



Georgia Tech · Ivan Allen College of Liberal Arts  
**School of Modern Languages**

**LING 3100 (Applications of Linguistics)**

**Instructor Information**

<b>Instructor</b>	<b>Office Hours</b>	<b>E-mail</b>
Bo Kyoung Kim, Ph.D.	By appointments <b>Office Location:</b> Swann 232F or virtual	bkim375@gatech.edu

**Communication:**

- Please feel free to contact me whenever you have questions. The easiest way to reach me is by email. If you do not hear back from me within 24 hours, please send a follow-up message. Please note that I usually do not respond to emails on Sundays.
- I will communicate with you through Canvas Announcements. Please make sure that Canvas Announcements are forwarded to your email and that you check them daily.

**Course Information**

<b>Section</b>	<b>Time</b>	<b>Place</b>
<b>LING 3100</b>	MW 11:00 AM - 12:15 PM	Cherry Emerson   Room 204

All course activities will be conducted through Canvas. There will be no scheduled class meetings.

**Humanities IMPACTS statement from the USG**

*This is a Core IMPACTS course that is part of the **Humanities** area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.*

*This course should direct students toward a broad Orienting Question:*

- *How do I interpret the human experience through creative, linguistic, and philosophical works?*

*Completion of this course should enable students to meet the following Learning Outcome:*

- *Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.*

*Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:*

- *Ethical reasoning*
- *Information literacy*
- *Intercultural competence*

## General Information

### Course Objectives

This course explores the relationship between language (and linguistic theories) and real-world domains, including language learning, education, gender, advertising, politics, law, and medicine.

By the end of the semester, students will be able to:

- Articulate major research questions, theories, and findings related to each unit topic, including first and second language acquisition, language and education, advertising, food, law, politics and power, medicine, and gender.
- Explain the empirical methods researchers use to study these issues.
- Propose and critique research-based recommendations for real-world policymakers and practitioners.
- Develop scholarly literacy by distilling, presenting, critiquing, and reviewing academic articles from diverse fields.
- Sharpen both humanistic and scientific skills by working at their intersection.
- Enhance their professional portfolios by completing a self-designed final project.
- Contribute to and benefit from a vibrant socio-intellectual community through student-driven online discussions of course content.

### Course Materials

All reading materials, lecture videos, lecture slides, and class assignments will be posted on Canvas.

### Grades

- 90s = A
- 80s = B
- 70s = C
- 60s = D
- 0-50s = F

- Grades with decimal points of 0.5 or higher will be rounded up to the nearest whole number.
- Grading follows a 100-point scale (no curve); you are not competing against one another. If everyone learns the material thoroughly and submits high-quality work, everyone can earn an A!
- Up to 3% extra credit opportunities will be available during this course.
- If you are taking this course on a Pass/Fail basis, you must achieve a grade of 70 or higher to pass.

### Evaluation

**1. Attendance/Participation: 10%**

**2. Cognitive Trace Reading Responses (8 total) & Peer Feedback: 25%**

You will select one research article from the reading list associated with the week's topic and submit a **Cognitive Trace Reading Response** (approximately 250 words). You must complete a total of **eight responses**.

**Submission 1 – Assignments (Graded, Private)**

**Canvas → Assignments → Cognitive Trace Reading Response – Week X**

Your response must include the following five sections in this order:

1. **Core Claim & Linguistic Focus**  
Identify the main claim of the article and describe one specific linguistic phenomenon discussed.
2. **Evidence & Method**  
Explain what type of data or methodology was used and how it supports the authors' argument.
3. **Personal Cognitive Trace (required)**  
Quote or paraphrase the single paragraph you found most difficult and explain why it was challenging for you personally.  
Include a personal trace such as a slide number, page number, lecture timestamp, dataset name, or screenshot description.
4. **Analytical Position**  
State one point where you agree or disagree with the authors and justify your position.
5. **Theoretical Gap**  
Identify one question the authors failed to address and explain why this gap matters.

**Responses that do not include a Personal Cognitive Trace will receive zero credit.**

**Submission 2 – Discussions (Peer Feedback, Public)**

**Canvas → Discussions → Peer Feedback – Week X**

After submitting your full response in Assignments, copy **only Section 1 (Core Claim & Linguistic Focus)** and **Section 4 (Analytical Position)** into this discussion board.

