

CONFERENCE PROGRAM



12th International Conference on EDUCATION AND PSYCHOLOGICAL SCIENCES ICLLA The 2025 12th International Conference on Linguistics, Literature and Arts



AUGUST 22-24, 2025
BANGKOK, THAILAND



2025 12th International Conference on Education and Psychological Sciences (ICEPS 2025)

"Education and Psychological Sciences"

**The 2025 12th International Conference on Linguistics,
Literature and Arts (ICLLA 2025)**

**Bangkok, Thailand
August 22-24, 2025**

Supported By



English as an International Language (EIL), Graduate School,
Chulalongkorn University





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WELCOME ADDRESS

Distinguished guests and esteemed colleagues,

It is with great pleasure that we welcome you to The 2025 12th International Conference on Education and Psychological Sciences (ICEPS 2025) and The 2025 12th International Conference on Linguistics, Literature and Arts (ICLLA 2025), being held in the vibrant city of Bangkok, Thailand, from August 22th to the 24th, 2025. These conferences have received substantial support from English as an International Language (EIL), Graduate School, Chulalongkorn University.

Our conferences aim to delve into the myriad facets of education, psychological sciences, language, literature, and arts. We are delighted to announce three enlightening keynote speeches by luminaries in their respective fields, Professor Sudaporn Luksaneeyanawin, Chulalongkorn University, Professor Kaibao HU, Shanghai International Studies University, China, Thailand and Professor Rustam Shadiev, Zhejiang University, China. Their contributions will illuminate the overarching themes of ICEPS 2025 and ICLLA 2025. In addition to these keynote addresses, we are honored to present 8 invited speeches from distinguished professionals including Prof. Hiroki Yoshida, Kanto Gakuin University, Japan, Prof. Noriki Amano, Notre Dame Seishin University, Japan, Assoc. Prof. Wei Zhang, The University of Akron, US, Assoc. Prof. Li Jie, Northwestern Polytechnical University, China, Assoc. Prof. Elizaveta Berezina, Sunway University, Malaysia, Dr. Eva S. Ohbaya, Keio University, Japan and Senior Lecturer Dr. Rewa Wright, Queensland University of Technology, Australia, Senior Lecturer Dr. Mariam Mohamad, Universiti Sains Malaysia, Malaysia. These presentations are designed to delve into the nuances of our chosen topics and further expand our collective understanding.

Our program encompasses a rich tapestry of sub-themes, each designed to foster meaningful discussions and exchange of ideas. The Conference theme of ICEPS 2025 is "Education and Psychological Sciences". Within the ambit of ICEPS 2025, our Parallel Sessions will focus on the innovative solutions and research in the fields of education and psychological sciences. These sessions will provide a platform for in-depth deliberations on these critical matters. Similarly, ICLLA 2025 will delve into the realms of linguistics, literature and arts. We will explore sub-themes that touch upon the the areas of Educational Innovation, Language, Literature and Cross-Cultural Communication Practices, Humanistic Practices and Ethical Reflections in Technology-Mediated Contexts.

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





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

Welcome to ICEPS 2025 and ICLLA 2025. We look forward to a memorable and intellectually stimulating event, and we hope you find this opportunity to explore our chosen sub-themes to be truly enriching. Thank you for being a part of this academic endeavor.

ICEPS 2025 & ICLLA 2025 Organizing Committee

Bangkok, Thailand | August 22-24, 2025





CONFERENCE COMMITTEE

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Assoc. Prof. Nattama Pongpairoj, Chulalongkorn University, Thailand

Steering Committee Chair

Prof. Nobuo Funabiki, Okayama University, Japan

Program Committee Chairs

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Prof. Hiroko Kanoh, Yamagata University, Japan

Assoc. Prof. Junkai Li, University of Tianjin, China

Assoc. Prof. Kiattichai Saitakham, Rajabhat Rajanagarindra University, Thailand

Assoc. Prof. Vitor Manuel dos Santos Teixeira, University of Saint Joseph, China

Asst. Prof. Eva Ohbaya Hassan, Keio University, Japan

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Prof. Mario Chauca, Universidad Nacional Tecnológica de Lima Sur, Perú

Senior Lecturer Dr. Mariam Mohamad, Universiti Sains Malaysia, Malaysia

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Assoc. Prof. Dr. Elizaveta Berezina, Sunway University, Malaysia

Assoc. Prof. Hanane Benali Taouis Universidad Politécnica de Madrid, Spain

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Assoc. Prof. Jing Miao Lingnan Normal University, China

Assoc. Prof. Kalogiannakis Michail, University of Crete, Greece

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Assoc. Prof. Yuli Widiana Universitas Katolik Widya Mandala Surabaya, Indonesia

Assoc. Prof. Dr. Regina G. Almonte, City College of Calamba, Philippines

Asst. Prof. Alessandro Lampo, University of Saint Joseph, China





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Dr. Chee Ken Nee, Universiti Pendidikan Sultan Idris, Malaysia
Dr. Chutamas Sundrarajun Assumption University, Thailand
Dr. Elizaveta Berezina, Sunway University, Malaysia
Dr. Kawpong Polyorat, Khon Kaen University, Thailand
Dr. Luan Trong Nguyen, FPT University, Vietnam
Dr. Mariko Obari Chulalongkorn University, Thailand
Dr. Maritza Arones, Universidad Nacional San Luis Gonzaga, Peru
Dr. Mei Zhen Ng, Singapore University of Social Sciences, Singapore
Dr. Nurul Huda Binti Hamzah University of Malaya, Malaysia
Dr. Rusma Kalra Assumption University, Thailand
Dr. Taofik Olasunkanmi Adesanmi University of Bayreuth, Germany
Dr. Tippawan Meepung, Rajamangala University of Technology Tawan-ok, Thailand
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Dr. Zakaryia Almahasees Applied Science Private University, Jordan
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Prof. Carin Chuang, Purdue University Northwest, India
Prof. Djatmika Universitas Sebelas Maret, Indonesia
Prof. Dong-Bo Hsu National Taiwan Normal University
Prof. Kendall King University of Minnesota, USA
Prof. Kuan-Chou Chen, Purdue University Northwest, USA
Prof. Noriki Amano Notre Dame Seishin University, Japan
Prof. Yulianeta Universitas Pendidikan Indonesia, Indonesia

--- In Alphabet Order





CONFERENCE VENUE



Holiday Inn Bangkok Silom

Address: 981 Silom Rd Bangkok, 10500 Thailand

T +66(0) 2207 4300 ext.4213

M +66(0) 63 216 3300

Website: <https://bangkoksilom.holidayinn.com/>

In the Heart of Bangkok's Jewellery District





Traffic Guide:

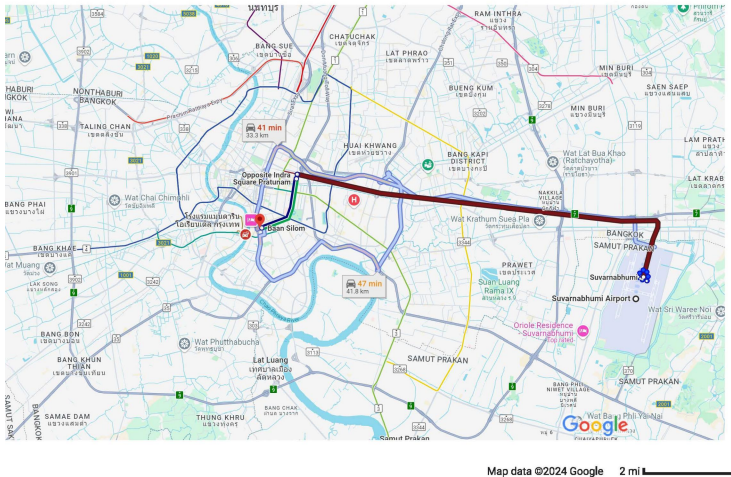
Suvarnabhumi Airport



Holiday Inn Bangkok Silom

Maps

Suvarnabhumi Airport, 999, Nong Prue, 1:02 PM - 2:51 PM (1 hr 49 min)
Bang Phli District, Samut Prakan 10540, Thailand to Holiday Inn Bangkok
Silom, an IHG Hotel, 981 Silom Rd Si Lom, Khet Bang Rak, Bangkok 10500,
Thailand



Map data ©2024 Google 2 mi

Suvarnabhumi Airport
999, Nong Prue, Bang Phli District, Samut
Prakan 10540, Thailand



Walk

About 37 min, 2.4 km

Use caution - may involve errors or sections
not suited for walking



Head east

300 m



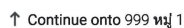
Slight left

1.6 km



Slight left

230 m



Continue onto 999 นong Prue 1

130 m

Enter via Entrance/Exit 1 · Follow signs for
Express Line · Take the elevator

0.0 km

Follow signs for City Line Train · Pass the
fare gate

0.0 km

Follow signs for To City Line Train · Take
the elevator

0.0 km

Follow signs for Elevator

- 1:48 PM **Suvarnabhumi**
ARL : Phaya Thai - Suvarnabhumi
Suvarnabhumi - Phaya Thai
Phaya Thai
24 min (6 stops) · Platform 2 ·
Service run by SRTE
- 2:12 PM **Ratchaprarop**
 Walk
About 5 min
Use caution - may involve errors or sections
not suited for walking
Follow signs for Exit / Car Park · Take the
elevator · Exit via Entrance/Exit 1
17 m
Walk
300 m
- 2:32 PM **Opposite Indra Square Pratunam**
1-18E EV (504) Bang Rak
17 min (12 stops)
Service run by THAI SMILE BUS
Ticket information
- 2:49 PM **Baan Silom**
 Walk
About 2 min, 97 m
Use caution - may involve errors or sections
not suited for walking
Head west on ถนนสีลม toward ซอยสีลม 19
97 m
- 2:51 PM **Holiday Inn Bangkok Silom, an IHG Hotel**
981 Silom Rd Si Lom, Khet Bang Rak, Bangkok
10500, Thailand

Tickets and information





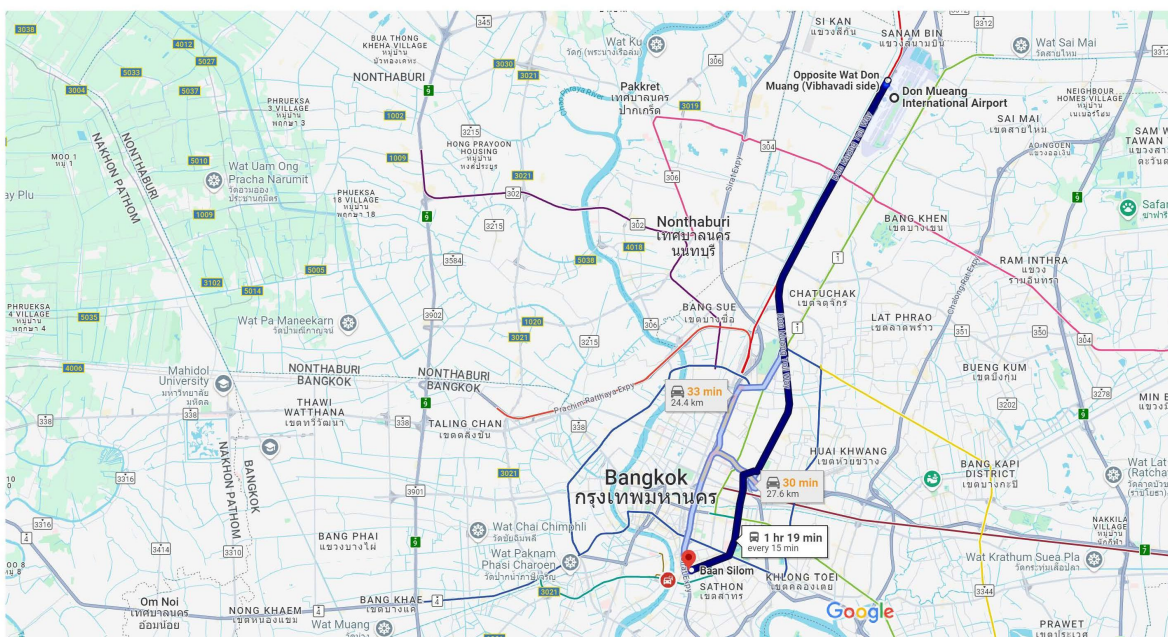
Don Mueang International Airport



Holiday Inn Bangkok Silom

Google Maps

Don Mueang International Airport to Holiday Inn Bangkok Silom, an IHG Hotel, 981 Silom Rd Si Lom, Khet Bang Rak, Bangkok 10500, Thailand 1:12 PM - 2:31 PM (1 hr 19 min)



Map data ©2024 Google 2 ml

1:12 PM ○ Don Mueang International Airport
222 Vibhavadi Rangsit Rd, Sanam Bin, Don Mueang, Bangkok 10210, Thailand

🚶 Walk

About 4 min, 300 m

⚠ Use caution - may involve errors or sections not suited for walking

↑ Head northeast

140 m

↘ Slight right

91 m

↙ Sharp left

🚶 Take the stairs

🚶 Destination will be on the left

70 m

1:31 PM ○ Opposite Wat Don Muang (Vibhava...)

