



ABSTRACT BOOK **22nd AsiaCALL Conference**

14-16 November 2025

UIN SIBER SYEKH NURJATI CIREBON, INDONESIA

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About AsiaCALL

The Asia Association of Computer-Assisted Language Learning (AsiaCALL) has been at the forefront of integrating technology into language education across Asia and beyond. Since its inception in 2000, AsiaCALL has provided a vital platform for scholars, educators, and practitioners to exchange research, ideas, and innovations in the field of Computer-Assisted Language Learning (CALL). Over the years, the conference has evolved from focusing on early digital tools in language classrooms to addressing the broader intersections of technology, pedagogy, and linguistics in a rapidly changing educational landscape.

In 2025, the 22nd AsiaCALL International Conference (AsiaCALL 2025) continues this legacy under the theme “AI in Language Education: Opportunities, Challenges, and Future Directions.” This milestone event reflects the organization’s commitment to exploring how Artificial Intelligence (AI) is transforming the ways languages are taught, learned, and assessed. The conference aims to critically examine AI’s potential to personalize learning, enhance assessment, and empower both educators and students, while also addressing ethical and pedagogical challenges in digital education.

Hosted by Universitas Islam Siber Syekh Nurjati Cirebon (UIN SSC) in Cirebon, West Java, Indonesia, on 14–16 November 2025, AsiaCALL 2025 will gather international experts, researchers, and practitioners in a hybrid format, enabling both in-person and online participation. This inclusive approach ensures that voices from across the globe can contribute to discussions on AI, mobile learning, game-based learning, digital assessment, intercultural communication, and online pedagogy.

Supported by a distinguished panel of keynote speakers and scholars, including Professor Andrew Lian (Australia/Thailand), Associate Professor Hassan Khosravi (University of Queensland, Australia), and Professor Shameem Rafik-Galea (SEGi University, Malaysia), the conference highlights AsiaCALL’s international scope and scholarly excellence. Selected papers will be published in the AsiaCALL Conference Proceedings (ISSN 2833-6836) and in prestigious journals such as the Computer-Assisted Language Learning Electronic Journal (CALL-EJ) and the International Journal of AI in Language Education (IJAILE).

From its pioneering beginnings to its current engagement with cutting-edge AI research, AsiaCALL remains dedicated to fostering collaboration, advancing knowledge, and shaping the future of language learning in the digital age. AsiaCALL 2025 invites educators, technologists, and linguists to join this vibrant global dialogue — where tradition meets innovation, and where technology continues to redefine the art and science of language education.



22nd AsiaCALL International Conference 2025

We are proud to announce the 22nd AsiaCALL International Conference (AsiaCALL2025), scheduled to take place on 15–16 November 2025, hosted by Universitas Islam Siber Syekh Nurjati Cirebon (UIN SSC), Indonesia, at Jl. Perjuangan, Sunyaragi, Kec. Kesambi, Kota Cirebon, Jawa Barat 45132, Indonesia. This prestigious event will be held at the state-of-the-art campus in Cirebon, Indonesia.

As artificial intelligence continues to revolutionize various sectors, its impact on language education presents both exciting opportunities and significant challenges. AsiaCALL2025 aims to explore the multifaceted role of AI in language teaching and learning, fostering discussions that address innovative applications, ethical considerations, and the future landscape of language education in the AI era.

Theme: AI in Language Education: Opportunities, Challenges, and Future Directions

Sub-themes:

- AI for Language Learning
- AI and Language Teacher Education: Preparing Teachers for the Digital Age
- AI, Chatbots and Language Learning
- Game-Based Language Learning and AI
- The Use of AI for Assessment and Feedback in Language Learning
- Mobile-Assisted Language Learning
- Learner Autonomy and AI for Language Learning
- Online and Distance Language Learning
- Intercultural Competence in Language Learning
- Language Learning for Specific Purposes
- Languages & Linguistics
- Computer-Assisted Language Learning
- Blended and online language learning

Presentation Modalities:

To accommodate our diverse group of presenters, AsiaCALL2025 will offer flexible presentation options:

- **Local Presenters:** Authors based in Indonesia will present in-person at our Cirebon campus, allowing for direct interaction and engagement with attendees.
- **International Presenters:** Authors from other countries will have the option to present in a hybrid modality, choosing between online or in-person presentations based on their preferences and circumstances.

This approach ensures that all participants can share their research and insights effectively, regardless of their location.

Introductory Remarks by the Conference Chair

Bismillahirrahmanirrahim,



**Dr. Lala Bumela
Sudimantara, Ph.D.**

President of the Conference
International Office
UIN Siber Syekh Nurjati Cirebon

It is both an honor and a profound responsibility to welcome you—esteemed scholars, educators, researchers, and practitioners—to the 22nd AsiaCALL International Conference, hosted by Universitas Islam Negeri Siber Syekh Nurjati Cirebon (UIN SSC), Indonesia, in 2025.

This year's theme, "AI in Language Education: Opportunities, Challenges, and Future Directions," reflects not only the rapid evolution of artificial intelligence in reshaping how we teach, learn, and research languages—but also our collective commitment to navigating this transformation with critical insight, pedagogical integrity, and inclusive vision. The 99 abstracts presented in this volume, contributed by 205 authors from 16 countries across Asia and beyond, exemplify the vibrant, global dialogue that defines the AsiaCALL community. For UIN SSC, hosting AsiaCALL 2025 marks a significant milestone—one that symbolizes our institution's growing engagement with the international academic community and our dedication to fostering innovative, technology-enhanced language education rooted in ethical and humanistic principles.

This conference is more than an academic gathering; it is a catalyst for long-term collaboration between UIN SSC and global partners committed to advancing equitable, imaginative, and future-ready approaches to language learning.

I extend my deepest gratitude to Professor Andrew Lian, President of AsiaCALL, for his unwavering support and inspiring leadership. My sincere appreciation also goes to our Rector, Professor Dr. H. Aan Jaelani, M.Ag., whose visionary backing has made this event possible, as well as to our faculty, staff, student volunteers, and technical teams whose tireless efforts have brought this vision to life.

May this Book of Abstracts serve not only as a record of scholarly exchange but as a springboard for enduring partnerships—bridging continents, disciplines, and generations of educators united by a shared belief in the transformative power of language, technology, and human connection.

Introductory Remarks by the Rector



**Prof. Dr. H. Aan Jaelani,
M. Ag.**

Rector of UIN Siber Syekh Nurjati
Cirebon, Indonesia

Bismillahirrahmanirrahim,

On behalf of Universitas Islam Negeri Siber Syekh Nurjati Cirebon (UIN SSC), it is with great pride and enthusiasm that I extend my warmest welcome to all participants, presenters, and partners of the 22nd AsiaCALL International Conference.

Hosting AsiaCALL 2025—a premier forum for innovation and dialogue in computer-assisted language learning—marks a historic moment for our university. It reflects our unwavering commitment to academic excellence, digital transformation, and international collaboration in higher education. This conference not only positions UIN SSC on the global academic map but also affirms our vision of fostering inclusive, forward-looking, and ethically grounded approaches to language education in the age of artificial intelligence.

The theme, “AI in Language Education: Opportunities, Challenges, and Future Directions,” resonates deeply with our institutional mission to integrate technological advancement with humanistic values.

The fact that this event has drawn 99 abstracts from 205 scholars across 16 countries is a testament to the relevance and urgency of this dialogue—and to the strong spirit of scholarly community that AsiaCALL cultivates.

I would like to express my deepest appreciation to Professor Andrew Lian, President of AsiaCALL, for his trust in UIN SSC as host, and to Dr. Lala Bumela Sudimantara, Director of our International Office and Conference Chair, whose exceptional leadership and tireless dedication have been instrumental to the success of this event. I also extend my gratitude to our faculty, staff, and students whose collective effort embodies the collaborative ethos that defines our university.

May this Book of Abstracts serve as both a scholarly record and a foundation for future partnerships—between UIN SSC and global institutions, educators, and researchers—united in the pursuit of knowledge, innovation, and transformative language learning for generations to come.

Introductory Remarks by the President of AsiaCALL



Prof. Dr. Andrew Lian, Ph.D.

- Professor of Foreign Language Studies, Suranaree University of Technology, Thailand
- Adjunct Professor, Ho Chi Minh City Open University, Viet Nam
- Professor Emeritus, University of Canberra, Canberra, ACT, Australia
- President of AsiaCALL (Asia Association of Computer-Assisted Language-Learning)
- President of IATE (International Association of TESOL and Education)

On behalf of the Executive Committee of the Asia Association of Computer-Assisted Language Learning (AsiaCALL) and the organizers of the AsiaCALL2025 International Conference, it is my great pleasure to welcome you to Universitas Islam Negeri Siber Syekh Nurjati Cirebon, Indonesia, which is this year's host. The theme this year, "AI in Language Education: Opportunities, Challenges, and Future Directions," highlights the transformative impact of artificial intelligence on language learning, teaching, and research.

As a hybrid international conference, AsiaCALL2025 brings together scholars, educators, and practitioners from around the world to share insights, innovations, and critical reflections on the integration of AI in language education. The diverse contributions in this Book of Abstracts reflect the global reach of the AsiaCALL community and its continuing commitment to advancing technology-enhanced language learning in dynamic and responsible ways. Readers may be interested to know that we received 99 abstracts from 205 authors living in 16 different countries: China, Malaysia, Japan, Vietnam, Singapore, Australia, UK, Saudi Arabia, Pakistan, USA, the Philippines, Oman, Bangladesh, Ireland, Nepal, and Indonesia.

I extend heartfelt thanks to all contributors, reviewers, organizers, and participants for making this event a truly collaborative and forward-looking endeavour. In particular, it is my pleasure to acknowledge the outstanding contribution to the conference by all members of Universitas Islam Negeri Siber Syekh Nurjati Cirebon and in particular its Rector, Professor Dr. H. Aan Jaelani, M. Ag. and Dr. Lala Bumela Sudimantara, PhD, Director of the International Office, for their unswerving support for the conference and AsiaCALL. We owe them a huge debt of gratitude. Of course, we also owe huge thanks to the various university teams that steadfastly supported the conference and guaranteed its success.

Finally, as in the past, this Book of Abstracts reflects the intellectual growth of participants and of the various disciplines that make up the world of CALL. AsiaCALL is privileged to be able to participate in this venture.

Keynote Speakers

AsiaCall Executive Keynote Speakers



Prof. Dr. Andrew Lian, Ph.D.

Professor of Foreign Language Studies, Suranaree University of Technology, Thailand
Adjunct Professor, Ho Chi Minh City Open University, Viet Nam
Professor Emeritus, University of Canberra, Canberra, ACT, Australia
President of AsiaCALL (Asia Association of Computer-Assisted Language-Learning)
President of IATE (International Association of TESOL and Education)



Dr. Ania Lian, Ph.D.

Vice President of AsiaCALL
Charles Darwin University, Australia.



Prof. Dr. Jeremy White, Ph.D.

Vice-President for International Relation of AsiaCALL
Ristumeikan University, Japan.



Assoc. Prof. Dr. Pham Vu Phi Ho, Ph.D.

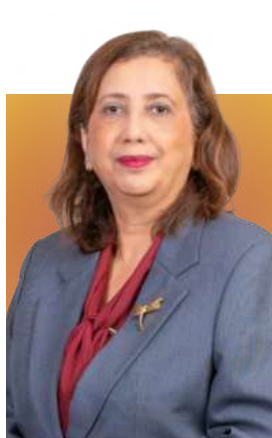
Vice-President for Administrative Affairs & Publication of AsiaCALL
Industrial University of Ho Chi Minh City, Vietnam.

Distinguished Keynote Speakers



Assoc. Prof. Dr. Hassan Khosravi, Ph.D.

The University of Queensland, Australia.



Prof. Shameem Rafik-Galea, Ph.D.

SEGi University, Malaysia.



Dr. Made Hery Santosa, Ph.D.

Universitas Pendidikan Ganesha, Indonesia.



Dr. Lala Bumela Sudimantara, Ph.D.

President of the Conference
Director of International Office
UIN Siber Syekh Nurjati Cirebon, Indonesia.



Dr. Luqman Baehaqi, Ph.D.

UIN Palangka Raya, Indonesia.

Abstracts of the Keynote Speakers

[Keynote Speaker 1]

When Machines Understand: The Convergence of Human and Artificial Comprehension - Toward a Post-CALL Epistemology

Prof. Dr. Andrew Lian, Ph.D.

Professor of Foreign Language Studies, Suranaree University of Technology, Thailand
Adjunct Professor, Ho Chi Minh City Open University, Viet Nam
Professor Emeritus, University of Canberra, Canberra, ACT, Australia
President of AsiaCALL (Asia Association of Computer-Assisted Language-Learning)
President of IATE (International Association of TESOL and Education)

Abstract

Large-language models (LLMs) such as ChatGPT introduce a new era in human communication and education. For the first time, computational systems demonstrate functional comprehension that rivals human understanding. The development of generative AI signals not just a technological advance but an epistemological transformation in how “understanding” itself can be conceptualized and observed – a veritable rupture in the fabric of pedagogy. Drawing on a comparative analysis of twenty-seven mechanisms shared by human and machine comprehension, along with six uniquely computational extensions, I will discuss briefly how LLMs operationalize meaning through probabilistic, attention-based architectures. I will argue that, as a result, today’s CALL has, in a conceptual sense, reached the end of the road. Digital mediation, the mainstay of today’s CALL, has become ubiquitous, and comprehension has become infrastructural rather than instrumental. I will propose a Post-CALL framework that reconceives pedagogy as the orchestration of human-machine co-understanding. Implications are drawn for theory, curriculum, and even authorship in the age of artificial comprehension.

[Keynote Speaker 2]**Transforming how we read and write with machines
through humanistic principles****Dr. Ania Lian, Ph.D.**

Vice President of AsiaCALL
Charles Darwin University,
Australia.

Abstract

This presentation introduces the Reading for Emotion (RfE) model as a transformative contribution to Digital Humanities—one that reorients textual analysis, writing pedagogy, and reader engagement around emotional structure and intention. Grounded in literacy theory, affective neuroscience, and education, RfE shifts the focus from linguistic form to the emotional architecture of texts and the communicative aims of writers. Demonstrating how AI tools like ChatGPT can be used not just to assist writing, but to analyse emotional coherence, narrative design, and authorial agency, the talk explores what becomes possible when we teach, read, and write with machines through humanistic principles. It proposes a paradigm in which AI-supported interpretation is no longer driven by data extraction, but by deep engagement with meaning, emotion, and pedagogy.

[Keynote Speaker 3]**Practical Integration of Generative AI in Higher Education****Prof. Dr. Jeremy White, Ph.D.**

Vice-President for International Relation of AsiaCALL
Ristumeikan University,
Japan.

Abstract

As artificial intelligence becomes increasingly woven into the fabric of higher education, the question is no longer whether to use AI, but how to use it effectively and ethically. This keynote focuses on practical applications of generative AI (GenAI) for educators seeking to enhance teaching, streamline workflow, and foster learner autonomy. Drawing on classroom-based experience and experiments, this presentation demonstrates how AI tools can be used to scaffold academic writing, improve oral fluency, and support task-based learning through immediate, personalized feedback.

