard: Exploring the Experiences of International Students in English Medium Instruction Programs at Japanese Universities</p> <p><b>Presenter: Kexin Wang, The Education University of Hong Kong, Hong Kong, China</b></p> <p>Author(s): Kexin Wang</p> <p><b>Abstract:</b> This study investigates the experiences of international students in English Medium Instruction (EMI) programs at Japanese universities, an underrepresented group with limited research focused on their experiences and how they navigate their EMI journey in Japan. This qualitative study interviewed fifteen international students within EMI degree programs at Japanese universities, highlighting a gap between their academic and societal experiences. Contrary to previous research that advocates insufficient English proficiency as the main hurdle within EMI in Japan, the findings of this study suggest that the target group of students demonstrates a high command of the English language but faces significant challenges outside the classroom, due to a limited understanding of Japanese society, which 52pecial52ty language proficiency and cultural conformity. Some EMI programs adopt a Westernized approach that neglects local realities, resulting in an atypical educational structure and leaving the needs of international students unmet. The study explores the tension between global academic settings and local norms, stressing the urgency of developing support systems to aid students' integration into Japanese society.</p>
<p>LE4491 15:02-15:15</p>	<p>Indigenous-language Publishing in Aotearoa: A Case Study on Huia Publishers and Kotahi Rau Pukapuka</p> <p><b>Presenter: Lawa Iwan, University of Auckland, New Zealand</b></p> <p>Author(s): Lawa Iwan</p> <p><b>Abstract:</b> The Māori, Indigenous people of Aotearoa, have endured significant cultural and linguistic loss due to prolonged colonization. In response, the Māori launched a movement in the 1970s to reclaim their rights and revitalize their language, leading to the Māori Language Act of 1987 and a growing demand for Māori-language books, primarily for education. Despite some growth, Māori literary production remains limited. Publishing Indigenous-language literature faces numerous challenges, particularly with funding. Publishers often prioritize commercially viable projects over Indigenous language works due to market size and distribution limitations. These economic hurdles restrict access to Māori-language literature, threatening the language's survival. Despite these challenges, initiatives such as Huia Publishers and Kotahi Rau Pukapuka persist in</p>



	<p>producing Māori-language works. This paper examines their contributions, highlighting the Māori community's efforts to overcome obstacles in preserving and transmitting their language, offering broader insights into Indigenous-language publishing challenges and strategies.</p>
<p>LE4477 15:15-15:28</p>	<p>An In-Depth Study of the Linguistic Landscape within Xi'an's Metro System and Its Role in Shaping Urban Identity and Accessibility</p> <p><b>Presenter: Xinyue Zhang, Northwestern Polytechnical University, China</b></p> <p>Author(s): Xinyue Zhang, Jie Gao</p> <p><b>Abstract:</b> In response to Xi'an's accelerating internationalization and expanding rail transit network, this paper examines the linguistic landscape within its metro system. Using Ron Scollon &amp; Suzie Wong Scollon's place semiotics theory, we analyze the social meanings embedded in the metro's material space, focusing on code preference, inscription, and emplacement. Through a mixed-methods approach, including fieldwork and textual analysis, we collected data from major Xi'an metro lines. The study aims to provide a theoretical foundation and practical recommendations for the design and management of urban rail transit linguistic landscapes in Xi'an and beyond, contributing to the broader field of urban linguistic landscape research.</p>
<p>LE4526-A 15:28-15:41</p>	<p>PROMOTING CULTURAL AND LINGUISTIC IDENTITY THROUGH BASHU SEMANTIC INTEGRATION AT SICHUAN UNIVERSITY OF MEDIA AND COMMUNICATIONS</p> <p><b>Presenter: Yunyi Chen, Sichuan University of Media and Communications, China</b></p> <p>Author(s): Yunyi Chen</p> <p><b>Abstract:</b> This study aims to investigate how Bashu culture and the semantic aspect of Bashu culture are incorporated in Sichuan, particularly in the Sichuan University of Media and Communications. The research seeks to find out how such semantic integration promotes both cultural and linguistic identity among students. The study looks at how Bashu cultural meanings, symbols, and narratives are introduced into campuses to analyze how these semantic entities impact the appreciation of diversity by the students. The study also analyses different sorts of meaning relevant learning activities that are meaningful to the learners and how the interactions with Bashu cultural narratives shape the cultural dimension. Employing an interpretive qualitative research paradigm, semi-structured interviews are conducted with a purposive sample of different students, faculty, and administrators of the Sichuan University of Media and Communications. Content analysis strategies are used for the data analysis and the results are discussed to the cultural identity and semantic theory to establish patterns and themes connected to meaning construction and culture.</p>
<p>LE4521-A 15:41-15:54</p>	<p>Case Study on the Dynamic Change of Academic Motivation of English Major Graduates from the Perspective of Directed Motivational Currents</p> <p><b>Presenter: Yiqun Yang, Northwestern Polytechnical University, China</b></p> <p>Author(s): YANG Yiqun</p> <p><b>Abstract:</b> This paper explores the individual characteristics and typical dynamic characteristics of the academic motivation of the English major graduates, by means of retrodictive qualitative modeling method and under the guidance of directed motivational currents theory. The results show</p>



that the diachronic fluctuation trajectory of the student' s academic motivation presents the characteristics of directed motivational currents, which is a soft assembly of willingness, cognition, emotionality, and behavior. In addition, it gradually internalizes along the trajectory of “external regulation—introjected regulation—failure avoidance—identified regulation”, and the degree of self-determination gradually strengthens. In this process, the student' s emotions and language competence are coordinated with and adapted to the guidance and assistance of the mentor, promoting the dynamic development of her academic motivation. This study demonstrates the practical value of directed motivational currents in stimulating and maintaining academic motivation, especially the positive role of emotional factors, which may have some inspiration for cultivating the academic competence of English major graduates.



## TECHNICAL SESSION 5

### “Digital Language Learning and Language Curriculum Development”

**Session Chair: Prof. Chen Chia-Huang, National Taichung University of Education**

Time: 14:10-16:07, Nov. 24, Sunday

Venue: H414

<p>LE1010 14:10-14:23</p>	<p>Improve EFL’s Vocabulary Size and TOEIC with the Learning APP Memrise  <b>Presenter: Yen-ju Hou, Shu Zen Junior College of Medicine and Management</b>            Author(s): Yen-ju Hou  <b>Abstract:</b> Since the Taiwan government announced to develop it into a “Bilingual Nation” in 2018, the enhancement of bilingual English education has become an urgent need in various industries and education systems and scores of TOEIC (Test of English for International Communication) has been widely adopted in Taiwan among schools and workplaces. However, based on Educational Testing Service (ETS), the average TOEIC scores of university students and junior college students were 441 and 418, respectively, which were lower than the minimum score of 582 for new employees in 2018 (Newsletter 51, 2019). In language learning, vocabulary size plays an important role in understanding and communication and technology. Hence, the study aimed to improve students’ English vocabulary size by integrating the learning APP Memrise into instruction. Subjects were 59 students of applied English at a private five-year junior college in south Taiwan, including 8 males and 51 females.</p>
<p>LE1113 14:23-14:36</p>	<p>University Students’ Perceptions of the Use of QuillBot in an English Writing Class  <b>Presenter: Danh Thanh Lý, FPT University, Vietnam</b>            Author(s): Danh Thanh Lý  <b>Abstract:</b> Writing is frequently perceived as an arduous language component due to the complex demands of articulating their thoughts and emotions. To gain proficiency in writing, students require the assistance of instructional resources. The obstacle in writing, particularly in paraphrasing, may be alleviated by QuillBot, which is one of the most popular AI-driven tools. Nevertheless, the effects of QuillBot employment in a writing class have not been fully investigated. Thus, this study endeavors to examine EFL students’ viewpoints regarding QuillBot utilization in a writing class. The present study employed both quantitative and qualitative approaches with a 7-point Likert scale questionnaire and a semi-structured interview with the participation of 256 students at a private university in Vietnam experienced using QuillBot for at least two months. The results indicated that the university students in this study had a favorable response to utilizing QuillBot as a tool to enhance the caliber of their writing.</p>





<p>LE4433-A 14:36-14:49</p>	<p>Exploring Dimensions of Vocabulary Learning Strategies in the Context of the Education Informatization</p> <p><b>Presenter: Xinyi Shen, Northwestern Polytechnical University, China</b></p> <p>Author(s): Xinyi Shen</p> <p><b>Abstract:</b> Vocabulary plays a pivotal role in foreign language learning. Therefore, how to promote vocabulary acquisition through vocabulary learning strategies (VLS) has attracted widespread attention. With further development of education informatization, the constructs of VLS have changed and need to be updated. Guided by the grounded theory, this study observed the vocabulary learning of 10 college English learners through think-aloud protocols and semi-structured interviews. Following that, the data was analyzed through three-level coding, and a new categorization framework was eventually built, which includes two major dimensions, namely direct and indirect strategies, and four major categories, namely cognitive strategies, memory strategies, self-management strategies, and social strategies. This study found that while most of the strategies are similar in nature to those proposed by previous studies, their specific implementation processes have undergone a digital transformation.</p>
<p>LE4484-A 14:49-15:02</p>	<p>An MATESOL mentoring experience: Mentors and mentees' attitudes and beliefs</p> <p><b>Presenter: Nagwa Fayek Kassabgy, The American University in Cairo, Egypt</b></p> <p>Author(s): Nagwa Fayek Kassabgy</p> <p><b>Abstract:</b> A considerable amount of research has investigated the value of mentorship as a key component of a university experience, particularly in graduate courses (Ballantine, J. H., &amp; Jolly-Ballantine, J. A., 2015; Hall &amp; Liva, 2021). Research has looked at the benefits and the pitfalls of a mentorship relationship. Accordingly, investigating the beliefs, attitudes and emotions of both mentors and mentees involved in an MA TESOL mentorship relationship as part of a TESOL methods course requirements is necessary to evaluate the practice, to measure the satisfaction of those involved, to measure the benefits of the process, to identify any pitfalls, and, more importantly, to introduce the improvements required to rectify problems.</p>
<p>LE1051-A 15:02-15:15</p>	<p>Providing positive feedback and creating a supportive learning environment to encourage students to speak English with an AI-based application</p> <p><b>Presenter: Gloria Yi-Ming Kao, National Taiwan University of Science and Technology</b></p> <p>Author(s): Gloria Yi-Ming Kao</p> <p><b>Abstract:</b> Teachers often faced situations where students hesitated to practice speaking English due to nervousness, grammar, or pronunciation concerns. Oftentimes, students just do not know how to express their thinking. These issues significantly hinder students' ability to actively engage in language practice. This study utilized Toko, an AI-based language learning application, to motivate students to practice English conversation on self-selected topics from two aspects. First, the students used the basic functions to understand conversations, including: (1) repeating the AI dialogue; (2) presenting the AI dialogue content in written text; and (3) translating the dialogue into Chinese. Furthermore, Toko encouraged the students to express themselves through the advanced</p>



	<p>stimulation, including: (1) giving positive feedback, (2) extending conversations, (3) interpreting for non-standard pronunciation or unclear expressions, and (4) offering dialogue prompts. In summary, Toko encourages students to engage in low-pressure activities that gradually enhance their speaking skills and boost their self-confidence. Additionally, providing positive feedback and creating a supportive learning environment can also help alleviate students' fears of making mistakes while speaking English.</p>
<p>LE1096 15:15-15:28</p>	<p>The Influence of Chatgpt on the Education of Chinese-Language Instructors Abroad and Appropriate Adaptation Measures  <b>Presenter: Tai Phuoc Nguyen, FPT University, Vietnam</b>                  Author(s): Tai Phuoc Nguyen  <b>Abstract:</b> Issue: The fast development of artificial intelligence (AI) technologies, such as ChatGPT, brings new challenges and possibilities for teaching Chinese as a second language in foreign countries. An analysis of the potential effects on the education of Chinese language instructors and the creation of suitable adaptation strategies is required due to this advancement. Objective: This study is to investigate the impact of ChatGPT on the desire to learn Chinese as a second language and the education of Chinese language teachers in an international context. Furthermore, it aims to suggest strategies for adapting teacher education programmes to be in line with the AI era. The methodology of this research entails analysing the functions and relevance of ChatGPT, evaluating potential changes in knowledge production and learning ways, and examining the requirements of second language acquisition as well as possible transformations in learning materials and methodologies. This study aims to clarify the influence of ChatGPT on the field of international Chinese language teaching and propose strategies for adapting teacher training programmes.</p>
<p>LE4529-A 15:28-15:41</p>	<p>Interpersonal Function in Results and Discussion Section of Linguistics Research Articles  <b>Presenter: Yiding Liu, Northwestern Polytechnical University, China</b>                  Author(s): Yiding Liu  <b>Abstract:</b> Academic discourse, as an important way of disseminating and communicating scientific knowledge, expresses rich interpersonal meanings and realizes social interaction between authors and readers. Mood system and modality system are important means to realize interpersonal functions. This study aims to further explore the realization of interpersonal function by analyzing the characteristics of mood system and modality system in the Results and Discussion section of linguistic academic discourse.</p>
<p>LE4483-A 15:41-15:54</p>	<p>From Problems to Solutions: An Examination of Research Writing Issues and Remedies  <b>Presenter: Yasmine A. Salah El-Din, The American University in Cairo, Egypt</b>                  Author(s): Yasmine Aly Salah El-Din  <b>Abstract:</b> Freshman students often face challenges when writing their first research paper. These challenges can range from simple skills like time management to major aspects like lack of research skills, including properly conveying ideas in the literature and using in-text citations correctly. Organizing thoughts is yet another issue that many college students struggle with. However, these</p>



