ICFULL 2025 & GLoCALL 2025

第四届未来语言学习国际会议暨
全球计算机辅助语言学习国际会议

The International Conference on Future Language Learning and the Global and Local Conference on Computer-Assisted Language Learning

PROCEEDINGS

2025年5月23-25日

May 23-25, 2025, Beijing China

中国·北京

北京邮电大学(沙河校区)

BEIJING·CHINA
BEIJING UNIVERSITY OF POSTS
AND TELECOMMUNICATIONS
 (SHAHE CAMPUS)

北京邮电大学
Beijing University of Posts and Telecommunications

Proceedings of the International Conference on Future Language Learning (ICFULL 2025) & the Global and Local Conference on Computer-Assisted Language Learning (GLoCALL 2025)

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Welcome Messages

Welcome Message from Academic Committee Chair of ICFULL & GLoCALL 2025

Chair, ICFULL Academic Committee
Chair, APSCE Theme-Based International Conference Series
Working Group
Honorary Executive Committee Member, APSCE

Prof. Tak-Wai CHAN
Chair Professor, Taiwan Central University, China

On behalf of the Asia-Pacific Society for Computers in Education (APSCE) and the Steering Committee of ICFULL, I am deeply honored and delighted to welcome you to the International Conference on Future Language Learning (ICFULL 2025) and the Global and Local Conference on Computer-Assisted Language Learning (GLoCALL 2025).

Since its inception, ICFULL has grown into a vibrant platform for exploring the future of language learning in the digital age. Building on the strong foundations established in previous years, ICFULL collaborates GLoCALL in 2025 and continues to bring together educators, researchers, and technologists to share pioneering research, innovative practices, and forward-looking perspectives on future-oriented language education.

We are living in a transformative era, where artificial intelligence, immersive media, and interdisciplinary innovations are rapidly reshaping education—and language learning is no exception. As part of APSCE's Theme-Based International Conference Series (TBICS), ICFULL addresses not only technological advancement, but also the ethical, cultural, and human-centered dimensions of language education in the years ahead.

This year, we continue to explore how emerging technologies can support inclusive, equitable, and sustainable approaches to language learning. The theme of ICFULL & GLoCALL 2025 highlights the synergy between humans and intelligent systems in cultivating not only digital fluency, but also cultural empathy, critical thinking, and lifelong learning. The conference serves as a platform for scholars and practitioners from diverse disciplines—such as computer science, linguistics, educational technology, and language education—to exchange ideas, advance theory and practice, and explore innovative paths for the future of language learning.

The success of a conference like this depends on the dedication, creativity, and tireless efforts of many individuals. I would like to extend my heartfelt appreciation to the program committee, reviewers, presenters, participants—and especially to the organizing team from the School of Humanities at Beijing University of Posts and Telecommunications, for their remarkable work in making this event possible.

I hope ICFULL & GLoCALL 2025 will spark new collaborations, ignite fresh insights, and move us closer to a more connected, inclusive, and linguistically enriched world. Wishing you a productive and inspiring conference experience!

PROF. DR. Tak-Wai Chan

Chair, Academic Committee, ICFULL & GLoCALL 2025

Welcome Message from the President of PacCALL and International Conference Co-chair of ICFULL & GLoCALL 2025

President of PacCALL Committee
Professor at HELP University, Kuala Lumpur, Malaysia

Prof. Siew Ming THANG
Professor at HELP University, Kuala Lumpur, Malaysia

We are truly honored to support the School of Humanities of Beijing University of Posts and Telecommunications in organizing ICFULL & GLoCALL 2025.

This year's conference will feature around 100 presentations from both local and international contributors, including keynote sessions, concurrent papers, workshops, and featured forums. These sessions will cover a wide range of CALL and TELL topics from international scholarly fields, offering practical and thought-provoking insights for language classrooms. As in previous years, the first day will be dedicated to hands-on workshops led by our distinguished plenary and invited speakers, specifically designed for local CALL teachers and practitioners.

It has been an exciting experience for us to collaborate with the ICFULL team. I would like to extend my heartfelt thanks to the local organizing team, chaired by Professor Dr. Zheng Chunping, for their unwavering dedication and resilience in overcoming the challenges to make this significant conference a reality.

Finally, I would like to express my gratitude to the loyal GLoCALL members who have steadfastly supported the GLoCALL series of conferences over the years. I also extend a warm welcome to ICFULL members, and presenters and participants joining us at this conference for the first time.

With that, I wish everyone a memorable and enjoyable experience at the conference.

PROF. DR. Siew Ming THANG

President, PacCALL

International Conference Co-chair, ICFULL & GLoCALL 2025

Welcome Message from International Conference Chair of ICFULL & GLoCALL 2025

International Conference Chair, ICFULL & GLoCALL 2025
Acting Dean of School of Humanities, BUPT
Director, National Teaching Demonstration Center, BUPT

Prof. Chunping ZHENG
Professor at Beijing University of Posts and Telecommunications, China

Dear Colleagues and Students,

Welcome to the International Conference on Future Language Learning (ICFULL 2025) and the Global and Local Conference on Computer-Assisted Language Learning (GLoCALL 2025)! It is a wonderful experience that the two international conferences GLoCALL and ICFULL could be jointly held at Beijing University of Posts and Telecommunications (BUPT). China is one of the most hospitable countries around the world and there has been a long tradition of academic exchange among the scholarly community ever since the Silk Road, an ancient trade route linking China with the world, which carried goods and ideas among different civilizations. I believe that ICFULL & GLoCALL 2025 will become a platform linking the CALL community in China and the world, picturing the future of CALL in the digital age.

In line with "The Asia-Pacific Society of Computers in Education" (APSCE)'s initiative to lead and respond to the fast-changing world, the first ICFULL conference was successfully held in The Education University of Hong Kong in 2022. The second and third ICFULL conferences were held in Beijing Normal in China and Ateneo de Manila University in the Philippines. The conference has envisioned the opportunities and challenges with the application of emerging technologies in language education. The theme of ICFULL & GLoCALL 2025 is "Picturing the Future of Language Education in the Era of Intelligence". It aims to provide a platform for academics and researchers from transdisciplinary areas around the world to share and exchange ideas for advancing future language learning.

The ICFULL & GLoCALL 2025 features four keynote speeches, one pre-conference workshop, 93 oral presentations, and two forums with six invited speakers. The conference received more than 140 high-quality submissions from around the world, and 93 extended abstracts were finally accepted after the strict peer-review process. The submissions involve authors from seventeen countries, including China, Australia, Belize, Brunei Darussalam, Canada, India, Japan, Malaysia, Nepal, Poland, South Korea, Spain, Thailand, Turkey, United States, Uzbekistan, and Viet Nam. Each accepted abstract has gone through two to three blinded reviews by the program committee (PC) members. We appreciate the full support and contribution from our academic committee members, consultants, PC members, conference organizers, chairs, co-chairs, presenters, and student helpers to make this conference possible!

Wish you all an enjoyable experience at the conference in Beijing, China!

PROF. DR. Chunping ZHENG

International Conference Chair, ICFULL & GLoCALL 2025

Introduction

Theme: Picturing the Future of Language Education in the Era of Intelligence

The International Conference
on Future Language Learning and
the Global and Local Conference
on Computer-Assisted Language Learning
ICFULL 2025 & GLoCALL 2025

The rapid advancement of intelligent technologies is reshaping theories, methodologies, and practices in technology-enhanced language learning (TELL), giving rise to new language teaching and learning phenomena. This has sparked global interest around the world in the role of technology in language education, particularly in its potential to provide greater access, affordability, and personal learning experiences. The future of language learning in the ever-changing digital and intelligent era needs to be constantly envisioned. ICFULL & GLoCALL 2025 will convene in Beijing from 23-25 May 2025 to explore future and current issues surrounding the impact of intelligent technologies on language learning.

ICFULL & GLoCALL 2025 aims to bring together scholars and practitioners to share their insights and explore the potential of advanced technologies in shaping the future of language education. The conference invites original research on theories, methodologies, and pedagogies in Technology-Enhanced Language Learning (TELL). Key areas of focus include AI-supported language learning, personalised and adaptive learning, digital game-based learning, technology-assisted self-directed learning, learning analytics in language education, and assessment using emerging technologies. Additionally, it welcomes studies on the design and application of new technologies in language learning. Ethical considerations surrounding TELL will also be discussed to deepen understanding of the human-machine relationship. In summary, ICFULL & GLoCALL 2025 seeks to illuminate the current landscape and future directions of language learning powered by technological innovations.

Academic Support: Pacific CALL / PacCALL

Pacific CALL (PacCALL) promotes the use and professional support of CALL throughout the Pacific region, from North, East, and Southeast Asia, to Oceania, and the coastal countries of the Americas. In bringing professionals together from this tremendously diverse cultural and linguistic area, we hope to recognize the interconnected nature of the region and the tremendous possibility for CALL to assist both language learners and educators around the Pacific.

Many academic and educational benefits can come when CALL professionals from one of the most active second language learning regions on earth are brought together.

Our membership hopes to provide a venue for collegial support, both online and in person, through joint research projects and collaboration on professional development, new CALL approaches, and information about everything from job opportunities to instructional resources.

We aim to give voice to the varied communities making up the Pacific by extending fair membership costs, fellowship programs, and honorary memberships to colleagues that may not otherwise be able to fully participate in the association.

Recent developments in Online Communities allow the association workspace to become a truly interactive context for lively debate, networking, research, and other forms of collaboration. As befits a CALL association, we endeavor to expand traditional notions of the academic journal, conference, website, and society by incorporating virtual environments to reduce traditional limitations of distance, time, and cost and enhance the efficacy of our association.

