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 **Venue: Room N-G/F-08**		
15:00–16:00	Keynote 1 – Humanising CALL for Language Teacher Wellbeing: Why We Should 'Care' *Sarah Mercer* **Venue: Room N-G/F-08**		
16:00–17:00	Editors Forum: Publishing in the Computer Assisted Language Learning Journal **Venue: Room N-G/F-08**		
17:10–18:10	Workshop – Affective AI Speaking Partners for L2 Learners: A Workshop on Designing Scaffolded AI Personas for Self-Directed Speaking Practice *Jeanette Dennisson*	Workshop – Co-designing Instruction with Corpora and AI Chatbots: Pedagogies of Care for EAP Teachers *Qing Ma, Jiahao Yan, Alexander Fukin Tang*	Roundtable – Rethinking authorship and peer review in the age of AI *Phil Hubbard, Andy (Xuesong) Gao, Qing Ma, Antonie Alm, Peter I. De Costa, Mirjam Hauck, Jozef Colpaert, Glenn Stockwell*
18:10–19:30	Shuttle Transfer to the Pier for the Junk Cruise Shuttle Transfer to University MTR Station **Pick-up Point: New Academic Building Forecourt (G/F)**		
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	Room N-4/F-02
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' *John Erni* **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 *Jozef Colpaert*	Regular – Agency and Care in VR-Based Oral Language Learning for Beginners *Thery Beord*	Postgraduate – Empowering and caring low-proficiency L2 learners: Integrating GPT scaffolding into corpus-based language pedagogy for collaborative vocabulary learning *Jing Liu*	Regular – AI Guilt, Teacher Agency, and Pedagogies of Care in Generative AI-Mediated Foreign Language Teaching *Irene Shidong An* *Nobuaki Akagi*	Postgraduate – From Blind Accessibility to Vocabulary Acquisition: A Pilot Study on Captioned and Uncaptioned Audio Description for L2 Vocabulary Learning *Duc Hung Nguyen*	Postgraduate – Comparative Analysis of Delivery Features and Focal Areas of Feedback Provided by Different AI Tools in Speaking Test Preparation *Janitha Ekanayake*	Regular – Is More Always Better or is Less More Caring? Analyzing How App Mode Choice Affects EFL Listening Processes *Marwa Hafour*
10:45–11:10	Regular – Care, Metacognition, and GAI-CBLP: Supporting Vocabulary Learning in an Under-Resourced Secondary School *Shiya Huang*	Postgraduate – Promoting Chinese EFL Learners' Strategy Use through Explicit Instruction: A Study on Technology-enhanced Reading Interventions *Ge Liao*	Regular – Caring Design in AI-Supported Adaptive Learning: The Effects of Self-Generated Questions and Human-AI Interaction on High School EFL Learning *Chin-Ting Liu*	Postgraduate – Reducing anxiety or reproducing disparities? Comparing the effects of conversational AI on speaking anxiety in ethnic-minority and Han-majority EFL learners *Lei Yu*	Regular – Comparing Digital Game Viewership and Gameplay on Incidental Vocabulary Learning *Barry Lee Reynolds* *Artem Zadorozhnyy*	Regular – Accidental signs as pedagogical resources: fostering language awareness, civic care, and historical consciousness *Ge Song*	Regular – AI-enabled Academic Vocabulary Learning for multilingual Learners *Huachen Wang*
11:15–11:40	Regular – Comparing Human–AI and Human–Human Interaction in L2 Talk: A Conversation Analytic Study *Tim Greer* *Takeshi Sato*	Regular – Conditions for Care: A Community-Engaged Study of Generative AI in Indigenous Language Teaching and Learning *Kristin Davin* Alex Dornburg	Regular – Using Dialogic GenAI to Support Language Learner Autonomy and Ease Faculty Workload *Elizabeth Plummer* Christopher Hart-Moynihan	Regular – Designing and evaluating a GenAI-enhanced collaborative writing environment to support EFL learners' psychological needs *Nicolas Emerson* *Nicholas Bovee*	Regular – Designing Human Centred Care in Multimodal CALL: Inclusive AR and AI Enhanced Language Learning Ecologies *Angela Choi Fung Tam*	Regular – Exploring the Practice of Teacher-AI Collaboration among Language Teachers: A Current State of Practice *Napat Jitpaisarnwattana*	Regular – Annotated GenAI videos as a scaffold for pre-service EFL teacher trainees' affective responsiveness *Wei Wei*
