



語言斷裂下的文化回返：華語語系視角下《金孫暴富攻略》
的泰華跨世代認同敘事

**CULTURAL RETURN AMIDST LINGUISTIC RUPTURE: THAI-CHINESE
INTERGENERATIONAL IDENTITY NARRATIVES IN HOW TO MAKE
MILLIONS BEFORE GRANDMA DIES FROM A SINOPHONE
PERSPECTIVE**

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摘要

在全球化與離散華人社群的脈絡下，語言轉移被視為文化流失的指標。本研究基於華語語系理論結合語言轉移與文化記憶理論，以泰國電影《金孫暴富攻略》為研究文本，分析泰華家庭在「語言斷裂」的情境中使用非語言媒介來實現「文化返回」。研究採質性文本分析法，敘事分析與符號詮釋祖輩、母代、孫輩之間的語碼分佈、互動、情感表達差異與連續性進行對比。泰華三代祖輩保有潮州話與完整的華人記憶；母代作為漢泰語言與價值觀的雙重中介者；孫輩完全泰國化處在後華語境。語言未能傳承，不代表文化消失，文化仍然能透過身體經驗、家庭餐桌、節慶與宗教儀式以及情感重新再現並重構傳回來。

关键词：華語語系 語言斷裂 文化返回 跨世代認同

Abstract

Language loss, in the setting of increasing globalization and growing diaspora communities of Chinese descent, is also often treated as evidence of cultural dissolution. Informed by the Sinophone framework and theories of language shift and cultural memory, we explore the Thai movie *How to Make Millions Before Grandma Dies* in order to understand how Thaichinese families create a kind of cultural return in a linguistic condition of rupture. In addressing these themes and language choice, the chapter employs qualitative textual analysis, narrative analysis and symbolical interpretation of language use, interaction and emotional expression across three generations. The grandparent generation keep Teochew and deep Chinese culture memory, whilst the parent between Chinese and Thai language/value. The grandchild generation is completely Thai-assimilated and in a post-Sinophone condition. The article contends that language transmission ends but culture gets reproduced in embodied practices, kinship rituals, celebrations of the seasonal cycle, religious celebration and affective relationships.

Keywords: Sinophone, Language Loss, Cultural Return, Intergenerational Identity

引言

1. 研究背景

在當今全球華人跨國流動日益增加，離散華人社群的語言使用和身份認同表現出很高的流動性。長期以來，語言能力，特別是使用漢語能力，通常被判定視為華人文化存續與族群的認同的重要指標。然而隨著移民世代更替在地化愈來愈濃厚，許多海外華人轉向使用居住國家的主流語言。

泰國是東南亞華人最集中的國家之一，主要來自中國潮汕地區的潮州、閩南和溫州泉州等等。客家，泰國泰華經常聚居在曼谷及中部海岸的城市以及清邁。這些早期的華人定居者很大一部分都從事商業和勞務等工作，受同化政策與教育體制影響，華語教育受限，多數泰國華人第二代或第三代語言弱化，開始使用語言和國族認同向泰國化的方向發展。劉琪 (2015) 在研究中指出，潮汕裔華人占泰國華人總數約七成，這使潮汕文化成為泰華社會中最具有影響力的文化系統之一。此歷史背景說明，潮汕文化不僅是泰華文化的重要來源，也長期構成泰華家庭日常生活與倫理價值的基礎。然而，隨著世代更替與社會同化進程加深，潮汕文化在泰華社會中的傳承面臨顯著挑戰。劉琪 (2015) 指出，受到國族政策、教育體制與主流語言環境影響，泰華後代對潮汕文化的情感連結與實踐逐漸淡化，導致潮汕文化在當代泰華社會中呈現弱化甚至消退的趨勢。在此背景下，泰華家庭內部逐漸形成跨世代的語言以及文化落差呈現出「語言轉移/語言斷裂」的現象 (Fishman, 1991; 封麗金, 2011)。祖輩仍保有方言與華人文化記憶，母代多為雙語使用者或者是多一個當地方言，而孫輩完全成長於泰語的語境中，進入所謂的「後華語語境」。然而，語言斷裂沒有導致文化認同的全面消失。既有研究指出，封麗金 (2011) 指出泰華人還透過春節、清明、祭祀祖先與宗教信仰等實踐來維繫對中國傳統文化的情感連結，因此語言消退並不代表文化認同也會消失。此現象與華語語系研究所強調的「去語言中心化」觀點相互呼應。華語語系研究認為：「要打破中心」作為對華人的研究唯一前提，而是要強調關於世界各地那些使用多種語言生產華人文化日常與的關注 (史書美, 2013)。最終，以華語為核心的族群語言表現為弱化或斷裂，只要華人性相關的文化記憶和實踐存在也應該被納入華語群討論。與其他東南亞華人社群相比，泰華族群在語言同化程度與文化保留之間存在高度張力，一是語言轉移的現象明顯，年輕世代幾乎轉向使用泰語；二是祭祀儀式、飲食倫理與家庭價值卻仍然保存非常完整。因此，泰華家庭就成為觀察「語言斷裂是否導致文化消失」的重要場域。若要具體展現這種張力，影視文本提供可視化的現象以及情感內涵的敘事材料。尤其家庭題材電影不僅呈現個人情感與代際衝突，也濃縮了族群歷史、語言變遷與文化價值的協商。使抽象的語言轉移問題轉化為可觀察的日常實踐。因此，本研究選擇《金孫暴富攻略》作為分析文本，正因該片的泰華三代家庭互動為核心敘事，呈現出語言弱化與文化再連結的動態過程，為分析語言斷裂下文化回返機制提供最佳的案例。

2024年的泰國電影《金孫暴富攻略》¹是華人家庭三代之間的互動，祖輩（阿嬤）是完整的華人保有潮語與華人傳統文化，母代（阿秀）是泰國與華人傳統之間，孫輩（小安）屬於後代華人完全泰國化，在泰語化的情況下透過照護與陪伴阿嬤，小安就重新接觸瞭解華人文化，呈現出語言斷裂下的文化返回（再華化）的歷程，這就切合了 (史書美, 2011, 2013) 華語語系關注的「後華語語境」與身份再重新建構。Assmann (2016) 的文化記憶的形成變遷，他指出文化記憶可以透過個人經驗、記憶空間等非語言所形成。劉琪(2015) 的研究主要從歷史與

¹ 《金孫暴富攻略》（又譯《阿嬤的外孫》，《姥嬤的外孫》；(How to Make Millions Before Grandma Dies) 之後全文用同一個中文片名《金孫暴富攻略》為主。

社會文化層面，描述潮汕文化在泰華社會中的變遷趨勢，沒有深入探討在語言能力逐漸斷裂的情況下，家庭層次的日常互動與情感實踐是否仍可能承載並再現文化記憶。此研究缺口正好為本研究提供切入空間。潘亦含(2024)以泰國電影《姥姥的外孫》為研究素材，分析影片中所呈現的家庭關係、代際互動與親情價值，指出電影透過遺產爭奪與照護陪伴的敘事設計，反映了當代社會中親情疏離與倫理反思的現象。研究強調，影片由外孫小安從功利動機走向情感理解的轉變歷程，突顯「施比受更有福」的家庭倫理核心，並將華人式親情、責任與無私付出視為重要的文化價值。袁雲兒(2024)以新聞評論的形式，指出影片以泰華家庭為敘事背景，透過外孫小安照顧病重姥姥並牽涉遺產分配的故事，呈現當代家庭中親情、責任與利益之間的張力。該文強調，影片大量融入華人家庭日常生活與中式文化元素，使觀眾得以在熟悉的家庭場景中，反思代際關係、照護倫理與親情價值。

目前《金孫暴富攻略》尚未有相關的研究探討語言斷裂下通過華人如何透過文化記憶再重新建構跨世代認同敘事。本研究一方面可以作為研究文化認同變遷的重要案例，另一方面有助於理解在面臨語言斷裂的情況下，文化回流運作的機理及存在的可能性，因此，本研究以泰國泰華族群為例，研究移民第三代在成長期間所發生的華語及相關文化的變化，為《金孫暴富攻略》的分析提供歷史文化背景。

研究目的

本研究旨在回應引言所提出的核心命題「語言斷裂未必導致文化消失」，並從華語語系視角下出發，論證在後華語語境中，語言能力消退不等於文化認同終止。以泰國電影《金孫暴富攻略》為文本場域，研究聚焦泰華家庭三代在語言轉移情境下的互動實踐，分析語言斷裂如何具體呈現於代際關係溝通中，及文化如何透過非語言媒介持續運作。本研究擬探討祖、母、孫三代的語碼分佈與語言轉移現象，說明語言斷裂在家庭敘事中的呈現方式；其次，分析飲食勞動、宗教儀式、空間物件與照護行動等非語言文化實踐，如何承載文化記憶並促成文化回返；最後，整合語言與文化層面的分析，比較三代認同敘事的差異與連續性，建構出「語言斷裂—文化存續—文化回返」之跨世代認同循環模型，說明語言流失與文化延續之間的關係。