🚌 1-18E EV (504) Bang Rak

59 min (25 stops)

Service run by THAI SMILE BUS

Ticket information

2:30 PM ○ Baan Silom

🚶 Walk

About 1 min, 97 m

⚠ Use caution - may involve errors or sections not suited for walking

↑ Head west on ถนนสีลม toward ซอย สีลม 19

97 m

2:31 PM ○ Holiday Inn Bangkok Silom, an IHG Hotel
981 Silom Rd Si Lom, Khet Bang Rak, Bangkok 10500, Thailand

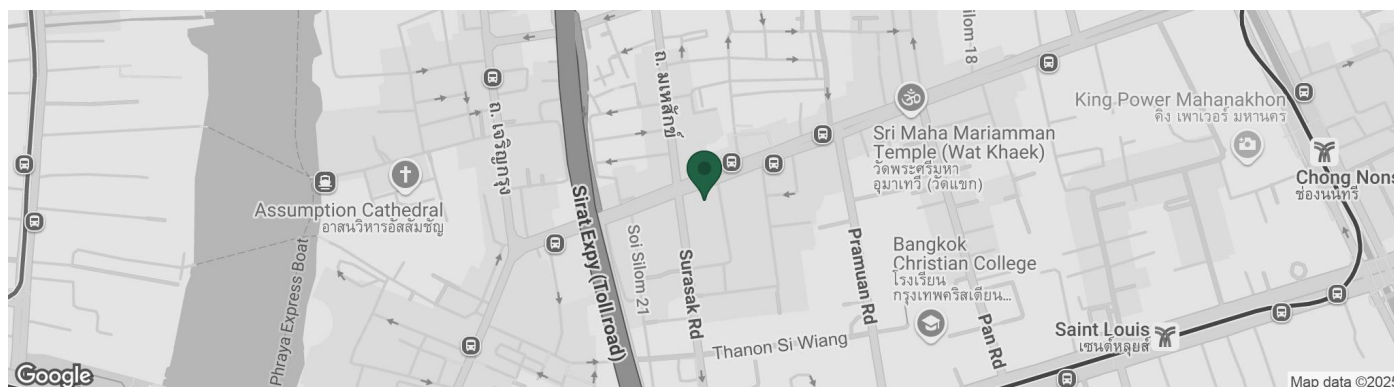
Tickets and information

THAI SMILE BUS - 011 66 2 405 9789





Transportation



Train Station – 0.9 km

BTS Chidlom Skytrain Station – 0.1 km

Silom Railway Station – 2.9 km

Local Attractions

Silom Complex Department Store – 1 km

Wat Traimit – 2.6 km

Yannawa Temple – 1.6 km

Koko Temple – 0.9 km

Jim Thompson's House – 1 km

Samyan Mitrtown Mall – 2.7 km

Patpong Night Market – 1 km

Robinson Department Store – 0.7 km

Sathorn Public Park – 1.1 km

Chao Phraya River – 0.8 km

Asiatique The Riverfront – 5 km





CONFERENCE GUIDELINE

Online Conference Guideline

Platform: Zoom

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

Sign In and Join

**Join a meeting without signing in.*

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

**Sign in with a Zoom account.*

All the functions are available.

Time Zone

UTC/GMT +7

Thailand Standard Time (TST)

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

Online Rooms Information

Online Room	Zoom ID	Link	Password
Room	847 6935 6941	https://us02web.zoom.us/j/84769356941?pwd=Rpk0orRopl5L6vj4hxrMWtlzuiT82k.1	Bangkok

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

Overview of **Online Room** event schedule

Selected conference activities will be streamed online, and you're invited to join remotely.

Date	Time (UTC/GMT +7)	Event	
Aug. 22, Friday	09:00-11:00	Online Test (For online presenters)	Online Room (Zoom ID:847 6935 6941 Password: Bangkok)
Aug. 23, Saturday	09:30-12:00	Opening & Keynote Speeches	
Aug. 24, Sunday	09:00-11:15	Online Invited Speeches	

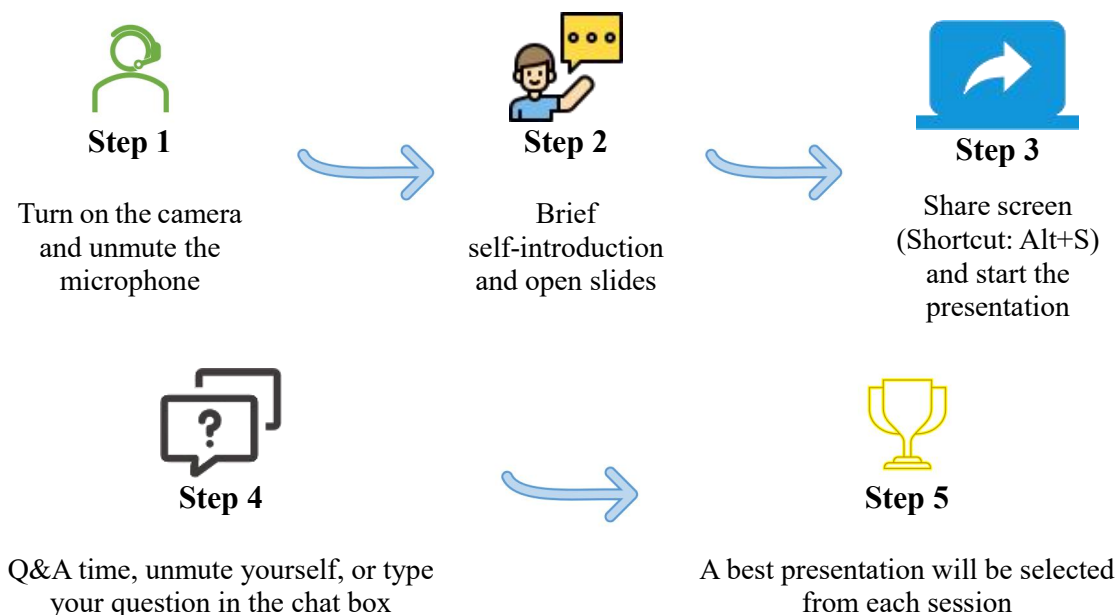




- ❖ Every online meeting includes a **group photo session**, especially during the morning invited speeches, requiring all online participants to attend the entire meeting and not leave the virtual room midway.
- ❖ Prior to the formal conference, presenter shall join the test room to make sure everything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

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

Presentation Process by Zoom Meeting



About Presentation

- Every presenter has **15** minutes, including Q & A. Each presentation should have at least TEN minutes.
- The best presentation certificate and all authors' presentation certificates will be sent after conference by email.
- It is suggested that the presenter email a copy of his / her video presentation to the conference email box as a backup in case any technical problem occurs.

Environment & Equipment Needed





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

Conference Recording

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

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





Onsite Conference Guideline

Conference Date

- **August 22th:** On-site Sign-in (Conference Materials Collection)
- **August 23th:** Conference Speeches & Parallel Sessions
- **August 24th:** One day tour in Bangkok

Oral Presentation

- The duration of a presentation slot is **15 minutes**. Please target your lecture for a duration of about 12 minutes for the presentation plus about 3 minutes for questions from the audience.
- Your punctual arrival and active involvement in each session will be highly appreciated.
- Get your presentation PPT or PDF files prepared and backed up.
- Laptops, projector & screen, laser sticks will be provided by the conference organizer.

Conference Room

- **Holiday Inn Bangkok Silom**

Date	Level	Venue	Activity
Aug. 22	Lobby floor	“Topaz” Room	Sign-in and Material Collection
Aug. 23	Lobby floor	“Emerald III” Room	Opening & Keynote Speeches
	Lobby floor	“Emerald III” & “Topaz” Room	Invited Speeches
	Lobby floor	“Emerald III” Room	Session 1, 3
	Lobby floor	“Topaz” Room	Session 2, 4

Dress Code

- Please wear formal clothes or national characteristics of clothing.

Important Notes

- Please take care of your belongings during the conference. The conference organizer does not assume any





responsibility for the loss of personal belongings of the participants.

- Please wear your participation badge during the conference. There will be NO access for people without a badge. NEVER discard your badge at will.
- Accommodation is not provided. Delegates are suggested make early reservation.
- Please show the badge and meal coupons when dining.

BADGES

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

WI-FI

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

LOST AND FOUND

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





PROGRAM AT A GLANCE

Time Zone: UTC/GMT +7 (Bangkok Time Zone)

Date	Time (UTC/GMT +7)	Event	Venue
Aug. 22, Friday	09:00-11:00	Online Test (For online presenters)	Online Room (Zoom ID:847 6935 6941 Password: Bangkok)
	13:00-17:00	Material Collection	“Topaz” Room (Lobby floor)
Aug. 23, Saturday	09:30-09:35	Opening Remarks	“Emerald III” Room (Lobby floor) & Online Room (Zoom ID:847 6935 6941 Password: Bangkok)
	09:35-10:15	Keynote Speaker 1	
	10:15-10:55	Keynote Speaker 2 (Online)	
	10:55-11:20	Coffee Break & Group Photo	
	11:20-12:00	Keynote Speaker 3 (Online)	
	12:00-13:30	Lunch	“Brasserie” Restaurant
	13:30-14:00	Invited Speech 1	“Emerald III” Room (Lobby floor)
		Invited Speech 2	“Topaz” Room (Lobby floor)
	14:00-14:30	Invited Speech 3 (Online)	“Emerald III” Room (Lobby floor)
		Invited Speech 4	“Topaz” Room (Lobby floor)
	14:30-14:50	Break	
	14:50-16:35	Technical Session 1	“Emerald III” Room (Lobby floor)
		Technical Session 2	“Topaz” Room (Lobby floor)
	16:35-17:00	Coffee Break	
	17:00-18:30	Technical Session 3	“Emerald III” Room (Lobby floor)
		Technical Session 4	“Topaz” Room (Lobby floor)
	19:00-21:00	Dinner	“Brasserie” Restaurant
Aug. 24, Sunday	09:00-09:30	Online Invited Speech 1	Online Room (Zoom ID:847 6935 6941 Password: Bangkok)
	09:30-10:00	Online Invited Speech 2	
	10:00-10:15	Break	
	10:15-10:45	Online Invited Speech 3	
	10:45-11:15	Online Invited Speech 4	
	13:30-14:45	Online Session	





TECHNICAL SESSIONS AT A GLANCE

You may quickly locate your presentation schedule and venue on this page.