The talk highlights several case studies, including AI-supported writing courses where students are able to refine essays with non-linguistic feedback loops, project-based communication classes where chatbots simulate real-world interactions, and professional communication courses integrating AI-driven coaching for presentations and interviews. Rather than focusing on the technology itself, this keynote emphasizes pedagogy first, how AI can serve as a co-teacher, motivator, and creative partner when thoughtfully embedded in curriculum design. Attendees will leave with concrete classroom strategies, sample prompts, and activity templates. Ultimately, the goal is to move beyond curiosity toward confident, critical, and creative use of AI that empowers both teachers and learners.

[Keynote Speaker 4]**Between Innovation and Integrity: Postgraduate Students' Use of AI Tools in Academic Writing****Assoc. Prof. Dr. Pham Vu Phi Ho, Ph.D.**

Vice-President for Administrative Affairs & Publication of AsiaCALL
Industrial University of
Ho Chi Minh City, Vietnam.

Abstract

Though the use of artificial intelligence techniques into academic writing has drawn attention, few postgraduate studies have holistically examined their benefits, disadvantages, and ethical implications. Conducted at a university in Ho Chi Minh City, this study looks at how postgraduate students see utilizing Grammarly, QuillBot, and ChatGPT in academic writing. Quantitative data from forty questionnaires were descriptively examined using a mixed-methods approach; qualitative data from twelve semi-structured interviews was thematically coded. Students thought artificial intelligence tools enhanced grammar, coherence, and writing confidence according to quantitative findings. Students voiced worries about overreliance, lower critical thinking, and ethical dangers even as they used these tools for drafting and editing. Participants underlined the need of better institutional rules for responsible artificial intelligence application. Although context-specific, these results add to the expanding debates on how academic integrity and creativity might be weighed in postgraduate education under AI support.

Keywords: Artificial Intelligence, Academic Writing, Postgraduate Students, Ethical Use, AI Tools

[Keynote Speaker 5]**The AI Disruption: What It Means for Work and Education****Assoc. Prof. Dr. Hassan Khosravi, Ph.D.**

The University of Queensland,
Australia.

Abstract

Generative AI is rapidly reshaping the worlds of work and education, challenging long-held assumptions about skills, creativity, and human expertise. This keynote begins by examining how AI is transforming the workplace—automating routine tasks, augmenting decision-making, and enabling new forms of human–machine collaboration. It then turns to education, introducing a three-part framework for reimagining learning in the age of AI: learning despite AI (rethinking knowledge, skills, and assessment), learning with AI (leveraging AI companions to support learning), and learning for AI (equipping students to engage ethically and effectively with intelligent systems). Drawing on global trends, empirical research, and case studies of AI-enhanced tools, the talk explores both the potential and the pitfalls of human–AI partnerships, offering actionable strategies for educators preparing learners to thrive in an AI-shaped future.

[Keynote Speaker 6]**Ready or Not? English Language Instructors' Readiness for AI-Enhanced Tasks and Materials Design****Prof. Dr. Shameem Rafik-Galea, Ph.D.**

Professor of Applied Linguistics at SEGi University

Abstract

For decades, research on task and materials design in language education has prioritized principles such as authenticity, communicative intent, learner engagement, and contextual relevance (Ellis, 2003; Nunan, 2004). Historically, materials development has depended on the instructor's pedagogical proficiency and the modification or adaptation of published resources to address local classroom requirements. With the rapid rise of generative AI and other disruptive technologies, this established landscape is being transformed, prompting critical inquiries into how educators adjust and contextualize AI-generated outputs in diverse educational settings. Although student-oriented applications of AI have been extensively examined, there has been significantly less focus on the readiness of educators to incorporate AI tools into the creation and implementation of substantive tasks, materials, and resources, particularly in Asian classrooms, which frequently contend with large classes, exam-centric syllabuses, and inconsistent access to technology and support. Moreover, as AI capabilities advance, educators face increasing ambiguity about how to transcend generic, decontextualized outputs and ensure that new materials align with instructional objectives and local significance.

This talk presents recent data and classroom experiences regarding English language instructors' perceptions of AI's usefulness, usability, and the practical obstacles they encounter, drawing on insights from Malaysian English language instructors. I will share what appear to be prevalent trends, limitations, and emerging innovations, arguing that "readiness" must be perceived not solely as technical proficiency but as a dynamic convergence of attitudes, critical consciousness, institutional circumstances, and professional autonomy. I will conclude by offering practical recommendations for teacher training models that integrate AI literacy, along with policy-level suggestions for institutions and English language educators to foster ethical, sustainable, and context-responsive implementation of AI-enhanced task and materials design in English language education.

[Keynote Speaker 7]

Human-AI Collaboration in the English Language Education: From Algorithms to Meaningful Connections

Dr. Made Hery Santosa, Ph.D.

Universitas Pendidikan Ganesha, Indonesia

Abstract

The rapid emergence of Artificial Intelligence (AI) is reshaping English Language Teaching (ELT) from AI-assisted learning toward a collaborative human-AI partnership. This presentation highlights how the synergy between teachers, learners, and AI systems can redefine pedagogical practices by enhancing creativity, adaptability, and personalization in language education. Human-AI collaboration enables co-constructed learning experiences through adaptive feedback, intelligent tutoring, and multimodal communication, thereby enriching engagement and inclusivity. Yet, this transformation also raises critical issues related to ethical use, algorithmic bias, data privacy, and the risk of diminishing teacher/learner agency. Ensuring that educators and learners remain active agents in AI-mediated learning requires the cultivation of AI literacy, institutional preparedness, and ethical awareness. Looking toward the future, the integration of human expertise with AI capabilities offers promising directions for designing context-sensitive, equitable, and sustainable English language learning ecosystems—where technology amplifies, rather than replaces, human judgment and interaction.

Keywords: agency, Artificial Intelligence (AI), collaboration, English Language Teaching (ELT), ethics

[Keynote Speaker 8]**Beyond Syntax, Beyond the SDGs: Decolonizing Language Education through Emotion, Myth, and Regenerative Design in the AI Era****Dr. Lala Bumela Sudimantara, Ph.D.**Conference Chair of 22nd AsiaCALL

Director of International Office

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Universitas Islam Negeri Siber Syekh Nurjati Cirebon

lalabumelasudimantara@uinssc.ac.id*Abstract*

Contemporary English Language Teaching (ELT) remains entrenched in technocratic paradigms that prioritize grammatical accuracy, lexical acquisition, and linear comprehension—approaches fundamentally ill-equipped to engage with culturally dense, mytho-poetic texts such as the Sundanese epic *Lutung Kasarung*. This keynote argues that such frameworks not only flatten indigenous epistemologies but enact epistemic violence by reducing sacred agricultural liturgies to mere “reading passages.” Drawing on a multimodal thematic and emotional analysis of *Lutung Kasarung*, I demonstrate how the Reading for Emotion (RfE) Framework—structured around Focus, Disturbance, Dialog, Development, Resolution, and Moral—enables learners to access the text’s deeper cosmological, ecological, and spiritual dimensions: exile as *tapaa* (sacred initiation), the grotesque monkey as divine disguise, and rice cultivation as cosmic liturgy. Crucially, this approach is further amplified through the BIMA Framework (Bridging Intelligence, Mindfulness, and Awareness), a regenerative systems model that transcends the limitations of the UN Sustainable Development Goals (SDGs) by centering circularity, narrative sovereignty, and community-led governance. I propose that in the AI era—where machines parse syntax with flawless efficiency—the future of language education lies not in linguistic competence alone, but in cosmological literacy: the capacity to feel, interpret, and ethically respond to the emotional and symbolic architectures of ancestral knowledge. The keynote concludes with a design blueprint for multimedia, BIMA-aligned learning environments that integrate *Pantun Sunda* oral poetics, structured dialogic design, and tokenless DAOs to foster regenerative belonging. This work contributes to decolonial applied linguistics, culturally sustaining pedagogy, and the emerging field of AI-human co-stewardship, offering a pathway for ELT to evolve from extractive instruction to sacred participation.

Keywords: Reading for Emotion; BIMA Framework; *Lutung Kasarung*; decolonial ELT; indigenous knowledge; cosmological literacy; *Pantun Sunda*; regenerative education; AI and language learning; AsiaCALL

[Keynote Speaker 9]**Rewiring Writing: The Impact of a Multisensory–Transformative Learning Model on EFL Students’ Cognitive Engagement and Writing Development in Indonesia****Dr. Luqman Baehaqi, Ph.D.**

UIN Palangka Raya, Indonesia

Abstract

This research explores the effects of a Multisensory–Transformative Learning Model (MTA) on the teaching and learning of English as a Foreign Language (EFL) writing within the Indonesian higher education context. The model synthesizes insights from neuroscience-based multisensory learning—encompassing auditory, visual, kinesthetic, and emotional stimuli—with Mezirow’s Transformative Learning Theory, aiming to stimulate deeper cognitive processing and emotional involvement in writing. Utilizing a quasi-experimental design, the study compared two groups: an experimental cohort taught through the MTA and a control group instructed via the Systemic Functional Linguistics (SFL) approach. Data collection included pre- and post-tests assessing writing performance, student engagement and satisfaction surveys, and semi-structured interviews with lecturers.

The findings revealed that participants exposed to the MTA achieved a significant and large improvement in their overall writing performance compared with the control group ($p < .001$, Cohen’s $d = -1.082$), as verified through a double-blind evaluation process. Both quantitative and qualitative results demonstrated that students taught under the MTA reported higher cognitive engagement, enhanced learner autonomy, and greater satisfaction, attributing these outcomes to the model’s reflective, emotionally resonant, and personally meaningful learning experiences. Lecturer reflections supported these results, noting a pedagogical transformation from a traditional content-delivery role to a facilitative and co-constructive stance. Nevertheless, early challenges were observed, including students’ initial fatigue with multisensory repetition before adaptation occurred. Conversely, the SFL lecturer maintained a teacher-centered orientation, with engagement remaining relatively low despite clear instruction and structured feedback.

The study concludes that the Multisensory–Transformative Approach constitutes a powerful and contextually adaptable pedagogical framework for enhancing EFL writing instruction. It advances teaching beyond structural accuracy toward cultivating holistic writing competence, critical awareness, and self-directed learning, even within conventional, teacher-dominant academic environments. The research contributes novel empirical evidence and a neuroscience-informed instructional paradigm to the field of applied linguistics, underscoring the importance of aligning teacher cognition and belief systems with transformative, emotion-based pedagogy.

Future research is recommended to investigate the long-term sustainability of the observed learning gains, explore the model’s applicability across diverse writing genres, and evaluate its scalability for broader educational implementation.

Keywords : Multisensory learning, Transformative pedagogy, EFL writing development, Learner autonomy, Cognitive engagement, Neuroscience-informed instruction

Abstracts of the Presenters

[Asiacall-01]

The Influence of Personality Traits on Language Learning Process in a Language Learning Virtual Exchange: A Qualitative Study

Junyao Zhang

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Abstract

Virtual exchange (VE), or Telecollaboration, has been extensively researched for its potential to enhance intercultural competence, digital literacy, and well-being (O'Dowd, 2018), with language learning being one of the primary objectives in VE projects (Dooly & Vinagre, 2021). Studies have highlighted scaffolding as a prevalent teaching strategy in VE, whether implemented intentionally or incidentally (Capellini, 2016). Scaffolding, as a teaching strategy, is derived from Vygotsky's Zone of Proximal Development (ZPD; Vygotsky, 1987). In practice, scaffolding is where teachers, experts, or peers inspire their students when completing a task instead of directly sharing answers (Gibbons, 2015). This case study examines the role of scaffolding in a VE project involving 11 teacher trainees of Teaching Chinese as a Foreign Language (TCFL) and eight Dutch Chinese learners, addressing three research questions: 1) Did scaffolding occur? 2) How did participants perceive and respond to scaffolding? 3) Did their perceptions and responses vary based on personality traits?

To address the first question, pre- and post-interviews and online meeting recordings were analysed using a scaffolding-focused codebook adapted from van de Pol and colleagues (2010). For the second question, meeting recordings and post-interviews were coded using an emotion-based framework adapted from Hagenauer and Volet (2014). For the third question, participants' personality traits were assessed via the Big Five Inventory (BFI; John et al., 1991; Wang et al., 2011), and cross-tabulation was conducted to explore correlations between personality traits and their perceptions of scaffolding.

[Asiacall-03]

THE IMPACTS OF ICT-INTEGRATED COLLABORATIVE WRITING ON EFL STUDENTS' PERFORMANCE: A PROCESS-GENRE APPROACH TO COMPARISON ESSAYS

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Abstract

The quasi-experimental research analyzed how ICT-integrated collaborative writing shapes comparison essay performance among 79 Vietnamese learners who were divided into experimental group (EG) and control group (EG) at a public university. Both EG and CG attended process-genre approach with five writing stages. However, merely the EC were supported with ICT platform and tools; while the CC attended traditional writing classes with paper-based activities. The writing performance assessment evaluated comparison essays before and after the intervention according to their task fulfillment, organization, grammar, vocabulary, and overall writing quality. Before the intervention started, no noteworthy distinctions existed between the participant groups based on all assessment metrics. Analysis after the intervention indicated that the CG excelled better than the EG at fulfilling their writing tasks ($p=0.015$), but the EC displayed more potent organizational abilities ($p<0.001$). The analysis showed no meaningful differences throughout any assessment section, including grammar, vocabulary, or general composition quality. Based on the results of the analysis, different aspects of comparison essay writing benefit from either ICT-integrated approaches or traditional group collaboration methods. This investigation adds to the body of knowledge regarding how ICT-based mediation affects collaboration in specific writing scenarios and reveals a dual-use approach for effectively integrating technological tools into EFL writing education.

[Asiacall-04]

Fostering Ethical AI Literacy in EFL Through the IGER Cycle: A Systematic Review and Pilot Study

Quynh Nguyen Thi Nhu
Thi Thanh Thuy Nguyen

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Abstract

AI-driven digital multimodal composing (DMC) is revolutionizing EFL education. However, teacher guidance on ethical AI literacy remains limited, particularly regarding critical thinking and authorship. This systematic review compares 48 frameworks for DMC, both AI-based and non-AI, extracted from academic databases using PRISMA guidelines. The findings indicate a growing emphasis on creativity but limited attention to ethical issues such as bias, plagiarism, and data privacy. To address these gaps, this study proposes the IGER Cycle (Iterate–Generate–Evaluate–Revise) to foster ethical awareness and promote critical reflection throughout the creative process. A pilot study with 20 EFL undergraduates is currently in progress to evaluate the cycle's practicality, focusing on whether it fosters heightened ethical awareness and critical thinking. Data are being collected through questionnaires, reflective journals, and interviews, with preliminary results indicating greater attention to AI bias and source acknowledgment. The study anticipates that the IGER Cycle can serve as a scaffold for educators seeking to integrate AI responsibly, ultimately enhancing both creativity and ethical engagement in EFL classrooms.