文獻綜述

1. 華語語系理論與後華語語境

以離散華人文化經驗作為核心研究，強調去中心化、多言多語、多地的華人經驗(史書美, 2013)。也就是說華語語系強調去中心化不再把中國視為唯一的中心，重視邊陲的聲音，讓弱勢與地方群組的文化獲得關注，強調跨國跨語言的互動，突顯文化的多樣化展示出華語的豐富性與複雜性。在此框架下，東南亞華人早已改用當地語言，但透過文學、影像、日常生活實踐經驗仍然被視為華語語系的一部分(史書美, 2011)。Ang (2011) 提出在亞洲與西方國家「不說中文的華人」重點在於你的情感、記憶歷史以及你自己對家庭和文化的感受，因此是不是華人，不一定看你是否會說中文。以泰國華人為例子：很多第二代或第三代的泰國華人，他們平時使用泰語為主要溝通語言，有的中文說得非常好，有的說得不好或者聽得懂但不會說，甚至什麼都不會等現象，但在日常生活中或過節日他們和親人相處以及儀式上依然保留著華人傳統的習慣。因此，雖然使用語言變成泰語，但在文化和精神上還是華人，這就是後華語語境(史書美, 2011, 2013)。在《金孫暴富攻略》中孫輩是最典型的後華語語境主體：他自認是泰國年輕人，語言、教育、娛樂、價值觀都與主流泰國社會接軌，對華人文化最初只有刻板印象與功利性的想像，例如：把照顧外婆視為「爆富攻略」以為只要演出孝順的戲碼就能分到

遺產(曾錫, 2024)。

2. 語言斷裂與語言轉移

語言轉移 (language shift) 為社會語言學中探討族群使用語言的變化的重要性的理論, 主要關注少數民族群, 語言在長期跨時代的社會結構影響下被當地語言取代。語言轉移理論指出: 僑族群在生活社會裡因為政策、教育流動被壓迫時, 為了生存族群會覺得主流語言比較重要, 然而就原來的語言就逐步被取代。因此, 從代際雙語走向單一個主流語言。Fishman (1991) 用族群活力理論來解釋這個現象, 他指出語言轉移這個是跟生存與地位有關係, 當少數族群擁有政治地位與民族經濟資源時, 族群活力高會偏向主流社群, 然而會選擇放棄原本的母語改成說當地的主流語言。延續此觀點, Romaine (2000) 從語言死亡與語言流失的角度指出, 語言的消失通常伴隨文化知識, 語言消失了族群歷史記憶也會弱化, 因此此現象導致語言轉移也被視為文化危機。

3. 文化記憶與文化返回

記憶不是個人的, 而是「集體」與「實體」的, 群体跨越時間傳承共同的過去, 記憶被固定在儀式、文本、照片與空間等象徵形式之中, 而不是依賴個人的回憶 (Assmann, 2011)。Halbwachs (1950/1992, 引自夏春祥, 2003) 進一步說明, 指出個人的記憶比較脆弱, 要靠集體社群大家一起回憶才能把過去的事情說清楚, 就是在過去的基礎上現在調整到未來的過程。在海外華人的社群裏, 多數年輕人不會說中文了, 但他們還透過具體實作經驗傳承文化下來, 例如過年時拜神、拜祖先等非語言媒介現象, 這就所謂華語語系研究進一步將此視為一種「文化回返」歷程。後代雖然生活在後華語語境、以他語為主, 卻在情感與日常實踐中重新連結華人文化記憶, 進而產生對華人身份的再認同 (史書美, 2013)。

本研究遂以文化记忆与文化回返为理论基础, 分析《金孫暴富攻略》中外孫如何在與阿嬤的互動裡被喚起、並重構其泰華身份。

4. 泰華社會的歷史變遷與文化認同

泰國華人移民自十九世紀以來主要來自中國潮汕地區的潮州、閩南和溫州等。客家, 泰國泰華經常聚居在泰國曼谷及中部海岸的城市。這些早期的華人定居者很大一部分都從事商業和勞務等工作, 逐漸形成以宗親會、會館與廟宇為核心的族群網絡 (Skinner, 1957; 王賡武, 2013)。在二十世紀泰國政府多次推動文化政策, 限制華文教育、鼓勵用泰語姓名以及提升泰語地位, 泰華第二、三代在語言與國族認同上日益泰國化 (Skinner, 1957)。研究指出, 雖然華語與方言使用率下降, 但許多泰華仍然在春節、中秋、清明等節慶, 以及祖先祭祀、宗教信仰與飲食實踐中維持對「華人性」的情感連結 (封麗金, 2011; 王賡武, 2013)。這種「語言同化、文化部分保留」的現象, 使泰華成為觀察語言斷裂下文化認同變遷與文化回返機制的重要案例, 近年來研究進一步從文化轉化與表演實踐的角度, 重新看泰華社群在語言轉移下的文化延續問題。林佳儀 (2026) 以「泰語潮劇」為研究對象指出, 在泰國化政策與潮州人母語使用人口減少的背景下, 傳統潮劇在泰國為了生存, 把「語言」這個載體換成了泰語, 但保留戲曲的核心靈魂繼續在異鄉發揮文化功能, 這是一種「文化轉化」。潮劇透過語言的轉換, 在泰國社會中重新定位了自己。此觀點補充了泰華社群語言與文化變遷的當代研究視角, 也說明在語言斷裂情境中, 文化仍可透過形式轉換持續運作。也為本研究從華語語系視角分析《金孫暴富攻略》中泰華跨世代認同敘事提供歷史與社會脈絡基礎。近年來研究重新檢視泰華社群在泰國政治結構中的角色。陳鴻瑜 (2020) 指出, 泰國於1913年國籍法採取屬人屬地助益混合法制度, 開放大門讓華人自願成為泰國人。作為交換要求華人不觸碰王權與軍權的權力核心, 可

參與經濟與國會。這使泰華文化深度整合與文化轉向的共存，也為當代泰華家庭語言轉移與文化再認同提供了重要社會基礎。

5. 華人與泰華相關影視文本之研究回顧

在研究華語電影時，許多學者們總是選擇從「家庭劇」入手。因為他們認為，電影裡的家庭內部衝突不只是家務事，其實代表了更重要的社會問題，比如：「傳統與現代」的衝突，或是「個人與國家」的關係。過去學者 Han (2015) 研究早期的中國電影，發現家庭裡的父子衝突，其實就是在演當時得中國社會「傳統與現代觀念」的衝突與張力。Kesmanee (2013) 專門研究泰國華人。她指出，在泰國要看一個人有沒有「華人性」（像不像華人），主要看四點：家庭關係、語言、表演藝術（如戲曲）和節慶儀式。

雖然前面的學者研究了「家庭」和「華人認同」，但他們通常是分開看的。目前很少有研究能把下面這三件事一起討論，因此本研究就是要填補這個空白，並提出「語言斷裂—文化存續—文化回返（再華語化）」之循環模型，以補足泰華影視文本在語言、文化、認同聯動分析上的研究缺口。

綜合上述文獻可知，前人研究已有不同面向探討華人家庭，影視文本族群認同關係，包括家庭社會結構隱喻、以語言能力、文化表演作為華人性的指標，以節慶儀式為華人文化的象徵。這些研究多半存在局限。第一，在語言層面上語言能力被視為靜態，用來判斷族群認同的保留。較少分析語言在家族裏扮演的中介角色。特別是母代在跨世代進行修飾翻譯與情感衝突行動。第二，在文化層面上，相關研究雖然注意到儀式、節慶與表演藝術在華人認同中的重要性，但多半是單一文化符號分析，從文化記憶運作出發比較少，非語言實踐如何在語言斷裂日常生活中被反覆操作並轉化為世代的倫理與情感連結。最後從影視研究而言，過去泰華或華人題材電影分析多數從家庭再現傳統與現代的衝突敘事的場域，卻比較少有研究將家庭本身視為文化記憶的場域用來觀察語言。

基於上述研究的缺口，本研究結合華語語系理論、語言轉移理論與文化記憶觀點從跨世代家庭互動出發，分析《金孫暴富攻略》中的祖輩、母代、與孫輩的語碼分佈、非語言文化實踐與認同敘事。透過語言斷裂的視角視為一個動態的家庭協商的過程。