In cooperation and collaboration with APACALL and other academic associations, PacCALL hosts the annual GLoCALL Conference (Globalization and Localization in CALL) in the Asia Pacific Region each year.

Academic Support: Asia-Pacific Society for Computers in Education (APSCE)

The *Asia-Pacific Society for Computers in Education (APSCE)* was formed on 1 January 2004. It is an independent academic society whose broad objective is to promote the conduct and communication of scientific research related to all aspects of the use of computers in education, especially within the Asia-Pacific. For more details about APSCE, please visit the website: https://new.apsce.net/

The specific objectives of APSCE are:

- To promote the conduct and dissemination of research employing the use of computing technologies in education within the Asia-Pacific region and internationally.

- To encourage and support the academic activities of researchers in member countries and to nurture a vibrant research community of younger as well as more experienced researchers.

- To enhance international awareness of research conducted by researchers in member countries.

- To obtain greater representation of active researchers from the Asia-Pacific region in committees of related leading academic and professional organizations and the editorial boards of reputable journals.

- To organize and hold the International Conference on Computers in Education (ICCE) conference series in member countries.

- To engage in other appropriate academic and professional activities including but not limited to the setting up of Special Interest Groups (SIGs) and the publication of a Society newsletter and a Society journal.

Hosted by: Beijing University of Posts and Telecommunications

Founded in 1955, Beijing University of Posts and Telecommunications (BUPT) is committed to cutting-edge research and practice in the fields of telecommunications, artificial intelligence, network technology, and integrated circuits. Two disciplines of BUPT, namely "Information and Communication Engineering" and "Computer Science and Technology" were included in China's "double first-class" discipline development initiative. According to the 2020 US News Global University Rankings by Subject, BUPT is ranked 19th in Electrical and Electronic Engineering and 23rd in Computer Science in the world. The discipline of "Computer Science and Technology" at BUPT ranks in the top 1‰ in ESI.

In recent years, BUPT has actively responded to the call of UNESCO and the Chinese Ministry of Education to accelerate the integration of resources across education, industry, and other sectors. As part of this effort, BUPT developed UNETS, a forward-thinking central learning platform designed to bridge the gaps between teaching and learning, as well as between learning and real-world application. The platform has given rise to a host of innovative digital education applications, including MashOn, Up, iLink and Utalk. Central to our vision of a university without boundaries, UNETS acts as a bridge between industry and academia, integrating computing power with network infrastructure to empower learning through AI and foster a collaborative learning ecosystem.

Within BUPT, the School of Humanities was established in September 2008. The school is one of the pioneering institutions in China dedicated to the research and practice of computer-assisted language learning (CALL). Featured by "digital humanities", the school encompasses four main disciplines including foreign language and culture, Chinese language and culture, law and education. Leveraging BUPT's strengths in information technology, the school looks forward to collaborating with all stakeholders to accelerate the transformation of digital humanities through intelligent technology.

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Co-chair

Siew Ming THANG	HELP University, Malaysia
Yu-Ju LAN	Taiwan Normal University, China
Yanjie SONG	The Education University of Hong Kong, China
Chunping ZHENG	Beijing University of Posts and Telecommunications, China

Academic Consultants from ICFULL 学术顾问 (ICFULL)

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Tak-Wai CHAN	Taiwan Central University, China

Steering Committee Co-Chair

Yanjie SONG	The Education University of Hong Kong, China

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Wen-Chi Vivian WU	Asia University, China
Yu-Ju LAN	Taiwan Normal University, China

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Hiroaki OGATA	Kyoto University, Japan
Ting-Chia HSU	Taiwan Normal University, China
Chunping ZHENG	Beijing University of Posts and Telecommunications, China

Academic Consultants from PacCALL 学术顾问（PacCALL）

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Peter GOBEL	Kyoto Sanyo University, Japan
Kean Wah LEE	University of Nottingham in Malaysia, Malaysia
Hai Xiao WANG	University of Nanjing, China

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Gavin Junjie WU (Head)	Macao Polytechnic University, China
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Asian Said	Universiti Technologi Mara, Kelantan, Malaysia

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International Conference Co-Chair： Siew Ming THANG 国际会议联合主席：Siew Ming THANG

Local Chair： Jingjing LIAN 会议本地主席：连晶晶

Local Co-Chair： Zengyan XIA, You SU 会议本地联合主席：夏增艳，苏友

Local Conference Organization and Coordination: Yanan SHENG, Chunping ZHENG, Jingpeng YANG

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Conference Proceeding: Chunping ZHENG, Siew Ming THANG, Jingjing LIAN, You SU, Zengyan XIA, Yun WEN

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Conference Reception: Zengyan XIA, Lixia JIAO, Jing TAO, Jinjin SHI, Jun LI

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Yu LU	Beijing Normal University
Yueh LEE	Universiti Teknologi Brunei
Yuying ZHI	University of Shanghai for Science and Technology

Schedule at a Glance

Paper presentation time

15-minute oral presentation and 5-minute Q&A for each paper presentation (20 minutes in total for each). Please arrive at the venue at least 10 minutes before the start of the session. *(All times are displayed in GMT +8).* **On-site registration is open from 8:00 AM to 5:00 PM on 23 May 2025 in the Conference Hall of Vision Plaza, Shahe. You can also register during 8:00 AM to 8:30 AM on 24 May and 25 May 2025.**

Day 1: 23 May 2025 (Friday) Conference Venue (Shahe Campus of BUPT)	Day 2: 24 May 2025 (Saturday) Conference Venue (Vision Plaza Shahe)	Day 3: 25 May 2025 (Sunday) Conference Venue (Shahe Campus of BUPT)
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	9:20 -9:50 ▲Opening Ceremony	
	9:50-10:30 ▲Keynote Speech-1	
	10:30-11:10 ▲Keynote Speech-2	12:00-12:30 ▲Closing Ceremony (Awarding Ceremony)
	11:10-11:30 Tea Break	
	11:30 -12:30 ▲Featured Forum	
12:30-14:00 Lunch Break	12:30-14:00 Lunch Break	12:30-14:00 Lunch Break
14:30-17:30 ▲Concurrent Sessions	14:00-14:40 ▲Keynote Speech-3	13:30-14:30 ▲PacCALL Meeting
	14:40-15:20 ▲Keynote Speech-4	Leaving the Conference
17:30-20:00 Welcome Reception	15:20-15:40 Tea Break	
19:00-20:00 ▲Meeting for Academic and Organizing Committee Members	15:40 -17:40 ▲Editor Forum ▲Featured Forum	
	18:00-20:00 ▲Conference Dinner	

Programme

Time 时间	Session 内容	Venue 地点
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09:30-12:30	Workshop: VR, SVVR & Innovation in Education 工作坊：虚拟现实与教育创新 Organizer: 组织者 Morris Siu-Yung JONG , Professor at The Chinese University of Hong Kong (庄绍勇教授，香港中文大学) Tsun Hin LUK, Chief Educational Innovation Officer at The Chinese University of Hong Kong (陆晋轩先生 香港中文大学) Chair 主持人: Lin LUAN (Associate Professor, Beijing University of Posts and Telecommunications) (栾琳副教授，北京邮电大学)	S-318 Teaching and Lab Building Shahe Campus of BUPT 北邮沙河校区 教学实验综合楼 S-318
12:30-14:00	**Lunch Break 午餐**	S-319, Teaching and Lab Building Shahe Campus of BUPT 北邮沙河校区 教学实验综合楼S-319

Day 1 (23 May, 2025) Friday (Shahe Campus of BUPT) 第1天- 5月23日 星期五 （北邮沙河校区）				
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	Chuanyi Zu and Xin Zhao	Ailin Wang, Tongtong Shen, Chunping Zheng and Nan Ge	Wenhui Tang, Ke Xu, Qianhui Luan and Leiyu Shi	Chunmei Duan and Yuanyuan Qian
14:50-15:10	#127 Emerging Technologies Empowered Language Assessment: Application Analysis, Key Challenges, and Future Directions—Insights from Bibliometric and Critical Reviews	#134 Research on Teaching Strategies for Academic Chinese Empowered by Artificial Intelligence Technology for Undergraduate International Students in China	#23 The Influence of Multimodal Corpus-Assisted Teaching on Students' Adaptivity	#126 Effects of Augmented Reality (AR) Technology on English Vocabulary Acquisition Among Chinese Science and Engineering Majors
	Qianhui Luan and Huilin Fu	Xu Liu, Mengzhen Xu and Xiaoming Yang	Kaiben JANG and Yanyan SUN	Zhiyuan Li
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	Shijie Huang and Yuqing Luo	Hualian Huang and Yanyan Sun	Ruoran Zhao	Ping Li and Jingjing Lian
15:30-15:50	#61 Exploring the Differences of Teacher Feedback and ChatGPT Feedback: A Perspective on Content Critique Feedback	#14 A Study on the Impact of Automated Writing Evaluation on Chinese Writing for International Students in China	#116 The Effect of AI-assisted pedagogy on Oral Proficiency of EFL Students	#113 Development and Validation of a Rubric for Assessing English Public Speaking Competence in an AI-Assisted Automated Assessment
	Ji Jiaojiao, Zhao Hengxuan and Wu Yong	Shuhua Zhang and Yanyan Sun	Jiaming Gao	Ping Lu and Chunping Zheng
15:50-16:10	#103 Developing and Validating an Instrument for Measuring the Artificial Intelligence Literacy of University Learners	#110 Analysis and Exploration of Chinese Language Apps to Assist International Students in Learning Chinese Characters	#34 Applications of Artificial Intelligence in Translation: A Literature Review	#30 Innovative Practices and Reflections on International Chinese Education Supported by AI
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Day 1 (23 May, 2025) Friday (Shahe Campus of BUPT) 第1天- 5月23日 星期五 （北邮沙河校区）				
Concurrent Sessions 分会场 @ BUPT	*Session A1* *Evaluation* Chair: Yuqing LUO 罗雨青 **Room: S1-305**	*Session A2* *Teaching Chinese* Chair: Lu ZHANG 张露 **Room: S1-310**	*Session A3* *Corpus/Translation/Speaking* Chair: Ke XU 许可 **Room: S1-313**	*Session A4* *Innovative practices* Chair: Xiao TAO 陶晓 **Room: S1-317**
16:10-16:30	#82 Using Regulation Scripts to Facilitate Collaboration in AI-assisted Small Group Writing: A Case Study	#133 Technology-Enhanced Chinese Language Teaching Based on Sociocultural Theory: A Case Study of the Confucius Institute at the University of the South Pacific	#114 Exploring the Relationships between Classroom Emotions, Willingness to Communicate, and Speed Fluency in L2 Class Among Chinese University Students	#98 AI Feedback in EFL Students' Speaking: Impact on Speaking Proficiency, Affective Variables and Willingness to Communicate
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16:50-17:10	#71 A Bibliometric Study on Second Language Writing Feedback: Trends and Developments (2015–2024)	#29 Research on the Application of AI-Based Assessment Systems in HSK Preparation — A Case Study of iFLYTEK AI Scoring	#118 Machine Translation Performance in External Publicity News: A Comprehensive Evaluation Based on BLEU and BERT	#20 Enhancing Study-Abroad English Learning withAI-Powered Scenario Simulation
	Hengxuan Zhao, Jiaojiao Ji and Yong Wu	Yirou Chang and Yanyan Sun	Ying Jiang and Qian Wang	Sujie Zhu, Jingxuan Wang, Xiaowen Hu and Jing Tao
17:30-20:00	**Welcome Reception 欢迎招待会**　　First Floor Lobby, School of Humanities Building (in front of **S2-**107) 人文学院楼一层大厅(**S2-**107前面)			
19:00-20:00	**Meeting for Academic and Organizing Committee Members (As invited)** 组委会闭门会议			**S2-**107