Then respond to **at least two classmates** by referring to a specific idea in their post and asking one clarifying or critical question.

Simple agreement or summary is not sufficient.

**3. Article Presentation (15%) & Peer Feedback (5%): 20%**

**Article Presentation (15%)**

Select a research article from the reading list and present the study to the class. The selection of

readings and dates is on a first-come, first-serve basis.

**Length: 10–15 minutes**

### **Required Content Structure**

Your presentation must clearly and objectively cover the following components:

- Article title, author(s), year, journal
- Research area and background
- Research questions / hypotheses
- Methods and participants
- Results
- Impact and implications of the study
- Limitations (if discussed in the paper)
- Suggested future research questions
- References

The research paper presentation should **not** entail your subjective opinion, but an **objective recount** of the paper.

### **Presentation Sign-Up Instructions**

Students must sign up for **one article presentation** during the semester.

To sign up:

1. Go to the “**Article Presentation Sign-Up**” discussion board on Canvas.
2. Choose one available article from the list in the sign-up thread.
3. Reply with your full name and the article you are claiming.

Example:

*Jason Lee – Lakoff (1995), Language & Politics*

4. Each article may be claimed by only one student. The first student to post will receive the slot.
5. You are responsible for recording and uploading your presentation video during your assigned week.

Once you sign up, you are expected to complete the presentation. If you need to change your slot, contact the instructor at least **one week in advance**.

### **Peer Feedback Discussion Post (5%):**

You must leave at least **two substantive comments on discussion** using the comment feature.

Each set of peer feedback must include:

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- One comment on the content or clarity of the presentation
- One constructive question or suggestion

### Grading Criteria

#### Presentation – 15%

- Accurate, thorough, and concise presentation of the research
- Clearly structured presentation, information easy to follow
- Relevant and appropriate discussion questions
- Professional presentation style, engaging the audience

#### Peer Feedback – 5%

- Constructive and specific comments
- Participation in classmates' presentations

### 4. Paper Review: 15%

One of the most valuable professional skills you will develop in this course is learning how to evaluate academic research. Review writing is rarely taught explicitly, yet it is essential for work in academia and many professional fields. This assignment guides you step by step through that process.

To make the task manageable, the paper review is completed in **three short stages over one week**.

#### Article Selection

- Choose **one article** to review.
- You may select either:
  - an article from our course readings, **or**
  - an article outside the course (published **2015–2025**) that addresses a research question in linguistics or its applications.
- **You may not review the article used for your oral presentation.**

#### STAGE 1: Methods Snapshot (150 words)

You will briefly describe how the study was conducted and identify **one methodological limitation**.

Address:

- What type of data, participants, or corpus does the study use?
- What is one specific methodological weakness or limitation?
- Why does this issue matter for the validity of the study?

**Due:** Tuesday, 11:59 PM

**STAGE 2: Contribution & Significance (150 words)**

You will explain **what the article contributes to the field** and why it matters.

Address:

- What is the main contribution of this article?
- Who is the intended scholarly audience?
- Why does this study matter beyond its immediate topic?

**Due:** Thursday, 11:59 PM

**STAGE 3: Final Review (500–600 words)**

Using your earlier work, you will write a complete academic-style paper review.

Your review should include:

- One paragraph summarizing the article (research question, participants, methods, main results, and contribution).
- One sentence on the intended audience and significance
- One to two paragraphs providing an overall evaluation of the work, ending with a clear recommendation:
  - Reject
  - Revise and resubmit
  - Accept with major revisions
  - Accept with minor revisions
  - Accept as is
- One paragraph justifying your recommendation.
  - If you recommend revisions, specify what must be improved.
  - If you recommend rejection, explain how the project could be improved for future submission.
- (Optional) A short list of minor comments on style or formatting.

Your review does not need to be positive, but the tone must remain collegial, specific and constructive.

**Due:** Sunday, 11:59 PM

**Grading Criteria**

<b>Category</b>	<b>What we look for</b>
Methodological Critique	Identifies a specific design choice (e.g., participant selection, corpus construction, variable operationalization) and explains why it weakens or strengthens the study.
Contribution Analysis	Clearly explains how the article advances knowledge beyond prior work, not just what it studies.
Integrative Evaluation	Demonstrates synthesis across Stage 1 and Stage 2 by resolving tension between weaknesses and contributions.

