

EUROCALL Spring Festival 2026 — Full Programme

AI in language education: looking back and looking ahead — 13 June 2026 (via Zoom)

Simple Programme — Titles Only

EUROCALL 2026 Spring Festival AI in language education, looking back and looking ahead — 13 June 2026 (via Zoom)

Morning

10:00–10:10: Welcome

10:10–10:50: On the Value of Language Learning and Translation Studies in the Age of AI — *Joss Moorkens (Dublin City University)*

10:50–10:55: Comfort break

10:55–12:15: Bridging the gap between AI developers and CALL practitioners — Focus on speech technology in language learning

10:55–11:25: What can we learn about a learner from speech technology ... and what can't we (yet)? — *Kate Knill (University of Cambridge)*

11:25–11:55: When to use (and not to use) chatbots and conversational AI in language learning? From theory to practice — *Serge Bibauw (University of Louvain)*

11:55–12:15: Questions to Kate and Serge

12:15–12:20: Comfort break

12:20–13:00: Introducing TAIL, a Taxonomy of generative AI in Learning — *Zoe Handley (The University of York)*

Lunch

13:00–14:00: Lunch break

Afternoon keynote 14:00–15:00: Matt Schulze - *The Imitation Game: What artificially "intelligent" machines can do for and with language learners and what they must not do.*

Afternoon parallel paper sessions

15:00–17:00: Parallel paper sessions (Strands A–D: 4 papers × 30 minutes; Strand E: half-strand, 2 papers, concluding at 16:00)

17:00–17:15: Closing and farewell

Note: Strand E runs as a half-strand of 2 papers, finishing at 16:00. Delegates in Strand E are welcome to join other strands afterwards.

Strand A — Critical AI Literacy, Ethics and Sustainability

15:00–15:30: Critical AI Literacy for the Learning and Teaching of Languages and Cultures: Looking Back, Moving Forward — *Mirjam Hauck (The Open University, UK)*

15:30–16:00: Rethinking GenAI in Multilingual Academic Writing: Ethical Praxis and Pedagogical Implications — *Haiyi Yan*

16:00–16:30: From Benchmarks to Real Use: Discourse Markers, AI, and the Gap in Language Education — *Georgiana-Anamaria Milea (Babeş-Bolyai University, Cluj-Napoca)*

16:30–17:00: Environmental Responsibility in CALL Teacher Education: A Pedagogical Lens for Selective GenAI Use — *M. Barcomb*

Strand B — Chatbots and Conversational AI for L2 Productive Practice

15:00–15:30: Use of ChatGPT as an Interactional Partner in the L2: Language Functions, Focus on Form Moves and Students' Attitudes — *Nektaria Kourtali (University of Liverpool), Chris Jones (University of Liverpool), Ziwei Guo (Macau University of Science and Technology)*

15:30–16:00: AI-Mediated Interaction and Pedagogical Scaffolding in a Pre-Study Abroad EFL Context — *J. Chujo*

16:00–16:30: Practicing Q&A with a Teacher-Designed Chatbot: New Perspectives in Second Language Acquisition and Professional Development — *Ana Bumber and Nolwena Monnier (Toulouse University, Lairdii)*

16:30–17:00: Writing and Speaking in the Times of AI — *Sara Villa (The New School, NY)*

Strand C — AI in Academic and Tertiary Writing

15:00–15:30: Developing a Pedagogically-Oriented EAP Chatbot for Instructing Move in Research Writing — *Jiahao Yan and Qing Ma (The Education University of Hong Kong)*

15:30–16:00: AI Write — AI Tools for Academic Writing — *Joanna Baumgart (Mälardalen University)*

16:00–16:30: NotebookLM in Action: Teaching Compare–Contrast Writing — *Farah Akbar*

16:30–17:00: How Do EAP Tutors Redesign Assessment for AI-Resilience? — *Panagiota (Penny) Tzanni, SFHEA (Academy of Future Education, Suzhou)*