Day-2 (24 May, 2025) Saturday (Conference Venue: Vision Plaza Shahe) 第2天-5月24日 星期六 （沙河唯实酒店）		
Time 时间	**Session 内容**	**Venue 地点**
9:00-9:20	**Group Photo 集体合影**	**In Front of the Hotel 沙河唯实酒店 一层户外**
9:20-9:50	**Opening Ceremony 开幕式** **Welcome Message from BUPT 北京邮电大学校领导致辞** Speaker 发言人: TBA (北京邮电大学 校领导) **Welcome Message from Academic Committee Chair of ICFULL & GLoCALL 2025 本届会议学术指导委员会主席致辞** Speaker 发言人: Prof. Tak-Wai CHAN, Taiwan Central University, China (Tak-Wai CHAN 教授, 中国台湾中央大学) **Welcome Message from the President of PacCALL 环太平洋计算机辅助语言学习国际会议主席致辞** Speaker 发言人: Prof. Siew Ming THANG, HELP University, Malaysia (Siew Ming THANG 教授, 马来西亚精英大学) Chair 主持人: Prof. Chunping ZHENG, Beijing University of Posts and Telecommunications, China (郑春萍教授, 北京邮电大学)	**Conference Hall No.1, Second Floor** **Vision Plaza Shahe** 沙河唯实酒店 二层1号厅
9:50-10:30	**Keynote Speech-1 主旨发言#1** Title 题目: Does digital transformation really lead to inclusivity and democratization in education? Or is it a utopia? Speaker 发言人: Prof. Ana María GIMENO, Universitat Politècnica de València, Spain (Ana María GIMENO 教授 西班牙瓦伦西亚理工大学) Chair 主持人: Prof. Zhihong LU, Beijing University of Posts and Telecommunications, China (卢志鸿教授 北京邮电大学)	
10:30-11:10	**Keynote Speech-2 主旨发言#2** Title 题目: Educational AI Agents and Their Application in Foreign Language Teaching Speaker 发言人: Prof. Haixiao WANG, Nanjing University, China (王海啸教授 南京大学) Chair 主持人: Prof. Siew Ming THANG, HELP University, Malaysia (Siew Ming THANG 教授, 马来西亚精英大学)	
11:10-11:30	**Tea Break 茶歇**	

Day-2 (24 May, 2025) Saturday (Conference Venue: Vision Plaza Shahe) 第2天-5月24日 星期六 （沙河唯实酒店）		
Time 时间	**Session 内容**	**Venue 地点**
11:30-12:30	**Featured Forum** Theme 主题: Empowering EFL Learners in the Age of AI: Agency, Engagement, and Innovative Pedagogical Design Speakers 发言人: Prof. Ke ZHAO and SUFE team (Shanghai University of Finance and Economics, China) Chair 主持人: Prof. Li ZHI, Beijing Forestry University, China (李芝教授 北京林业大学)	**Conference Hall No.1, Second Floor** **Vision Plaza Shahe** 沙河唯实酒店 二层1号厅
12:30-14:00	**Lunch Break 午餐休息**	**Chinese Restaurant, G Floor (G层中餐厅）**
14:00-14:40	**Keynote Speech-3 主旨发言#3** Title 题目: Innovative Technologies and Motivation: Rewriting the Language Learning Narrative Speaker 发言人: Prof. Peter GOBEL, Kyoto Sangyo University, Kyoto, Japan (Peter GOBEL教授 日本京都产业大学) Chair 主持人: Prof. Dunlai LIN, Beijing Normal University, China (林敦来教授 北京师范大学)	**Conference Hall No.1, Second Floor** **Vision Plaza Shahe** 沙河唯实酒店 二层1号厅
14:40-15:20	**Keynote Speech-4 主旨发言#4** Title 题目: Reframing Second Language Education in the Age of Digital Intelligence Speaker 发言人: Prof. Yong Yan ZHENG, Fudan University, China (郑咏滟教授 复旦大学) Chair 主持人: Prof. Lili TIAN, Renmin University of China, China (田丽丽教授 中国人民大学)	
15:20-15:40	**Tea Break 茶歇**	

Day-2 (24 May, 2025) Saturday (Conference Venue: Vision Plaza Shahe) 第2天-5月24日 星期六 （沙河唯实酒店）		
Time 时间	**Session 内容**	**Venue 地点**
15:40-16:40	**Editor Forum** Title 题目: How to Get Your Paper Published: An Editor's Perspective Speakers 发言人: Prof. Yu-Ju LAN, Taiwan Normal University, China (篮玉如教授 中国台湾师范大学) Prof. Yongyan Zheng, Fudan University, China (郑咏滟教授 复旦大学) Chair 主持人: Prof. Chunping ZHENG, Beijing University of Posts and Telecommunications, China (郑春萍教授, 北京邮电大学)	**Conference Hall No.1, Second Floor** **Vision Plaza Shahe** 沙河唯实酒店 二层1号厅
16:40-17:40	**Featured Forum** Theme 主题: Emerging Technologies and Language Education Speakers 发言人: Prof. Wen Yun, Nanyang, Technological University, Singapore (温韫教授 新加坡南洋理工大学) Prof. Lung Hsiang WONG, Nanyang Technological University, Singapore (黄龙翔教授 新加坡南洋理工大学) Chair 主持人: Prof. Jingpeng YANG Beijing University of Posts and Telecommunications, China (杨京鹏教授 北京邮电大学)	
18:00-20:00	**Conference Dinner 晚餐**	**Conference Hall 2A** **First Floor** **Vision Plaza Shahe** 沙河唯实酒店 一层2号A会议厅

Day-3 (25 May, 2025) Sunday （Venue: Smart Teaching Building No. S1, Shahe Campus of BUPT）第3天 5月25日周日 （地点：北邮沙河校区 智慧教学楼 S1）				
Concurrent Sessions 分会场 @ BUPT	Session B1 *AI-Assisted Teaching* Chair: Xiangyu TAN 谭翔宇 **Room: S1-102**	Session B2 *Assessment* Chair: Xiuying LI 李秀英 **Room: S1-105**	Session B3 *Emerging Technologies* Chair: Yanjie SONG 宋燕婕 **Room: S1-109**	Session B4 *Student's Emotions/Engagement/Agency* Chair: Banban Li 李斑斑 **Room: S1-110**
09:00-9:20	#137 An Exploratory Study on ESL Teachers' Perspectives on the Use of Generative AI in Balancing Cognitive Load, Offload and Scaffold in Language Teaching	#22 Chinese EFL Students' Perception of Formative Online Quizzes for an Undergraduate-Level Translation Course: A Mixed-Methods Study	Immersive Learning with Generative AI: The Future of Language Learning	#2 Task Grit, Emotions and Behavioral Engagement during After-Class App-Assisted Vocabulary Learning among Chinese University EFL Learners
	Priyadarshini Muthukrishnan, Geetha Subramaniam, Rajeswari G and Portia R	Yuanjun Dai, Lili Dai and Zhiwei Wu	Yanjie SONG	Banban Li, Yasser Teimouri, Shenglan Mao and Na Wang
09:20-09:40	#27 Bridging Cultures and Languages: Pedagogical Translanguaging and AI-Assisted Learning in a Multilingual Workplace	#1 Evaluating Blended Learning Systems Success: A Case Study of Technology Integration in Chinese College English Education	#66 Construction and Implementation of a Deep Learning Model for Middle School English Based on Mixed Reality Technology	#96 Exploring the Influence of 5Cs on Lecturer Engagement within Remote Tertiary Educational Contexts
	Na Zhou	Mengjia Liu, Harwati Hashim and Nur Ainil Sulaiman	Miao Liu	Tuyen Nguyen Chau Bich, Olmedo Eric and Tram Le Thi Bich
09:40-10:00	#142 Artificial Intelligence Impacts on Transforming English Teaching Pedagogies at Higher Education in Vietnam	#39 Students' Perceptions of the Flipped Classroom Approach in Higher Education: A Case Study	#49 Enhancing Vietnamese EFL Students' Speaking Skills Through Augmented Reality: A Longitudinal Study in English for Tourism and Hospitality	#40 The Impact of Gamification on Intrinsic and Extrinsic Motivation in Japanese EFL Learners: A Study Using Classcraft
	Duc-Hanh Le	Kok Yueh Lee and Shana Mat Salleh	Thang Ho Minh and Suksan Suppasetseree	Tyler Mitchell and Davis Shum
10:00-10:20	#36 University Students' Perspectives on using ChatGPT for Storytelling to improve Speaking Proficiency	#59 Readability Analysis of Classical Poetry for Chinese as a Second Language Education: A Case Study of Ten Song Dynasty Poets	#101 The Outcomes of Using Digital Visuals to Enhance the Communicative Skills of Students in a Higher Technology Education Institution, Brunei Darussalam	#74 The Factors Influencing the Cultivation of Global Competence through AI-Assisted Teaching Technology: A Conceptual Paper
	Jiun Baek	Lei Xia, Lu Wang, Yuqi Zhu and Yiheng Zhao	Faris Ashwan, Nena Padilla-Valdez and Au Thein Wan	Yi Xue
10:20-10:25	**Break (中场休息)**			