本研究進一步提出「語言斷裂—文化存續—文化回返（再華語化）」的循環模型，以補足泰華影視文本研究在語言、文化與認同聯動分析上的不足。

研究方法

1. 研究範圍與對象

本研究主要研究文本為《金孫暴富攻略》，未進行田野調查或多部電影比較分析，將以一部電影進行分析泰華家庭三代之語言使用、文化實踐與認同敘事，因此地理範圍主要以影片所呈現的泰國曼谷社會與家庭空間為主，理論範疇涉及華語語系研究、語言轉移理論以及文化記憶相關理論，將時間鎖定於電影上映後相關討論及泰國華人研究提供之歷史背景範疇。以華語語系研究為上位理論，並以語言轉移與文化記憶觀點為基礎建立，本研究之分析路徑為「語言斷裂（語碼分佈；翻譯中介）→非語言文化媒介（飲食勞動，儀式，家庭空間與物件，情感照護）→文化回返→再華語化（身分再敘事）→泰華跨世代認同敘事」，藉此探討在後華語語境中三代間之整體性。

2. 研究方法

本研究採取質性文本分析結合敘事分析與符號詮釋方法，以電影《金孫暴富攻略》為文本個案，探討語言斷裂情境下文化如何透過非語言媒介存續，生成跨文化世代認同敘事。研究資料包括電影的影像文本、將整部電影拆解成一個個獨立場景，對每段進行仔細的觀察與紀錄，將影片中的人物對話、語氣、停頓與動作或按意群轉成文字記錄及時間標注方便讀者或其他研究者回溯原始影像，確保分析的每個句話都有證據可查。並引用華語語系、語言轉移與文化記憶等相關理論來解讀這些對話背後的社會意涵。本研究的分析重點聚焦祖輩（阿嬤）、母代（阿秀）和孫輩（小安）這三個角色，觀察語言使用、翻譯行為、儀式操作、飲食勞動、空間物件與照護行動等，從語言與行動層面梳理語言斷裂與文化延續之間的互動關係。

為使理論分析不流於抽象推演並提升分析可信度，本研究將「語言斷裂」、「文化存續」與「文化回返」等抽象概念轉化為具體可觀察的場景與對話標記，建立操作化編碼框架，使分析建立於證據基礎上。在「語言斷裂」定界為祖孫無法直接溝通、或由母代轉譯的場景，及潮州話僅在情緒高點出現而失去日常溝通功能的場景；相關場景標注時間與對白內容，記錄語碼出現頻率與轉譯行為。文化層面，「文化存續」操作化為文化的具體實踐類型，包括飲食勞動、宗教儀式、家庭空間與象徵物件，以及照護行動等，對每個場景記錄角色與行動變化，觀察文化是否透過重複實踐存續。在認同轉化層面，「文化回返」是以孫輩態度與行動轉折為主，包括功利動機轉向情感上的理解，從被動轉向主動，及象徵性語言使用的場景，透過前後比較的方法辨識認同敘事的轉折點。

整體分析循環是先場景標記，行動描述再進行理論詮釋。研究過程中研究者三次觀看影片，並不同時間檢視標記場景，對比前後判讀，確保觀察與詮釋穩定性。所有關鍵分析均標示時間與對白內容，建立文本證據可資檢驗。為回應核心命題，避免偏離研究焦點，所有討論圍繞語碼分佈、非語言文化實踐與認同轉化三面向。並與華語語系、語言轉移與文化記憶理論對讀，降低主觀詮釋風險。

此外，論文中所呈現的語碼比例以場景為單位計算，每一場景以主要語言使用傾向為判定標準，並依情境功能，如情緒高點、儀式操作、日常對話分類統計。

研究結果

1. 語言斷裂與《金孫暴富攻略》家庭敘事分析

1.1 三代語碼分佈與斷裂呈現

《金孫暴富攻略》電影中「語言斷裂」在三代之間流失表現，是在日常生活中的溝通落差斷裂浮現。阿嬤使用潮州話為主要語言，常在情緒高點時出現，例如：在影片約1時26分22秒的場景，阿嬤在半夜身體疼痛以潮州話喃喃自語呼喚父母：「老爹老嬤啊.....我好痛.....」。或跟兒女（阿秀）溝通時、責罵夸言孫子（小安）時。孫子雖然在旁邊聽得見阿嬤在說話，但完全聽不懂意思，他必須靠母親（阿秀）用泰語來翻譯才能理解。例如：在影片第04分10秒處，全家去墓園祭祖的場景，阿嬤要求小安細心地把花瓣均勻撒在墓塚上，但小安消極行動敷衍表現，阿嬤看到不僅在進行糾正還表示不滿與責備。阿嬤說：「看看你怎麼樣做事的啊？就不能好好撒嗎？」小安回應：「怎麼撒不都一樣阿祖他們都在天上了」。阿嬤以潮州話斥責：「你實在有夠彳亍呢」。小安在旁邊困惑凝視阿嬤，不明白。母親（阿秀）隨即替他轉譯：「說你一無是處」。此外，影片在第1時25分30秒處，阿秀和小安陪同阿嬤去醫院接受化療，醫生向家屬說明，病情轉好對化療沒有明顯反應。離開診間後，三人在醫院外談話。小安對阿嬤說：「醫生說你已經好很多了，不用再做化療了，之後會根據症狀治療」。阿嬤：

「療程不用做完嗎？你知道嗎，安格前幾天她走了，化療也沒有做完，這是我的身體我有權力知道！」小安看著阿嬤，一時無言，阿秀在一旁落淚。阿嬤低聲以潮州話說：「米已成飯」。小安：「阿嬤她說什麼？那什麼意思？」。阿秀：「生米已經煮成熟飯了，事情既然發生，就無法改變」。母代作為中介她主要是說泰語，但仍聽得懂潮州話。在此情境中，語言已轉化為情感殘留的聲音，也就是說潮州話它再具有溝通能力，只有在情緒崩潰無助的場景中出現，「這個語言就會像一個文化符號」。三代人語言使用詳細比例如下：

表 1：三代主要角色語碼使用場景比例

角色	總對話場景數	潮州話場景	泰語場景	雙語混用
祖輩(阿嬤)	100%	75%	10%	15%
母代(阿秀)	100%	5%	80%	15%
孫輩(小安)	100%	2%	98%	0%

表 2：感情場景語言分佈比例

場景類型	潮州話出現比例
病痛時刻	90%
責罵	80%
日常生活	40%
臨終場景	100%

如表1顯示，祖輩在所有語言場景中有75%以潮州話為主要語碼，證明潮州話仍然是他們承載和表達的「文化記憶」的主要工具。母代使用泰語比例達80%，但仍保留15%雙語混用，扮演「橋樑」或「翻譯者」角色，在兩種文化價值之間進行協商與傳遞。孫輩泰語使用比例高達98%，顯示傾向單語化。此數據足以證明語言轉移已在第三代完全斷層不再傳承。

1.2 母代中介：雙重焦慮與價值翻譯

母代（阿秀）站在中間位置非常辛苦，她的翻譯角色並不是單純的語言轉換（漢語-泰語）更是一種深層的文化情感中介行動。兩邊的壓力所以她必須做雙向翻譯、雙重焦點；她對上也就是自己母親（阿嬤）要維護她的尊嚴與情感形象，當阿嬤用潮州話責罵孫子時，她不會直接翻譯那些難聽的話，而要先把那些話美化成阿嬤是在關心、擔心。她同時又必須替兒子保留當代泰國青年追求自主與向上流動的正當性。因此她在阿嬤面前說：「他只是還不懂事」等話語緩衝衝突。避免祖孫關係在誤解中斷裂。這樣孫子（小安）才能聽得下去；對下自己的兒子（小安）當他表現不耐煩，計較或者為了利益而孝順（阿嬤），母親（阿秀）作為中介者就會在（阿嬤）面前為他說好話緩衝衝突、降低指責，不讓自己的母親（阿嬤）覺得孫子不孝順。例如：她跟小安解釋「你阿嬤不是那個意思，她只是擔心你」換言之，阿秀做的不僅是「語言翻譯」，更是「價值翻譯」。

（阿嬤）她代表華人家庭倫理（孝道、責任、吃苦耐勞）與泰國主流語境的生活邏輯之間不斷衝突，使代際衝突不致立即決裂。（小安）代表現代泰國價值，個人自主、講利益計算，這種衝突的價值觀本來就會產生衝突，因母親（阿秀）母代的存在在中間維護雙方、修飾、緩衝，把「罵」變成「愛」，因此證明：語言斷裂不是突發事件，而是母親（阿秀）的保護反而讓兒子（小安）「語言斷裂」，正是因為母親（阿秀）幾十年來都在中間辛苦地「翻譯」和「擋子彈」，兒子（小安）從來不需要直接面對語言障礙，也不需要去理解阿嬤的痛苦。所以，兒子（小安）的「單語化」（只會說泰語），其實是母親（阿秀）長期保護和緩衝之後造成的結果。