Strand D — AI Feedback, Assessment and Skill Development

15:00–15:30: Beyond the Score: Designing Automated Speaking Assessment Feedback for Learners in MALL — *Nhan Phan (Aalto University), Elina Nurminen (University of Jyväskylä), Anna von Zansen (University of Helsinki), Mikko Kuronen (University of Jyväskylä), Raili Hilden (University of Helsinki), Mikko Kurimo (Aalto University)*

15:30–16:00: The Role of AI-Generated Feedback in Shaping Pre-Service Teachers' Literacy Instruction During Practicum — *Hengyi Liu and Deeksha Thonta Aradhya*

16:00–16:30: Generative AI in K–12 Language Learning: A Scoping Review — *Hossein Mohseni & Dr Nasser Jabbari*

16:30–17:00: Combining AI Prompts and Digital Dictionaries in B1 German Vocabulary Instruction — *Dagmar Jaeger (MIT)*

Strand E (half-strand) — Sociotechnical Agency and Multilingual Contexts

15:00–15:30: The Post-Digital Play Space: Sociotechnical Agency and Digital Literacy in GenAI-Mediated Language Games — *Lin Zhou (Northeastern University, Boston)*

15:30–16:00: Shifting Language and Communication through the AI Agent Revolution in Multilingual Contexts — *Saman Ange-Michel Gougou (Université Alassane Ouattara, Bouaké, Côte d'Ivoire)*

Full Programme — With Abstracts

EUROCALL 2026 Spring Festival AI in language education, looking back and looking ahead — 13 June 2026 (via Zoom)

Morning

10:00–10:10: Welcome

10:10–10:50: On the Value of Language Learning and Translation Studies in the Age of AI

Joss Moorkens (Dublin City University)

Translators and interpreters are regularly listed as occupations most exposed to AI, but the past ten years has seen a shift in the career trajectory of translation graduates. The role of language professionals and companies is gradually moving from production to a broader spectrum of services at the intersection of languages, cultures, people and technology. In this talk, I will speak about our experience at a technology-focused programme in Dublin and how postgraduate translation programmes across Europe are adapting to AI.

10:50–10:55: Comfort break

10:55–12:15: Bridging the gap between AI developers and CALL practitioners — Focus on speech technology in language learning

10:55–11:25: What can we learn about a learner from speech technology ... and what can't we (yet)?

Kate Knill (University of Cambridge)

Three key aspects of a CALL system are i) the measurement of a learner's proficiency level, ii) determining which aspects of the language they do well and which need improvement and iii) providing advice to a learner on how to correct their mistakes. This talk will address these 3 aspects from the context of L2 speaking. Automated holistic assessment of monologic speech, both read and free ('open') style, is well established with several L2 English tests utilising automated scoring. The talk will describe the typical auto-marking systems that can provide an assessment for placement and/or to judge progress. For learning purposes, analytic assessment is more informative — that is assessment of individual aspects of speech, such as fluency, pronunciation and grammatical complexity. The advent of LLMs has allowed these aspects to be automatically evaluated at an even finer-grain such as what vocabulary a speaker is using and the levels at which they are doing so. Measurements of e.g. grammar usage and correctness and pronunciation choices can provide useful information to a CALL system to build a learning strategy for the learner. The approaches adopted will be described in the talk. It will also look at where there are still partially or unanswered questions such as in dialogic auto-marking and pronunciation error detection.

11:25–11:55: When to use (and not to use) chatbots and conversational AI in language learning? From theory to practice

Serge Bibauw (University of Louvain)

Artificial intelligence tools are now everywhere in language education, yet teachers face a fundamental question: when does using AI actually help learners — and when does it not? This talk takes a research-informed approach to that question, moving beyond the hype-and-fear binary that often dominates public discourse. This talk will focus on the conversational affordances of AI systems and chatbots and their relation to what we know about foreign language acquisition. I will explore in more detail the conversational uses of AI chatbots for productive practice. What makes an AI implementation pedagogically sound? Drawing on a typology of conversational AI tools, I argue that the critical variables are not which AI system is used, but how it is integrated: through technical configuration, instructional design, teacher role, and classroom framing.