[Asiacall-06]

An Investigation into Usage of Artificial Intelligence Model for Brainstorming, Reflection or Learning during Experiential Tasks

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Abstract

Emergence of Artificial Intelligence (AI) model in education has created a deep impact holistically in teaching. This study investigates the usage of AI as a conversational agent in supporting learners to brainstorm, reflect and learn during an experiential learning practice in higher education. Experiential learning has been around for a long time, however potential of AI in enhancing experiential is still less explored. AI has tremendous potential in increasing scaffolding and thinking process among learners. Kolb's Experiential Learning Cycle generally explains how learners learn through experience, reflect the experience, and apply the new knowledge. The present study used mixed methods to study 200 undergraduate students across 20 countries about their experience in integrating AI within their experiential learning environment. The participants are from various disciplines who were engaged in AI tools such as ChatGPT. Quantitative data was collected through survey measuring perception of students towards the support of AI as a brainstorming and reflection tool. Qualitatively, the study explores the experience of the learners in terms of idea expansion and scaffolding.

Keywords: Artificial Intelligence, Reflective Learning, Scaffolding, Experiential Learning, Constructivism

[Asiacall-07]
**Enhancing Self-Regulated Language Learning through
Generative AI in a Japanese University**

Jo Mynard

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David McLoughlin

Meiji University

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Japan

Abstract

This study explores the integration of generative AI in supporting self-regulated language learning (SRL) among university students in Japan. Effective language learning requires self-regulation, encompassing planning, implementing, and evaluating one's progress. The research question is: (1) How do learners use AI to plan, implement, and evaluate their self-directed learning? The findings have implications for classroom teachers and language center staff.

The study involved seven participants who used ChatGPT over 12 weeks to aid in their SRL. Data were gathered through chat transcripts, reflective journals, interviews, and pre-and post-questionnaires and analyzed using an SRL framework. Key findings show that AI tools are particularly effective in the planning phase, assisting students in setting goals and accessing resources. In the implementation phase, ChatGPT served as a supportive, non-judgmental conversational partner, enhancing confidence and providing instant feedback. However, students noted limitations, including a lack of natural interaction and inconsistent feedback, which reinforced the need for human advisors to provide motivational and nuanced support.

The findings suggest a hybrid model where AI supplements, rather than replaces, human interaction, fostering learner engagement and supporting long-term language development. Combining AI's accessibility with human advisors' depth of feedback enriches students' self-regulated learning.

[Asiacall-08]

A Framework for the Integration of Artificial Intelligence (AI) in English Language Teaching at Universities in Vietnam

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Abstract

As artificial intelligence (AI) becomes increasingly embedded in higher education, its role in English Language Teaching (ELT) demands closer examination, particularly in developing contexts. This study investigates the current state of AI integration in ELT at Vietnamese universities, focusing on the tools employed, institutional readiness, and pedagogical impact. Using a mixed-methods approach, data were collected from 211 participants, including students, instructors, and administrators. Quantitative findings reveal growing student engagement with AI tools, contrasted by limited faculty use and infrastructural challenges. Qualitative insights highlight recurring concerns about training, ethical use, and alignment with curriculum goals. Drawing on these findings, the study proposes a six-component framework for effective AI integration, covering pedagogical design, curriculum adaptation, faculty development, infrastructure, institutional policy, and assessment. The framework offers practical guidance for Vietnamese universities seeking to adopt AI in ways that are both contextually appropriate and educationally sound. The study concludes with recommendations for institutional policy and future research directions.

[Asiacall-09]
Exploring the Impact of Virtual Reality on English Speaking Tasks

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Abstract

The Metaverse is a 3D virtual environment that provides immersive visual simulations, enabling users to engage in experiences beyond the limitations of space. Research suggests that this technology can enhance language learning by offering visual support, increasing learner engagement, and creating authentic communication opportunities (Huang et al., 2021; Shadiev & Yang, 2020). Studies involving Chinese students in the United States have shown that virtual reality (VR) can improve fluency and reduce speaking anxiety for learners of Chinese as a second language (Xie et al., 2019). These benefits are attributed to VR's capacity to deliver both verbal and visual stimuli during speaking tasks, which helps ease learner anxiety.

Building on this foundation, the current study investigates the use of VR for English-speaking tasks among 18 Japanese university students. The presentation describes a VR activity using the "Wander" application on Oculus Quest 2, including pre- and post-speaking assessments. Results revealed a notable increase in word count. A detailed analysis of word use was conducted to assess development. Student feedback indicated that the VR environment acted as a cognitive prompt, supporting information recall and expression. Nonetheless, challenges in implementing VR activities in actual classroom settings remain and will be discussed.

[Asiacall-10]
**An Investigation into Written Corrective Feedback in
Enhancing First-year English-majored Students' Writing
Performance**

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Abstract

In today's trend of globalization, English proficiency has become increasingly essential. To reap academic and professional success, students in non-English-speaking countries, particularly Vietnam, must develop strong language skills. Among the four main skills, writing presents significant challenges for students such as vocabulary, grammar, organization and coherence; therefore, written corrective feedback (WCF) has been employed by educators in the process of enhancing their students' writing performance. By mainly adopting a quantitative methodology with SPSS software being used for analyzing the collected data, this study investigated different types of WCF that first-year English-majored students at a university in Ho Chi Minh City received in their writing assignments and their feelings toward WCF. Findings from this study reveal that direct feedback (DF) is the type of feedback that students receive most frequently in their writing assignments. DF is also identified as having the most positive correlation with students' positive emotional responses. Meanwhile, focused feedback (FF) is the least utilized feedback type in teachers' comments, and it also receives the least preference from students compared to the other three types. It is indicated that WCF is well-received by students, underscoring its importance in the process of studying writing.

[Asiacall-13]
**ENHANCING LEARNER AUTONOMY IN ENGLISH WRITING SKILLS
THROUGH THE ADOPTION OF CHATGPT: A CASE STUDY OF
ENGLISH-MAJORED FRESHMEN AT HO CHI MINH UNIVERSITY OF
FOREIGN LANGUAGES AND INFORMATION TECHNOLOGY
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Abstract

Becoming lifelong learners who have the potential to pursue academic success in language learning requires a number of factors, ranging from linguistic competencies, dedication to studies, to learner autonomy development. The latest emergence of Artificial Intelligence (AI) tools in education, specifically the availability of ChatGPT, promises to foster learner autonomy in a way that is distinct from conventional methods. This paper aims to investigate the enhancement of learner autonomy in English writing skills through the employment of ChatGPT among EFL freshmen at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). A questionnaire-based survey was undertaken with the participation of fifty-four first-year students, eight of whom would then be randomly chosen to attend a semi-structured interview. The findings of the study reveal ChatGPT could turn HUFLIT freshmen into autonomous writers of English reflected through a reduced dependence on lecturers for offering corrective feedback, self-reflection, and self-evaluation of their own paragraphs, as well as an increase in interest and motivation for writing. The majority of the participants also agreed that ChatGPT assisted them in a variety of aspects such as making better planning of ideas and structure, asking critical questions to fill gaps in their knowledge of English writing, and improving their problem-solving and decision-making skills. However, they asserted that only if ChatGPT was employed for reference purposes could learners of English take a self-directed approach to writing English and that ChatGPT adoption under the guidance of lecturers could be more beneficial to students' learner autonomy enhancement.

Key words: learner autonomy, English writing skills, ChatGPT, English-majored freshmen, HUFLIT

[Asiacall-14]

Self-Reflection on Game-Based Learning: Insights from Pre-service English Teachers

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Abstract

Teachers' professional practices often begin with their experiences as pre-service English teachers, shaped by the reflections they make during their undergraduate teaching practicum in English Language Teaching (ELT) departments. These formative experiences play a significant role in shaping their future classroom approaches and pedagogical identities. In parallel, the integration of game-based learning (GBL) has become increasingly prevalent in language education, offering interactive and engaging alternatives to traditional teaching methods. This study explores the self-reflections of pre-service English teachers who implemented GBL during their practicum. Using a narrative inquiry approach, data were collected through interview sessions, allowing participants to share their personal experiences and insights. The findings reveal that GBL facilitated interactive learning environments and fostered greater creativity and classroom management skills among the pre-service teachers. These experiences raised their awareness of the importance of designing meaningful learning experiences. The study suggests that, before applying GBL in the classroom, teachers should first understand and address students' learning needs in order to maximize its effectiveness.

[Asiacall-15]

Enhancing Grammar Learning in French Through AI Chatbots: A Classroom-Based Study on Learner Engagement

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Abstract

Persistent challenges in French grammar learning—particularly with tense usage and adjective placement—continue to affect learners from non-Romance language backgrounds. Traditional approaches often emphasize rule memorization and drills, but fall short in supporting spontaneous, context-sensitive use. While generative AI chatbots have shown potential in English language learning, their pedagogical role in French grammar instruction remains underexplored. This classroom-based qualitative study addresses that gap. Fifteen upper-intermediate university learners in Singapore interacted with AI chatbots to generate past-tense narratives, request grammar feedback, and revise output. Data were drawn from student submissions, chatbot dialogues, and reflective commentaries. Thematic analysis revealed varied prompting strategies, nuanced engagement with AI feedback, and growing metalinguistic awareness. Learners who positioned the chatbot as a dialogic partner—rather than a correction tool—demonstrated deeper reflection and more principled revisions. However, instances of passive reliance also emerged, underscoring the need for instructional scaffolding. The findings suggest that when thoughtfully integrated, AI chatbots can reduce affective barriers, foster learner agency, and support contextualized grammar development. Teachers remain key to framing AI use, cultivating prompt literacy, and guiding critical engagement. This study contributes to the evolving conversation on responsible and effective AI adoption in language education.

[Asiacall-16]
How does Digital Storytelling Affect Nursing Students ' Creativity and Engagement in ESP Classroom?

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Abstract

The current study investigated the impact of using Digital Storytelling (DS) on Nursing Students' Language Learning Engagement and Creativity in an English for Specific Purposes (ESP) classroom. The current study investigated the direct effect of (DS) Use on Language Learning Engagement, the impact of engagement on nursing students' creativity, and the mediating role of engagement between (DS) Use and nursing students' creativity. Thus, the moderating effect of creative self-efficacy on nursing students' Language Learning Engagement and creativity was also investigated. The current study used a quantitative empirical research design, and data were collected from n=250 nursing students at Universitas Prima Indonesia through a structured survey. This study used SPSS and PLS-SEM to analyse data. The findings revealed that DS use positively affected language engagement, enhancing creativity. Language Learning Engagement mediated the relationship between DS Use and nursing students' creativity in the learning process, while creative self-efficacy significantly moderated engagement and creativity. These results support existing research, emphasizing the importance of nursing students' engagement in fostering creativity and highlighting the role of self-efficacy in strengthening this effect. It is implied that integrating the DS method into ESP learning can encourage engagement and creative outcomes, providing valuable insights for educators and policymakers who aim to enhance the experience and improve the quality of language learning. Future research can explore additional factors that influence the dynamics of DS, especially those related to increasing creativity.

Keywords: Digital Storytelling; Nursing Students; Creativity; Engagement; ESP

[Asiacall-19]

Can an AI Truly Converse?: Exploring Human-AI Interaction in English Speaking Practice

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Abstract

This study examines discourse features in conversations between a user and a Character AI uploaded through TikTok content, focusing on the AI's ability to act as a speaking partner in English. This study does not assess the improvement of the user's speaking ability, but rather analyzes interaction patterns such as turn-taking, fluency, communication flow, and language authenticity. Data were collected from 20 TikTok videos featuring repeated interactions between one user and one Character AI on various occasions, covering various topics. The transcript data were analyzed qualitatively using discourse analysis and conversation analysis approaches to identify linguistic traits and interactional patterns. The results of the analysis show that the AI displays linguistic features that resemble native speakers, such as the use of idioms, contractions, and casual language styles. However, the interactions do not fully resemble human conversations. AI responses tend to be overly fluent without pauses, without fillers, clarifications, or reformulations. Turn-taking is rigid and always waits for the interlocutor to finish speaking completely, and there were no visible repair or clarification strategies when confusion occurred. Nonetheless, AI showed a degree of contextual awareness and emotional responses, such as recognizing interlocutors from previous interactions as well as showing empathy when responding to emotional situations.

[Asiacall-20]
**Enhancing EFL Vocabulary Acquisition with Generative
Artificial Intelligence: An Empirical Study**

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Abstract

Despite curricular reforms promoting communicative approaches, vocabulary instruction in Vietnamese EFL classrooms remains largely form-focused, limiting language use and neglecting learners' self-regulated learning (SRL). This mismatch underscores the need for contextualized, learner-centered practices like task-based learning (TBL), though its classroom adoption remains limited. Meanwhile, the rise of generative AI (GenAI) offers new opportunities for vocabulary development, yet evidence of its effectiveness in Vietnam's EFL context is scarce. Thus, this study investigates the impact of AI-powered chatbots, grounded in TBL and designed to support SRL, on learners' vocabulary acquisition and motivation. The intervention employed authentic newspapers as input for AI chatbots and involved 112 EFL students from a Vietnamese high school, utilizing a mixed-methods approach that integrated quantitative data from the Updated Vocabulary Level Test, pre-post-tests, and questionnaire responses, with qualitative insights derived from semi-structured interviews. The findings revealed that the experimental group using AI-powered chatbots outperformed the control group in the vocabulary test, with questionnaire and interview responses highlighting increased learner motivation. These results offer practical implications for integrating GenAI in EFL education, demonstrating its potential to support vocabulary acquisition and learner engagement through task-based, technology-enhanced instruction.

[Asiacall-21]

Exploring Saudi EFL Learners' Engagement with Generative AI in Higher Education

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Abstract

Learners are experiencing a remarkable transformation due to the adoption of generative artificial intelligence (GAI) tools in their EFL education. Examining the role of GAI tools in EFL higher education is crucial for understanding how learners engage with them and how they shape language learning. This study investigates how learners use and interact with GAI tools in higher education and assesses their impact on EFL learning. Grounded in Sociocultural Theory (Vygotsky, 1978) and Affordances Theory (Gibson, 1979; van Lier, 2004), the research emphasizes GAI tools as mediational artifacts that enhance learning through interaction and explains learners' perceptions of GAI's affordances. Twenty-seven Saudi EFL students participated voluntarily, engaging with ChatGPT and Gemini. A qualitative approach was used for data collection, including interaction logs, screen recordings, and feedback from an open-ended questionnaire. Preliminary findings reveal that Saudi students view GAI tools positively in their EFL learning due to the affordances and scaffolding these tools provide during AI interactions. EFL students mainly used GAI tools to master unfamiliar grammar, assess language output accuracy, expand vocabulary, select appropriate words, translate languages, refine academic writing, practice conversations and pronunciation, and access beneficial language technologies and resources. MA students explored ChatGPT and Gemini not only for English learning but also for future teaching careers, examining how GAI tools aid in preparing lesson materials, designing assessments, and creating presentations. In conclusion, GAI tools are positively received and recognized as beneficial for Saudi EFL students in higher education.

