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ICAELS 2025

BOOK OF ABSTRACTS

ORGANIZED BY SOCIETY FOR MAKERS, ARTISTS, RESEARCHERS AND TECHNOLOGISTS, USA IN ASSOCIATION WITH IEM-UEM GROUP, INDIA

ICELTS & ICAELS 2025

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ICELTS International Conference On English Learning & Teaching skills

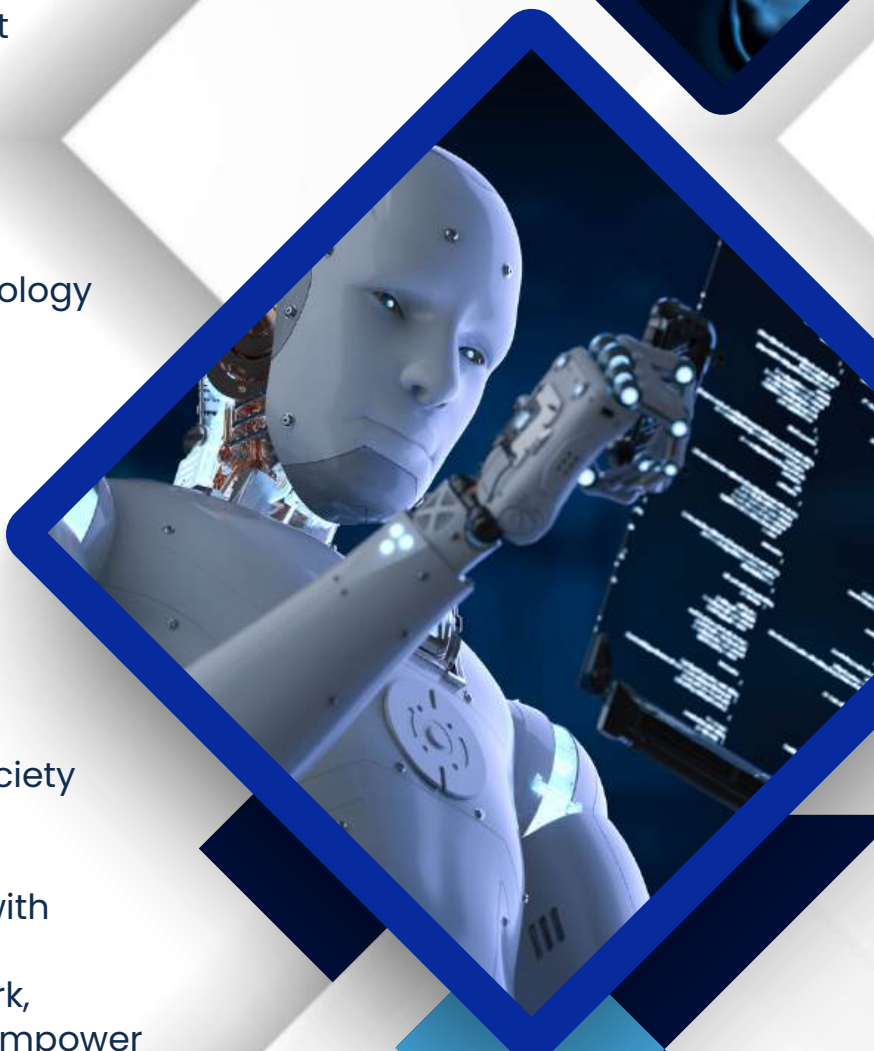
ICAELS 2025

ABOUT THE CONFERENCES

The academic and business sector all over the world is preoccupied with innumerable ways of understanding English Language and Literature. In addition, the socio-cultural transformation is one of the foremost effects of it. The International Conference on English Learning and Teaching Skills (ICELTS) and the International Conference on Advances in English Language Studies (ICAELS), held annually, is designed to bring together scholars, researchers, and students in order to provide them with a platform to share their research results and ideas on the evolving significance of the English language in today's world.

ABOUT THE ORGANIZER

Institute of Engineering & Management (IEM) (School of University of Engineering and Management), Kolkata, India is one of the oldest premier technical institutes in West Bengal, India and has been providing quality education in the fields of technology and management since its inception in 1989. Being a **NAAC** A category institution and a **NIRF rank holder**, IEM continuously strives to reach out and add worth to people's lives, impart quality education for creating efficient manpower for the future, and promote a superior category of students and researchers who would apply knowledge for the advancement of society and meet the challenges of a rapidly changing world. It aims to spread and enhance education, collaborate with national and international institutions, promote interdisciplinary research work, upgrade educational standards and empower the youth with a holistic development.



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KEYNOTE SPEAKERS AND INVITED ABSTRACTS

KEYNOTE SPEAKER 1

Invisible Innovation: Embedding AI Seamlessly into University Operations

Mr. Nikita Atkins
Head of AI, UNSW Sydney IT

ABSTRACT

The most powerful technologies are those we no longer notice. In tomorrow's universities, transformation will not arrive with disruption and noise — it will unfold quietly, invisibly, as AI integrates seamlessly into the academic and operational fabric of higher education.

This keynote explores how universities can move beyond standalone tools and fragmented digital initiatives, embracing a cognitive, adaptive ecosystem where intelligent AI Agents collaborate silently across teaching, research, and administration. Drawing on real-world insights from the development of UNSW's AI Application Strategy, it reimagines the university as an orchestrated Agent-to-Agent ecosystem — resilient, ethical, and human-centric by design.

Themes include operationalising responsible AI at scale, building human-centric AI ecosystems, designing invisible governance frameworks, and preparing a future-ready workforce capable of partnering effectively with autonomous AI systems.

Invisible innovation is not just a technical upgrade — it is a cultural and strategic revolution. It demands we rethink the relationship between people, processes, and technology, ensuring that AI becomes an unseen but essential enabler of human creativity, community, and progress.

KEYNOTE SPEAKER 2

Foundation of Modern Software Technologies (1st half) & Full stack Basics Uncovered (2nd half)

Mr.Chiranjib Bakchi
Software Engineer at Qantas (via Tata Consultancy Services)
Westmead, New South Wales, Australia

ABSTRACT

This session provided a comprehensive overview of the core technologies that form the foundation of modern software systems. Participants explored key architectural paradigms such as microservices, containerization, and cloud-native development. The session covered essential tools and frameworks including Java with Spring Boot, Docker, Kubernetes, and Confluent Kafka, highlighting how they work together to build scalable, resilient, and maintainable applications. Emphasis was placed on real-world applications, CI/CD best practices, and integration strategies across distributed systems. The session concluded with insights into the evolving role of developers in a DevOps-centric world and how these foundational technologies are shaping the future of software engineering.