	<p>challenges are not difficult to address. While there is a lot that the students themselves can work on, with proper teacher guidance and support, these challenges can be addressed or completely avoided. The purpose of this problem-solution analysis paper, therefore, is two-fold: a) to analyze the challenges that EFL freshman students face when writing research; and b) to provide instructors and students with recommendations to address these challenges.</p>
<p>LE4511-A 15:54-16:07</p>	<p>Research on Danmaku Language in Virtual Interaction: Optimization of Language Generation Models and Instant Interactivity  <b>Presenter: Yuan Bingjie, Northwestern Polytechnical University, China</b>  <b>Author(s): Yuan Bingjie</b>  <b>Abstract:</b> This paper explores the language strategies for regional cooperation under the Belt and Road Initiative (BRI), using the television drama “Shan Hai Qing” (Minning Town) as a focal point. As the BRI has been implemented, China has signed cooperation agreements with over 150 countries, establishing deep international partnerships. “Shan Hai Qing” depicts the poverty alleviation collaboration between Ningxia and Fujian, showcasing the changes in rural areas of northwest China and the perseverance of its people. By translating this drama into Arabic and broadcasting it in Arab countries, language and cultural barriers have been broken down, allowing Arab audiences to gain a deeper understanding of China’s history and reality. This paper analyzes the dialects used in the drama and the challenges faced during translation, discussing how appropriate language strategies can help audiences from different cultural backgrounds better accept and comprehend these narratives.</p>



## TECHNICAL SESSION 6

### “Language Education and Research on Multimodal Corpus”

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

**Session Co-Chair:** Assoc. Prof. Tomoki Sakakibara, Tokyo Healthcare University, Japan

Time: 14:10-16:07, Nov. 24, Sunday

Venue: H415

<p>LE4458-A 14:10-14:23</p>	<p>A Bibliometric Analysis of Studies of Multimodal Corpora (2003-2023) Using Citespace <b>Presenter: Chenying Liu, Beijing University of Aeronautics and Astronautics, China</b> Author(s): Chenying Liu <b>Abstract:</b> This study is a bibliometric analysis of the literature on multimodal corpora from 2003 to 2023 via Citespace. A total of 304 articles were analyzed, drawing on metadata from Web of Science and Google Scholar. The findings provide a systematic overview of multimodal corpora research in terms of its research status, major themes, research trends, and possible future directions. The current research status through publication distribution and co-country network shows that the research is undergoing a fluctuant growth and international authorship. The clustering of keywords indicates three themes, including “functions of non-verbal elements”, “applications in specialized fields”, and “contrastive analysis”. Through the timezone view of keyword co-occurrence network, four research trends are identified. These trends encompass the construction of a multimodal corpus, the design of annotation schemes, practical applications of multimodal corpora, and the use of artificial intelligence for interpreting multimodal data.</p>
<p>LE4463-A 14:23-14:36</p>	<p>Analysis of Multimodal Bilingual Art Courses and OTL on Learning Self-Efficacy in Primary Levels <b>Presenter: Ting-Fang Tsai, National Taichung University of Education</b> Author(s): Ting-Fang Tsai; Chih-Chien Yang <b>Abstract:</b> This study explores the impact of multimodal courses and opportunities to learn (OTL) on bilingual learning self-efficacy among Taiwanese primary students within bilingual art education. Art education, through its curriculum design, fosters a multimodal learning environment, promoting student engagement and integrating OTL and multimodal pedagogies. The research addresses two primary questions: (1) How do multimodal bilingual art courses influence students’ self-efficacy and engagement? (2) What role does OTL play in enhancing these outcomes? Data were collected using the “Self-Efficacy in Bilingual Art Curriculum Scale,” assessing students’ confidence and engagement in bilingual art lessons employing multimodal pedagogies.</p>
<p>LE4432 14:36-14:49</p>	<p>The Relationship between Text Levels and Collocation Levels in English Textbooks <b>Presenter: Risako Azemoto, Kyushu University, Japan</b></p>



	<p>Author(s): Risako Azemoto</p> <p><b>Abstract:</b> The purpose of this study is to elucidate the relationship between the CEFR levels of English textbooks and the levels of collocations. This study investigated the CEFR levels at which collocations first appear, using corpora from CEFR-based textbooks and Japanese high school English textbooks. I found that a significant minority of the collocations in Japanese English textbooks matched their CEFR levels to those of the texts, whereas over half did so in CEFR-based textbooks. However, approximately half of the collocations in Japanese English textbooks and one-third of those in CEFR-based textbooks were introduced to learners who were not proficient enough. The two types of English textbooks exhibited different transitions in collocation levels, with CEFR-based textbooks better aligning with learners' expected proficiency levels when introducing collocations.</p>
<p>LE4516-A 14:49-15:02</p>	<p>Seeing Chinese High School Student' Verb-Noun Collocation Errors in Spoken English from the Perspective of Conceptual Transfer</p> <p><b>Presenter: Dong Ruyuan, Jiangsu Suzhou Experimental Middle School, China</b></p> <p>Author(s): Dong Ruyuan</p> <p><b>Abstract:</b> The use of “verb-noun” collocations in English impacts the accuracy and fluency of English output. However, English learners in China face considerable challenges in the proper application of such collocations due to various influencing factors that lead to errors in their expressions. This study, based on the perspective of conceptual transfer, analyzes the use of verb-noun collocations among 136 senior high school students during an English-speaking task. It aims to further reveal the common errors and cognitive reasons behind these errors in English learners' use of verb-noun collocations in China. The findings show: 1) There is a noticeable presence of verb-noun collocation structures in students' oral outputs, with issues such as overuse of delexical verbs and repeated use of similar structures; 2) Approximately 20% of the verb-noun collocations used by the students are erroneous, with grammatical errors outnumbering semantic errors, and local errors surpassing global errors. Specifically, noun and verb misuses are dominant, followed by misuses of prepositions and determiners; 3) The cognitive reasons for the errors in students' oral verb-noun collocations include the generalization of native language concepts, differences in shared concepts, absence of second language concepts, and improper concept construction.</p>
<p>LE4455 15:02-15:15</p>	<p>A Contrastive Phraseological Study of Chinese and English “Appearance” Verb Patterns</p> <p><b>Presenter: Siwen Guo, Beihang University, China</b></p> <p>Author(s): Siwen Guo</p> <p><b>Abstract:</b> The study of appearance verbs in different languages provides valuable insights into linguistic patterns and cross-linguistic equivalence. This research focuses on the contrastive phraseological analysis of the Chinese verb “出现” (chūxiàn) and its English counterpart, “appear.” By examining their verb patterns, semantic preferences, and prosody, the research aims to shed light on the intricate nuances of these verbs. To achieve this, a parallel corpus and monolingual</p>





	<p>corpora were employed to identify potential translation equivalents for “出现”. Additionally, pre-trained language models assisted in describing the extended units of meaning associated with both verbs. The findings reveal that “出现” and “appear” exhibit similar colligation patterns, however, they diverge in terms of semantic preferences and evaluative connotations. This research contributes to enhancing the understanding of Chinese and English appearance verbs, offering valuable insights into phraseology and linguistic variation across languages.</p>
<p>LE4517-A 15:15-15:28</p>	<p>Investigation of different functions of wh-fronting in Rudong Mandarin  <b>Presenter: Zoe Jiayi He, Newcastle University, Australia</b>  Author(s): Zoe Jiayi He  <b>Abstract:</b> In this work, the author would mainly focus on investigating different functions of wh-fronted sentence in Rudong Mandarin, which is a dialect of Mandarin Chinese. The order would be first the history and origine of Rudong, and then some descriptive data in Rudong Mandarin. And then different analyses on the fronted wh-questions, including contents like it is wh-topicalization or wh-focalization and the relation of wh-fronting between Rudong and Japanese. Additionally, the author would explain the processing of Rudong Mandarin wh-fronting by relying on Pan (2022).</p>
<p>LE4497-A 15:28-15:41</p>	<p>An Analysis of the Identity Construction of Male Characters in Otome Game Based on Corpus from the Perspective of Redoing Gender —— Taking Light and Night as an Example  <b>Presenter: Qi Zixuan, Northwestern Polytechnical University, China</b>  Author(s): Qi Zixuan  <b>Abstract:</b> In an era where gender transcends traditional settings, the popularity of Otome Games has brought a new round of analysis and discussion to gender issues. This article will construct a corpus of exclusive dating event texts between five male characters and players and use the corpus analysis tool ROST Content Mining 6.0 to observe the high-frequency words and semantic networks in the corpus of exclusive dates between male characters and female players in “Light and Night” and summarize their semantic characteristics. Research has found that the language characteristics of five male characters from the perspective of “redoing gender” meet the real needs and positive emotional experiences of female players for ideal partners in different aspects, and help players temporarily relieve their troubles and pressures in life.</p>
<p>LE4523-A 15:41-15:54</p>	<p>Focus Interpretation in Hong Kong Cantonese  <b>Presenter: Man-shan Angel Tong, The University of Hong Kong, China</b>  Author(s): TONG, Man Shan  <b>Abstract:</b> Our study explores prosodic focus in Cantonese within the framework of Prosodic Syntax and seeks to test the idea that Cantonese syntax is also prosodically constrained through a series of acceptability judgment, speech production, and perception tasks. Our main target structure is the non-canonical triadic construction, Inverted Double Object Construction (IDOC), in Cantonese. It is observed in the acceptability judgment task that IDOC favors prosodically light IO and hence is indeed prosodically constrained. There is also age-graded variation in the acceptability of this construction. Therefore, we would like to further analyze the prosodically constrained constituent</p>



	in the follow-up production and perception tasks among different age groups to gain a comprehensive understanding of how focus is realized and interpreted in a tonal language.
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## TECHNICAL SESSION 7

### “Educational Data Mining and Bibliometric Analysis of Educational Research”

**Session Chair: Asst. Prof. Hungche Chen, Chang Gung University of Science and Technology**

**Session Co-Chair: Senior Lecturer Nagwa Kassabgy, The American University in Cairo, Egypt**

Time: 16:30-18:27, Nov. 24, Sunday

Venue: H313

<p>LE1003 16:30-16:43</p>	<p>Analysis of Social Loafing Behavior in an Adaptive Mobile Computer-Supported Collaborative Learning Environment <b>Presenter: Geecee Maybelline Manabat, University of the East, Philippines</b> Author(s): Ana Loraine B. Bantigue, Rex P. Bringula, Charmaine S. Ponay, Geecee Maybelline A. Manabat, Nelson C. Rodelas, Alexis John Rubio, Francis Arlando L. Atienza <b>Abstract:</b> The study aimed to analyze social loafing behavior among college students in a web-based adaptive Computer-Supported Collaborative Learning (CSCL) environment. The students were tasked to use a web-based mathematics CSCL educational app called Ibigkas! Math. Ibigkas! Math is an educational tool that students can use to practice their skills in math, specifically addition, subtraction, division, and multiplication of fractions. Students have an option to play in Solo mode or Multiplayer mode. Based on the analysis the data collected from surveys and the game logs, it was found out that the design of the Multiplayer mode of the game Ibigkas! Math allows the students to collaborate, thus minimizing social loafing behavior.</p>
<p>LE1016 16:43-16:56</p>	<p>Exploring Motivations of English Majors in China to Participate in National Teacher Certification Examinations via Data Mining <b>Presenter: Qifeng Sun, Guangdong University of Science &amp; Technology, China</b> Author(s): Qifeng Sun, Liwen Xiu <b>Abstract:</b> Being English teachers usually is the preferred choice of employment for most English majors in China. But with the continuous improvement of the entry threshold for teachers in China, passing the national teacher certification examinations (NTCE) is also becoming increasingly difficult day by day. In this context, drawing on Dörnyei’s L2 Motivation Self System (L2MSS) theory and educational data mining technology, this study takes English major students from one of regional universities in Guangdong province, China as the main participants, and analyzes the status quo and type classification of their motivation via the questionnaire. The results suggest that English major students currently have strong motivation in participating in NTCE.</p>
<p>LE1075 16:56-17:09</p>	<p>A Comparative Study for Evaluating a Collaborative Educational AR System <b>Presenter: Naveed Ahmed, University of Sharjah, United Arab Emirates</b> Author(s): Naveed Ahmed, and Mohammed Lataifeh</p>