Saturday, Aug. 23, 2025 (UTC/GMT +7) | Onsite Participants

14:50-16:35	Session 1: Technology Innovation and AI Applications in Education Venue: “Emerald III” Room (Lobby floor) PL428, PL450, PL453, PL1019-A, PL403-A, PL1133, PL468-A
	Session 2: Educational Innovation, Teacher Development, and Educational Management Venue: “Topaz” Room (Lobby floor) PL424, PL409-A, PL420, PL426, PL425, PL467-A, PL435-A
17:00-18:30	Session 3: Language, Literature and Cross-Cultural Communication Practices Venue: “Emerald III” Room (Lobby floor) PL1005-A, PL1607-A, PL1131, PL1130-A, PL1006-A, PL1017-A
	Session 4: Humanistic Practices and Ethical Reflections in Technology-Mediated Contexts Venue: “Topaz” Room (Lobby floor) PL458, PL463, PL1016-A, PL1018, PL1004-A, PL460

Sunday, Aug. 24, 2025 (UTC/GMT +7) | Online Participants

13:30-14:45	Online Session : Innovative Teaching Practice and Educational Management Online Room (Zoom ID:847 6935 6941 Password: Bangkok) PL429, PL411, PL447-A, PL1605-A, PL408
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CONFERENCE AGENDA

Day 1 - Friday | August 22, 2025 | (UTC/GMT +7)

Time	Activity	Venue
09:00-11:00	Online Test	Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)
13:00-17:00	Sign in and Materials Collection	“Topaz” room (Lobby Floor)





Day 2 - Saturday | August 23, 2025 | (UTC/GMT +7)

Morning

Time	Activity	Venue
Host: Assoc. Prof. Nattama Pongpairoj, Chulalongkorn University, Thailand		
09:30-09:35	Opening Remarks Assoc. Prof. Nattama Pongpairoj Chulalongkorn University, Thailand	“Emerald III” Room (Lobby Floor) & Online Room (Zoom ID:847 6935 6941 Password: Bangkok)
09:35-10:15	Keynote Speech 1 Prof. Sudaporn Luksaneeyanawin Chulalongkorn University, Thailand <i>Title: Language as Cognitive Processes: A Revisit for Language Teaching and Learning</i>	
10:15-10:55	Keynote Speech 2 (Online) Prof. Kaibao HU Shanghai International Studies University, China <i>Title: Nominalization in the Chinese-English Press Conference Interpreting: A Corpus-based Study</i>	
10:55-11:20	Coffee Break & Group Photo	
11:20-12:00	Keynote Speech 3 (Online) Prof. Rustam Shadiev Zhejiang University, China <i>Title: Context Matters: Enhancing EFL Learning through Familiar and Unfamiliar Real-World Environments</i>	
12:00-13:30	Lunch	“Brasserie” Restaurant





Afternoon

Time	Activity	Venue
13:30-14:00	Invited Speech 1 Prof. Noriki Amano Dean, Department of Information and Data Science Notre Dame Seishin University, Japan <i>Title: Live Coding as Performance Art: Beyond Programming</i>	“Emerald III” Room (Lobby Floor)
	Invited Speech 2 Assoc. Prof. Elizaveta Berezina Sunway University, Malaysia <i>Title: Enhancing Student Motivation and Engagement Through Technology</i>	“Topaz” Room (Lobby Floor)
14:00-14:30	Invited Speech 3 (Online) Senior Lecturer Dr. Rewa Wright Queensland University of Technology, Australia <i>Title: Generative Artificial Intelligence in the Humanities and Art: Digital Futures in Evolution</i>	“Emerald III” Room (Lobby Floor) & Online Room (Zoom ID: 847 6935 6941 Password: Bangkok
	Invited Speech 4 Dr. Eva S. Ohbaya Keio University, Japan <i>Title: Translation Evolution in the AI Era: Bridging Japanese and Arabic Cultures</i>	“Topaz” Room (Lobby Floor)
14:30-14:50	Break	
14:50-16:35	Technical Session 1-Technology Innovation and AI Applications in Education Session Chair: Prof. Noriki Amano, Notre Dame Seishin University, Japan	“Emerald III” Room (Lobby Floor)





	<p>Technical Session 2-Educational Innovation, Teacher Development, and Educational Management</p> <p>Session Chair: Assoc. Prof. Elizaveta Berezina, Sunway University, Malaysia</p>	<p>“Topaz” Room (Lobby Floor)</p>
16:35-17:00	Coffee Break	
17:00-18:30	<p>Technical Session 3-Language, Literature and Cross-Cultural Communication Practices</p> <p>Session Chair: Asst. Prof. Dr. Eva Ohbaya Hassan, Keio University, Japan</p>	<p>“Emerald III” Room (Lobby Floor)</p>
	<p>Technical Session 4-Humanistic Practices and Ethical Reflections in Technology-Mediated Contexts</p> <p>Session Chair: Prof. Hiroyuki Obari, Globiz Professional University, Japan</p>	<p>“Topaz” Room (Lobby Floor)</p>
19:00-21:00	Dinner	“Brasserie” Restaurant





Day 3 - Sunday | August 24, 2025 | (UTC/GMT +7)

Onsite

Time	Activity	Assembly Point
10:00-20:00	Bangkok One Day Tour	Holiday Inn Bangkok Silom - Lobby

Online

Morning

Time	Activity	Venue
09:00-09:30	Online Invited Speech 1 Assoc. Prof. Wei Zhang Director TESL Certificate, Director, Certificate in Linguistic Studies, Director, English Language Institute The University of Akron, US <i>Title: Teaching ELA Educators and English Majors to Analyze Poetry Using Systemic Functional Linguistics</i>	Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)
09:30-10:00	Online Invited Speech 2 Senior Lecturer Dr. Mariam Mohamad Universiti Sains Malaysia, Malaysia <i>Title: A Bibliometric Review of Mobile Assistive Technology Research for Dyslexic Children: Mapping the Landscape of a Decade</i>	
10:00-10:15	Break	
10:15-10:45	Online Invited Speech 3 Prof. Hiroki Yoshida Kanto Gakuin University, Japan <i>Title: Study on Japanese University Students' Awareness and</i>	





	<i>Interest toward Multicultural Exchange: A Case Study of Yokohama City</i>	
10:45-11:15	Online Invited Speech 4 Assoc. Prof. Li Jie Northwestern Polytechnical University, China Title: <i>The International Dissemination of Chinese Ethnic Language History: Navigating Challenges and Innovating Pathways</i>	

Afternoon

Time	Activity	Venue
13:30-14:45	Online Technical Session -Innovative Teaching Practice and Educational Management Session Chair: Senior Lecturer Dr. Mariam Mohamad, Universiti Sains Malaysia, Malaysia	Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)





KEYNOTE SPEAKER 1

Professor Sudaporn Luksaneeyanawin

Chulalongkorn University, Thailand

“Language as Cognitive Processes: A revisit for language teaching and learning”

Speech time: 09:35-10:15, Saturday, Aug. 23, 2025 (UTC/GMT +7)

Venue: “Emerald III” Room



Dr. Sudaporn Luksaneeyanawin is the Administrative Board Member of the Association of the Thailand Professional and Organizational Development Network (www.thailandpod.org), the Ministry of Higher Education, Science, Research, and Innovation-MHESI. She is a member of the Academic Committee (Humanities) of the National Research Council of Thailand-NRCT, and the advisor of the Burapha University Language Institute. She was the Assistant to the President for Research and International Affairs at Chulalongkorn University from 2004 to 2008. She was also the former Chairperson of the Department of Linguistics, Faculty of Arts, where she has been teaching there for more than forty years. At Chulalongkorn University she was the advisor of the Centre of Excellence for Research in Speech and Language Processing-CRSLP (www.crsip.chula.ac.th), and the advisor and senior expert member of the International Graduate Program in English as an International Language (www.eil.grad.chula.ac.th), where she was the first director of both sectors for many years. Dr. Sudaporn is an expert in speech computing and speech technology, the area that she has been doing research from the 70s while she was a Ph.D. student in Theoretical Phonetics at the Department of Linguistics, and a postdoctoral fellow in Speech Computing and Speech Technology at the Centre for Research in Speech Technology-CSTR in the 80s, the University of Edinburgh, the United Kingdom. Her expertise extended from general phonetics to psycholinguistics, stylistics, pragmatics, and applied linguistics. Working with computer processing of language and speech, she extends her interest into human processing of language and speech. She has collaborated with colleagues in Australia, Japan, South Korea, Ireland, Sweden, Belgium, and Finland in applied linguistics, psycholinguistics, and speech and language processing. She has been invited as visiting professors and honorary researchers to universities in Thailand and in different countries where she also co-supervised Ph.D. students. Her research in speech technology is the first Thai Text-to-Speech System-TTS and Thai





Automatic Speech Recognition System-TASR which are the prototype of various Thai speech engines developed later either by herself and the team, or by her former students. Her work with the business partners is the IBM (Home Page Reader), the AWR System with Sun Systems, the TTS and ASR system with Nuance. She also worked with Nokia (Finland) in the development of Corpus Based Thai Lexicon. Another area of her expertise is applied linguistics. She supported the Ministry of Education for almost 30 years on the national curriculum development, chairing the three main National English Language Curriculum Development Committees (the 1996 National English Curriculum, the 1999 Standards and Benchmarks for Foreign Language Teaching and Learning, and the 2009 National Core Curriculum for English). Dr. Sudaporn has more than 100 published papers. She has supervised more than 100 M.A., M.Sc., M. Eng, and Ph.D. research projects at Chulalongkorn University and other universities both in Thailand and other countries. On 2 October 2024 she was awarded an Honorary Doctorate Degree in Arts from Chulalongkorn University, a great honour of her career achievements. A full resume can be accessed at the websites of the Department of Linguistics, Faculty of Arts, Chulalongkorn University. Her h-index score can be found in Semantic Scholar with 778 citations and 52 highly influential citations.

Title: Language as Cognitive Processes: A revisit for language teaching and learning

Abstract: In this hyperconnected world of the third decade of the twenty first century, Usage-Based language learning is what language educators need. The centre of the learning is communication within and across languages. The three aspects that are intertwined as cognitive processes for this type of learning are as follows: 1) World categorisation and words: how different languages categorise things and the world, comparing domains in different languages. 2) The emotive aspect: this seems to be universal. However, once expressed into languages, metaphorical expressions show how this emotive aspect is processed through expressions that are governed by the first aspect which is more language specific. 3) The human communication: when language is used in communication, this cognitive process is also governed by the interlocutors and the context of communication which includes the context of culture, the context of situation that takes the context of space (participants and place) and the context of time (absolute time or relative time or periods). These three aspects of cognitive processes would be reviewed and discussed how they are working holistically in communication and how this holistic approach should be applied for Usage-Based language teaching and learning.





KEYNOTE SPEAKER 2 (Online)

Professor Kaibao HU

Shanghai International Studies University, China

“Nominalization in the Chinese-English Press

Conference Interpreting: A Corpus-based Study”

Speech time: 10:15-10:55, Saturday, Aug. 23, 2025 (UTC/GMT +7)

Venue: “Emerald III” Room

Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)



Professor Kaibao HU received his Master's degree in Foreign Linguistics and Applied Linguistics from Harbin Institute of Technology in 1991, and obtained his Ph.D. in English Language and Literature from Nanjing University in 2004.

He has held academic and administrative positions at the Department of Foreign Languages at Hefei University of Technology, the School of Foreign Languages at Shanghai Jiao Tong University, and the Institute of Language Sciences at Shanghai International Studies University. Over the years, he has served as Associate Professor, Professor, and has successively held the positions of Associate Dean, Executive Dean, and Dean. He is the Editor-in-Chief of Corpus-based Studies across Humanities and member of editorial board of Corpora, and serves as the series editor for Frontiers in Applied Linguistics (Routledge), Corpora and Intercultural Studies (Springer), and Corpus-based Translation Studies Series (Shanghai Jiao Tong University Press).

Professor Hu was awarded the Second Prize of the Shanghai Municipal Higher Education Teaching Achievement Award in 2014, the Third Prize and the Second Prize of the Ministry of Education Award for Outstanding Achievements in Humanities and Social Sciences in Higher Education in 2015 and 2024.

He was listed among the Most Influential Scholars in Chinese Philosophy and Social Sciences in both 2017 and 2020, and has been selected as a Distinguished Professor under the National High-Level Talent Program.





Professor Hu has long been engaged in corpus-based translation studies. He has published over 120 research articles in prestigious domestic and international journals, including those indexed by SSCI, A&HCI, and CSSCI.

He is the author of ten academic monographs published by leading publishers such as Springer, Palgrave Macmillan and Higher Education Press. He has led 25 research projects, including major projects funded by the National Social Science Fund of China, and key projects commissioned by the China Academy of Translation. The total research funding he has secured exceeds 15 million RMB.

Title: Nominalization in the Chinese-English Press Conference Interpreting: A Corpus-based Study

Abstract: Drawing upon grammatical metaphor and register analysis, this article conducts a corpus-based study of nominalization in the interpreted speeches of the Chinese-English press conference interpreting in comparison with the original English speeches of the press conference organized by the U.S. government, and the translated texts of Report on the Work of the Government. The investigation reveals that the frequency of nominalizations derived from verbs in the interpreted speeches is significantly higher than that in the original speeches, but significantly lower than that in the translated texts despite the fact that there is no significant difference between the interpreted speeches and the original English speeches in the frequency of nominalizations derived from adjectives and gerund nominalizations. It is argued that the differences in the use and distribution of nominalization can be explained by the features of Chinese-English press conference interpreting in terms of register, the differences between the Chinese and English languages, and more importantly, the interpreters' use of interpreting methods.





