

The 30th PAAL International Conference

**Applied Linguistics across the Pan-Pacific:
Celebrating 30 Years of Practice and Progress**

Date **August 19 (WED) – 20 (THU), 2026**

Venue **International Studies Hall,
Korea University, Seoul, Korea**



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Pan-Pacific Association of Applied Linguistics

The 30th PAAL International Conference

Applied Linguistics across the Pan-Pacific: Celebrating 30 Years of Practice and Progress

August 19 (Wed)–20 (Thu), 2026
International Studies Hall, Anam Campus
Korea University, Seoul, Korea
Registration Desk: In front of Room 321, International Studies Hall

Hosted by
The Pan-Pacific Association of Applied Linguistics

Organized and Sponsored by
The Institute of British and American Studies,
Korea University



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About PAAL

The Pan-Pacific Association of Applied Linguistics (PAAL) is a nonprofit international organization of researchers who work on English education and applied linguistics in Asian and Pan-Asian contexts. PAAL also welcomes researchers in related fields such as foreign language and literature education.

The Pan-Pacific Association of Applied Linguistics (PAAL) is a joint association between PAAL Japan and PAAL Korea, and the journal is indexed in Linguistics and Language Behavior Abstracts (LLBA), Education Resources Information Center (ERIC) and Korea Citation Index(KCI).

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OPENING ADDRESS

It is my great pleasure to welcome you to the 30th PAAL International Conference, “*Applied Linguistics across the Pan-Pacific: Celebrating 30 Years of Practice and Progress*.” This year’s conference is especially meaningful as we celebrate three decades of scholarly exchange, collaboration, and community-building across the Pan-Pacific region and beyond.

We are especially honored that Professor Emerita Kyung-Ja Park of Korea University and Professor Emerita Michiko Nakano of Waseda University will join us as Special Featured Speakers for this anniversary conference. Their presence makes this 30th conference particularly meaningful.

This anniversary also has special personal significance for me. I first participated in PAAL in its early years, in 1997, when I was a first-year graduate student. At the time, I could hardly have imagined that I would one day be standing here as Conference Chair for PAAL’s 30th conference. Having watched PAAL grow and develop over the years, it is particularly meaningful for me to be part of this anniversary celebration. This year, the conference includes 102 presentations, with 72 oral presentations and 30 posters. This reflects the vitality of the field and the strong engagement of our scholarly community.

We are also deeply honored to welcome Professor William O’Grady of the University of Hawai‘i at Mānoa as our keynote speaker. His scholarship has profoundly shaped the field and inspired many researchers over the years, and his mentorship and intellectual influence have been personally meaningful to me as well. It is a particular pleasure to welcome him to PAAL 2026 on this special occasion.

I would also like to express my sincere appreciation to this year’s Organizing Committee. I am especially grateful to Professor Hikyoung Lee for her leadership, to Professor Minyoung Cho for taking on the many practical responsibilities of serving as our site chair, and to Professor On-Soon Lee for her dedicated work overseeing the financial side of the conference.

I would also like to recognize the students who have contributed so much of their time and energy to preparing for this conference: Hyeji Yoon, Jiye Lee, Yoonjoo Na, Boeun Seo, Chengyu Wang, Xinyang Liu, Seungeun Lee, and Jaeseok Yu. Thank you all for your hard work and support. A conference of this size simply could not happen without you.

I hope PAAL 2026 offers a productive and meaningful space for intellectual exchange, new connections, and future collaboration.

Thank you, and welcome to PAAL 2026.

Nayoung Kwon

Chair, PAAL 2026 Organizing Committee
University of Oregon

WELCOMING ADDRESS

Welcome to the 30th PAAL International Conference!

It is my great pleasure to welcome all PAAL members; our founding honorary presidents, Professor Kyung-Ja Park and Professor Michiko Nakano; PAAL Japan Co-President Professor Kazuharu Owada; members of the PAAL Board; our distinguished keynote speaker, Professor William O'Grady; and all presenters and participants. Thank you for joining us for the 2026 PAAL International Conference.

PAAL was founded in 1996 through the vision and collaborative efforts of Professor Kyung-Ja Park of Korea University and Professor Michiko Nakano of Waseda University. Since then, it has grown into a respected international community for scholars of applied linguistics. Our journal, *The Journal of PAAL*, is now indexed in major international databases, and our annual conference continues to bring together researchers from Korea, Japan, and around the world.

This year is especially meaningful as we celebrate the 30th anniversary of PAAL. This milestone reflects the dedication and contributions of everyone who has supported our association over the past three decades. Although PAAL is a relatively small association, it has fostered outstanding scholarship, meaningful collaboration, and lasting professional friendships. As we celebrate our achievements, we also look forward to the future and to the continued advancement of applied linguistics.

I would also like to express my sincere gratitude to the Office of Research, the Institute of British and American Culture, and the College of Liberal Arts at Korea University for their generous support in making this conference possible.

Thank you once again for your participation and support. I wish you a productive, inspiring, and enjoyable conference.

Hikyoungh Lee
Co-President of PAAL
Korea University

The 30th PAAL International Conference

**"Applied Linguistics across the Pan-Pacific:
Celebrating 30 Years of Practice and Progress"**

August 19 (Wed)–20 (Thu), 2026
International Studies Hall, Anam Campus
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Registration Desk: In front of Room 321, International Studies Hall

CONFERENCE SCHEDULE AT A GLANCE

DAY 1 (August 19, 2026)

09:00–	REGISTRATION Registration Desk: In front of Room 321
09:30–09:50	OPENING CEREMONY (Room 214) Opening address: Nayoung Kwon (University of Oregon) Welcoming address: Hikyoung Lee (Korea University) Moderator: Minyoung Cho (Korea University)
09:50–10:50	SPECIAL FEATURED TALK (Room 214) Prof. Kyung-Ja Park (Professor Emerita, Korea University) Prof. Michiko Nakano (Professor Emerita, Waseda University) Moderator: Hikyoung Lee (Korea University)
10:50–11:10	COFFEE BREAK
11:10–12:25	CONCURRENT SESSION I KICE Session (Room 110) Session D1.C1.A (Room 308) Session D1.C1.B (Room 309) Student Session D1.C1.C (Room 108B) Student Session D1.C1.D (Room 108C)
12:25–13:25	LUNCH KU Cafeteria (Student Union Building 2F)
	RESEARCH ETHICS EDUCATION (Rm 308) Hyun-Jin Kim (University of Suwon)
	PAAL BOARD MEETING (Rm 110)
13:25–14:45	POSTER SESSION I (Room 317 & 318)
14:45–16:25	CONCURRENT SESSION II Session D1.C2.A (Room 110, until 16:00) Session D1.C2.B (Room 308) Session D1.C2.C (Room 309) Student Session D1.C2.D (Room 108B) Student Session D1.C2.E (Room 108C, until 16:00)

CONFERENCE SCHEDULE AT A GLANCE

DAY 2 (August 20, 2026)

09:00–	REGISTRATION Registration Desk: In front of Room 321
09:00–09:50	CONCURRENT SESSION I Zoom Session D2.C1.A (Room 110) Session D2.C1.B (Room 308) Session D2.C1.C (Room 309) Session D2.C1.D (Room 108B) Session D2.C1.E (Room 108C)
09:50–10:00	COFFEE BREAK
10:00–11:00	KEYNOTE SPEECH (Room 214) Prof. William O’Grady (University of Hawai’i at Mānoa) Moderator: Sang-Gu Kang (Kangwon National University)
11:00–11:10	COFFEE BREAK
11:10–12:25	CONCURRENT SESSION II Student Zoom Session D2.C2.A (Room 110) Session D2.C2.B (Room 308) Session D2.C2.C (Room 309) Session D2.C2.D (Room 108B) Student Session D2.C2.E (Room 108C)
12:25–13:25	LUNCH KU Cafeteria (Student Union Building 2F)
13:25–14:45	POSTER SESSION II (Room 317 & 318)
14:45–16:25	CONCURRENT SESSION III Session D2.C3.A (Room 110) Session D2.C3.B (Room 308) Session D2.C3.C (Room 309) Student Session D2.C3.D (Room 108B, until 16:00) Student Session D2.C3.E (Room 108C)
16:35–16:55	CLOSING CEREMONY (Room 214) Graduate Student Presentation Awards Closing Address: Hikyoung Lee (Korea University) Kazuharu Owada (Ritsumeikan University) Moderator: Minyoung Cho (Korea University)

Detailed Schedule: DAY 1 (August 19, 2026)

KICE SESSION (Room 110)