11:55–12:15: Questions to Kate and Serge

12:15–12:20: Comfort break

12:20–13:00: Introducing TAIL, a Taxonomy of generative AI in Learning

Zoe Handley (The University of York)

In this workshop, I will introduce Taxonomy of generative AI (GenAI) in Learning (TAIL). TAIL combines a taxonomy of learning objectives and a scale that captures learner engagement to classify students' uses of generative AI. Having illustrated the taxonomy with data from my own research with students and English for Academic Purposes (EAP) tutors, I will invite workshop participants to share their own insights into students' use of GenAI and discuss their acceptability, with a view to identifying points of consensus and issues for further discussion. The workshop will conclude with an overview of possible practical uses of the taxonomy.

Lunch

13:00–14:00: Lunch break

Afternoon keynote

14:00–15:00: Keynote

The Imitation Game:

What artificially “intelligent” machines can do for and with language learners and what they must not do

Matt Schulze

Alan Turing, often called the father of Artificial Intelligence, reasoned in a report in 1948 that computers would be suitable tools for language learning. In 1950, he famously asked: Can machines think? and proposed the Imitation Game – which today we call the Turing Test – to establish whether the tester behind a screen is conversing by writing with a machine or a human. In 1980, John Searle, a philosopher of language and one of the fathers of Speech Act Theory, identified some limitations of the Turing Test and proposed the Chinese Room

Argument. The Chinese Room Argument hypothesizes that grammatical knowledge alone does not suffice for understanding texts in another language. Joseph Weizenbaum published ELIZA, essentially the first chatbot, in 1966 and wrote about his astonishment that people felt they could have intimate conversations with a digital computer in his book *Computer Power and Human Reason* (1976). Today, Large Language Models do exactly what it says they are: they provide a (mathematical) model of language. Or to be more precise, models of several languages.

Language and intelligence are connected in Psychology and Cognitive Science as well as in our colloquial understanding of the two concepts. Thus, it is not surprising language(s) also have a strong connection to ideas of and developments in Artificial Intelligence. And what does that mean for language teaching and learning today? What are the practical consequences for language educators?

The following questions will guide our exploration: Can GenAI tools understand texts? Can one trust these tools to be truthful as well as informative? Can GenAI tools give feedback and teach? What are GenAI tools really good at? And how can this be put to use in language education.

And in general: does the past (of AI) tell us anything about the future? “Those who cannot remember the past are condemned to repeat it.” said the Spanish-American philosopher George Santayana in *The Life of Reason* (1905).

Bio: Mathias Schulze

His connection with the past: Mat joined Eurocall when the organization was launched officially in 1993, and he is several years younger than the concept of AI. He co-wrote a book – *Errors and Intelligence in CALL. Parsers and Pedagogues* – about the intersection of AI and language learning (Heift & Schulze, 2007), and he co-edited a special issue on natural language processing and CALL for *ReCALL*, the journal of Eurocall, in 1999.

And his occupation today: Mat professes things German and Comparative International Studies at San Diego State University, publishes academic papers, regular blogposts (<https://PantaRhei.press>), and a podcast with Phil Hubbard (<https://PantaRhei.press/OAILL>) mainly on *Opening AI for Language Learning*. Also with Phil, he has published an open-access position paper on Sustained Integrated Professional Development (SIPD) for GenAI at <https://www.igi-global.com/article/ai-and-the-future-of-language-teaching/378304>.

His prospect for the future: Mat is really looking forward to attending the Eurocall conference in Belfast in September as well.

More information: <https://PantaRhei.press/Mat>

Afternoon parallel paper sessions

Format: Each paper is allocated 30 minutes (approximately 20–25 minutes of presentation followed by 5–10 minutes for questions). Strands A–D each comprise 4 papers running 15:00–17:00; Strand E is a half-strand of 2 papers running 15:00–16:00.

