

XXIVth International CALL Research Conference

CALL and Caring

2–4 December 2026 · The Education University of Hong Kong

Time	Room N-2/F-02	Room N-2/F-03	Room N-2/F-08
2 December 2026 (Wednesday)			
13:30–14:30	Registration Venue: In front of Room N-G/F-08, 1st Floor		
14:30–15:00	Opening Ceremony (TBC) Venue: N-G/F-08		
15:00–16:00	Keynote 1 – Humanising CALL for Language Teacher Wellbeing: Why We Should ‘Care’ <i>Sarah Mercer</i> Venue: N-G/F-08		
16:00–17:00	Editors Forum: Publishing in the Computer Assisted Language Learning Journal Venue: N-G/F-08		
17:00–18:00	Workshop – Affective AI Speaking Partners for L2 Learners: A Workshop on Designing Scaffolded AI Personas for Self-Directed Speaking Practice <i>Jeanette Dennisson</i>	Workshop – From Data to Care: How Corpus and Multimodal GenAI Literacies Empower Teachers of Diverse Learners <i>Ma Qing</i>	Roundtable – Topic TBC <i>Jozef Colpaert</i>
18:00–19:30	Shuttle Transfer to the Pier for the Junk Cruise Shuttle Transfer to University MTR Station Pick-up Point: Entrance Plaza		
19:30–20:20	Welcome Drinks and Networking Reception (Junk Cruise Participants Only)		

Time	Room N-1/F-01	Room N-2/F-01	Room N-2/F-08	Room N-2/F-17	Room N-3/F-01	Room N-4/F-01
3 December 2026 (Thursday)						
08:30–09:00	Registration Venue: In front of Room N-G/F-08, 1st Floor					
09:00–10:00	Keynote 2 – AI, Cultural Authenticity, and Care: The Case of the ‘Visual Aura’ <i>John Erni</i> Venue: Room N-G/F-08					
10:00–10:15	Morning Tea Venue: Ground Floor Common Area					
10:15–10:40	Regular – How to cope with teachers’ Sunday Evening Syndrome and other issues of wellbeing <i>Jozef Colpaert</i>	Regular – Agency and Care in VR-Based Oral Language Learning for Beginners <i>Thery Beord</i>	Postgraduate – Empowering and caring low-proficiency L2 learners: Integrating GPT scaffolding into corpus-based language pedagogy for collaborative vocabulary learning <i>Jing Liu</i>	Regular – AI Guilt, Teacher Agency, and Pedagogies of Care in Generative AI-Mediated Foreign Language Teaching <i>Irene Shidong An</i> <i>Nobuaki Akagi</i>	Postgraduate – From Blind Accessibility to Vocabulary Acquisition: A Pilot Study on Captioned and Uncaptioned Audio Description for L2 Vocabulary Learning <i>Duc Hung Nguyen</i>	Postgraduate – AI, Artificial Intelligence, Feedback, IELTS, Speaking Assessment, Test Preparation <i>Janitha Ekanayake</i>
10:45–11:10	Regular – Care, Metacognition, and GAI-CBLP: Supporting Vocabulary Learning in an Under-Resourced Secondary School <i>Shiya Huang</i>	Postgraduate – Promoting Chinese EFL Learners’ Strategy Use through Explicit Instruction: A Study on Technology-enhanced Reading Interventions <i>Ge Liao</i>	Regular – Caring Design in AI-Supported Adaptive Learning: The Effects of Self-Generated Questions and Human-AI Interaction on High School EFL Learning <i>Chin-Ting Liu</i>	Postgraduate – Reducing anxiety or reproducing disparities? Comparing the effects of conversational AI on speaking anxiety in ethnic-minority and Han-majority EFL learners <i>Lei Yu</i>	Regular – Comparing Digital Game Viewership and Gameplay on Incidental Vocabulary Learning <i>Barry Lee Reynolds</i>	Regular – Accidental signs as pedagogical resources: fostering language awareness, civic care, and historical consciousness <i>Ge Song</i>
11:15–11:40	Regular – Comparing Human–AI and Human–Human Interaction in L2 Talk: A Conversation Analytic Study <i>Tim Greer</i>	Regular – Conditions for Care: A Community-Engaged Study of Generative AI in Indigenous Language Teaching and Learning <i>Kristin Davin</i>	Regular – Data-Driven Learning and Generative Artificial Intelligence: Chatbots and Task Design for Chinese, Japanese, and Korean <i>Alexander Fukin Tang</i>	Regular – Designing and evaluating a GenAI-enhanced collaborative writing environment to support EFL learners’ psychological needs <i>Nicholas Bovee</i> <i>Nicolas Emerson</i>	Regular – Designing Human Centred Care in Multimodal CALL: Inclusive AR and AI Enhanced Language Learning Ecologies <i>Angela Choi Fung Tam</i>	Regular – Exploring the Practice of Teacher-AI Collaboration among Language Teachers : A Current State of Practice <i>Napat Jitpaisarnwattana</i>
11:40–13:15	Lunch Venue: Chinese Restaurant					