Concurrent Sessions 分会场 @ BUPT	Session B1 *AI-Assisted Teaching* Chair: Xiangyu TAN 谭翔宇 Room: S1-102	Session B2 *Assessment* Chair: Xiuying LI 李秀英 Room: S1-105	Session B3 *Emerging Technologies* Chair: Yanjie SONG 宋燕婕 Room: S1-109	Session B4 *Student's Emotions/Engagement/Agency* Chair: Banban Li 李斑斑 Room: S1-110
10:25-10:45	#111 Review of Artificial Intelligence Empowering English Language Education from a Technology Application Perspective	#138 A Delphi Study on Factors Influencing the Effectiveness of AI-Integrated Teaching in Higher Education	#43 Data-Driven Teaching Management: Using Smart Classroom Systems for English Language Teaching Quality Assessment in Higher Education	#26 Classroom Engagement in Online Learning: Insights from STEM Lectures in a Bruneian University
	Yihuan Yuan, Tianjun Fu and Shengxuan Li	Jinbao Zhu and Priyadarshini Muthukrishnan	Xiaolu Wang, Meng Wang and Longsheng Xiao	Shana Mat Salleh and Kok Yueh Lee
10:45-11:05	#90 A Conceptual Framework on Factors that Promote AI-Assisted English Language Learning from the Perspective of Socio-Cultural Learning	#37 Digital Formative Assessment in Vietnam: EFL Teachers' Perceptions and Adoption Challenges	#108 Unpacking the Emergence of Spatial Repertoires in Mixed-Reality-Based Telecollaboration for L2 Teacher Intercultural Learning	#78 Personality Profiles as Key Drivers of Techno-Eustress for Enhancing Digital Well-Being in Online Learning
	Wei Wu	Phuong Thi Tieu Le, Quyen Thi Thuc Bui and Tho Doan Vo	Sumei Wu and Meei-Ling Liaw	Thean Pheng Lim and Siew Ming Thang
11:05-11:25	#85 The Impact of AI Agent-Powered Tiered Training Model on EFL Learners' English Speaking Proficiency and Intercultural Communication Skills	#25 The Impact of AI Chatbots on Second Language Learners' Motivation and Emotions in Language Learning: A Systematic Review and Meta-Analysis	#121 Exploring the Advantages and Challenges of Digital Storytelling for the Development of EFL Students' Digital Multimodal Composing Competence	#53 The Impact of AI-Generated Multimodal Teaching Materials on EFL Learners' Engagement and Emotional Experiences
	Rong Luo	Ruobing Qin and Yan Jiang	Xuefeng Xu and Sumei Wu	Zhaoyang Xiong, Junjie Gavin Wu and Danyang Zhang
11:25-11:45	#131 The Interplay of Self-Efficacy and Technology Acceptance in an AI-powered Academic English Learning System for Working Adults	#64 Behind Reliability and Validity: Unveiling Student Experiences in Peer Assessment for Group Work Tasks	#18 The Future of Vocabulary Learning: Insights from Vietnamese High School Students on the Use of Quizlet in Language Education	#62 Modeling the Interplay of Informal Digital Learning of English, Foreign Language Enjoyment and Anxiety in Predicting Self-Perceived and Actual L2 Proficiency
	Xiangyu Tan	Yan Shen	Thuan Chau Minh and Oanh Vo Le Hoang	Jingye Guo
11:45-12:05	#132 Research on the Application Overview of AI Software Platforms in Junior High School English Listening and Speaking Teaching	#67 Efficacy and Optimization Pathways of Adopting Generative AI to Empower Critical Thinking in EFL Context: An Empirical Case Study from the Perspective of Learner Perceptions	#70 Effects of Wordwall on Third Graders' Vocabulary Learning and Perceptions	#130 Exploring the Relationship among College Students' Motivation, Grit, and Writing Self-efficacy in a Blended Academic English Course
	Zhang Yinti and Zhang Hailong	Xiuying Li and Kaice Shi	Thanh Nga Do, Van Thanh Phan and Thanh Thi Ngoc Phan	Huayi Li and Jingjing Lian

Day-3 (25 May, 2025) Sunday （Venue: Smart Teaching Building No. S1, Shahe Campus of BUPT）第3天 5月25日周日 （地点：北邮沙河校区 智慧教学楼 S1）

Day-3 (25 May, 2025) Sunday （Venue: Smart Teaching Building No. S1, Shahe Campus of BUPT）第3天 5月25日周日 （地点：北邮沙河校区 智慧教学楼 S1）			
Concurrent Sessions 分会场 @ BUPT	*Session B5* *Teacher Education* Chair: Yinjie FANG 房印杰 **Room: S1-113**	*Session B6* *CALL Research* Chair: Danyang ZHANG 张丹阳 **Room: S1-114**	*Session B7* *Innovative Practices* Chair: Lynn Ling LI 黎岭 **Room: S1-117**	
09:00-9:20	#124 The Development of AI Ethics Descriptors for Secondary English Teachers in Vietnam	#47 Structured or Semi-Structured? Reflection Journals in Postgraduates' GAI Literacy Development in L2 Academic Writing	#33 Innovating Language Education with Unity: A Demo of a Spanish Learning Game Using Task-Based and Constructivist Methods	
	Tra Pham Thu and Quynh Nguyen Thi Ngoc	Danyang Zhang, Lanyu Wen and Junjie Gavin Wu	Rongji Tu	
09:20-9:40	#31 From Bytes to Authority: Unlocking the Impact of Digital Competence on EFL Teachers Classroom Leadership in China	#119 A Mechanism Study on How AI-Supported Multimodal Teaching Materials Enhance Critical Thinking Skills in English Majors	#58 Enhancing Academic English Teaching with Gen AI: Explorations at Beijing Jiaotong University	
	Yanna Zuo and Choon Keong Tan	Yan Li	Ge Gao and Yunhui Hao	
09:40-10:00	#100 College English Language Teachers' Perceived Use in Using AI for Outcome-Based Education	#24 Scaffolding Creativity: A Malaysian Case Study on AI-Powered Writing Tools in Primary Education	#129 Collaborative Teamwork in Project-based English Learning: Exploring an Online Community of Practice	
	Hanpu Zhang and Priyadarshini Muthukrishnan	Junyang Wang and Kean Wah Lee	Khoa Kim Doan, Hoi Vo, Nghia Tran	
10:00-10:20	#16 "Good English Teaching Practices" as Perceived in Teaching Contests in High School Level – A Case Study in Vietnam	#107 ESP Vocabulary Learning: Effects of GenAI Chatbots and Prompt Types on Retention, Transfer, and Student Acceptance	#94 Producing Short Films to Enhance Oral Communication of English Language Students Within Hybrid Learning Environments	
	Thanh Loan Vu and Hai Nguyen Nguyen	Van Thanh Phan and Quoc Bao Hoang	Tuyen Nguyen Chau Bich, Minh Nguyen Xuan and Khoa Doan Kim	
10:20-10:25	**Break 中场休息**			