KEYNOTE SPEAKER 3

Dr. James Bedford
Education Specialist in Artificial Intelligence, UNSW College

ABSTRACT

YET TO BE UPDATED

KEYNOTE SPEAKER 4

Mr. Kush Bhatia
Co-Founder & CEO at JobGen.AI,
Sydney, New South Wales, Australia

ABSTRACT

YET TO BE UPDATED

KEYNOTE SPEAKER 5

Dr. Kamal Dua
Professor, University of Technology Sydney

ABSTRACT

YET TO BE UPDATED

KEYNOTE SPEAKER 6

AI and IoT Impacting Literature and Pedagogy

Mr. Samuel Tensingh
Doctoral Researcher, School of Biomedical Engineering, University of Sydney; Digital Backend Engineer, Macquarie University

ABSTRACT

As transformative technologies, Artificial Intelligence (AI) and the Internet of Things (IoT) are redefining the boundaries of literature and pedagogy. In education, AI enables personalized learning pathways, real-time feedback, and intelligent content curation, while IoT devices support interactive and responsive classroom environments. In the literary sphere, AI tools are being used for advanced textual analysis, genre prediction, and even generative storytelling, challenging traditional notions of authorship and creativity. This keynote explores how the convergence of AI and IoT is not only enhancing the teaching and study of literature but also reshaping the way we understand narrative, authorship, and learner engagement in a digitally connected world.

KEYNOTE SPEAKER 7

Prof. Fang Zhao
Chief Executive Officer,
Strategy&Ops Consultancy

ABSTRACT

KEYNOTE SPEAKER 8

Quantum AI Innovations to Advance Fintech & Cybersecurity for CBDC Governance: A Study of Digital Transformation for US Federal Reserve Bank

Prof. Kamaljeet Sandhu
Australian PI, Director, AI Hub,
Journal Editor, Data Scientist, and Juror, Office of the Sheriff, NSW

ABSTRACT

This study reports on the Quantum AI (QAI) Innovations to advance Fintech & Cybersecurity for Central Banks Digital Currency (CBDC) Governance to drive digital transformation for US Federal Reserve Bank. Quantum computing is an emerging field of the next generation of modern scientific computers having superior unique characteristics of quantum mechanics to solve computational problems beyond the ability of most powerful classical computers. QAI (quantum artificial intelligence) leverages modern quantum computing power to advance innovations from artificial intelligence (AI), for faster and more scalable and efficient computation of complex financial problems for modernising the international critical financial infrastructure and which can be adopted for the Central Banks Digital Currency (CBDC) by the US Federal Reserve Bank to drive fintech and cybersecurity governance and for managing global monetary system.

KEYNOTE SPEAKER 9

LLM in LLL (Linguistics,- Literature and Learning)

Mr. Sudhir Tewari
Data Solutions Architect at DWS

ABSTRACT

Artificial Intelligence is revolutionizing linguistics by enabling deeper analysis of language structure, semantics, and evolution. In literature, AI assists in stylometric analysis, authorship attribution, and even creative writing. In learning, intelligent systems personalize language education, offering adaptive feedback and immersive experiences. Together, AI bridges computational power with human language to enhance understanding and expression

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CONTRIBUTED ABSTRACTS

Opportunities and Challenges Brought by Generative Ai in Language Education: An Exploratory Research

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Kathmandu University, School of Education

In the tach-savvy era, as technology keeps advancing, generative artificial intelligence (AI) has emerged as a crucial tool, particularly in the field of language education. With a focus on both opportunities and challenges for progressing language models, this research explores the transformational influences brought by Generative AI in language education. This study investigates how educators and learners harness its benefits while addressing the ethical, cognitive and pedagogical challenges for a more inclusive and adaptive learning environment. The study employed a qualitative interpretive design and semi-structured interviews with two educators and a learner from three different institutions in the Kathmandu Valley of Nepal. The finding of this research suggested that AI has significantly enhanced language acquisition by providing personalized and interactive learning experiences. Research participants in this study underscored that AI-driven chatbots and virtual tutors assist in scaffolding grammatical contents, pronunciation and literary tasks, along with vocabulary, in real-time. However, the study also highlights the hurdles such as adapting diverse learning styles, maintaining students' active engagement in language learning, critical thinking and mitigating potential job displacement concerns among educators, encountered in language education. Educators also articulated their thorough concerns on learners overlaying on AI, which may rigorously hinder the ability to develop learners' linguistic creativity and independent insights. Furthermore, the research concludes that policymakers should develop effective policies and strategies which is grounded in ethical concerns and sustainable language educational goals for encountering the associated risks to maximize the opportunities for the implementation of AI in language education. Additionally, future research should explore the longitudinal impacts of artificial intelligence and evaluate its effectiveness.

Proteus Paradox and Schizoanalysis: A thematic study of Identity formation in Bulaong's Escapist Dream

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Escapist Dream is a novel produced by the well known Filipino author Louis Bulaong and was published in 2020. The paper attempts to study this science fiction novel by Bulaong, in associations with the perspectives and reasoning theories of Proteus Paradox and schizoanalysis. Bulaong wrote the novels as homage to the geek culture. The novel is set in Wyoming, a US state where in a speculative future, the virtual reality has become an everyday reality for teenagers and is used by the geeks to fulfill their fantasies by gaining superhuman powers and living the life of their dream. The story, for the most part is set in the virtual reality world known as Escapist Dream which is s computer system generated virtual world. The novel elaborately describes the lived-experiences of two of the individuals (the protagonists): Charlie, a teen age American boy and Jim, a talented British computer programmer. The book has been viewed by many insightful perspectives for its immersive nature which is similar to the immersive experience of virtual reality. It combines the atmosphere of popular culture with major themes of Identity and psychological development thereby making its narrative style to be postmodern. Bulaong's realistic representation of the contemporary youth and popular culture turns the text into both a perfect critique and a praise of geek culture. Charlie is not a blind escapist who could get easily confused with his dual identities in the digital and physical world. Rather he turns into a performative self, a schizoid subject who marvels in multitude of perceptions in his temporary interactions in the virtual reality and uses his virtual experiences to explore his identity in the real world. The aim of the paper is to make theoretical observation of the text from the perspectives of Proteus Paradox and Schizoanalysis, to explore the construction and re-construction of Selfhood in the complex intersection of the physical and virtual reality.

CreativeMind: Igniting Personalized AI in Writing

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The burgeoning field of Artificial Intelligence (AI) presents transformative opportunities for creative disciplines, most notably in writing. This paper introduces "CreativeMind," a prototype personalized AI writing assistant engineered to augment the creative process. Leveraging advanced Large Language Models (LLMs), specifically Google Gemini 1.5 Pro, and a suite of tailored tools, CreativeMind delivers a customized environment for writers. Its features span brainstorming support, drafting assistance, literary inquiry functionalities, session scheduling, personalized reminders, and a persistent 'sticky pad' for capturing fleeting ideas. Central to CreativeMind's design is a dual-LLM architecture, prompt engineering, and dynamic persona selection, enabling nuanced and contextually sensitive creative partnership. Implemented using Python and Gradio, the system offers an intuitive, multimodal interface for users. This paper comprehensively details CreativeMind's architecture, underlying design principles, and implementation, demonstrating its potential to empower writers across genres and skill levels. We further analyze the prototype's capabilities, inherent limitations, and future trajectories, including advanced tool integration, enhanced user experience design, and deeper personalization strategies.