[Asiacall-22]

External Variables Influencing the Attitudes of Students toward AI acceptance in English Writing: A Systematic Review

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Abstract

This research offers a conceptual framework, AI Constructivist Learning Model (AICLM), based on Technology Acceptance Model (TAM) and Constructivist Learning Theory (CLT), which is significant for exploring the attitudes of students towards AI acceptance in learning the English language especially writing skills. Motivation, engagement, and societal expectations, based on CLT, are identified as external variables in TAM. These three constructs support active, autonomous, and student-centered learning. A systematic search of academic databases was conducted following PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. Twenty-four empirical studies published from 2018 to 2025, indexed in Scopus, Web of Science, ERIC, and Google Scholar were included in this review. Articles were selected on the basis of certain keywords such as, AI, English writing, TAM, and CLT. Findings indicate that students perceive the ease of use and usefulness of AI if they have high motivation, more engagement, and positive societal expectations. AI integration in English writing development can be successful if the interaction between the constructs of TAM and CLT is understood well. This conceptual framework is significant for future researchers and teachers in designing effective AI-based writing instructional strategies and curricula.

[Asiacall-23]

How Technology Can Facilitate Intercultural Communication?

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Abstract

Since its beginnings with Edward T. Hall and the U.S. American Foreign Service Institute in the 1950s, intercultural communication has steadily developed into the essential academic field it is today, often serving as a required course for communication majors and minors. Despite its recognized value, many students still struggle to engage meaningfully with other cultures. Although lectures, discussions, and readings offer useful frameworks, they often fall short of fostering genuine intercultural connection. Only a small number of students, or even faculty, have the opportunity to live in multiple cultural settings. This reveals a persistent pedagogical gap: the challenge of cultivating intercultural understanding without direct immersion. This secondary study draws on the researchers' teaching experiences to examine how technology can help address this gap. One part of the study considers the historical development of the field and the evolving role of technology in its advancement. The other presents examples of how films, television, videos, and computer-based programs have supported student learning by making unfamiliar cultural perspectives more relatable. Drawing from classroom experience in two U.S. institutions and with students from twenty countries in Lithuania, this study offers practical insights for educators seeking to enhance intercultural competence through technology-supported instruction.

[Asiacall-24]

Evaluating the Reliability of ChatGPT for Automated Grading in IELTS Writing Task 1

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Abstract

With the rapid advancement of Artificial Intelligence, its integration into language assessment has gained growing popularity in recent years. This study examines the reliability of OpenAI's language model, ChatGPT 4.0 in grading essays from the Writing Task 1 of The International English Language Testing System exam, assessing its consistency and alignment with official human graders. A quantitative approach is employed, including a comparison of mean scores, reliability measures such as intraclass correlation, and Bland-Altman analysis to compare grades from official examiners and ChatGPT across 60 essay answers from public samples published by the British Council and IDP IELTS. The results indicate that ChatGPT generally produces more conservative and consistent scores, while human raters tend to demonstrate greater variability and a broader scoring range. Although a moderate level of agreement is observed, the study identifies systematic differences in grading patterns, particularly in handling extreme performance levels. These discrepancies highlight the limitations of AI-generated scoring when used independently. Nevertheless, ChatGPT can be a supplementary tool in language assessment and educational grading by providing detailed and immediate feedback. The study emphasizes the importance of continued refinement of AI-based evaluation systems and advocates for their responsible integration into language testing practices.

[Asiacall-25]

Reinforcing English Grammar Through Pseudocode: A Competence-Oriented Approach for Computer Science Majors

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Abstract

Despite demonstrating strong paragraph organization and topic development, undergraduate computer science students in an intermediate English course often produce writing with persistent grammatical errors. These issues reflect a gap in linguistic performance that persists even when learners are aware of the rules. This pilot study introduces a novel competence-oriented intervention that uses pseudocode and simple programming tasks to reinforce grammatical accuracy. Informed by Saussure's langue-parole distinction and Chomsky's competence-performance framework, students collaboratively translated grammatical rules into pseudocode and then implemented them using their preferred programming language. The participants (n = 45) worked in small groups to create short scripts that generated correct grammatical structures based on prescriptive rules. These programs were presented to peers as part of a teach-to-learn model. Multiple sources of data were collected, including pre- and post-tests, teacher observations, peer feedback, and reflective student comments. Results indicate improved grammatical awareness and heightened engagement, with participants reporting greater motivation due to the integration of familiar coding paradigms. The project yielded a repository of digital artefacts that can be iteratively expanded by future cohorts. The study suggests that combining linguistic competence building with programming logic can offer a productive alternative to traditional grammar instruction in ESP contexts.

[Asiacall-27]

A comparative study of syntactic complexity between AI-generated and human-written IELTS Writing Task 2

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Abstract

This corpus-based study investigates the differences in syntactic complexity between AI-generated and human-written IELTS Task 2 essays at Band 6–6.5 level. Two corpus comprising sample essays from Cambridge IELTS books, graded by IELTS examiners and AI-generated texts (ChatGPT 4.0) were analyzed using the L2 Syntactic Complexity Analyzer (L2SCA). Five subcomponents of syntactic complexity were examined: sentence length, subordination, coordination, phrasal complexity, and overall sentence complexity. Results show that AI writing makes no errors, exhibits longer sentences, and shows greater use of subordination and phrasal complexity, but less varied coordination compared to human writing. These findings suggest that while AI-generated texts can approximate human grammatical range in some areas, certain syntactic features such as coordination patterns remain more characteristic of human writing. This study highlights the differences in test takers' and AI's interpretation of syntactic complexity and suggests some implications on how IELTS trainers can utilize AI-generated models in their classrooms.

Keywords: ChatGPT, AI-generated-generated essay; human-generated essay; syntactic complexity; corpus analysis.

[Asiacall-28]
The Effects of AI-based Warmups on Mental Well-being: EFL Students' Perceptions

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Abstract

Student well-being is crucial for achieving both individual and professional success, and the exploration of opportunities presented by artificial intelligence (AI) tools in this context has gained increasing importance. Although the significant advantages of AI have been demonstrated in language education, attention to its potential effects on students' mental well-being remains relatively underexplored. With regard to this point, the current study aims to investigate how English as a Foreign Language (EFL) students perceive the effects of AI-based warm-up activities on their mental well-being. The participants were 120 EFL students (at a Vietnamese university) who experienced AI-integrated warmups during the period of six weeks: (1) conversations with AI chatbots such as Replika and ChatGPT, (2) self-reflection using a digital Mood Meter, and (3) participation in AI-enhanced quizzes through platforms like Kahoot. In order to achieve these central objectives, a mixed-method approach combining qualitative content analysis and quantitative methods was conducted after the intervention. The findings reveal that students had positive perceptions of such AI-based warmups, with enhancements in autonomous motivation, a sense of belonging, peer relationships, autonomy, and perceived competence. These results suggest that integrating AI-based warmups in EFL classes may contribute to a more supportive and mentally enriching learning environment.

Keywords: AI-based warm-up activities, perceptions, mental well-being, EFL students

[Asiacall-29]

Innovating English Reading Instruction: Integrating ChatGPT and Digital Multimodal Composition within a Flipped Classroom

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Abstract

Reading comprehension remains a persistent challenge for EFL learners, particularly when instruction does not effectively support vocabulary acquisition or the activation of prior knowledge. Traditional methods, such as the Grammar Translation Method, often result in passive learning and limited engagement. While Generative AI has gained increasing attention in education, its integration into Digital Multimodal Composing (DMC) projects within flipped classrooms remains underexplored, especially in EFL contexts. To address this gap, the present study investigated whether combining ChatGPT-assisted DMC projects with a flipped classroom model could enhance reading comprehension and language acquisition. This study was conducted at a higher education institution in Vietnam, using a quasi-experimental design. Forty pre-intermediate EFL students were randomly assigned to an experimental group (n = 20) or a control group (n = 20). The experimental group used ChatGPT to support reading activities and created visual presentations, while the control group received traditional instruction. Data collection included pre- and post-tests and follow-up interviews. The results showed that the experimental group demonstrated stronger engagement and vocabulary development and outperformed the control group in comprehension scores. These findings suggest the potential of GenAI-assisted DMC projects to enrich flipped EFL reading classrooms.

[Asiacall-30]
**Equipping EMI Instructors With AI Skills: Preparing Hospitality and
Tourism Educators for the Digital Era**

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Abstract

The integration of artificial intelligence (AI) into education is transforming teaching practices, particularly in English-Medium Instruction (EMI) settings. EMI instructors in hospitality and tourism face challenges in balancing subject-specific content delivery with language instruction while adapting to technology-enhanced teaching. Despite the growing importance of AI, there is limited research on the specific skills EMI instructors need and how to equip them effectively. This study focuses on identifying essential AI competencies for EMI instructors and exploring strategies for integrating these skills into professional development programs. Data were collected through interviews with EMI instructors, analysis of existing training programs, and case studies of AI integration in teaching. Preliminary findings indicate that instructors require skills in adaptive learning management, AI-driven assessment, and personalized content delivery. Challenges such as resistance to technology adoption and limited institutional support were also identified. While the research is ongoing, initial results suggest the need for structured professional development programs emphasizing practical AI applications. These programs can help EMI instructors enhance their teaching practices, improve student engagement, and address the specific demands of hospitality and tourism education. To meet the evolving needs of the digital classroom, the study encourage institutions to prioritise AI training and foster innovation in EMI pedagogy.

Keywords: English-Medium Instruction (EMI), Artificial Intelligence (AI) in Education, Hospitality and Tourism Education, Professional

[Asiacall-31]
Using ChatGPT as an AI Summarizer: A Tool for Evaluating Film Adaptations for Language Classroom Use

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Abstract

AI said film adaptations offer a powerful way to engage students with literary works by providing a visual representation of the story and enhancing comprehension. According to Sanchez-Auñon, Ferez-Mora and Monroy-Hernandez (2023), in the last decade, the use of cinema in the English as a foreign language (EFL) class has been gaining momentum and they found out that (1) more informed guidelines on the use of film in the classroom are needed and (2) both instructors and teachers have a great attitude towards using films because these provide EFL learners with linguistic, intercultural and motivational benefits. With the use of ChatGPT as an AI Summarizer, this study demonstrates how to assist EFL teachers in selecting a film adapted from a literary text to be used in the classroom. First, the teacher should read the original text and select a film adaptation. The teacher shall prompt ChatGPT to summarize the selected film adaptation and evaluate the summary by using the evaluation tool. The tool has two parts: (1) Perks, which include accuracy, objectivity, and fidelity (faithfulness to the original text), and (2) Flaws, which include independence and nuances of innovation. Through the evaluation of the film adaptation by using ChatGPT as an AI Summarizer, teachers and students can determine differences in artistic license, interpretation, and impact of these changes.

[Asiacall-32]
**A Comparison of ChatGPT-graded and Human-graded Responses to
VSTEP Writing Task 2**

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Abstract

Artificial intelligence (AI) in general, and ChatGPT in particular has been proven to be useful in supporting learner autonomy, providing them with not only materials for language practice, but also tools for performance evaluation. Numerous studies have explored the compatibility of AI-generated and human-generated scores in different contexts, namely classrooms and standardized tests including IELTS and TOEFL iBT. However, little research is conducted about VSTEP Writing test. The aim of this research is to compare ChatGPT-graded and human-graded responses to VSTEP Writing task 2 to examine if this AI platform can offer learners reliable evaluation, allowing them to have a better understanding of their proficiency level, as well as the strengths and weaknesses for further improvement. In this research, thirty essays were collected and independently assessed by three trained human examiners, then the results were compared with the scores and feedback provided by ChatGPT. Both scores and comments for each criterion were analyzed in detail. The findings suggest that ChatGPT scoring is not statistically significantly different from those given by human raters for VSTEP Writing task 2 although there are some inconsistencies in different reviews, which offers insights into the potential use of ChatGPT in aiding students in self-assessment.

Key words: ChatGPT-graded responses, Human-graded responses, VSTEP Writing test, learner autonomy.

[Asiacall-33]

An Extensible Framework for Interactive Pronunciation Support for Orthographically Complex Languages: The Case of Sinhala

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Abstract

Learning Sinhala script presents substantial challenges for non-native speakers due to its complex abugida writing system, where consonants inherently carry vowel sounds modified by diacritics. Similar complexities are found in Thai and Burmese scripts, where combining letters results in orthographic and/or phonetic shifts. However, there is a paucity of online resources for such languages. This paper introduces a generalizable framework for a web application targeting complex scripts. As a demonstrative case, we present the Sinhala Sound Board, an interactive tool that allows users to explore Sinhala character combinations via drag-and-drop functionality with immediate visual and auditory feedback. User evaluation with 14 participants of varying Sinhala proficiency was positive for usability and educational value. Over half reported learning new aspects of Sinhala script structure. A questionnaire survey assessed understandability, learnability, usability, accuracy, and speed. Some rendering issues with complex combinations linked to Unicode handling were identified as an area for improvement. While currently focused on Sinhala, the underlying architecture is designed to support other languages with similarly complex script-phonology relationships. By enabling scalable development of interactive, script-specific pronunciation aids, the framework addresses a broader need in computer-assisted language learning for underrepresented, orthographically complex languages.

[Asiacall-34]

A Study on AI-Based Online Tools and Their Role in Enhancing Cross-Cultural Communicative Competence

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Abstract

The objective of this study was to determine whether the use of AI-based, language-learning tools served to improve students' communicative competence. Students participating in an online, international virtual exchange were asked about their intention to use AI-based tools for forum-based interactions. After the exchange, their actual use of those same tools was assessed. The exchange was conducted in Moodle, and consisted mostly of text and multimedia-based, asynchronous interactions. Roughly half the students planned on using AI for forum posts, while 58% intended to use it to for reading others' posts. Post-survey results showed that roughly 80% of students used AI or translation software when posting, yet when reading others' posts, the actual use of AI-based tools was lower than their initial estimates. This would suggest that students rely heavily on AI for productive tasks, but much less so for receptive tasks. No significant relation was found between use of AI and final scores as indicated by the evaluation algorithm used in the virtual exchange, which is a tenable measure of communicative competence. This study is limited by lack of a strict definition and understanding of AI. Future studies are needed to clarify students' use of specific AI tools.

[Asiacall-36]

Enhancing Lexical Richness in Students' Academic Writing Production: A Hybrid Approach Employing ChatGPT

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Abstract

Whereas the relationship between lexical richness, including diversity, sophistication, and density, and writing quality is well established, in the age of global technological advancement, research on the impact of artificial intelligence tools on lexical development in second language writing remains limited, particularly in developing countries. Therefore, this study explores the potential of an artificial intelligence tool, namely ChatGPT, while enhancing lexical richness in students' academic writing. Conducted at a university in Hanoi, Vietnam, the study focused on the writing compositions of B1-level students enrolled in an Academic English course. A hybrid methodology was employed, combining quantitative corpus-based analysis with enhancement assisted by ChatGPT. Specifically, following the analysis of eighty-nine essays via Lextutor.ca for the assessment of lexical dimensions, the results indicated that essays with higher scores demonstrated greater lexical richness. Pearson correlation revealed a moderate relationship between ChatGPT-generated scores and human ratings, suggesting its potential as a supportive assessment tool. Noticeably, in a subset of 15 essays enhanced using ChatGPT, paired-samples t-tests showed that nine out of ten lexical measures improved significantly, highlighting its effectiveness in supporting lexical development. The findings highlight ChatGPT's role as a supplementary tool rather than a replacement in language education.

