

Call for Panel Proposals

ICCE Panel Proposal

Section A

Panel Title: Humanising language education in the GenAI-mediated metaverse era

Proposer(s) / Name(s), Affiliation(s) & Country(ies):

Grace Yue Qi, Massey University, New Zealand

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Abstract (maximum 200 words):

Over the last several years, the increasing ubiquity of artificial intelligence (AI) has begun to reshape language education, particularly through the convergence of generative AI (GenAI), conversational agents, and immersive or metaverse environments. Although interconnected, these technologies afford different forms of mediation: GenAI generates multimodal language and content; conversational agents enable sustained human–AI interaction and adaptive feedback; and immersive environments situate such interactions within embodied, spatial, and socially contextualised experiences. Rather than treating these developments as interchangeable, this panel examines how their distinctive and combined affordances can support—or constrain—language learning and human agency in the GenAI-mediated metaverse era. Guided by the humanistic orientation of language education (Qi, 2025) and the HUMAN framework—Humanity, Understanding, Metacognition, Agency, and Nurture (Lan, 2027)—the three presentations examine human–AI interaction through complementary theoretical, design, and pedagogical perspectives. Across the presentations, the HUMAN dimensions provide shared criteria for evaluating whether technology merely increases engagement or substantively strengthens learning, agency, critical reflection, relational connection, and wellbeing. The panel ultimately asks how responsibility and decision-making should be distributed among learners, teachers, and AI systems in human-centred language education.

Panel Members' Particulars:

Role	Name & Affiliation	Email Address	Short Biography (max. 80 words per member)
Chair & Panelist	Grace Yue Qi, Massey University	g.qi@massey.ac.nz	Dr Grace Yue Qi is an applied linguist in the areas of plurilingual education and technology-enhanced language learning at Massey University, New

			Zealand. Her research interests include language policy and planning in Australasia, plurilingual education, language teacher education, and humanistic language learning in the emerging metaverse.
Panelists	Yu-Ju Lan, National Taiwan Normal University	yujulan@gmail.com	Dr Yu-Ju Lan is a Distinguished Professor in the Department of Chinese as a Second Language at National Taiwan Normal University, Taiwan, and Director of the Situated and Immersive TELL Laboratory. Her research focuses on the integration of technologies such as AI and the metaverse in education, and the enhancement of foreign language learning and teacher training through immersive technologies.
	Daner Sun, The Education University of Hong Kong	dsun@eduhk.hk	Dr Sun Daner is an associate professor and associate head at the Department of Mathematics and Information Technology, the Education University of Hong Kong, Hong Kong SAR, China. She follows a long-term research agenda spanning ICT-supported science education, AI in education, STEM education, and higher-order thinking in interdisciplinary education.
Discussant (optional)	Grace Yue Qi	g.qi@massey.ac.nz	As noted above.

Specific Requirements for the Panel (e.g., A/V equipment): Computer, projector(s), A/V equipment for external laptop/computer connections, Microphones

ICCE 2026 Panel Proposal

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Abstract: Over the last several years, the increasing ubiquity of artificial intelligence (AI) has begun to reshape language education, particularly through the convergence of generative AI (GenAI), conversational agents, and immersive or metaverse environments. Although interconnected, these technologies afford different forms of mediation: GenAI generates multimodal language and content; conversational agents enable sustained human–AI interaction and adaptive feedback; and immersive environments situate such interactions within embodied, spatial, and socially contextualised experiences. Rather than treating these developments as interchangeable, this panel examines how their distinctive and combined affordances can support—or constrain—language learning and human agency in the GenAI-mediated metaverse era. Guided by the humanistic orientation of language education (Qi, 2025) and the HUMAN framework—Humanity, Understanding, Metacognition, Agency, and Nurture (Lan, 2027)—the three presentations examine human–AI interaction through complementary theoretical, design, and pedagogical perspectives. Across the presentations, the HUMAN dimensions provide shared criteria for evaluating whether technology merely increases engagement or substantively strengthens learning, agency, critical reflection, relational connection, and wellbeing. The panel ultimately asks how responsibility and decision-making should be distributed among learners, teachers, and AI systems in human-centred language education.

Keywords: Humanity, Language Education, AI-mediated metaverse, Learner agency, HUMAN framework

1. Rationale

While the rapid advancement of artificial intelligence (AI) is reshaping language education, it is important to note that Generative AI (GenAI), conversational agents, and immersive or metaverse environments represent related but analytically distinct forms of technological mediation. GenAI systems generate linguistic and multimodal content in response to user input; conversational agents organise such capabilities into sustained human–AI exchanges involving prompting, questioning, feedback, and adaptation; and immersive environments provide spatial, embodied, and socially situated contexts within which human–AI interaction may occur. Their convergence creates new possibilities for language learning while also raising different pedagogical and humanistic questions. These possibilities cannot be merely evaluated through increased interaction, participation, or learner engagement. A technology may make learning more interactive without necessarily strengthening language development or learner agency. This panel, therefore, asks a more demanding question: under what pedagogical conditions does AI-mediated interaction contribute to meaningful language learning while enabling learners to exercise increasing rather than decreasing control over their learning?