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	Room N-4/F-02
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 *Satoko Sugie*	Regular – Empowering the "Silenced": The Impact of Structured GenAI Use on L2 Writing Self-Efficacy and Willingness to Communicate *Xinyu Liu* *Qianyu Wang*	Regular – Enacting the caring identity: A corpus-semantic comparison of how ChatGPT, Claude, and Gemini construct pedagogical care in feedback to English learners *Tiffany Tsz Yin Pang*	Regular – Engaging with AI Interlocutors: Ethics, Learner Agency, and Critical Intercultural Competence in LLM-Mediated Dialogue *Rong Luo* Ziyan Zhang	Postgraduate – Fine-Tuned GPT for Automated English Speech Script Scoring: Do Text Types and Scoring Dimensions Matter? *Wenli Rao*	Regular – Beyond Support: Natural and Ethical Caring in Collaborative TPACK Development *Suling Chen* *Qing Ma*	Postgraduate – Promoting Care in Interpreter Training: Computerized Gapped Cloze as a Self-Directed CALL Tool for Interpreter's Terminology Acquisition *Pang Lin*
13:45–14:10	Regular – Ethical Self-Formation and Caring Practice: Implications for CALL from a Study of Transnational Chinese English Teachers *Beatrice Venturin*	Postgraduate – The "Pseudo-Care" of Algorithms: The Mechanism of Interactive AWE Inducing the Ceding of Learner Evaluative Agency in Cognitive-Gap Scenarios *Danielle Lee*	Regular – Exploring the Potential Role of Technology in Supporting Literacy Engagement for Linguistic Minority Children in Hong Kong *Million Yiying WAN*	Regular – Fostering EFL writers' audience awareness through teacher-designed AI chatbots: An agency-oriented approach to email genre instruction *Yujie Peng*	Regular – From AI Literacy to Lesson Design: Supporting Pre-Service TESOL Teachers with AI *Donata Lisaite* *Tom Smits*	Regular – Harnessing the Digital Horse with a Human Touch: Promoting Learner-Centred Designs for Computerised Dynamic Assessment in Second Language Education *Can Jin*	Postgraduate – When Innovation Becomes Burden for Teachers: An Ecological Study of Integrating Informal Digital Learning of English in Thailand *Santipap Upara*
14:15–14:40	Regular – From AI tools to AI pedagogical thinking: Developing teacher cognition and self-efficacy in an English teacher education course *Xuyan Qiu* *XinYi Ma*	Postgraduate – Toward Caring AI-Mediated L2 Speaking Practice: A Three-Level Meta-Analysis of AI Chatbots from 2022 to 2025 Yingtong Zhao	Regular – From Assistant to Anxiety: Exploring Learners' Experiences of AI-assisted Literature Review Writing in EAP Contexts *Gunjan Jain*	Regular – GenAI-Enhanced Microlearning for Language Teacher Education: A Scalable Approach to Critical AI Literacy *Lucas Kohnke*	Regular – Performance Patterns and Error Types in an ESP Virtual Reality Simulation: A Statistical and Pedagogical Analysis *Andrey Korzin* *Elena Shaleeva* *Svetlana Dmitrichenkova*	Regular – The Paradox of Caring Pedagogy in AI-Assisted EFL Teaching: Balancing Cognitive Load and Teachers' Emotional Labour *Wu Zihe*	Regular – Instructional Formats in Digital Game-Based Vocabulary Learning Activities: Examining the Role of Extraneous Cognitive Load *Yazdan Choubsaz*