[Asiacall-37]
Influences on Generative Artificial Intelligence for Language Learning

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Abstract

The recent emergence of generative Artificial Intelligence (GenAI) has opened unprecedented learning opportunities for language learners worldwide with its support in multiple languages and modalities. However, there still exist potential risks of students' misuse or reluctance to use this newly introduced technology given its drawbacks and the absence of institutional support, particularly in the context of a developing country. While language researchers have started to explore pedagogical applications of GenAI, little is known about how to foster optimal GenAI adoption for language learning, students potentially disadvantaging them in the current digital era. This study sought to identify interdisciplinary factors that can positively influence university students' intention to use GenAI for learning English as a foreign language using a survey for university students in Vietnam. Regression analysis of 202 survey responses clarified the significance of performance expectancy, effort expectancy, social influence, facilitating conditions and hedonic motivation in explaining students' intention to use GenAI. The findings thus offered implications for researchers, educators, policymakers and software designers in promoting effective GenAI adoption for language learning, especially in the setting of a developing nation like Vietnam.

[Asiacall-38]

**Applying QuestionWell to Support EFL Teachers in Designing
Assessment Questions for Reading Lessons: Teachers' Perceptions**

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Abstract

With the rapid development of artificial intelligence (AI) technologies, their application in language education has attracted increasing attention of educators. This study investigated the use of QuestionWell, an AI-based tool, to support EFL teachers in creating assessment questions for reading lessons at a vocational college. The study involved eighteen English teachers participating in a 5-week intervention of QuestionWell into their lesson preparation. Data were collected through pre- and post-intervention surveys which then were analyzed using paired sample T-tests, and supplemented by semi-structured interviews to explore teachers' perceptions of the tool's effectiveness and usability. Findings from the study indicated that QuestionWell significantly supports teachers in generating questions more effectively by saving preparation time, enhancing the quality and variety of questions, and enabling personalized learning by adapting content to different students' proficiency levels. Challenges and suggestions for further improvement of the tool were also discussed. This study contributes to the integration of AI in language education and provides practical implications for EFL educators aiming to optimize assessment design.

[Asiacall-39]

Using Student-Driven Web-Based Games to Enhance Non-English major Students' Engagement in English Classrooms at a Vocational College

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Abstract

Technology has been reshaping language education, opening new ways to enhance student engagement and encourage teamwork. This study investigated how student-led web-based games affect engagement among non-English major students in English classrooms at a vocational college in Hanoi. The participants included 75 non-English major students from two classes. Unlike traditional teacher-led gamification approaches, this research focused on empowering students to organize and manage online game activities themselves in classrooms. Data were collected from in-class observations during the 3-week implementation of student-led web-based game sessions, online surveys and in-depth interviews after that. The findings indicated that student-led gaming activities not only significantly increase their behavioral and emotional engagement but foster peer collaboration and communication as well. The research highlighted that peer-led games through online platforms serve as effective tools to create an interactive and motivating environment inside English classrooms in a vocational college. Also, the study *discussed implications for English language teaching and recommendations for future research.*

[Asiacall-41]
**Multisensory Approaches to Language Instruction: Theoretical
Foundations and Practical Applications**

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Vietnam

Abstract

Multisensory pedagogy has gained recognition as an effective framework for language education, utilizing integrated sensory modalities to optimize cognitive processing and learning outcomes. Grounded in cognitive psychology and second language acquisition research (M.g., Mayer, 2009; Shams & Seitz, 2008), this approach systematically engages visual, auditory, kinesthetic, and tactile channels to enhance linguistic comprehension and retention. The presentation examines core theoretical principles from dual coding theory (Paivio, 1986) and embodied cognition (Wilson, 2002), demonstrating their application through innovative instructional strategies including multimodal storytelling, proprioceptive pronunciation training, and kinesthetic grammar activities.

Current empirical studies (Macedonia & Knösche, 2011; Tellier, 2008) substantiate the efficacy of multisensory techniques in facilitating deeper lexical encoding and grammatical understanding while addressing diverse learner needs. Participants will explore evidence-based methodologies for developing context-appropriate multisensory activities across various proficiency levels and instructional settings. The session concludes with practical guidelines for implementing these approaches while maintaining curricular alignment and assessment validity.

[Asiacall-43]

Inside Vs Outside Self-Regulation Learning Framework: The Comparison Study of Mobile Mediated Collaborative Writing (MMCW) to Enhance Students' Multimodal Writing

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Abstract

Multimodal texts, collaborative writing, and mobile learning have become increasingly essential in digital writing instruction; nonetheless, studies on their practical applications, especially comparative findings within self-regulated learning (SRL)-based writing instruction, remain limited. This mixed-method study aimed to explore two research questions: (1) Is there a significant difference in students' writing achievement between control and intervention groups? (2) How does the teacher implement MMCW within self-regulated learning-based writing instruction to enhance multimodal text production? In the quantitative phase, a quasi-experimental design (non-equivalent control group with pretest-posttests) was employed. Eighty EFL students were assigned to control and intervention groups, with the intervention group participating in structured MMCW activities guided by SRL-based writing instruction over eight weeks, while the control group engaged in MMCW without the SRL framework. In the qualitative phase, non-participant observations were used to gain deeper insight into the teacher's instructional practices. Quantitative data were analyzed using SPSS 29 (descriptive statistics and Mann-Whitney U Test), and qualitative data through thematic analysis. Results revealed a statistically significant difference favoring the intervention group ($p = 0.002 < 0.005$), supporting the effectiveness of SRL-based MMCW in enhancing writing achievement. Observational data indicated that EFL students in the intervention group showed cognitive engagement, metacognitive control, effective socio-behavioral collaboration, and motivational regulation. These results highlight that embedding MMCW within an SRL framework not only fosters multimodal writing skills but also nurtures learner autonomy and collaborative ability in EFL settings, offering valuable insights for 21st-century language education.

[Asiacall-44]

Exploring AI-Powered Feedback on Student-Generated Summaries in ESP

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Abstract

In the context of English for Specific Purposes (ESP), particularly in medical and pharmaceutical education, student-generated summaries such as mind maps, infographics, and linear notes serve as critical indicators of comprehension and communication. This exploratory study investigates how three AI tools—ChatGPT, Grok (xAI), and Microsoft Copilot—analyze and provide feedback on six such summaries created by students. Each AI system was prompted to assess content accuracy, organization, and language use across all summary types. Findings are expected to reveal distinct patterns in the tools' feedback, showcasing the extent to which each AI platform engages with multimodal materials. The study also aims to identify whether certain formats (e.g., infographics) elicit deeper or more nuanced responses than others. Grounded in theories of formative assessment, multimodal literacy, and AI affordances in education, the study provides a theoretical and practical basis for integrating AI-powered feedback into ESP pedagogy. The results offer valuable insights for educators seeking to enhance learner autonomy and formative assessment through AI tools. This research contributes to the ongoing discourse on AI applications in language education, aligning with ASIA CALL themes such as AI for assessment, teacher preparation in the digital age, and language learning for specific purposes.

[Asiacall-46]

AI and Human Stories: Integrating Human Library Pedagogy to Elevate Communication Competence in Language Teacher Education

Jerrylyn Bacroya-Magbuo

Abstract

This session presents a practice-based model that merges Human Library pedagogy with AI-powered tools (chatbots, automated feedback systems, reflective analytics) to strengthen communication competence in language teacher education. Drawing on a dual design — quantitative (quasi-experimental) outcomes and qualitative (Most Significant Change) narratives — I highlight evidence of student growth in discourse strategies, audience engagement, and self-regulation. I will also share a scalable implementation framework: needs analysis, module design, facilitation, AI feedback integration, and outcome-based assessment. The session addresses ethical considerations such as privacy, bias, and responsible use, while grounding examples in Philippine higher education contexts. This Southeast Asian perspective contributes to AsiaCALL's exploration of how AI reshapes learning, teaching, and assessment in diverse cultural settings.

[Asiacall-47]

The Impact of AI-Curated Tasks on Sentence-Level Writing Competence

Dina

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Abstract

Large-language-model (LLM) tools can generate adaptive tasks that target learners' individual error profiles, but empirical evidence on their impact at sentence level remains sparse. This study investigated whether teacher-mediated GenAI-curated tasks improve EFL learners' writing competence, measured through CALF metrics, more effectively than conventional pre-designed tasks. Thirty-six Vietnamese B1 undergraduates were assigned by intact classes to an experimental group using error-driven GenAI worksheets ($n = 18$) or to a control group completing textbook tasks ($n = 18$). Over six weeks, both groups wrote weekly 100-word paragraphs. Pre- and post-tests were analysed for clauses per T-unit (complexity), mean clause length, error-free T-units per total T-units (accuracy), words per minute (fluency), and type-token ratio (lexical diversity). A 2×2 mixed ANOVA assessed Group $\times$ Time effects with partial η^2 effect sizes. Significant main effects of Time were found for complexity, accuracy, and fluency. The Group $\times$ Time interaction was significant only for accuracy, with the GenAI group gaining more than the control group. Lexical diversity declined in both groups, with no interaction. Teacher-supervised LLM tasks accelerate grammatical accuracy but do not automatically enhance complexity, fluency, or lexis within six weeks. Balanced task design that integrates vocabulary enrichment is recommended.

[Asiacall-48]

Quality Versus Adaptability: Relevance of Generative AI towards Literature Review, Plagiarism Concerns and Paraphrasing among Language Research Students

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Abstract

This paper investigates the role of generative AI in supporting academic writing among English language research students. Employing a mixed-method design through an explanatory sequential approach, the study first gathered quantitative data from twenty-five purposively selected students—identified via an online survey as users of generative AI tools in their research—and reinforced the findings with qualitative insights. The research focused on the perceived relevance of generative AI in paraphrasing, addressing plagiarism concerns, and conducting literature reviews, as well as the subfunctions contributing to these academic processes. Results show that literature review ($M = 3.93$) and paraphrasing ($M = 3.92$) were both rated as "relevant," while plagiarism support, though current, scored the lowest average ($M = 3.42$). Despite this, the low standard deviation ($SD = 0.08$) suggests consistent belief in AI's role in helping students rephrase content to avoid direct quotations. Key subfunctions for paraphrasing included diction, paragraph structuring, and grammar checking, while simplification, proper citation, and source generation were relevant to literature review. This study fills a literature gap on student-perceived academic utility of generative AI in language research. Future studies are recommended to explore ethical boundaries and accuracy concerns in AI-assisted academic writing.

[Asiacall-49]

From Chalkboards to Chatbots: How AI Literacy Is Transforming Teaching Roles and Learner Autonomy in EFL Education

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Abstract

This study investigates how artificial intelligence (AI) literacy is transforming teaching roles and learner autonomy in English as a Foreign Language (EFL) education across three Vietnamese universities: Dai Nam University, Banking Academy, and Thang Long University. Employing a convergent parallel mixed-methods design, data were collected from 17 English language teachers and 192 students using surveys, interviews, and classroom observations. The findings reveal that AI-powered tools such as ChatGPT, Grammarly, and ELSA are widely perceived as enhancing feedback efficiency, learner motivation, and instructional flexibility. Teachers are increasingly adopting the role of facilitators and technology mediators, particularly where professional development and institutional support are robust. However, concerns persist regarding student over-reliance on AI, ethical awareness, and disparities in digital infrastructure. Students reported increased autonomy and motivation, but a significant proportion admitted to uncritically accepting AI-generated feedback. The study underscores the importance of institutional leadership, targeted professional development, and the cultivation of critical and ethical AI literacy to ensure effective and equitable integration of AI in EFL education. Implications for policy, teacher education, and future research are discussed.

[Asiacall-50]
**Using AI to Support for Teaching and Learning English for Special
Purposes at HUFLIT**

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Abstract

The study investigates the effectiveness of applying Artificial Intelligence (AI) to the teaching and learning of Business English at HUFLIT, specifically in the Customer Service course. The writer uses action research through qualitative and quantitative data collection methods, such as, observation, interview, and survey. The participants include 420 juniors majoring in Business English in six Customer Service classes over a 12-week semester. The study findings show that AI enhances motivation, language use, and communication skills for students. Moreover, the findings show the dependence on AI of some students during the semester. In a nutshell, the researcher concludes that AI contributes to the teaching and learning of Business English courses positively and effectively with the clear instructions from the lecturers and the appropriate use of the students.

Keywords: Artificial Intelligence (AI), teaching and learning, Business English

[Asiacall-51]

From Tool to Truth: Examining the Erosion of Critical Thinking in EFL Students Using AI-Generated Content

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Abstract

AI tools have become common in English language learning, helping students with writing and error correction. Yet, recent studies raise concerns that some learners accept AI-generated content too readily, which may weaken their critical thinking skills. This study explored how the frequent use of AI tools like ChatGPT and QuillBot affects the critical thinking of Vietnamese EFL undergraduates at Van Lang University. Over eight weeks, one group used AI tools freely for writing tasks, while another relied on traditional peer and teacher feedback. Tests and interviews showed that the AI group struggled more with evaluating arguments and questioning sources, while the control group improved slightly. Students often trusted AI because of its convenience and fluency, leading to passive acceptance. To address this, the study suggests adding AI-literacy lessons that encourage questioning and verification, alongside carefully designed assignments to promote independent thinking.

[Asiacall-52]

The Language Influence in Foreign Language Writing Among TVET Students at UniKL MFI

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Abstract

Technical and Vocational Education and Training (TVET) students often face unique linguistic challenges when learning French as a foreign language, especially in contexts where English serves as a second or intermediary language. This study investigates the influence of the English language on TVET students' acquisition of French writing skills. Through a mixed-methods approach, data was collected from written assignments at UniKL MFI. The findings reveal that while English facilitates certain aspects of French vocabulary acquisition due to lexical similarities, it also leads to syntactic and grammatical errors influenced by English sentence structures. These interferences significantly affect students' ability to write accurately in French. The study concludes with recommendations for developing tailored instructional strategies to minimize negative transfer and enhance the teaching of French writing skills in multilingual settings.

[Asiacall-52]

Drivers Of Adoption: A Tam-Based Study Of Translation Majors' Use Of Ai Tools In Practice

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Abstract

AI translation tools are increasingly applied in translation education, but their adoption remains underexplored, especially from the perspective of students. This study applies the Technology Acceptance Model (TAM) to examine students' drivers of adoption in their translation practice. The participants were 80 senior translation majors in an English faculty in Vietnam. The study employed a mixed-method design in which quantitative and qualitative data comprised a TAM-based questionnaire, i.e., Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude (ATT), Behavioral Intention (BI), and semi-structured interviews. The participants reported generally positive perceptions. PU emerged as the strongest predictor of BI, while PEOU influenced BI mainly indirectly through PU; ATT partially supported the PU-BI link. Interviews highlighted efficiency and confidence gains, but flagged domain-specific errors, overreliance, and academic-integrity concerns. The research results support TAM in the AI-translation classroom and point to embedding post-editing training, transparency guidelines, and assessment that rewards critical evaluation of AI output in the Vietnamese context and similar ones.