KEYNOTE SPEAKER 3 (Online)

Professor Rustam Shadiev

Zhejiang University, China

“Context Matters: Enhancing EFL Learning through Familiar and Unfamiliar Real-World Environments”

Speech time: 11:20-12:00, Saturday, Aug. 23, 2025 (UTC/GMT +7)

Venue: “Emerald III” Room

Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)



Prof. Rustam Shadiev is a Tenured Professor at the College of Education, Zhejiang University, Hangzhou, China, specializing in advanced learning technologies for language learning and cross-cultural education. He earned his Ph.D. in Network Learning Technology from National Central University in 2012. Prof. Shadiev is a Fellow of the British Computer Society (BCS), a Senior Member of the Institute of Electrical and Electronics Engineers (IEEE), and a member of the Association for Computing Machinery (ACM). He also serves as a Graduate Faculty Scholar in the College of Graduate Studies at the University of Central Florida, USA.

In 2019, Prof. Shadiev was honored with the title of Distinguished Professor of Jiangsu Province, China. He has published over 200 academic studies, with more than half appearing in journals indexed by the Social Sciences Citation Index. Additionally, he has been recognized as one of the most cited Chinese researchers in the field of education by Elsevier, Scopus, and Shanghai Ranking for four consecutive years, from 2020 to 2023. Prof. Shadiev serves on the Editorial Board of several prestigious journals, including the Journal of Educational Technology & Society, the Journal of Computer Assisted Learning, and Smart Learning Environments. He also guest edits special issues for various esteemed journals, such as the Journal of Educational Technology & Society, Sustainability, and Frontiers in Psychology.

Title: Context Matters: Enhancing EFL Learning through Familiar and Unfamiliar Real-World Environments





Abstract: This keynote explores the critical role of environmental familiarity in shaping learners' performance and engagement in English as a Foreign Language (EFL) contexts. Drawing upon theories of language input and output, cultural schema, and contextualized learning, the presentation examines how authentic environments, both familiar and unfamiliar, can influence the acquisition and application of language skills.

Grounded in empirical research, the talk presents findings from studies comparing EFL learners' performance across familiar and unfamiliar real-world contexts. The results demonstrate the significant affordances of familiar environments, such as enhanced comprehension, meaningful engagement, and efficient learning. Furthermore, the speech highlights the impact of strategic familiarization approaches on learners' ability to navigate and learn effectively in initially unfamiliar settings.

The keynote concludes with practical recommendations for integrating contextual familiarity into EFL instruction. It advocates for the use of mobile learning technologies and the deliberate design of learning tasks rooted in learners' everyday environments to promote meaningful, sustained, and transferable language learning experiences.





INVITED SPEAKER 1

Professor Noriki Amano

Dean, Department of Information and Data Science

Notre Dame Seishin University, Japan

“Live Coding as Performance Art: Beyond Programming”

Speech time: 13:30-14:00, Saturday, Aug. 23, 2025 (UTC/GMT +7)

Venue: “Emerald III” Room



Dr. Amano is a full professor and heads the Department of Information and Data Science at Notre Dame Seishin University (NDSU)—one of the famous universities in the Chugoku area in Japan. Before joining NDSU in 2024, Dr. Amano was a professor at Saitama University and Mukogawa Women's University and is best known for his work on wearable music, live coding performance for stage lights and audio devices, glitch art and music, etc. Dr. Amano earned a Ph.D in computer science in 1999 from Japan Advanced Science and Technology (JAIST) and has published papers in many areas of computer science, including programming languages, middleware, educational technology, entertainment computing, and media art. He had also worked for two IT companies and developed many systems, including a word processor system. He is a member of the Association for Computing Machinery.

Title: Live Coding as Performance Art: Beyond Programming

Abstract: In recent years, the term "live coding" has been seen in the context of music and performance art. Live coding events such as MUTEK and Algorave are so popular that tickets sell out immediately. What is live coding? In this short talk, the speaker will introduce the history of live coding and its current situation, and discuss its significance and potential. Currently, live coding as a performance art is mainly musical improvisation and real-time image generation, but it has the potential to become a tool for creating new performance art in the future. What kind of performance art will live coding enable? The speaker started out studying programming languages as a researcher and is currently developing multiple live coding systems and performing unique performances. From the perspective of such a practitioner, the speaker will talk about the appeal of live coding as a performance art and its outlook for the future.





INVITED SPEAKER 2

Associate Professor Elizaveta Berezina

Sunway University, Malaysia

“Enhancing Student Motivation and Engagement Through Technology”

Speech time: 13:30-14:00, Saturday, Aug. 23, 2025 (UTC/GMT +7)

Venue: “Topaz” Room



Dr. Elizaveta Berezina is an Associate Professor of Psychology at Sunway University, Malaysia, Faculty of Medical and Life Sciences, School of Psychology. She is a member of the European Association of Social Psychology, the British Psychological Society, and the International Society of Critical Health Psychology. Dr. Berezina having served as Lead Trainer for the AIDS Foundation East-West (AFEW), managed HIV-prevention programmes implemented by seven local NGOs across Russia. Her research interests include youth health promotion, lay representations of illness, behavioural change, personality, and well-being. Dr. Berezina has published widely on topics related to teaching innovation in psychology, curriculum design, learning outcomes, and experiential education.

Title: Enhancing Student Motivation and Engagement Through Technology

Abstract: This talk explores the transformative role of technology in fostering student motivation and engagement. It highlights practical strategies and innovative tools that create interactive, personalized, and meaningful learning experiences. Special attention will be given to the integration of problem-based learning (PBL), showcasing how technology can support inquiry-driven approaches, encourage critical thinking, and promote active participation. This talk connects educational psychology with modern teaching methods to explore how technology can create engaging learning environments that support student success.





INVITED SPEAKER 3 (Online)

Senior Lecturer Dr. Rewa Wright

Queensland University of Technology, Australia

*“Generative Artificial Intelligence in the Humanities
and Art: Digital Futures in Evolution”*

Speech time: 14:00-14:30, Saturday, Aug. 23, 2025 (UTC/GMT +7)

Venue: “Emerald III” Room

Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)



Dr. Rewa Wright is a Senior Lecturer in Creative Practice (Film, Screen & Animation) at Queensland University of Technology (QUT) in Australia. Renowned for her innovative work at the intersection of computational arts, real-time animation, and artificial intelligence, she has made significant contributions that intersect media arts and technology. Dr. Wright has presented at prestigious A+ conferences, including SIGGRAPH 2023 in Los Angeles and SIGGRAPH Asia 2023 in Sydney. Her research has garnered substantial funding, including a Creative Australia Grant with the ISEA2024 Steering Committee and a large Australian Research Council grant in the Industrial Transformation Hub advancing ‘Connected Sensors for Health’. Dr. Wright's recent work explores the applications of Artificial Intelligence and Large Language Models (LLM) in creative practices, investigating how these technologies can enhance artistic expression and engage audiences in novel ways. Notably, she served as Chair of the IEEE Visual Arts Program in 2024, guiding discussions on the future of data visualisation and human-machine creativity. She has published top-tier papers in the ACM Digital Library, showcasing her expertise and thought leadership in digital media.

Title: Generative Artificial Intelligence in the Humanities and Art: Digital Futures in Evolution

Abstract: The advent of generative artificial intelligence (AI), particularly large language models (LLMs), is reshaping the landscape of the humanities and arts, offering novel avenues for creativity, analysis, and interpretation. This presentation explores the transformative potential of these technologies, which not only enhance artistic practices but also challenge traditional notions of authorship and originality. Recent scholarship, including works published in the IEEE Transactions on Artificial Intelligence, reveals how LLMs facilitate innovative forms of expression and interaction across diverse cultural contexts. As artists





and scholars increasingly adopt these tools, they navigate a complex interplay of ethical considerations and creative possibilities. The integration of generative AI invites critical reflections on the implications for human agency and the evolving role of the artist in the digital age. By examining case studies and theoretical frameworks, this talk aims to illuminate the rich dialogues emerging at the intersection of technology and the humanities, emphasizing the necessity for responsible and informed engagement with these powerful tools. Ultimately, the presentation seeks to inspire a nuanced understanding of generative AI's impact on cultural production and the future of artistic inquiry.





INVITED SPEAKER 4

Dr. Eva S. Ohbaya

Keio University, Japan

“Translation Evolution in the AI Era: Bridging Japanese and Arabic Cultures”

Speech time: 14:00-14:30, Saturday, Aug. 23, 2025 (UTC/GMT +7)

Venue: “Topaz” Room



Dr. Eva S. Ohbaya is an Assistant Professor at Keio University, Japan. She holds both a Master's and a Ph.D. in Linguistics, with a focus on Arabic language and pedagogy. Her research encompasses Arabic linguistics, Arabic language education, and modern Arab political thought and sociology. With over a decade of teaching experience at Japanese universities, Dr. Ohbaya has also contributed to Arabic language education through Japan's national broadcaster, NHK. She has presented her work at international conferences such as the Middle East Studies Association (MESA) and the International Conference on Education and Social Sciences (INTCESS), etc.

Title: Translation Evolution in the AI Era: Bridging Japanese and Arabic Cultures

Abstract: Not so long ago, such translation work required hours of tedious leafing through dictionaries and searching for the perfect words. Nowadays, a helping hand stands at the ready: artificial intelligence. It accelerates the task by a great margin. But quicker often doesn't mean more convenient—particularly when the two languages as far apart as Japanese and Arabic are concerned. These two languages differ not merely in structure; they are based on radically different worlds of culture, tradition, and historical experience. Based on the theories of Roman Jakobson regarding translation, this presentation discusses a number of the challenges of translation: How can the poetry's rhythm live on in another language? What happens to humor that depends so much on its original cultural setting? Taking “The Thousand and One Nights” as an example, we will look closely at the balancing act translators perform: staying faithful to the original words while making the story come alive for new readers. I will also consider the role of AI translation tools—their growing strengths, but also their struggles when it comes to capturing cultural nuance and preserving deeper meanings. In the end, while AI offers remarkable new opportunities, real cross-cultural understanding still depends on human insight, empathy, and creative judgment.





INVITED SPEAKER 5 (Online)

Associate Professor Wei Zhang

Director TESL Certificate, Director, Certificate in Linguistic
Studies, Director, English Language Institute

The University of Akron, US

*“Teaching ELA Educators and English Majors to
Analyze Poetry Using Systemic Functional Linguistics”*

Speech time: 09:00-09:30, Sunday, Aug. 24, 2025 (UTC/GMT +7)

Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)



Wei Zhang, Ph.D., M.Ed., is an Associate Professor of Linguistics and TESOL at the Department of English, The University of Akron, Akron, Ohio, USA, where she teaches graduate and undergraduate courses in linguistics, second language acquisition, and language teaching methodology. She is also the Director of The English Language Institute and directs the TESL Certificate and Linguistics Certificate programs. Between 2012-2023, she served as PI and Co-PI of million-dollar federal grants to train U.S. public school teachers with a TESOL Endorsement. Her primary research interests are in the areas of academic English development of second language learners, TESOL teacher training, TESOL program design, second language phonological acquisition, speech perception, and acoustic phonetics. She is also interested in Chinese phonology and home language maintenance in the United States.

Title: Teaching ELA Educators and English Majors to Analyze Poetry Using Systemic Functional Linguistics

Abstract: Poetry is a literary genre found in K-12 English language arts curricula and commonly taught to English majors at college. Its unique linguistic and rhetorical features bring out rich and highly condensed meaning that goes beyond the literal meaning of a poem. Systemic Functional Linguistics (SFL) proposed by linguistic M.A.K. Halliday offers a set of linguistic tools for the exploration of both the surface and deep meanings of poems. SFL examines a poem's graphology (layout), sound system (rhyme and rhythm), rhetorical organization (poetic form and rhetorical organization), cohesion devices (word choice), and how they construct and condense meaning. It also reconstructs the lines of a poem into clauses to examine the experiential meaning, interpersonal meaning, and textual meaning of the poem. The experiential meaning is





expressed through participants (human and/or non-human actors), processes (doing, being, sensing, and saying, circumstances (adverbials), and conjunctions; the interpersonal meaning through mood (declarative, interrogative, or imperative) and modality (the use and choice of modal verbs); and the textual meaning through the explicit identification and tracking of the Theme, or the departure point of each clause. In this presentation, sample poems are used to illustrate the SFL tools and how they are used to unpack the surface and deep meanings of poems for K-12 English language arts teachers and English majors.





