



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

LING 3100 A (Applications of Linguistics)

Instructor Information

Instructor	Office Hours	E-mail
Bo Kyoung Kim, Ph.D.	By appointments Office Location: 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

Section	Time	Place
LING 3100	MW 11:00 AM - 12:15 PM	Skiles Room 254

This is an in-person course. Regular attendance and active participation in class meetings are expected. Course materials, assignments, and announcements will be available through Canvas.

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 discussions and collaborative activities.

Course Materials

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

Grades

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

Regular attendance and active participation are essential in this course. Attendance will be recorded during class meetings. Participation includes contributing to class discussions, small-group activities, peer feedback, and other in-class exercises.

Students are expected to come to class having completed the assigned readings and prepared to engage with the course material.

Occasional brief reflection or learning-process activities may be used to help you monitor your own understanding and development.

2. Cognitive Trace Reading Responses (8 total): 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 by November 22**.

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. In-Class Article Presentation (15%) & Peer Feedback (5%): 20%

Article Presentation (15%)

You will select one research article from the reading list and give a **10–15 minute in-class presentation**. The selection of readings and presentation dates is on a first-come, first-served basis.

Your presentation should clearly and objectively cover:

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

The presentation should focus on an **objective summary and explanation of the research**, rather than your personal opinion.

At the end of your presentation, prepare **at least two discussion questions** related to the article. You will briefly lead your classmates in discussing these questions in small groups and/or as a whole class.

Presentation Sign-Up

Sign up for one article and presentation date through Canvas. Each article may be claimed by only one student. Once you sign up, you are expected to present on your assigned date.

Peer Feedback (5%)

An important part of this assignment is learning from and responding to your classmates' presentations.

For each article presentation, you are expected to:

- Participate actively in the post-presentation discussion.
- Ask questions, make connections to course concepts, or contribute relevant observations.

- Post a brief, specific, and constructive comment or question in the corresponding **Canvas Discussion** after the presentation.

Your Canvas feedback does not need to be long. **Two or three thoughtful sentences are sufficient.** Rather than simply saying that you liked the presentation, identify something specific that you learned, found interesting, would like clarified, or would like to explore further.

Grading Criteria

Presentation — 15%

- Accurate, thorough, and concise explanation of the research
- Clear organization and easy-to-follow presentation
- Effective use of examples and/or visual materials
- Relevant and thoughtful discussion questions
- Professional and engaging presentation style

Peer Feedback — 5%

- Active participation in classmates' presentations and discussions
- Specific, thoughtful, and constructive questions or comments
- Consistent completion of Canvas peer feedback

4. Paper Review: 15%

One of the most valuable professional skills you will develop in this course is learning how to evaluate academic research. This assignment gives you practice reading a research article critically and writing an academic-style peer review similar to those used for scholarly journals.

Article Selection

Choose one article to review. You may select:

- an article from our course readings, or
- an article outside the course that addresses a research question in linguistics or its applications.

You may not review the article used for your in-class presentation.

Stage 1: Review Preparation

Before writing your final review, submit a brief review preparation sheet addressing the following:

- What is the article's main research question and contribution?
- What type of data, participants, corpus, or other evidence does the study use?
- Is the study well designed for the research question? Identify at least one methodological strength and/or limitation.
- What is missing, unclear, or insufficiently addressed in the article?

- Who is the intended audience for this research, and what is the significance of the study for that audience?
- What is one specific question or concern you would raise as a reviewer?
- Based on your initial evaluation, what publication recommendation would you make, and why?

This stage is designed to help you prepare for the final review and will be graded primarily for completion and thoughtful engagement.

Stage 2: Final Review (500–600 words)

Write an academic-style peer review that includes:

- A concise summary of the research question, methods, main findings, and contribution
- A brief assessment of the study's significance and potential audience
- An evaluation of the study's methodological strengths and/or limitations
- Identification of important gaps, unclear points, or areas that need improvement
- A clear overall recommendation:
 - Reject
 - Revise and resubmit
 - Accept with major revisions
 - Accept with minor revisions
 - Accept as is
- A clear, evidence-based justification for your recommendation
- If you recommend revisions, specific suggestions for what the author(s) should change or improve

Your review does not need to be positive. However, your evaluation should be **collegial, specific, evidence-based, and constructive**. Critique the research rather than the researchers, and support your evaluation with concrete examples from the article.

Grading will emphasize:

- Accurate understanding of the research and its contribution
- Quality and specificity of methodological critique
- Identification of meaningful strengths, limitations, and gaps
- Quality and justification of the overall recommendation
- Awareness of the study's significance, audience, and uncertainty
- Specific and constructive suggestions for improvement
- Clear, professional, and collegial academic writing

5. Final Project Proposal & Annotated Bibliography: 5%

This assignment is designed to help you begin developing your final project and to show how your ideas are changing as you engage with scholarly research.

Submit a **1–2 paragraph project proposal** and an **annotated bibliography of at least five scholarly sources** related to your final project topic. Your sources should come from

academic research beyond the course reading list when appropriate; Google Scholar is a useful place to begin your search.

Part 1. Project Proposal (1–2 paragraphs)

Your proposal should address all of the following:

- Your **tentative research topic or question** and why you chose it
- One idea, assumption, or direction you initially considered but have **already revised, narrowed, or abandoned**, and why
- One research decision or question you are still **uncertain about**, and what additional information or evidence you need

Your topic may continue to change after this assignment. The goal is to demonstrate thoughtful development, not to have a completely finalized project.