The Role of AI in language teaching for Specific Purposes

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The uses of Artificial Intelligence (AI) seems to be relevant in many fields nowadays due to its ability in providing a simulation of human intelligence processes that are handled by machines; in particular computer systems. This paper concerns with reviewing the uses of AI in language teaching for specific purposes. In particular, it reviews the research on the uses of AI in its application in the learning and teaching of language. The uses of AI for pedagogy, therefore, prove that its uses eases the process of language teaching and learning.AI which includes a wide range of technologies and methods,such as machine learning,adaptive learning,natural language processing, data mining,crowdsourcing,neural networks or an algorithm into foreign language learning and teaching.In the past years, digital technologies have become scientific and practical focal points in the English language teaching (ELT) world. Whether digital media [are]" friend or foe"(Grimm et al. 2015), technology-enhanced language learning (TELL) has been part of an international discourse, varying between" euphoric proposals,"" pessimistic stances," and" opinions which stress that the risks of digital media need to be addressed"(2015, 210). Regardless of general TELL, research studies have shown that" technology can influence the processes and outcomes of education, and many countries are investing in technological support for teaching and learning" (Paiva and Bittencourt 2020, 448). The dynamic development of new technologies and the concomitant digital transformations result in significant challenges both for society as a whole and at all levels of the education system.

Globalization and technological breakthroughs have determined the emergence of new jobs and thus, professional terminologies have enriched with new terms related to work tasks. The teaching methodology of English for Specific Purposes (ESP) has to be constantly improved, according to the realities in a profession or industry.

Rise of the Autonomous: Navigating the Future of Human Work in an AI- Driven World

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The purpose of this paper is to explore the transformational effect of artificial intelligence (AI) on the future of work and human agency by examining the speculative framework presented by Annalee Newitz's in her novel Autonomous. This novel critically examines how automation redefines labor, autonomy and ethical accountability through the exploration of sentient AI and bioengineered economies. Among the key themes are the erosion of traditional labor roles, AI sentience and corporate control in the face of individual freedom. This study highlights the broader implication of AI's inclusion in labor dynamics and human machine interactions in an AI driven economy by analyzing the novel's depiction of AI's role. According to the findings, AI governance must be balanced in order to ensure ethical considerations and social justice are addressed.

Keywords: Artificial Intelligence, Future of Work, Human Agency, Autonomy, Automation, Ethical AI, Speculative Fiction, Labor Dynamics, Corporate Control.

Incorporating AI Assisted Language Learning Application to Enhance Speaking Skills in the English Classroom

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Koneru Lakshmaiah Education Foundation, Hyderabad,(KL University)

English language is a critical element of our interconnected global community. The development of this capability comes at the top of the priority list those who desire to participate meaningfully in academic, professional, and social settings. However, AI assisted language learning applications has a potential to enhance speaking skills, an in-depth enquiry explaining how AI tools impact the development of English language proficiency specially speaking skills. Zainuddin, N. (2023), reported that "students with diverse learning styles, backgrounds, and interests can benefit greatly from the scaffolding provided by technology". To get a clear understanding of the above, AI language learning application – Duolingo was adopted. This paper discusses the study conducted in an engineering college where 122 Under Graduate students were approached to be part of the research work. This study has adopted mixed method of research to know how technology could be incorporated with language learning to enhance the speaking skills of non-native users of the language.

The paper brings out the glimpse of how such AI language learning applications can be an instrumental in changing fluency in the students. This was clearly evident that during the pilot study conducted and students had shown keen interest about integration of AI assisted language learning a Dennis, N. K. (2024) strongly stated that "this advanced technology can facilitate personalized feedback, enabling tailored practice that enhances pronunciation, fluency, and overall speaking skills." This study has adopted Krashens's input hypothesis theory where learners need comprehensible input in context of second language learning. It sets up a strong argument by using the AI to improve the proficiency level by utilizing online platforms where learners can acquire many diversified resources, personalized opportunities for learning, enhanced language practice, feedback immediately, and it brings flexibility in learning.

Keywords: AI Integration, Duolingo, Collaborative Approach, Personalized Learning

DuoCards : A Flashcard AI – Powered Vocabulary Tool to Enhance Speaking Skills

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Digital platform has emerged as a potential tool to enhance speaking skills in a diverse classroom setting. Many studies have suggested that digital platforms especially gamification applications have a positive impact in the class where learners shown interest to participate in various types of speaking activities. W used Duocards application as a language tool to complete this study. It assists to the learners to improve their oral proficiency. Kameswara, P. A., et al (2023) stated that as "technology continues to advance, it is essential to incorporate digital tools to enhance and teach speaking skills". This paper aims to explore a) learner strategies of speaking skills, b) obstacles they encounter, and c) use of AI-powered tool to upgrade their speaking skills. It critically examines the effective utilization of digital platforms in improving oral proficiency in heterogeneous classroom. To gain insights of the learners, we used questionnaire and semi-interview at an engineering college. The results shown that majority of the learners were engaged during practice sessions in the class and got motivated to practice more with it's fun and gamification features. Finally, this paper concludes that digital platform can be a valuable pedagogical asset to improve speaking skills.

Keywords: Digital platform, DuoCards, Flashcards, Heterogeneous classroom.

Smart Archives: A Machine Learning Approach

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Digital archival data have an increasing exponential capacity, thereby revealing major weaknesses of conventional archival systems such as sluggish retrieval speed, erroneous categorization, and poor adaptation to heterogeneous formats. While the avenue that machine learning (ML) presents is highly promising for transformation, its exploration within the domain of archival science remains limited, with specific emphasis on multimodal data.

This study outlines a hybrid ML framework to bring together CNN-based image document classification with transformer-based natural language processing for metadata extraction. With three datasets: historical manuscripts, government records, and multimedia archives, advanced data augmentation, optical character recognition (OCR) correction, and multimodal fusion were applied. Evaluation was based on precision, recall, F1-score, and latency metrics, along with user surveys.

The framework achieved a mean F1-score of 0.92, outperforming rule-based systems that scored an F1 of 0.76. Image classification results of 94% on degraded manuscripts and 40% on lessening errors in metadata by NLP. User testing timed 60% faster retrievals, and 82% of archivists rated the system "intuitive" or "highly efficient."

Machine learning enhances archival efficiency, scalability, and accuracy in a significant way. The study offers a validated roadmap for implementing ML in a range of archival setups, addressing key challenges in digital preservation.