1.3 情感尖峰的殘餘語音：語言斷裂的敘事功能

影片中語言斷裂的敘事作用，在於聽得見卻是不能共享的尷尬狀態。祖輩（阿嬤）和孫輩（小安）在同一個空間生活，卻在情感激動，最需要對方回應的時候，無法用同一個語言彼此安慰，無法直接對話。雖然耳朵聽得到聲音，但心靈卻無法透過文字交流導致情感隔閡，使親密關係出現距離。片中約1時48分41秒處，到阿嬤臨終前，小安雖然還是不會說流利潮州話，他努力學會了潮州話的歌謠，是爲了回應阿嬤的情感，從此語言就再次出現回到華人文化的小小一步，這個並不是語言能力的真正恢復，而是象徵情感連結。在最後小安使用的幾句不完美的潮州話的家鄉歌謠，完成了最感人的最後的告別。這證明了語言即使破裂，只要有心，依然能成爲連結情感的最強大的力量。

因此，影片中的語言敘事，並不是要孫輩（小安）重新回到華語中心的狀態，而是在後華語語境中，語言如何在情感互動中重新建構。

下文將進一步轉向語言之外，討論飲食文化、儀式、空間物件與照護互動如何承載文化記憶並促成文化回返。

2. 文化返回與泰華跨世代認同敘事

2.1 飲食勞動與身體學習

賣粥不只是爲了賺錢的行爲，而是一種重複勞動的倫理學習過程，學會責任。片中賣粥場景反復出現，片中約27分 27秒處小安起初是把清晨賣粥當成交換條件，幫忙賣粥只是爲了想討好阿嬤目的是用付出來換取阿嬤的認可與遺產。但當他每天重複做一樣的事情，早起、煮粥、推車賣粥——這個過程就改變了他。讓他逐漸脫離原本的交易想法，轉化爲日常生活中的生活習慣的節奏。慢慢理解阿嬤的內心，每個細節都在傳達情感。此外，他學會華人的「勤奮、」和「家庭責任」，諺語有句話說：早起的鳥兒有蟲吃，意思就是做事要積極勤奮，自律才取得成功這樣的價值觀。身體先習慣了這種付出的感覺，心裏才慢慢懂得什麼是孝順與責任。因此飲食勞動在此成爲文化記憶的具身媒介，使孫輩（小安）把倫理轉化爲可操作的行動。小安他未必用語言說明「孝順、家庭責任」的文化含義，但他的身體經驗理解學會了什麼是華人倫理以及華人文化，這也顯示了語言在後華語語境中斷文化沒有消失，可以透過勞動經驗行動讓文化返回。

2.2 儀式作爲倫理教育

片中的宗教祭祀與儀式場景把文化規範以細節形式自然而然傳入孫輩（小安）的生活。在第17分50秒處，小安一開始主動幫忙燒水，但卻用微波爐熱水，隨便拜拜神明，這顯示他對背後倫理與象徵意義的儀式不瞭解，只想敷衍討好阿嬤，被阿嬤糾正祭祀細節，拜神明水要燒至沸騰或敬茶象徵財源滾滾、敬神淨化的吉祥寓意。隨著時間推移，後來小安主動端供品、點香、整理神桌拜神明，這些轉變就是從要求完成轉向理解后自己行動。這顯示儀式在後華語語境中仍然能作爲「倫理教育」的場域：它不必仰賴語言教育，而靠透過一次又一次準確的儀式動作，反覆操作建立對祖先的尊敬還學會了對家族的認同，因此，以儀式操作可以替代語言說理，將家族秩序與敬畏感變成可學習的家族規訓。

2.3 空間物件作爲記憶檔案

家裡的空間物件，就是無聲的記憶：片中約27分22秒處，家裡客廳的牆上掛著山水畫旨在強調風水、提高環境藝術感與吉祥的寓意，山水畫象徵招財進寶、看山穩固。在14分16秒處，片中的家門口種的紅石樹，在中國文化寓意很豐富，象徵多子多福、家族繁榮、富貴吉祥以及團結和睦。壓在玻璃桌墊下的名片，置于顯眼的桌面，是無聲的自我介紹和社會關係的展示，建立信任和尊重的方式。這些物件不需要用語言解釋，本身就在大生告訴大家這就是華人文



化的家庭，日常生活中是泰語化的家庭。物件與空間因此成為文化記憶的外部儲存庫，這說明了即使語言斷裂，文化沒有消失，而是轉移到空間與物質上，成為可觀看、可再觸發的文化痕跡。只要看到這些物件時，華人的感覺就會回來，這保存了語言無法保存的文化。因此，這些記憶檔案，孫輩仍然能在日常生活中與華人文化保持連接，這也屬於文化返回的另一個層次。

2.4 臨終照護與情感高峰

片中約1時48分41秒處，臨終照護把文化回返推向情感高峰。孫子（小安）在照護阿嬤過程中從功利轉向理解和愛，真正「繼承」了阿嬤的精神，並使用潮州語歌謠送別阿嬤，當他哼唱潮州歌謠送別阿嬤時，雖然他可能還是不會流利講潮州話，但在感情上，他已經完全接受了自己是阿嬤的孫子，接受了這份文化。這段強調「再華語化」不是指小安突然回到「會說中文」的標準。而是指他透過儀式動作與身體實作，親手把照護倫理、陪伴阿嬤走完最後一程，他繼承了阿嬤對生命的態度。這種「感情與責任的繼承」，比「學會說語言」更重要、更深刻。

在「後華語情境」大家都不太說中文的環境裡，祖孫互動與家庭餐桌、祭祖儀式等情境，往往成為年輕一代重新認識族群歷史與文化身份的關鍵契機 (Ang, 2011)《金孫暴富攻略》透過四種非語言媒介讓文化記憶可以存續：飲食勞動使身體記憶倫理、儀式使秩序規範化、空間物件保留過去記憶、臨終照護使承接情感化。四者共同將華人性從「語言能力」移轉到「關係實作」，也為之後提出的「語言斷裂—文化存續—文化回返（再華語化）」循環模型提供機制層面的支撐。

表 3：非語言文化實踐時間分佈表

類型	出現時間	占比
賣粥	18 分鐘	14%
祭祀	9 分鐘	7%
空間物件	12 分鐘	10%
臨終照護	15 分鐘	12%

全片共125分鐘，本研究統計結果顯示，影片中的飲食勞動、祭祀儀式、空間物件與臨終照護相關的畫面共約54分鐘，占全片125分鐘敘事時間約43%，顯示文化實踐在文本敘事推進的重要性。即使第三代語言能力高度泰語化，但文化仍然透過行動與儀式實踐持續運作，支持「語言斷裂未必導致文化消失」的論點。

3. 泰華跨世代認同敘事之整合分析

在《金孫暴富攻略》中，泰華跨世代認同不是用抽象的理論台詞說出來，而是透過祖孫三代在語言、空間、金錢與情感中的拉扯「演」出來。外婆一生以潮州話、賣粥、拜神與養大兒孫為自己的世界，她的「我是誰」是從華人母親與移民勞動者的角色：她記得的是中國老家、早年跟著丈夫來泰國打拼的歷程，以及「小孩要吃飽、要出人頭地」的信念 (韓允、唐詩琦, 2024)。她雖然身在泰國，卻在生活細節裡強烈的華人認同：堅持過節貼紅紙、燒香、準備紅包、用潮州話呼喚兒孫。母親一代處於泰國國族認同與華人文化之間的「中介位置」：她以泰語為主，在職場與學校系統中完全泰國化，卻又懂得潮州話，能在外婆與孫子之間翻譯、解釋外婆的堅持與脾氣，體現出一種「雙重 / 混合認同」，既不願完全放棄華人傳統，又不得不在現代生活壓力下做出折衷 (封麗金, 2011)。孫輩是最典型的後華語語境主體：他自認是泰國年輕人，語言、教育、娛樂、價值觀都是泰國化，對華人文化最初只有刻板印象與功利性的想像，例如把

照顧外婆視為「爆富攻略」、以為只要演出孝順戲碼就能分到遺產(曾錫, 2024)。然而, 當他真正住進外婆狹小的房間、陪她賣粥、半夜推輪椅送醫、在病房裡聽見外婆用潮州話喚自己的父母時, 他逐漸理解外婆那一代華人移民的苦與愛。這種理解不是透過教科書, 而是透過身體與情感的累積: 熬粥時的疲憊、為外婆擦身時的尷尬與心疼、幫她整理遺物時對那張泛黃全家福的凝視。最終, 他用生澀的潮州歌謠為外婆送行, 象徵他在情感層次完成了一次文化與身份的「回返」, 在「泰國人」之外, 多加了一層「外婆的孫子 / 華人後代」的自我理解。