Time	Room N-1/F-01	Room N-2/F-01	Room N-2/F-08	Room N-2/F-17	Room N-3/F-01	Room N-4/F-01
3 December 2026 (Thursday)						
13:15–13:40	Regular – Designing Multimodal CFL Learning: Integrating Intercultural Inquiry, AI-Supported Writing, and VR Creation through Caring Instructional Design <i>Satoko Sugie</i>	Regular – Empowering the “Silenced”: The Impact of Structured GenAI Use on L2 Writing Self-Efficacy and Willingness to Communicate <i>Qianyu Wang</i>	Regular – Enacting the caring identity: A corpus-semantic comparison of how ChatGPT, Claude, and Gemini construct pedagogical care in feedback to English learners <i>Tiffany Tsz Yin Pang</i>	Regular – Engaging with AI Interlocutors: Ethics, Learner Agency, and Critical Intercultural Competence in LLM-Mediated Dialogue <i>Rong Luo</i>	Postgraduate – An Exploratory Study of Task-Related Factors Affecting Fine-Tuned LLMs Essay Scoring Performance: Do Text Type and Scoring Dimension Matter? <i>Wenli Rao</i>	Regular – Beyond Support: Natural and Ethical Caring in Collaborative TPACK Development <i>Suling Chen</i>
13:45–14:10	Regular – Ethical Self-Formation and Caring Practice: Implications for CALL from a Study of Transnational Chinese English Teachers <i>Beatrice Venturin</i>	Postgraduate – The “Pseudo-Care” of Algorithms: The Mechanism of Interactive AWE Inducing the Ceding of Learner Evaluative Agency in Cognitive-Gap Scenarios <i>Danielle Lee</i>	Regular – Exploring the Potential Role of Technology in Supporting Literacy Engagement for Linguistic Minority Children in Hong Kong <i>Million Yiyin WAN</i>	Regular – Fostering EFL writers’ audience awareness through teacher-designed AI chatbots: An agency-oriented approach to email genre instruction <i>Yujie Peng</i>	Regular – From AI Literacy to Lesson Design: Supporting Pre-Service TESOL Teachers with AI <i>Donata Lisaite</i> <i>Tom Smits</i>	Regular – Harnessing the Digital Horse with a Human Touch: Promoting Learner-Centred Designs for Computerised Dynamic Assessment in Second Language Education <i>Can Jin</i>
14:15–14:40	Regular – From AI tools to AI pedagogical thinking: Developing teacher cognition and self-efficacy in an English teacher education course <i>XinYi Ma</i> <i>Xuyan Qiu</i>	Regular – From Answer Key to Object of Analysis: Action Research on Using AI Bias Audits in Chinese Language and Cultural Learning <i>Naiyi Xie Fincham</i>	Regular – From Assistant to Anxiety: Exploring Learners’ Experiences of AI-assisted Literature Review Writing in EAP Contexts <i>Gunjan Jain</i>	Regular – GenAI-Enhanced Microlearning for Language Teacher Education: A Scalable Approach to Critical AI Literacy <i>Lucas Kohnke</i>	Regular – Performance Patterns and Error Types in an ESP Virtual Reality Simulation: A Statistical and Pedagogical Analysis <i>Andrey Korzin</i> <i>Elena Shaleeva</i> <i>Svetlana Dmitrichenkova</i>	Regular – The Paradox of Caring Pedagogy in AI-Assisted EFL Teaching: Balancing Cognitive Load and Teachers’ Emotional Labour <i>Wu Zihe</i>
14:45–15:00	Afternoon Tea Venue: Ground Floor Common Area					
15:00–16:00	Keynote 3 – Mobilizing Care and Tough Love in the Language Classroom: Using Technology to Enact Pedagogies of Discomfort To (Re)humanize Us <i>Peter I. De Costa</i> Venue: Room N-G/F-08					