Keywords: Machine learning, digital archives, document classification, natural language processing, multimodal fusion

CONTRIBUTED ABSTRACTS

The Role of AI in Transformative Language Acquisition within Multilingual Contexts

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Abstract: Language learning has changed along with many other domains due to the emergence of artificial intelligence (AI). As globalization increases, the need for effective language acquisition in multilingual contexts has become paramount. AI technologies are now being integrated into language learning platforms, dramatically altering how learners acquire new languages and interact with multilingual environments. Multilingual contexts refer to environments where multiple languages coexist, either within a community, a classroom, or an individual learner's experience. These contexts are increasingly common due to globalization, migration, and technological advancements, leading to a rich tapestry of linguistic diversity. Multilingual learners often navigate multiple languages simultaneously, which can enhance cognitive flexibility but also present unique challenges in language acquisition. Artificial intelligence's (AI) incorporation into language instruction has transformed how learners acquire new languages, particularly in culturally diverse environments. As globalization intensifies, the need for effective language acquisition that accounts for cultural nuances has become increasingly important. AI technologies are uniquely positioned to facilitate this process by offering personalized, contextually relevant learning experiences. This paper explores the advent of AI in language learning acquisition, focusing on its role in cultural contextualization and the broader implications for learners and educators.

Keywords: Artificial Intelligence, Multilingual, Blended Learning, Language Learning Apps, Socio-Economic, Adaptive Learning, Immersion, NLP, Need Based Learning

Reading Dostoevsky Today: Rationality and its Discontents in the Age of AI

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Abstract

In the age of Artificial Intelligence, rationality is a metanarrative that determines notions of self and collective life. AI fails to articulate the myriad complexities of the human condition. Fractured identity and overdependence on reason in the digital age, where experience is almost always not lived, pushes the individual to a precarious moment of crisis. The paper aims to address the position of being a subject of modernity via a qualitative, interdisciplinary study that is at the fore of Ethics, Existential philosophy, and AI. Fyodor Dostoevsky's work, written in the fast-changing setting of 19th century Russia, can be drawn upon to derive insights on human nature, the meaning of life, and the dangers of choosing rationality over ethical conduct. Dostoevsky designated (Christian) faith and suffering as necessary tenets in Tsarist Russia that was under a deluge of Western schemes of progress to do with Rational Egoism, Social Utopianism, and Utilitarianism. Raskolnikov, Ivan Karamazov, and The Underground Man try to experiment with a new way of life and deal with its consequences, not always redeemable. AI, extensively integrated in systems of governance and lifestyle today, is ridden with biases (to do with gender, mental health, minority populace, etc.) that disregard the unstructured, non-definable, deviant, and evolving aspects of human nature. For instance, how would AI incorporate ideas such as interiority, ambiguity, guilt, envy, defiance, sacrifice, forgiveness, revenge, nostalgia, and self-destruction when employed in a matter that affects man? Like Raskolnikov, one is often carried away by the promises and rewards offered by the new formats of life. Like Raskolnikov, one might invite trouble. The study thus argues that depending upon the hyperrational AI (in matters that might fall into the realm of irrational) will only cause a collective existential crisis; it attempts to understand the present by studying Dostoevsky's conflict-ridden Russia.

Keywords: Artificial Intelligence, Dostoevsky, Ethics, Rationality

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Reading Dostoevsky Today: Rationality and its Discontents in the Age of AI

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Abstract

Artificial Intelligence-Driven Learning Enhancement Applications (AILEAs) are increasingly utilized by university students, yet there remains a limited understanding of how these tools are integrated into their daily academic learning. Adopting a post-humanist perspective and drawing on over 259 open-ended responses from a university students' survey, this qualitative study explores students' experiences with AILEAs to analyze their impact on academic practices in higher education learning and assessment. Thematic analysis reveals that students' academic understanding emerges from a network of distributed spatial and personal linguistic resources, highlighting the role of AILEAs in refining learning skills and fostering language development. Additionally, AILEAs contribute to transforming the traditional learning system into an interactive and dynamic learning space. Students have developed new learning identities as spatially guided individuals, exercising agency in language learning and textual comprehension while maintaining critical perspectives on AI's limitations. Findings further indicate varied and complex student viewpoints regarding the ethical concerns of AILEAs in assessments, particularly in the absence of clear university guidelines. This study provides insights into university policy and pedagogy, emphasizing the need for teaching and assessment strategies that align with students' perspectives and requirements in AI-mediated academic skills.

Keywords: Artificial intelligence, Development, Language, Learning, Text, Visualization

AI as Muse and Mentor: Collaborative Creative Writing and the Evolving Landscape of Literary Creation in the Digital Humanities

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Abstract:

In the field of education, the use of artificial intelligence is quickly catching on and is poised to affect collaborative learning and creative writing. The article elaborates on current-the-state-of-art-and-the-exploration of collaborative learning and creative writing, via artificial intelligence applications. In the first section, these applications are presented and their impact examined on student motivation, achievement, and creative self-expression. Then we emphasize AI-based tools that enable collaborative knowledge construction, personalized teacher feedback, and creative idea generation. Finally, the implementation of AI is analyzed ethically and in terms of challenges exposed, in regard to bias and accessibility, as well as the dangers deskilling learners. Future research directions are proposed to set the ground for human-centered AI solutions that can assist and enable thinking, creativity, and moral cognition to flourish in collaborative learning and creative writing.

Keywords: Artificial Intelligence, Collaborative Learning, Creative Writing, Education, AI-Powered Tools, Personalized Learning, Feedback, Ethics, Innovation.

Artificial Intelligence (AI) as a Dynamic Catalyst in Literature Teaching

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Abstract:
The integration of Artificial Intelligence (AI) into literary lext interpretation is reshaping conventional teaching methodologies, introducing adaptive and interactive strategies to enhance student engagement and learning outcomes. AI-driven applications offer personalized learning experiences, automate analytical processes, and facilitate in-depth textual exploration, enabling students to cultivate critical thinking and interpretative skills. The fusion of AI with literary studies not only accommodates diverse learning styles but also redefines the pedagogical dynamics between instructors and learners. However, the growing reliance on AI raises concerns about maintaining the humanistic essence of literary analysis and ensuring a balanced approach to technology-driven interpretation. This study examines AI's evolving influence on literature teaching, assessing its impact on comprehension, analytical depth, and student engagement while addressing challenges such as overdependence on automation and ethical dilemmas surrounding AI-assisted learning.
Through a qualitative investigation involving 174 open-ended responses from university students, the research investigates their engagement with AI chatbots, particularly ChatGPT, in analyzing various literary dimensions as text comprehension, identification.
Keywords: Artificial Intelligence, Algorithms, Interpretation, Literature, Teaching, Technology

The Effectiveness of AI-Assisted vs. Traditional Methods in Language for Specific Purposes (LSP) Instruction: An Empirical Study

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Abstract:
This research will provide a clear illustration of how AI-assisted methods differ from traditional methods in LSP teaching through an extensive literature review. The methodology included performing a scoping review of research articles, adding both qualitative and quantitative data coming from reports and case studies. The findings revealed that both approaches retained important advantages specific to their individual nature: traditional ones, aiding in familiarity and structured interaction, are an integral part of a comfortable and predictable environment for learning. Apart from that, AI-assisted methods offered opportunities for personalized learning experiences according to specific needs of learners, thus contributing to higher student engagement and, hence, possibly a much-more-effective learning process. Nonetheless, introducing AI in LSP instruction brings with it certain challenges. Perhaps the one that stands out is that of data privacy and ethical issues, arising from the fact that AI systems deal with sensitive learner data. Also highlighted is an immediate need for professional development among educators, since they have to adapt to effective integration of AI tools to their pedagogical practices. This study highlights the significance of practitioner identity and adaptability in flourishing their way through the shifting contexts of LSP teaching. It urges continued reflection and inquiry into pedagogical practices to ensure equitable opportunities for all students to derive benefits from meaningful learning experiences. It is only when a satisfactory understanding of the weak and strong points of both traditional and AI-assisted methodologies is obtained that teachers can develop an integrative teaching approach to leverage the strengths of the former in favor of all learners.