	<p><b>Abstract:</b> This work presents a usability and learning impact analysis of an AR-based collaborative learning environment. The evaluated system is “LeARn”, which is an AR virtual lab that provides a collaborative setting to perform chemistry experiments using smartphones. Pointing the phone camera on any planar surface transforms it into a virtual lab, where users not only perform experiments, but also multiple users can be connected to the same session that can be managed by an instructor. In contrast to the earlier method, this work focusses on extensive usability and learning impact analysis with a widely expanded user study. The data collection is improved to collect not only the qualitative data but also multiple types of quantitative data. The data is analyzed from a variety of angles, and the AR learning environment is assessed for its usability, the efficacy of its collaborative features, and its influence on learning. The results also assess the viability of using the technology in conjunction with face-to-face instruction.</p>
<p>LE1024 17:09-17:22</p>	<p>A Study on the Intent to Use a Medical E-Learning System in Taiwan  <b>Presenter: Yi-Horng Lai, Asia Eastern University of Science and Technology</b>          Author(s): YI-HORNG LAI, FEN-FEN HUANG  <b>Abstract:</b> Background: The rapid advancement of digital learning systems has significantly enhanced the convenience and speed of knowledge and skill transfer in clinical medicine. These systems enable medical professionals to access the latest medical information without being constrained by time or location. However, the question of how to effectively integrate digital learning into clinical practice remains unresolved. This research aims to explore the factors influencing medical e-learners’ intentions to use e-learning systems, utilizing the Technology Acceptance Model (TAM) and the DeLone and McLean Model of Information Systems Success (D&amp;M IS success model) to deepen our understanding in this area. Methods: The systematic review, meta-analysis method, and structural equation modelling was used in this study. Research articles were included 5 studies exploring factors that influence physicians’ usage of e-learning system in Taiwan. Results: Perceived ease of use (PEOU) has a positive effect on perceived usefulness (PU) and behavioral intentions (BI) toward using e-learning system.</p>
<p>LE1151-A 17:22-17:35</p>	<p>Academic Performance, Cooperation, and Trends of Chinese Scholars in International Academic Publications in Education Research: A Bibliometric Analysis Based on Web of Science Over the Past 30 Years  <b>Presenter: Lin Cong, Shanghai Jiao Tong University, China</b>          Author(s): Lin Cong, Jianzhou Ni, Hua Fan  <b>Abstract:</b> In the context of globalization, analyzing the academic performance, cooperation trends, and developmental trajectory of Chinese scholars in education research is crucial for understanding their standing and influence in the international academic community. This study examines the academic output, international collaboration, and future trends of Chinese scholars through a bibliometric analysis of 3,637 education research articles indexed in Web of Science from 1990 to 2024. The dataset was filtered by publication year, document type, author profiles, research categories, journal sources, citation indices (SSCI, A&amp;HCI, SCI-EXPANDED), and country/region.</p>



	<p>Through bibliometric visualization, the study highlights the academic performance and cooperation trends of Chinese scholars in international education research over the past 30 years. The results reveal that, since 2000, the volume of international publications by Chinese scholars has grown significantly, peaking in 2020, marking a new phase in their global academic contributions.</p>
<p>LE1070 17:35-17:48</p>	<p>Algebra in The Digital Age: Empowering Algebraic Thinking  <b>Presenter: Ofirenty Elyada Nubatonis, Education of Indonesia University, Indonesia</b>          Author(s): Ofirenty Elyada Nubatonis, Dadang Juandi, Endang Cahya Mulyaning A  <b>Abstract:</b> Technology can significantly enhance students' development of algebraic thinking, which are crucial for algebra success. Despite its potential, research suggests that the role of technology is still underutilized in this area. This study conducted a Systematic Literature Review (SLR) to analyze existing research trends in technology applications, types of applications, algebraic content, and explaining the role of potential technology features in developing algebraic thinking. The study employs content analysis to analyze 14 articles selected based on inclusion and exclusion criteria. The findings reveal 15 applications suitable for algebra instruction at the elementary and secondary school levels.</p>
<p>LE1156 17:48-18:01</p>	<p>Visualization and Analysis of Research on Online Ideological and Political Education in Chinese Colleges and Universities  <b>Presenter: Shuqing Yan, Jilin University, China</b>          Author(s): Shuqing Yan  <b>Abstract:</b> Network-enabled ideological and political education helps to break through the time and space limitations of traditional education, innovates the mode of ideological and political education, and is an innovative initiative to enhance the precision and effectiveness of ideological and political education. In order to further explore the hotspots, frontiers and trends of China's network ideological and political education research, we comprehensively use bibliometrics and information visualization techniques, and visualize and analyze the core journal literature on network ideological and political education with the help of CiteSpace software, so as to intuitively present a picture of the research on network ideological and political education in colleges and universities, including the annual number of articles published in the literature, the institutions, the distribution of authors and the cooperation mapping The keyword co-occurrence and clustering mapping, emergent word mapping, and so on.</p>
<p>LE1020-A 18:01-18:14</p>	<p>Bibliometric Analysis of Artificial Intelligence in Architectural Education  <b>Presenter: Parani Yoopetch &amp; Prompt Udomdech, King Mongkut's Institute of Technology Ladkrabang (KMUTL), Thailand</b>          Author(s): Parani Yoopetch, Prompt Udomdech  <b>Abstract:</b> With the emergence of artificial intelligence in various areas of education, the current investigation focuses on the rise of artificial intelligence in architecture education. Based on the Scopus database, 995 documents of scholarly works, including research articles, were from 1976 to the middle of March 2024. This paper's primary purpose is to comprehensively review the current</p>





	<p>and upcoming characteristics of scholarly outputs in artificial intelligence in architecture education. In addition, the aim is also to demonstrate the research landscape, showing the increasing research publication in the past several decades. The adoption of artificial intelligence in architecture education was fast-growing among researchers on various continents worldwide. Furthermore, the paper presents the conceptual and intellectual structure, demonstrating the knowledge base in this field.</p>
<p>LE1027-A 18:14-18:27</p>	<p>Inclusion through Personalization: Managing Quant Anxiety with the Aid of Interactive Online Platforms</p> <p><b>Presenter: Lolita T. Edralin, The Hong Kong Polytechnic University, China</b></p> <p>Author(s): Pamsy P. Hui; Lolita T Edralin</p> <p><b>Abstract:</b> The learning of quantitative materials is an integral part of a complete business education, especially considering the growing importance of analytics in the digital era (Carroll, 2023). However, many business students are hampered by quant anxiety, or the fear and worry related to quantitative stimuli and situations. Such anxiety may lead to frustrating learning experience, poor performance, and eventually, impacting career choices (Daker et al., 2021; Dugan &amp; Allen, 2016). Although much work has been done about math anxiety among school children, less is known about the impact of quant anxiety among adult learners, especially in a diverse learning environment (Barroso et al., 2021). We sought to understand and tackle quant anxiety among students enrolled in a Master-level Corporate Finance subject in a university in Hong Kong. Some of these students were professionals who had been a few years removed from quantitative learning and were uncomfortable with calculations; others were Accounting and Finance professionals and were very confident about quantitative work. In-depth interviews with former students suggested that quant anxiety stemmed from both the learning content (e.g., lack of prior knowledge) and the learning context (e.g., worries about peer perception). To address these concerns, we implemented personalized learning experiences for a cohort of 80 students using online interactive learning platforms.</p>



## TECHNICAL SESSION 8

### “Digital Transformation of Education and Diversified Learning Practices”

**Session Chair: Assoc. Prof. Hamid S Timorabadi, University of Toronto, Canada**

Time: 16:30-18:27, Nov. 24, Sunday

Venue: H411

<p>LE1053-A 16:30-16:43</p>	<p>Digital SAT Reform and Examination Digital Transformation  <b>Presenter: Yuke Shi, Xiamen University, China</b>            Author(s): Yuke SHI  <b>Abstract:</b> The COVID-19 has sped up the digital transformation of education in the ongoing information technology revolution. As a significant component of global higher education, the United States has implemented various measures for this transformation across all aspects of higher education. For instance, the College Board proposed a plan to globally transition the SAT to a digital format in spring 2024. Reviewing the history of SAT reforms, spanning from the use of calculators to the transition from paper-and-pencil examinations to computerized tests, a consistent trend toward digital transformation emerges. This trend reflects the influence of advanced information technology on education. The concordance and predictive validity of the SAT’s transition to digital testing further validates the feasibility of digital transformation in educational assessments. By drawing insights from the digital SAT, we can better promote the modernization of educational exams nationwide and embrace the changes of the digital era.</p>
<p>LE1077-A 16:43-16:56</p>	<p>Role of Headmaster for enhancing the performance of primary schools through digital transformation and innovation in Kuala Terengganu, Malaysia  <b>Presenter: Abdullah Ibrahim, Universiti Sultan Zainal Abidin, Malaysia</b>            Author(s): Abdullah Ibrahim, Wan Khairul Aiman Wan Mokhtar. Muhammad Saud  <b>Abstract:</b> The digital transformation presents a unique powerful avenue for enhancing the leadership role for headmasters in primary schools of Malaysia. The technological transformation at primary schools has encompassed the integration of digital tools to streamline administrative processes, faster communication, and foster decision making. The present study opted for the quantitative research design and collected the data through a survey from school headmasters, who were associated with national schools in Kuala Nurus, and surrounding areas. Furthermore, following the Malaysian Education Quality Standard (MEQS) the role of headmaster acts as a high-impact leader to mobilize and develop the school community in an integrated manner. The purpose of the current study is to find out the effect and the role of the headmaster leadership style for utilizing the digital tools and adopting the technologies for administrative roles.</p>



<p>LE1097-A 16:56-17:09</p>	<p>Bridging the Digital Divide: Enhancing Digital Literacy and Environmental Education in North American Rural Schools</p> <p><b>Presenter: Sayyara Rafiq Gurbanli, Faculty of Education, Azerbaijan</b></p> <p>Author(s): Sayyara Rafiq Gurbanli</p> <p><b>Abstract:</b> Despite significant technological advancements, Canadian rural schools encounter persistent challenges in promoting digital literacy and creating inclusive educational environments. Statistics Canada indicates that rural areas comprise 18.3% of the national population, emphasizing the critical need to address educational disparities in these regions. According to the Canadian Radio-television and Telecommunications Commission (CRTC), only 40% of rural households have access to high-speed internet, compared to 87% in urban areas. This digital divide intensifies the difficulties faced by students and educators in rural settings, restricting access to vital resources and opportunities for developing digital literacy skills. Additionally, the Digital Literacy Framework for Canadian Schools outlines essential competencies for students, underscoring the necessity of integrating digital literacy across all subject areas. Existing literature highlights the discrepancy in technology access and digital literacy skills between urban and rural schools in Canada, highlighting the urgent need for innovative solutions to bridge this gap.</p>
<p>LE1069 17:09-17:22</p>	<p>Teaching Research on Scratch-Based Multiples Educational Materials</p> <p><b>Presenter: Chen Chia-Huang &amp; Su Kai-Wei, National Taichung University of Education</b></p> <p>Author(s): Chen Chia-Huang, Su Kai-Wei</p> <p><b>Abstract:</b> This study investigates whether there is a difference in students' learning outcomes when using Scratch-based educational materials for teaching multiples and common multiples compared to traditional textbook teaching. It also identifies common types of errors made by students. This quasi-experimental study targets fifth-grade students in elementary schools in Taichung City. The experimental group is taught using Scratch materials developed by the researcher, while the control group uses traditional textbooks. Students' performance on these tests is analyzed to assess learning outcomes. The research findings both Scratch-based and textbook-based teaching methods improved students' learning outcomes, but there was no significant difference between the two methods. Students performed best on multiples, followed by common multiples, with contextual applications being the weakest area. Scratch materials were found to enhance students' learning outcomes in common multiples and contextual applications. Common types of errors in the multiples and common multiples units include cognitive errors, problem-solving strategy errors, and errors in understanding the problem's meaning.</p>
<p>LE1134-A 17:22-17:35</p>	<p>ASSESSING THE EFFECTIVENESS OF OUTCOME-BASED EDUCATION IN OPEN AND DISTANCE LEARNING AT POLYTECHNIC UNIVERSITY OF THE PHILIPPINES</p> <p><b>Presenter: Marion Arnaiz Cresencio, Yehleen Cesca Merano Patino, Melquisedec Kenzel Ramirez Cruz, Polytechnic University of the Philippines, Philippines</b></p> <p>Author(s): Marion Arnaiz Cresencio, Yehleen Cesca Merano Patino, Melquisedec Kenzel Ramirez Cruz</p>



	<p><b>Abstract:</b> Colleges and universities worldwide envision global excellence by providing the best education to their students. Polytechnic University of the Philippines (PUP) started to implement outcome-based education to fulfill worldwide quality education standards. The purpose of this study is to identify the effectiveness of outcome-based education and the extent of its implementation in Polytechnic University of the Philippines through open and distance learning. The effectiveness of outcome-based education and its extent of implementation are measured through the three identified areas such as the presentation of learning outcomes, assessment evidence and teaching and learning activities. The respondents consisted of graduate students at the PUP Open University for the academic year 2023-2024.</p>
<p>LE1058 17:35-17:48</p>	<p>RECONFIGURING A COURSE BY INTEGRATING WELL-BEING AND COLLABORATIVE LEARNING IN A DIGITAL WORLD</p> <p><b>Presenter: Marisela Rodriguez-Salvador, Tecnologico de Monterrey, Mexico</b></p> <p>Author(s): Marisela Rodríguez-Salvador; Maria Fernanda Algarra-Chavez</p> <p><b>Abstract:</b> Today, many young students are frequently distracted by their digital devices, posing a significant educational challenge. In this digitally accelerated world, educators struggle to attract and retain their attention, particularly in subjects deemed as complicated or tedious. No matter the topic covered, students need to have resources to overcome daily situations that evoke emotions that are potential barriers to their learning. While many studies discuss the importance of digitalization (use of technology) in education, few studies examine how educators can enhance students' well-being to cope with the challenges of the digital world. This research is a theoretical exploration and a practical guide for educators wanting to support student well-being in the classroom.</p>
<p>LE1074-A 17:48-18:01</p>	<p>Experiential Learning in Research Universities — A Case Study of MIT</p> <p><b>Presenter: Jiaying Zhu, Xiamen University, China</b></p> <p>Author(s): Jiaying Zhu</p> <p><b>Abstract:</b> Experiential learning is a student-centered approach to learning that acquires knowledge, skills, and attitudes through hands-on experience, practice, and reflection. Experiential learning emphasizes the importance of personal experiences to learning, emphasizing the acquisition of new knowledge and abilities through practical activities, and the summary and reflection of these experiences. In addition to the widespread use of experiential learning in vocational and entrepreneurship education, experiential learning can also be generalized in research universities to strengthen students' connection to society and to better reflect on real-life complex problems. The Massachusetts Institute of Technology (MIT) has set up the Office of Experiential Learning (OEL) to offer experiential learning courses and programs, establish an experiential learning digital platform, and develop experiential learning. Analyzing the experience of MIT in developing experiential learning will help to further the reform of the talent training model in China, encourage students to take the initiative to learn and promote the full development of talents.</p>