INVITED SPEAKER 6 (Online)

Senior Lecturer Dr. Mariam Mohamad

Universiti Sains Malaysia, Malaysia

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

Speech time: 09:30-10:00, Sunday, Aug. 24, 2025 (UTC/GMT +7)

Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)



Dr. Mariam Mohamad is a Senior Lecturer at Universiti Sains Malaysia with research interests in mobile learning and mobile assistive technology. Recognized as a pioneer in mobile learning in Malaysia, her work has been cited by UNESCO and featured in *Mobile Learning in Higher Education in the Asia-Pacific Region* (Springer). She has presented her research widely at international conferences, including: UNESCO Mobile Learning Week 2014, Paris (Invited Speaker) ICEMT 2018, Okinawa, Japan (Invited Speaker) IMLF 2018, Singapore (Invited Speaker) ICEDU 2019, Kuala Lumpur (Plenary Speaker & Forum Panelist) ICEMT 2019, Nagoya, Japan (Plenary Speaker) IMRC 2020 and Education Science & Technology Conference 2020, Philippines (Keynote Speaker) TEL 2021, ICSE 2021, ICEEL 2021 (Keynote/Plenary/Invited Speaker) ICEPS 2023, ICLLL 2023, AETS 2024, ICETM 2024, ICLLL 2024 (Invited Speaker) She is also active in innovation, winning multiple awards for assistive learning tools, including gold medals at iCompEx 2016, IUCEL 2018, and IIDEA 2018, among others. Her research is supported by international grants from the Sumitomo Foundation and Japan Foundation. Dr. Mariam serves as an executive committee member of the Mobile Learning Association Malaysia, President of the Dyslexia Association (Penang), Advisor to the Special Needs Students Association (USM), and committee member of the R&D Unit at the Malaysian Association for the Blind.

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

Abstract: Dyslexia, a prevalent neurodevelopmental disorder affecting reading and writing skills, poses significant challenges to educational attainment. In recent years, mobile assistive technologies have emerged as promising tools to support dyslexic children in their journey. Despite the increasing focus on mobile





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





INVITED SPEAKER 7 (Online)

Professor Hiroki Yoshida

Kanto Gakuin University, Japan

“Study on Japanese University Students' Awareness and Interest toward Multicultural Exchange: A Case Study of Yokohama City”

Speech time: 10:15-10:45, Sunday, Aug. 24, 2025 (UTC/GMT +7)

Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)



Hiroki Yoshida was born in 1973 in Nara, Japan. He received the MEd in Educational Methodology (Audio Visual Education) from the International Christian University, Tokyo, Japan in 2001. He worked at the Japan Audio Visual Education Association (JAVEA) from April 2000 to March 2002. He taught pre-service teachers at the Faculty of Education, Tokoha University, Shizuoka, Japan from April, 2002 to March, 2017. He is currently a professor at the College of Intercultural Studies, Kanto Gakuin University in Yokohama, Japan. His research interests include collaborative online international learning, lifelong learning, and intercultural education.

Title: Study on Japanese University Students' Awareness and Interest toward Multicultural Exchange: A Case Study of Yokohama City

Abstract: The population of foreign residents in Yokohama City has been increasing on an annual basis, reaching a figure exceeding 100,000 in 2019. Consequently, Yokohama City has emerged as the second most populous foreign-resident city in Japan, closely following Osaka City. A questionnaire survey administered by Yokohama City revealed that the majority of foreign residents in Yokohama expressed satisfaction with their quality of life in the city. This study aimed to ascertain the extent of Japanese university students' awareness and interest in multicultural exchange in Yokohama. The results of the study indicate that Japanese university students have limited understanding of Yokohama City's multicultural context. Moreover, the findings suggest a paucity of experience in multicultural exchange among Japanese university students. However, they also demonstrate a keen interest in other cultures and are eager to participate in multicultural events or programs.





INVITED SPEAKER 8 (Online)

Associate Professor Li Jie

Northwestern Polytechnical University, China

“The International Dissemination of Chinese Ethnic Language History: Navigating Challenges and Innovating Pathways”

Speech time: 10:45-11:15, Sunday, Aug. 24, 2025 (UTC/GMT +7)

Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)



LI Jie holds a PhD in Applied Linguistics from the University of Leipzig, Germany. Currently, she serves as an Associate-Professor at Northwestern Polytechnical University in China. She has made significant contributions to the fields of applied linguistics and translation studies through numerous academic publications. Her notable works include the monograph *Kognitionstranslatologie: Das verbale Arbeitsgedächtnis im Übersetzungsprozess* [Cognitive Translation: Verbal Working Memory in the Translation Process] (Berlin, Germany: Frank & Timme Verlag, 2022). She has also published influential journal articles such as "The Impact of Bilingualism on Storage and Processing Functions in Working Memory: An Experimental Dual-Task Study" (Language and Cognitive Science, 2019, London, UK) and "The Impact of Verbal Working Memory on Written Translation: Empirical Evidence and an Initial Model" (Linguistica Antverpiensia, 2020, Antwerp, Belgium). Prof. Dr. Li, as an active researcher, is a professional member of the Translators Association of China (TAC) and has been awarded a research grant from the National Social Science Foundation of China (NSSF) for her translation project.

Title: The International Dissemination of Chinese Ethnic Language History: Navigating Challenges and Innovating Pathways

Abstract: The charm of a nation's culture and the cohesion of its people are primarily expressed and transmitted through language. As a vital carrier of cultural heritage and national unity, language embodies the cultural allure and centripetal force of a nation. In this context, the translation and overseas dissemination of China's domestic academic works hold significant strategic importance for enhancing national cultural confidence and strengthening the country's cultural soft power. This study focuses on the international promotion of ethnic language history, systematically reviewing its developmental trajectory and current status. By employing a dual-dimensional approach that combines diachronic and synchronic perspectives, as well as integrating quantitative and qualitative research methods, the study delves into the





primary obstacles and underlying causes faced during its overseas dissemination. Building on this analysis, the research aims to construct an academic discourse system for ethnic language history with Chinese characteristics and explore practical pathways for international promotion, thereby showcasing the unique theoretical contributions and practical wisdom of Chinese ethnic language studies to the global academic community.





TECHNICAL SESSION 1

“Technology Innovation and AI Applications in Education”

Session Chair: Prof. Noriki Amano, Notre Dame Seishin University, Japan

Time: 14:50-16:35, Aug. 23 Saturday

Venue: “Emerald III” Room

Note:

- Each schedule of each presentation is for reference only. Authors are required to attend the whole session and enter the session room **10 minutes earlier** in case there may be some changes on the conference day
- The **certificate** of oral presentations will be awarded to each presenter at the end of each session
- **One best presentation** will be selected for each session.
- A **session group photo** will be taken at the end of the session, which will be updated on the conference website after the event.

PL428 14:50-15:05	<p>Artificial Intelligence in Instructional Design: A Systematic Review</p> <p>Author/Authors: Melinda A. Gagaza, Celina P. Sarmiento</p> <p>Presenter: Melinda Aspiras Gagaza, De La Salle University, Philippines</p> <p><i>Abstract-</i> This systematic review investigates how artificial intelligence (AI) supports instructional design by synthesizing findings from 30 empirical studies. Guided by PRISMA procedures, the review applied strict eligibility criteria to include studies published between 2020 and 2025 that explicitly examined AI’s role in instructional or lesson design across K–12 and higher education contexts. However, all included studies were published between 2022 and 2024, reflecting a recent surge of interest in this area. Thematic analysis revealed five core functions of AI in instructional design: (1) Instructional Design Support, where AI tools assist in generating learning content and assessments; (2) Differentiated and Personalized Learning, using adaptive systems and intelligent tutoring technologies; (3) Collaborative Planning and Review, through co-design interactions between educators and AI tools; (4) Real-Time Feedback, leveraging learning analytics for responsive teaching; (5) Risk Management, emphasizing the importance of educator oversight to mitigate issues such as bias and content accuracy. The review highlights AI’s collaborative value in instructional design while underscoring the need for human judgment to ensure ethical and contextually relevant applications.</p>
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PL450 15:05-15:20	<p>Unveiling Artificial Intelligence Trends in Higher Education: A Bibliometric Perspective</p> <p>Author/Authors: Tsaniya Sholihah, Cepi Riyana</p> <p>Presenter: Tsaniya Sholihah, Universitas Pendidikan Indonesia, Indonesia</p> <p><i>Abstract-</i> The use of Artificial Intelligence in higher education has become commonplace. Even the number of publications made with the help of Artificial Intelligence has soared in recent years. Various phenomena of the use of Artificial Intelligence in education, especially higher education, have increased interest in research related to Artificial Intelligence to optimize its use. This study aims to analyze journal articles on Artificial Intelligence in higher education. This study analyzed 1,725 journal articles in the Scopus database since 1986. The number of journal articles in 2024 has increased significantly by 165% compared to the previous year. The research was conducted with bibliometric analysis using VOSviewer software. The results of the analysis show that ChatGPT is the most researched computer program in Artificial Intelligence research in Higher Education. In addition, the keyword generative AI is a hot topic that is researched in this last year. The keywords plagiarism, AI literacy, and academic writing are current keywords that have not been researched much. Thus, research on Artificial Intelligence in Higher Education is a research topic that still has high potential to be further developed in the future.</p>
PL453 15:20-15:35	<p>The Impact of AI Assistance on the Quality of Undergraduate Graduation Design—An Empirical Evaluation Based on Counterfactual Inference</p> <p>Author/Authors: Shi Honghe, Duan Bin</p> <p>Presenter: Shi Honghe, Xiangtan University, China</p> <p><i>Abstract-</i> Generative AI is rapidly penetrating higher education, and its net effect on the quality of undergraduate graduation theses remains controversial. This study aims to estimate the net causal effect of AI-assisted writing on the grades of undergraduate graduation theses. The research collected the thesis scoring and questionnaire data of 120 undergraduate students in a certain university. A counterfactual framework with propensity score matching was adopted and supplemented by semi-structured interviews with 10 students. The results showed that the average score of the graduation project of students using AI tools increased by approximately 5.2 points ($p < 0.05$). Interviews show that AI can enhance writing efficiency and standardization, but there is a risk of over-reliance. Colleges and universities should enhance the training of AI literacy and academic integrity to give full play to its value and avoid potential risks.</p>
PL1019-A 15:35-15:50	<p>Enhancing English Proficiency and Cross-Cultural Competence through AI-Human Integrated Learning</p> <p>Author/Authors: Hiroyuki Obari</p> <p>Presenter: Hiroyuki Obari, Globiz Professional University, Japan</p>





	<p><i>Abstract-</i> This study examines the integration of AI tools and human instruction to enhance English proficiency and cross-cultural communication among graduate engineering students. Over a 14-week program, 16 B1-level CEFR students engaged in AI-assisted learning, interactions with native speakers, cultural discussions, and AI-supported final presentations. Quantitative assessments using Progos and Scribo demonstrated significant progress to B2 CEFR level, while qualitative reflections underscored the importance of human interaction in developing cultural awareness and emotional intelligence. AI tools such as ChatGPT, Grammarly, Scribo, and Progos effectively improved technical language skills, yet deeper intercultural and emotional insights emerged primarily through human engagement. The study highlights the strengths and limitations of combining AI technology with human interaction, offering valuable implications for the future of global language education.</p>
PL403-A 15:50-16:05	<p>The Effect of Students Using a 3D Animated Concept Mapping Digital Game-Based Learning System on Enhancing Their Motivation in Learning Statistics</p> <p>Author/Authors: Chei-Chang Chiou, Chieh-Jung Chang, and Keng-Sheng Ting Presenter: Chei-Chang Chiou, National Changhua University of Education</p> <p><i>Abstract-</i> The objective of this research is to develop a 3D animated concept mapping digital game-based learning system, with statistics course materials as the target content, and to explore whether this learning system effectively enhances students' motivation to learn statistics. The empirical study adopts a true experimental design to compare the effects of four different learning systems on students' motivation to learn statistics: the 3D animated concept map digital game-based learning system, the traditional digital game-based learning system, the traditional multidimensional concept map learning system, and the traditional linear multimedia learning system. The empirical results indicate that the 3D animated concept map digital game-based learning system is more effective in enhancing students' motivation to learn statistics compared to the other three instructional systems.</p>
PL1133 16:05-16:20	<p>The Influences of Beauty Bloggers on Behaviors of Female Followers on Xiaohongshu Application</p> <p>Author/Authors: Yue Yin Presenter: Yue Yin, Rangsit University, Thailand</p> <p><i>Abstract-</i> This study investigates how beauty bloggers on Xiaohongshu influence the purchasing behavior and cultural attitudes of female followers in China through persuasive linguistic strategies, emotional engagement, and platform-driven trust mechanisms. Drawing on the Elaboration Likelihood Model (ELM), Source Credibility Theory, and Social Influence Theory, the research explores how users respond to influencer content via peripheral cues—such as tone, authenticity, and storytelling—rather than factual product details. A survey of 400 female users in Beijing was</p>