Keywords: Language for Specific Purposes (LSP), Artificial Intelligence (AI), Scoping Review, Traditional Methods, AI-Assisted Learning, Practitioner Identity, Student Engagement, Learning Outcomes

AI in Career Readiness: Enhancing Internship Experiences for Undergraduate Students

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Abstract:
An internship is a vital professional learning opportunity where students engage in meaningful projects that are directly aligned with their field of study and career interests. In today's competitive labour market, internships not only provide firsthand practical experience but also serve as a crucial platform for integrating emerging technologies, including Artificial Intelligence (AI), to enhance career readiness. The results underscore that an AI-aligned internship model not only prepares students for the modern workforce but also provides employers with a strategic advantage by nurturing future-ready talent. Undergraduate students. The consolidation of AI tools in internship programs uplifts students' technical skills and stimulates a more approachable and persistent workforce. By influencing AI for career guidance and analytics, students benefit augmented observation into undergraduate's robustness and a guidance for areas for improvement. Effective combination tools accelerate international network and help accelerate essential skills in today's job requirement. AI corresponded internships are assertive to become a keystone in asserting students for the unfolding demands of the modern workforce, while authorizing employers a competitive edge in talent acquisition and overall growth. This teamwork benefits students and employers at the same page. Furthermore, AI based internships can be prepared to cater to the definite industry requirements establishing that undergraduates are well-equipped to address real challenges. This approach boosts job satisfaction and increases the success rate of career transformations. By imbibing AI in internship programs,

Keywords: Internship, professional development, employability skills, job readiness, Artificial Intelligence

From Nostalgia to Noir: AI and the Genre Fluidity in Ruskin Bond's Works

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Abstract:

The rapid advancement of Artificial Intelligence (AI) in literature has sparked ethical debates on creativity, authorship, and human interpretation. AI-driven tools increasingly shape literary analysis, creative writing, and textual interpretation, raising concerns about bias, loss of emotional depth, and ethical governance. As AI becomes more embedded in humanities research, a responsible framework for ethical AI development is essential. This paper explores the intersection of Buddhist philosophy, scientific inquiry, and AI ethics in literature, proposing that Buddhist principles—mindfulness (sati), wisdom (prajna), and ethical conduct (sila)—offer a valuable foundation for addressing these challenges. Drawing from Buddhist epistemology, this study examines how scientific inquiry and AI ethics benefit from mindfulness-based decision-making, emphasizing human oversight in AI-driven literary analysis. It explores Buddhist thought's role in fostering responsible AI development, compassion-driven technological progress, and ensuring AI serves as an augmentation tool rather than a replacement. Additionally, it analyzes Ruskin Bond's works through a Buddhist lens, highlighting his meditative storytelling, ecological consciousness, and themes of mindfulness, impermanence, and simplicity. Bond's evocative prose, capturing the transient beauty of nature and human experience, raises a critical question: Can AI truly replicate the mindfulness inherent in human literary expression?By integrating literature, philosophy, and AI ethics, this study argues that Buddhist ethical principles provide a guiding framework for AI governance in humanities research. It advocates for a balanced AI-human collaboration—one that respects cultural, ethical, and intellectual literary traditions while leveraging AI's analytical strengths.

Keywords: Artificial Intelligence, Genre Fluidity, Machine Learning, Ruskin Bond, Sentiment Analysis, Text Mining

Intervention of AI in Interpreting the Novels of Shobha De

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Abstract:
In the present scenario Artificial Intelligence empowerment is becoming more and more popular and it is spreading its wide uses in various disciplines. Likewise intervention of AI in English Language and Literature also can't be isolated and deviated. AI has totally transformed different areas of English with its sophisticated machine learning algorithms in understanding, analyzing, creating new works, to find out research gaps and so on. AI algorithms can also reveal hidden themes, patterns, styles that are impossible for traditional methods and leads to new compositions in literary works. AI helps in sharpening the brain of human which creates new trends, complex themes, problem solving, reasoning and perception. AI tools converts text into speech, translates, summarize, make images and even code and decode depending on necessity. AI enhances the proficiency of academicians and guides the researchers on their journey. This article explores the role of AI in interpreting and analyzing the novels of Shobha De, who delves into the minds of people especially women and characterize the characters in her novels taking from the real life. AI helps in understanding her novels in her point of view to the readers which enables them to enhance their knowledge and avoid mis-conceptions which leads to social issues.

Keywords: Interpret, Literary works, Traditional methods, Translation, Character, Plot analysis.

Cultural Shifts in ELT: An Ethnographic Study of AI's Influence through Professional Association in Shaping Teacher Identity

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Abstract:
In the present scenario Artificial Intelligence empowerment is becoming more and
This ethnographic study investigates the cultural shifts in English Language Teaching (ELT) through Artificial Intelligence (AI), focusing on how AI-mediated environments reshape teacher identity with the support of professional associations. Drawing upon Social Identity Theory (Tajfel & Turner, 1979) and the concept of Communities of Practice (Lave & Wenger, 1991), this research is based on observation, interviews, and discourse analysis to explore how educators navigate their professional roles and authority in AI-integrated pedagogical settings. The study investigates three key questions: How does AI affect teachers' professional identities within educational networks? What cultural shifts occur in ELT due to AI adoption? What challenges and opportunities emerge, and how can professional associations support educators? Findings reveal AI's dual impact: while enhancing instructional efficiency through personalized learning, it challenges traditional teacher autonomy, necessitating a shift from being knowledge

Computational Insights into Blake's Poetic Journey: Applying Neural Networks to Analyze Thematic and Stylistic Development

Abstract:
This research employs contemporary deep learning methodologies to examine the evolution of themes and stylistic elements in William Blake's poetic works. By implementing Convolutional Neural Networks (CNN), Bidirectional Long Short-Term Memory (BiLSTM) networks, and Attention-based models, we provide a quantitative approach to understanding Blake's artistic development. Our Attention model achieved the highest classification accuracy (85.7%) when categorizing works by period and thematic content. Through computational analysis, we identified significant patterns in Blake's literary progression, including vocabulary transitions between his early and late works, increasing structural complexity throughout his career, and evolving symbolic associations. This computational approach complements traditional literary scholarship by revealing subtle linguistic patterns that may escape conventional analysis. Our findings offer fresh perspectives on the interconnected nature of Blake's work and its relationship to Romantic literature more broadly. Future research could incorporate Blake's visual artwork and implement temporal modeling techniques to further illuminate his artistic evolution.