4. 核心發現: 文化回返循環模型

《金孫暴富攻略》中三代角色的語碼分佈、非語言文化載體與認同敘事, 提出「語言斷裂—文化存續—文化回返(再華語化)」之循環模型, 如下。

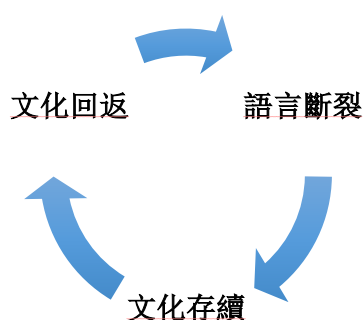


圖 1: 文化回返循環模型

根據以上發現, 提出一個「文化回返循環模型」: 祖輩 (阿嬤) 是文化記憶的承載者, 母代 (阿秀) 是語言與價值翻譯的中介者, 孫輩 (小安) 是文化回返與再華語化的實作主體。也就是說, 即使孫輩 (小安) 不會說潮汕語, 他依然可以透過飲食、儀式、事物空間、照顧行動, 去重新建構一種「混雜性但在地化的華人認同」。在這裡我想強調一句話是: 文化的延續, 不必完全依賴語言能力。這個模型的意義就在於: 文化的延續不必依賴語言能力, 而是透過具身實作與情感連結重新建構。

表 4: 《金孫暴富攻略》泰華三代之語碼分佈、文化實踐與認同敘事比較

面向	祖輩	母代	孫輩
世代位置	第一代泰華移民	中生代	泰語主流成長
世代特徵	勞動者, 家庭記憶	家庭雙重責任	起初功利、後期理解
主要語碼 (語言再現)	潮州話	泰語與潮州話	泰語 後期使用簡單潮語/唱童謠
文化載體	完整華人的儀式、 勞動、物件	保留儀式、 倫理與現代調適	文化內化行動
認同位置	華人 以「移民母親」 定位自我。	混合認同	泰國青年 後期轉華人後代
循環模型角色	文化存續 文化記憶的承載者	語言斷裂 語言與價值中介者	文化回返 再華化的實作主體

本表顯示三代的差異不是愈後代愈不是華人的單向流失，而是語言（漢語）流失了，但文化並沒有跟著消失，它只是換了一種存續的方式那就是透過「行動」和「感情」在家庭裡存活著。孫輩（小安）最後也不是變成純粹泰國人，而是成爲一種新的泰國華人的身份。

綜合而言，影片中的「再華語化」并非回到中心，而是在泰國地區帶有地方化的特質與傳統的中華有不一樣的內涵，重新詮釋。在泰國主導的生活中透過飲食勞動、儀式操作與照護，家庭倫理重新召回文化記憶，並在孫輩身上生成泰華身份故事，從華語語系角度來看，這正是一個典型的「後華語語境」的案例：孫輩不會說潮州語，但仍然有華人文化記憶與實踐。如沒有母代在中間翻譯和緩衝（折衝），孫子和阿嬤理解落差可能早就因爲觀念不同而決裂，互相不瞭解。正是因為媽媽的保護，讓這個「斷裂」沒有變成「崩潰」，孫子才有機會慢慢去理解阿嬤，最後身份再敘事而非語言回歸，走上「文化回返」的道路。形成後華語境下混雜式的泰華認同，這就是本研究循環模型之核心意涵。

討論

本研究所提出的「文化回返循環模型」，不僅回應語言斷裂是否必然導致文化消失的核心命題，也在理論層面上對華語語系研究、語言轉移研究與文化記憶理論皆具進一步的補充與深化意義。

首先，從華語語系研究角度，史書美(2011, 2013)強調「去中心化」與「後華語語境」的理論主張，華人的邊界並不是由漢語一種語言來劃定，而是由一群共有血緣、歷史記憶或文化根源的人，在不同社會環境特別是海外（離散社群）華人，運用他們手邊的語言工具，持續演繹創造文化。然而很多研究集中在文學與影像文本的文化再現層面，對家庭層次與日常生活實踐，文化運作機制還有限。本研究透過《金孫暴富攻略》呈現泰華三代家庭即使不會說潮州話，沒有完整溝通能力，華人文化仍然可透過飲食勞動、儀式操作、空間物件與照護行動延續下去。此發現補充華語語系研究對「後華語語境」的理解，說明文化能在語言消退後可以再重新建構與再敘事。其次，在語言轉移與語言斷裂研究中，Fishman (1991) 與Romaine (2000) 指出當一個族群不再使用自己母語時，不僅是換了說話方式，更視爲該族群失去生命力，認同感與文化根基的危險信號。現有研究多強調語言保存與復振的重要性，且將語言視爲文化傳承的核心載體。本研究則提出不同觀點，語言斷裂不是單一事件，是長期積累與家庭協商的過程，特別體現在母代角色所承擔的翻譯中介。母代不僅在語言層面的轉譯更在價值情感與家庭倫理的層面進行調適，使代際衝突有轉化。說明，語言斷裂不代表家庭關係崩潰，反而在中介者的運作下為後續的文化回返重新創造的條件。此發現對語言轉移研究理論補充，即使一個族群不再使用原有母語而改說主流語言，他們的文化認同不會因此崩塌，而會透過語言以外的方式存續並發展下去。其次，文化記憶而言Assmann (2011) 與Halbwachs (1992) 強調記憶依附於儀式、象徵與集體框架而存在。本研究進一步指出，在離散華人家庭中，文化記憶不僅是象徵保存，更是一種透過行動重演更新。影片中賣粥勞動、祭祀儀式、空間物件整理與臨終照護等實踐，使孫輩在身體經驗與情感高峰中完成對祖輩價值的承接，家庭日常實踐可以作爲記憶再生的重要場合。因此，文化記憶並非靜態保存，而是透過身體的實際行動來體現認知、情感或文化的過程中轉化爲新的身份敘事。

綜合而言，「文化回返循環模型」揭示了不同於語言修復的認同路徑，所謂的「再華語化」，不是回歸漢語能力回歸文化中心，而是在原來的在地生活條件下，透過非語言媒介的日常實踐重新詮釋華人的倫理價值，混雜而在地認同。此模型不僅回應語言斷裂是否必然導致文化消失之焦慮，也說明在後華語語境中，文化延續可透過身體與情感形式持續運作，為離散華人研究提供新的分析視角。



結論

本研究從華語語系視角出發，分析泰華家庭三代在電影《金孫暴富攻略》中的語言與文化實踐，發現：其一，祖輩、母代、孫輩在語言使用上呈現語言轉移，從潮州話、華語到雙語過渡，再到完全泰語化，這個構成明顯的「語言斷裂」的情境。其二，儘管語言斷裂，但華人文化仍然透過行為等非語言載體持續運作，形成了「文化記憶—情感互動—身份回返」的鏈子。其三，三代人物的認同敘事顯示華人認同、混合認同，到後華語語境中的再華語化歷程，說明泰華跨世代認同並非削弱，而是伴隨衝突與再解讀的動態協商。

在理論層面，本研究具體呈現華語語系所強調的「語言去中心化」，說明即使在漢語幾乎消失的泰語環境中，泰華仍可透過影像敘事展現華人性的持續生產與再想像，證明了「語言流失」並不代表「文化消失」，不會說中文也不代表不是華人。

在教學應用上，《金孫暴富攻略》應可作為華語與文化課程的優質教材。對一般華語學習者而言，影片提供了理解「海外華人不是都說中文」的真實案例，有助於打破單一華人形象，培養華語語系視野，適合用來讓泰華學生反思自己的家庭故事與身份認同，設計做訪談、寫生命故事等。對於編寫教材可將「泰華經驗」作為文化單元，例如：清晨早起賣粥、家庭餐桌、拜祖先場景、繼承財產等，讓學生去理解背後的情感與文化脈絡。

建議

本研究仍存在限制，為後續研究學者進一步研究提供拓展方向，首先，本研究的不足之處在研究方法上，主要採質性文本分析，以單一電影文本為研究對象，未能納入觀眾訪談或田野調查，也未與其他泰華影視作品或地區華語語系文本進行系統比較。導致普遍性與深度上有局限。因此，未來研究可擴大文本範圍，納入不同時期，其他泰國華人題材電影、電視劇或文學作品；其次，可結合田野工作，採訪專家或不同世代泰國華人，補充文本分析無法涵蓋的生活經驗層面，亦可透過跨世代敘事訪談，儀式實踐中被傳遞的，深化「語言不足以傳承時，文化如何延續」的實證基礎。第三，在理論層面上，本研究以華語語系理論、語言轉移與文化記憶論述為主要分析框架，可進一步比較不同離散社群在語言轉移與文化回返上的異同，如馬來西亞、新加坡、印尼或歐美華人社群，比較不同社會制度、語言政策、族群地位，如何影響語言轉移與文化返回的樣態。