	<p>conducted using stratified sampling and analyzed through multiple regression. Results indicate that perceived credibility ($\beta = 0.875$) and emotional attitude ($\beta = 0.766$) strongly predict consumer behavior, while platform usability ($\beta = 0.699$) and social media exposure ($\beta = 0.587$) also contribute significantly.</p> <p>Beyond marketing implications, the findings contribute to the field of digital linguistics by revealing how influencers' discourse—combining localized expressions, colloquial speech, and cultural symbols—constructs emotional intimacy and trust in an over-commercialized environment. Xiaohongshu's integrated "see-trust-buy" loop illustrates a novel digital persuasion model grounded in language, identity, and mediated consumption. The study offers insights into the intersection of language, culture, and e-commerce in contemporary Chinese digital platforms.</p>
PL468-A 16:20-16:35	<p>How much can AI Serve as a Mentor for Personal Growth?</p> <p>Author/Authors: Raymond Wai-man CHAN</p> <p>Presenter: Raymond Wai-man CHAN, City University of Hong Kong, Hong Kong, China</p> <p><i>Abstract-</i> A mentor is essential for personal growth. Can AI replace humans as a personal coach? Empirical exploration on this focus is rare. This study explores whether AI provides practical guidance and emotional support as a personal coach to improve personal growth. A quantitative study measuring five variables: intrinsic motivation, system usability, mentor role, personal growth and psychological well-being before (T1) and after (T2) the experiment. Participants were also invited to write weekly summaries to share their experience working with AI. Improvement in personal growth ($t = 20.000$, $p = 0.001$), autonomy ($t = 6.928$, $p = 0.010$), purpose in life ($t = 8.660$, $p = 0.007$), and the overall psychological well-being ($t = 5.669$, $p = 0.015$) between T1 and T2 were reported. Changes of the mentor role towards the AI between the intervals were also reported, such as the mentor role as a role model ($t = -4.000$, $p = 0.029$), and an acceptor ($t = -3.464$, $p = 0.037$). Pearson bivariate correlations reported strong associations between a mentor role as counsellor and challenger ($r = 0.949$, $p < 0.01$) in T1, but this association was no longer significant ($r = 0.866$, $p = 0.333$) in T2. Instead, a counsellor's role was associated significantly with the role of a friend and a coach in T2. An overall psychological well-being in T2 was significantly associated with Environmental Mastery ($r = 0.838$, $p < 0.01$), and personal growth in T2 was associated with the AI role as a counsellor in both T1 and T2.</p>





TECHNICAL SESSION 2

“Educational Innovation, Teacher Development, and Educational Management”

Session Chair: Assoc. Prof. Elizaveta Berezina, Sunway University, Malaysia

Time: 14:50-16:35, Aug. 23 Saturday

Venue: “Topaz” Room

Note:

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PL424 14:50-15:05	<p>Interdisciplinary Integrated Curriculum Design, Evaluation and Improvement Based on Causal Inference</p> <p>Author/Authors: Jing Zhou , Bin Duan Presenter: Jing Zhou, Xiangtan University, China</p> <p><i>Abstract-</i> To meet the demands of the information and intelligent era and cultivate students' ability to integrate diverse knowledge and skills to solve practical problems, interdisciplinary integrated curriculum design has become an important paradigm in education and teaching. However, due to challenges such as the interference of confounding factors, the static evaluation system, and the lack of a dynamic optimization mechanism, the design, evaluation, and improvement of interdisciplinary integrated courses are difficult to be effectively supported. Therefore, based on the theory of causal science, this paper proposes the method of "introducing mediators to eliminate confounding", precisely quantifying the causal effect of teaching intervention. Taking the Energy Cyber-physical System course as an example, it specifically demonstrates how to introduce mediating variables to eliminate the interference of confounding factors, quantify the effect of teaching intervention, and achieve the continuous improvement of the course.</p>
PL409-A 15:05-15:20	<p>Conceptualization of “Evaluation Exhaustion” in Universities and Practices to Overcome through Measurement</p>





	<p>Author/Authors: Susumu Shibui, Toshiyuki Shimada, Kenshiro Ichimura</p> <p>Presenter: Susumu Shibui, National Institution for Academic Degrees and Quality Enhancement of Higher Education, Japan</p> <p><i>Abstract-</i> In Japan, as in many other countries, a university evaluation system was introduced almost 20 years ago to improve the quality of higher education. The demand for improvement through competition and evaluation has now become a routine task for universities. On the other hand, since the introduction of the evaluation system, both evaluators and universities have expressed concerns about the burdensome nature of evaluation work, and the term “evaluation exhaustion” has often been used to describe this. However, the concept is vague and no concrete proposals have been made to alleviate or overcome it. The purpose of this study was to clarify the current state of “evaluation exhaustion” in universities and to explore measures to overcome it. To clarify the current situation, we developed a series of questions through text mining relevant responses to the evaluation verification questionnaire and through interviews with universities. We then developed a measurement scale based on these questions. As a result, this scale consists of a total of 19 items, including “uncertainty about the purpose of evaluation,” “mistrust of the evaluation system,” and “feeling burdened by evaluation work,” and its reliability and validity were confirmed by applying factor analysis after multiple trials. It was found that it is not just workload that causes “evaluation exhaustion”, but a wide range of psychological factors.</p>
PL420 15:20-15:35	<p>A Qualitative Empirical Study on the Influence Factors of Self-Efficacy among Thai HSK Teachers: A Grounded Theory Approach</p> <p>Author/Authors: Xiaomin Jiang</p> <p>Presenter: Xiaomin Jiang, Huachiew Chalermprakiet University, Thailand</p> <p><i>Abstract-</i> With the rapid development of international Chinese education, HSK courses have become an important part of Chinese teaching in Thai universities. Teachers' self-efficacy, as a core variable affecting teachers' behavior and professional development, has received widespread attention in the academic community. However, existing research mostly analyzes the composition of teachers' self-efficacy from a macro perspective, with little focus on specific influencing factors in particular teaching tasks (such as HSK test preparation). This study, using a grounded theory approach, explores the key factors influencing the self-efficacy of 20 Thai HSK teachers through semi-structured interviews. The results show that the self-efficacy of Thai HSK teachers is influenced by six main factors: contextual conditions, emotional and physiological states, cognitive factors, vicarious experiences, verbal persuasion, and direct experience. These factors interact dynamically to shape teachers' teaching confidence and professional development.</p>
PL426 15:35-15:50	<p>Causal Inference for BOPPPS Instructional Model Continuous Improvement Programs</p>





	<p>Author/Authors: Yao Xiao, Bin Duan Presenter: Yao Xiao, Xiangtan University, China</p> <p><i>Abstract-</i> In response to the requirements of the Ministry of Education for the construction of national first-class courses, and to promote the deep integration of teaching mode innovation and scientific evaluation, this study focuses on the optimization of the BOPPPS teaching mode, which is widely used in engineering and medical education because of its goal-oriented and closed-loop feedback design, but relies on teachers' experience in teaching adjustment and is prone to confuse the correlation and causality between measures and effects. Therefore, this study proposes an improvement scheme based on the science of causal inference: optimizing the BOPPPS model through "mediated elimination of confounding" and "counterfactual inference", and exploring a continuous improvement scheme using an information security course as an example. The results show that the improved model significantly improves the rationality of experimental design and teaching effectiveness, helps teaching decision-making shift from experience-driven to data-driven, meets the national curriculum standard of "data-driven+civic-political integration", and provides an innovative paradigm for the accreditation of engineering education.</p>
PL425 15:50-16:05	<p>Activity Management System for Enhancing Online Classroom Interaction Using Support Vector Machine and Random Forest</p> <p>Author/Authors: Akaraj Chunhapyokul, Lachana Ramingwong, Sakgasit Ramingwong, Kenneth Cosh, Narissara Eiamkanitchat Presenter: Akaraj Chunhapyokul, Chiang Mai University, Thailand</p> <p><i>Abstract-</i> With the rise of online education, especially during and after the pandemic, many students find themselves studying in isolation—often without ever meeting their peers in person. This lack of social familiarity leads to reduced interaction, participation, and overall engagement in the learning process, which are critical components for meaningful academic and social development. This study proposes an Activity Management System (AMS) that leverages machine learning techniques—namely, Support Vector Machine (SVM) and Random Forest (RF)—to enhance student interaction in virtual classrooms. The system collects behavioral data such as online time, chat activity, and participation in group tasks, and classifies students into distinct interaction levels. It supports instructors in identifying students who may need different types of support—not just those who appear inactive by surface-level metrics. The AMS provides actionable insights to foster peer connection, encourage timely interventions, and promote equitable engagement in online education. The approach presents a scalable, data-driven solution to support institutions in creating more interactive and human-centered digital classrooms.</p>
PL467-A 16:05-16:20	<p>Perceptions, Barriers, and Possibilities: Exploring Creativity in Science Pre-Service Teacher Education</p> <p>Author/Authors: Diniya1, Muslim, Rika Rafikah Agustin, Rini Solihat, Yoichiro Abe</p>





	<p>Presenter: Diniya Diniya, Indonesia University of Education, Indonesia</p> <p><i>Abstract-</i> Creativity, widely recognized as one of the most critical 21st-century skills indispensable for navigating uncertainty and complexity, is vital to nurture within higher education systems in developing countries like Indonesia to equip students with the skills needed to thrive in future work environments. This study examines the understanding of creativity definition among science pre-service teachers (SPST) in Indonesia and explores the challenges they encounter in developing creative skills during their higher education. The research used an online questionnaire to collect data on SPST's understanding of creativity, their engagement in creative tasks, and the obstacles they faced. The findings reveal that while a significant number of students have yet to produce creative works, those who have done so acknowledge the substantial value of creativity in their tasks. Key barriers to creativity include insufficient resources, limited practical experience, and difficulties in generating innovative ideas. Additionally, students emphasized the importance of a supportive learning environment, collaborative opportunities, and adequate facilities as essential for fostering creativity. The results highlight the urgent need for educational interventions that promote creativity, equipping SPST with the necessary tools and opportunities to enhance their creative abilities. This study contributes to the broader understanding of how creativity can be effectively integrated into science education, preparing future educators to address the challenges of the 21st century</p>
PL435-A 16:20-16:35	<p>Empowering Students and Entrepreneurs: Collaboration Innovation in Packaging and Digital Marketing for the Dried Fruits and Herbs Products</p> <p>Author/Authors: Siti Nor Bayaah Ahmad</p> <p>Presenter: Siti Nor Bayaah Ahmad, Universiti Malaysia Sabah, Malaysia</p> <p><i>Abstract-</i> This study investigates the application of a Project-Based Learning (PBL) methodology in an Integrated Marketing Communication (IMC) course which is offered to semester 5 students taking major in Marketing. This course aim to achieved four course learning outcome and aimed at bridging the theory-practice gap through practical collaborations with local dried fruit and herb entrepreneurs. Through PBL The project aimed to enhance students' practical abilities in packaging design, digital marketing, and professional development through experiential learning (Krajcik et al, 2022; Chen et al, 2023). As marketing consultants for the project, students devised new, user-focused packaging solutions and produced TikTok advertising content that corresponded with current digital trends, while tackling unique market issues encountered by partner entrepreneurs. The three-phase methodology—Preparation, Execution, and Evaluation—integrated industry site visits, practical product processing, collaborative design workshops, and final presentations assessed by academic and industry panels (Mutanga, 2024).</p>





TECHNICAL SESSION 3

“Language, Literature and Cross-Cultural Communication Practices”

Session Chair: Dr. Eva S. Ohbaya, Keio University, Japan

Time: 17:00-18:30, Aug. 23 Saturday

Venue: “Emerald III” Room

Note:

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Postmodern Reconstruction and Gender Discourse Analysis of the Musical “The Orphan of Zhao” from a Cross - cultural Perspective

Author/Authors: Yun Su

Presenter: **Yun Su**, Sichuan University, China

Abstract- This paper, titled "Postmodern Reconstruction and Gender Discourse Analysis of the Musical The Orphan of Zhao from a Cross-Cultural Perspective", examines how the musical reinterprets classical tragedy through cross-cultural adaptation and postmodern narrative strategies, while revealing implicit tensions in gender power structures. The analysis focuses on four core dimensions. 1. Postmodern Reconstruction in Cross-Cultural Context: The musical The Orphan of Zhao integrates Yuan-dynasty dramatic traditions with postmodern philosophical inquiry, mediated through James Fenton’s Western play. By introducing the soul of the orphan Chengzi as an omniscient "Other," the work transcends linear narrative logic, exposing the irreconcilability between patriarchal ethical norms and individual instinct through the lens of "surplus ethics". Chengzi’s fourfold role—omniscient observer, powerless bystander, internal questioner, and conflict intensifier—expands narrative layers and elevates the theme of revenge into a philosophical inquiry into human nature and existential dilemmas, embodying the "sublime" turn of postmodern tragedy. 2. Modern Awakening of Free Will and Individual Life: The musical deconstructs the traditional heroic narrative of Cheng Ying’s "sacrificing his son to save the orphan," reimagining him as a bearer of guilt under free will. Cheng Ying’s confrontation with ethical paradoxes culminates in his suicide, subverting the classical "justice" framework and replacing it with the sublimity of modern individual awakening.