Keywords: computational literary analysis, William Blake, poetry analysis, neural networks, NLP, thematic development, stylistic analysis, Romanticism, attention mechanisms.

The Evolution of Authorship in the Age of Artificial Intelligence: Challenges and Opportunities

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Abstract:
The rapid advancement of artificial intelligence (AI) in content creation has ignited discussions on the future of human authorship. The emergence of artificial intelligence (AI) in content generation has sparked widespread discourse regarding the future of human writers. With increasing cases of AI-generated content flooding online platforms, the role of traditional writers is shifting from that of original creators to curators and editors of AI-assisted texts. This paper explores the implications of AI on authorship, drawing from historical literary theories, ethical considerations, and legal frameworks. By analyzing real-world examples and scholarly perspectives, this research seeks to understand how AI is reshaping creative processes and whether human writers can maintain their distinctive voices in a technologically driven landscape.

Keywords: AI authorship, Authorship in the digital age, Hyperreality and artificial intelligence, Creativity vs. algorithmic synthesis, The role of human intent in writing, Ethics of AI-generated content

Building Successful Career Pathways: AI-Driven English Communication Skills for Engineering students

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Abstract:
This paper examines the transformative potential of artificial intelligence (AI) integration within English language teaching and learning, specifically focusing on its impact on the employability of engineering graduates. In an increasingly globalized and technologically driven job market, proficient English communication skills are vital for engineering professionals. This study explores how AI-insulated tools, such as adaptive learning platforms, AI-driven grammar checkers, and speech recognition software, contribute to the development of essential language and communication competencies. We explore the ways in which AI facilitates personalized learning experiences, addressing the diverse needs and proficiency levels of engineering students. By analysing current research and industry reports, we understand the growing demand for AI-related skills and the subsequent influence on workplace skills and recruitment processes. Further, this paper looks into the statistical evidence indicating improved learning outcomes through AI-assisted education, which directly translates to enhanced career prospects. We delve into the specific applications of AI tools like ChatGPT, Grammarly, and Duolingo, exhibiting their effectiveness in refining writing, speaking, grammar, and vocabulary skills. By synthesizing data from reputable sources, including PwC, McKinsey, and academic studies, this research underscores the major role of AI literacy in equipping engineering graduates with the competitive edge necessary to thrive in the modern job market. More importantly, this paper argues for the strategic integration of AI into English language curricula, fostering a new generation of engineers who are not only technically proficient but also effective communicators to become successful in their field of study.

Keywords: AI, Communication, LSRW skills, Career building, Proficiency, technology

The Metacognitive Basis of Writing Strategies Used by English as a Foreign Language Students

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Author Note Metacognition, the ability to reflect on, understand, and control cognitive processes, is crucial in the writing process. This study explores the metacognitive strategies (MCS) used by English as a Foreign Language (EFL) students, focusing on six Thai undergraduate students in their English writing. The research addresses two key questions: (a) which MCS Thai students employ when writing in English, and (b) how they use these strategies. Data collection involved semi-structured interviews and essays written by the participants. The interview data were categorized into "what" (types of metacognitive strategies) and "how" (ways they used these strategies). Skilled students effectively employed MCS, while average and unskilled students exhibited varying proficiency levels and limitations. Metacognitive strategies (MCS) are effective tools to help EFL learners come up with ideas. The study revealed that students used MCS to plan, monitor, evaluate, and improve their writing throughout the entire writing process. Additionally, they used resourcing, reduction, and mother tongue strategies. The study suggests that writing teachers should emphasize effective strategy use and improve students' English proficiency. Recommendations include extensive reading and avoiding thinking in their native language when writing in English.

Keywords: metacognitive strategies, English as a foreign language writing, writing instruction

The Future of Literary Criticism: Synthesizing AI and Human Insight

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Abstract:
The integration of artificial intelligence (AI) in literary criticism marks a transformative shift in the field, enabling deeper textual analysis through computational techniques while raising critical questions about interpretation, authenticity, and ethics. AI- driven tools, including natural language processing (NLP) and machine learning algorithms, have enhanced literary studies by identifying stylistic patterns, sentiment trends, and thematic structures that might elude human scholars. However, AI's limitations—such as its struggle with metaphor, ambiguity, and deep human interpretation—underscore the irreplaceable role of human critics. This paper examines how AI is reshaping literary criticism by blending data- driven insights with human interpretative skills, exploring both its potential and challenges. Through an analysis of recent research and case studies, the paper advocates for a hybrid approach, where AI serves as a complement rather than a replacement for human scholarship. The future of AI in literary studies lies in its ethical and informed application, ensuring that literature remains a deeply human and intellectually rich pursuit.

Keywords: Artificial Intelligence (AI), Literary Criticism, Natural Language Processing (NLP), Computational Techniques, Hybrid Approach

Theorizing AI-Generated Literature: A Post-Humanist Perspective

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Abstract:
Literature writing has been a task of humans for centuries, but now machines are taking the place of humans in the domain of writing as well. Science and technology have invented Artificial Intelligence, replicating human intelligence somewhat, on which several AI models work. Literature that is generated with the help of machine learning tools like Chat GPT, Gemini, Grok, etc., is known as AI-generated texts. Several texts are now written with the help of such AI tools. It has gained popularity across the globe. The concept of posthumanism also becomes crucial in this process of balancing human-machine perspectives in this era of digitisation. Exploration of human relationships with technology, life, and intelligence beyond traditional notions is known as posthumanism. It includes the shift from a human-centred approach, acknowledging that humans might evolve or be replaced by advanced technology. AI can lead this notion of human advancement. This relationship between human and AI-generated texts can impact the rationality of society. This paper explores the implications of such texts on the traditional view of authorship, creativity, and human identity. Through the posthuman perspective, it examines the possibilities and challenges of AI-generated literature, including its capability to disrupt anthropocentric views of creativity and its consequences on the human condition.

Keywords: Artificial Intelligence, Authorship, Creativity, Identity, Posthumanism, Implications, etc.

Understanding the Impact of Digital Humanities on Literary Studies: Opportunities and Challenges in the Digital Age

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Abstract:
The intersection of digital technology and humanities has given rise to a transformative field known as Digital Humanities (DH), which has significantly reshaped the landscape of literary studies. This paper explores how digital methodologies ranging from text mining, computational analysis, and digital archiving to interactive storytelling have expanded the scope, accessibility, and interpretative strategies of literary scholarship. By examining recent developments in digitized literary corpora, metadata tagging, and algorithmic reading practices, the study highlights how scholars now engage with texts in novel, data-driven ways that challenge traditional hermeneutics. Moreover, the integration of digital tools has democratized access to rare texts and fostered collaborative research across disciplines and borders. However, these advancements are not without critical challenges. Issues surrounding digital literacy, algorithmic bias, preservation ethics, and the risk of de-emphasizing close reading in favor of quantification raise important concerns for the future of the field. Drawing from a range of case studies and theoretical frameworks, this paper argues that while Digital Humanities offers powerful tools to enrich literary analysis, it also demands a rethinking of pedagogical approaches and epistemological assumptions. The study ultimately calls for a balanced integration of digital and traditional methods to sustain the richness of literary inquiry in the digital age.