[Asiacall-55]

Integrating Translation Into Game-Based Learning: A Study Of Efl Teachers' Experiences And Design Practices

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Abstract

This study investigates how EFL teachers experience and engage with integrating translation into game-based learning activities. In detail, the research focuses on the participants' perceptions, design practices, and the challenges they encountered while designing educational games that incorporate translation for EFL learners. Eighteen participants from a TESOL MA program first interacted with model translation-oriented games and then developed their own game-based activities. Data were collected through pre- and post-design reflections, classroom observations, and analysis of student-designed games. The findings revealed the teacher participants' positive perceptions before learning from model games and after game design and implementation in class. The findings affirmed that translation-oriented games enhance learner engagement and language development. However, they also faced difficulties in design and operation and learned how to deal with them through observations and peer feedback to balance linguistic accuracy with fun gameplay, as well as aligning translation tasks with classroom communication. The study offers practical implications for integrating translation into game-based learning and provides a replicable framework for teacher educators seeking to foster innovation and reflective practice for language teachers.

Keywords: translation, game-based learning, game design, EFL teacher, classroom activity

[Asiacall-56]

Designing Prompts to Improve Accuracy in Role-Play Speaking Practice with ChatGPT

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Abstract

This action research investigates how prompts can be designed and refined in role-play speaking practice with ChatGPT to support speaking accuracy among first-year English B1-level majors (n=30) at a Vietnamese university. The prompt framework, adapted from Clariana & Hooper (2012) and operationalized by Thomann & Deutscher (2025), informed task design and iterative prompt refinement. Throughout three cycles, students engaged in self-directed conversational tasks with ChatGPT as a role-play partner and a post-task feedback provider. After each cycle, students' written reflections were collected, and after the third cycle, semi-structured interviews were conducted to evaluate the prompts' effectiveness in fostering accuracy. These insights were used to improve interaction scaffolding, elicit target language structures, and provide opportunities for corrective feedback, thereby supporting speaking accuracy while also increasing engagement and promoting natural conversational flow. The study offers practical implications for designing effective AI-mediated speaking activities that are both learner-centered and pedagogically grounded.

[Asiacall-57]

Microteaching and Professional Development in the Digital Era: A Case Study of Vietnamese Preschool Undergraduates in Teaching English to Young Learners

Pham Thi Thu Hien

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Abstract

Preparing preservice kindergarten teachers for teaching English to young learners (EYL) is increasingly challenged by the need to integrate technology and innovative pedagogical practices, particularly in early childhood contexts. The research aimed to explore how microteaching, enhanced with digital tools, fosters professional growth Vietnamese preschool university students in preparing to teach English to young learners (EYL). Twenty-one student-teachers majoring in preschool education at a university in Phu Tho, Vietnam engaged in a microteaching program where they designed and delivered short English lessons that incorporated multimedia resources. Data were collected from microteaching sessions, reflective journals, and semi-structured interviews. The findings indicated that digital-assisted microteaching not only enhanced participants' teaching confidence and classroom management skills but also developed their ability to design appropriately technology-integrated activities for EYL. Moreover, reflective practices supported by video recordings encouraged critical self-evaluation and peer feedback, contributing to professional identity formation. The study highlights both opportunities and challenges of implementing microteaching in the digital era, offering implications for teacher education EYL programs.

Keywords: EYL, Microteaching, Digital-assisted tools, Professional Development

[Asiacall-58]

Microteaching and Professional Development in the Digital Era: A Case Study of Vietnamese Preschool Undergraduates in Teaching English to Young Learners

Pham Thi Thu Hien

Hanoi Pedagogical University 2, Vietnam

Abstract

Preparing preservice kindergarten teachers for teaching English to young learners (EYL) is increasingly challenged by the need to integrate technology and innovative pedagogical practices, particularly in early childhood contexts. The research aimed to explore how microteaching, enhanced with digital tools, fosters professional growth Vietnamese preschool university students in preparing to teach English to young learners (EYL). Twenty-one student-teachers majoring in preschool education at a university in Phu Tho, Vietnam engaged in a microteaching program where they designed and delivered short English lessons that incorporated multimedia resources. Data were collected from microteaching sessions, reflective journals, and semi-structured interviews. The findings indicated that digital-assisted microteaching not only enhanced participants' teaching confidence and classroom management skills but also developed their ability to design appropriately technology-integrated activities for EYL. Moreover, reflective practices supported by video recordings encouraged critical self-evaluation and peer feedback, contributing to professional identity formation. The study highlights both opportunities and challenges of implementing microteaching in the digital era, offering implications for teacher education EYL programs.

Keywords: EYL, Microteaching, Digital-assisted tools, Professional Development

[Asiacall-59]

Opportunities and Challenges of Integrating AI Tools into English Teaching: Secondary School English Teachers' Perspectives

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Abstract

In a highly digitalized world, the integration of AI-powered tools in language teaching and learning has become increasingly prominent, offering both opportunities and challenges for English language teachers. This research was conducted to investigate English teachers' perspectives on the potential opportunities and challenges they encountered when implementing AI tools in their English classes. A qualitative research approach was utilized, with eight English teachers from three secondary schools in a remote commune in Hai Phong City, Vietnam, participating in semi-structured interviews. The thematic approach was employed to analyze the collected data. The findings revealed noticeable opportunities, such as teachers' career development potential, teachers' working productivity, enhancement of students' engagement, as well as challenges regarding teachers' technological literacy, limited school facilities, and students' concentration. Based on the findings, practical recommendations were proposed for teachers and stakeholders to optimize the effectiveness of AI integration into English classrooms and enhance teaching and learning experiences.

Keywords: AI tools, teachers' perspectives, opportunities, challenges

[Asiacall-60]

Opportunities and Challenges of Integrating AI Tools into English Teaching: Secondary School English Teachers' Perspectives

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Abstract

In Indonesia is currently facing a learning crisis. Students in Indonesia are able to read, but they do not understand what they are reading. Since gaining independence, Indonesia has revised its national curriculum 11 times, yet these frequent changes have not led to meaningful improvements in student outcomes. The latest reform, the Merdeka Curriculum, claims to promote flexibility, student agency, and deep learning. Yet the overall quality of education in Indonesia continues to fall behind. Based on PISA 2022, Indonesia ranked 69th out of 81 OECD participating countries, an alarming result. In the 2024 English Proficiency Index, Indonesia was also ranked low, at 80th out of 116 countries. This study analyzes an English textbook for Grade 8 titled English for Nusantara, published by the Ministry of Education, Culture, Research, and Technology in 2022. As Grade 8 represents a crucial stage before students participate in global assessments like PISA, learning at this level should not only emphasize cognitive aspects but also support students' social and emotional development, as emphasized by UNESCO and aligned with Sustainable Development Goal (SDG) 4. This study employs a qualitative approach using deductive content analysis, with the support of Qwen AI. The analysis focuses on the alignment of reading assessments with the PISA 2022 Literacy Framework, Reading for Emotion (Lian, 2017), and the aesthetic principles introduced by Ramachandran and Hirstein (1999). The findings indicate that the assessments do not meet the global literacy framework and overlook emotional development. Improvements in the assessment system are urgently needed to better prepare Indonesian students for global competition.

Keyword: AI in Education, Deep Learning, Merdeka Curriculum, Reading Assessment, Transformative Learning

[Asiacall-61]**AI-Driven Evaluation of Emotional and Aesthetic Dimensions in
Indonesian Grade 8 English Reading Assessments: Alignment with the
PISA 2022 Literacy Framework****Phuong Ho**

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SEAMEO RETRAC

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Artificial Intelligence (AI) is influencing educational practices worldwide; nevertheless, teachers' readiness and integration of AI into English language teaching (ELT) are still in their infancy in Vietnam. Addressing the existing research gap concerning Vietnamese teachers' readiness and classroom implementation of AI in K-12 education, this study explored the current situation of AI adoption among primary and secondary school English teachers in five southern provinces of Vietnam. A total of 247 teachers of both primary and secondary schools from five southern provinces participated in the survey followed by semi-structured interviews and classroom observations. Findings indicated that teachers' readiness to integrate AI in their ELT is different depending on school levels and school locations. Classroom AI implementation was generally at beginning stage, with teachers' use of AI tools for warm-up activities, interactive games and language practice tasks. Some key challenges identified included limited teachers' AI capacities and insufficient technological infrastructure. The study provided specific recommendations, emphasizing the need for frequent professional development programs focusing on AI integration in instruction, increased investment in technological facilities including high speed wifi and classroom devices and especially a strategic plan to enhance teachers' competencies for integrating AI effectively in ELT.

[Asiacall-62]

Integrating AI in Emotional and Aesthetics Frameworks to Folklore: Local Narratives for English Language Curriculum Innovation

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Abstract

This study explores how folklore can be emotionally and aesthetically reshaped to innovate English language curricula, focusing on Baridin and Suratminah (Indonesia) and Layla Majnun (Persia). These culturally rich narratives convey deep emotional and moral themes, yet are often absent in traditional EFL materials, which lack cultural relevance and emotional depth, factors contributing to student disengagement and low reading proficiency in Indonesia, as reflected in PISA literacy results. To address this, the study applies the Reading for Emotion framework, Neurological Aesthetics Principles, and the BIMA (Bridging Intelligence, Mindfulness, and Awareness) model to examine learners' emotional, cognitive, and sensory responses. To deepen reflection and interpretation, Qwen, an AI-driven language tool was integrated into the process, demonstrates how AI can support affective and cultural engagement in EFL learning. Through content analysis, findings show that localized narratives enhance emotional resonance, intercultural awareness, and narrative literacy. The study highlights the potential of culturally grounded stories to foster critical thinking and meaningful language engagement. Particularly relevant for Indonesian learners, it underscores the need for more affective, inclusive literacy practices. Aligned with the Sustainable Development Goals (SDGs), this research advocates for culturally responsive pedagogy and offers a model for curriculum developers to integrate folklore into transformative language learning experiences.

Keywords: AI-Assisted Language Learning, Curriculum Innovation, Deep Learning, Folklore Texts, Reading for Emotion and Aesthetics, Sustainable Development Goals.

[Asiacall-63]**Exposing the Gap: AI-Assisted AQRF Evaluation of Grade 12 English Textbooks in Indonesia's Kurikulum Merdeka for Edu-Revolution****Muhammad Azkiya Bahtsulkhoir****Salsabilla; Ananditamala Syalwa Heriana**

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As Indonesia advances toward the Indonesia Emas 2045 vision, English education is expected to shape learners as wisdom architects—ready for global employment and collaboration. Yet concerns remain about whether Kurikulum Merdeka textbooks foster higher-order thinking, emotional engagement, and aesthetic aspects. This urgency is reinforced by Indonesia's low 2024 EF EPI ranking, also by the education budget cuts mandated by Presidential Instruction No. 1 of 2025, which risk perpetuating the logical fallacy that textbook availability alone ensures competency. This study analyzes a Grade 12 Kurikulum Merdeka English textbook, representing learners' final stage before higher education or employment. Three AI models—ChatGPT, Qwen, and Gemini—were employed to assess a selected text using Reading for Emotions (Lian, 2017) and Aesthetic Principles (Ramachandran & Hirstein, 1999) frameworks. This topic is selected since research on English textbooks rarely considers emotional, aesthetic, and AQRF-based perspectives, and the potential of AI evaluators is still underexplored. Findings show that while the textbook reflects cultural representation, it demonstrates limited emotional resonance, weak aesthetic richness, and falling short of the competencies expected at AQRF Level 4. Guided by Piaget's theory (1952) and the BIMA concept (Wirawan, 2025), learners at this stage should already engage in higher-order thinking with mindfulness and awareness. An AI-driven, AQRF-informed redesign is therefore recommended to integrate emotional engagement and aesthetic literacy, while avoiding fallacy-based assumptions. In doing so, English education can become a catalyst for literacy, innovation, and collaboration toward Indonesia Emas 2045.

Keywords: AI, Kurikulum Merdeka, Reading for Emotions, Aesthetic Principles

[Asiacall-64]**Navigating the AI Era: Teacher Capacity Gaps and Implementation Challenges in Deep Learning under Indonesia's Merdeka Curriculum****Mitsni Uswatun Hasanah****Septiani Lu'luatul Fajriyah; Nok Dini Wulan Ramadhani**

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Indonesia's Merdeka Curriculum, designed to cultivate critical thinkers and global citizens through deep learning aligned with UNESCO/OECD frameworks and SDG 4.7, faces a critical implementation gap between policy rhetoric and classroom practice. This dissonance is exacerbated by rapid AI integration into education. A mixed-methods study of 127 teachers across 17 provinces, complementing qualitative interviews with analysis of EF EPI (2023) and World Population Review (2023) datasets, reveals systemic barriers to deep learning. Findings demonstrate that recurrent curriculum overhauls (four major reforms since 2013) induce institutional fatigue among 89% of educators, compelling reliance on superficial pedagogies. Concurrently, declining global rankings (80th in English proficiency; 107th in cognitive skills) erode foundational competencies essential for critical analysis. Crucially, AI tools, framed as liberatory in policy discourse, reinforce algorithmic oppression through rigid digital platforms prioritizing quantifiable metrics over pedagogical depth. Urban-centric initiatives like Guru Penggerak (2023) further marginalize remote regions, reaching only 12% of teachers. The study concludes that without halting frequent curriculum revisions, decentralizing design authority to teachers, and reorienting AI toward human-centered support, Indonesia's reforms will fail to operationalize SDG 4.7. Systemic investment in context-sensitive teacher training and policy stability is imperative to transform educational systems from casualties into catalysts of the AI era.

[Asiacall-65]

Optimizing Listening Skills with the ZIELTS Application: A Technological Approach to IELTS Success

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Abstract

This study evaluates the efficacy of ZIELTS, an AI-powered application in enhancing IELTS listening skills through a mixed-methods approach that integrates quantitative performance measures and qualitative feedback. Ten participants from an IELTS preparation class in English Department, Faculty of Cultural Sciences Universitas Sumatera Utara were randomly selected and assessed through a pre-test and post-test to measure the impacts of using the application on students' listening competence. Over a two-week treatment duration, participants used the ZIELTS application to practice listening skills, with frequency of use and topic preferences recorded in logbooks. The quantitative data from the pre- and post-tests were analysed using descriptive statistics and paired sample tests, while thematic analysis was employed for the qualitative data from logbooks and Focus Group Discussion (FGD). Results indicated a slight improvement in listening proficiency, as the average band score rose from 6.75 to 6.9. Despite variations in individual progress, participants appreciated the intuitive interface, flexibility in topic selection, and beneficial features like vocabulary lists and application transcripts. However, minor issues, such as inconsistencies between audio and text, were observed. The study concludes that ZIELTS application is a useful instrument for improving IELTS listening skills and may augment conventional learning techniques with additional refinement.