<p>LE1126-A 18:01-18:14</p>	<p>Enhancing Chemistry Education through Competency-Based Approaches: Innovations and Insights from Kazakhstan</p> <p><b>Presenter: Liliya Altynbayeva, Nazarbayev Intellectual Schools AEO, Kazakhstan</b></p> <p>Author(s): Galiya Alzhanova, Liliya Altynbayeva, Gaukhar Zhanbulatova, Zhanar Abdildina</p> <p><b>Abstract:</b> As global educational trends shift towards competency-based learning, the chemistry curriculum must evolve to meet the demands of an increasingly complex and competitive labor market. This study explores the innovative implementation of competency-based chemistry education within secondary schools in the Republic of Kazakhstan, aiming to align with international best practices while addressing local educational needs. The research employs a comprehensive methodological framework that includes analysis, synthesis, modeling, comparison, and generalization to investigate the integration of competency-based approaches in chemistry teaching. It defines the “competency-based approach,” elaborates on its key characteristics, and justifies its necessity within the context of Kazakhstan’s secondary education system. Key aspects of the study include identifying critical competencies required for effective chemistry education, such as problem-solving, critical thinking, and scientific literacy. The study also highlights existing challenges in adopting competency-based methods and proposes actionable solutions to overcome these obstacles.</p>
<p>LE1130-A 18:14-18:27</p>	<p>Examining the effectiveness of cross-generation financial education programme as an innovative approach to learning financial matters and developing soft skills of university students</p> <p><b>Presenter: Brian Tung, The Hang Seng University of Hong Kong, China</b></p> <p>Author(s): Brian Tung, Thomas Man, Victor Chan, Yam-Wing SIU</p> <p><b>Abstract:</b> Purpose: The elderly population in Hong Kong is susceptible to financial fraud while young adults lack adequate long-term financial planning. Additionally, there is insufficient interaction between generations. Sponsored by a local bank, a cross-generation financial education programme was developed to promote financial literacy among university students and the elderly and to foster the engagement of young and elderly individuals in the local community. A series of tailored financial education and social service training courses were developed for the students of a local 70pecial70ty. Qualified students formed groups to design financial literacy workshops for the elderly, covering issues related to digital literacy, personal finance, financial products for the elderly and the prevention of financial scams. The purpose of this conference presentation paper is to share the preliminary findings about the effectiveness of the programme by measuring the knowledge gained, behavioural changes and soft skill improvements of the students after completing the training and service delivery program. Results: A set of pre and post programme surveys was developed to measure the knowledge that the students gained, their behavioural changes and the improvements in their soft skills. A paired t-test is applied to support the analysis.</p>





## TECHNICAL SESSION 9

### “Translation Studies and Translation Analysis”

Session Chair: Asst. Prof. Chariti Khuanmuang, Kasetsart University, Thailand

Time: 16:30-18:27, Nov. 24, Sunday

Venue: H412

<p>LE4412-A 16:30-16:43</p>	<p>A Reception Study of The Four Books by Yan Lianke from the perspective of online translation reviews</p> <p><b>Presenter: Zhan Cixin, Northwestern Polytechnical University, China</b></p> <p>Author(s): Zhan Cixin</p> <p><b>Abstract:</b> Yan Lianke, the first Chinese writer to be awarded the Franz Kafka Prize, has received favorable readers’ feedback for the English translation of his masterpiece The Four Books. Drawing on Python, this paper explores the contributing factors underlying its great success by collecting and compiling comments from mainstream media in English-speaking countries and analyzing the reviews from Goodreads, a book review website, and Amazon, an online bookstore. It is found that the mythorealism of the original work, the translator’s proficient translation skills, and the innovative narrative style help promote the overseas dissemination and reception of the English translation of The Four Books. The research findings will enrich translation reception studies and provide practical support for the translation studies of Yan Lianke’s works.</p>
<p>LE4456-A 16:43-16:56</p>	<p>Harmonious Art and Ideal Home ——The Writing of “Nest” in Home of the Gentry</p> <p><b>Presenter: Kangli Xu, Sichuan University, China</b></p> <p>Author(s): Kangli Xu</p> <p><b>Abstract:</b> The word “home” in the title of Home of the Gentry is a translation of the Russian word “гнездо”, which originally meant “nest”. In the process of translation, the translator realizes the “faithfulness, expressivity, elegance” of the title to the greatest extent with the help of its transferred meaning. In fact, the meaning of “гнездо” is not limited to its lexical meaning of “home” but is connected to the characters and the theme in the novel, conveying the author’s strong emotional aspirations. In Home of the Gentry, the contours of the “гнездо” are outlined through the impersonalization of the characters, its ideological value lies in the reconciliation of Slavophiles and Westernizers, and its emotional source is Turgenev’s obsession with the ideal home.</p>
<p>LE4451-A 16:56-17:09</p>	<p>“New” Prospects in the Study of Translation History</p> <p><b>Presenter: Chen Qian, Huanggang Normal University, China</b></p> <p>Author(s): Chen Qian</p> <p><b>Abstract:</b> New historicism advocates paying close attention to the power discourse and historical context implied in the text. It emphasizes the narrative nature of history and denies the existence of</p>



	<p>an uninterrupted, unmediated “reality”, or “truth” of history. In the light of “the historicity of texts” and “the textuality of history” researchers of translation history can regard the research object of historical texts as being historicized and narrated, probing into the interwoven and interactive relationship between texts and history, the past and the present, as well as narration and reality. They will also be able to enjoy the academic fun of constantly heading towards and questioning the “truth” when restoring the effaced historical facts in a micro historical study of nonentities and their deeds. Its concern of social context and the subversion of grand narrative are a lasting source of life to the study of translation history.</p>
<p>LE4420-A 17:09-17:22</p>	<p>Influence of Chinese Translation of Buddhist Scripture with the Group of Words “Jiao(教)”</p> <p><b>Presenter: Ziheng Wang, Sichuan University, China</b></p> <p>Author(s): Ziheng Wang</p> <p><b>Abstract:</b> “Jiao(教)” refers to an abstract behavior, which involves the subject of education, the content of education, the way of receiving education and so on in specific contexts. With the introduction and dissemination of Buddhism, the number of disyllabic words composed of “Jiao(教)” has increased significantly, and the semantics of such disyllabic words are obviously different between Chinese Buddhist scriptures and indigenous Chinese textual traditions. Exploring the semantic composition of “Jiao(教)” words across diverse textual genres and sorting out the semantic evolution process of each word can explain the influence of Buddhist culture and the spread of Buddhist scriptures on Chinese lexicon.</p>
<p>LE4519-A 17:22-17:35</p>	<p>English Translation of International Publicity Text from the Perspective of Appraisal Theory: A Case Study of A Global Community of Shared Future: China’s Proposals and Actions</p> <p><b>Presenter: Li Chenfei, Northwestern Polytechnical University, China</b></p> <p>Author(s): Li Chenfei</p> <p><b>Abstract:</b> In the year 2023, commemorating the 10<sup>th</sup> anniversary of President Xi Jinping ‘s initiation of building a global community with a shared future for mankind, the State Council Information Office of China published the White Paper A Global Community of Shared Future: China ‘s Proposals and Actions. This publication aims to comprehensively introduce the insightful connotations and vivid practices of building a community with a shared future for mankind, enhance international understanding and consensus, and promote cooperation among countries to construct such a community. The white paper emphasizes important themes such as international cooperation, common development, peace, and security, advocating for joint efforts from all countries to build a harmonious and inclusive world. It systematically elaborates on China ‘s proposals for reforming and improving the international governance system, showcasing China’s historical responsibilities as a responsible major country.</p>
<p>LE4472-A 17:35-17:48</p>	<p>Research on User-generated Video Game Localization: Take Phoenix Wright: Ace Attorney Trilogy as an Example</p>



	<p><b>Presenter: Shuting Zhang, Sichuan University, China</b>  Author(s): Shuting Zhang</p> <p><b>Abstract:</b> In China, as the demand for video games rises, many video game lovers spontaneously localize non-Chinese video games by participating in “Chinese localization team” and provide their translation product to players for free. Compared with their official Chinese version, these user-generated localized video games are more popular among players. To explain the success of user-generated localized video games and get a more comprehensive understanding of the user-generated translation mode in game localization, this article studies the user-generated localization of Phoenix Wright: Ace Attorney Trilogy and elaborates on its production mode. By comparing its user-generated localization version with the official Chinese version, it is discovered that although the user-generated localization version has some disadvantages such as low efficiency and a lack of professionalism, it is more accepted by players due to its large number of participants, stronger iterative ability and participants’ deeper understanding of the game background and derived “memes”.</p>
<p>LE4508-A  17:48-18:01</p>	<p>Translator as Interactive Mediator in Multi-modal/lingual Communication</p> <p><b>Presenter: Leslie Bai, International College Beijing, University of Colorado Denver, China</b>  Author(s): Leslie Bai</p> <p><b>Abstract:</b> Abstract In 2012, FIT (International Federation of Translators) announced “Translation as Intercultural Communication” as the theme for 2012 International Translation Day*. Indeed, many studies in recent decades have been focused on translator’s role in bridging “between cultures (including ideologies, moral systems and socio-political structures)”, not solely “seeking to overcome those incompatibilities which stand in the way of transfer of meaning” (Hatim &amp; Mason 1990). However, this theme has also emphasized translation as communication, which is “understanding, explaining, commenting, interpreting and negotiating phenomena” (Liddicoat 2015). Therefore, this paper points out that translator should act more like a mediator in the interactive communication among all the participants. Through analyzing some translation practices on a variety of Chinese texts (e.g. classic poems, movies, Peking operas, documentaries, scientific and technical texts), this paper demonstrates how translator functions as mediator among authors, characters, targeted readers, general audience in their multi-modal/lingual/cultural interaction.</p>
<p>LE4512-A  18:01-18:14</p>	<p>“Transmission and Misinterpretation of Cultural Imagery in the Translation of Classical Arabic Literary Works</p> <p><b>Presenter: Li Sainan, Northwestern Polytechnical University, China</b>  Author(s): Li Sainan</p> <p><b>Abstract:</b> This paper focuses on the field of cross-cultural translation, using the classical Arabic literary work Al-Mu’allaqat as a case study to explore the transmission and misinterpretation of cultural imagery. This collection of pre-Islamic Arabic odes is rich in cultural symbols related to tribal life, honor, and the natural desert environment. Through comparative textual analysis, the study reveals that inadequate understanding of the cultural and contextual complexities of the</p>



	<p>original text often leads to misinterpretations in translation. For instance, tribal symbols in Al-Mu'allaqat are frequently simplified into broader natural imagery, resulting in a loss of the socio-cultural and historical specificity of the original poems. These distortions highlight the challenges of conveying culturally embedded imagery across different languages and cultures. To address these issues, the paper proposes concrete translation strategies, including the inclusion of cultural footnotes, enhancement of translators' cultural competence, and adoption of context-sensitive translation techniques.</p>
<p>LE4520-A 18:14-18:27</p>	<p>A Study on Conversation Interruption in Larry King Live from the Perspective of Conversation Analysis</p> <p><b>Presenter: Ma Yueqi, Northwestern Polytechnical University, China</b></p> <p>Author(s): Yueqi Ma</p> <p><b>Abstract:</b> The research method of conversation analysis has received widespread attention in China in recent years. As a relatively novel method in the field of linguistics that can study corpus from a sociological perspective, it aims to analyze the natural corpus created by social actors in detail, that is, to use transcribed or recorded corpus to deeply understand the potential rules and internal rules of daily conversations, and to make systematic formal explanations of the details of social behavior. As a very natural and common language phenomenon, conversation interruption appears to disrupt the complete turn taking structure. However, the use of interruption can also promote the smooth progress of conversations in some special conversation situations. For example, in interview programs, interruption can be divided into cooperative and conflict types. This paper is based on a detailed analysis of the real corpus of a well-known CNN interview program Larry King Live on March 28, 2018. The transcription style is inspired by the approach of foreign conversation analyst Gail Jefferson.</p>



## TECHNICAL SESSION 10

### “Interpretation of Literary Works and Comparative Literature”

**Session Chair: Assoc. Prof. Emine Tuğcu, Baskent University, Türkiye**

**Session Co-Chair: Senior Lecturer Yasmine Salah El-Din, The American University in Cairo, Egypt**

Time: 16:30-18:27, Nov. 24, Sunday

Venue: H413

<p>LE4503-A 16:30-16:43</p>	<p>Traces of Modernization in the Biographies of 19<sup>th</sup> century Ottoman Women Poets <b>Presenter: Emine Tuğcu, Baskent University, Türkiye</b> Author(s): Emine Tuğcu <b>Abstract:</b> In the history of Turkish literature, the Ottoman modernization process and the conflicts it created are discussed based on literary texts, especially fictional texts; non-fictional texts are not given much space within this framework. Literary researchers interpret the historical development of genres such as novels, stories, drama and poetry from different perspectives. However, biography, which is a literary genre of non-fiction, has not been discussed through its different aspects according to the changing world perception with the modernization process. The Last Century Turkish Poets, written by İbnülemin Mahmud Kemal İnal, the first edition of which was published in 1930, is one of the last examples of the biography tradition of the 19<sup>th</sup> century, which is of interest to literary scholars in terms of its genre development. It stands out as a source used for the century 's poet biographies. However, this work should not only be regarded as one that illuminates the lives of poets through its rich material but should also be among the main sources that shed light on the political, social and cultural history of its period.</p>
<p>LE4476 16:43-16:56</p>	<p>“Thus Tradesmen Become Gentlemen, by Gentlemen Becoming Tradesmen”: Concept of “Gentleman-Tradesman” in Daniel Defoe <b>Presenter: Tsai-Ching Yeh, National Taipei University of Technology</b> Author(s): Tsai-Ching Yeh <b>Abstract:</b> Daniel Defoe’s contention of the improvement of social mobility was consistent, as acquisition of nobility was one of the main concerns in his narratives as well as non-fictional writings. Overthrowing the conventional conception to regard nobility and gentry as guaranteed circumstances, Defoe advocated the new trend in economic changes and indicated the self-accomplished tradesmen as the embodiment of his proposition. As he modeled an image of the ambitious and unceasing middle class to substitute for the old-line aristocracy, birth and blood no longer served as the necessary elements for the obtainment of better social status. With the attempt to establish a newly rising class and to emphasize England as a country thriving in trade, Defoe in The Complete English Tradesman (1725/1727) proposed trade as the readiest way for men to “raise</p>