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 *Peter I. De Costa* **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	Room N-4/F-02
3 December 2026 (Thursday)							
16:05–16:30	Postgraduate – Teacher Perceptions of Fairness and Cognitive Well-being in Primary Generative AI Integration *Zoe Yeung*	Regular – Investigating the Effects of AI-facilitated Self-regulated Learning on L2 proficiency Development *Naiyi Xie Fincham*	Regular – Investing in a French-Speaking Self: An AI-Mediated Case Study *Antonie Alm*	Regular – L2 Academic writing through the lens of digital translanguaging: Insights for moving from a deficit to an asset-based perspective *Tharanga Koralage*	Postgraduate – Prompting as Positioning: Student-AI Interaction in GenAI-Assisted Academic Writing *Chenjing Li*	Regular – Teacher Wellbeing and AI in Language Education: Policy and Practice in Uzbekistan's Higher Education *Iroda Saydazimova* *Gunjan Jain* *Ozoda Saydazimova*	Regular – Designing for Care in AI-Mediated Language Learning: Care Needs in Learner-AI Tutor Dialogue *Jieun Han*
16:35–17:00	Regular – Selective Uptake and Calibrated Skepticism: EFL Learners' Regulation of Generative AI Feedback in Writing Revision *Michael Yi-Chao Jiang*	Regular – From Interpersonal Care to AI-Mediated Care: Changing Meanings of Care across Technological Eras in English Language Education *Seohyun Park*	Regular – Taking pedagogical care of ESP students' AI literacy: Needs analysis for AI-assisted ESP learning *Zhiwei Wu*	Postgraduate – Can AI Support Social-Emotional Development in Second Language Acquisition? A Scoping Review *Kenan Gao*	Postgraduate – Learner Well-being Profiles in AI-Assisted Academic Writing: A Q Method Study of Chinese Graduate Students *Jiahua Xia*	Regular – VR–AI Applications for Language Learning: Classification and Design Analysis *Julia Khukalenko* *Tatiana Zueva*	Regular – Embodied Care in Social VR: Supporting L2 Willingness to Communicate through Multimodal Peer Interaction *Yining Zhang* Di Zou
17:05–17:30	Regular – The Teacher Understands Me More? Business English Learners' Engagement with ChatGPT and Teacher Written Corrective Feedback *David Wijaya* *Evelyn Winstin*	Regular – Translingual Partners: Digital Tools, Invisible Labour, and Academic Socialisation Among Multilingual Students in New Zealand Higher Education *Timothy J E Neufeld*	Regular – Implementing a Corpus- and AI-enhanced Approach to English Pronunciation in Teacher Training *Hsueh Chu, Rebecca CHEN* *Xiaona Zhou*	Postgraduate – Digital Literacy and EFL Writing Enjoyment Among Chinese Secondary Students: A Serial Mediation Model *Ruying Kong*	Regular – Virtual Exchange in the Age of AI: Critical Engagement, Care and Epistemic Equity in CALL *Kyria Finardi*	Regular – A Computerized Dynamic Assessment Reveals How Ethnic Minority L2 Primary Students Engage with Cantonese *Sihui Ke*	Regular – Learner Agency in AI-Mediated Environments: Teaching Accessible Writing in the Arts *Xiaoyu Xu*
17:35–18:05	CALL Journal Editorial Board Meeting (Editorial Board members only) **Venue: Room N-1/F-01**						
18:05–18:30	Shuttle Transfer to the Conference Dinner Venue **Pick-up Point: New Academic Building Forecourt (G/F)**						
18:30–20:30	Conference Dinner **Venue: 1/F&2/F Royal Park Hotel, NO.8 Pak Hok Ting St, Sha Tin**						

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 *Andy (Xuesong) Gao* **Venue: Room N-G/F-08**				