Inspired by the humanistic orientation of language education (Qi, 2025) and informed by Lan's (2027) HUMAN framework—Humanity, Understanding, Metacognition, Agency, and Nurture—the panel adopts a common evaluative lens across three complementary presentations. The framework examines whether AI-supported learning preserves human relationships, develops understanding, promotes metacognition, strengthens learner and teacher agency, and supports wellbeing. Through this lens, the panel considers when

adaptive feedback provides productive scaffolding or becomes excessive assistance, when AI deepens learning or replaces productive struggle, and which decisions should remain with learners and teachers. Humanising language education therefore requires evidence-informed decisions about how AI can support learning while preserving human agency, responsibility, and control.

2. Aims

This panel explores how language education can remain fundamentally human-centred while responding to the convergence of GenAI, conversational agents, and immersive learning environments. Specifically, it seeks to:

- evaluate when and how AI-supported practices contribute to language learning, learner agency, metacognition, relational connection, and wellbeing, rather than merely increasing engagement;
- implement the HUMAN framework as a shared lens for examining evidence and pedagogical design across the three presentations; and
- identify appropriate boundaries of AI mediation, including when adaptive feedback becomes excessive scaffolding and which learning and pedagogical decisions should remain under learner or teacher control.

3. Overview of the Panel

The panel brings together three scholars examining complementary dimensions of humanising language education in the GenAI-mediated metaverse era, with the HUMAN framework providing a shared analytical lens. The presentations move from humanistic orientation to interactional design and responsible practice, enabling comparison of how AI supports meaningful learning, while considering appropriate boundaries for AI-supported scaffolding and decision-making. The presentations will be followed by a 20-minute interactive discussion.

Presentation 1: *[Humanistic orientation of AI-mediated language education: Research-teaching nexus, and reflexivity]* – Grace Yue QI

This presentation introduces the theoretical foundations of humanising language education in the AI-mediated metaverse era, drawing on the humanistic orientation of language education. The HUMAN framework is introduced as a shared analytical lens for the panel, with particular attention in this presentation to Humanity, Agency, and Nurture in examining teacher identity, reflexivity, research–practice relationships, and wellbeing. The presentation considers a recent scoping review (2020-2025) on the key constructs in (language) teacher education in school contexts and discusses the connection between the humanistic orientation of language education and the empirical results stemming from the review. Empirical examples are illustrated, and a call for involving practitioner-researchers to join a dialogue is vital to explore how emerging (AI) technologies reshape the relationships among learners, educators, and digital environments. It also highlights the criticality of doing reflexivity as wellbeing for language teachers, practitioners, and researchers in the field.

Presentation 2: *[From "Response" to "Dialogue": Strategies for Creating Effective Human-AI Interaction Environments Based on Micro-Level Instructional Design]*—Daner SUN

Effective Human-AI dialogue depends on precise environmental pre-configuration. This presentation focuses on micro-level instructional scenarios, exploring how to construct dialogue spaces that stimulate students' deep thinking through carefully designed questioning pathways, interaction protocols, and feedback mechanisms aligned with explicit learning goals. Drawing on illustrative cases from human-AI interactive learning systems, it showcases current design principles and theoretical foundations, particularly the imperative of managing cognitive overload, while critically examining both positive affordances and negative pitfalls in

practice, ranging from successful scaffolding of disciplinary reasoning to risks of over-scripting, vague prompting, and uncorrected misconceptions. The presentation aims to provide educators and researchers with a replicable, goal-driven framework for human-AI interaction, ensuring that every conversational exchange contributes meaningfully to students' authentic cognitive growth in different subject domains.

Presentation 3: [Cultivating a Learner Wellbeing-Supported Ecosystem: The HUMAN Framework for Responsible AI Integration in Language Learning] – Yu-Ju LAN

The final presentation considers future directions for language education, discussing how research-informed pedagogies can prepare learners and teachers to navigate increasingly complex relationships between human and AI actors in educational settings. Recapping on the HUMAN framework (Humanity, Understanding, Metacognition, Agency, Nurture) and its potential to varying contexts, the presentation revisits how protecting relational connection, sequencing AI entry after productive struggle, and preserving learner agency can jointly sustain wellbeing. It closes by outlining an agenda for research and practice that helps language education adapt responsibly as AI's role in learning continues to grow.

4. Panel Discussion (20 minutes)

Following the presentations, the panel will engage participants in an interactive discussion centred on several critical questions:

- What evidence would demonstrate that AI is strengthening language learning, understanding, and metacognition rather than simply increasing interaction or engagement?
- When does adaptive AI feedback become excessive support that reduces productive struggle or learner agency? Which decisions should appropriately be delegated to AI, and which should remain with learners or teachers?
- How can AI-supported environments preserve meaningful human relationships, learner and teacher agency, critical reflexivity, and wellbeing while taking advantage of emerging technological affordances?

The discussion will encourage participants to share experiences from different educational contexts and collectively consider future research agendas and pedagogical innovations.

5. Expected Contribution

This panel contributes to discussions on AI in education by shifting attention from technological innovation to responsible, human-centred integration. Bringing together theoretical, empirical, and pedagogical perspectives, it examines how (Gen)AI can support language learning while promoting learner and teacher agency, wellbeing, and whole-person development. Practical implications for educators and researchers are expected to advance discussions on humanistic language education in an increasingly AI-mediated world.

References

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