	<p>their fortunes and families” (263), while the fascination of the combination of two social ranks, the “gentleman-tradesman,” conveyed his consideration for the flow in the hierarchical system. Such an assertion found its demonstration two years later in <i>The Compleat English Gentlemen</i> (1729), as Defoe further elaborated this thesis, trying to sort out the difference between the “born Gentleman” and the “bred Gentleman” (3).</p>
LE4459-A 16:56-17:09	<p>Encountering Alterity: Posthuman Ethics in <i>Machines Like Me</i>  <b>Presenter: Jinan Cui, Beihang University, China</b>            Author(s): Jinan Cui  <b>Abstract:</b> Ian McEwan’s <i>Machines Like Me</i> is a novel showcasing the human-posthuman relation in a background of immense progress in technology in the new era. It seeks to depict the predicaments we have fallen into as we encounter our posthuman counterparts, and it discusses the possibility of harmonious human-posthuman co-existence. In the attempt of reinforcing anthropocentrism, the human beings oppress the posthuman protagonist, and to counterattack, the posthuman quests his own identity by pursuing autonomy. Despite the posthuman’s endeavor, harmonious human-posthuman co-existence fails to come true in the novel, due to Adam’s inability of bodily embodiment and the absence of mutual understanding between the human and the posthuman.</p>
LE4499-A 17:09-17:22	<p>The Spatialized Narration of Time in <i>Primeval</i> and <i>Other Times</i>: From the Perspective of M. Bakhtin’s “Chronotope” Theory  <b>Presenter: Shuangyu Li, Sichuan University, China</b>            Author(s): Shuangyu Li  <b>Abstract:</b> <i>Primeval</i> and <i>Other Times</i> is the beginning of Olga Tokarczuk’s fame which reveals her thought about the relationship between time and space intensively. From the perspective of M. Bakhtin’s “chronotope” theory, the novel forms a triple time structure through “Primeval chronotope”, adopting a “constellation” narrative structure and spatialized techniques; presents the “juxtaposition” state of time on one special point through “the little coffee grinder chronotope”, emphasizing the non-necessity of space in terms of time; and shapes the “second world” applying metaphorical narrations through “the game chronotope”, indicating that “Being” goes beyond time. <i>Primeval</i> and <i>Other Times</i> demonstrates Tokarczuk’s unique narrative characteristics and is also a successful attempt to explore a new way of recounting the world.</p>
LE4461-A 17:22-17:35	<p>Prosthetic Narration: Towards a New Theory of the Narrator-Character-Reader Relationship in Disability Literature  <b>Presenter: Evan M Chaloupka, Franklin University, United States</b>            Author(s): Evan Chaloupka  <b>Abstract:</b> Theories of disability in literature have often viewed limited access to disabled subjectivity as a technical and ethical weakness, ignoring the dramatic appeal flashes of disabled interiority might have for readers. Most notably, David T. Mitchell and Sharon L. Snyder’s theory</p>



	<p>of narrative prosthesis holds that while disabled characters may emerge from a “physical correlative that calls them into being,” they are quickly divorced from such in order to assume a more straightforward plot function or thematic significance (146). Whereas modernist writers only “gesture towards an inaccessible interior landscape,” postmodernist writers interrogate the representational techniques they inherit to “develop a theory of disabled subjectivity” (142). This talk inverts the concept of narrative prosthesis by identifying a mode of prosthetic narration that gestures towards disabled interiority, providing the reader provisional access to consciousnesses otherwise foreclosed.</p>
<p>LE4525-A 17:35-17:48</p>	<p>A Comparative Study of Anglo-French Writers in Tangier’s Golden Age: Intercultural Reflections and Literary Trends <b>Presenter: ilgu kim, Hannam University, South Korea</b> Author(s): ilgu kim <b>Abstract:</b> Tangier, Morocco, historically known for its rich cultural exchange, has been a significant center of literary inspiration for both Eastern and Western authors. Notable figures such as Ibn Battuta (1304–1369) and Ibn Khaldun (1332–1406) trace their origins to Tangier, which later became an international zone known as the “interzone” (1912–1956). During this period, the city drew numerous Western writers attracted by its bohemian and exotic charm, seeking artistic freedom and intercultural inspiration. Prominent Western writers who resided in or wrote about Tangier include Paul Bowles, Jane Bowles, William Burroughs, Truman Capote, and Jean Genet. These authors produced influential works reflecting Tangier’s diverse, multicultural atmosphere, bridging the east and West.</p>
<p>LE4501-A 17:48-18:01</p>	<p>CULTURAL CONTEXT EVALUATION OF COLORS AND ASTROLOGY THROUGH A TURKISH HEFT PEYKER MESNEVI <b>Presenter: Aslı Aytaç, Başkent University, Türkiye</b> Author(s): Aslı Aytaç <b>Abstract:</b> The source of Heft Peyker mesnevis, which is about the epic life of Behram V, the son of the Sassanid ruler Yazdgerd I, is based on Iranian history. The oldest data is also found in Firdevsi’s Shahname. In these works, information about Behram V (Behram-décor Gûr) is scattered. Behram-décor Gûr, where Behram’s historical and epic life and adventures are told in some places, was first addressed as an independent mesnevi in Nizami’s Heft Peyker. Nizami added some fairy tale elements to the Heft Peyker mesnevi, which is based on the life and hunting adventures of Behram-décor Gur. Thus, both epic and fairy tale elements are present in his work.</p>
<p>LE4530-A 18:01-18:14</p>	<p>From Text to Image: A Study of Creative Treason and Visual Narrative in Film Adaptations of Masterpieces of Foreign Literature <b>Presenter: Mi Zhou, Sichuan University of Media and Communications, China</b> Author(s): Mi Zhou <b>Abstract:</b> The key to the film adaptation of foreign literary works lies in maintaining a balance between the content of the work itself and the innovative content of the film. To achieve this, it is</p>



	<p>necessary to delve deeply into the content of the literary work and gain an understanding of its author. Only by doing so can we create a film adaptation that not only stays true to the original work, but also incorporates innovative elements that are suitable for filmmaking. Creative treason is the artistic creation and expression method in which creators base their new art creation and expression on the foundation of the original work. This article explores the relationship between literature and film, focusing on the perspective of creative treason, and analyzes and studies the subversion of characters, themes, and plot structures.</p>
<p>LE4518-A 18:14-18:27</p>	<p>A Study of Multimodal Metaphors in Chinese Culture in High School English Textbooks from the Perspective of Image Schema</p> <p><b>Presenter: Ruxi Wang, Northwestern Polytechnical University, China</b></p> <p>Author(s): Ruxi Wang</p> <p><b>Abstract:</b> Taking the High School English Textbook of People 's Education Press as its research object, this paper, through the identification and coding of the metaphorical pictures reflecting Chinese culture in the textbooks with the help of NVIVO, aims to study the types and distribution of multimodal metaphors in the pictures and analyze the meaning construction of these multimodal metaphors through image schema. In qualitative research, the identification of source and target domains and the types of metaphors are shown through diagrams. In the quantitative analysis, the distribution of cultural metaphors in textbooks in China can be found through statistics of different types of Chinese culture contained in pictures and the frequency of metaphorical pictures in each module.</p>



## TECHNICAL SESSION 11

### “Artificial Intelligence in Education and User Payment Behavior to AI Tools”

**Session Chair: Prof. Ian Frank, Future University Hakodate, Japan**

Time: 16:30-18:27, Nov. 24, Sunday

Venue: H414

<p>LE1015 16:30-16:43</p>	<p>Transforming Education with ChatGPT: Enhancing Engagement, Understanding, and Critical Thinking  <b>Presenter: Gloria Anahi Molina Barron, Tecnologico de Monterrey, Mexico</b>            Author(s): Gabriela Espinola Carballo  <b>Abstract:</b> This research documents the implementation of the artificial intelligence tool ChatGPT in higher education settings as a learning instrument rather than a content creator. The tool was utilized in two online courses targeting students aged 18-21 pursuing diverse disciplines in Social Sciences and Government: “Global Citizenship: Diversity and Tolerance” and “Mexican Politics: Evolution and Challenges”. The activities included dialogue sessions on migration and analysis of selected decisions of the Supreme Court of Mexico, presenting moral and legal dilemmas. ChatGPT was employed to gain further insights into these rulings and the background that prompted their outcomes. To assess the effectiveness of these initiatives, students participated in an online mixed (quantitative and qualitative) survey. Data related to participation, academic performance, critical reflection, and tool interaction were collected. The research findings offer suggestions and considerations for creating activities utilizing artificial intelligence, such as ChatGPT, while identifying areas needing improvement.</p>
<p>LE1039-A 16:43-16:56</p>	<p>Precision in Medical AI: Advanced Prompt Engineering of Large Language Models and Real-World Applications in Medical Education  <b>Presenter: Charley Cai, University of British Columbia, Canada</b>            Author(s): Charley Cai, Graham Daniel Douglas  <b>Abstract:</b> Advanced Large Language Models (LLMs) like GPT-4 Turbo offer new avenues for enhancing standardized patient (SP) simulations in medical education. This project explores developing both a backend LLM model implementation guide and an applied frontend application of an Ophthalmology case scenario. We integrate methodological advancements in fine-tuning and prompt engineering with user interface development for a seamless model interaction experience. Our aim is to ensure LLMs deliver clinically accurate, contextually appropriate, and emotionally nuanced interactions, followed by rigorous testing and feedback from subject matter experts (SMEs) to refine the model.</p>



<p>LE1043 16:56-17:09</p>	<p>Empowering Students with Varying Self-Efficacy by Intelligent Hints to Enhance Programming Education</p> <p><b>Presenter: Wen-Chun Lin, National University of Tainan</b></p> <p>Author(s): Wen-Chun Lin/Cheng-Zhi Lin/Chih-Kai Chang/Gwo-Dong Chen</p> <p><b>Abstract:</b> As programming education booms with more students, teacher shortages pose a challenge. While visual programming languages are used widely in Taiwan, they still require teacher guidance and lack long-term effectiveness. This study investigated using flowcharts to aid students and built a system to automatically generate hints. The findings show flowcharts are beneficial for practicing programming. Interestingly, students with lower self-efficacy relied on more detailed hints, while those with higher self-efficacy needed less help, regardless of the hint format. Additionally, students at different skill levels focused on different aspects of the hints. Beginners needed more program information, intermediate students valued the overall flowchart structure, and advanced students prioritized accurate feedback on their approach.</p>
<p>LE1139 17:09-17:22</p>	<p>A Large Language Model Question Generator Based on Bloom's Taxonomy Templates</p> <p><b>Presenter: Hapnes Toba, Maranatha Christian Universit, Indonesia</b></p> <p>Author(s): Hapnes Toba, Laurentius G.O.P. Yudha, Oscar Karnalim, Hendra Bunyamin, Terutoshi Tada</p> <p><b>Abstract:</b> Integrating Artificial Intelligence (AI) in education has become a transformative force, particularly in developing teaching materials and automated assessments. This paper explores the potential of AI, precisely OpenAI's natural language processing capabilities, to revolutionize educational practices by automating the generation of diverse and aligned assessment questions. By leveraging AI-driven tools, educators can enhance the scalability and personalization of educational resources, thereby improving student engagement and learning outcomes. This preliminary study evaluates the incorporation of a large language model, ChatGPT-3.5-Turbo, to generate questions for a pre-test activity.</p>
<p>LE1114-A 17:22-17:35</p>	<p>Democratizing Public Education in Ecuador Through Online Learning: Leveraging Artificial Intelligence for Innovative Curriculum Design and Content Development at the University of Chimborazo</p> <p><b>Presenter: Norma Urena , Universidad Nacional de Chimborazo, Ecuador</b></p> <p>Author(s): Norma Ureña, Nicolay Samaniego</p> <p><b>Abstract:</b> In the dynamic landscape of higher education within Ecuador's public sector, the University of Chimborazo's innovative strategies for online learning environments are crucial in addressing the diverse needs of its student population and in advancing the democratization of higher education in Ecuador. These approaches have broken down traditional barriers of access such as geographical constraints, socioeconomic disparities, and limited access to resources. As a result, the University has been able to ensure access to quality education to Ecuadorian students living in Ecuador and abroad, who participate in online meaningful, interactive learning experiences.</p>