15:00–17:00: Parallel paper sessions (Strands A–D: 4 papers × 30 minutes; Strand E: half-strand, 2 papers, concluding at 16:00)

17:00–17:15: Closing and farewell

Strand A — Critical AI Literacy, Ethics and Sustainability

15:00–15:30: Critical AI Literacy for the Learning and Teaching of Languages and Cultures: Looking Back, Moving Forward

Mirjam Hauck (The Open University, UK)

Language educators have long been aware of what the broader AI for Learning and Teaching conversation is only now beginning to engage with: communication is never neutral, language encodes power, and the choice of whose voice is heard and regarded as authoritative is always hugely political. Large Language Models (LLMs) have inherited these realities and reproduce them considering that they are trained primarily on anglophone, Western text, set to reward particular registers, and largely “silent” about the epistemic impact of reducing a living language to a training corpus. From the early days of CALL, practitioners in our field have asked not only how technology can support language learning, but for whom, by whom, and at what cost. Drawing on the Critical AI Literacy (CAIL) Framework developed at The Open University UK, the talk sketches the journey from CALL’s foundational debates about automation, authenticity, and access to today’s questions about generative AI, and explores critical, creative, and ethical engagement with AI in languages and cultures contexts. Informed by ubuntu philosophy, the presentation foregrounds care, relationality, and interdependence as values in AI-enhanced learning and teaching, attending to the implications for widening participation learners, speakers of minoritised languages, and communities historically marginalised by dominant technological paradigms.

15:30–16:00: Rethinking GenAI in Multilingual Academic Writing: Ethical Praxis and Pedagogical Implications

Haiyi Yan

As generative AI (GenAI) becomes increasingly embedded in higher education, applied linguistics faces both immediate ethical challenges — such as authorship, academic integrity, and assessment — and structural concerns related to linguistic imperialism, algorithmic bias, and epistemic injustice. Drawing on critical multilingualism, critical digital literacies, and critical AI literacy, the study synthesises empirical and conceptual scholarship published between 2020 and 2025. Thematic analysis identifies three patterns: ethical issues are predominantly framed through a pedagogical lens that marginalises sociopolitical concerns; discussions of fairness and responsibility focus on governance mechanisms without sufficiently addressing how GenAI may reproduce linguistic hierarchies; and a growing body of critical scholarship interrogates algorithmic language ideologies that privilege standardised English. In response, the paper proposes a critical praxis framework linking micro-level writing practices and assessment to meso-level institutional norms and macro-level structures of linguistic and epistemic power.

16:00–16:30: From Benchmarks to Real Use: Discourse Markers, AI, and the Gap in Language Education

Georgiana-Anamaria Milea (Babeş-Bolyai University, Cluj-Napoca)

Recent advances in artificial intelligence have led to impressive performance on standardised language benchmarks, positioning AI tools as increasingly relevant in language education. However, such performance does not necessarily reflect an understanding of how language operates in real communicative contexts. Drawing on examples from social media discourse (e.g., TikTok), the study highlights how discourse markers, often treated as peripheral, play a central role in structuring meaning, managing interaction, and conveying pragmatic nuance. These features are frequently underrepresented or misinterpreted in AI-generated language, revealing limitations in current models’ ability to capture the fluidity and

context-dependence of real-world communication. The paper advocates a shift towards AI literacy in language education that emphasises critical engagement with AI-generated discourse and the incorporation of authentic digital data into teaching practices.

16:30–17:00: Environmental Responsibility in CALL Teacher Education: A Pedagogical Lens for Selective GenAI Use

Michael Barcomb (Druham University, UK)

As generative AI (GenAI) becomes increasingly integrated into CALL design, teachers must exercise professional judgement in deciding when its use meaningfully contributes to language learning pedagogy. Building on established CALL evaluation principles emphasising pedagogical appropriateness, this study proposes that GenAI extends the evaluative space of CALL design by introducing resource costs not immediately visible within instructional environments. Data were collected in a UK postgraduate CALL teacher education module in which 13 participants developed CALL materials across two iterative design cycles supported by structured design logs and environmental impact logs estimating the energy use, carbon emissions, and water consumption associated with their GenAI prompting practices. Findings indicate that environmental reflection encouraged more selective and purposeful GenAI use. The study contributes to discussions of AI literacy in language teacher education by demonstrating how environmental awareness can function as a practical pedagogical lens supporting principled CALL design decisions.