Keywords:- Digital Humanities; Literary Analysis; Computational Methods; Digital Archiving; Textual Interpretation

Affect of Technology on Writing Skills at the Tertiary Level

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Abstract

Technologies exhibit a profound 'affect' on all phases of English language use, especially in the written communication. These have beneficial as well as detrimental effects on students' writing skills especially at the tertiary level. Technology and English language education are highly related to each other (Singhal, 1997). This paper presents a study that examined the extent to which tertiary level students can effectively use technology to enhance their writing abilities. The samples were 80 engineering college students from Vidya Jyothi Institute of Technology, Hyderabad, India. The researchers used experimental design to unequivocally encourage exogenous variation in the intervention task to facilitate causal inference. Pre-test-and post-test were used to measure the students' writing ability. A pre-test on writing skills was conducted at the beginning of the study to find the proficiency level in writing skills. A questionnaire was designed to collect data for the study to find out the impacts of technology-based writing skills at tertiary level. The experimental group were required to complete their writing task utilising technology for the duration of the semester. Subsequently, their performance was evaluated, and the outcomes were cross-checked with those of the control group and their own pre-test performance. The findings of the study revealed that there was a significant improvement found due to the affect of technological tools used as a part of the intervention in the writing skills which are explicitly discussed in the paper.

Key words: Technology, Writing skills, Tertiary students.

The Cognitive-AI Revolution in Literature and Language Learning: mechanisms, Applications, and Ethical Frontiers

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Abstract

The instructions to understand literature and language are evolving in an era where we are completely dependent on AI . There is a confluence of artificial intelligence (AI) and cognitive science. As this study has good scope, this paper synthesizes interdisciplinary research to reveal : (1) how machine learning (ML) and natural language processing (NLP) allow for the detection of large-scale textual patterns, despite limitations in hermeneutic depth; (2) the cognitive mechanisms that support AI-driven adaptive learning systems (e.g., dual coding, spaced repetition); and (3) ethical issues such as algorithmic bias, data privacy, and the "human-AI symbiosis" dilemma in pedagogy. Research has shown that developments are there, such as transformer-based models (e.g., BERT) in literary stylometry and the effectiveness of AI tutors in second language acquisition (SLA) by analysing 120 peer-reviewed articles published between 2015 and 2023. Observations clarify AI improves corpus analysis efficiency (e.g., detecting diachronic theme transitions in books from the 19th century with 92% accuracy; Lee & Huang, 2023) and optimises language training (30% faster competence increases compared to traditional approaches; Martinez, 2018). However , there are missing links: There is a problem with understanding metaphors which are embedded in culture (F1-score = 0.65 compared to 0.89 for human specialists; Anderson, 2022), so learners cannot rely on it. Midway is always good, wherein literary evaluation should be done by humans, and AI can look after bulk tasks like vocabulary drills. In the present times of a multidisciplinary approach, suitable integration and a transparent system which can lead to interdisciplinary cooperation among technologists, linguists, and cognitive scientists are the objectives of the study to continue discussions with respect to AI's place in education.

Keywords: human-AI collaboration cognitive computing, NLP in education, AI ethics, computational literary studies, adaptive learning

Revolutionizing Education: The Transformative Function of Artificial Intelligence in Contemporary Teaching

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Abstract

The AI revolutionary function of artificial intelligence in transforming contemporary teaching methods is examined in this paper. It discusses how well artificial intelligence can transform current teaching methods when incorporated into current learning systems judiciously. The paper illustrates how emerging artificial intelligence technologies can well tackle current pedagogical issues, thus raising the standards of teaching and informing legislative reforms. Education delivery has grown more effective and significant as a result of the widespread adoption of AI-enhanced classrooms in many countries, which include automated tools and intelligent assistants. Both teachers and students are finding value in features like real-time grammar checks, vocabulary expansion, and enhanced sentence structure. According to the research, integrating AI into modern teaching methods improves student engagement and instructional quality while also having a major positive impact on the learning environment. This study provides educators, legislators, and other stakeholders with useful insights and recommendations on how to utilize AI to promote creative and future ready education.

Keywords: Education, Language Learning, Pedagogy, Artificial Intelligence, and Technology Integration

Culturally Responsive Approach Strategies to Enhance Writing Skills (ESL) Among Students in Telangana, India

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Dr. Kranthi Priya Oruganti,priyavankalapati@gmail.com, Assistant Professor, Department of English, Koneru Lakshmaiah Education Foundation, Assistant Professor.

Abstract
This research looks into the writing skill development of English as a Second Language (ESL) students in Telangana, India. English competence is extremely important for academic achievement and proper communication in the current world; thus, writing is a vital skill for ESL learners. The research pinpoints the precise difficulties ESL students in Telangana encounter, such as language barriers, limited exposure, and cultural influences. It also investigates the practical strategies the teachers can implement to teach the students how to write effectively. Among the methods that have been proposed are contextualized approaches where local cultural elements are incorporated into the curriculum thereby, learning becomes more relevant and easily understood. By using a culturally responsive method, the study aims to establish a teaching and learning environment that caters to the diverse needs of Telangana's ESL students and therefore, enables them to communicate their ideas accurately and with conviction in English. This research is the major means to the student's academic achievement and enables them with confidence in the global scenario

Keywords: ESL, writing skills, cultural context, language education, teaching strategies

Generative AI fostering expression in Narrative Discourse

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Abstract

Generative AI holds the promise of enhancing educational experiences and outcomes, provided it is used responsibly and in alignment with educational goals. The arrival of Generative AI has brought revolution among writing practitioners to rethink the nature of composing, to think and create. Generative AI has significantly impacted the field of narrative discourse, offering new avenues for expression and creativity. This paper focuses on 'students' narrative discourse in collaboration with AI.' It explores the multifaceted role of generative AI in enhancing narrative discourse, particularly focusing on its capacity to foster creativity and diversity. The main objectives in this study are to examine the impact on creativity; enhance writing skills, facilitate personalized learning, promote engagement and motivation, develop digital literacy, compare traditional and AI-assisted writing. In order to achieve these objectives, the study followed descriptive qualitative research design with tools such as qualitative observation, content analysis and semi-structured interview based on a randomly selected sample of 80 students and 10 teachers. This paper attempts to delineate the impact of Generative AI while fostering expression in Narrative discourse.