Time	Strand	Presentation	Moderator
11:10–11:35	Korea Institute for Curriculum and Evaluation	Designing a Generative AI–Supported Writing Instruction for Korean High School Students: Teacher Perceptions and Case Analysis Soyeon Kim (Korea Institute for Curriculum and Evaluation) [In English]	Bok-Myung Chang (Namseoul Univ.)
11:35–12:00		A Comparative Study of English Textbook Development in Korea and Singapore Sung Hye Kim (Korea Institute for Curriculum and Evaluation) [In Korean]	

CONCURRENT SESSION I (11:10–12:25)

Session D1.C1.A (Room 308)

Time	Strand	Presentation	Moderator
11:10–11:35	Sociolinguistics	“Don’t be ashamed of your accent”: Scaling of accent de-shaming on social media Songqing Li (University of Macau)	Unkyoung Maeng (Ajou Univ.)
11:35–12:00		A new kind of lipstick ping pong diplomacy? A discourse analysis of Korean cheerleaders on Taiwanese baseball teams Genevieve Leung (University of San Francisco) & Kefang Yang (University of San Francisco) & Annie Hodge (University of San Francisco)	
12:00–12:25		Intergenerational Language Revival through Music: Siraya & the Onini band Kim Rockell (Komazawa University)	

Session D1.C1.B (Room 309)

Time	Strand	Presentation	Moderator
11:10– 11:35	TESOL	Academic writing socialization and agency: EAL doctoral students in English-medium higher education Matthew Sung (City University of Hong Kong)	Junghyoe Yoon (Gyeongsang National Univ.)
11:35– 12:00		Developing Multimodal Disciplinary Literacy and Intersemiotic Cohesion in Business Pitch Presentations: A Collaborative Model Yen-Liang Lin (National Taipei University of Technology)	
12:00– 12:25		From Longitudinal Survey to Learner Voice: Re-examining English for Global Citizenship Junko Imai (Juntendo University)	

Student Session D1.C1.C (Room 108B)

Time	Strand	Presentation	Moderator
11:10– 11:35	Language Acquisition	Exploring Nominalization in English academic writing: A Comparative Study of English Native and Non-native Students' Theses Yue Ting Cai (Graduate Institute of Linguistics, National Chengchi University) & Chiung Chih Huang (Graduate Institute of Linguistics, National Chengchi University)	Hyun-Jin Kim (Univ. of Suwon)
11:35– 12:00		Incidental Vocabulary Learning through Reading among Learners of Korean Sayidmurod Saydakhmat ugli Abdurahmonov (Kyungpook National University) & Donghyun Kim (Kyungpook National University)	
12:00– 12:25		PHaVE 2.0: Revising the Phrasal-Verb List with Transparency, Separability, and L1 Textbook Frequencies Minjung Seo (Kyungpook National University) & Eunsil Kim (University of York) & Sungho Gong (Kyungpook National University) & Seongmin Mun (Kyungpook National University) & Donghyun Kim (Kyungpook National University)	

Student Session D1.C1.D (Room 108C)

Time	Strand	Presentation	Moderator
11:10– 11:35	Language & Technology	Metacognitive Engagement in Writing Feedback through Interactions with ChatGPT in an EFL Context Heeseo Jo (Korea university)	Hyung-ji Chang (Sun Moon Univ.)
11:35– 12:00		In AI we trust?... Comparing human versus AI-generated scores for Academic IELTS Writing Task 1 samples Guillermo Balseiro-Barrios (National Taiwan Normal University)	
12:00– 12:25		Detecting Suicidality in Depressive Posts Shi-Rong Zheng (Graduate Institute of Linguistics, National Chengchi University) & Yu-Yun Chang (Graduate Institute of Linguistics, National Chengchi University)	

POSTER SESSION I (Room 317 & 318)

Time	Presentation
13:25– 14:45	From Classroom-Based Assessments to Pronunciation Teaching Seungeun Lee (University of Hawai‘i at Mānoa) & Yoonseo Kim (University of Hawai‘i at Mānoa)
	Exploring Pre-service Teachers’ Attitudes and Self-efficacy in AI- supported Collaborative EFL Writing Unkyoung Maeng (Ajou University)
	From Textbook Input to Learner Interpretation: Understanding Singular They in Korean EFL On-Soon Lee (Sunchon National University) & Junghyoe Yoon (Gyeongsang National University)
	Honorifics and Politeness in the Shift of Media Jee-Won Hahn (Pukyong National University)
	Reassembling Plural and Animacy Features in Korean Classifier Phrases: Evidence from Chinese L2 Learners’ Acceptability Judgments Soyoung Kim (Tongmyong University)
	How L1 Information Structure Influences the Acquisition of English Existential Constructions by Korean EFL Learners Hyesook Park (Kunsan National University)

	Enhancing Intercultural Understanding through Synchronous U.S.–Japan Virtual Exchanges for STEM Learners Akiko Watanabe (Sanyo-Onoda City University) & Ko Momotani (Sanyo-Onoda City University)
	An Evaluation of Intercultural Orientation of Middle School English Textbooks in Korea Bok-Myung Chang (Namseoul University)
	Language Innovation on Social Media: A Case Study of Rizz on Tiktok Noraishah Gulnazir (HELP University) & Siti Zaidah Zainuddin (Universiti Malaya)
	Cue Competition in Multilingual Processing: An Eye-Tracking Study of Spanish SER-Passives Hui-Chuan Lu (National Cheng Kung University) & An Chung Cheng (University of Toledo) & Wan-Lin Fang (National Cheng Kung University)
	Discourse at the Intersection of Nationalism and Language Education: A Two-Part Pilot Study Bryan Meadows (Yongsan International School of Seoul)
	Beyond AI Adoption: Pedagogical Lessons from International Research on Secondary English Education Hyun-Jin Kim (University of Suwon)
	Revisiting the Productivity of Tone Sandhi Rules in Mandarin Chinese: The Case of Bù Sandhi in a Highly Restricted Context Chin-Ting Liu (National Chin-Yi University of Technology)
	A study on using AI for multiple-choice test item analysis and improvement Nam Ho Thi Phuong (National Taiwan Normal University)
	Using Exit tickets for curriculum materials development in a test-preparation course Nam Ho Thi Phuong (National Taiwan Normal University)

CONCURRENT SESSION II (14:45–16:25)

Session D1.C2.A (Room 110)

Time	Strand	Presentation	Moderator
14:45–15:10	Pedagogy	Improving academic literacy through an understanding of the role of citations in disciplinary meaning construal Tanja Collet (University of Windsor)	Sung Hye Kim (KICE)
15:10–15:35		Infinitives, Gerunds, and Participles in Standardized English Tests for Japanese Junior High Schools: A Corpus-Based Analysis Using the Revised List of Grammar Items Masayuki Takahashi (Osaka Seikei University) & Kiyomi Okamoto (The Osaka University)	
15:35–16:00		Designing Participation: Project-Based Storytelling and Task Architecture in a Portuguese as an Additional Language Course Bruna Morelo (Hankuk University of Foreign Studies)	

Session D1.C2.B (Room 308)

Time	Strand	Presentation	Moderator
14:45–15:10	Language Acquisition	Formulation of Epistemic Stance With Direct Reported Speech in Task-Based Second Language Peer Discussions: An Interactional Linguistics Perspective on the Role of Pedagogical Materials David Aline (Kanagawa University) & Yuri Hosoda (Kanagawa University)	Junko Imai (Juntendo Univ.)
15:10–15:35		Syntactic Variation and L1 Transfer in English Conditionals: A Corpus-Based Comparison of Thai EFL and Singaporean ESL Learners Marissa Phongsirikul (Kasetsart University) & Kittinata Rhekhalilit (Kasetsart University)	
15:35–16:00		Discourse-Organizing Formulaic Sequences in Japanese EFL Writing: Patterns of Use and Misuse Yoko Asari (Waseda University)	

Session D1.C2.C (Room 309)

Time	Strand	Presentation	Moderator
14:45– 15:10	Language & Technology	The Impact of Generative AI Chatbots on the Oral Willingness to Communicate of Chinese University EFL Learners Jing Wang (Nanjing University of Aeronautics and Astronautics)	Sun-Hee Kim (Korea Univ.)
15:10– 15:35		Integrating Generative AI in Language Education: Classroom-Based Insights into Student Practices and Pedagogical Implications Sayori Minami (Ritsumeikan University)	
15:35– 16:00		Generative AI as Scaffolding for L2 Speaking and Self-Efficacy in Large University EFL Classes Sachiko Aoki (Ritsumeikan University)	