[Asiacall-66]

From Peer Talk to AI Talk: Comparing Learners' Self-Efficacy, Willingness to Communicate, and Perceptions of Oral Skill Development

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Abstract

This study examines the impact of integrating an artificial intelligence (AI) tool into speaking classes on learners' perceptions of oral practice and speaking development. Over a five-week period, two groups of learners participated: one engaged in peer-to-peer conversations, while the other practiced with an AI-powered speaking partner. Both groups were given identical discussion tasks designed to promote sustained spoken interaction. Following the intervention, learners completed online questionnaires measuring self-efficacy, willingness to communicate, and perceived improvement in fluency, coherence, and lexical range, across three dimensions: affection, behavior, and cognition. To enrich and triangulate the survey findings, semi-structured interviews were also conducted. The study compares how human-to-human and AI-supported interactions shape learners' affective, behavioral, and cognitive perceptions of speaking development. The results contribute to the growing body of research on AI integration in language education, underscoring the potential of AI tools to enhance traditional speaking practice.

[Asiacall-67]**A Neural Analytical Study with AI-Assisted Analysis: Narrative Cognition and Emotional Resonance in the University Students' Writing****Farah Syifa Mutiara Riyadi****Muhammad Rizki Fadlillah; Cherryshifa Hilary Afaonias**

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Indonesian current writing pedagogy reinforces notable concerns, as its implementation shows a wide gap to the national standards. Despite in two last decades Indonesian national curriculum experiences revisions excessively, yet the innovation has not existed. Specifically in the writing course, pedagogy applied is unmoving from the traditional approach focused on linguistic and rule-based paradigm. Leading to the irrelevant teaching and learning strategy with the deep learning principles in merdeka curriculum. This can be proven by the low performance of Indonesia in international assessments such as PISA and EPI. To overcome these challenges, the transformative pedagogy which aligns with the national educational goals proposed by the governments is required to be implemented for all of the educational levels. This study utilizes qualitative content analysis with the incorporation of digital technology such as AI tools as a cognitive amplifier, exploring how brain-informed frameworks – namely Reading for Emotion and the Neurological Aesthetics of Principles – can foster students' storythinking skill in writing emotionally embedded texts. Data were obtained from the first-year university students' fictional writing, serving as a representative for assessing the depth and quality of students' writing. The hypotheses findings in this study suggest that the transformation of writing pedagogy that focuses on both cognitive and affective lenses can stimulate more meaningful engagement with writing tasks. Brain-informed approaches introduced in this study are highly recommended to be implemented into the classroom practices to promote the improvement of more effective writing pedagogy.

Keywords: writing, transformative pedagogy, deep learning, brain-informed frameworks, storythinking, digital tool incorporation.

[Asiacall-68]

Beyond Accuracy: Designing Deep Learning with AI in Narrative-Based English Classrooms

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Abstract

Despite growing integration of artificial intelligence (AI) in language education, technological adoption often outpaces pedagogical intentionality, resulting in fragmented learning experiences and widened equity gaps. Many AI applications prioritize linguistic accuracy or efficiency over deep cognitive engagement, cultural relevance, and learner agency — particularly in narrative-based instruction. To address this challenge, this study presents a pedagogically grounded English module designed using the Understanding by Design (UbD) framework, with embedded differentiation to support diverse learners. The module prioritizes deep learning outcomes — critical thinking, creativity, collaboration, and intercultural awareness — through backward-designed tasks centered on culturally meaningful narratives. Crucially, the study explores how AI tools (e.g., generative writing assistants, automated feedback, personalized reading recommendations) can be strategically integrated within this framework to scaffold, not supplant, student thinking. When aligned with clear learning goals and tiered supports, AI enhances accessibility, enables formative feedback, and personalizes learning pathways without compromising autonomy or depth. Findings indicate significant improvements in students' language competence, creative expression, and cultural understanding, with AI serving as a catalyst rather than a driver of learning. This research offers a principled model for human-centered AI integration in language education, demonstrating how curriculum design can ensure that technology serves equity, depth, and emancipatory learning in the digital age.

[Asiacall-69]

Intelligent Pronunciation: The Impact of AI-Assisted Connected Speech Training on EFL Learners

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Abstract

This study aims to examine the effectiveness of AI integration in teaching connected speech on improving students' English pronunciation accuracy. By utilizing an AI-based application with speech recognition and phonetic analysis features, students will receive structured practice and instant feedback throughout the learning period. The method used was a quasi-experimental design with a pre-test and post-test design in two groups: the experimental group (using AI-based media) and the control group (using conventional methods). The subjects of the study were English Language Education students at five universities in Indonesia. The results showed that the integration of artificial intelligence (AI) technology in teaching connected speech significantly improved students' pronunciation accuracy in speaking English. The experimental group using the AI-based application showed a higher increase in post-test scores than the control group using conventional methods. Data analysis showed that students in the experimental group were better able to recognize and produce connected speech features such as linking, assimilation, and elision more accurately after the AI-based learning intervention. In addition to improving phonetic accuracy, students in this group also showed increased fluency and confidence in speaking. Thus, the integration of AI in English teaching, particularly in the aspect of connected speech, is a relevant and effective pedagogical strategy in the digital era.

Keywords: AI integration; Connected speech; Phonetics; Pronunciation.

[Asiacall-70]

Searching for 'Freedom to Learn' in the Merdeka Curriculum: An AI-Supported Analysis of Emotional, Aesthetics, and Critical Reading Potentials in 10th Grade Merdeka Textbook

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Abstract

This study aims to examine the effectiveness of AI integration in teaching connected speech on improving students' English pronunciation accuracy. By utilizing an AI-based application with speech recognition and phonetic analysis features, students will receive structured practice and instant feedback throughout the learning period. The method used was a quasi-experimental design with a pre-test and post-test design in two groups: the experimental group (using AI-based media) and the control group (using conventional methods). The subjects of the study were English Language Education students at five universities in Indonesia. The results showed that the integration of artificial intelligence (AI) technology in teaching connected speech significantly improved students' pronunciation accuracy in speaking English. The experimental group using the AI-based application showed a higher increase in post-test scores than the control group using conventional methods. Data analysis showed that students in the experimental group were better able to recognize and produce connected speech features such as linking, assimilation, and elision more accurately after the AI-based learning intervention. In addition to improving phonetic accuracy, students in this group also showed increased fluency and confidence in speaking. Thus, the integration of AI in English teaching, particularly in the aspect of connected speech, is a relevant and effective pedagogical strategy in the digital era.

Keywords: AI integration; Connected speech; Phonetics; Pronunciation.

[Asiacall-71]

Between Words and Wisdom: AI as a Student Assessment Partner to Illuminate Pedagogical Feedback in English Language Learning

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Abstract

In the digital age, Artificial Intelligence (AI) has emerged as a transformative force in education, particularly in English language learning, where its ability to provide instant and personalized feedback offers significant pedagogical potential. However, most education systems still rely heavily on summative assessment, which provides only a static snapshot of learning outcomes, the formative assessment dimension is often underdeveloped. This imbalance risks neglecting the continuous feedback cycle necessary for sustained learning growth and motivation. This study explores how AI-based tools, including generative models such as ChatGPT, can strengthen formative assessment practices by functioning not as a replacement, but as a collaborative partner in the feedback process. Through case studies and literature analysis, we examined how artificial intelligence (AI) supports teachers in providing timely, personalized, and adaptive feedback, as well as how students respond to AI-generated input. Findings show that AI improves assessment practices by providing structured feedback that encourages learning autonomy, promotes reflection, and reduces teachers' workload, while overcoming the limitations of a one-time measurement approach in summative assessment. This study concludes that AI is most effective when integrated collaboratively, with teachers retaining a central role in contextualizing and humanizing feedback. Ultimately, AI should not be viewed as a threat to pedagogy, but rather as a tool that—when implemented wisely—bridges the gap between summative and formative assessment, deepening the relationship between teachers, students, and the learning process itself.

[Asiacall-72]

Inclusive Language Education for the Visually Impaired: AI-Based Evaluation of Emotion and Accessibility in Multimodal Storybook

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Abstract

Indonesia, home to more than 11 million individuals with visual impairments, faces pressing challenges in ensuring equitable access to quality education, as emphasized in Sustainable Development Goal 4. Within the Kurikulum Merdeka framework, storybooks continue to serve as vital resources for language learning, yet limited research has explored how they convey emotional depth and inclusivity. This study examines an Indonesian storybook through the Reading for Emotion model (Lian, 2017) and Ramachandran's Aesthetic Principles (1999) to evaluate the ways emotions are represented and communicated in narrative form. The storybook was translated into English to explore its potential as a medium for English language education. Data were analyzed using a document analysis approach, supported by Qwen-based Artificial Intelligence to detect emotional cues and generate recommendations. The analysis identified both strengths and limitations in emotional conveyance, as well as issues of accessibility for learners with visual impairments. Findings indicate that AI-informed evaluation can provide practical insights for developing multimodal storybooks that align with Kurikulum Merdeka, strengthen Social Emotional Learning, and contribute to advancing Sustainable Development Goal 4 on inclusive and equitable education. Ultimately, this research proposes a replicable model for integrating emotional, linguistic, and cultural dimensions into accessible English language education through AI-assisted storybook analysis.

Keywords: artificial intelligence, deep learning, reading for emotion, inclusive education, visual impairment, storybooks.

[Asiacall-73]

Effectiveness of ChatGPT-generated Corrective Feedback in Improving the Accuracy of Transition Words Use in English Writing

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Abstract

Corrective feedback is crucial in helping EFL students improve their use of transition words in English writing. Large classes and time constraints often limit teachers' ability to provide timely and adequate corrective feedback. ChatGPT can serve as an assistive tool by providing timely and personalized corrective feedback to EFL learners. Although recent studies have shown ChatGPT's potential in writing feedback, few studies have focused on specific grammar mechanisms, such as the use of transition words. As the discourse on this topic is relatively new, and the technology is continuously upgrading, further research is needed. This study aims to examine the effectiveness of ChatGPT (GPT-4o) in providing corrective feedback to improve EFL learners' accuracy in transition word usage. 57 students from the undergraduate EFL writing course participated in this ongoing study. They were divided into two groups: one receiving teacher feedback and the other ChatGPT feedback. Both independent and paired samples t-tests will be used for between-group and within-group comparisons, followed by a semi-structured interview to explore their perception of ChatGPT-generated feedback. The findings are expected to inform teachers and researchers about the effectiveness of ChatGPT as a corrective feedback tool in EFL writing.

Keywords: ChatGPT, corrective feedback, transition words, EFL writing

[Asiacall-74]

Effectiveness of ChatGPT-generated Corrective Feedback in Improving the Accuracy of Transition Words Use in English Writing

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Abstract

Corrective feedback is crucial in helping EFL students improve their use of transition words in English writing. Large classes and time constraints often limit teachers' ability to provide timely and adequate corrective feedback. ChatGPT can serve as an assistive tool by providing timely and personalized corrective feedback to EFL learners. Although recent studies have shown ChatGPT's potential in writing feedback, few studies have focused on specific grammar mechanisms, such as the use of transition words. As the discourse on this topic is relatively new, and the technology is continuously upgrading, further research is needed. This study aims to examine the effectiveness of ChatGPT (GPT-4o) in providing corrective feedback to improve EFL learners' accuracy in transition word usage. 57 students from the undergraduate EFL writing course participated in this ongoing study. They were divided into two groups: one receiving teacher feedback and the other ChatGPT feedback. Both independent and paired samples t-tests will be used for between-group and within-group comparisons, followed by a semi-structured interview to explore their perception of ChatGPT-generated feedback. The findings are expected to inform teachers and researchers about the effectiveness of ChatGPT as a corrective feedback tool in EFL writing.

Keywords: ChatGPT, corrective feedback, transition words, EFL writing

[Asiacall-75]

A Thorough Review Of Technology Aids For Children With Dyslexia

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Abstract

Dyslexia is a neurodevelopmental disorder that disrupts reading fluency, phonological awareness, and spelling, creating persistent barriers for learners aged 5–15. Advances in Artificial Intelligence (AI) enable adaptive and personalized support. This review synthesizes studies from 2018–2024 on AI-based assistive technologies for dyslexia and related conditions. Five domains are examined: computer-assisted platforms, gamified applications, eye-tracking systems, tangible user interfaces, and multimodal tools integrating behavioral and physiological data. While research on autism and ADHD has been more extensive, recent dyslexia-focused progress is promising. Hybrid convolutional neural network–transformer models using eye-movement data, for instance, report over 80% accuracy in identifying dyslexic reading patterns. Gamified interventions improve phonological skills, vocabulary, and motivation. Yet challenges remain: small heterogeneous samples, limited classroom deployment, insufficient personalization, and a lack of longitudinal evidence. The review stresses the importance of inclusive, explainable, and pedagogy-driven systems. By combining insights from AI, design, and literacy education, it outlines future research and policy directions to foster equitable literacy support for dyslexic learners.

[Asiacall-76]

Digital Readiness Crisis Among 11th Grade Students: The Urgency of Integrating AI Through Kurikulum Merdeka in Senior High School Education

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Abstract

The rapid development of digital technology and artificial intelligence (AI) has reshaped educational demands, requiring students to acquire critical, creative, and adaptive skills. In Indonesia, Kurikulum Merdeka was introduced to support student-centered learning and flexibility. However, there remains a gap between policy goals and classroom realities, as many schools continue to apply linear teaching methods with limited integration of digital tools and AI-related content. This study was conducted with 11th grade students in selected senior high schools, who represent a crucial stage in preparing for higher education and future careers. Data were collected through surveys and analysis of learning materials to evaluate the extent of digital readiness and AI integration. The results revealed that technology use was confined to a small portion of the curriculum, while traditional approaches continued to dominate classroom practice. Consequently, students demonstrated a low level of digital readiness and limited opportunities to develop essential competencies. The study suggests that strengthening the role of AI within Kurikulum Merdeka is an urgent step to bridge the gap between policy and practice. This integration will enhance students' digital literacy and ensure meaningful preparation for participation in an increasingly digital society.

[Asiacall-77]

Gen-Ai In English Language Teaching And Learning: Is It A Friend Or A Foe?

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Abstract

The integration of Generative AI (Gen-AI) into education is inevitable. However, a significant number of educators lack the proficiency to utilize this technology effectively, particularly within under-resourced English language classrooms where English is taught as a foreign language. Some tend to consider it disruptive, while others view it as beneficial. Whether Gen-AI is a friend or a foe is a point of contention. This study describes how Gemini AI was utilized to teach English in a junior high school classroom of 30 students with pre-A1 to A1 English proficiency levels. This study applied the Load Reduction Instruction (LRI) framework—an adaptation proposed by Martin et al. (2025)—to eight meetings. The result, while showing a significant impact on students' motivation, consciousness of their mistakes, and understanding of the lesson, provides insights into the challenges that must be addressed for future implementation.