Part 2. Annotated Bibliography (minimum 5 scholarly sources)

For each source, provide **four detailed bullet points** addressing:

- What the article is about: its research question, method or evidence, and main finding or argument
- What you expected, assumed, or understood about the topic **before reading this source**
- What the source made you **rethink, refine, question, or correct**
- How the source will **inform, refine, or change** your final project

Your annotations should demonstrate that you have read and engaged with each source rather than simply copied or paraphrased the abstract.

Grading Criteria

- Creativity and intellectual curiosity
- Specificity
- Depth of engagement with the scholarly sources
- Coherence between the proposal and bibliography
- Evidence of developing or revising your thinking
- Completeness

Possible Final Project Formats

Literature Review

Identify a research topic and synthesize what is known, what is debated, what remains unknown, and why the topic matters. Your review should be organized **thematically rather than article by article** and should use at least **seven scholarly sources**.

Research Study or Experiment Design

Develop a research question or hypothesis and identify an appropriate methodology for investigating it. You may collect and analyze a small amount of preliminary data and discuss how the evidence relates to your research question. Explain how the proposed study could contribute to existing knowledge. At least **five scholarly sources** are expected.

Research Question + Thesis

Develop a focused research question and present a thesis that answers it. Situate your argument within previous research and explain its significance. At least **five scholarly sources** are expected.

6. Final Project Presentation & Peer Feedback: 10%

You will give an **8–10 minute in-class presentation** of your final project.

Your presentation should show how your project developed over the semester and clearly explain your final research question, evidence, findings or conclusions, and remaining questions.

Your presentation must include the following five sections:

1. **Project Trajectory**
Describe one idea, assumption, or direction you revised or abandoned and explain what led you to change it.
2. **Research Question(s)**
State your final research question(s) and briefly explain how they differ from your original plan.
3. **Method & Evidence**
Explain how you selected, collected, or analyzed your **data, sources, or other evidence**. Describe any methodological choices, challenges, or unexpected issues you encountered.
4. **Results & Interpretation**
Present your main findings, arguments, or conclusions and explain what they mean. Identify at least one limitation, uncertainty, or unresolved issue.
5. **Next-Step Reflection**
Explain what you would revise, investigate, or do differently if you continued the project.

You may use PowerPoint or another appropriate visual format. Please upload your presentation slides to Canvas by the beginning of your presentation day.

Peer Feedback

You are expected to engage actively with your classmates' final project presentations.

During and after the presentations, you should:

- Ask thoughtful questions
- Make connections to course concepts or related research
- Identify something you found particularly useful, interesting, or important

- Offer specific and constructive feedback that could help the presenter strengthen the final written project

Peer feedback should be respectful, specific, and focused on the project rather than the presenter.

Grading Criteria

Presentation — 8%

- Clear and concise explanation of the final project
- Logical organization and effective visual support
- Clear explanation of the research question, method, evidence, and findings or conclusions
- Evidence of intellectual development across the semester
- Thoughtful interpretation of results, limitations, and uncertainty
- Professional and engaging presentation style

Peer Feedback — 2%

- Active participation in classmates' presentations
- Specific, thoughtful, and constructive questions or comments
- Feedback that is useful for revision of the final written project

7. Final Project Writeup: 15%

The final step of your project is a written paper in academic style of approximately **1,000 words**. Your paper should use full prose rather than bullet points and should avoid colloquial language.

Your paper must include:

- A clear title
- Appropriate subheadings
- Introduction and background
- Research question(s)
- Methodology, analytical approach, or sources of evidence
- Results, findings, or central argument
- Discussion and interpretation
- Conclusion
- Bibliography

Use one citation style consistently throughout the paper.

Cognitive Trajectory

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

- One idea, assumption, or direction you originally had that you later revised or abandoned
- What evidence, course material, research, or feedback led you to change direction
- One unresolved question, limitation, or uncertainty that remains

This section should show how your thinking developed over the semester rather than simply describing the final version of your project.

Your final paper must also reflect and respond to the feedback you received on your project presentation.

Grading Criteria

- Clear, thorough, and professional academic writing
- Clear explanation of the research question, evidence, and conclusions
- Evidence of intellectual development across the semester
- Thoughtful incorporation of presentation feedback
- Attention to detail, depth of information, and specificity
- Logical organization and coherence
- Consistent and appropriate citation practices

8. Research Engagement: Extra Credit

You may earn up to **3 extra credit points** by participating in approved linguistics research-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 an approved **linguistics research talk, seminar, or research-related workshop** — **1 point per activity**

To receive credit for a research talk, seminar, or workshop, 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** during the semester, with a maximum of **3 extra credit points total**.

Extra credit points are added to your final course grade.

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

Eligible research opportunities will be announced through Canvas.

Course Etiquette

Class Materials and Recordings

Course materials, slides, recordings (when available), and student work shared through Canvas are intended solely for students currently enrolled in this course.

Unauthorized sharing, distribution, recording, sale, or commercial use of course materials is prohibited and may constitute a violation of the Georgia Tech Student Code of Conduct.

The same expectations apply to files, presentations, discussion materials, and other work shared by students in this class.

Attendance and Participation

Regular attendance and active participation are expected because much of the learning in this course takes place through in-class discussion, analysis, presentations, and collaborative activities.

Attendance will be recorded during class meetings. Participation includes contributing to class discussions, small-group activities, peer feedback, and other in-class exercises.

If you must miss class for an excused reason, please communicate with me as soon as possible and make arrangements to catch up on missed material.

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 (Lieberson & 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*)