Strand B — Chatbots and Conversational AI for L2 Productive Practice

15:00–15:30: Use of ChatGPT as an Interactional Partner in the L2: Language Functions, Focus on Form Moves and Students' Attitudes

Nektaria Kourtali (University of Liverpool), Chris Jones (University of Liverpool), Ziwei Guo (Macau University of Science and Technology)

The current study examined what types of language functions and focus on form episodes (FFE) occur when L2 users of English perform a written, goal-oriented, decision-making task with OpenAI's ChatGPT 4.5, and explored students' attitudes towards the use of ChatGPT for L2 practice. The most common language functions in ChatGPT's output were elaborations/justifications, acknowledgments, and elicitations; in students' discourse, elaborations/justifications, suggestions, agreement, and requests. FFEs were distinguished into pre-emptive (initiated by students) and reactive (involving ChatGPT's responses to students' errors). Pre-emptive FFEs were resolved by ChatGPT through explanations, examples, translations, and multimodal resources, with students incorporating 80.95% of target features. Focused feedback on wish + past tense was effective, with most students modifying the structure accurately. Students reported positive attitudes towards L2 practice with ChatGPT, finding it helpful for content, ideas, and form. The talk discusses opportunities and challenges when generative AI is used as conversational partner within the TBLT framework.

15:30–16:00: AI-Mediated Interaction and Pedagogical Scaffolding in a Pre-Study Abroad EFL Context

Junko Chujo (Tokyo City University)

This study examined the effectiveness and pedagogical implications of a tailored, AI-mediated English communication project designed for Japanese university freshmen preparing for a four-month study abroad programme. Phase I involved a needs-analysis survey that revealed markedly limited prior experience with generative AI, low confidence in English (particularly speaking), and mixed but generally receptive attitudes toward AI-assisted learning. Phase II implemented a classroom-based project using Character.AI, requiring students to engage in ten structured interactions (five text- and five voice-based) with self-selected fictional and historical characters, each documented through a detailed communication log. A distinctive feature was its focus on the input provided by AI: items extracted from learner logs were benchmarked against TOEIC-related wordlists. Preliminary analysis indicated that while some AI agents provided accessible, level-appropriate vocabulary, others produced expressions beyond students' current proficiency, highlighting both opportunities for incidental vocabulary learning and risks of cognitive overload. Findings suggest that AI-mediated instruction can serve as a viable pedagogical model when paired with structured scaffolding such as vocabulary logging.

16:00–16:30: Practicing Q&A with a Teacher-Designed Chatbot: New Perspectives in Second Language Acquisition and Professional Development

Ana Bumber and Nolwena Monnier (Toulouse University, Lairdii)

For the past three years, the focus regarding generative AI (GenAI) has shifted from alternative assessments and educators' initial responses to its more responsible and critical use. In line with research stressing the importance of human oversight and of chatbots designed specifically for educators, this study uses a teacher-designed chatbot named Mizou. Mizou enables teachers to engage in prompt engineering, oversee chats and is free for educators to some extent. A pilot study among researchers of English for Specific Purposes is presented, staging a Q&A session in the following scenario: Mizou receives an article from each researcher and is prompted to act as a conference attendee asking questions. The goal is to assess the pertinence of the questions related to submitted material in order to validate the protocol prior to submitting it to researchers of diverse technical fields wishing to enhance their English-speaking skills as part of their professional development and possibly self-directed training.