Student Session D1.C2.D (Room 108B)

Time	Strand	Presentation	Moderator
14:45– 15:10	Culture & Language acquisition	Bridging the Gap Between Examination Pressure and Communicative Competence: A Case Study of Cross-Cultural Exchange in a Japanese Senior High School Keiko Haruoka (Hyogo Prefectural Sumoto High School)	Jayeon Lim (Univ. of Seoul)
15:10– 15:35		Analysis of Classroom Dialogues between EFL Teachers and Learners: Focusing on Japanese Secondary School Teachers Riona Akiya (Sagami Women's University) & Nonoka Suzuki (Sagami Women's University) & Miyu Wakabayashi (Sagami Women's University)	
15:35– 16:00		The Comparative Perception of Lying between Indonesian and Vietnamese Ahmad Adha (University of Szeged)	

Student Session D1.C2.E (Room 108C)

Time	Strand	Presentation	Moderator
14:45– 15:10	Psycholinguistics/ Language acquisition	The Paradox of L2 Motivation: Exploring L2 Pronunciation Outcomes and Self-Perception Biases Goeun Park (Kyungpook National University) & Donghyun Kim (Kyungpook National University)	Hyerahm An (Univ. of Seoul)
15:10– 15:35		Can early acquired and later forgotten languages be re-activated? Cory Lemke (University of Illinois Urbana-Champaign) & Silvina Montrul (University of Illinois Urbana-Champaign) & James Hye Suk Yoon (University of Illinois Urbana-Champaign)	
15:35– 16:00		Not Just How Many, but How Well: Vocabulary Depth and Its Role in Second Language Reading Comprehension Minjung Seo (Kyungpook National University) & Donghyun Kim (Kyungpook National University)	

Detailed Schedule: DAY 2 (August 20, 2026)

CONCURRENT SESSION I (09:00–09:50)

Zoom Session D2.C1.A (Room 110)

Time	Strand	Presentation	Moderator
09:00– 09:25	Empirical approach to Linguistics	Graph-Centrality Measures of Syntactic Dependency Structures of English Sentences Produced by Learners of Different Proficiency Levels [via Zoom] Masanori Oya (Meiji University)	Norifumi Ueda (Komazawa Univ.)
09:25– 09:50		Metaphors we teach by: Identifying metaphors of ESL professionals in Japanese universities [via Zoom] Bryan Buschner (Soka University)	

Session D2.C1.B (Room 308)

Time	Strand	Presentation	Moderator
09:00– 09:25	Empirical approach to Linguistics	The Bounding Function of Directional Situations at the Right Periphery of Temporal Domains in Chinese Narrative Discourse: A Corpus-Based Typological Study of Derivational Perfective Aspect Ping Rao (Zhejiang Sci-Tech University)	Kazuharu Owada (Ritsumeikan Univ.)
09:25– 09:50		Classroom Interaction as a Mechanism Linking Intersubjectivity, Memory, and Predictive Processing in EFL Learning Motoko Toba (Okayama Prefectural University)	

Session D2.C1.C (Room 309)

Time	Strand	Presentation	Moderator
09:00– 09:25	Phonology	Collaborative Online International Learning in English Literacy Education: A Case Study from a Pan-Pacific Partnership Javier Fernández-Molina (University of Alicante) & Paolo José R. Silang (Ateneo de Naga University)	Kahoko Matsumoto (Tokyo Gakugei Univ.)
09:25– 09:50		Reframing Pronunciation: Learner Beliefs, Self-Efficacy, and Phonological Awareness in Japanese Senior High School EFL Classrooms Seiko Oguri (Chubu University)	

Session D2.C1.D (Room 108B)

Time	Strand	Presentation	Moderator
09:00– 09:25	Acquisition	The Difficulty Order of English Relative Constructions: A Large-Scale Analysis of Japanese EFL Learners Koji Suda (University of Shizuoka) & Hiromu Okamura (University of Shizuoka) & Tomohisa Suzuki (Reitaku University) & Kota Mochizuki (Shizuoka Johoku High School) & Hideki Yokota (Shizuoka University of Art and Culture) & Tomohiko Shirahata (Shizuoka University & RILA)	Kota Wachi (Shiba Junior & Senior High School)
09:25– 09:50		Transferable Development in Repeated 10-Minute Timed L2 Writing Across Changing Content Domains Manami Sato (Kyoto University of Advanced Science)	

Session D2.C1.E (Room 108C)

Time	Strand	Presentation	Moderator
09:00– 09:25	Language Education & Learner Perspectives	Representations of Cultural and Linguistic Biases among International Students and Their Impact on Learning Arabic as a Second Language: A Qualitative Study in Light of Critical Discourse Analysis Hasan Alalmay (King Khalid University)	Hyunsun Im (Korea Univ.)
09:25– 09:50		Revisioning learner agency in self-directed EMI learning contexts in the era of Generative AI Wen-Hsien Yang (National Kaohsiung University of Hospitality and Tourism)	

CONCURRENT SESSION II (11:10–12:25)**Student Zoom Session D2.C2.A (Room 110)**

Time	Strand	Presentation	Moderator
11:10– 11:35	Psycholinguistics/ Sociolinguistics	Short-Term Study Abroad and Intercultural Development: Evidence from Pre-Post Measures in Japanese University Students Yulia Kuznetsova (University of Tsukuba)	Hyesook Park (Kunsan National Univ.)
11:35– 12:00		Influence of Animacy and Collectivity on the Production of the Optional Mandarin Plural Marker "men" Pu Meng (George Mason University)	
12:00– 12:25		Different Meanings of Support: Parent-Student Perspectives on Multilingual Identity Formation in Japan Yulia Kuznetsova (University of Tsukuba)	

Session D2.C2.B (Room 308)

Time	Strand	Presentation	Moderator
11:10– 11:35	Sociolinguistics	Managing Informing Sequences Within Cultural Tours Yuri Hosoda (Kanagawa University) & David Aline (Kanagawa University)	Akiko Watanabe (Sanyo-Onoda City Univ.)
11:35– 12:00		How Shared Objects Scaffold Participation in Family Interaction With Adolescents Diagnosed With Autism Spectrum Disorder Eriko Kamei (Kanagawa University) & David Aline (Kanagawa University) & Yuri Hosoda (Kanagawa University)	
12:00– 12:25		A Contrastive Study of “really” in Korean Ahbi Koh (Kobe College)	

Session D2.C2.C (Room 309)

Time	Strand	Presentation	Moderator
11:10– 11:35	Pedagogy	Revisiting citation function categories: A factor-analytic study with pedagogical implications Hiroshi Yamada (Future University Hakodate) & Sayako Maswana (Tokyo University of Science)	Kim Rockell (Komazawa Univ.)
11:35– 12:00		Language Strategies in Discourse to Persuade Teamwork from Writing through Role-Play Activities of Physical Education Students Rungtiva Supanunt (Phranakhon Si Ayutthaya Rajabhat University) & Chatchawan Katsiri (Rajamangala University of Technology Krungthep)	
12:00– 12:25		Negotiating AI Feedback in English Writing: Korean EFL University Students' Feedback Uptake through Metalinguistic Awareness Eunsook Kwon (Daegu National University of Education)	

Session D2.C2.D (Room 108B)

Time	Strand	Presentation	Moderator
11:10– 11:35	Language Acquisition	Rethinking Criticality as Fluctuating Praxis in a Decolonial ESL Classroom Jiye Han (Kyung Hee University) & Jaran Shin (Kyung Hee University)	Yoko Oi (Seisen Univ.)
11:35– 12:00		Aesthetic Experience Beyond the Native Tongue: Cognitive Processing of Literary Metaphors in a Foreign Language Monika Płużyczka (University of Warsaw)	
12:00– 12:25		Collaborative Feedback Approaches to Strengthen EFL Presentation Skills Marissa Phongsirikul (Kasetsart University)	

Student Session D2.C2.E (Room 108C)

Time	Strand	Presentation	Moderator
11:10– 11:35	Language & Technology	Exploring the Impact of ChatGPT on EFL Learners' Speaking Competence and Perception Ying-Hsin Lai (National Taiwan Normal University)	Minyoung Cho (Korea Univ.)
11:35– 12:00		The Role of Screencasting and Portfolios: Implementing Unitary Assessment as Learning Strategies in an Exam-Driven Secondary Classroom Jia-En Huang (National Taiwan Normal University)	
12:00– 12:25		Integrating Dependency Parsing and Animacy for Disaster Information Filtering Yu-Hsuan Lin (Graduate Institute of Linguistics, National Chengchi University) & Yu-Yun Chang (Graduate Institute of Linguistics, National Chengchi University)	