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Concurrent Sessions 分会场 @ BUPT	Session B5 *Teacher Education* Chair: Yinjie FANG 房印杰 Room: S1-113	Session B6 *CALL Research* Chair: Danyang ZHANG 张丹阳 Room: S1-114	Session B7 *Innovative Practices* Chair: Lynn Ling LI 黎岭 Room: S1-117	
	Day-3 (25 May, 2025) Sunday （Venue: Smart Teaching Building No. S1, Shahe Campus of BUPT）第3天 5月25日周日 （地点：北邮沙河校区 智慧教学楼 S1）			
10:25-10:45	#51 A Study on Interactive Instruction Prompts for AI-Assisted Lesson Preparation by Volunteer Teachers	#139 Technology-Enhanced Event-Based Learning in Interpreter Training: A Case Study from Vietnam	#125 Empowering Academic Literacy of Chinese as a Second Language Learners with Large Language Models: Focusing on Abstract Writing Tasks	
	Ru Wang	Doan Duc Hoang	Yuliang Jiang, Shuai Bin and Jialei Liu	
10:45-11:05	#86 Generative AI in ELT: A Systematic Review of Pedagogical Applications, Challenges, and Teacher Acceptance	#91 Exploring the Effects of Corrective Feedback of AI-Powered Assistants on EFL Students' Engagement and Writing Performance in IELTS	#7 Embracing Innovation: Acceptance and Effectiveness of AI as a Writing Tool Among Malaysian Undergraduates	
	Siyu Yang and Miao Cui	Xinyi Huang	Lay Shi Ng, Shaari Azianura Hani and Mohd Fairul Aswan Nur Baneen Natasya	
11:05-11:25	#141 An Exploratory Study on Scaffolding Techniques Used by English Language Teachers in AI-Assisted Teaching	#75 Mapping Knowledge Connections: Transforming College EFL Writing Instruction through Graph-Based Learning System: A Case Study Based on Critical Thinking and Academic Writing Course	#63 Enhancing EFL MOOC Forum Post Classification with BERT-LSTM: Focusing on CoI Presences	
	Xiaozhen Huang, Shengli Deng and Linmiao Bai	Huanrui Zhang	Lynn Ling Li, Ninghui Xu and Jianfen Ying	
11:25-11:45	#122 Do Teachers Still Matter? An Empirical Study of the Ethical Use of Technology in EFL Teaching	#92 Optimizing the Effective Use of Translation Software in the Japanese Learning Process	#79 Prompt Engineering-Driven Generation and Multidimensional Evaluation of Graded Chinese L2 Reading Materials	
	Xiao Tao	Chu Vu Nhu Nguyen and Nguyen Chau Bich Tuyen	Fan Xu	
11:45-12:05	#84 Disconnected: How Technology Undermines Language Learning	#68 Making Local Language Globally Accessible: AI-Assisted English-Chinese Glossary Development	#10 Exploring Needs and Readiness for Elementary English Learning Using Virtual Reality Metaverse	
	Garth Elzerman	Yuehan Zang, Kristi Tang and A. Neil Leveridge	Kwanhathai Choedchoo, Sutsawad Jandum and Prapat Noklerdpun	
12:05-12:35	**Closing Ceremony (Awarding Ceremony) 闭幕式**			**S1-106**
12:35-13:30	**Lunch 午餐**			**S1-106**
13.30-14.30	**PacCALL Meeting**			**S2-107**

Keynotes

Keynote 1: Does Digital Transformation Really Lead to Inclusivity and Democratization in Education? Or Is It a Utopia?

Ana GIMENO, President of WorldCALL

Department of Applied Linguistics at the Universitat

Politècnica de València (UPV), Spain.

9:50-10:30   MAY 24, 2025

Abstract

This presentation critically examines the role of digital transformation in fostering inclusivity and democratization in education. While digital technologies have expanded access to learning and enabled more personalised, flexible, and accessible educational experiences, significant challenges remain. Issues such as the digital divide, varying content quality, insufficient teacher training, and the irreplaceable value of human interaction continue to limit the full realisation of technology's potential. Drawing insights from global digital initiatives, the presentation highlights the need for systemic strategies —ranging from infrastructure investment to inclusive content design— to ensure that digital education benefits all learners equitably. Ultimately, digital transformation is not a panacea but a powerful tool that, when used thoughtfully, can advance the goal of inclusive and democratic education.

Bio-data

Dr. Ana GIMENO, President of WorldCALL—the world organisation for Computer-Assisted Language Learning www.worldcall.org—is Full Professor of English Language and Applied Linguistics in the Department of Applied Linguistics at the Universitat Politècnica de València (UPV), Spain. Her research focuses on English for Specific Purposes, Computer-Assisted Language Learning, and Content and Language Integrated Learning. Prof. Gimeno is Head of the CAMILLE Research Group, devoted to research in CALL and e-Learning. She has been Project Manager of several funded multimedia CALL research and development projects that have led to the publication of several language courses in digital format. In 2016, she co-authored the first Spanish as a foreign language Massive Open Online Course (MOOC) delivered on the US-based edX platform, which has attracted over half a million learners from around the world and in 2018 she published the first upper-intermediate English edX MOOC, which has attracted over 350000 learners. Prof. Gimeno is Associate Editor of *ReCALL* (Cambridge University Press) and serves on the Editorial Board of *Computer Assisted Language Learning Journal* (Taylor and Francis), as well as being editor-in-chief of The *EUROCALL Review*. She was President of the European Association for Computer-Assisted Language Learning (EuroCALL) from 2005 to 2011.

Keynote 2: Educational AI Agents and Their Application in Foreign Language Teaching

Haixiao WANG

Nanjing University, Jiangsu, China

10:30-11:10   MAY 24, 2025

Abstract

With the rapid development of generative AI technologies, AI agents have emerged as a novel intermediary for human-computer interaction, and their applications demonstrate significant potential as a paradigm shift in higher education, including foreign language teaching. Unlike traditional educational software, AI agents can autonomously perceive the environment, make decisions, and execute tasks, thereby providing more personalized, intelligent, and emotionally supportive solutions for foreign language teaching. This study first defines and categorizes common AI agents based on existing literature and then focuses on exploring their applications in foreign language teaching within higher education. The research aims to provide theoretical guidance and practical references for reforming foreign language pedagogy in the era of generative AI.

Bio-data

Dr. Haixiao WANG, professor of English and applied linguistics with the Department of Applied Foreign Language Studies, Nanjing University, concurrently serves as a member of the College Foreign Language Teaching Advisory Committee of the Ministry of Education, member of the National College English Test (CET-4/6) Committee, Executive Vice President of the Jiangsu Foreign Language Teaching & Research Association for Higher Education, Vice President of the Jiangsu Association of Foreign Linguistics, Deputy Director of the Computer-Assisted Language Learning Association of the China Association for Comparative Studies of English and Chinese (ChinaCALL), Deputy Director of the Digital Course Resources Research Branch of the China Higher Education Association, and Vice President of PacCALL. His research interests include second language acquisition and teaching, language testing, and computer-assisted English language teaching. He has received numerous national and provincial awards for teaching excellence and authored dozens of popularly acclaimed English language textbooks.

Keynote 3: Innovative Technologies and Motivation: Rewriting the Language Learning Narrative

Peter GOBEL, Vice President of PacCALL

Faculty of Cultural Studies, Kyoto Sangyo University, Japan

14:00-14:40   MAY 24, 2025

Abstract

In an era where ChatGPT can effortlessly produce language, how do we keep learners motivated to master a second language themselves? This keynote explores the transformative impact of emerging technologies such as Generative AI on language learning motivation, challenging educators to reimagine roles and strategies in this new landscape.

Drawing on Self-Determination Theory and the L2 Motivational Self System, we examine how Generative AI tools are reshaping learners' perceived competence, autonomy, and relatedness. Through empirical evidence and case studies, the discussion will illuminate the dual potential of AI to both enhance and potentially diminish intrinsic motivation among language learners.

The keynote will explore practical applications of Generative AI in language education, focusing on personalized learning experiences and AI-assisted writing tools. Concurrently, it will address the ethical implications of integrating these technologies into language learning, including concerns regarding authenticity, equity, and the risk of over-reliance on AI systems. The presentation will conclude by outlining future research directions and policy considerations as we rewrite the narrative of language learning motivation for the age of artificial intelligence.

Bio-data

Dr. Peter GOBEL, Vice President of PacCALL, is a Professor in the Faculty of Cultural Studies at Kyoto Sangyo University, Kyoto, Japan. He received his doctorate in education from Temple University, with a dissertation on the acquisition and use of listener clarification strategies. He has published and presented research in the areas of 1) anxiety and foreign language learning; 2) learner motivation and attitudes towards success and failure at language learning; 3) second language learner strategies; 4) extensive reading; and 5) the role of technology in education. Current research interests are focused on how learners interact with ICT and CMS both inside and outside of the classroom.

Keynote 4: Reframing Second Language Education in the Age of Digital Intelligence

Yongyan ZHENG

Fudan University, Shanghai, China

14:40-15:20   MAY 24, 2025

Abstract

With the advent of digital intelligence, second language education faces significant changes regarding paradigm shifts and methodological innovations. In this talk, I will first discuss the issue of linguistic and cultural diversity in AI-empowered L2 education. Then I will take the theoretical lens of "human agency" and present the vision of a more interactional, ecological, and equitable view of second language education. I will end the talk by introducing some initiatives of AI-empowered research and curriculum reform in my institution.

Bio-data

Dr. Yongyan ZHENG is Professor of Applied Linguistics at Fudan University, China, where she teaches English academic writing and applied linguistics. She has been selected for Elsevier's Highly Cited Chinese Researchers since 2022, and also Top 1% CNKI's Highly Cited Researcher. She has published 4 monographs/edited volumes, and 120 peer-reviewed journal articles. Her research interests include second-language development, bilingual and multilingual education, academic literacy practices, and language-in-education planning. Her recent publications have appeared on *Current Issues in Language Planning*, *International Journal of Multilingualism*, *Language Awareness*, *Language Policy*, *Journal of Multilingual and Multicultural Development*, *Journal of Scholarly Publishing*, *System*, and *The Modern Language Journal*. She serves as the Editor-in-Chief of *Language, Culture and Curriculum*, and also the Co-Editor-in-Chief of *System*. She is also one of the co-founders of Hamburg-Fudan-Macquarie "New Generation Literacies Network".

Workshop: VR, SVVR & Innovation in Education

Speaker 1: Morris Siu-Yung JONG

The Chinese University of Hong Kong, China

9:30-10:10   MAY 23, 2025

Abstract

This presentation will explore the theoretical foundations and teaching applications of Virtual Reality (VR) in education. It will introduce the latest research findings on VR-based learning and introduce the practical use of EduVenture-VR®. The lecture will emphasize how immersive and interactive VR learning can enhance students' motivation, engagement, and learning outcomes.