PL1005-A
17:00-17:15





<p>PL1607-A 17:15-17:30</p>	<p>A Sociolinguistic Study on the Strategies for the "Going Global" of Gesar Culture in Garze Prefecture from the Perspective of Cross-Cultural Communication</p> <p>Author/Authors: Yu Zhang</p> <p>Presenter: Yu Zhang, Sichuan University of Media and Communications, China</p> <p><i>Abstract-</i> Based on sociolinguistic theory, this study explores the strategies for the "going global" of Gesar culture in Garze Prefecture from the perspective of cross-cultural communication. As an outstanding representative of Tibetan epic culture, Gesar culture contains rich ethnic language characteristics and cultural connotations. The study finds that the cultural load differences of language symbols, the communication barriers formed by language variation, and the cultural context in language use scenarios restrict the international dissemination of Gesar culture. Therefore, it is proposed to construct a multimodal language communication system, resolve cultural misinterpretations through the translation and reconstruction of language symbols; cultivate compound language communication talents to enhance sensitivity to language variation and cultural context; and use digital technology to build virtual language and cultural scenarios, breaking through time and space limitations, promoting the effective global dissemination of Gesar culture, and enhancing its international influence and cultural identity.</p>
<p>PL1131 17:30-17:45</p>	<p>La Loubère's translation of the Lord's Prayer into Thai</p> <p>Author/Authors: Philipp Brandenburg</p> <p>Presenter: Philipp Brandenburg, Humboldt-Universität zu Berlin, Deutschland</p> <p><i>Abstract-</i> One of the earliest documented translations of any biblical passage into the Thai language is the Lord's Prayer in La Loubère's report of his diplomatic mission to the kingdom of Siam from 1691. When Komonbut translated La Loubère's book into Thai in 1967, he also restored the original Thai text of the prayer from La Loubère's rudimentary transcription. His failure to provide any commentary on his restoration, however, largely conceals his achievement. This paper will evaluate Komonbut's success in establishing the Thai wording and thereby provide some commentary on both La Loubère's transcription and the difficulties of restoring a Thai text from it. At the same time some suggestions for minor improvements of the transmitted text will be made.</p>
<p>PL1130-A 17:45-18:00</p>	<p>How Japanese Descendants in the Amazon Spread Agroecological Thinking: an Examination of Amazonian Haiku Poems</p> <p>Author/Authors: Mariko Obari</p> <p>Presenter: Mariko Obari, Chulalongkorn University, Thailand</p> <p><i>Abstract-</i> This research examines the development of agroecological thinking and "Amazon Haiku" poems among the Japanese Brazilian community of Tome-Acu in the Amazonian State of Para. Since the arrival of Japanese immigrants to Tome-Acu in 1929, their descendants called Nikkei have engaged in agriculture at the Amazon</p>





	<p>rainforest. In such an isolated place, they have preserved the Japanese language and enjoyed writing poetry with reference to Amazonian ecosystems, seasons and plants. The Nikkei were successful in pioneering the production of black pepper. However, its monoculture farming practices did not last long, due to plant diseases and natural disasters. Through this experience, the Nikkei farming community acknowledged the issue of monoculture, and therefore explored sustainable agriculture for survival. As a result, their farming systems have gone through three historical phases, which started from their trial of mixed planting in the 1970s. Thereafter, the Nikkei acknowledged the ecological science of agroforestry in the 1990s. The concept of agroecology and place-based agroforestry systems has thus been promoted by the Nikkei community since the 2000s onwards.</p>
<p>PL1006-A 18:00-18:15</p>	<p>Translating Madame Roland: The Cultural Impact of Western Women's Biographies in Late Qing China</p> <p>Author/Authors:Zheng Huixi Presenter: Zheng Huixi, Sichuan University, China</p> <p><i>Abstract-</i> In the history of Chinese literature, the tradition of writing biographies of exemplary women to promote moral instruction and serve as models of female virtue has never ceased. During the Han Dynasty, Liu Xiang compiled Biographies of Exemplary Women (Lie Nu Zhuan), establishing moral exemplars for women under categories such as "Maternal Model," "Virtuous and Wise," "Benevolent and Intelligent," "Chaste and Compliant," "Faithful and Righteous," "Eloquent and Understanding," and "Favored Concubines." These ideals were repeatedly referenced throughout subsequent historical periods, with this tradition continuing until the late Qing Dynasty. Although the moral standards for women constructed in Biographies of Exemplary Women had largely lost their practical relevance by the late Qing period, the biographical mode of establishing exemplars remained effective. The late Qing and early Republican period was a time of significant historical transformation in China, marked by the emergence of various ideological and social movements. Biography writing during this period inevitably reflected the influence of the prevailing spirit of patriotism. Compared to the Han Dynasty's Biographies of Exemplary Women, biographies of women from the late Qing period not only continued to discipline and shape personal morality but also became closely intertwined with nationalist discourse.</p>
<p>PL1017-A 18:15-18:30</p>	<p>Public Service Speech Act Strategies of Internet Provider Company in Digital Media: A Cyberpragmatics Perspective</p> <p>Author/Authors:Yuli Widiana, Wenny Wijayanti. Djatmika Djatmika, and Mohd. Nor Shahizan Bin Ali Presenter: Yuli Widiana, Universitas Katolik Widya Mandala Surabaya, Indonesia</p> <p><i>Abstract-</i> This research examines speech act strategies employed by customer service officers (CSOs) at an internet provider company during WhatsApp Group (WAG) interactions. The aim of the study is to identify speech act typologies and analyse how</p>





Javanese cultural communication norms and digital token factors influence these professional exchanges. Data collection occurred over a 60-day period through non-participative observation of WAG conversations between customer service representatives and clients, supplemented by in-depth interviews with five CSOs. The analytical framework incorporated Speech Act Theory within the context of computer-mediated communication. Findings indicate predominant usage of commissive, confirming, directive, phatic, and expressive speech acts, each serving specific communicative functions. The analysis reveals that these speech acts functioned culturally to preserve interpersonal harmony and mitigate face-threatening situations. Additionally, the study demonstrates how CSOs adapt traditional Javanese communication principles to the digital medium. The research contributes theoretically to cultural pragmatics in professional environments while providing empirical insights for customer service training in culturally diverse contexts. Moreover, the findings emphasize the significance of cultural sensitivity in developing effective communication strategies for digital customer service platforms.





TECHNICAL SESSION 4

“Humanistic Practices and Ethical Reflections in Technology-Mediated Contexts”

Session Chair: Prof. Hiroyuki Obari, Globiz Professional University, Japan

Time: 17:00-18:30, Aug. 23 Saturday

Venue: “Topaz” Room

Note:

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Ethical Concerns in Designing and Applying Virtual Reality Applications in the Social Science Field

Author/Authors: Iman Alshathri

Presenter: **Iman Abdullah Alshathri**, King Saud University, Saudi Arabia

Abstract- Many researchers recognize that virtual reality (VR) can generate new knowledge through immersive experiences that allow users to engage with different perspectives. However, when VR content is designed solely by those in power without including marginalized groups, it can lead to unfair decision-making and misrepresentation. This highlights the importance of focusing on ethics and morals, especially when creating VR content. This study investigates ethical concerns in applying VR technology within the Social Science (SS) field. By interviewing experts from both the VR and SS fields, the research uncovers some ethical concerns when designing VR applications, emphasizing the importance of involving target populations to ensure accurate representation. The findings highlight the potential of VR to foster empathy and understanding while cautioning against the risks of stereotyping. Ultimately, the study advocates for an inclusive and ethically aware approach to VR design, aiming to create meaningful experiences that reflect the complexities of social issues.

PL458

17:00-17:15





PL463 17:15-17:30	<p>Illustration Methods for Life and Death Education – A Practical Study Grounded in Life Philosophy</p> <p>Author/Authors: Xiyu Hu Presenter: Xiyu Hu, University of Edinburgh, UK</p> <p><i>Abstract-</i> Death is one of the most profound existential dilemmas encountered in human development. The cognitive understanding of mortality and the artistic expression of emotions related to life and death constitute a critical subject that contemporary society cannot overlook. Based on the philosophical theories of life, this article applies the form of illustration in art education to propose innovative methods and strategies for life-and-death education. By integrating diverse artistic forms—such as commemorative sculptures expressing grief for departed loved ones, abstract sculptures envisioning the essence of the soul, a metaphorical art installation framing death as the closing stage of life’s theatrical play, a painting reflecting ancient cultural cosmologies of life and death, and interactive card game designs encouraging individuals to confront mortality—this research constructs a framework for illustrative design practices and artistic exhibitions centered on life-and-death education. Illustration-based art exhibitions focusing on life and death can guide individuals across all age groups to confront mortality, reflect on the significance of life and death, and ultimately establish a constructive perspective on life and existence. Our project aims to provide an innovative paradigm for illustration to engage in life-and-death education and to broaden its conceptual boundaries through practical experimentation.</p>
PL1016-A 17:30-17:45	<p>From Comparative Jurisprudence to Legal Anthropology: The Anthropological Turn in Stevenson’s Natural Law Thinking in the Pacific</p> <p>Author/Authors: WU Minling Presenter: WU Minling, Fujian Medical University, China</p> <p><i>Abstract-</i> As a writer transcending both geographical and disciplinary boundaries, Robert Louis Stevenson’s unique perspective brings a realistic dimension to the legal thinking reflected in his literary works. His Scottish novels, written in the Pacific, mirror his active engagement in Samoa politics. Influenced by the Scottish tradition of comparative legal thinking, Stevenson draws analogies between the colonized status of the Scottish Highlands and the Marquesas Islands in <i>In the South Seas</i> and <i>A Footnote to History</i>, while also comparing the legal concepts and systems of Roman and non-Roman cultures. He adopts a pragmatic and context-specific legal perspective, recognizing the indigenous customary laws of the quasi-colonized Scottish Highlands and the Pacific Islands. This stands in stark contrast to the positivist view that law must originate from the command of a sovereign, thereby challenging a longstanding obstacle in the development of legal anthropology. Under the dual influence of Scottish Enlightenment thought and his experiences in the Pacific Islands, Stevenson’s anthropological turn in natural law thinking reflects the empiricism central to the Enlightenment.</p>