Key words: Generative AI, education, NEP-2020, Narrative discourse, enhance writing skills, foster expression

Beyond Restitution: Biotechnological Progress and the Wounded Storyteller in Cancer, You Picked the Wrong Girl

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Abstract

Breast cancer is the most common cancer among women worldwide. In India, it has risen from being the fourth most prevalent cancer in the 1990s to the first position today. As Schultz examines that after twenty years since Audre Lorde's death,newer narratives portray a "symptomology" of the protean narrative of cancer as a cultural phenomenon but lesser research has been done on the structure of such narratives, particularly on an Indian autopathography. This study, through the lens of Arthur Frank's typology of illness narratives, explores how Cancer, You Picked the Wrong Girl (2021), challenges the perspective of biomedical discourse typically follows a restitution narrative, viewing illness as a temporary setback followed by recovery. The author also engages with the sporadic advancements in biotechnology and their implications for breast cancer treatment and patient experiences. The narrative underlines the tension between the clinical objectivity of medicalisation and the subjective embodied experiences of breast cancer patients. Eventhough Arthur Frank belongs to subset of Western culture, the incorporation of Oriental cultural narrative, specifically Indian expands the scope of the theory; illness narrative typology. Frank's contribution to illness discourse is through narrative framework, hence it dismisses cultural constructs while analysing a text.Unlike many Western breast cancer memoirs that often emphasize visible survivorship, Mukherjee's narrative challenges the dominant restitution discourse.Frank's critical framework of narrative typology, aids this study to examine how the author's narrative reclaims agency, confronts medical and resists the medicalization of female suffering.Shomishta Mukherjee as a "wounded storyteller" subverts the representation of a medically victimised woman diagnosed with breast cancer. This memoir resists the medicalised constructions of female suffering through nuanced candidness of storytelling, which projects the novelty of this study. In light of these insights, it is suggested that Cancer, You Picked the Wrong Girl could be a significant contribution to the discourse of critical medical humanities.

Keywords: female body, breast cancer narrative, biotechnology, critical medical humanities, chronic illness, wounded storyteller, cancer treatment

Speaking the Language of the Future: AI for Emerging and Evolving Industries

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Abstract

Sustainable development demands a total transformation of traditional industries made possible through artificial Intelligence (AI), which also creates new business methods and operational systems. The research examines AI's effects on productive manufacturing, healthcare services finance business, renewable energy production, and the creative industry. Modern business environments drive organizations to deploy AI as an automated system for repetitive work alongside analytic and decisional enhancement as well as cost reduction. Modern healthcare operations experience substantial enhancements through medical technology that employs AI because of its diagnostic systems combined with individual treatment regimens and remote patient management. Financial institutions use algorithms empowered by AI to protect against fraud while decreasing their business risks and offering data-based real-time support to their clients. AI enhances renewable energy delivery and operational uptime, which enables precise demand forecasting because of its capability to maximize renewable energy generation. The technological era demands that leading industries use cognitive technologies and data analytics enhanced through AI to maintain their leadership positions. The quick acceptance of AI generates various challenges because data protection concerns meet with ethical problems and require job redesigns while demanding attention to regulatory standards. Organizations need to handle these matters properly to maintain fair worldwide development while supporting societal principles. An analysis is conducted to determine the potential industrial applications of AI for deployment management, resource enhancement, and

environmentally sustainable practices. Organizations obtain successful AI implementation through the identification of business transformation opportunities and solutions to implementation issues. Companies maintain social responsibility alongside innovative practices by developing equitable measures between standards of ethics and law alongside technological progress.
Keywords: Innovation, Automation, Predictive analytics, Decision-making, Business transformation, Data privacy, Socioeconomic impact, and Digital future.

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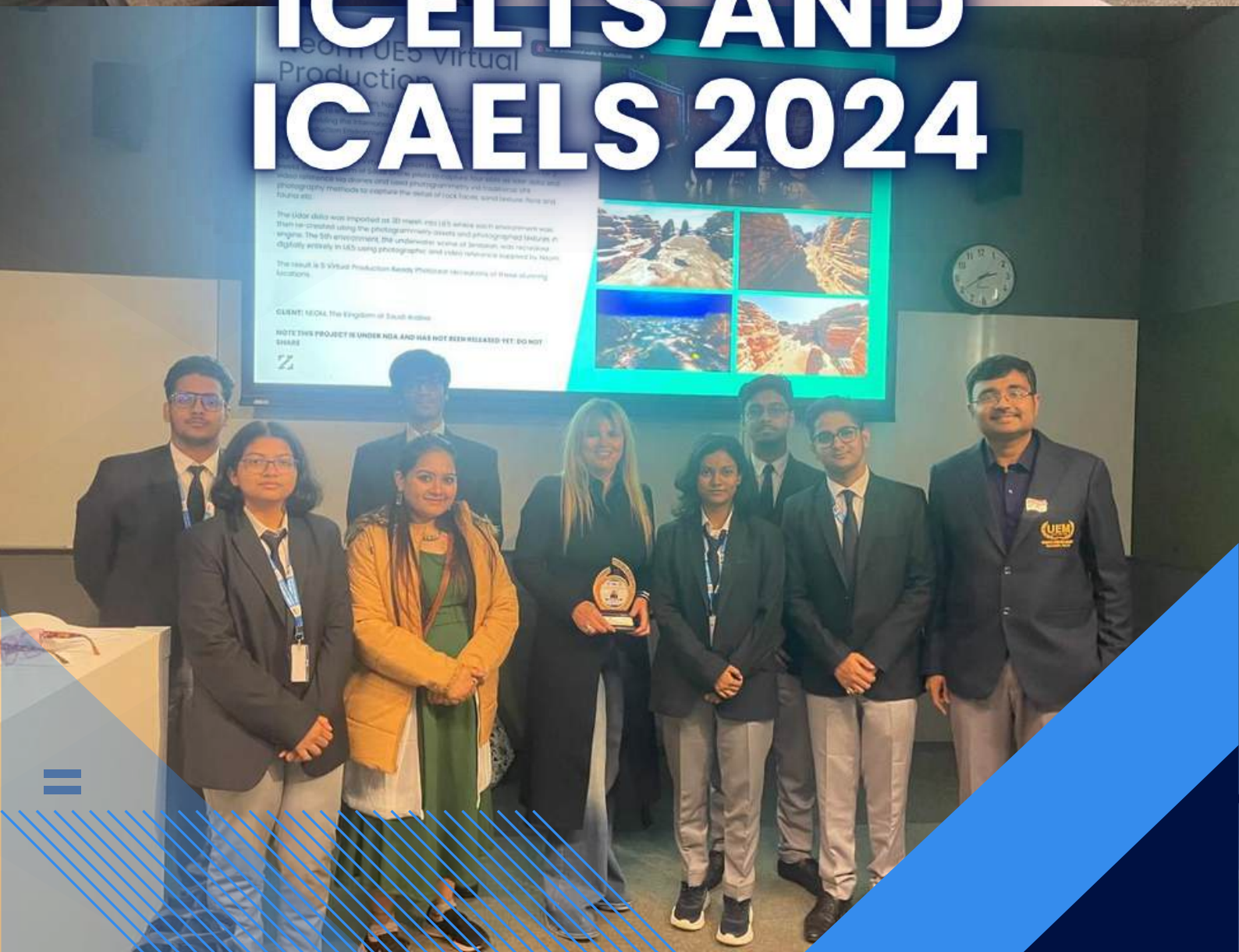

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