Time	Room N-1/F-01	Room N-2/F-01	Room N-2/F-08	Room N-2/F-17	Room N-3/F-01	Room N-4/F-01
3 December 2026 (Thursday)						
16:05–16:30	Regular – Instructional Formats in Digital Game-Based Vocabulary Learning Activities: Examining the Role of Extraneous Cognitive Load <i>Yazdan Choubsaz</i>	Regular – Investigating the Effects of AI-facilitated Self-regulated Learning on L2 proficiency Development <i>Naiyi Xie Fincham</i>	Regular – Investing in a French-Speaking Self: An AI-Mediated Case Study <i>Antonie Alm</i>	Regular – L2 Academic writing through the lens of digital translanguaging: Insights for moving from a deficit to an asset-based perspective <i>Tharanga Koralage</i>	Postgraduate – Prompting as Positioning: Student-AI Interaction in GenAI-Assisted Academic Writing <i>Chenjing Li</i>	Regular – Teacher Wellbeing and AI in Language Education: Policy and Practice in Uzbekistan’s Higher Education <i>Iroda Saydazimova</i> <i>Ozoda Saydazimova</i>
16:35–17:00	Regular – Selective Uptake and Calibrated Skepticism: EFL Learners’ Regulation of Generative AI Feedback in Writing Revision <i>Michael Yi-Chao Jiang</i>	Regular – Sustaining Learner Engagement in EFL Learning: A Longitudinal Study of First-Year Chinese EFL Learners in AI-Mediated Communicative Tasks <i>Xiaoji Wang</i>	Regular – Taking pedagogical care of ESP students’ AI literacy: Needs analysis for AI-assisted ESP learning <i>Zhiwei Wu</i>	Postgraduate – Can AI Support Social-Emotional Development in Second Language Acquisition? A Scoping Review <i>Kenan Gao</i>	Postgraduate – Learner Well-being Profiles in AI-Assisted Academic Writing: A Q Method Study of Chinese Graduate Students <i>Jiahua Xia</i>	Postgraduate – Teacher Perceptions of Fairness and Cognitive Well-being in Primary Generative AI Integration <i>Zoe yeung</i>
17:05–17:30	Regular – The Teacher Understands Me More? Business English Learners’ Engagement with ChatGPT and Teacher Written Corrective Feedback <i>David Wijaya</i> <i>Evelyn Winstin</i>	Regular – Translingual Partners: Digital Tools, Invisible Labour, and Academic Socialisation Among Multilingual Students in New Zealand Higher Education <i>Timothy J E Neufeld</i>	Regular – Using Dialogic GenAI to Support Language Learner Autonomy and Ease Faculty Workload <i>Elizabeth Plummer</i>	Regular – Virtual Exchange in the Age of AI: Critical Engagement, Care and Epistemic Equity in CALL <i>Kyria Finardi</i>	Regular – VR–AI Applications for Language Learning: Classification and Design Analysis <i>Julia Khukalenko</i>	Postgraduate – Digital Literacy and EFL Writing Enjoyment Among Chinese Secondary Students: A Serial Mediation Model <i>Ruying Kong</i>
17:30–18:00	CALL Journal Editorial Board Meeting (Editorial Board members only)					
18:00–18:30	Shuttle Transfer to the Conference Dinner Venue Pick-up Point: Entrance Plaza					
18:30–20:30	Conference Dinner Venue: 2/F, Uptown Plaza, 9 Nam Wan Road, Tai Po, New Territories, Hong Kong					