<p>PL1018 17:45-18:00</p>	<p>Glitch Art based on Classical Music Tones</p> <p>Author/Authors: Noriki Amano Presenter: Noriki Amano, Notre Dame Seishin University, Japan</p> <p><i>Abstract-</i> Glitch art is art that uses errors (glitches) in images, videos, and sounds that are intentionally created by destroying digital data or physically manipulating electronic devices. Glitch art is interesting in that it expresses unpredictable, accidental beauty. We are exploring the production methods and effects of glitch art, and as part of this research, we attempted to create glitch art by mixing images and classical music. Specifically, we simultaneously loaded image data and music data into the audio editing software Audacity to create multi-track data. This not only generates glitches in the image data, but also in the music data. Our goal is to generate glitch art by treating images as part of the music, and to make glitch art enjoyable to listen to. We have confirmed that this goal can be achieved by the method of this research. This research is unique in that it simultaneously realizes the visualization and sonification of glitches and creates a new type of art that brings about a shift in aesthetic sensibilities.</p>
<p>PL1004-A 18:00-18:15</p>	<p>Research on User-generated Video Game Localization: Take Phoenix Wright: Ace Attorney Trilogy as an Example</p> <p>Author/Authors: Shuting Zhang Presenter: Shuting Zhang, Sichuan University, China</p> <p><i>Abstract-</i> In China, as the demand for video games rises, many video game lovers spontaneously localize non-Chinese video games by participating in “Chinese localization team” and provide their translation product to players for free. Compared with their official Chinese version, these user-generated localized video games are more popular among players. To explain the success of user-generated localized video games and get a more comprehensive understanding of the user-generated translation mode in game localization, this article studies the user-generated localization of Phoenix Wright: Ace Attorney Trilogy and elaborates on its production mode. By comparing its user-generated localization version with the official Chinese version, it is discovered that although the user-generated localization version has some disadvantages such as low efficiency and a lack of professionalism, it is more accepted by players due to its large number of participants, stronger iterative ability and participants’ deeper understanding of the game background and derived “memes”.</p>
<p>PL460 18:15-18:30</p>	<p>Analysis of Post-Traumatic Growth in Adolescent Victims of Sexual Abuse</p> <p>Author/Authors: Berlima Pasaribu, Anne Hafina Adiwinata, Eka Sakti Yudha, Nandang Rusmana Presenter: Berlima Pasaribu, Universitas Pendidikan Indonesia , Indonesia</p> <p><i>Abstract-</i> The purpose of this study was to describe posttraumatic growth in students</p>





who had experienced sexual abuse at a public school in Indonesia. As a group at risk of abuse, adolescents are also a group that could experience posttraumatic growth. Using descriptive analysis and the Rasch Model test, it was found that the students who had experienced verbal abuse had higher growth than students who had experienced physical abuse. The results of this study are expected to provide important insights for schools, particularly for guidance and counseling teachers, to enhance sensitivity toward students who have experienced violence. This can help create a framework for appropriate interventions or counseling as efforts to prevent psychological disorders, especially prolonged trauma, and support better growth.





ONLINE SESSION

“Innovative Teaching Practice and Educational Management”

Session Chair: Senior Lecturer Dr. Mariam Mohamad, Universiti Sains Malaysia, Malaysia

Time: 13:30-14:45, Aug. 24, Sunday

Online Room (Zoom ID: 847 6935 6941 Password: Bangkok)

Note:

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- **One best presentation** will be selected for each session. The BP certificate will be emailed to the winners after the session ends.
- **A session group photo** will be taken at the end of the session, which will be updated on the conference website after the event.

PL429 13:30-13:45	<p>AI-enabled Research on Competency-oriented Interdisciplinary Split-track Task-driven Instruction</p> <p>Author/Authors: Yongxiang Yu, Bin Duan, Yi Kuang Presenter: Yongxiang Yu, Xiangtan University, China</p> <p><i>Abstract-</i> Aiming at the problems of insufficient task suitability and single evaluation dimension in personalized teaching, this paper proposes an AI-empowered competency-oriented interdisciplinary split-track task-driven teaching framework. The framework takes the background of super-discipline integration education, uses AI empowerment and causal analysis to achieve precise matching of task competence and elimination of confounding variables, and realizes the goal of multidimensional competence enhancement through assessment and evaluation optimization. In the case of information security teaching implementation, the F-test results show that the variance of students' competence is significantly reduced from 20.97 to 10.41, reflecting the effectiveness of the framework. The framework provides a new methodological paradigm and useful reference for AI-enabled personalized teaching.</p>
PL411 13:45-14:00	<p>Research on Evaluation and Continuous Improvement of Curriculum Objectives based on Causal Inference</p> <p>Author/Authors: Yifeng Zhang, Bin Duan Presenter: Yifeng Zhang, Xiangtan University, China</p>





	<p><i>Abstract-</i> In engineering education certification, evaluation outcomes for program educational objectives (PEOs), graduation requirements, and curriculum systems are frequently compromised by interference from multiple confounding factors. Traditional experience-driven approaches fail to precisely identify causal pathways within these complex pedagogical ecosystems. To solve the problem of confounding and interference between graduation requirements and the achievement of curriculum objectives in the context of engineering education accreditation, this study proposed a two-path analysis method of "introducing mediator to eliminate confounding-continuous improvement", and constructed a dynamic model of mediator analysis and continuous optimization based on causal chains. Taking the "information security" course offered by the communication engineering major of a university as an example, the causal model was constructed, and the causal effects of the mixed and unmixed causal effects in the causal model were calculated respectively to obtain the actual achievement of the course objectives. The evaluation result was 90.97%, and 13.36% of the mixed data were eliminated. Based on the evaluation results, propose measures and plans for students' continued progress in the next grade, resulting in an enhanced evaluation score of 94.45%. Establish a closed-loop dynamic mechanism of "evaluation-feedback-improvement" to promote the transformation of engineering education certification from "experience-driven" to "evidence-driven."</p>
PL447-A 14:00-14:15	<p>Classroom Management and Student Behavior Interaction</p> <p>Author/Authors: Huihui Shen</p> <p>Presenter: Huihui Shen, Al-Farabi Kazakh National University, China</p> <p><i>Abstract-</i> This study investigates the interaction between classroom management and student behavior from the lens of behavioral psychology. It is grounded in the theoretical framework of B.F. Skinner and A. Bandura, emphasizing strategies of teacher-student interaction and positive reinforcement. The research applied surveys, behavioral observation, and content analysis of classroom practice in schools from China and Kazakhstan. The results demonstrate that positive management techniques significantly improve students' discipline and motivation. This research contributes to localized academic gaps in behavior management and supports the development of educational psychology. The findings offer practical implications for enhancing teacher training programs and shaping classroom governance policies.</p>
PL1605-A 14:15-14:30	<p>Non-confrontational Resistance: Absurd Narrative and Female Humor in Send Me to the Clouds</p> <p>Author/Authors: Huiqiang Dong</p> <p>Presenter: Huiqiang Dong, Shandong University of Arts, China</p> <p><i>Abstract-</i> With its distinctive female perspective, absurd realist narrative style, and cold, ironic language strategies, Teng Congcong's Send Me to the Clouds (2019) establishes a</p>





	<p>paradigm of “non-confrontational resistance” in contemporary Chinese women’s cinema. This article uses the protagonist Sheng Nan’s lived experience as a focal point to examine how the film visualizes women’s silent struggles against structural oppression and identity crises—through absurd plot developments, emotionally detached visual design, and dislocated linguistic expression. By bypassing mainstream modes of emotional expression, the film adopts a fragmented structure and a logic of humor, failure, and self-mockery to challenge patriarchal discourse, thereby illuminating shifts in female subjectivity within a repressive cultural framework. Drawing on theories of absurd realism and female humor, this article explores how women carve out spaces for existence through silence, marginality, and irony, offering a theoretical reference for cultural critique and expressive strategies in contemporary women’s filmmaking.</p>
<p>PL408 14:30-14:45</p>	<p>The Relationship Between Teacher Preparedness and Teaching Self-Efficacy: Examining the Role of Classroom Goal Structures and Teacher Type</p> <p>Author/Authors: Yue Zhou, Ravinder Koul, Mongkhon Narmluk, Yuwarat Srisupawong Presenter: Yue Zhou, King Mongkut's University of Technology Thonburi , Thailand</p> <p><i>Abstract-</i> This study explores the relationship between teacher preparedness and teaching self-efficacy (TSE) among 413 teachers (284 pre-service, 129 in-service) of university in Huaibei, China. Employing exploratory factor analysis (EFA) and hierarchical regression modeling, results indicate that preparedness, particularly in teacher-student relationships ($\beta = 0.397, p < .01$), strongly predicts TSE and teaching self-efficacy for equity (TSEE). Mastery-focused classroom structures also positively influence TSE ($\beta = 0.240, p < .01$) but do not mediate preparedness effects. In-service teachers report significantly higher preparedness in relational competencies ($F = 3.32, p < .05$). Findings highlight the necessity of prioritizing relational pedagogy and mastery-focused instructional strategies in teacher education programs. Longitudinal studies are recommended to examine changes in TSE over time.</p>





DELEGATE LIST

D101	Anongnard Nusartlert	Khonkaen University, Thailand
D-4001	Dr. Richard ANTHONY Shillabeer	EETSS, LLC, USA
D-4002	Toshiyuki Shimada	National Institution for Academic Degrees and Quality Enhancement of Higher Education, Japan





ONE DAY TOUR

This one-day Bangkok city tour included a total of five places of interest: **Erawan Shrine, The Grand Palace, Wat Arun, Asiatique The Riverfront and Royal Galaxy Cruise**. Below is a rough description of these five sites.

Erawan Shrine



The Erawan Shrine, formally the Thao Maha Phrom Shrine, is a shrine in Bangkok, Thailand, which houses a statue of Phra Phrom, the Thai representation of Brahma, the Hindu god of creation. The name also refers to Mahabrahma, the ruler of the Brahma realm in Buddhist cosmology.

The deity is popularly worshipped outside of a Hindu religious context, but more as a representation of

guardian spirits in Thai animist beliefs, nevertheless the shrine shows an example of syncretism between Hinduism and Buddhism.[1][2] The shrine often features performances by Thai dance troupes who are hired by worshippers in return for seeing their prayers answered at the shrine.

The Grand Palace



The Grand Palace is a complex of buildings at the heart of Bangkok, Thailand. The palace has been the official residence of the Kings of Siam (and later Thailand) since 1782. The king, his court, and his royal government were based on the grounds of the palace until 1925. King Bhumibol Adulyadej (Rama IX), resided at the Chitralada Royal Villa and his successor King Vajiralongkorn (Rama X) resides at

the Amphorn Sathan Residential Hall, both in the Dusit Palace, but the Grand Palace is still used for official events. Several royal ceremonies and state functions are held within the walls of the palace every year. The palace is one of the most popular tourist attractions in Thailand, with over eight million people visiting each year.



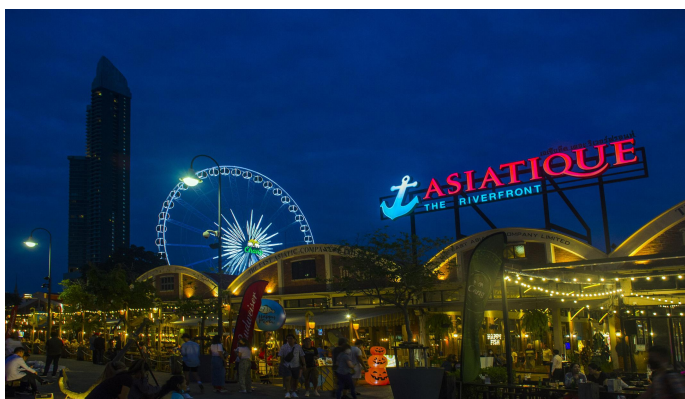


Wat Arun



was built in the early 19th century during the reigns of Rama II and Rama III.

Asiatique The Riverfront



stalls and 40 restaurants, most of which are housed in the former warehouses. Other historical buildings and objects include an old sawmill and a World War II bomb shelter.

Royal Galaxy Cruise



journey through the heart of Thailand's vibrant capital.

Wat Arun Ratchawararam Ratchawaramahawihan is a Buddhist temple (wat) in the Bangkok Yai district of Bangkok, Thailand. It is situated on Thonburi on the west bank of the Chao Phraya River. The temple derives its name from the Hindu god Aruṇa,[1] often personified as the radiations of the rising sun. Wat Arun is among the best known of Thailand's landmarks.[2] Although the temple has existed since at least the 17th century, its distinctive prang (spire)

Asiatique is located on Charoen Krung Road in Bangkok's Bang Kho Laem District, facing the Chao Phraya River. It occupies 30 rai (4.8 hectares (12 acres)) of land, with plans for future expansion to include a total of 72 rai (11.52 hectares (28.5 acres)) of mixed-use development. The mall, featuring a historical theme from the period of King Chulalongkorn's reign (1868–1910), operates as an open-air night market. It features 1,500 shops and





NOTE:

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

Duration: 10:00 AM – 08:00 PM, 10 hours

Date: August 24th

Assembly Point: Holiday Inn Bangkok Silom

Cost: \$80 USD or 560 CNY or 2600 THB per person

Transport: Chartered minibus/car

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

Your tour includes:

What is included?

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

What is excluded?●Lunch and dinner ●Entrance tickets and boat tickets ●Personal expenses ●Overtime fee or all items not listed in the “Price includes” section





MEMO