16:30–17:00: Writing and Speaking in the Times of AI

Sara Villa (The New School, NY)

As artificial intelligence becomes increasingly embedded in educational and professional contexts, language educators face a critical need to move beyond prohibition toward intentional, pedagogically grounded integration. This proposal examines how customised AI chatbots can support writing and speaking development in second language acquisition, particularly at introductory and intermediate levels (e.g., Italian, Spanish), while fostering AI literacy and learner agency. Grounded in communicative language teaching, the approach positions AI not as a shortcut but as a structured, process-oriented learning partner. Through carefully designed prompts, scaffolding, and targeted error-detection strategies, students engage with chatbots to brainstorm, draft, revise, rehearse conversations, and reflect on both language use and their interaction with AI. The presentation highlights classroom-tested practices that integrate AI into differentiated instruction, structured speaking activities, and low-stakes formative assessment, without replacing human feedback. Participants will leave with practical chatbot task models, prompt design strategies, and evaluation guidelines for AI-supported work.

Strand C — AI in Academic and Tertiary Writing

15:00–15:30: Developing a Pedagogically-Oriented EAP Chatbot for Instructing Move in Research Writing

Jiahao Yan and Qing Ma (The Education University of Hong Kong)

The integration of generative artificial intelligence (GenAI) chatbots in language education is promising, but key challenges remain: inaccurate responses, unreliable analysis, hallucinated outputs, negative effects on student critical thinking and independent learning, and plagiarism risks. One solution is to integrate GenAI with authentic corpus data, which can improve accuracy and reduce unsupported claims. This study develops an AI chatbot integrating move-annotated EAP corpora to facilitate EAP instruction, with a particular focus on literature review writing. The corpora are featured with the following innovations: collection of both published research articles and student theses; multiple disciplines including Applied Linguistics, Computer Science, and Psychology; section-level segmentation of research writing; and move-step annotation for literature review sections. The study demonstrates the high-accuracy rate of the corpora-integrated GenAI chatbot over ChatGPT in annotating both expert and student literature review sections. A three-hour workshop was implemented, followed by semi-structured interviews. Participants reported that the chatbot reduces technological barriers, improves accuracy and authenticity, supports disciplinary literacy development, and promotes more critical reflection on writing.

15:30–16:00: AI Write — AI Tools for Academic Writing

Joanna Baumgart (Mälardalen University)

The AI Write project, funded by Erasmus+, was developed in response to the pedagogical, ethical, and societal challenges created by the rapid rise of generative AI. It is grounded in two central insights: writing remains essential to academic development but the nature of writing skills is evolving, requiring students to learn AI-augmented writing; and AI will remain a permanent feature of education and professional contexts, making it essential to prepare students to use these technologies responsibly. The project followed a structured, multi-stage research design over 36 months, consisting of four work packages: a comprehensive literature review and benchmarking process; development of 21 Open Educational Resources (OERs) guided by principles of accessibility, Universal Design for Learning, responsible AI use, and adaptability across disciplines and languages; testing and refinement in real teaching contexts; and dissemination and sustainability through stakeholder engagement, events, strategic recommendations, and the creation of a long-term e-book resource.

16:00–16:30: NotebookLM in Action: Teaching Compare–Contrast Writing

Farah Akbar (Boston University)

Many of us are experimenting with AI tools in teaching, but how can we use them to genuinely support language development rather than distract from it? Recent research emphasises teacher agency and critical use of generative AI rather than treating these tools as neutral or self-sufficient. This session shares a practical approach from the presenter's own classroom, focusing on how NotebookLM is used in a B1+ ESL class to support an integrated reading–listening–writing sequence centred on compare–contrast writing. Students often struggle less with ideas than with organising relationships between them. NotebookLM provides a bridge: by uploading a small set of thematically connected texts, the teacher generates conversational audio using its podcast and interview-style features, helping students notice patterns, vocabulary, and language structure. The lesson draws on

genre-based approaches, where AI-generated texts function as mentor models within a teaching-learning cycle. The hands-on session guides participants through setting up NotebookLM, selecting texts, and designing tasks, highlighting where the tool works well, where it doesn't, and how to position it as something to question, not just use.

16:30–17:00: How Do EAP Tutors Redesign Assessment for AI-Resilience?