POSTER SESSION II (Room 317 & 318)

Time	Presentation
13:25– 14:45	Strategies for Deepening Critical Thinking in Beginner-Level High School English Learners: An Analysis of IB PYP English Teaching Materials Yuya Akatsuka (Sagami Women's University)
	Examining the Impact of the National Curriculum on Japanese Junior High School Students' English proficiency Norifumi Ueda (Komazawa University) & Koichi Ano (Bunkyo University) & Junko Negishi (Tsurumi University) & Kazuharu Owada (Ritsumeikan University) & Testuya Kashiwagi (the University of Kitakyushu) & Yoko Asari (Waseda University)
	Development of a Korean Alphabet Pronunciation Support Application Junko Nakajima (Kyoto Women's University)
	Challenges in Teacher Certification in Japan and Pedagogical Proposals for Teacher Training Rika Takeda (Ritsumeikan University)
	Developing Paraphrasing and summarization skills in English Writing: An ongoing longitudinal study of First-year Chinese University Students Xiaofei Liu (Shenzhen MSU-BIT University)
	Investigating Metafunctions of Turnitin AI Detected Text Garrett DeHond (Hankuk University of Foreign Studies)
	Ideologies of Language, Race, and Neoliberalism Across Policy, Institutions, and Stakeholders: A Review of English Immersion Kindergartens in South Korea Shiin Moon (University of British Columbia)
	Examining Intercultural Learning in Virtual Exchange Through Reflection Papers and Post-Course Interviews Kazuharu Owada (Ritsumeikan University) & Rika Takeda (Ritsumeikan University) & Akiko Watanabe (Sanyo-Onoda City University)
	AI Integration in Writing Instruction: EFL Teachers' Practices and Perceptions, A case study in Vietnam Duc Vo Duy (Department of English, National Taiwan Normal University)
	From Language Support to Social Infrastructure: The Role of Japanese Language Volunteers in Community-Based Language Education Fukumi Higashihira (Tottori University) & Yukiko Ideno (Yamazaki University of Animal Health Technology)
	Beyond Comprehension: The Role of Statistical Learning in L2 English Syntactic Production On-Soon Lee (Sunchon National University)

	Korean EFL University Students' Use of Student-Created AI Apps for Summary Writing Revision Hye-Young Kwak (Korea University)
	Positioning Language Ability in the Hotel Industry: A Text Mining Study of Job Advertisements Sachiko Takagi (Tokiwa University) & Yukiko Ideno (Yamazaki University of Animal Health Technology)
	The Effects of ChatGPT Prompt Design on Japanese University Students' Academic Writing Yoko Oi (Seisen University)
	Clinical Hospitality in Veterinary English: Multilingual Communication in Animal Care Settings Yukiko Ideno (Yamazaki University of Animal Health Technology)

CONCURRENT SESSION III (14:45–16:00 / 16:25)

Session D2.C3.A (Room 110)

Time	Strand	Presentation	Moderator
14:45–15:10	Language Acquisition	Construction of an AI-Flow Integrated English Writing Teaching Model for Alleviating Anxiety Yanmei Yu (Nanjing University of Aeronautics and Astronautics)	Jee-Won Hahn (Pukyong National Univ.)
15:10–15:35		Feedback-Seeking Behaviors in ChatGPT-mediated L2 Writing Minyoung Cho (Korea University) & Joohyun Bae (Korea University) & Jiyi Lee (Korea University)	
15:35–16:00		Effects of Reading Aloud Activities Integrating Intonation Instruction on the Comprehensibility of Japanese EFL Learners' Utterances Yuichiro Nego (Secondary School attached to the Faculty of Education, the University of Tokyo)	

Session D2.C3.B (Room 308)

Time	Strand	Presentation	Moderator
14:45– 15:10	Language processing & Discourse	Processing Syntactic Dependencies in a Second Language: Evidence from Adjunct Control Constructions Youngin Lee (Hawai'i at Mānoa)	On-Soon Lee (Sunchon National Univ.)
15:10– 15:35		“Yeah, of Course We All Do Errors”: Perceived Speech Errors and Willingness to Communicate in a Saudi EFL Context Dr. Hajar Al Sultan (King Faisal University)	
15:35– 16:00		Spatial encoding of information structure in Taiwan Sign Language Chien-hung Lin (National Chung Cheng University)	
16:00– 16:25		Constructing Interactional Space: Emerging Interactional Competence in Medical English Peer Teaching Chieri Noda (Showa Medical University)	

Session D2.C3.C (Room 309)

Time	Strand	Presentation	Moderator
14:45– 15:10	Language and Culture & Pedagogy	Burnout in Undergraduate English-Medium Instruction Programs Munassir Alhamami (King Khalid University)	Euen Hyuk Jung (Yonsei Univ.)
15:10– 15:35		Rethinking English Past Participle Terminology in English Education in Korea Sang-Gu Kang (Kangwon National University)	
15:35– 16:00		Investigating metadiscourse use in dissertation discussion chapters in Applied Linguistics and Sociology Beibei Ren (City University of Macau) & Wei Zhu (University of South Florida)	

Student Session D2.C3.D (Room 108B)

Time	Strand	Presentation	Moderator
14:45– 15:10	Technology & Language Acquisition	Platform Pedagogy: Auditing How Generative AI Writing Tools Standardize Stance and Criticality Alexandra Elizabeth Lee (University of Hawai'i at Manoa) & Yessie Lee (University of Hawai'i at Manoa)	Hye-Young Kwak (Korea Univ.)
15:10– 15:35		Navigating Dual-Language Identities: A Year-Long Study of Japanese University Students' Motivation in Concurrent English and Korean Learning Benjamin Bailey (Doshisha University) & Jerry Huang (Kyoto Sangyo University)	
15:35– 16:00		The Influence of Vocabulary Size on the Concreteness Effect in L2 Vocabulary Learning Hakyung Kim (Kyungpook national university) & Donghyun Kim (Kyungpook national university)	
16:00– 16:25		Proficiency-Level Differences in Native Speakerism among Korean EFL Learners Jiyi Lee (Korea University)	

Student Session D2.C3.E (Room 108C)

Time	Strand	Presentation	Moderator
14:45– 15:10	Pedagogy	Intercultural Dimensions in the Oral Corrective Feedback Provision of Filipino Online ESL Teachers Vicente Mari Mangilaya II (Rizal Technological University) & Cecilia Genuino (Philippine Normal University)	Junghwa Kim (George Mason Univ. Korea)
15:10– 15:35		Negotiating Identity and Willingness to Communicate: A Pilot Study of Korean Pre-service Elementary Teachers in EMI Classrooms Boeun Seo (Korea University)	
15:35– 16:00		A Bakhtinian Analysis of the Design of Portuguese Textbooks for Korean Speakers: Investigating Theoretical and Methodological Orientations Luciana Varela Guerino (Hankuk University of Foreign Studies)	

16:00– 16:25		Multimodal Pedagogy in the ESL Classroom: A Practitioner’s Action Research on Reading and Writing Instruction Jiwoo Han (University of Hawai’i at Manoa)	
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Special Featured Talks and Keynote

The 30th PAAL International Conference

Thirty Years of Scholarship, Friendship, and Vision: Reflections on the Past and Future of English Language Education

Kyung-Ja Park
Professor Emerita, Korea University

Distinguished guests, respected colleagues, dear friends, ladies and gentlemen,
It is my great honor and privilege to welcome you to this conference as we celebrate the remarkable journey of our Association, PAAL, over the past thirty years. Your presence today reflects our shared commitment to scholarship, academic exchange, and the advancement of English language education. I extend my sincere gratitude to each of you and hope that our time together will be both intellectually stimulating and personally rewarding.

As we commemorate this important milestone, we also celebrate the vision, dedication, and perseverance of the many individuals who have shaped our Association. Its success has never been the achievement of one person, but the collective accomplishment of scholars, educators, students, and committee members whose unwavering commitment has enabled the Association to flourish.

Our journey began in 1996 when a small group of professors and graduate students from Korea University and Waseda University shared a common dream. Their aspiration was not simply to establish another academic conference, but to create a scholarly community where young researchers could present their work, exchange ideas, and grow through constructive dialogue. That vision gave birth to the First International Conference and laid the foundation for what has become an enduring international academic community.