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FROM AI DEPENDENCE TO AI-SUPPORTED SELF-REVISION: IMPLEMENTING A “WRITE FIRST – AI COACH LATER” FLOW IN THE ADVANCED WRITING COURSE

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Abstract

The rapid growth of generative Artificial Intelligence (GenAI) has influenced writing practices in higher education, particularly in EFL contexts. While GenAI can support grammar and vocabulary, unstructured use may reduce students' independent analysis and writing ownership. This study examined the effects of a structured instructional flow, “Write First, AI Coach Later,” on students' statistical report writing performance and satisfaction. The participants were 49 English-major undergraduate students studying at a private university in Thailand. A one-group pre-test–post-test design was employed. Students completed a statistical report writing task by drafting independently first and then using GenAI as a revision coach through a compare-and-revise process. Writing performance was assessed using a 30-point rubric, and student satisfaction was measured using a 12-item Likert-scale questionnaire with three open-ended questions (Cronbach's $\alpha = .94$). Results showed that post-test writing scores ($M = 22.14$, $SD = 6.55$) were higher than pre-test scores ($M = 15.75$, $SD = 1.94$), with a mean gain of 6.39 points. A conservative paired-samples estimate based on summary statistics indicated that the improvement was statistically significant, $t(48) \approx 6.55$, $p < .001$. Questionnaire results also indicated high satisfaction across perceived writing improvement ($M = 4.31$, $SD = 0.67$), responsible AI use and learning ownership ($M = 4.07$, $SD = 0.73$), and confidence and transfer ($M = 4.13$, $SD = 0.73$). Overall, the findings suggest that structured GenAI guidance can support revision-based learning while maintaining students' responsibility for interpretation and evidence-based explanation.

Keywords: AI-assisted Writing, Self-revision, EFL Writing; AI Literacy, Higher Education

Introduction

The rapid development of Artificial Intelligence (AI) tools for writing, such as ChatGPT, has increasingly influenced writing education in higher education (Gabay et al., 2025; McDonald et al., 2025). In English as a Foreign Language (EFL) contexts, these tools can provide useful support for learners, particularly in grammar accuracy, vocabulary selection, and sentence improvement (Kohnke, 2024). As a result, many students can produce texts that appear more fluent and professional. However, the same tools also introduce new risks in the learning process when students use AI as a replacement for thinking rather than as support for improvement (Dang et al., 2024; Todd, 2025).

Writing ability develops through more than producing a final “correct” text (Liu et al., 2024). It involves cognitive and learning processes such as planning ideas, selecting evidence, organizing information, drafting, monitoring clarity, and revising. When students rely on AI to generate interpretations and paragraphs instantly, they may skip these processes and focus only on submitting a complete product (Gabay et al., 2025; McDonald et al., 2025). This pattern can lead to “shallow learning,” where learners engage less deeply with content and become less responsible for managing their own learning (Béresová, 2024; Zhang et al., 2024). Over time, over-reliance may reduce self-regulated



learning and weaken students' independent problem-solving ability (Mohebbi, 2025). Therefore, the key concern is not whether students use AI, but whether they learn to use it in ways that still develop their own reasoning and writing competence.

This issue is especially important in statistical report writing, an advanced writing genre that requires both language proficiency and analytical thinking (Uccelli, 2023). Statistical reports are commonly used in business contexts to communicate findings from numerical data, such as sales performance, customer satisfaction, or operational results (Black, 2023). To write an effective statistical report, students must interpret charts and figures accurately, identify meaningful patterns, and explain trends logically using evidence-based language (Black, 2023). They must also communicate in a professional tone suitable for business stakeholders (Uccelli, 2023). In this way, statistical report writing is not only a grammar task; it is a genre that integrates data literacy, reasoning, and professional communication. For EFL learners, this genre can be challenging because it requires simultaneous control of content interpretation and language expression (Zirak Haseeb Chicho & Muhammed Al-Kassab, 2023).

In a Thai private-university context, undergraduate English programs commonly expect students to develop professional language competence and lifelong learning habits (Dang et al., 2023; Håkansson Lindqvist et al., 2024). In an Advanced Writing course, producing a statistical report is a key requirement aligned with these expectations (Uccelli, 2023). Nevertheless, instructors have observed a growing pattern of “prompt-and-paste” behavior. Rather than analyzing data independently, some students ask AI to interpret charts, identify trends, and generate complete report drafts. In such cases, the final writing may appear accurate and polished, but students' understanding of the data and their reasoning process may remain limited. This conflicts with course goals that emphasize critical thinking, independent analysis, and ethical technology use.

At the same time, AI has become a strong trend in education, and students may perceive AI use as automatically “smart” or “modern” (Chen et al., 2022; Shi et al., 2022). However, without guidance, trend-based use can disrupt learning instead of supporting it (Kasman & Judijanto, 2024). For language students in arts-based programs, the core value is not only producing text quickly, but developing human communication skills, interpreting meaning, making judgments, selecting appropriate evidence, and expressing ideas with responsibility and purpose (Sari, 2023; Todd, 2025). These competencies are difficult to develop if students outsource the central thinking process to AI (Todd, 2025). Therefore, it is necessary to teach students to use AI correctly: as a supportive tool that helps refine and improve their work, while students remain the primary analysts and writers.

To respond to this need, the researcher designed a structured six-step teaching flow called “Write First, AI Coach Later.” The main principle of this model is that students must complete the first stage of analysis and drafting by themselves, and AI is introduced only after students produce an initial report draft. AI is then positioned as a mentor to help students improve clarity, organization, and professional tone, rather than replacing students' reasoning. Accordingly, this study aims to promote ethical and effective AI use in statistical report writing by protecting students' independent thinking while still allowing AI to function as a learning support.

Objectives of the Study

This study aimed to examine whether a structured AI-guided writing approach can strengthen students' learning in statistical report writing. While AI tools can support grammar and style, uncontrolled “prompt-and-paste” use may reduce students' independent analysis and ownership of writing. Therefore, the six-step teaching flow “Write First, AI Coach Later” was implemented to ensure that students first interpret data and draft independently, and then use AI only for revision



support, such as enhancing textual clarity, strengthening organizational coherence, and refining professional register. Based on this rationale, the following research hypothesis was tested, and the research question was posed.

Research Hypothesis

H1: After participating in the “Write First, AI Coach Later” instructional flow, students’ statistical report writing performance will be higher than before the intervention.

Research Question

RQ1: To what extent were students satisfied with the “Write First, AI Coach Later” teaching flow and its usefulness for learning statistical report writing?

Research Framework

This study is guided by a process-oriented view of writing and recent research on structured GenAI use in learning. The instructional intervention, “Write First, AI Coach Later,” represents the independent variable and operationalizes a rule-based sequence in which students first interpret data and draft independently and then use GenAI for revision-focused feedback. This sequencing is consistent with research on self-regulated writing in revision, which emphasizes that learning gains depend on how learners monitor and apply feedback during rewriting (Tian et al., 2022). It is also aligned with recent work on AI literacy and self-regulated learning in GenAI-supported higher education, which highlights the need for guided, reflective AI use to maintain learner agency and responsible decision-making (Anders & Speltz, 2025; Shi et al., 2025). The dependent variables are (1) statistical report writing performance measured by a rubric-based score and (2) student satisfaction measured by a post-activity questionnaire. Overall, the framework assumes that separating drafting from AI support preserves students’ responsibility for interpretation and evidence-based explanation while enabling language-focused improvement during revision, consistent with evidence that AI-assisted feedback can support revision and writing quality when used appropriately (Mekheimer, 2025; Tran, 2025).

Literature Review

1. AI-assisted writing in higher education

The rapid development of generative Artificial Intelligence (GenAI) has reshaped academic writing practices in higher education (Gabay et al., 2025; Li & Wu, 2025). AI-assisted writing refers to the use of AI tools to support one or more stages of the writing process, such as planning, drafting, revising, and editing. In higher education, GenAI can generate suggestions, provide feedback, or refine language, which may improve surface-level accuracy and fluency (Cardon et al., 2023). However, the learning value of AI-assisted writing depends on whether students remain responsible for content reasoning and decision-making (Nguyen et al., 2024).

In EFL contexts, AI tools are frequently used to support grammar accuracy, vocabulary selection, and sentence refinement, which can help students produce more fluent texts (Zhao, 2023). This benefit is particularly attractive for learners who experience language barriers and lack confidence in academic writing. However, the expanding role of AI in writing classrooms also requires careful pedagogical design because writing development involves more than producing surface-level correctness (Alharbi, 2023).