Time	Room N-1/F-02	Room N-2/F-02	Room N-2/F-03	Room N-3/F-01	Room N-4/F-01
4 December 2026 (Friday)					
09:00–10:00	Keynote 4 – Human-centred Language Education in the Age of GenAI: Ethics of Care and Learner Agency <i>Andy (Xuesong) Gao</i> Venue: D3-LP-07				
10:05–10:30	Postgraduate – The Agency Gap: Proficiency-Differentiated Relational Positioning in LLM-Generated Written Corrective Feedback <i>Yi Di</i>	Regular – Who Should I Listen To? Comparing the Impact of Peer, AI, and Instructor Feedback on EFL Descriptive Writing <i>Amy Hsu</i> <i>Yi-chen Chen</i>	Postgraduate – Basic Psychological Needs and Informal Digital Learning of Chinese (IDL-C) Engagement <i>XinWei Pan</i>	Regular – From Data to Care: How Corpus and Multimodal GenAI Literacies Empower Teachers of Diverse Learners <i>Ma Qing</i>	Postgraduate – A Study on the Impact of LLM Writing Feedback on High School Students' English Writing Self-efficacy <i>Zhu Jianing</i>
10:30–10:45	Morning Tea Venue: Ground Floor Common Area				
10:45–12:10	Poster Session (Venue: Ground Floor Common Area) 1. <i>Automating the Feedback Loop: A Teacher–AI Agent System for Personalized Reading Feedback in EFL Classrooms</i> – Wan-Chi Yang 2. <i>Caring feedback in the age of AI: Supporting EFL argumentative writing through human–AI collaboration</i> – Yichun LIU 3. <i>Caring For The Future Self: Increasing Motivation In Secondary School English Learners Via AI Avatar Visualisation</i> – DN Huan Nguyen 4. <i>Designing for Care at Scale: The Decoding Matrix as a First Step Toward Equitable AI-Assisted Listening Diagnosis in EFL Contexts</i> – Xiaochen Li 5. <i>Fairer BYOD vocabulary testing in EFL classrooms: A separated-display approach</i> – Nicholas Bovee & Nicolas Emerson 6. <i>Understanding Engagement in AI-Mediated L2 Learning: A Three-Level Meta-Analysis</i> – Kenan Gao				
12:10–13:15	Lunch Venue: Chinese Restaurant				
13:15–13:40	Regular – Caring Bridges for IDLE: Teacher Care Beyond Instrumental Strategies <i>Artem Zadorozhnyy</i>	Postgraduate – Caring by Design: GenAI-Mediated Translanguaging for Language Learning in Vietnamese EMI Higher Education <i>Do Vu Hoang Tam</i>	Regular – AI as a Co Participant in L2 Specialist Academic Writing: A Q Methodology Study of Students’ Authorial Agency <i>Shujia Du</i> <i>Yuzhe LI</i>	Regular – Caring through AI: Effects of AI-mediated Intervention on Academic Writing Development <i>Iroda Saydazimova</i> <i>Ozoda Saydazimova</i>	Regular – Enhancing AI-Generated Urban Design Quality and Feasibility: A Comparative Study of Chinese and Western AIGC Models <i>Yimei Xiong</i>

Time	Room N-1/F-02	Room N-2/F-02	Room N-2/F-03	Room N-3/F-01	Room N-4/F-01
4 December 2026 (Friday)					
13:45–14:10	Regular – Care Under Constraint: EFL Learner Attitudes and Wellbeing in CALL Implementation in a Limited-Technology Context <i>Israel Guillermo Bravo Bravo</i> <i>José Miguel Campuzano</i>	Postgraduate – Supporting Self-initiated Self-directed English Learning Beyond the Classroom: The Role of Self-regulation and Individual Interest <i>Ruoqing Gao</i>	Regular – Evaluating AI-Generated Japanese-Chinese Example Sentence Pairs for Sino-Japanese Homographs: A Study Based on Vocabulary Search Data from Chinese Learners of Japanese <i>Ji Tian</i> <i>Qi Li</i> <i>Suzuki Taihiro</i>	Regular – When and How to Scaffold L2 Oral Production in Care-Oriented CALL? Insights from a Longitudinal Corpus Study of Pauses in Refusal Role-Plays by Chinese Learners of Japanese <i>Chuqi Wu</i> <i>Jueyun Su</i>	
14:10–14:30	Afternoon Tea Venue: Ground Floor Common Area				
14:30–15:30	Keynote 5 – Why Care Demands Criticality: Critical CALL as Critical Digital Pedagogy <i>Mirjam Hauck</i> Venue: D3-LP-07				
15:35–16:05	Closing Panel <i>Sarah Mercer, John Erni, Mirjam Hauck, Andy (Xuesong) Gao, Peter I. De Costa, Glenn Stockwell, Yijun Wang</i>				
16:05–16:35	Closing Ceremony and Award Announcements Venue: D3-LP-07				