<p>LE1117-A 17:35-17:48</p>	<p>Artificial Intelligence Chatbots are Risk of Ethical Concerns in Higher Education Institution of Malaysia</p> <p><b>Presenter: WAN KHAIRUL AIMAN WAN MOKHTAR, Universiti Zainal Abiden, Malaysia</b></p> <p>Author(s): Wan Khairul Aiman Wan Mokhtar, Abdullah Ibrahim, Norazmi Anas, Ahyar, Imam Sayekti, Muhammad Saud</p> <p><b>Abstract:</b> Artificial intelligence (AI) chatbot ‘ChatGPT’ in the education sector has changed the learning patterns of students, staff, and lecturers. The rise of AI-driven tools is also bringing forth significant ethical concerns, which are essential to discuss and consider. The present study is conducted among three public sector universities in Malaysia, where we opted for the quantitative research design and approached the participants through personal invitation and snowball sampling procedures. A total of 406 respondents were involved in this study, and the data was gathered through survey, using semi structured questions.</p>
<p>LE1136 17:48-18:01</p>	<p>Implementation of K-Nearest Neighbor Technique in Online Learning Delivery</p> <p><b>Presenter: Jake M. Libed, Polytechnic University of the Philippines, Philippines</b></p> <p>Author(s): Jake M. Libed, Ramir M. Cruz, Frescian C. Ruiz, May Rose Villegas</p> <p><b>Abstract:</b> The massive increase in the demand for online learning, especially during the Covid-19 pandemic, has highlighted the importance of establishing valid and reliable criteria for selecting appropriate online learning platforms. This study identified significant factors for choosing the most suitable online learning management system using the K-nearest neighbor method.</p>
<p>LE1150 18:01-18:14</p>	<p>Comparative Analysis of Gender Differences in Expectations and Value Perceptions Regarding the Spread of AI Robots</p> <p><b>Presenter: Hiroko KANO, National University Corporation Yamagata University, Japan</b></p> <p>Author(s): Hiroko KANO</p> <p><b>Abstract:</b> This study focuses on the progress of AI robot technology and its potential for widespread adoption in society. The purpose of this research is to reveal people’s perceptions regarding how much they would be willing to pay for robots with various functions and how these amounts differ based on gender. The results of the questionnaire survey showed that there is a wide range of price perceptions for the willingness to purchase AI robots capable of providing nursing care, housework, consultation/talking partner, visitor response, and emergency response functions. In particular, for robots with “nursing care,” “housework,” and “emergency response” functions, the mode value was 100,000 yen, and widespread acceptance is expected at this price range. It was also revealed that men have a stronger desire for the spread of AI robots with “nursing care,” “housework,” “consultation/talking partner,” and “visitor response” functions compared to women, indicating gender-based differences in expectations.</p>
<p>LE1091 18:14-18:27</p>	<p>The Impact of AI in Retail Industry on Consumer Behavior</p> <p><b>Presenter: Ting-Sheng Weng, National Chiayi University</b></p> <p>Author(s): Ting-Sheng Weng</p>



**Abstract:** As more and more smart technology products are introduced, digitalization has become a topic of great concern and brings better experience value to consumers, thus bring the retail industry into Retail 5.0. This study intended to use Canva AI to build a generative store model and tested the proposed model on subjects aged between 22 and 30. A survey was then conducted to analyze the differences in experiential value, and 81 questionnaires were retrieved. The results of UTAUT indicate that performance expectancy, effort expectancy, and social influence have significant impact on behavior intention. This study further confirmed that experience value moderates the effects of performance expectancy, effort expectancy, and social influence. Moreover, effort expectancy and social influence have significant effect on behavior intention, while social influence mediates the effect of experience value on consumers' behavior intention to make a purchase after using generative images.



## TECHNICAL SESSION 12

### “Online Learning and Blended Learning”

**Session Chair: Assoc. Prof. Aria Kekalih, Medicine Universitas Indonesia, Indonesia**

Time: 16:30-18:27, Nov. 24, Sunday

Venue: H415

<p>LE1037 16:30-16:43</p>	<p>Inclusive Learning: Difference Between Pre- and Post-Pandemic English Proficiency Test Results  <b>Presenter: Jonnah Belle Valero Jagonia, Mapua Malayan Colleges Laguna, Philippines</b>            Author(s): Jhona Niem Gamez, Jonnah Belle Valero Jagonia, Anthony Morfe, Christine Joanne Librero Desacado and Hailey Pasal Ferrer,  <b>Abstract:</b> The educational predicament surrounding the COVID-19 pandemic compelled the adaptation to a “new normal” and redefined the approach to teaching and learning. Students were forced to adapt to learn technical and linguistic skills online. Moving forward, it is vital to investigate what can be learned from the pre-pandemic and post-pandemic data. For this study, the pre-pandemic (blended classes) and post-pandemic (online classes) English proficiency test results of college students in MMCL will be looked into. The quantitative method was used to collect and analyze data, particularly descriptive statistics and the Mann-Whitney U-test. The results show that there is a significant difference between the pre- and post-pandemic English speaking and writing proficiency test results. Moreover, statistical results are consistent in all the criteria for the English speaking and writing tests.</p>
<p>LE1046 16:43-16:56</p>	<p>Design Factors and Principles Influencing Online Teaching Effectiveness  <b>Presenter: Cheng Ke, Beijing Union University, China</b>            Author(s): Cheng Ke, Li Xiaodong  <b>Abstract:</b> Online teaching is driving innovation in education, but traditional evaluation systems are struggling to keep up with this new mode of learning. The quality of teaching is now a major obstacle to the advancement of online education. Educational institutions are facing the challenge of integrating offline and online education in a forward-thinking way. It is widely believed that face-to-face and online teaching will continue to coexist and merge, giving rise to a new educational paradigm known as “Blended Teaching”. This paper proposes the construction of a quality evaluation system for online teaching, based on the integration of teaching and learning evaluations. It argues that a successful online teaching evaluation system should involve input from various educational stakeholders and provide guidance for the design, development, and implementation of effective online teaching practices.</p>
<p>LE1111-A 16:56-17:09</p>	<p>E-Training For E-teaching in Higher Education  <b>Presenter: Michal Schodl, The Hebrew University of Jerusalem, Israel</b></p>



<p>LE1124-A 17:09-17:22</p>	<p>Investigating the Implementation of Flipped Learning through the Online Mektep Platform in Kazakhstan</p> <p><b>Presenter: Zhanar Abdildina, Nazarbayev Intellectual Schools AEO, Kazakhstan</b></p> <p>Author(s): Zhanar Abdildina, Assem Botayeva, Zarina Khamidulina</p> <p><b>Abstract:</b> Although flipped learning has been widely implemented around the world, its development in Kazakhstan gained momentum during the COVID-19 pandemic. The Online Mektep platform, launched in 2020 by the Nazarbayev Intellectual Schools Educational Programmes Center in partnership with Bilim Media Group, has been instrumental in facilitating flipped learning, a model where students engage with instructional content at home and focus on interactive, problem-solving activities in the classroom. This approach encourages student autonomy and active participation, enhancing the overall learning experience.</p>
<p>LE1044 17:22-17:35</p>	<p>Exploring the online learning experiences of health and social care students.</p> <p><b>Presenter: David Everiss, University of Essex, United Kingdom</b></p> <p>Author(s): Dr David Everiss</p> <p><b>Abstract:</b> Introduction: This study explored the experiences of health and social care students studying online at University of Essex. Timing of data collection meant that this coincided with COVID-19, affecting this experience for students dramatically. Intersectional techniques were used to examine if key characteristics of age, gender and ethnicity affected the online learning experience. The study also aimed to seek student suggestions of how to overcome any challenges that were identified. Methods: This study used hermeneutic phenomenology to explore the lived experience of students. Purposive and maximum variation sampling was used to recruit a range of students within the School of Health and Social Care (HSC) at the University of Essex (n = 12), targeting diversity across the areas of specific interest (age, ethnicity and gender). Semi-structured interviews were conducted via online video calls and transcribed verbatim. Data were then analyzed using thematic analysis.</p>
<p>LE1142 17:35-17:48</p>	<p>E-learning for Licensure Examination Preparation with Predictive Analytics</p> <p><b>Presenter: Irish Castrojeres Juanatas, FEU Diliman, Philippines</b></p> <p>Author(s): Irish Castrojeres Juanatas</p> <p><b>Abstract:</b> As more education technologies are being deployed in the field of education, the use of predictive analytics when it comes to e-learning environments is one of the key approaches to the improvement of the learners' achievements. This study focuses on logistic regression and decision trees that exist and operate in an e-learning system for Civil Engineering students preparing for licensure examinations. The e-learning comprises practice review, practice examination, and performance prediction modules. The logistic regression model yielded an accuracy of 94%, providing beneficial suggestions as to where students may need more help. Additionally, the decision tree revealed three critical factors influencing the likelihood of passing the licensure examination. Firstly, students who completed more than 10 practice tests demonstrated a 90% chance of passing. Secondly, a completion rate of over 80% of study modules was associated with</p>



	<p>an 88% likelihood of passing. Lastly, active participation in interactive sessions contributed to an 85% probability of success.</p>
<p>LE1127 17:48-18:01</p>	<p>Research on English Major Students' Acceptance of Xuexitong Software in Blended Teaching Context: Insights from Technology Acceptance Model</p> <p><b>Presenter: Yujiao Li, Shandong Normal University, China</b></p> <p>Author(s): Yujiao Li</p> <p><b>Abstract:</b> With the “digital turn” in higher education system, blended teaching has widely been adopted as one of highly favored teaching patterns for educators. In this context, Professional Competency Standards for University Foreign Language Teachers in China highly suggests the inclusion of the latest information technology in English major classrooms. Thus, it is of great significance to examine English major students' acceptance toward modern teaching technology, so as to provide further pedagogical implication for broader digital transformation in English major programs in China. Drawing on Technology Acceptance Model (TAM) proposed by Davis, the present study investigated a total of 489 English major participants from a university in Shandong province, China and quantitatively analyzed both their overall acceptance toward Xuexitong, a newly emergent but widely used technology in China, and the relationships among different variables (online technology self-efficacy, perceived ease of use, perceived usefulness, attitudes toward use, and intention to use) by using SPSS and AMOS.</p>
<p>LE1088 18:01-18:14</p>	<p>Forecasting The Influence Likelihood of Factors on Learners, Studying Motivation for Business Courses in The University Education</p> <p><b>Presenter: Tuan-Kiet Hong Vo Truong, FPT University, Vietnam</b></p> <p>Author(s): Tuan-Kiet Hong Vo Truong</p> <p><b>Abstract:</b> The objective of this study is to examine the impact of blended learning on student motivation, particularly in relation to the difficulties encountered by students in business courses at FPT University in Can Tho, Vietnam. The researchers aimed to identify the key factors that contribute to business students' motivation to study, in order to get a deeper comprehension. A total of 200 participants took part in the data collection procedure, which used a non-probability sampling method known as simple sampling. The assumptions were evaluated using Binary Logistics and Cronbach Alpha as the key instruments. The findings indicate that the Virtual Learning Environment has a much greater impact on learning motivation, with an effect size of 122.5%, compared to the Traditional Classroom Environment, which has an effect size of 105%.</p>
<p>LE1025 18:14-18:27</p>	<p>ENHANCING THE PERFORMANCE OF MALAYSIAN LIBRARY WEBSITES: A COMPREHENSIVE ANALYSIS OF WEB LOAD PERFORMANCE</p> <p><b>Presenter: Mohd Faizal Bin Hamzah, Universiti Malaya, Malaysia</b></p> <p>Author(s): Mohd Faizal Hamzah, Ranita Hisham, Khalilah Abd Hafiz, Ron Ely Julian, Zawawi Tiyunin</p> <p><b>Abstract:</b> This paper aims to assess the load time performance of library websites in Malaysia, considering the widespread transition of libraries towards digital platforms. Ensuring the</p>





accessibility and optimal performance of library websites is paramount to meeting the evolving expectations of users. A prolonged load time negatively impacts user interest, potentially hindering access to vital library resources. The study systematically recorded and evaluated website load times on both desktop and mobile devices, utilizing an online service for web page load assessment. Additionally, the research provides insights into the accessibility percentage for each library website, acknowledging the significance of inclusive design practices. Incorporating data from 121 libraries, the findings reveal a notable discrepancy in the load times between desktop and mobile versions of library websites.