Bio-data

Professor Morris Siu-Yung JONG is a distinguished academic at The Chinese University of Hong Kong (CUHK) where he serves as Professor in the Department of Curriculum and Instruction, Director of the Centre for Learning Sciences and Technologies, Associate Director of the Hong Kong Institute of Educational Research, and Dean of Students at Shaw College. The accolades recognizing his research and teaching contributions conferred by CUHK include Best Innovation Award for Knowledge Transfer 2013, Young Researcher Award 2018, Research Excellence Award 2021, Faculty Exemplary Teaching Award 2022, and Outstanding Research Impact Award 2024. Professor Jong's research foci are learning sciences, STEM/AI education, and technology-enhanced pedagogical design and implementation.

Since 2021, he has been listed among Stanford University's top 2% most-cited scientists globally. More recently, he has been recognized as Highly Ranked Scholar 2024 (Top 0.05%) in Education by ScholarGPS. Professor Jong holds prominent positions in international and regional research communities, serving as Co-Chair of the IEEE Education Society Technical Committee on Learning Sciences, Associate Editor of IEEE Transactions on Learning Technologies, Chair of IEEE R10—Hong Kong Section LMAG, Vice-President of the China Association of Educational Technology Professional Committee on Digital Game-based Learning, and Honorary Research Fellow at Peking University's Learning Sciences Lab.

Workshop：VR, SVVR & Innovation in Education

Speaker 2: Mr. Tsun Hin LUK

Chief Educational Innovation Officer at The Chinese
University of Hong Kong, China

10:10-12:00 MAY 23, 2025

Content

- Introduce EduVenture-VR® and its applications across different disciplines

- Demonstrate the steps to create virtual reality teaching materials using the EduVenture-VR® Editor

- Show how to use the various question types in EduVenture-VR® to create interactive teaching content

- Deploy VR learning materials to tablets, smartphones, and Oculus Quest 3

Bio-data

Mr. Tsun Hin LUK is an educational technology professional at the Centre for Learning Sciences and Technologies, The Chinese University of Hong Kong (CUHK). He earned his degree in computer science and his master's in education at CUHK, establishing a solid foundation for his career in educational innovation. Mr. Tsun Hin LUK has been integral to the development of the EduVenture learning system and its virtual reality extension, EduVenture-VR, both of which seamlessly integrate GPS-supported mobile technology with immersive virtual reality experiences to foster inquiry-based outdoor learning.

As the chief designer and developer of both platforms, Mr. Tsun Hin LUK creates user-friendly tools that enable educators to effectively design, implement, and evaluate interactive field trips. Building on this, EduVenture-VR utilizes advanced 360° video and augmented reality (AR) to provide accessible and cost-effective virtual field trips, significantly benefiting learners with limited access to traditional outdoor experiences.

Mr. Tsun Hin LUK remains dedicated to advancing educational technologies to support inclusive and engaging learning experiences.

Editor Forum: How to Get Your Paper Published: An Editor's Perspective

15:40 -16:40 MAY 24, 2025

This talk will cover some tips for writing academic papers from an editor's perspective. What do editors like and dislike? From identifying major research questions, conducting a solid literature review, and adopting sound research methods to research reporting, the editors will explain each stage in a simple and easy-to-understand manner.

Yu-Ju LAN

Dr. Yu-Ju Lan is a Research Chair Professor in the Department of Chinese as a Second Language at Taiwan Normal University. She is currently the Editor-in-Chief of *Educational Technology & Society*, Associate Editor of *Language Learning & Technology*, and on the editorial board of *Ampersand*. She was awarded the Outstanding Research Award by the Ministry of Science and Technology (MOST), Taiwan, in 2022. Dr. Lan is the founding president of the Taiwan Pedagogy and Practice in TELL Association. Her research interests include technology-enhanced foreign language learning, virtual reality, AI, and online synchronous teacher training.

Yongyan ZHENG

Dr.Yongyan ZHENG is Professor of Applied Linguistics at Fudan University, China, where she teaches English academic writing and applied linguistics. She has been selected for Elsevier's Highly Cited Chinese Researchers since 2022, and also Top 1% CNKI's Highly Cited Researcher. She has published 4 monographs/edited volumes, and 120 peer-reviewed journal articles. Her research interests include second-language development, bilingual and multilingual education, academic literacy practices, and language-in-education planning. Her recent publications have appeared on *Current Issues in Language Planning*, *International Journal of Multilingualism*, *Language Awareness*, *Language Policy*, *Journal of Multilingual and Multicultural Development*, *Journal of Scholarly Publishing*, *System*, and *The Modern Language Journal*. She serves as the Editor-in-Chief of *Language, Culture and Curriculum*, and also the Co-Editor-in-Chief of *System*. She is also one of the co-founders of Hamburg-Fudan-Macquarie "New Generation Literacies Network".

Featured Forum: Emerging Technologies and Language Education

Topic 1: Empowering EFL Learners in the Age of AI: Agency, Engagement, and Innovative Pedagogical Design

Ke ZHAO

Shanghai University of Finance and Economics, China

11:30-11:45   MAY 24, 2025

This panel explores the transformative role of artificial intelligence (AI) in empowering English as a Foreign Language (EFL) learners, with a focus on fostering learner agency, enhancing engagement, and innovating pedagogical design. The first study, Leveraging Learner Agency: Strategic Prompt Design and ChatGPT Collaboration in L2 Business Writing Instruction, investigates how Chinese EFL students strategically design prompts to collaborate with ChatGPT in business writing tasks. It highlights the critical role of learner agency in maximizing the potential of AI-assisted writing instruction. The second study, Videoconferencing versus Virtual Reality Classrooms: A Classroom Ecology Perspective on Student Engagement in EFL Class, compares the impact of VR and videoconferencing on student engagement, emphasizing VR's unique affordances in fostering immersive, learner-centred interactions. The third study, Exploring L2 Learner Engagement in Oral English Practices with a GenAI-Powered Chatbot, examines how pedagogical design influences learner engagement in out-of-class oral English practice using a GenAI-powered chatbot, underscoring the importance of teacher guidance and task design in AI-assisted learning. Together, these studies provide a comprehensive exploration of how AI can empower EFL learners by enhancing agency, fostering engagement, and enabling innovative pedagogical approaches. The panel aims to offer actionable insights for educators and researchers seeking to harness AI's potential to create more effective and engaging EFL learning experiences.

Bio-data

Dr. Ke ZHAO is a professor at the School of Foreign Studies (SFS), Shanghai University of Finance and Economics (SUFE). She holds the position of Dean at the SFS, Director of the SUFE-University of Helsinki Joint Research Centre for Intercultural Studies, and Director of the SUFE-SAP Joint Research Centre. Her research interests mainly focus on technology-empowered language learning, Intercultural learning, multilingualism and intercultural communication, and language management. She has published more than 40 articles in leading SSCI journals such as *International Journal of Bilingual Education and Bilingualism*, *System*, *Language culture and Curriculum*, *International Journal of Computer-Supported Collaborative Learning* as well as Chinese CSSCI journals. She serves on a number of editorial boards such as Learning and Instruction, the *International Journal of Computer-Supported Collaborative Learning*, and the *Journal of China Computer-Assisted Language Learning*.

Featured Forum

Topic 2: Leveraging Learner Agency: Strategic Prompt Design and ChatGPT Collaboration in L2 Business Writing Instruction

Liang GUO

Shanghai University of Finance and Economics, China

Xiaowan TONG

Shanghai University of Finance and Economics Zhejiang College, China

11:45-12:00 MAY 24, 2025

The emergence of ChatGPT has significantly impacted second language (L2) writing instruction, offering benefits such as improved writing efficiency, reduced cognitive load, and increased student engagement (Wang, 2024). Despite concerns about information accuracy (Kacena, Plotkin, & Fehrenbacher, 2024), academic integrity (Su, Lin, & Lai., 2023), and potential learning drawbacks (Tseng & Warschauer, 2023), ChatGPT is widely regarded as a valuable tool in writing pedagogy. However, existing research has primarily focused on descriptive or explanatory accounts of ChatGPT usage, leaving a gap in understanding how L2 students strategically design and use prompts to elicit desired responses from AI tools.

This study examines how 38 Chinese EFL college students designed and utilized prompts during ChatGPT-assisted revisions of a business email in a business writing course. Through analysis of their prompts, annotations, and reflections, the study identified diverse approaches to engaging with ChatGPT. While most students over-relied on generic revision requests, others demonstrated a more nuanced understanding by incorporating principles of business correspondence into their prompts. A small group effectively integrated sociocultural, genre-specific, and task-specific knowledge into their prompt design, guiding ChatGPT to produce targeted revisions.

The findings reveal that students who fully exercised their learner agency maximized the learning opportunities of human-machine collaboration. Analysis of the finalized emails from the three identified patterns further confirmed that those who demonstrated the highest level of learner agency showed the greatest improvement in their email revisions. This suggests that integrating AI into L2 writing instruction goes beyond technological implementation; it requires fostering heightened awareness and learner agency. Writing instructors should prioritize cultivating these competencies to fully harness the potential of AI-assisted writing instruction.

Bio-data

Dr. Liang GUO is a lecturer in School of Foreign Studies at Shanghai University of Finance and Economics. She has taught Comprehensive English, Introduction to Linguistics, and Academic Writing courses for many years. She has published research papers both in Chinese journals and international journals, including Assessing Writing and Chinese Journal of Second Language Writing. She has also authored chapters for books on academic writing.

Xiaowan TONG is a lecturer at Shanghai University of Finance and Economics Zhejiang College, where teaching Business English Writing, Introduction to Linguistics, and College English. She has won several national and provincial awards, such as National Foreign Language Teaching Competition (2nd prize), and National Blended Teaching Design Competition (Design Star); has also co-published several localized EFL textbook, such as *English Course of Wu Culture and Appreciating Cultural Relics in Jinhua Museums*.