Epistemic Accountability	Shows awareness of uncertainty, limitations, or alternative interpretations rather than presenting the paper as unproblematically correct.
Academic Writing Quality	Writing is precise, coherent, and appropriately cautious in tone.

## 5. Final Project Proposal & Annotated Bibliography: 5%

Submit a paragraph that describes your idea for the final project plus a list of at least 5 academic articles related to the topic of your final project [found on Google Scholar, NOT limited to this class's reading list!]. Provide a few detailed bullet-point notes on each one showing that you've read it carefully and understand the contribution of the article for your final project.

### **Part 1. Project Proposal (1–2 paragraphs)**

Your proposal must address all of the following:

- Your **tentative research topic** and why you chose it
- One idea you initially had that you have **already revised or abandoned**, and why
- One research decision you are currently uncertain about and what information you still need

### **Part 2. Annotated Bibliography (minimum 5 scholarly sources)**

For each source, provide **4 detailed bullet points**:

- What the article is about (research question, method, main finding)
- What you originally **assumed** about this topic before reading the article
- What this article made you **rethink or correct**
- How this article will **change the direction or design** of your final project

Grading categories are:

- Creativity
- Specificity
- Depth of engagement
- Coherence
- Completeness

Possible course projects include:

- A literature review: Identify a research topic and insightfully synthesize what's known, what's debated, what's unknown, and what's important about the topic. [Should be organized thematically, not paper-by-paper.] Should use at least 7 sources.
- Motivate & design a study/experiment: Articulate a research question/hypothesis you want to answer and identify a methodology to go about answering it. Collect and analyze some preliminary data; discuss how the data illuminates your research question/hypothesis. Also discuss how the study would advance our knowledge on the research area. 5 sources ok
- Articulate a research question and present a thesis that answers it. Contextualize your thesis

within prior literature and explain its significance. 5 sources ok

## 6. Final Project Presentation & Peer Feedback: 10%

You will present an **8–10 minute final project**. You must present your project in its **final stage** and include the following components: **introduction, motivation, research question(s), method, results, discussion, and conclusion.**

This presentation is **different from the Article Presentation**. Here, you must present your **course project**, not a research article. This is **not a prospectus presentation**.

Your presentation must include the following **five sections**:

1. **Project Trajectory (required)**  
Describe one idea you abandoned or revised and explain why it failed.
2. **Research Question(s)**  
State your final research question(s) and how they differ from your original plan.
3. **Method & Evidence**  
Explain how you collected or analyzed your data and what did not work as expected.
4. **Results & Interpretation**  
Present your findings and one unresolved issue.
5. **Next Step Reflection**  
Explain what you would do differently if you continued this project.

You are also expected to comment, specifically and constructively, on all other classmates' presentations.

Grading categories are:

### **Presentation (8%)**

- Concise presentation of final project
- Clearly structured slides / handout, information easy to follow
- Professional presentation style, engaging the audience

### **Peer feedback (2%)**

- Completion

## 7. Final Project Writeup: 15%

The final step of your project is a written paper in academic style (approximately 1,000 words, no bullet points, no colloquial language). Your paper must include a title, subheadings, introduction, research question(s), methodology, results, discussion, conclusion, and bibliography (use one citation style consistently).

**In addition, your paper must include a section titled *Cognitive Trajectory* in which you describe:**

- One idea you originally had that you revised or abandoned
- What evidence or feedback led you to change direction

- One unresolved question that remains

Your final paper must reflect the feedback you received on your project presentation.

Grading categories are:

- Clear, thorough, and professional academic writeup
- Evidence of intellectual development across the semester
- Attention to detail, depth of information, and specificity
- Logical organization and coherence

### **8. Research Engagement: Extra Credit**

You may earn up to **4 extra credit points** by participating in approved research- or culture-related activities during the semester.

Eligible activities include:

- **Participation in a linguistics research study or experiment** (e.g., surveys, lab studies, corpus annotation tasks) – **2 points per activity**
- Attendance at a linguistics talk, language-related workshop, or cultural event on campus – **1 point per activity**

To receive credit, submit a **150-word reflection** describing what you learned and how the activity connects to course content.

You may complete up to **two research engagements** in total.

Extra credit points are added on top of your final course grade.

Students enrolled in more than one LING course may not double-count the same activity for multiple classes.