From its inception, PAAL embraced a philosophy that was ahead of its time. We believed that English education should foster intercultural understanding, mutual respect, and international cooperation. Rather than encouraging students merely to imitate native speakers, we affirmed the legitimacy of English spoken with one's own cultural identity, provided that communication remained clear, meaningful, and effective. This commitment to diversity and mutual respect continues to define our educational philosophy today.

One of the Association's most innovative achievements was the Cross-Cultural Distance Learning (CCDL) program. Long before online education became commonplace, students at Korea University and Waseda University were learning together through evolving communication technologies—from text-based exchanges to voice communication, real-time online classes, and eventually video conferencing. In the 1990s, this represented a pioneering application of information technology in language education and demonstrated that meaningful international collaboration could transcend geographical boundaries.

Over the past three decades, the Association has grown far beyond its modest beginnings. Many graduate students have presented their research, refined their ideas through scholarly discussion, and developed the confidence to become researchers, educators, and leaders. Many who first attended as students now serve as professors, committee members, and distinguished scholars, continuing the tradition of mentoring the next generation.

Our conferences have also been enriched by outstanding scholars from around the world. Their lectures have introduced new perspectives, challenged established assumptions, and encouraged us to pursue innovative research. I especially remember the late Professor Alan Davies of the University of

Edinburgh, whose reflections on the concept of the "native speaker" profoundly influenced discussions in applied linguistics. Together with many other distinguished colleagues, he reminded us that genuine scholarship is built upon critical inquiry, intellectual humility, and openness to new ideas.

The Association has likewise benefited from the participation of scholars from numerous countries across Asia, Europe, North America, the Middle East, and Oceania. Through their research and sincere dialogue, our conferences have become places where cultures meet, friendships develop, and international cooperation is strengthened. This global spirit has remained one of our greatest strengths. As we celebrate our achievements, we must also look ahead. We are living in an era of extraordinary technological change. Artificial intelligence is transforming education, research, and communication at an unprecedented pace. Powerful tools such as ChatGPT, Gemini, and other AI systems are becoming valuable partners in language learning and teaching. These technologies provide remarkable opportunities for expanding access to knowledge and enhancing learning.

Yet technological progress also presents new responsibilities. While AI can process enormous amounts of information and generate impressively fluent language, it cannot replace the uniquely human qualities that lie at the heart of education. It possesses neither consciousness nor genuine empathy. It cannot inspire moral courage, cultivate compassion, or guide students toward wisdom and responsible judgment. Those remain the enduring responsibilities of teachers.

Our task, therefore, is not simply to teach students how to use artificial intelligence, but to help them use it wisely. Education must continue to cultivate critical thinking, ethical responsibility, creativity, and respect for others. Guided by the philosophy of Hongik Ingan—to benefit humanity—we must prepare future generations to embrace technological innovation while preserving the values that make us truly human.

Looking back over the past thirty years, we have every reason to be grateful. What began as a small gathering of dedicated scholars has become an international community united by scholarship, friendship, and a shared educational mission. The founders' vision of promoting academic excellence, intercultural understanding, and global cooperation has become a living reality.

As we move into the future, let us continue to build upon that legacy. May this Association remain a place where ideas are exchanged freely, cultures are respected, and young scholars are encouraged to pursue excellence with integrity and compassion. Let us work together to educate future generations who will use knowledge not only to advance themselves but also to contribute to the well-being of humanity.

Thank you for your dedication, your friendship, and your continued support of our Association. I wish you every success, good health, and an inspiring conference. May today's gathering strengthen our shared commitment to scholarship and leave each of us with renewed hope for the future of English language education. Thank you very much.

Author

Kyung-Ja Park is Professor Emerita in the Department of English Language and Literature at Korea University, where she served as a faculty member from 1972 to 2007. She received her B.A. and M.A. in English Language and Literature from Korea University and earned an M.A. in TESL and a Ph.D. in Linguistics from the University of Hawai'i at Mānoa. During her distinguished career at Korea University, she held numerous leadership positions, including Chair of the Department of English Language and Literature, Dean of Women, Director of the Audio-Visual Education Center, and Director of the University Library. She has also served as President of ETAK and Co-President of PAAL and currently serves as Honorary President of PAAL.

SPECIAL FEATURED TALK II

The 30th PAAL International Conference

To commemorate the 30th anniversary of Pan-pacific Association of Applied Linguistics (PAAL)

Michiko Nakano, Ph.D.
Professor Emerita, Waseda University

The Pan Pacific Association of Applied Linguistics (PAAL) was established in 1996 through the collaborative efforts of Waseda University and Korea University. The initial title of the association was the Waseda-Korea University English Teaching and Psycholinguistics Association. The purpose of the association was to foster academic exchange between Waseda and Korea University. The goal of PAAL was to provide an excellent opportunity for cooperation in disseminating new and current research in the fields of applied linguistics and English education.

The association held its first colloquium at Korea University. The colloquium was to provide a platform for scholarly research. The papers presented at the first colloquium emphasized not only the importance of English acquisition and teaching but also its increasing role as an auxiliary language in both Korea and Japan. The colloquiums have since become an annual event. The second colloquium was held the following year at Waseda University. At the second colloquium more emphasis was placed on the performative aspect of language learning and teaching.

In 1998, what began as a small scale colloquium grew into a full-fledged academic conference. In light of these developments, the name of the association was changed to the Japan-Korea Association of Applied Linguistics to reflect the growth and expansion of the interests of the association. The 3rd conference was held at Songkonghoe University in Korea. In depth studies on English acquisition, application of grammatical theory to English education, Universal Grammar and pedagogy in teaching communicative functions and speech acts in the classroom were some of the strands of research that were presented.

The 4th conference was a turning point for the association. The 4th conference was held in conjunction with AILA 99 in Tokyo Japan. At this time, the name of the association was once again changed from the Japan/Korea Association of Applied Linguistics to the Pan Pacific Association of Applied Linguistics due to the growing number of international participants and members. Scholars from countries such as the U.S., Singapore, Malaysia, Philippines, and Australia joined PAAL. Papers presented at the 4th conference showcased the applications of English language teaching research in diverse contexts.

The 5th conference was held at the University of Hawaii in Honolulu. Over 100 scholars participated in this event. A wide range of current topics such as computer-based language

teaching and cross-cultural language learning were introduced. The 5th conference showed the potential PAAL possesses for becoming one of the leading academic associations in the world. The 6th conference was held at Cheju National University in Cheju, Korea. Conference attendees from all over the world came together for this event. Eminent scholars gave keynote addresses on topics ranging from English curriculum to World Englishes. The 7th conference is slated to be held at the Regional English Language Center (RELC) in Singapore in conjunction with AILA 02. This will be the first time the conference will be held in an Asian country other than Japan or Korea. Over 100 scholars from more than 10 countries are expected to participate in this international conference. Invited guest speakers will include Jack C. Richards, Hon-Min Sohn, and Teresa Pica.

Now, PAAL has over 400 members from countries all around the world. The Journal of PAAL, which is published twice a year, is indexed in the ERIC and LLBA databases. The Editorial Board of the Journal of PAAL boasts such distinguished members as Robert Bley-Vroman, Alan Davies, William OGrady, Hon-Min Sohn, Teresa Pica, Dennis Preston, and Peter Sells. In addition, members of PAAL are involved in an international Cross-Cultural Distance Learning project (CCDL). This project is a consortium of 15 universities, which include the University of Edinburgh, National University of Singapore, and the De La Salle University, among others. This collaboration has resulted in active academic exchanges that have transcended time and region. The conference, journal, and participation in CCDL have brought PAAL international recognition.

What distinguishes PAAL from other academic associations is its focus on English language education and applied linguistics in Asian and pan Asian contexts. PAAL is one of the few associations, which has diverse interests in related interdisciplinary fields to applied linguistics such as foreign language education and literature. PAAL will continue to strive to be an intellectually stimulating forum and springboard for new research in the field of English education and related areas.

The main purpose of our efforts was to inspire young scholars in Pan-Pacific areas in terms of research goals and research methods which have been changing over time, due to the changes of educational methods and teaching materials. And at the same time we have promoted friendship among us. We have succeeded in having done so for 26 years, thanks to the PAAL members in Pan-Pacific areas, particularly in Korea and Japan.

I would like to express deep gratitude to PAAL members in Korea and in Japan, since we can congratulate on the 30th anniversary international conference here today. I hope that you can learn from each other and obtain more inspiring research ideas today by attending today's and tomorrow's conference.

Thank you very much for your attention.