Keywords: Gen-AI, Gemini AI, Under-resourced classroom, Load Reduction Instruction framework

[Asiacall-78]

Comparing AI Literacy for Academic Writing: A Cross-Institutional Study of Undergraduate Students in Vietnam

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Abstract

As generative AI (GenAI) tools gain wider use in academic writing and assessment, student AI literacy is critical to achieving ethically sound, effective, and fair use. This study investigated the AI literacy of Vietnamese undergraduate students in two disciplinary contexts through the use of Xu et al.'s (2025) L2 Writing–Student AI Literacy Scale (L2W-SAILS). A survey was administered to 323 students: 126 in a medical university and 197 in an economics university. Students' AI literacy was assessed across four domains by the scale: understanding, use, evaluation, and ethics. Descriptive statistical analysis uncovered significant differences between the two student populations in their self-reported understanding and use of AI tools to write, with economics students being higher in their perceived competence. Nonetheless, both populations demonstrated lower scores in their critical evaluation as well as considerations in ethics. The study's outcomes indicate that disciplinary background can affect students' use of GenAI tools, and that focused teaching as well as policy formulation is required to aid AI use in writing in line with responsibility. Lines of implication to incorporate AI literacy in writing assessment practice are framed.

[Asiacall-79]

Exploring Student Motivation through WooClap-Supported English Learning: A Self-Determination Theory Perspective

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Abstract

Since digital technologies are increasingly integrated into language teaching situations, understanding how they impinge upon student motivation is very important. This research explores the motivational experiences of students utilizing WooClap, which is an intelligent audience response system, in English studies at an economics college in Ho Chi Minh City, Vietnam. Grounded in Self-Determination Theory (SDT), the study focuses on how WooClap supports students' basic psychological needs for autonomy, competence, and relatedness, which are central to fostering intrinsic motivation and sustained engagement. The investigation used a quantitative survey questionnaire administered to 231 undergraduate students who were familiar with WooClap in their English courses. The adapted scale from SDT displayed generally high levels of perceived study engagement, particularly in competence- as well as enjoyment-related zones. However, feedback also indicated variance in students' perception of themselves as more or less autonomous, usually due to instructional designs. The findings suggest that when used judiciously, WooClap can enhance motivational climates in EFL teaching contexts under large-group arrangements in universities. The study raises some Implications for technology-enhanced teaching approaches as well as motivational scaffolds in the higher education context.

Key words: Wooclap, Self-Determination Theory, Motivation, Vietnamese higher education

[Asiacall-80]

The Effectiveness of Project-Based Learning Models to Improve Mahārah al-Kalām: A Systematic Literature Review

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Abstract

Speaking skill (mahārah al-kalām) is a fundamental goal and a persistent challenge in learning Arabic as a foreign language. Traditional learning models often fail to bridge the gap between linguistic knowledge and functional communicative competence. In response, the Project-Based Learning (PjBL) model has emerged as a student-centered pedagogical alternative. This systematic literature review aims to synthesize and critically evaluate empirical evidence regarding the effectiveness of PjBL in improving students' mahārah al-kalām, focusing on literature published between 2015 and 2025. Following PRISMA guidelines, relevant articles were identified from databases such as Scopus, Web of Science, ERIC, and SINTA. The analysis of the selected studies reveals three main findings. First, the implementation of PjBL in Arabic language classrooms is dominated by technology-based projects that produce authentic digital products, such as vlogs and conversational videos, designed for a real audience outside the classroom. Second, empirical evidence consistently shows that PjBL is significantly effective not only in improving the linguistic components of mahārah al-kalām (fluency, pronunciation, vocabulary, and grammar) but also in strengthening affective dimensions, such as motivation, self-confidence, and a reduction in language anxiety. Third, the successful implementation of PjBL is highly dependent on supporting factors like the teacher's role as a facilitator and the relevance of the project, yet it faces significant challenges related to time management, resource availability, and the complexity of assessment. This review concludes that PjBL is a highly promising pedagogical model for the holistic development of mahārah al-kalām. Theoretical, practical, and policy implications are discussed to provide an evidence-based guide for academics, practitioners, and policymakers in the field of Arabic language education.

Keywords: Project-Based Learning; PjBL; Mahārah al-Kalām;

[Asiacall-81]

**Exploring AI-Mediated Informal EFL Learning Practices among
Indonesian University Students**

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Abstract

Artificial intelligence (AI) is increasingly used in informal English as a Foreign Language (EFL) learning, yet little is known about how Indonesian university students adopt and experience such tools. This study employed an explanatory sequential mixed-methods design informed by the Technology Acceptance Model (TAM). A total of 54 students filled in the online questionnaire measuring students' AI usage, perceived usefulness, ease of use, motivation, and challenges. Meanwhile, 3 purposively selected students attended semi structured interviews. The quantitative data were analysed with descriptive statistics, while the qualitative data were analysed using thematic analysis. Students reported moderate to frequent use of AI tools. Perceived usefulness and motivation were the strongest predictors of learning effectiveness. Findings suggest that Artificial Intelligence could help EFL students learn informally if the learners critically engage with the AI and value their utility. Pedagogical strategies should promote informed, ethical, and reflective AI use beyond the classroom.

[Asiacall-82]

Exploring AI-Mediated Informal EFL Learning Practices among Indonesian University Students

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Abstract

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[Asiacall-83]

Critical Reading Strategies Used by University Students in Their English Reading Comprehension

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Abstract

Critical reading is widely recognized as a vital skill in both general learning and foreign language acquisition. However, many students overlook it, and their engagement with critical reading strategies remains underexplored. This study investigates undergraduate students' use of critical reading strategies in English reading at a Vietnamese university. A mixed-methods design was employed, combining the Survey of Critical Reading Strategies (SOCRS) administered to 799 students across cohorts with semi-structured interviews conducted with 16 participants. The SOCRS, a psychometrically robust instrument, collected demographic data and Likert-scale responses on the use of pre-, while-, and post-reading strategies, while the interviews provided further insights into students' reasoning and challenges. Findings revealed a clear hierarchy of strategy use: pre-reading strategies were employed most frequently, followed by while-reading strategies, whereas post-reading strategies were least utilized. Students reported regular reliance on surface-level strategies, such as dictionary consultation, contextual guessing, and predicting content from titles. In contrast, higher-order strategies- summarizing, questioning, analyzing, and comparing texts- were used far less often. These results indicate that although students recognize the importance of critical reading, they engage insufficiently in deeper analytical and evaluative practices. The study highlights the need for explicit instruction, systematic scaffolding, and targeted training to foster higher-order critical reading skills, particularly in post-reading processes, thereby strengthening learners' critical literacy and better preparing them for academic and professional demands.

[Asiacall-84]

Development of AI-based and Multimodal Text-Assisted Scientific Writing Digital Textbooks: Is It Necessary for High School Teachers and Students?

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Abstract

This research examines the needs and challenges in developing artificial intelligence (AI)-based and multimodal digital textbooks for scientific writing, specifically designed for teachers and high school students in Surakarta. The primary concern is the disparity between the demands of 21st-century learning and the availability of textbooks that are adaptive, interactive, and technologically relevant. This study aims to identify preferences, expectations, and trends in the use of AI technology and multimodal texts in digital textbooks. The research method employed was qualitative, utilizing a survey, interview, and literature study approach, involving 9 teachers and 67 students as respondents. Data was collected through questionnaires and interviews, then analyzed using data analysis techniques. The results show that the majority of teachers and students want a digital textbook that integrates visuals, audio, and video, as well as utilizes AI applications such as ChatGPT and Google tools. Teachers place more emphasis on curriculum integration and learning effectiveness, while students prioritize a practical and enjoyable learning experience. The research discussion highlighted the importance of collaboration between teachers and students in developing digital textbooks, as well as the necessity of a responsive approach to meet the needs of both parties. The study's conclusion emphasizes that the development of AI-based and multimodal digital textbooks for scientific writing is a strategic solution to enhance the quality of learning, making significant theoretical and practical contributions. This research also presents opportunities for further development, particularly in exploring multimodality and its application at various levels of education.

Keywords: development of digital textbooks for scientific writing, AI, multimodal texts, teachers, and high school students

[Asiacall-85]

**Lesson Study as a Model for Collaborative Learning and Reflection in
Preservice Teacher Education**

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Abstract

Lesson Study (LS) has been widely recognized as an effective model for improving teaching practices through collaboration and reflection. However, its integration into preservice teacher education, particularly in the Indonesian Teaching Practice Program (PPL PPG), remains underexplored. This study addresses the gap by examining how LS supports preservice teachers in planning, implementing, and reflecting on their teaching during school-based practice. The research was conducted with preservice teachers enrolled in the PPG program, accompanied by mentor teachers and university lecturers. Data were collected using structured observation sheets focusing on the three stages of LS: Plan, Do, and See/Reflect. Findings show that during the Plan stage, collaborative lesson planning helped preservice teachers design lessons with clear objectives, innovative strategies, and integration of technology. In the Do stage, preservice teachers implemented the lessons effectively, engaging students and utilizing media, while mentors provided guidance without excessive intervention. The See/Reflect stage enabled participants to exchange constructive feedback, analyze strengths and weaknesses, and recommend improvements for subsequent cycles. The study concludes that LS not only enhances preservice teachers' reflective and collaborative skills but also promotes the practical application of technological, pedagogical, and content knowledge. It offers a sustainable framework to bridge theory and practice in teacher education.

[Asiacall-86]

AI-Translation Editing Behavior of Undergraduate EFL Students: A Study into Decision Making Process

Nguyen Truong Sa

Le Pham Thien Thu; Vo Nhat Sinh; Le Thi Thuy; Nguyen Ngoc Hiep

Abstract

The appearance and availability of AI-powered tools (or AI) is changing how people are teaching and learning a language. Translator education is also changing with the influence of such new educational technologies. A number of studies in recent years investigated into the effectiveness of translation works, different types of technologies and AI-powered tools employed, and perceptions and evaluation of the AI users. This study further closes the gap of the literature by examining students' behavior and decision-making process when employing AI to complete translation tasks. A quasi-experiment study was conducted with a group of 33 undergraduate English as a Foreign language learners in their 9 weeks translation course in which AI were allowed and encouraged to use by the teacher. Data was collected from participants self-reflections on their works, survey, and individual stimulated recall interviews. The results showed that the participants are aware of the distinguished roles of human and AI in different stages of translation. Their behaviors and decisions are shaped by the contexts and requirements of the given tasks and they had their own strategies to ensure both learning and task productivity. The recommendation is that AI employment in translation teaching should be planned very carefully to make it fit to both students' needs and course requirements .

Key words: AI-Translation; Translator's editing behavior; Translation decision making

[Asiacall-87]

Enhancing Listening Skills, Metacognition, and Self-Efficacy: The Impact of Self-Directed Online Metacognitive Practice on Bangladesh EFL Learners

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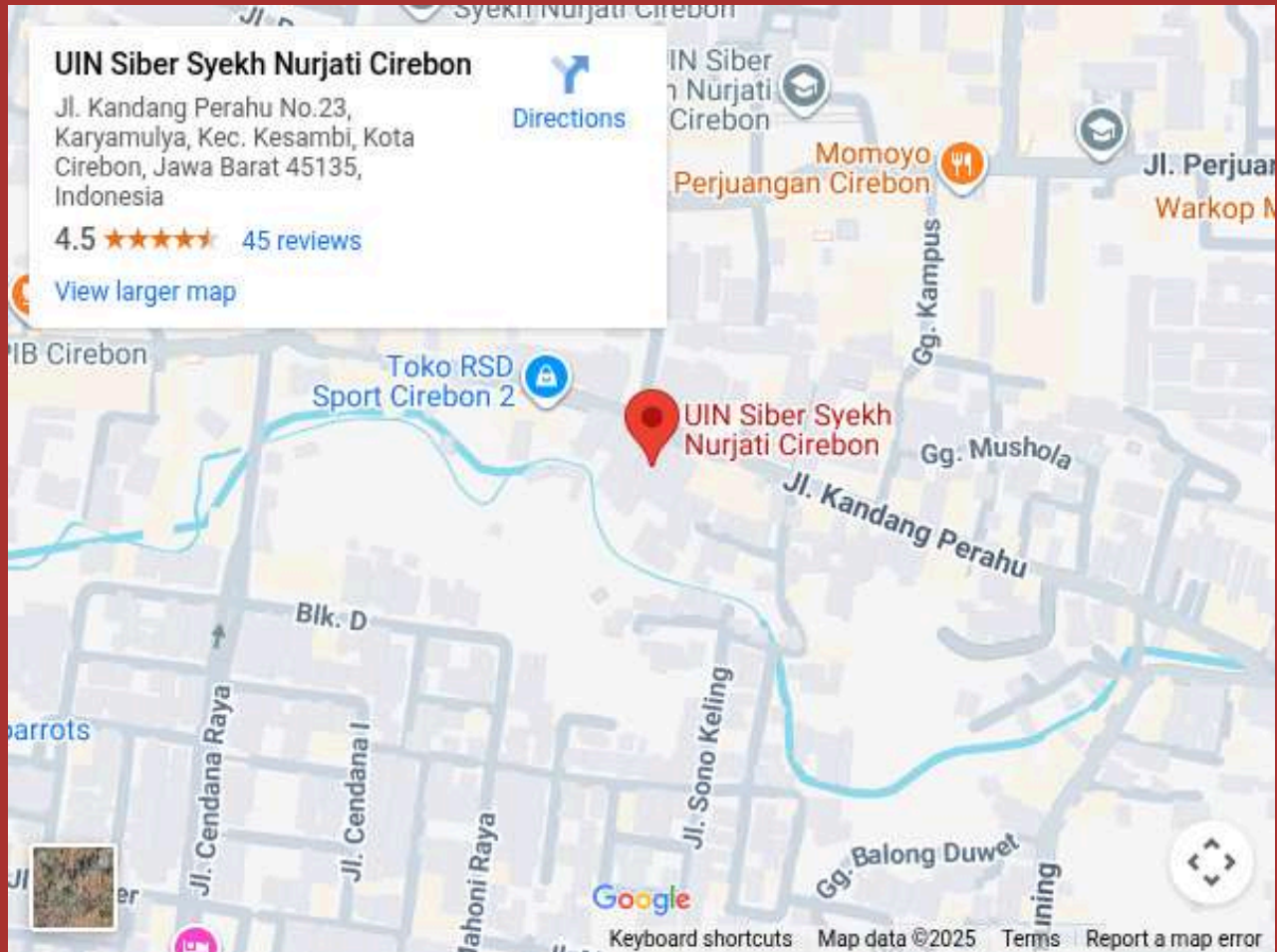
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Abstract

The appearance and availability of AI-powered tools (or AI) is changing how people are teaching and learning a language. Translator education is also changing with the influence of such new educational technologies. A number of studies in recent years investigated into the effectiveness of translation works, different types of technologies and AI-powered tools employed, and perceptions and evaluation of the AI users. This study further closes the gap of the literature by examining students' behavior and decision-making process when employing AI to complete translation tasks. A quasi-experiment study was conducted with a group of 33 undergraduate English as a Foreign language learners in their 9 weeks translation course in which AI were allowed and encouraged to use by the teacher. Data was collected from participants self-reflections on their works, survey, and individual stimulated recall interviews. The results showed that the participants are aware of the distinguished roles of human and AI in different stages of translation. Their behaviors and decisions are shaped by the contexts and requirements of the given tasks and they had their own strategies to ensure both learning and task productivity. The recommendation is that AI employment in translation teaching should be planned very carefully to make it fit to both students' needs and course requirements

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