Eligible events and studies will be announced via Canvas.

Students who are taking more than one LING class **cannot double count** their research engagements.

### **Course Etiquette**

#### ***Lecture recordings, Class materials and Required Permissions***

Lecture recordings, class materials, and other materials (such as, students' presentations) posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

- Under the Georgia Tech Student Code of Conduct, unauthorized use of a Georgia Tech instructor's intellectual property, including course materials, and such use includes marketing or selling the intellectual property, constitutes academic misconduct and is a violation of the

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Georgia Tech Student Code of Conduct. See Section D. Prohibited Academic Conduct act #9 in the Georgia Tech Student Code of Conduct.

- Same applies to the files/ text entries that are uploaded to Canvas by students in this class.

***Attendance***

Attendance is based on the completion of weekly learning process log. Failure to submit it as one absence.

***Late work***

Reading responses are due by Sunday at 11:59 PM of the specified week. All other written work is due by Saturday 11:59 pm of the specified week. If you need more time for an assignment, please contact me **in advance** to discuss an **extension**. Late work without prior notification will receive a 10% deduction for every late day. If you fall behind, please take your case to the Dean of Students and ask them to email me.

***Use of AI / outside help***

I realize that we are living in the age of AI and that this is a critical time when we must hone what is unique to us humans and the scholarship of the Humanities as laid out in the Core IMPACTS (see above). Therefore, everything you produce and submit as part of this class must be **your own work / idea / thought**. The learning goal of this course is to develop your critical and analytical thinking skills, a highly demanded skill by employers, and **not** your skills in AI prompt engineering. You are **not allowed** to submit something as your own work that is AI-generated or has been created with the help of someone outside (e.g., tutors, friends, AI tools etc.) without prior notification. **If you use AI tools or outside help in a different way, you must document the use transparently**. Non-disclosure of outside help and my **subjective suspicion** of potential AI use may result in 0% of the assignment's grade. Using AI in this class defeats your purpose of learning.

**Policies and Links**

- [Georgia Tech Honor Code](#)
  - Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.
- [Georgia Tech's student-faculty expectations](#)
  - We all have a right to be treated with respect and professionalism, and a responsibility to treat others the way we want to be treated.
- [Resources for student success](#)
  - Don't struggle alone with school; there are resources to help you!
- [Resources for student mental health](#)
  - Don't struggle alone with mental health; there are resources to help you!
- [Diversity Statement of the Ivan Allen College of Liberal Arts](#)
  - We are committed to a diverse, inclusive, anti-racist environment where all students feel welcome and where we work to correct past and present injustices.
- [Office of Disability Services](#)
  - Students with disabilities are very welcome in this class. Please contact ODS to make the class more accessible for you.
- [Growth Mindset Wikipedia page](#)

- Your mind is a muscle that grows with exercise. Don't say "I can't do that," say "I can't do that *yet*."

### **Articles for presentations**

*You have a lot of choice in what you read (by design) so that you can customize this course to your own interests; please enjoy this autonomy and use it to your advantage! Through article presentations and discussions (on Canvas), your classmates will also teach you about the articles you didn't read yourself.*

*These articles were written by people with PhDs for an audience of professional academics. These are challenging articles, and it is okay if you do not understand them yet! Please approach the reading with a **growth mindset** and recognize that confusion is part of learning. If you are intimidated, try to focus on the abstract, introduction, and conclusion to grasp the take-home point.*

*It may also help to look up the author(s) to understand how the paper fits into their research agenda, and to explore the paper's citation history on Google Scholar to understand how it fits into the wider literature.*

### **L1 acquisition**

1. Adult reformulations of child errors as negative evidence (Chouinard & Clark 2001, *Journal of Child Language*)
2. Early Language Experience in a Tzeltal Mayan Village (Casillas et al 2020, *Child Development*)
3. The semantics and pragmatics of belief reports in preschoolers (Lewis et al 2012, *Semantics and Linguistic Theory Conference*)
4. Enriching home language environment among families from low-SES backgrounds: A randomized controlled trial of a home visiting curriculum (Leung et al 2020, *Early Childhood Research Quarterly*)
5. Child-directed speech: relation to socioeconomic status, knowledge of child development and child vocabulary skill (Rowe 2008, *Journal of Child Language*)
6. Word rich or word poor? Deficit discourses, raciolinguistic ideologies and the resurgence of the 'word gap' in England's education policy (Cushing 2022, *Critical Inquiry in Language Studies*)
7. On differences and deficits: A critique of the theoretical and methodological underpinnings of the word gap (Kuchirko 2019, *Journal of Early Childhood Literacy*)