Author

Michiko Nakano received her B.A. and M.A. from Tsuda College and earned an M.Sc. in Linguistics and a Ph.D. in Applied Linguistics from the University of Edinburgh. She began her academic career as Assistant Professor in the Division of Japanese Studies at the University of

Edinburgh and subsequently taught at Aichi University and Waseda University, where she served as Professor in the Faculty of Integrated Arts and Sciences. She has also taught at the graduate schools of Tohoku University and Hokkaido University. Her numerous honors include the British Council Scholarship Award, the Senator Spark Matsunaga Award, and academic contribution awards from JACET and other professional associations.

KEYNOTE SPEECH

The 30th PAAL International Conference

Language Models and Language Acquisition

William O'Grady

University of Hawai'i at Mānoa

A curious fact about the acquisition of English is that pre-school children make errors in their production of sentences that contain negative pronouns such as 'nobody' or 'nothing.' About 20% of their early utterances contain two negatives, where there should be just one. (In the examples below, negatives are bold-faced and underlined.)

¹
Nobody ² **didn't** broke it.
(Should be: **Nobody** broke it.)

¹
I **don't** care about ² **nothing**.
(Should be: I **don't** care about anything.)

Interestingly, the erroneous negative patterns that English children sometimes produce are very similar to the type of 'double-negative' structures that are *required* in languages like Korean and Japanese.

Korean:

Jiseon-i ¹ **amwukesto** ² **an** mek-ess-ta.
Jiseon-NOM nothing not eat-PST-DECL
'Jiseon ate nothing.'
(지선이 아무것도 안 먹었다.)

Japanese:

Hana-ga ¹ **nanimo** ² tabe-**na**-katta.
Hana-NOM nothing eat-not-PST
'Hana ate nothing.'

Two questions now arise:

- i. Why do children learning English make a substantial number of errors in their mastery of sentences that contain a negative pronoun?
- ii. Why **don't** children learning Korean and Japanese make errors in *their* mastery of sentences that contain a negative pronoun?

In seeking an explanation for these puzzles, I will bring into play a language model that aligns in some ways with features of the human language faculty. As I will explain, this type of approach to the study of language acquisition has significant potential for future work in linguistics.

Author

William O’Grady is Professor of Linguistics at the University of Hawai‘i at Mānoa. His research encompasses syntactic theory, language acquisition, language processing, Korean linguistics, and heritage language. He is particularly recognized for his emergentist approach to grammar, which explains linguistic structure in terms of general cognitive and processing principles. His major publications include *Syntactic Carpentry: An Emergentist Approach to Syntax*, *How Children Learn Language*, and *Contemporary Linguistics: An Introduction*. He has also published extensively on Korean syntax, language acquisition, and vocabulary and is a co-author of *Jejueo: The Language of Korea’s Jeju Island*.

Day 1

Concurrent Sessions I

KICE session

D1.C1.A

D1.C1.B

D1.C1.C

D1.C1.D

The 30th PAAL International Conference

Designing a Generative AI–Supported Writing Instruction for Korean High School Students: Teacher Perceptions and Case Analysis

Kim, Soyeon

Korea Institute for Curriculum and Evaluation

Abstract

This presentation introduces a research project that examines how generative AI can support Korean high school EFL writing classes and seeks to develop a teaching framework. The 2022 Revised National Curriculum emphasizes students' ability to express ideas creatively in English and encourages the use of AI-related tools to support learning and assessment. However, much of the existing guidance remains tool-oriented and cross-curricular, offering limited support for process-oriented EFL writing instruction that preserves student agency, originality, and ethical practice. Focusing on inquiry-based and source-based opinion and argumentative writing, the study investigates how generative AI can function as an interactive partner throughout the writing process rather than merely as a shortcut for text production. To do this, drawing on the Technology Acceptance Model 2 (TAM2), the study examines Korean high school English teachers' perceptions, practices, and needs regarding the use of generative AI in writing instruction. The presentation is based on data from a national survey of high school English teachers, classroom observations of writing lessons incorporating generative AI, and interviews with participating teachers and students. By bringing together survey findings, classroom observations, and interview data, it explores both the pedagogical opportunities and the risks of using generative AI in EFL writing classes. It proposes a teaching framework and practical guidelines designed to enhance students' creativity and engagement in the writing process while addressing concerns such as hallucination, bias, overreliance, plagiarism, and copyright issues. The presentation concludes with implications for policymakers, researchers, and practitioners seeking meaningful and ethically responsible AI integration in secondary EFL writing instruction.

Author

Soyeon Kim is a Research Fellow at the Korea Institute for Curriculum and Evaluation (KICE), South Korea. Her research focuses on English education in K–12 settings, especially classroom interaction, learner voice, national English testing, policy implementation, and AI-assisted writing. She seeks to promote more equitable, meaningful, and pedagogically grounded English education.

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A Comparative Study of English Textbook Development in Korea and Singapore

Kim, Sung Hye

Korea Institute for Curriculum and Evaluation

Abstract

This study employs a qualitative comparative research design to examine key considerations in the development of English textbooks in Korea and Singapore, with particular attention to how national curricula are interpreted and enacted through instructional materials. The analysis is based on a document-based comparison of national English curricula, curriculum revision reports, and official textbook development guidelines, supplemented by policy documents related to instructional materials and digital learning initiatives in both contexts. Curriculum alignment is identified as the primary guiding principle in textbook development in both countries. Accordingly, the study analyzes major curriculum revisions and compares how changes in curricular goals, content scope, and pedagogical orientations are reflected in textbook design. The findings indicate that Korea emphasizes faithful curriculum representation within a centralized and standardized textbook system, whereas Singapore adopts a more integrative and practice-oriented approach to addressing the implementation challenges of an extensive national English language syllabus. In particular, the Singapore case illustrates an instructional materials initiative designed to translate curriculum policy into actionable classroom practice. To address the tension between curricular breadth and instructional feasibility, the initiative integrates syllabus design, materials development, and digital infrastructure in parallel. Grounded in design thinking and informed by iterative stakeholder feedback, it proposes a sequenced learning-by-doing framework comprising contextualization, comprehension, analysis, application, and reflection, organized around Themes, Texts, Tasks, Talk, and Technology. Overall, the comparative analysis suggests that effective textbook development extends beyond curriculum coverage to curriculum enactment. The study highlights the role of instructional materials in mediating policy and practice, building teacher capacity, and supporting coherent, student-centered, and sustainable blended learning.

References

- Korean Ministry of Education. (2022). *2022 Revised national curriculum*.
Singapore Ministry of Education. (2020). *English language syllabus*.

Author(s)

Kim, Sung Hye is a researcher at Korea Institute for Curriculum and Evaluation since 2007. She conducted numerous projects related to curriculum development and language assessment in collaboration with the Ministry of Education in Korea. Her research interests include curriculum development, language testing, and language policy.

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**“Don’t be ashamed of your accent”:
Scaling of accent de-shaming on social media**

Songqing Li

University of Macau

Department of English

Abstract

Accent (de)shaming is inherently scalable and perhaps only ever subject to scale. This study explores how accent-related shame is metadiscursively negotiated and resisted through scalar practices within the broader context of English decolonization and dehegemonization, aiming to challenge linguistic racism and social injustice more broadly. Drawing on a corpus of YouTube self-narratives that engage with embodied experiences of accent discrimination, this study analyzes discursive and linguistic strategies of de-shaming, an emotionally charged and value-laden counteraction to shame, enacted on heterogeneous scales and across diverse scalar configurations. Findings indicate that accent-related shame is primarily contested or dismissed through legitimizing translanguality and asserting authenticity, whereby alternative meanings of accent are constructed: (1) translanguality as the normative linguistic condition, and (2) accent as a unique form of authenticity within multi-scalar, polycentric systems of normativity. By introducing the concept of scaling as a conceptual and analytical framework, this study offers a new perspective on discursive and linguistic strategies that contest and dismiss accentism, contributing to emerging epistemological paradigms in studies of linguistic racism and social injustice.

Songqing Li

Dr. Li is Associate Professor of Sociolinguistics and Discourse Studies at the University of Macau. His primary research interests lie at the interdisciplinary interface between sociolinguistics, applied linguistics, and linguistic anthropology. He has published extensively as a single author in leading journals such as *Applied Linguistics*, *Social Semiotics*, and *World Englishes*.