# ONLINE SESSION 1

## “Modern Educational Technology and Intelligent Teaching Innovation”

**Session Chair: Prof. Cheng-Huang Yen, National Open University**

Time: 13:30-15:27, Nov. 25, Monday

Room A: 895 8817 8925 (Password: Tokyo)

<p>LE1038 13:30-13:43</p>	<p>Higher education talent training in the era of artificial intelligence – Change, challenges and opportunities</p> <p><b>Presenter: Zhenni He, Macao Polytechnic University, China</b></p> <p>Author(s): Zhaowei Huang, Haihong Li, Zhipeng Jiang, Zhenni He</p> <p><b>Abstract:</b> At present, artificial intelligence (AI) has become an important field of international competition and an important driving force for national economic and social development. The rise of a new wave of AI has provided new ideas for the cultivation of talents in colleges and universities, and the talent training work of universities is facing a profound change, bringing more opportunities and challenges. The introduction of AI technology in the process of cultivating higher education talents will not only help improve the quality and efficiency of school teaching, but also bring a new learning experience and teaching environment to students and teachers. This paper first analyzes the thinking brought about by the application of AI technology on the reform of colleges and universities in the era of AI, and then studies the challenges brought by AI technology to the current college talent training, and finally puts forward relevant countermeasures to help colleges and universities seize the trend of AI and actively respond to the challenges brought by it, in order to provide reference suggestions for college talent training.</p>
<p>LE1076 13:43-13:56</p>	<p>A Systematic Literature Review of the Practical Applications of Artificial Intelligence-Generated Content (AIGC) Using OpenAI ChatGPT, Copilot, and Codex in Programming Education</p> <p><b>Presenter: Wan Chong Choi, Illinois Institute of Technology, US</b></p> <p>Author(s): Chi In Chang, Wan Chong Choi, Iek Chong Choi, Huey Lei</p> <p><b>Abstract:</b> This systematic literature review investigated the practical applications of Artificial Intelligence-Generated Content (AIGC) tools, specifically ChatGPT, Copilot, and Codex, in programming education. By synthesizing current research trends and key applications, this review analyzed 24 relevant studies from an initial pool of 1173 papers. The findings revealed a significant increase in research following ChatGPT’s release, with a strong focus on the university level. The review identified eight primary applications of AIGC tools in programming education, including evaluating AI performance in solving programming tasks, providing AI-driven code generation and assistance, automating assessment review and feedback, delivering personalized learning and</p>



	tutoring, supporting educators and instructional design, investigating educator and student perceptions, checking for plagiarism, and exploring AI's impact on curriculum design.
LE1131 13:56-14:09	<p>The Empowerment of Intelligent Teaching through Digital Twins: Characteristics, Application Scenarios, and Innovative Models</p> <p><b>Presenter: Jingyi Xu, Fudan University, China</b></p> <p>Author(s): Jingyi Xu, Jie Wen, Kai Zhang</p> <p><b>Abstract:</b> In recent years, the development of emerging technologies such as big data, the Internet of Things, artificial intelligence, 5G, and cloud computing has not only sparked social transformation but has also brought about significant changes in education and teaching. This article primarily explores the application and potential of digital twin technology in the innovation of intelligent teaching models. By reviewing the evolution of intelligent teaching models—from traditional digital teaching to the integration of digital technologies in teaching, and finally to blended teaching that combines virtual and physical elements—this paper showcases the progression of intelligent teaching frameworks. It analyzes the core characteristics of digital twin intelligent teaching, enumerates various application scenarios of digital twin technology in this context, and proposes a design and construction framework for new models of digital twin intelligent teaching, emphasizing key elements such as the digital twin roles, model construction, and educational effectiveness analysis.</p>
LE1082 14:09-14:22	<p>Exploring the Impact of CodeCombat Python Programming Curriculum on Student Motivation at Primary School</p> <p><b>Presenter: Lek Chong Choi, City University of Macau, China</b></p> <p>Author(s): Wan Chong Choi, Chi In Chang</p> <p><b>Abstract:</b> The motivation of students is one of the many difficulties in teaching programming. Students find programming to be a challenging topic for a variety of causes. Students' interest and engagement in programming instruction have increased due to gamification and drive to study. However, gamification has several technological, implementation, and results restrictions. The coding curriculum in Macao's primary schools is becoming increasingly common at a time when proficiency with technology is required. It is difficult, though, to help young students develop programming abilities, significantly when learning is hampered by poor desire. CodeCombat, a serious game, has recently experienced an increase in its use in several areas. The use of gamification components allows students to learn programming through challenges based on games. This study employed a quasi-experimental approach to investigate how CodeCombat influenced students' motivation to code.</p>
LE1089 14:22-14:35	<p>Understanding Learning Obstacles in Mathematical Literacy: A Systematic Literature Review of the Indonesian Educational Context</p> <p><b>Presenter: Patrisius Afrisno Udil, Universitas Pendidikan Indonesia, Indonesia</b></p> <p>Author(s): Patrisius Afrisno Udil, Dadang Juandi, Elah Nurlaelah</p>



	<p><b>Abstract:</b> Mathematical literacy is a fundamental competency, but students' learning obstacles in solving mathematical literacy problems are still an issue that is often encountered. Understanding the various types and characteristics of students' learning obstacles when dealing with mathematical literacy problems is a crucial initial step for enhancing students' mathematical literacy. This systematic literature review (SLR) aimed to explore previous empirical studies regarding students' learning obstacles in solving mathematical literacy problems in Indonesia. Specifically, it means to describe the trends of the research regarding the topic and discuss the types and characteristics of students' learning obstacles in solving mathematical literacy problems in the Indonesian context. Scopus, ScienceDirect, ERIC, and Google Scholar databases were used for searching the data.</p>
LE1095 14:35-14:48	<p>Construction of quality evaluation index system of professional and technical personnel continuing education based on TQM and analytic hierarchy process</p> <p><b>Presenter: Fan Hao, AnHui Open University, China</b></p> <p>Author(s): HAO FAN</p> <p><b>Abstract:</b> Continuing education of professional and technical personnel is an important part of lifelong learning system, and an important way for professional and technical personnel to improve their professional and technical ability and level. In order to continuously improve the quality evaluation system of continuing education for professional and technical personnel, combined with the theory of total quality management (TQM), this paper constructs an evaluation indicator system of continuing education for professional and technical personnel, including 6 first-level indicators, 16 second-level indicators and 25 third-level indicators. The weight of each indicator is calculated in the paper to show their importance, and these weights are highly referential. It provides a referable model for the quality evaluation of continuing education for professional and technical personnel.</p>
LE1107-A 14:48-15:01	<p>Effects of E-collaborative Learning on Nursing Practice Program –Therapeutic Play in Children within E-learning Environment</p> <p><b>Presenter: AN-HUI CHUANG, National Taipei University of Technology &amp; Jen-Décor Junior College of Medicine</b></p> <p>Author(s): AN-HUI CHUANG</p> <p><b>Abstract:</b> Challenged to prepare competent nurses to meet the health care needs of an evolving health care delivery system, nurse educators are seeking innovative teaching strategies to improve learning outcomes and help students integrate the theory and practice of nursing in an efficient and quality method. The application of therapeutic play in clinical pediatric nursing is of great importance. It serves multiple roles ranging from psychological support and developmental promotion to pain management and family involvement. Changes brought about by rapidly expanding information technology are affecting many aspects of life, including nursing education. E-learning extend the classroom discussion section to virtual reality and provide opportunities for active learning.</p>



<p>LE1021 15:01-15:14</p>	<p>The Design and Practice of Blended Teaching for E-commerce Courses under the Perspective of Curriculum Ideological and Political Education — Taking “Introduction to E-commerce” as an Example</p> <p><b>Presenter: Qingmei Chen, Guangdong University of Science and Technology, China</b></p> <p>Author(s): Qingmei Chen, Tuli Chen, Jingjing Chen</p> <p><b>Abstract:</b> Blended learning has important value in improving learning outcomes, promoting teacher-student interaction, adapting to different learning needs, promoting educational innovation, and improving teaching quality. This paper aims to explore the blended teaching design and practice of e-commerce courses from the perspective of ideological and political education in the curriculum. Taking “Introduction to E-commerce” as an example, an in-depth analysis is conducted on the current situation of ideological and political education in courses in universities in Guangdong Province. The article reveals problems such as insufficient construction of teaching resources, insufficient implementation of teaching, limited application of blended learning methods, and imperfect teaching evaluation mechanisms through literature review and field research.</p>
<p>LE1052 15:14-15:27</p>	<p>EVALUATION OF ONLINE, HYBRID AND FACE-TO-FACE LEARNING MODES: UNDERGRADUATE STUDENTS’ PERCEPTIONS IN THE UAE</p> <p><b>Presenter: Dina Tbaishat, Zayed University, United Arab Emirates</b></p> <p>Author(s): Maryam Al Ali and Dina Tbaishat</p> <p><b>Abstract:</b> This paper investigates undergraduate students’ perceptions of Online, Hybrid, and Face-to-Face (F2F) learning modes in the UAE, identifying preferences and demographic influences. A comprehensive survey was designed to cover the following aspects: comfort with technology, mode preferences, and experiences with interaction, collaboration, and autonomy. The questionnaire was disseminated to a sample of undergraduate students from six universities across UAE using stratified random sampling, targeting third and fourth-year students as they highly likely experienced the three learning modes throughout their studying journey at the university. A mixed methods approach was used to collect and analyse data including quantitative and qualitative data analysis (the latter for the open-ended questions).</p>
<p>LE1034 15:27-15:40</p>	<p>The Impact of the Presentation Form of Learning Resources on Attention: An Eye Movement Study</p> <p><b>Presenter: Guilan Zhang, China West Normal University, China</b></p> <p>Author(s): Guilan Zhang, Linhui Tan, Guan Huang</p> <p><b>Abstract:</b> The influence of different presentation forms of learning resources on learners is attracting widespread attention from educators. However, attention is one of the measurement indicators of learning effect. This study uses the research method of eye movement experiments to record the attention of learners in the learning process Time, the number of fixations, pupil diameter, saccades and other data, through the analysis of these data and the experimental recall test questionnaire to reflect the impact of different presentation forms of learning resources on the stability and concentration of attention, so as to conclude that the different presentation forms of</p>





	resources have The effect of learning, and the conclusions obtained from the experiment have a direction for educators to think about when designing learning resources.
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## ONLINE SESSION 2

### “Language and Culture Education & Literary Analysis”

**Session Chair: Assoc. Prof. Yina Cao, Sichuan University, China**

Time: 16:00-18:10, Nov. 25, Monday

Room A: 895 8817 8925 (Password: Tokyo)

<p>LE4407 16:00-16:13</p>	<p>Study on the Application of Sociolinguistics in the Transmission of Intangible Cultural Heritage— — A Case Study of the Translation of “Huainanzi” <b>Presenter: Jingqian Gu, Shanghai Zhongqiao Vocational and Technical University, China</b> Author(s): Jingqian Gu <b>Abstract:</b> This study explores the application of sociolinguistics in the dissemination of intangible cultural heritage, specifically using translations of “Huainanzi” as a case study. By analyzing the translation and dissemination methods of “Huainanzi” in different linguistic and cultural contexts, the research reveals how sociolinguistic approaches can help preserve and convey cultural meanings. The study focuses on language choice, translation strategies, and their impact on cultural understanding, demonstrating the importance of effectively communicating ancient culture in a modern context. The findings suggest that sociolinguistic methods can not only enhance the dissemination of intangible cultural heritage but also promote cross-cultural communication and understanding.</p>
<p>LE1023 16:13-16:26</p>	<p>Assessing the Feasibility of Applying Eye Movement-Based Techniques in College English Education <b>Presenter: JINGQIAN GU, Shanghai Zhongqiao Vocational and Technical University, China</b> Author(s): Jingqian GU <b>Abstract:</b> This study investigates the feasibility of implementing eye movement-based techniques in college English education. The research objective is to analyze eye movement patterns during reading, listening, and speaking tasks to understand their implications for learning outcomes. Methods involved collecting eye movement data from participants engaging in various language tasks and correlating these patterns with comprehension and retention scores. Key findings indicate distinct eye movement patterns across tasks, with reading requiring sustained focus, while listening and speaking involve quicker cognitive processing and integration of auditory and visual information.</p>
<p>LE1084 16:26-16:39</p>	<p>Profiling and Tracing College English Reading Instruction in China: A Bibliometric Approach <b>Presenter: Jingjing Zhang, Zhejiang International Studies University, China</b> Author(s): Zhang Jingjing</p>



	<p><b>Abstract:</b> As an integral component of English proficiency, college English reading instruction has attracted considerable attention in the academic field in China. Aiming to find out the dynamic evolution process, research hotspots, research turn and limitations, this paper examines 215 research articles in CNKI database collected by Chinese core journals and CSSCI and investigates the data in the field of college English reading instruction by taking bibliometric approach. Through data analysis, the researcher found that the study of college English reading instruction is still in the developing stage and lacks productive publications and cross disciplinary features. It is also found that the main knowledge clusters in the field include component skills of reading, teaching concepts, the integration of new modules and strategies in teaching college English reading. The research findings are conducive to positive practical significance for future research and promote the development of college English reading teaching.</p>
<p>LE1026 16:39-16:52</p>	<p>Acceptance of Chatbots by EFL Learners Beyond Intermediate Proficiency Based on the Technology Acceptance Model</p> <p><b>Presenter: Yuanxing Xiong, Nanyang Technological University, China</b></p> <p>Author(s): Yuanxing Xiong</p> <p><b>Abstract:</b> The purpose of this study was to evaluate how above-intermediate-language-level EFL learners accept chatbots as conversational tools using a modified Technology Acceptance Model (TAM). The study utilized a quantitative approach, employing a modified Technology Acceptance Model (TAM) questionnaire and Partial Least Squares Structural Equation Modeling (PLS-SEM) for data analysis. The findings indicate that TAM is applicable for exploring learners' acceptance of chatbots as conversational tools with no significant gender moderation effects. The study is significant for identifying key factors influencing chatbot acceptance among above-intermediate-language-level EFL learners and addressing gaps in the literature regarding gender and language proficiency levels.</p>
<p>LE1073 16:52-17:05</p>	<p>Design and implementation of a virtual simulation experimental platform for the creation of intangible cultural heritage educational films</p> <p><b>Presenter: Guilan Zhang, China West Normal University, China</b></p> <p>Author(s): Guilan Zhang, Changyuan Cao</p> <p><b>Abstract:</b> This study combines literature research and a questionnaire survey, based on 23 articles and 70 questionnaires, to analyze the current situation of learning engagement among students majoring in educational technology and design a virtual simulation experimental platform structure for the creation of intangible cultural heritage educational films. The experimental platform is based on task-driven teaching methods and adopts the "4+2" model as a framework. It mainly includes four modules: informed service foundation, knowledge technology seeking reality, knowledge art precision, and interest seeking intangible cultural heritage. There are two databases: identity login and score analysis. The experience of this platform can be extended to engineering content teaching, leading the exploration of teaching reform based on practice, centered on innovation, and with engineering as the key, promoting the development of educational modernization.</p>