### **L2 acquisition**

1. Non-Māori-speaking New Zealanders have a Māori proto-lexicon (Oh et al 2020, *Nature Scientific Reports*)
2. The robustness of critical period effects in second language acquisition (DeKeyser 2000, *Studies in Second Language Acquisition*)
3. Personality and speech production: a pilot study of second language learners (Dewaele & Furnham 2000, *Personality and Individual Differences*)
4. Acculturation and English proficiency among adult newcomer immigrant ESL learners in Canada across language instruction methods (Jasemi et al 2025, *International Journal of Bilingualism*)

5. Lexical effects on second language grammar acquisition: Testing psycholinguistic and neurocognitive predictions (Hopp et al 2025, *Language Learning*)
6. Brain potentials reveal unconscious translation during foreign-language comprehension (Thierry & Wu 2007, *PNAS [Proceedings of the National Academy of Sciences of the United States of America]*)

### **Language & gender**

1. Men's Identities and Sociolinguistic Variation: The Case of Fraternity Men (Kiesling 2002, *Journal of Sociolinguistics*)
2. 'Like' and language ideology: Disentangling fact from fiction (D'Arcy 2014, *American Speech*)
3. The whole woman: Sex and gender differences in variation (Eckert 1989, *Language Variation and Change*)
4. Iconization of Sociolinguistic Variables: The Case of Archetypal Female Characters in Classic Hollywood Cinema (Jeong 2017, chapter of the book *Dimensions of Iconicity*)

### **Language & law**

1. Private language, public laws: The central role of legislative intent in statutory interpretation (Solan 2004, *Georgetown Law Journal*)
2. The meaning of original meaning (Greenberg & Litman 1998, *Georgetown Law Journal*)
3. Just semantics: The lost readings of the Americans with Disabilities Act (Anderson 2008, *Yale Law Journal*)
4. The language of consent in police encounters (Nadler & Trout 2009, *Oxford Handbook on Linguistics and Law*)
5. Testifying while Black: An experimental study of court reporter accuracy in transcription of African American English (Jones et al 2019, *Language*)
6. Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond (Rickford & King 2016, *Language*)
7. Leading questions and the eyewitness report (Loftus 1975, *Cognitive Psychology*)

### **Language & politics/power**

1. Code words in political discourse (Khoo 2017, *Philosophical Topics*)
2. Pragmatics and the social life of the English definite article (Acton 2019, *Language*)
3. That straight talk: Sarah Palin and the sociolinguistics of demonstratives (Acton & Potts 2014, *Journal of Sociolinguistics*)
4. Metaphor, morality, and politics, or, why conservatives have left liberals in the dust (Lakoff 1995, *Social Research*)
5. A Framework for the Computational Linguistic Analysis of Dehumanization (Mendelsohn et al 2020, *Frontiers in Artificial Intelligence*)
6. The social meaning of stylistic variability: Sociophonetic (in)variance in United States presidential candidates' campaign rallies (D'Onofrio & Stecker 2020, *Language in Society*)

### **Language & health**

1. Interns over-estimate the effectiveness of their hand-off communication (Chang et al 2010, *Pediatrics*)

2. Translation is not enough: Interpreting in a medical setting (Haffner 1992, *Western Journal of Medicine*)
3. Communication through interpreters in healthcare: Ethical dilemmas arising from differences in class, culture, language, and power (Kaufert and Putsch 1997, *Journal of Clinical Ethics*)
4. A machine learning approach to predicting psychosis using semantic density and latent content analysis (Rezaii et al 2019, *Schizophrenia*)
5. Notes on the sociology of medical discourse: The language of case presentation (Anspach 1988, *Journal of Health and Social Behavior*)