10:05–10:30	Postgraduate – The Agency Gap: Proficiency-Differentiated Relational Positioning in LLM-Generated Written Corrective Feedback *Yi Di*	Regular – Who Should I Listen To? Comparing the Impact of Peer, AI, and Instructor Feedback on EFL Descriptive Writing *Chun-ting Hsu* *Yi-chen Chen*	Postgraduate – Basic Psychological Needs and Informal Digital Learning of Chinese (IDL-C) Engagement *XinWei Pan*	Regular – From Data to Care: How Corpus and Multimodal GenAI Literacies Empower Teachers of Diverse Learners *Qing Ma* Jiahao Yan	Postgraduate – A Study on the Impact of LLM Writing Feedback on High School Students' English Writing Self-efficacy *Zhu Jianing*
10:30–10:45	Morning Tea **Venue: 2/F Common Area**				
10:45–12:10	Poster Session **(Venue: 2/F Common Area)** 1. *Automating the Feedback Loop: A Teacher–AI Agent System for Personalized Reading Feedback in EFL Classrooms – Wan-Chi Yang* 2. *Caring feedback in the age of AI: Supporting EFL argumentative writing through human–AI collaboration – Yichun Liu* 3. *Caring For The Future Self: Increasing Motivation In Secondary School English Learners Via AI Avatar Visualisation – DN Huan Nguyen* 4. *Designing for Care at Scale: The Decoding Matrix as a First Step Toward Equitable AI-Assisted Listening Diagnosis in EFL Contexts – Xiaochen Li* 5. *Fairer BYOD vocabulary testing in EFL classrooms: A separated-display approach – Nicolas Emerson & Nicholas Bovee* 6. *Understanding Engagement in AI-Mediated L2 Learning: A Three-Level Meta-Analysis – Kenan Gao*				
12:10–13:15	Lunch **Venue: Chinese Restaurant**				
13:15–13:40	Regular – Caring Bridges for IDLE: Teacher Care Beyond Instrumental Strategies *Artem Zadorozhnyy*	Postgraduate – Caring by Design: GenAI-Mediated Translanguaging for Language Learning in Vietnamese EMI Higher Education *Do Vu Hoang Tam*	Regular – AI as a Co Participant in L2 Specialist Academic Writing: A Q Methodology Study of Students' Authorial Agency *Shujia Du* *Yuzhe LI*	Regular – Caring through AI: Effects of AI-mediated Intervention on Academic Writing Development *Iroda Saydazimova* *Ozoda Saydazimova*	Regular – Errors as Points of Care: Learner Ownership and Teacher-Built Tools in Data-Driven Learning *Hao-Jan Howard Chen*

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 – Constraint and Wellbeing: EFL Learner Confidence and Attitudes in CALL Implementation in a Limited-Technology Context *Israel Guillermo Bravo Bravo* *José Miguel Campuzano Díaz*	Postgraduate – Supporting Self-initiated Self-directed English Learning Beyond the Classroom: The Role of Self-regulation and Individual Interest *Ruoqing Gao*	Regular – From Daily Emotional Check-Ins to Pedagogies of Care: Teacher Responsiveness in Digitally Mediated Language Classrooms *Amelia Ijiri*	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 Jueyun Su *Chuqi Wu*	Regular – Pedagogical GAI agents: Insights from in-service teachers in Taiwanese rural areas *Neil Edward Barrett*
14:15-14:40	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 *Qi Li* *Tian Ji* *Taichiro Suzuki*	Regular – Self-directed technological activities and second language anxiety *Shuting Zhang*	Postgraduate – Designing Caring Feedback in AI-Mediated CALL: Real-Time Peer Assessment and Actionable Guidance in EFL Speaking Classes *Bradley Irwin*	Regular – Developing and Validating the Learner Agency in GenAI-Assisted English-Speaking Scale (LAGESS): Evidence from Chinese EFL Undergraduate *Di Zou*	
14:40–15:00	Afternoon Tea **Venue: 2/F Common Area**				
15:00–16:00	Keynote 5 – Why Care Demands Criticality: Critical CALL as Critical Digital Pedagogy *Mirjam Hauck* **Venue: Room N-1/F-04**				
16:05–16:35	Closing Panel *Sarah Mercer, John Erni, Mirjam Hauck, Andy (Xuesong) Gao, Peter I. De Costa, Glenn Stockwell, Yijen Wang* **Venue: Room N-1/F-04**				
16:35–17:05	Closing Ceremony and Award Announcements **Venue: Room N-1/F-04**				