Featured Forum

Topic 3: Videoconferencing versus Virtual Reality Classrooms: A Classroom Ecology Perspective on Student Engagement in EFL Class

Jian LI

Shanghai University of Finance and Economics, China

12:00-12:15 MAY 24, 2025

Technological advancements have expanded online pedagogical tools, positioning Virtual Reality (VR) classrooms as an emerging alternative to traditional videoconferencing in English as a Foreign Language (EFL) education. While prior studies acknowledge distinct strengths and limitations of both formats, this research employs classroom ecology—an ecological framework analyzing dynamic interactions among classroom subjects—to systematically compare their impacts on student engagement. Focusing on engagement's affective, behavioral, and cognitive dimensions, the study adopted a within-subjects experimental design involving 20 intermediate-level EFL learners. Participants attended two structurally equivalent online sessions: one conducted in a VR environment, and another via a mainstream videoconferencing platform. Both sessions shared identical pedagogical objectives but differed in thematic content to minimize bias. Data were triangulated through real-time classroom observations, a questionnaire, and a semi-structured interview. Results indicated that VR classrooms, despite usability constraints, elicited significantly higher overall student engagement. Ecological analysis traced this disparity to VR's unique affordances: (1) spatiotemporal extension, allowing learners to revisit or expand virtual learning environments autonomously; (2) enhanced agency for individualized exploration; and (3) multi-directional interactions among peers and virtual elements, fostering immersive participation. These ecological dynamics amplified students' cognitive investment and emotional involvement, contrasting with videoconferencing's linear, instructor-centered structure. The findings highlight VR's capacity to reconfigure classroom ecology by decentralizing pedagogical control and enriching environmental affordances. While technical limitations require refinement, VR demonstrates theoretical and practical promise for EFL contexts, particularly in cultivating learner autonomy and collaborative engagement. This study contributes an ecological lens to evaluate immersive technologies, offering actionable insights for designing pedagogically coherent virtual learning environments.

Bio-data

Dr. Jian LI is a Professor at Shanghai University of Finance and Economics. Her scholarly pursuits primarily focus on the pedagogical implications of mobile-assisted language learning (MALL) technologies, with particular emphasis on digital zoom functionalities, gamified learning modules, augmented reality (AR) applications, and synchronous videoconferencing platforms in second language (L2) pronunciation teaching. Her scholarly contributions have been disseminated through high-impact international journals, including *Computer Assisted Language Learning, Language Learning & Technology, System, Journal of Multilingual and Multicultural Development*, and *Journal of Chinese Linguistics*. She has also authored a monograph, led a research project funded by the National Social Science Fund of China, and contributed chapters to *Encyclopedia of Chinese Language and Linguistics*, published by Brill.

Featured Forum

Topic 4: Exploring L2 Learner Engagement in Oral English Practices with a GenAI-Powered Chatbot

Jie ZHANG

Shanghai University of Finance and Economics, China

12:15-12:30 MAY 24, 2025

Generative artificial intelligence (GenAI) engages students in natural, targeted, and context-aware interactions, holding the potential to revolutionize out-of-class learning of a second language (L2). However, previous research on GenAI-assisted language learning has been inadequate in addressing learner engagement that depicts the entire learning process. This quasi-experimental study explores 90 Chinese English learners' engagement when they use E-Talk, a GenAI-powered chatbot, to practice oral English under different pedagogical designs. Data from multiple sources were collected during the 4-week-long study, including the human-GenAI chat history, learner engagement questionnaire results, and transcripts of semi-structured interviews. The analysis under different levels of teacher guidance revealed that the teacher guidance group demonstrated notably higher engagement than the regular group across all dimensions of learner engagement (i.e., behavioral, cognitive, social, and emotional engagement) in thematic dialogue. The analysis in different task modes reported that all students exhibited higher levels of emotional engagement in free dialogue than in thematic dialogue. However, in-depth analysis discovered higher emotional engagement in the regular group when conducting free dialogue, while the teacher guidance group was more cognitively engaged in thematic dialogue. The interview results highlighted of the importance of pedagogical design and the context dependency of learner engagement in out-of-class L2 learning assisted by GenAI. This study provided empirical evidence for the significance of teachers' role and task design in GenAI-powered L2 education and contributed to a wider discussion on the importance of pedagogical design to facilitate GenAI's role in fostering individualized learning.

Bio-data

Dr. Jie ZHANG is an Associate Professor at Shanghai University of Finance and Economics. In recent years, she has led several research projects, including those funded by the National Social Science Fund of China and projects under the National Education Examinations Authority research planning initiative of the Ministry of Education. She has published research papers o in leading journals both in China and internationally, including *Assessing Writing*, *Asia Pacific Education Researcher*, *Modern Foreign Languages*, *Foreign Language World*, and *Foreign Languages and Language Teaching*. She has also authored one monograph and three textbooks for English for general academic purposes.

Featured Forum

Topic 5: Enhancing Young Language Learners' Agency through AI-Powered Multimodal Feedback

Yun WEN

Professor of the National Institute of Education,

Nanyang Technological University, Singapore

16:40-17:40   MAY 24, 2025

Human agency is "a temporally embedded process of social engagement" (Emirbayer & Mische,1998, p.963). Recent advancements in generative artificial intelligence (GenAI) have led to significant transformations across educational contexts, especially in language learning. As the use of Gen-AI can enable multimodal content generation and may support personalization, it is essential to re-examine how learners' agency is shaped, supported, or constrained by the interaction among learners in the AI-powered learning environment.

This talk will introduce ARCHe 2.0, a self-designed and developed AI-powered multimodal feedback vocabulary learning system for young learners of Chinese as a second language. ARCHe 2.0 leverages AI in two key aspects: (1) by employing text-to-image AI technology to boost student motivation, capture attention, and generate contexts for promoting group discussions and vocabulary application; and (2) by integrating fine-tuned APIs to generate sentence-level feedback that is appropriate and comprehensible for young learners. The talk will also share preliminary findings on how multimodal feedback may support and enhance learner agency among young language learners.

Bio-data

Dr. WEN Yun is an Assistant Professor in the Learning Sciences and Assessment Department at the National Institute of Education (NIE), Nanyang Technological University, Singapore (NTU). Her research investigates how people learn through interaction and dialogue in multimodal environments, and how emerging technologies, such as Augmented Reality (AR) and Artificial Intelligence (AI), can foster high-quality interactions to promote teaching and learning. She leads interdisciplinary teams to translate research into practical educational applications, developing impactful and sustainable technology-enhanced learning solutions. She was awarded the Social Science and Humanities Research Fellowship by the Singapore Social Science Research Council in 2022, and the first recipient from the NIE to receive the prestigious NTU Nanyang Research Award. She currently serves as an Associate Editor for Educational Technology & Society and the Asia Pacific Journal of Education.

Featured Forum

Topic 6: From Prompting to Programming: Language Teachers as AI-Oriented Designers

Lung Hsiang WONG

Senior Education Research Scientist at Nanyang

Technological University, Singapore

Adjunct Professor at the State University of Malang, Indonesia

16:40-17:40   MAY 24, 2025

While much research on emerging technologies in language education focuses on student-facing applications, this presentation spotlights teachers as prompt engineers and instructional designers. Drawing on a graduate-level course on generative AI for language teaching, I illustrate how language teachers can move beyond passive tool use to design structured, theory-informed prompts that activate AI affordances for learning. Through concrete examples of teacher-AI interaction, I show how prompting can scaffold communicative competence, support formative assessment, and externalise students' learning processes. This approach reframes teachers not as users of pre-built AI apps, but as co-authors of adaptive, generative learning experiences—effectively "programming" the pedagogy through prompt design. The presentation concludes with implications for AI literacy in teacher education and the future of curriculum co-construction with LLMs.

Bio-data

Dr WONG Lung Hsiang is a Senior Research Scientist and the co-Programme Director of the Learning Sciences and Innovation Research Programme at the Centre for Research in Pedagogy and Practice, Office of Education Research, National Institute of Education, Nanyang Technological University (NTU). He received his Ph.D. degree from NTU, major computer engineering and with a focus on artificial intelligence in education.

Appendices

1. Conference Venue

Vision Plaza Shahe, Beijing International Cultural Exchange Center will serve as both the main venue for the conference and the primary accommodation for participants. The *Shahe Campus of Beijing University of Posts and Telecommunications* will host the pre-conference workshop and parallel sessions on May 23rd, as well as parallel sessions on May 25th.

Complimentary shuttle bus service will be provided on May 23rd and May 25th to transport participants between Vision Plaza Shahe and the Shahe Campus of Beijing University of Posts and Telecommunications.

2. Transportation

● About 43-minute drive from the Conference Venue to Terminal 3, Beijing Capital International Airport

● About 70-minute drive from the Conference Venue to Beijing South Railway Station

The route from Beijing Daxing International Airport to Vision Plaza Shahe.