### **Language & AI**

1. The Butterfly Effect in artificial intelligence system: Implications for AI bias and fairness (Ferrara 2024, *Machine Learning with Applications*)
2. Asking an AI for salary negotiation advice is a matter of concern: Controlled experimental perturbation of ChatGPT for protected and non-protected group discrimination on a contextual task with no clear ground truth answers (Geiger et al 2025, *PlosOne*)
3. Artificial Intelligence, Language, and the Study of Knowledge (Goldstein & Paper 1977, *Cognitive Science*)
4. Artificial intelligence and human translation: A contrastive study based on legal texts (Moneus and Sahari 2024, *Heliyon*)
5. Artificial Intelligence (AI) Ethics: Ethics of AI and Ethical AI (Siau and Wang 2020, *Journal of Database Management*)

### **Language & advertising**

1. Evidence that gendered wording in job advertisements exists and sustains gender inequality (Gaucher et al 2011, *Journal of Personality and Social Psychology*)
2. Creating Brand Names With Meaning: The Use of Sound Symbolism (Klink 2000, *Marketing Letters*)
3. Constructing healthy food names: On the sound symbolism of healthy food (Motoki et al 2021, *Food Quality and Preference*)
4. Chinese brand naming: From general principles to specific rules (Huang & Chan 1997, *International Journal of Advertising*)

### **Language & food**

1. Linguistic markers of status in food culture: Bourdieu's distinction in a menu corpus (Jurafsky et al 2017, *Journal of Cultural Analytics*)
2. Talking about wine (Lehrer 1975, *Language*)
3. Psychology of novice and expert wine talk (Solomon 1990, *American Journal of Psychology*)
4. How Changing Lifestyles Impact Seri Smellscapes and Smell Language (O'Meara & Majid 2016, *Anthropological Linguistics*)

### **Language & names**

1. Modeling language change in English first names (Williams & Renwick 2022, *Proceedings of the Linguistic Society of America conference*)

- This paper does not use enough specific examples of names representing each phenomenon discussed. Please make sure to find some examples when you present/summarize this paper!
- 2. Sound Symbolic Patterns in Pokémon Names (Kawahara et al 2018, *Phonetica*)
- 3. Distinctive African American Names: An Experimental, Historical, and Linguistic Analysis of Innovation (Liebersohn & Mikelson 1995, *American Sociological Review*)
- 4. The causes and consequences of distinctly Black names (Fryer & Levitt 2004, *Quarterly Journal of Economics*)
- 5. ‘Call me “Katy” instead of “Yueyun”’: English names among Chinese international students in Canada (Zhang & Noes 2022, *Journal of Multilingual and Multicultural Development*)

### **Bilingualism & education**

1. Content Analysis of Textbooks via Natural Language Processing: Findings on Gender, Race, and Ethnicity in Texas U.S. History Textbooks (Lucy et al 2020, *AREA [American Educational Research Association] Open*)
2. Sociolinguistic labor, linguistic climate, and race(ism) on campus: Black college students’ experiences with language at predominantly white institutions (Holliday & Squires 2020, *Journal of Sociolinguistics*)
3. Monolingual Language Ideologies and the Idealized Speaker: The “New Bilingualism” Meets the “Old” Educational Inequities (Chang-Bacon 2021, *Teachers College Record*)
4. A critical review of bilingual education in the United States: From basements and pride to boutiques and profit (Flores & Garcia 2017, *Annual Review of Applied Linguistics*)
5. Code-switching and the optimal grammar of bilingual language use (Bhatt & Bolonyai 2011, *Bilingualism: Language and Cognition*)

### **Intercultural communicative competence & pragmatic competence**

1. A model for intercultural communicative competence (Byram 2021)
  - This paper does not use enough specific examples of each aspect of ICC. Please make sure to find some examples when you present/summarize this paper!
2. Intercultural competence and harmonious intercultural relations: Interdisciplinary perspectives and insights (Spencer-Oatey 2022, *Conflict Management and Intercultural Communication: The Art of Intercultural Harmony*)
3. Requests and apologies in two languages among bilingual speakers: A comparison of heritage English speakers and English- and Hebrew-dominant bilinguals (Bar On & Meir 2022)
4. Dual identities? Transnational identities? Psychological acculturation research in dialogue with discursive approaches to the identity work of individuals with a migration background (Jacobs et al. 2022)
5. Can ChatGPT recognize impoliteness? An exploratory study of the pragmatic awareness of a large language model (Andersson & McIntyre 2025, *Journal of Pragmatics*)
6. The effects of L1 and L2 writers’ varying politeness modification in English emails on L1 and L2 readers (Hendrik et al 2023, *Journal of Pragmatics*)