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The 30th PAAL International Conference

A New Kind of Lipstick Ping Pong Diplomacy? A Discourse Analysis of Korean Cheerleaders on Taiwanese Baseball Teams

Leung, Genevieve, Yang, Kefang, & Hodge, Annie

University of San Francisco

Abstract

Baseball, “America’s pastime,” has also left lasting colonial legacies in Asian contexts. Attending baseball games is considered an experiential tourist attraction in Japan billed as being even better than attending U.S. baseball games. Taiwanese baseball teams have excelled at the youth levels internationally, winning multiple championships in recent years; baseball is now considered the “national sport” of Taiwan. Amidst this milieu, this paper examines a recent trend in inter-Asian sports collaboration: South Korean cheerleaders vaulting to international fame through their work in Taiwan’s professional baseball scene. This type of “cheerleading diplomacy” (Hsueh, 2025) does not simply sit squarely in participation on the field. Korean cheerleaders like Lee Ju-eun (Fubon Guardians) and Lee Da-hye (Wei Chuan Dragons) frequently appear on commercials and media interviews, amassing a fanbase extending beyond “traditional” baseball enthusiasts and extending a new legacy of South Korean sports entertainment culture in Taiwan. These cheerleaders frequently praise Taiwan as a place where they can develop as professional entertainers beyond the “restrictive” confines of Korean society; the Taiwanese public often praise these cheerleaders for their adaptability and Mandarin language learning and for being ambassadors of Korea in Taiwan.

Using a discourse analytic lens examining cheers, commercials, news articles, fan pages, and press interviews, this research asks: what kinds of inter-Asian sports diplomacy collaborations are articulated through the legacy of baseball in Taiwan? We seek to understand cross-cultural and linguistic negotiation of identities and articulations of national pride from cheerleaders and fans. How are Taiwan and South Korea individually and collaboratively framed in these texts? What similarities and differences across contexts, if any, are highlighted in these texts? Initial findings suggest tropes of Korean femininity (vis-a-vis Hallyu wave) and Taiwanese freedom dominate the discourses. This research has implications on new ways of understanding soft power and inter-Asia diplomacy.

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The 30th PAAL International Conference

Intergenerational Language Revival through Music: Siraya & the Onini band

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Abstract

This paper examines the revival of the Austronesian language Siraya, in Tainan, Taiwan giving primary consideration to the role of intergenerational musical activity in language revitalization. While the recent official recognition of the Siraya and other Pingpu (plains indigenous peoples) groups by Taiwan's Legislative Yuan in October 2025 is a hard-won step forwards for the Sirayan people and culture, work to revitalization the Sirayan language remains ongoing. This process is exemplified in the current study through mini-case studies across three generations based on e-field work in 2022 (Rockell, 2022), as well as onsite fieldwork in Tainan during 2025 and 2026. By examining commonalities as well as varied nuanced perspectives of individual participants, the paper aims to shed light on the process of performing arts-based, intergenerational language revitalization.

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The 30th PAAL International Conference

Academic writing socialization and agency: EAL doctoral students in English-medium higher education

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Abstract

To cater for English as an additional language (EAL) doctoral students' learning to write for academic purposes in English, many universities have offered academic English writing support for them. Informed by the framework of academic discourse socialization (Duff, 2010) and a sociocultural perspective on agency (Ahearn, 2001), this qualitative study explored how a group of EAL international doctoral students originating from non-Anglophone countries exercised their agency in learning to write in English for academic purposes and engaged in an ongoing process of academic writing socialization as part of their doctoral learning. Data were collected through in-depth semi-structured interviews with over thirty international doctoral students at an English-medium university in Hong Kong. Reflexive thematic analysis was used to analyze the interview data. Findings indicate that students actively sought support from their supervisors who often helped them with writing concisely and using suitable technical terms. While students reported that the level of department's/university's writing support varied, they developed understandings of academic writing through completing graduate coursework, especially coursework that facilitated interactions with peers in related fields and introduced them to disciplinary norms of academic writing. Most students also turned to peers for grammatical support, with some utilizing editing services or online grammar checkers to enhance their writing. Many students also read articles published in top journals in their respective fields to develop their own academic writing style. Findings also suggest that students' agency in learning to write for academic purposes may be shaped by their prior education, their perceived levels of English proficiency, as well as a number of contextual factors. The findings have implications for academic writing support provision for EAL doctoral students in English-medium universities.

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Developing Multimodal Disciplinary Literacy and Intersemiotic Cohesion in Business Pitch Presentations: A Collaborative Model

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Abstract

Developing students' multimodal disciplinary literacy, the capacity to coordinate speech, visuals, and embodied action in ways aligned with disciplinary norms, remains an essential yet underexplored challenge in English-medium instruction (EMI) and English for Specific Purposes (ESP). Addressing this challenge often requires systematic collaboration between ESP specialists and EMI content lecturers, particularly for emergent multimodal genres such as business pitch presentations, where persuasive impact depends on how evidence and claims are staged across modes. This study examined (1) the extent to which an ESP–EMI collaborative approach enhances students' multimodal disciplinary literacy in business pitch presentations and (2) how students' orchestration of speech, visuals, and gestures differs from a control group. Participants were 35 EFL university students enrolled in a Business ESP course culminating in a six-minute group pitch. Guided by the ESP–EMI Collaboration Model (Lin, 2025) and the Unpacking–Repacking framework (Huang et al., 2025), the intervention was implemented through five stages, moving from collaborative multimodal unpacking of disciplinary texts to repacking through genre-informed tasks and iterative feedback. Data included video-recorded pitches and pre-/post-questionnaires based on a multimodal literacy scale. Results showed statistically significant gains across five pitch-relevant dimensions of multimodal disciplinary literacy, alongside increased student perceptions of multimodal literacy development from pre- to post-program. Drawing on Lindenberg's (2023) SF-informed multimodal approach to intersemiotic cohesion, the analysis also revealed systematic group differences in cohesion resources, including reading, verbal reference, word tracking, deictic gesture, and progressive reveal/animation. The experimental group produced higher frequencies and more clustered use of these cues, indicating more deliberate audience-oriented orchestration during pitch delivery. The study highlights the pedagogical value of ESP–EMI collaboration and offers practical strategies for integrating multimodal and disciplinary literacy instruction into ESP curricula, with implications for pedagogy, curriculum design, and institutional support.

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The 30th PAAL International Conference

From Longitudinal Survey to Learner Voice: Re-examining English for Global Citizenship

Imai, Junko

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Abstract

This study investigates undergraduate students' perceptions of *English for Global Citizenship* (EGC), a mandatory academic English course for all second-year students at an international liberal arts faculty of a private university in Tokyo. EGC was originally designed using a Content and Language Integrated Learning (CLIL)–based linguacultural approach, engaging students in global issues such as peace, gender, poverty, and climate change. Since 2018, the curriculum has incorporated the United Nations' Sustainable Development Goals (SDGs).

As course coordinator (2015–2023), the author conducted annual student feedback surveys to inform curriculum development. A recent report (Imai, 2025) analyzed six years of longitudinal data and found that students increasingly valued the curriculum following SDG integration. The study indicated positive impacts on learner motivation, global awareness, and perceived improvement in listening, presentation, and writing skills, while also revealing a persistent desire to strengthen speaking abilities.

Building on these findings, the present study explores how recent EGC students interpret the results reported in Imai (2025) and reflect on their own learning experiences. Twelve second-year or above students who had completed EGC and concurrently studied its theoretical and pedagogical foundations in an applied linguistics course were recruited. After reading Imai (2025), participants wrote reaction papers offering learner-centered evaluations and suggestions for further development. The responses were qualitatively analyzed to identify recurring themes regarding SDG integration, affective and cognitive engagement in CLIL-based tasks, and proposals for curricular enhancement.

Preliminary findings suggest that while students value the interdisciplinary and globally relevant design of EGC, they call for increased opportunities for productive language use and closer alignment between thematic content and communicative practice. By foregrounding learner voice, this study offers student-informed directions for the continued development of the EGC curriculum.

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Exploring Nominalization in English academic writing: A Comparative Study of English Native and Non-native Students' Theses

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Abstract

Nominalization is a critical linguistic resource in academic writing that transforms dynamic processes into static concepts, thereby increasing lexical density and facilitating abstract reasoning. According to Halliday (2004), it serves as a powerful tool for grammatical metaphor, allowing writers to package complex information while establishing cohesion, objectivity, and information density. While mastery of this feature signals advanced literacy, previous research indicates that L2 learners often struggle with nominalization compared to native speakers, frequently exhibiting different usage patterns due to lower proficiency or spoken discourse transfer. However, existing literature has primarily focused on research abstracts, leaving a lack of clarity regarding how these groups differ in the Introduction and Discussion sections where functions like stance revelation and cohesion are prominent in academic writing. Furthermore, the specific differences in mapping nominalization structure to function between native and non-native graduate students remain unclear in current study.