Nguyen et al. (2024) argue that although AI can enhance writing products, writing pedagogy must be reevaluated to protect students' higher-order thinking and analytical skills. This view aligns with process-based approaches to writing, which emphasize planning, selecting evidence, organizing ideas, drafting, and revising as essential learning steps. When students allow AI to replace these processes, the written product may improve while learning quality declines. (Todd, 2025) similarly highlights the risk of “shallow learning,” where students focus on quick completion and rely heavily on AI, potentially reducing self-regulated learning and independent problem solving (Zhai et al., 2024). Therefore, the key challenge is not whether AI should be used, but how it should be integrated so that students remain responsible for meaning making and decision-making during writing.

2. Unstructured AI use and “prompt-and-paste” behavior

A major concern in AI-assisted writing is uncontrolled or unstructured use, especially when students treat AI as a substitute writer (Todd, 2025). In classroom practice, this often appears as “prompt-and-paste” behavior, where students ask AI to interpret content and generate full drafts with limited personal analysis (Wang, 2025). In such cases, AI may produce writing that looks accurate and professional, but the student's reasoning process and learning ownership remain unclear. Todd (2025) notes that this pattern can weaken writing development because students do not practice the cognitive steps needed for long-term improvement.

This concern becomes more serious in writing tasks that require interpretation and evidence-based explanation (Zirak Haseeb Chicho & Muhammed Al-Kassab, 2023). When a task demands reasoning, students must actively engage with information, evaluate evidence, and construct claims. If these steps are outsourced to AI, students may lose opportunities to develop essential analytical skills that academic writing is intended to build (Zhai et al., 2024). As a result, researchers increasingly emphasize the need for instructional structures that guide when and how students interact with AI, rather than leaving AI use entirely to student choice.

3. Prompt literacy and the need for guided student AI interaction

Because AI responses depend heavily on prompts, prompt literacy is increasingly discussed as a key skill in GenAI-assisted learning. However, (Kim et al., 2025) argue that limited evidence remains regarding the prompt patterns that emerge when students interact with AI across different levels of AI literacy, as well as how these patterns are associated with task performance. This implies that students may not naturally use AI ethically or strategically without explicit guidance. Consequently, scholars emphasize intentional task design and classroom guidelines that shape how students interact with AI, especially in complex writing tasks (Kim et al., 2025; Nguyen et al., 2024).

A practical pedagogical direction is to separate student drafting from AI support, positioning AI as a learning coach rather than a substitute writer (Nguyen et al., 2024). This approach safeguards students' independent reasoning as a core learning process while allowing AI to support revision in clarity, organization, and language quality. It also encourages ethical AI use by reducing the risk that students submit AI generated drafts without adequate understanding of the underlying content.



Table 1: Key Concepts in the Present Study

Concept	Working Definition in This Study
AI-assisted writing	Use of GenAI to support writing stages (planning, drafting, revising, editing), either through feedback or text generation.
AI-as-writer	AI generates interpretations and/or major parts of the text; student ownership and reasoning may be reduced.
AI-as-coach	Student drafts first; AI is used mainly for feedback and revision support (clarity, organization, professional tone).
Statistical report writing moves	Introduction of the visual, overall trend, key details/comparisons, and evidence-based interpretation in a formal tone.

Note: Working definitions are adapted from relevant literature and operationalized for the present study.

4. Statistical report writing as a high-risk genre for shallow AI use

Statistical report writing is an advanced writing genre that integrates language proficiency with analytical thinking (Galvan, 2023). In business-related contexts, statistical reports communicate findings from numerical data, including survey results and performance indicators, and require writers to interpret visuals accurately, identify trends, and explain results logically for stakeholders (Zirak Haseeb Chicho & Muhammed Al-Kassab, 2023). This genre therefore demands evidence-based explanation, clear organization, and an appropriate professional tone.

Statistical report writing typically follows a set of core moves: introducing what the chart/table shows, stating an overall trend or main message, highlighting key comparisons or extremes, and providing a brief interpretation based on evidence. These moves require both accurate data interpretation and clear, formal language (Galvan, 2023). Because GenAI can easily generate trend descriptions, this genre is particularly vulnerable to overreliance if students skip independent analysis.

For EFL students, statistical report writing is challenging because it requires simultaneous control of content reasoning (interpreting data) and language expression (reporting trends clearly and formally) (Al-Raimi et al., 2024; Zirak Haseeb Chicho & Muhammed Al-Kassab, 2023). If students rely on AI to produce the main message, they may submit improved language without developing the analytical skills required for evidence-based reporting. Therefore, statistical report tasks require structured AI guidance to ensure that students remain responsible for data interpretation and evidence-based explanation.

5. Pedagogical response: “Write First, AI Coach Later” and aligned assessment

To address the risks of unstructured AI use, the present study applies a structured instructional flow, “Write First, AI Coach Later” (Chiu, 2024). The model separates independent drafting from AI-supported revision to protect students’ reasoning while improving clarity and professional tone. Specifically, the model requires students to draft first without AI, ensuring that they practice analysis and decision-making (Cardon et al., 2023). Next, AI is used as a coach to provide feedback rather than to generate full text. Students then compare their original draft with AI feedback and revise their writing accordingly (Chiu, 2024). This sequence promotes ethical and reflective AI use by shifting AI from a “ghostwriter” role to a “learning coach” role.

This structured flow is particularly suitable for statistical report writing because it protects students’ independent interpretation of data while still providing language support during revision. In other words, students remain responsible for the main message and evidence-based explanation, while AI support is focused on improving clarity, organization, and professional tone.



6. Alignment with assessment: rubric-based measurement of learning outcomes

To ensure consistency between pedagogy and evaluation, learning outcomes should be assessed using criteria that reflect both writing quality and ethical authorship. In the current study, students’ performance is assessed using a rubric emphasizing Academic Integrity & Originality, Format & Structure, Language, Tone & Professional Style, Content & Coherence, and Accuracy & Use of Digital Tools. These categories align with the intended outcomes of the intervention. For example, drafting first and revising after feedback is expected to strengthen organization and coherence, while using AI as a coach may support professional language and vocabulary. In addition, explicit guidance against prompt-and-paste supports academic integrity by encouraging original student work.

Taken together, the literature suggests that AI can support writing development when its use is structured to protect independent reasoning and writing ownership (Nguyen et al., 2024) and when students receive guidance on effective student and AI interaction (Kim et al., 2025). Therefore, the present study examines whether students’ rubric-based writing performance improves after participating in the “Write First, AI Coach Later” flow and explores students’ satisfaction with the method (Chiu, 2024).

Table 2: Instructional Flow and Assessment Focus of the “Write First, AI Coach Later” Model

Stage	Core student activity	Learning purpose	Key assessment focus (rubric categories)
1. Task assignment	Receive the writing prompt and task requirements	Clarify expectations and task constraints	—
2. Write First (Pre-test)	Produce an initial draft independently (no AI)	Build ownership; practice interpretation and organization	Content & Coherence; Format & Structure; Academic Integrity & Originality
3. AI Coach	Use AI to obtain feedback on the draft (not full text generation)	Receive revision-oriented support for improvement	Language, Tone & Professional Style; Format & Structure
4. Compare	Review the draft and AI feedback side-by-side	Notice gaps; reflect on strengths/weaknesses and needed revisions	Content & Coherence; Language, Tone & Professional Style; Academic Integrity & Originality
5. Revise (Post-test)	Rewrite and improve the draft using selected feedback	Apply feedback; strengthen clarity, logic, and professional reporting	Overall rubric score (all categories), especially Content & Coherence; Language, Tone & Professional Style; Format & Structure
6. Submit	Submit the final improved version	Demonstrate improved performance and ethical tool use	Overall rubric score (all categories)

Note: The stages summarize the instructional sequence used in this study and the rubric categories used to evaluate learning outcomes.

Research Methodology

Participants: the participants were 49 English-major undergraduate students studying in a private university in Thailand. Convenience sampling was used because the study was conducted within an intact class. Participation was voluntary, and students provided informed consent prior to data collection.

Research Design

This study employed a one-group pre-test–post-test design to examine changes in students’ statistical report writing performance after participating in the “Write First, AI Coach Later” instructional



flow. This design was selected because the intervention was implemented within an intact class as part of regular instruction. Although the design allows examination of performance change over time, it cannot fully rule out alternative explanations such as practice effects or increased familiarity with the task. Therefore, the findings are interpreted as evidence of improvement following the intervention, while acknowledging that alternative explanations cannot be fully ruled out. Future studies should include a control or comparison group and analyze paired raw scores to strengthen causal interpretation.

Task and Instructional Procedure

The writing task required students to produce a short statistical report paragraph based on a selected visual, for instance, a pie chart, bar chart, or table. The intervention followed a six-stage instructional flow:

1. Assign: The teacher provided the writing task and requirements.
2. Write First (Pre-test): Students produced an initial draft independently (no AI).
3. AI Coach: Students used GenAI to obtain feedback on their draft (revision-focused rather than full-text generation).
4. Compare: Students compared their draft with AI feedback side-by-side.
5. Revise (Post-test): Students rewrote their draft using selected feedback.
6. Submit: Students submitted the final revised version.