Panagiota (Penny) Tzanni, SFHEA (Academy of Future Education, Suzhou)

The rapid development of generative artificial intelligence (GenAI) is challenging traditional assessment practices in English for Academic Purposes (EAP), particularly those centred on written products that can be easily generated, modified, or enhanced by AI tools. EAP practitioners are increasingly being called upon to rethink assessment design in ways that support meaningful learning while reducing opportunities for inappropriate AI use. This presentation draws on data from a six-module professional development course focused on GenAI integration in EAP. Participants were asked to select a typical assessment task from their own teaching context that they considered vulnerable to AI-assisted plagiarism or overreliance on GenAI tools, then redesign the task in ways that would make it more resilient while maintaining pedagogical value and alignment with learning outcomes. The presentation identifies the types of assessment tasks tutors perceived as most vulnerable, analyses the redesign strategies they proposed — including greater emphasis on process, staged assessment, personalisation, reflection, and in-class or interactive components — and critically examines the assumptions underlying these redesign choices.

Strand D — AI Feedback, Assessment and Skill Development

15:00–15:30: Beyond the Score: Designing Automated Speaking Assessment Feedback for Learners in MALL

Nhan Phan (Aalto University), Elina Nurminen (University of Jyväskylä), Anna von Zansen (University of Helsinki), Mikko Kuronen (University of Jyväskylä), Raili Hilden (University of Helsinki), Mikko Kurimo (Aalto University)

As automated speaking assessment (ASA) becomes increasingly feasible in mobile-assisted language learning (MALL), an important question remains underexplored: how should assessment results be presented to everyday language learners in ways that are useful, comprehensible, and trustworthy? This presentation discusses feedback design for ASA in SaySuomi, a Finnish MALL app. Rather than focusing on model performance, it examines how AI-generated speaking scores can be translated into learner-facing feedback that supports learning in a mobile context. The talk explores how ASA feedback might balance competing goals: being actionable, motivating, and easy to understand; helping learners interpret both current performance and longer-term development; supporting learner autonomy; and remaining transparent about the limitations of AI-based assessment, including uncertainty and possible bias. It also addresses how these design ideas might be evaluated through data collected via the mobile app, inviting discussion on how automated assessment in MALL can move beyond scoring alone toward feedback that is pedagogically meaningful, user-centred, and responsibly communicated.

15:30–16:00: The Role of AI-Generated Feedback in Shaping Pre-Service Teachers' Literacy Instruction During Practicum

Hengyi Liu and Deeksha Thonta Aradhya (University of Southern Indiana)

This study explores how pre-service teachers interact with AI-generated feedback compared to human-delivered feedback within a practicum course focused on language and literacy instruction. Conducted at a public university in the Midwestern United States during the 2025–2026 academic year, the research shifts focus from localised grammatical feedback to content-oriented instructional development and pedagogical improvement. The methodological framework adopts a qualitative case study approach, utilising the video-based platform GoReact to provide personalised, immediate, and data-driven analysis. During the practicum, pre-service teachers recorded literacy lessons for AI analysis which tracked specific instructional indicators such as pacing, questioning, sequencing, and the use of filler words, while also receiving traditional human feedback. Data was triangulated across semi-structured interviews, lesson plans, AI-generated reports, and student reflections, analysed using Critical Discourse Analysis. The study advocates for an ethical and nuanced integration of AI in teacher preparation and contributes to CALL by advocating the future of AI-informed professional development and the empowerment of future educators through balanced human-machine collaboration.

16:00–16:30: Generative AI in K–12 Language Learning: A Scoping Review

Hossein Mohseni & Dr Nasser Jabbari (University of Essex)

The recent Generative Artificial Intelligence (GenAI) boom has resulted in transformations in language education, causing a surge in publications on the impact of GenAI on language learning at various educational levels. While many review studies have mapped the field, no scoping review to date has focused on the language learning of young learners with GenAI. The present scoping review rapidly maps the current state of the literature on young learners' language learning with GenAI. Several runs of article identification and screening led to 47 articles being finalised. The study explores research designs, theoretical frameworks, participant demographics, instruments, languages learned, AI tools used, language skills/subskills focused on, and reported results. A coding matrix was developed and thematic analysis was performed, resulting in a thematic map including the following major themes: Impact of using GenAI on learning; Impact on mental and affective factors; GenAI feedback characteristics and effects; GenAI roles and descriptions in K–12 language learning; Stakeholders and GenAI in K–12 language learning; GenAI and learning environment dynamics; and Suggestions for improving AI.