<p>LE1102 17:05-17:18</p>	<p>An Empirical Study on the Relationships between Critical Thinking, Foreign Language Enjoyment and Learning Engagement in Second Language Learners</p> <p><b>Presenter: Xun Bu, Shanghai Normal University Tianhua College, China</b></p> <p>Author(s): Xun Bu</p> <p><b>Abstract:</b> The importance of critical thinking and foreign language enjoyment to language learning is widely recognized, but the relationships among the three and specific pathways are not yet fully understood. Grounded in rational-emotive theory, this empirical study surveyed 78 second language learners to investigate the relationships between critical thinking, foreign language enjoyment and learning engagement. Semi-structured interviews and online data mining are also employed to obtain comprehensive data. Findings emerge after data analysis: 1) Learners' skill of fairness is top rated in scale of critical thinking, teacher-related factors score highest in foreign language enjoyment and affective engagement ranks highest across five dimensions of learning engagement; 2) Critical thinking and foreign language enjoyment significantly and positively predict learning engagement; 3) Critical thinking significantly and positively predicts foreign language enjoyment; and 4) Critical thinking indirectly affects learning engagement by enhancing foreign language enjoyment, indicating that foreign language enjoyment partially mediates between critical thinking and learning engagement.</p>
<p>LE4480 17:18-17:31</p>	<p>Visualizing the Indigenous Rights of the Ainu People: Establishment of Online Database of the Ainu Placenames</p> <p><b>Presenter: Takuya Inoue, Kyoto Institute of Technology, Japan</b></p> <p>Author(s): Takuya Inoue</p> <p><b>Abstract:</b> This paper presents the development of an ongoing project to create an online database of Indigenous Ainu placenames, accompanied by a brief history of the Ainu people and their endangered language. The project emphasizes archiving and actively using the database to enhance ecological awareness. The database seeks to raise awareness of Indigenous Ainu rights over their lands and natural resources by visualizing the ecological information embedded in Ainu placenames on an interactive map. This map reframes modern territorial concepts by highlighting Hokkaido's pre-colonial state, known as Yaunmosir, and serves as a robust advocacy tool for Indigenous rights. The project also offers valuable insights into sustainable resource use, promoting collaboration across ethnic groups for a shared future on the islands.</p>
<p>LE4462 17:31-17:44</p>	<p>Empowered Gossipmonger, Disempowered Women: Navigating the Duplicity of Discursive Power in Alice Gerstenberg's He Said, She Said</p> <p><b>Presenter: Yuzhi Ruan, BNU-HKBU United International College, China</b></p> <p>Author(s): Yuzhi Ruan</p> <p><b>Abstract:</b> The period spanning the 1910s and early 1920s marked an era of exploration and experimentation. Many American playwrights and artists challenged prevailing theater business models, production practices, and conventional dramatic norms on the professional stage. This period witnessed the emergence of the Little Theater movement, a cultural phenomenon in</p>



	<p>opposition to commercialism. In this movement, decisions regarding play selection and production techniques often prioritized artistic merits rather than commercial considerations (Beard 1496). Many of the promising tenets of the movement had grown to be accepted practice particularly in the growing field of educational theatre for the benefit of elevating the quality and purpose of theater (Bennett 300). Within the corpus of little theater plays, many playwrights delved into gender dynamics, focusing on women in society. These plays addressed various issues such as the suppression of women, the sexual hypocrisy, the subversion of traditional female positions, and power struggles within marriage (Beard 1496). However, female audiences often became the objects of derision (Bennett 301).</p>
<p>LE4409 17:44-17:57</p>	<p>Genre Negotiation in Contemporary Chinese Long-form Novels under the Influence of Western Modernity</p> <p><b>Presenter: Sirui Ren, Sichuan University, China</b></p> <p>Author(s): Sirui Ren</p> <p><b>Abstract:</b> In the face of the worldwide changes of a scale unseen in a century, Socialism with Chinese characteristics has entered a new era that is China's relationship with the world has undergone profound changes. China has never stepped into the center of the world stage before, and the great rejuvenation of the Chinese nation has entered a critical moment. As an important part of internationalization and modernization of China's education, this paper analyzes the differences between Chinese and Western thinking pattern and try to research Chinese and foreign Cultural conflict. It analyzes the differences in values, political values and religious beliefs between Chinese and foreign students, analyzes the deep reasons of Chinese and foreign Cultural conflict from the three dimensions of practical logic, theoretical logic and era logic, adheres to the unity of criticism and inheritance, the unity of theory and practice, and the unity of inclusiveness and openness, treats Chinese and foreign Cultural conflict, cultivates students' recognition of Chinese culture, and enhances their confidence in Chinese culture, Enhance China's international image.</p>
<p>LE4414 17:57-18:10</p>	<p>Transknowletology and Historical-orientation: A Study on Burton Watson's Translations of Lu You's Poetry</p> <p><b>Presenter: Zhang Yunze, Northwestern Polytechnical University, China</b></p> <p>Author(s): Zhang Yunze</p> <p><b>Abstract:</b> Burton Watson 's translation of Lu You 's poetry and literature, notably "The Old Man Who Does as He Pleases," symbolizes a critical turning point in the global dissemination of Lu You 's creative output, liberating the translation of his masterworks from the constraints of academic research. This paper scrutinizes Burton Watson 's translation of Lu You 's poems through the perspective of selection, translational strategies, paratext, and reception, while also considering the backdrop of nativism during the counter-culture movement. The study finds that Watson 's translation maintains the characteristics of Transknowletology and historical orientation. The Chinese and Western differences in the translation of Lu You 's poems continue to fade in the</p>





collision of Chinese and Western cultures and the compromise between the two languages, which expanding the scope of the study of Lu You 's poem translations in the United States and deepening its analysis.
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## DELEGATE LIST

**D101** Riswaana Tasnim Noor Mohamed Ministry of Education (Singapore), Singapore

<b>D102</b>	Stephan Eltink	VU Amsterdam, Netherlands
<b>D401</b>	Marie José Denis	
<b>LE1037-D</b>	Christine Joanne L. Desacado	Mapua Malayan Colleges Laguna, Philippines
<b>LE1124-A-D</b>	Assem Botayeva	Nazarbayev Intellectual Schools AEO, Kazakhstan



## ONE DAY TOUR

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

### Odaiba



Located in Minato-ku, Tokyo, Japan, Odaiba is an area of man-made islands with a wealth of tourist resources, and is Tokyo's newest concentration of entertainment venues, favored by people, especially the young. It is also one of Tokyo's most striking economic highlights, offering not only spectacular sea views but also unique technological facilities and historical and cultural heritage. You can feel the harmony of

the modern city's prosperity and natural beauty here. There are many landmarks in Odaiba including the Statue of Liberty, Rainbow Bridge, Odaiba Park, Carriage Museum, and Seaside Park.

### Roppongi Hills



Roppongi Hills, located south of Akasaka and north of Azabu in Minato-ku, is one of the most eye-catching new attractions in Tokyo in recent years, and one of the city's bustling streets, known for its nightlife and concentration of foreigners. There are restaurants, TV stations, supermarkets, hotels, Tokyo's largest movie theater, and a wide range of entertainment facilities. Roppongi Hills, which is identified as a "cultural

center", covers an area of 759,000 square meters and consists of five major commercial and residential areas, including West Walk, where Mori Building and shopping mall restaurants are located, Hollywood Plaza, where clothing stores and restaurants are located, North Tower, where simple food, fast food and convenience stores are located; Hillside, where movie theaters, Japanese style houses, and Asian restaurants are clustered; and an east-west Roppongi Bekozaka Avenue.





## Tokyo Tower



Tokyo Tower is a radio tower located in Shiba Park, Tokyo, Japan. Built in 1958, it is the second tallest structure in Japan after the TOKYO SKYTREE. The structure was modeled after the Eiffel Tower in Paris and is painted white and international orange. Since its completion, the Tokyo Tower has become a famous landmark and tourist attraction in Tokyo and is often featured in a large number of popular works and

cultures related to Tokyo. More than 150 million people have visited the tower. Directly below the tower is the four-story Tokyo Tower Building, which has an entrance to the observation deck, a Tokyo Tower Aquarium, and a variety of souvenir stores, and from which visitors can take an elevator to visit the two observation decks. The Tokyo Tower has a large observation deck at 150 meters and a special observation deck at 249.9 meters, offering a panoramic view of Tokyo and, on a clear day, Mount Fuji.

## Ueno Park



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

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



## Senso-ji Temple



Senso-ji Temple is in Taito District, Tokyo. It is Japan's existing "Edo-style" public entertainment place. Senso-ji Temple is the oldest temple in Tokyo and one of the most important Buddhist temples, as well as one of the most colorful and popular. Built in 628, it has a history of more than 1,300 years. The temple enshrines Sakyamuni Buddha, which has a long history and important status. The gate of the temple is called "Thunder Gate", and its official name is "Wind Thunder Gate", which is a symbol of Japan and the Asakusa area. The architectural style of Senso-ji Temple is unique and is a fusion of Japanese culture and art. The buildings here are rich in color and exquisitely carved and are of great ornamental value both in appearance and interior.

### NOTE:

The following attractions & sights are for reference, detailed arrangements are depending on the conditions on the day.

- **Duration:** 10:00 AM – 6:00 PM, 10 hours
- **Date:** November 25<sup>th</sup>
- **Assembly Point:** Ichigaya Station (市ヶ谷駅)
- **Cost:** \$75 USD or 525 CNY or 11,500 JPY per person
- **Transport:** Chartered minibus/car

Payment can be made at the time of registration. An invoice will be provided along with the paper registration fee.

### Your tour includes:

What is included?

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

What is excluded?

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





## RECOMMENDED HOTELS

### Hotel New Otani Tokyo The Main – 5-star

**Address:** 102-8578 Tokyo-to, Chiyoda-ku, Kioi-Cho 4-1, Japan

**Distance to Venue:** 4 min Driving – 1.6km

**Hotel Information:** Surrounded by a beautiful 400-year-old Japanese garden. The room has large full-height windows that extend from the foot to the ceiling with a sense of openness. Some rooms have views of the hotel's Japanese garden or Shinjuku New City Center.

**Room Rate:** \$448-\$700 per night room

**Images:**



**Hotel Exterior**



**Premier King Room**

101



## Hotel Monterey Hanzomon – 4-star

**Address:** 102-0082 Tokyo-to, Chiyoda-ku Ichiban-cho 23-1, Japan

**Distance to Venue:** 7 min Walking-500m

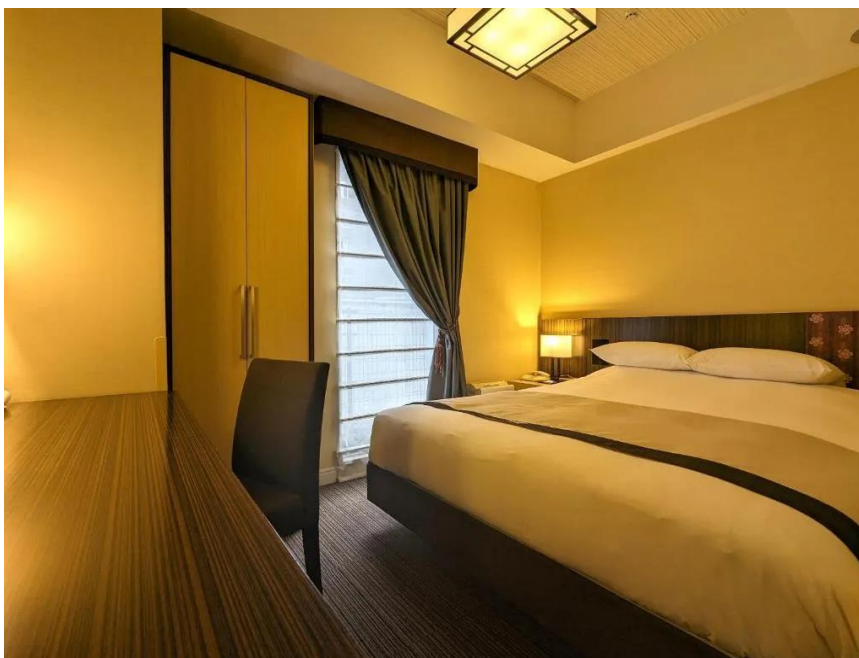
**Hotel Information:** The hotel is inspired by the traditions and customs of Edo. Using traditional colors of Edo as a base, each room has a distinctive design representing the gaiety, glamour and vigor of old Tokyo. Meanwhile, the architecture and décor unite these traditions with modern building techniques. Located in the center of Tokyo, adjacent to Hanzomon Station, the hotel offers easy access around the city.

**Room Rate:** \$250-\$400 per night room

**Images:**



**Hotel Exterior**



**Standard Double Room**

102





## Keio Presso Inn Tokyo Kudanshita – 3-star

**Address:** 102-0073 Tokyo-to, Chiyoda-ku, Kudan Kita 1-7-1, Japan

**Distance to Venue:** 15 min walking – 1.2km

**Hotel Description:** Enjoy a seamless stay at Keio Presso Inn Tokyo Kudanshita with 24-hour check-in, accommodating front desk, secure luggage storage, and a convenient vending machine. Indulge in modern comforts including air conditioning, complimentary Wi-Fi, and luxurious toiletries. Unwind with captivating city views from select rooms. Explore nearby landmarks such as Chidorigafuchi, Akihabara, and the Imperial Palace at your convenience. Perfect for two travelers seeking a unique and comfortable stay in the heart of Tokyo.

**Room Rate:** \$148-\$157 per night room

**Images:**



**Hotel Exterior**



**Single Room**

**The above-mentioned hotel recommendations are for reference only. The organizing committee has not agreed-upon prices or partnership with the hotels listed. Please select and book according to your needs.**