Instruments

Writing Performance Rubric (Pre-test and Post-test):

Students' statistical report paragraphs were assessed using a rubric with a total score of 30 points. The rubric consisted of five weighted categories: Academic Integrity & Originality (10%, 3 points), Format & Structure (30%, 9 points), Language, Tone & Professional Style (25%, 7.5 points), Content & Coherence (25%, 7.5 points), and Accuracy & Use of Digital Tools (10%, 3 points). Each category was rated on a five-level scale from 4 (Excellent) to 0 (Unsatisfactory), and weighted scores were calculated to obtain the final total. The same rubric was applied to both the pre-test ("Write First") and post-test ("Revise") drafts to describe performance change across the intervention.

Table 3: Writing Performance Rubric

Category	Focus	Weight	Max points	Scale
Academic Integrity & Originality	Originality, ethical writing, proper citation/AI transparency	10%	3	4-0
Format & Structure	Organization, layout, clear sections, business report conventions	30%	9	4-0
Language, Tone & Professional Style	Business vocabulary, grammar accuracy, formal professional tone	25%	7.5	4-0
Content & Coherence	Completeness, relevance, logic, clarity, coherence of ideas	25%	7.5	4-0
Accuracy & Use of Digital Tools	Correct mechanics + appropriate use of digital templates/tools	10%	3	4-0
Total	100%	30		

Note: Rubric developed by the authors for the present study. Scale: 4 (Excellent) to 0 (Unsatisfactory); total score = 30 points.



Student Satisfaction Questionnaire:

A post-activity satisfaction questionnaire was administered after students submitted their revised (post-test) draft. The questionnaire consisted of 12 five-point Likert-scale items (1 = strongly disagree to 5 = strongly agree) and three open-ended questions. The Likert items measured perceived writing improvement, responsible AI use and learning ownership, and confidence and transferability. The open-ended questions asked students to describe (1) what AI helped them with most, (2) what they still needed to do by themselves, and (3) how they planned to use AI for future writing tasks. Internal consistency of the 12 Likert items was high (Cronbach’s $\alpha = .94$, $n = 49$), indicating strong reliability.

Table 4: Structure of the Student Satisfaction Questionnaire

Section	Focus	Items (n)	Example indicators
Perceived writing improvement	Usefulness of AI feedback for improving the draft	4	grammar/vocabulary correction; noticing mistakes; learning useful phrases; final draft improved
Responsible AI use & learning ownership	Independent drafting and AI-as-coach mindset	6	wrote first draft without AI; still had to think about data; rules encouraged responsible use; intention to draft first; AI as coach rather than copying
Confidence & transfer	Confidence and future applicability	2	confidence to write about charts/graphs; usefulness in other subjects/work
Open-ended responses	Qualitative reflections	3	AI helped most; student role (not AI); future plan for AI use

Note: Questionnaire developed by the authors for the present study.

Data Collection

Pre-test drafts were collected at the end of the “Write First” stage. Post-test drafts were collected after the “Revise” stage. The satisfaction questionnaire was administered immediately after students submitted the final revised version.

Data Analysis

Descriptive statistics (mean and standard deviation) were used to summarize students’ pre-test and post-test writing scores and questionnaire responses. Open-ended responses were reviewed and summarized qualitatively to illustrate common student reflections regarding the role of AI feedback and learning ownership.

Ethical Considerations

Participation was voluntary and confidentiality was maintained. Students’ identities were anonymized during analysis, and all data were used for research purposes only.

Results

Research Hypothesis (H1)

The research focused on changes in students’ statistical report writing performance between the pre-test (Write First) and post-test (Revise) stages. The raw scores were analyzed using descriptive statistics (mean and standard deviation) to describe performance changes. In addition, an approximate paired-samples t value was derived using a conservative estimate based on summary statistics to indicate whether the observed gain was statistically meaningful. Table 5 displays the results related to the research hypothesis.



Table 5: Statistical Report Writing Performance Before and After the Intervention (n = 49)

Test	Mean (M)	SD	t	df	p
Pre-test (Write First)	15.75	1.94			
Post-test (Revise)	22.14	6.55	6.55	48	< .001
Gain (Post-Pre)	6.39	—			

Note: Total score = 30. Gain = Post – Pre. The t value is a conservative estimate derived from summary statistics; $p < .001$.

According to Table 5, students’ mean writing score increased from 15.75 (SD = 1.94) in the pre-test to 22.14 (SD = 6.55) in the post-test, indicating improved statistical report writing performance after participating in the “Write First, AI Coach Later” instructional flow. The gain of 6.39 points represents approximately 21.3% of the total 30-point rubric. A conservative paired-samples estimate indicated that the improvement was statistically significant based on a conservative estimate, $t(48) \approx 6.55$, $p < .001$. Overall, the findings support H1, showing higher post-test performance after the intervention.

In addition to mean differences, variability patterns were considered. The post-test showed substantially higher variability than the pre-test (SD = 6.55 vs. 1.94), suggesting that improvement was not uniform across learners and that some students benefited more strongly than others. Because the current report does not include the full set of individual paired scores for distribution plotting, future analysis will include a gain-score histogram to clarify whether improvement was primarily moderate across most participants or concentrated among a smaller group with large gains.

Research Question (RQ1)

Students’ satisfaction with the “Write First, AI Coach Later” learning flow was summarized using descriptive statistics. The questionnaire examined students’ perceived usefulness of AI feedback, responsible AI use and learning ownership, and confidence and transferability to other contexts. Table 6 presents the summary of student satisfaction results.

Table 6: Student Satisfaction with the “Write First, AI Coach Later” Learning Flow (n = 49)

Dimension	Focus	Items (n)	Mean (M)	SD
Perceived writing improvement	Usefulness of AI feedback for improving the draft	4	4.31	0.67
Responsible AI use & learning ownership	Independent drafting and AI-as-coach mindset	6	4.07	0.73
Confidence & transfer	Confidence and applicability to other subjects/work	2	4.13	0.73

Note: Scale: 1 = strongly disagree to 5 = strongly agree. Cronbach’s $\alpha = .94$.

According to Table 6, students reported a high level of satisfaction with the instructional approach. The highest dimension was perceived writing improvement (M = 4.31, SD = 0.67), indicating that students generally agreed that AI feedback supported revision, particularly in improving grammar and vocabulary accuracy, noticing errors, learning useful report phrases, and strengthening the final version. Students also reported positive perceptions of responsible AI use and learning ownership (M = 4.07, SD = 0.73), suggesting that the “write first, AI second” guideline encouraged students to maintain ownership of interpretation while using AI primarily for revision support. In addition, confidence and transfer (M = 4.13, SD = 0.73) indicated that students felt more confident writing from charts and graphs and perceived the approach as useful for other academic or



workplace writing tasks. Overall, these findings suggest that structured GenAI guidance can support both writing development and responsible AI use in advanced writing tasks.

Discussion

This study examined whether the structured GenAI sequence “Write First, AI Coach Later” could improve EFL students’ statistical report writing while supporting responsible AI use. Overall, students’ writing scores increased from pre-test to post-test, suggesting that requiring independent interpretation and drafting before consulting AI may help preserve students’ ownership of meaning-making while allowing AI to support revision and language refinement. This pattern is consistent with scholarship warning that unstructured “prompt-and-paste” practices can reduce learning ownership and that separating drafting from AI support can position AI as a coach rather than a substitute writer.

The larger post-test variability suggests that the intervention did not benefit all learners equally. Some students may have applied AI feedback more effectively than others due to differences in baseline proficiency, confidence, or ability to interpret and act on feedback. Questionnaire results also indicated positive perceptions of the approach, supporting the value of structured GenAI guidance for revision-based learning in advanced writing tasks. To strengthen interpretation of these findings, future research may examine whether writing improvement is associated with student satisfaction by computing correlations between gain scores computed as post minus pre and questionnaire outcomes, including overall satisfaction and key dimensions such as perceived improvement and learning ownership. This analysis would clarify whether students who improved more also perceived greater usefulness of AI feedback. Such evidence would help explain whether students who benefited more from the intervention also reported stronger perceived learning gains.

Conclusion

This study provides evidence that a structured “Write First, AI Coach Later” instructional flow can support statistical report writing development in an EFL context while promoting responsible AI use. The approach suggests a practical classroom model in which students remain responsible for interpretation and evidence-based explanation, and AI is used primarily to support revision quality. Because the study employed a one-group design, future research should use controlled comparisons and stronger inferential testing to confirm effectiveness across learner profiles.

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