16:30–17:00: Combining AI Prompts and Digital Dictionaries in B1 German Vocabulary Instruction

Dagmar Jaeger (MIT)

This paper examines the integration of AI tools and digital dictionaries into vocabulary instruction in a B1-level German course (German IV), situating the discussion within current conversations on AI in language education. It argues that the combined use of AI-driven prompts and corpus-based digital dictionaries can shift vocabulary learning beyond the memorisation of isolated definitions toward a more nuanced, context-sensitive understanding of how words function across different communicative settings and textual environments. The approach centres on scaffolded vocabulary activities integrated into course content and literary reading. Structured AI prompts guide learners in identifying and exploring relevant vocabulary, drawing attention to useful and transferable words and highlighting relationships between them. In parallel, activities involving digital dictionaries promote inquiry-based learning through engagement with authentic language use, including collocations, variation in usage, and differences in tone across contexts. AI supports the identification of patterns and the expansion of lexical knowledge, while digital dictionaries situate vocabulary in authentic contexts of use, fostering more flexible and productive vocabulary knowledge.

Strand E (half-strand) — Sociotechnical Agency and Multilingual Contexts

15:00–15:30: The Post-Digital Play Space: Sociotechnical Agency and Digital Literacy in GenAI-Mediated Language Games

Lin Zhou (Northeastern University, Boston)

This design-based presentation positions generative AI (GenAI) not merely as a neutral utility, but as a sociotechnical agent that actively reshapes pedagogical authority. By framing GenAI interaction as a core component of modern digital literacy, the project explores how GenAI-mediated environments transcend the rigid, single-solution pathways of legacy language game design. Methodologically, the research draws on the firsthand architecture of *The Game of the Five Gourds*. In this generative dialogic environment, “languaging” serves as the primary game mechanic. Students interact with GenAI-driven non-player characters (NPCs) via real-time voice and text, with NPCs assuming dynamic roles previously impossible in legacy systems: embedded assessor, personalised tutor, and game quest provider. Instead of clicking through pre-programmed dialogue trees, learners actively construct meaning, test linguistic hypotheses, and adapt their multilingual prompting based on the NPCs’ live, unscripted feedback. The session outlines a necessary paradigm shift: educators must evolve from “scriptwriters” into “curators of ecologies,” empowering students to navigate the post-digital play space with autonomy.

15:30–16:00: Shifting Language and Communication through the AI Agent Revolution in Multilingual Contexts

Saman Ange-Michel Gougou (Université Alassane Ouattara, Bouaké, Côte d’Ivoire)

In multilingual African contexts with over 2,144 dialects and spoken languages, the emergence of AI agents represents a major shift in language education and communication. Although recent, these tools are increasingly used through mobile phones to support language learning, translation, and everyday communication. In informal learning settings, AI agents often complement or even substitute traditional teaching by providing immediate access to vocabulary, translation, and writing support in multilingual communication contexts. This study analyses the appropriation of AI in language translation and communication, as well as their potential role in the integration and preservation of local and endangered languages. It adopts a qualitative ethnographic approach based on observations and semi-structured interviews with 12 users of AI tools for language-related purposes in Côte d’Ivoire. The findings highlight benefits including improved access to language resources, enhanced communication, and increased opportunities for integrating local languages into indigenous practices, alongside challenges such as limited digital literacy, lack of contextual adaptation, ethical concerns, and the risk of addiction. The study argues that AI agents can support both language learning and language preservation if integrated into structured pedagogical and sociocultural frameworks.