Metro Transfer and taxi (recommended):

Take the Daxing Airport Express from Daxing Airport Station to Caoqiao Station (草桥站). Transfer to Line 19 (Bound for Mudantyan) , get off at Mudanyuan Station (牡丹园站), and then take a taxi to Vision Plaza Shahe.
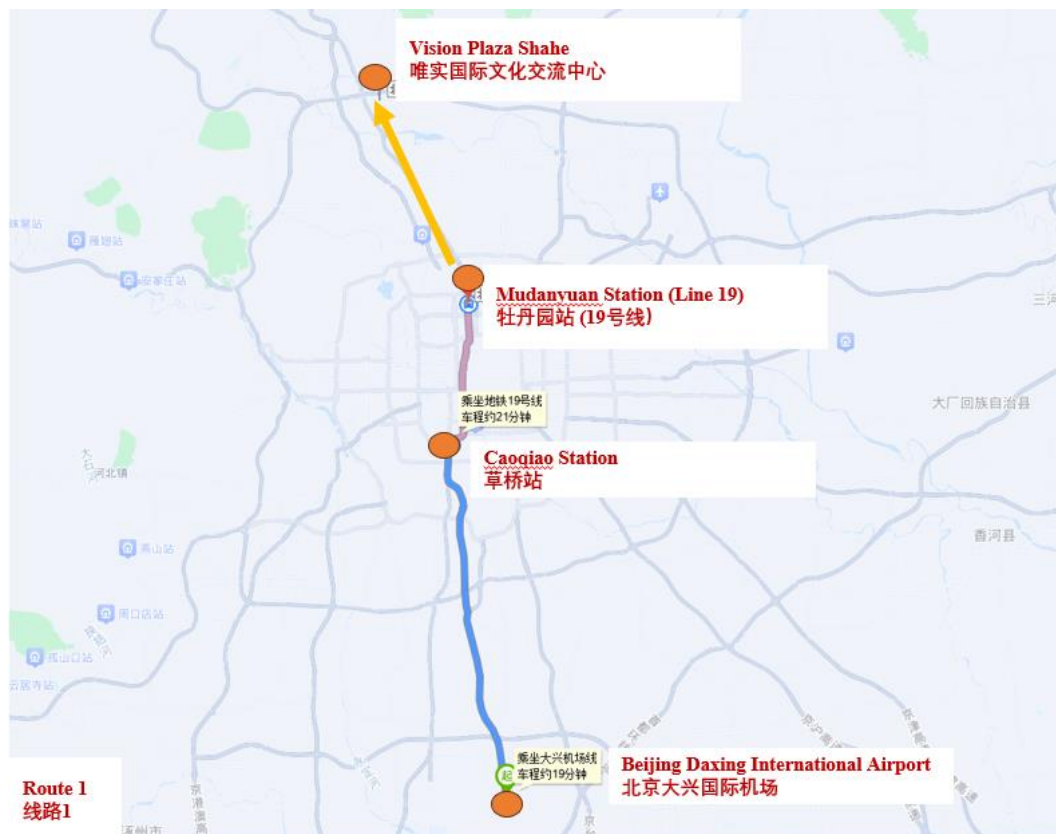
Address of Vision Plaza (沙河唯实酒店地址):

No.9 Nansan Street, Shahe Higher Education Park, Changping, Beijing, Changping District, Beijing (北京市昌平区高教园南三街9号院)

3. Shuttle Bus Information

23 May, 2025 (For workshop and conference participants)

Departure Time	Departure Point	Arrival Point	Boarding Location
9:00 AM	Vision Plaza	Shahe Campus of BUPT	Lobby of Vision Plaza
13:50 PM	Shahe Campus of BUPT	Vision Plaza	Smart Teaching Building
14:10 PM	Vision Plaza	Shahe Campus of BUPT	Lobby of Vision Plaza
17:10 PM	Vision Plaza	Shahe Campus of BUPT	Lobby of Vision Plaza
20: 30 PM	Shahe Campus of BUPT	Vision Plaza	Smart Teaching Building

24 May, 2025 (For student volunteers and staff only, since the conference on 24 May will be held at the Vision Plaza, and no need for participants to commute.)

Departure Time	Departure Point	Arrival Point	Boarding Location
8:00 AM	Shahe Campus of BUPT	Vision Plaza	Smart Teaching Building
20:30 PM	Vision Plaza	Shahe Campus of BUPT	Lobby of Vision Plaza

25 May, 2025 (For workshop and conference participants)

Departure Time	Departure Point	Arrival Point	Boarding Location
8:30 AM	Vision Plaza	Shahe Campus of BUPT	Lobby of Vision Plaza
13:30 PM	Shahe Campus of BUPT	Vision Plaza	Smart Teaching Building

4. Map of Shahe Campus of BUPT

Address: Nanfeng Road No.1, Changping District, Beijing

Address in Chinese: 北京邮电大学沙河校区，昌平区北沙河镇南丰路一号
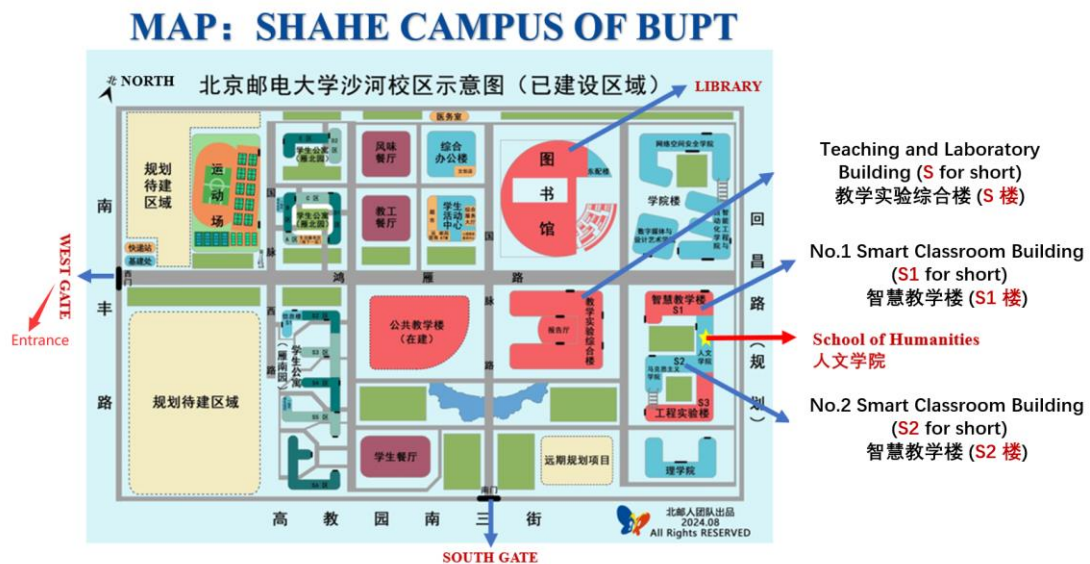
About 7-minute drive from the Conference Venue to Shahe Campus, BUPT

5. Nearby Sightseeing Group Tours (Self-Funded)

自助组团参观周边景点

For participants interested in visiting nearby attractions such as the Badaling Great Wall, Summer Palace, and Old Summer Palace, you are welcome to form your own groups and contact the Organizing Committee. The committee can assist in arranging professional tour guides (in English or Chinese language) and transportation. All expenses shall be paid by the participants on their own.

如欲前往八达岭长城、颐和园、圆明园等相对较近的景点，参会人员可自由组团，并与组委会联系。组委会可协助安排专业中英文导游和车辆，所有费用由参会人员个人自理。

The Distance to the main tourist attractions in Beijing
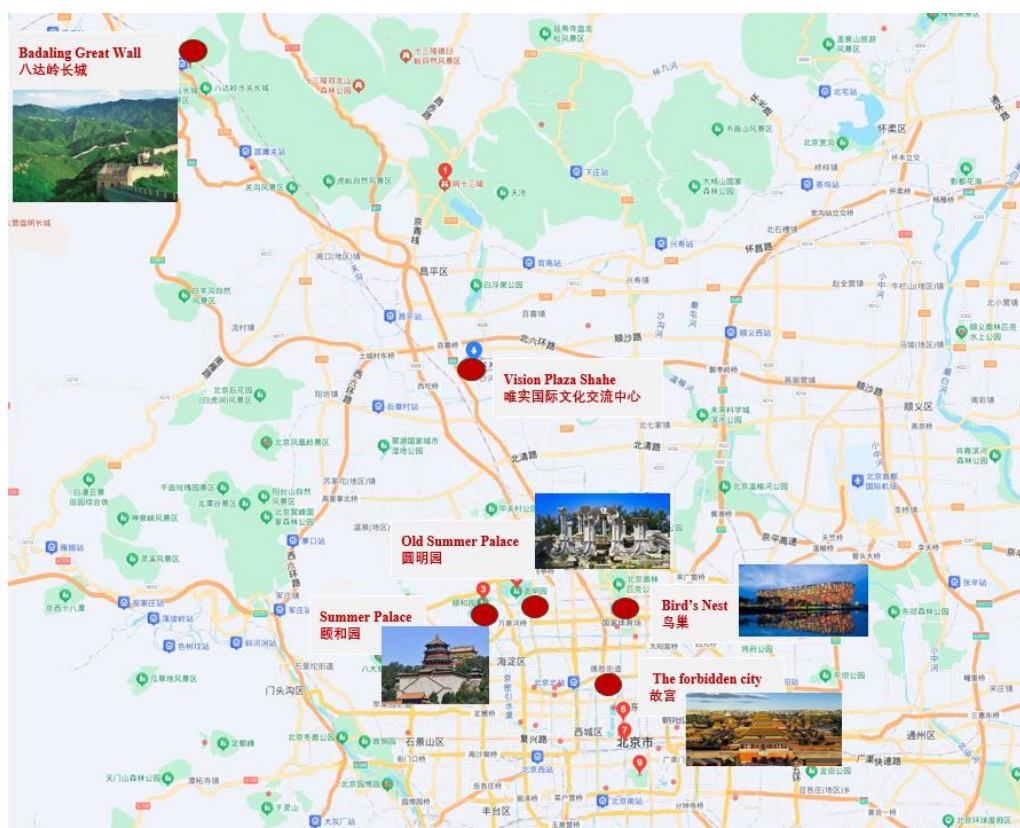
About 35-minute drive from the Conference Venue to **The Summer Palace**
About 40-minute drive from the Conference Venue to **Badaling Great Wall**

About 30-minute drive from the Conference Venue to **Beijing Olympic Park**
About 70-minute drive from the Conference Venue to the **Temple of Heaven**
About 70-minute drive from the Conference Venue to **The Forbidden City**

6. List of Presenters

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