To address this gap, this study investigates the structural and functional differences of nominalization in 20 Applied Linguistics theses published between 2015 and 2020, comparing English native speakers and Taiwanese non-native speakers. Analyzing the Discussion sections, the study categorizes data based on structural types (derivational, phrasal, complex nominalization) and functional roles (information packaging, objectivity, cohesion, and stance revelation). Results indicate that native speakers employ a higher total frequency of nominalizations and maintain a balanced distribution between clausal and lexical forms. In contrast, non-native speakers rely heavily on phrasal nominalization while demonstrating limited vocabulary in lexical nominalization, often resorting to fixed patterns for logical relationships. Functionally, while both groups prioritize information packaging, native speakers utilize nominalization more effectively for objectivity and stance revelation. These findings suggest that pedagogical approaches should focus on expanding L2 learners' morphological knowledge and explicitly teaching the pragmatic functions of nominalization to improve academic writing proficiency.

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Yue-ting Cai is a graduate student in Linguistics at National Chengchi University, Taiwan, whose research focuses on second language acquisition. His research investigates nominalization in academic writing, specifically comparing structural and functional differences between native and non-native speakers, aiming to translate these findings into pedagogical strategies to enhance L2 learners' academic writing proficiency.

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Incidental Vocabulary Learning through Reading among Learners of Korean

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Abstract

This study explores how learners of Korean acquire new vocabulary incidentally while reading and whether prior bilingual experience plays a meaningful role in this process. Specifically, it asks whether Uzbek learners who are also proficient in English show different patterns of incidental vocabulary learning compared to Uzbek learners without high-level English proficiency. In addition, the study examines how learners' existing vocabulary knowledge contributes to immediate learning and longer-term retention of newly encountered words. 46 intermediate-level learners of Korean (TOPIK Levels 3–4) will participate in the study. Participants will read three intermediate-level texts containing pseudowords embedded naturally in the passages. A pre-test, immediate post-test, and delayed post-test design will be used to measure vocabulary gains and retention. Learners' prior vocabulary knowledge will also be assessed to examine its predictive role in incidental learning outcomes. The data will be analyzed using linear mixed-effects modeling to investigate the effects of bilingual experience, vocabulary knowledge, and their interaction. By focusing on multilingual learners in a Korean as a foreign language context, this study aims to contribute to a better understanding of how bilingualism and prior knowledge shape incidental vocabulary development in additional language learning.

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PHaVE 2.0: Revising the Phrasal-Verb List with Transparency, Separability, and L1 Textbook Frequencies

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Abstract

For native speakers, multiword items—and phrasal verbs in particular—are employed effortlessly in everyday discourse. For L2 learners, however, phrasal verbs are challenging because they are highly polysemous, often semantically opaque, and sometimes allow verb–particle separation. The PHrasal VERb Pedagogical List (PHaVE; Garnier & Schmitt, 2015), one of the most widely used resources, provides the 150 most frequent phrasal verbs and their key meaning senses with the frequency percentage for each. However, it does not address other key properties that contribute to the difficulty of phrasal verbs for L2 learners, such as semantic transparency and particle separability. Against this backdrop, prior studies have sampled only a subset of items they needed from PHaVE, textbooks, or corpora, and operationalized key properties inconsistently, limiting comparability across studies. To address this limitation, the PHaVE list was revised to reflect additional information including semantic transparency ratings from native speakers, particle separability annotations, and L1 textbook frequency. It supports item selection and stimulus design across experimental paradigms, and informs differentiated instruction by relating phrasal verb properties to curriculum-based exposure and cross-corpus insights. Overall, it provides a standardized resource at the sense level for subsequent research and more systematic classroom implementation.

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The 30th PAAL International Conference

Metacognitive Engagement in Writing Feedback through Interactions with ChatGPT in an EFL Context

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Abstract

With the increasing use of ChatGPT in educational contexts, a growing body of research has explored how cognition is involved in AI-assisted writing. However, relatively little attention is paid to the role of metacognition in such processes. Addressing this gap, the present study investigates L2 writers' metacognitive processes in AI-assisted writing. Grounded on the distinction between metacognitive knowledge, which refers to what learners know about themselves, tasks, and strategies, and metacognitive regulation, which involves how learners plan, monitor, and evaluate their learning, this study examines how L2 writers utilize metacognitive knowledge (declarative, procedural, and conditional knowledge) and metacognitive regulation (monitoring and evaluation) when engaging with ChatGPT for feedback during writing. Adopting a qualitative case study design, the study involved screen-recording three graduate students' writing processes on a given topic, followed by stimulated recall interviews to better understand their behaviors. The analysis focused on identifying instances of metacognitive regulation, such as evaluating, accepting, and rejecting ChatGPT feedback, and triangulating these observed behaviors with interview data, which explained why and how participants engaged with the feedback. The findings showed that participants actively regulated their writing processes by selecting and evaluating the suggestions rather than accepting them passively. Among various metacognitive resources, self-related declarative knowledge, referring to learners' awareness of their own writing abilities and limitations, and tool-related declarative knowledge, referring to their understanding of ChatGPT's capabilities and limitations as a feedback tool, emerged as most widely adopted forms of metacognitive knowledge. In addition, more active metacognitive engagement was associated with lower levels of trust in the AI tool. Overall, the study suggests that learners can critically engage with ChatGPT-based feedback, implying its potential to function not merely as an error-correction tool but as a dialogical partner that supports the development of academic writing.

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in L2 writing. Her work particularly examines how individual EFL writers engage with and regulate ChatGPT-generated feedback throughout the writing process.

The 30th PAAL International Conference

In AI we trust?... Comparing human versus AI-generated scores for Academic IELTS Writing Task 1 samples

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Abstract

Feedback is the breakfast of champions (Blanchard, 2009). This is quintessential in English high-stakes testing. For example, the Academic IELTS Writing Task 1, based on visual input that later constitutes a report (Lindeck et al., 2011), has four scoring criteria: *task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy* (IELTS™, 2023a, 2023b). Understanding these elements and additional writing task particularities determines better test performance. However, prospective testees still struggle with this understanding. Personalized score feedback might target this situation, but it is time-consuming (Tsai, 2012), subjective (Zhao et al., 2023), and costly (Balseiro-Barrios, 2022). Artificial Intelligence (AI) might prove useful against these issues (Zhao et al., 2023), even though it must still be finetuned on grading requirements (Ramesh & Sanampudi, 2022). Therefore, this study aimed to compare human versus AI-generated scores for Academic IELTS Writing Task 1 samples. Thirty essays were graded by two human raters as well as by four AI systems (ChatGPT, Claude, Grok, and Gemini), considering a modified checklist (TheIELTSCoach.com, 2014), expanded under IELTS scoring writing criteria (IELTS™, 2023b). Interrater reliability was assessed with intraclass correlation (Koo & Li, 2016), while total scores and specific criteria grades were evaluated using one-way ANOVA (Grande, 2013) and one-way MANOVA (Grande, 2016), respectively. All scores had excellent reliability. Total scores between groups presented statistically significant differences, especially for Claude, Grok, and Gemini. For *task response* and *coherence and cohesion*, Gemini provided inflated scores, a situation mirrored by Grok and Human Rater 1 in *grammatical range and accuracy*. *Lexical resource* scores did not show significant differences. While human scores were closer to the known essay total scores, AI-generated results might prove advantageous due to their immediacy, helping tutors provide better writing insights and testees become more independent in their high-stakes test journey.

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Detecting Suicidality in Depressive Posts

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Abstract

Suicidal screening faces a disclosure paradox in which individuals may conceal suicidal ideation in clinical settings yet reveal it anonymously online (Lamont-Mills et al., 2022). However, computational research remains largely English-centric, leaving Traditional Chinese forums such as PTT underexplored (Chancellor and De Choudhury, 2020). This study investigates suicidality detection in 1,440 posts from the PTT depression board, where depression is closely associated with elevated suicide risk (Cai et al., 2021). We employ the Chinese C-SSRS scale, a global standard for assessing suicidality, to distinguish high-risk (levels 3 to 5) from low-risk (levels 0 to 2) posts (Ji et al., 2023). The model incorporates theory-motivated linguistic features, including a suicide dictionary (Lv et al., 2015), absolutist words (Al-Mosaiwi and Johnstone, 2018), and pronoun and negation frequencies (Smirnova et al., 2018). Moreover, with advances in large language models, we include embeddings from the Chinese MentalBERT model (Zhai et al., 2024) as a comparison with the linguistic features. A Random Forest classifier is adopted for its strong performance and transparent feature importance, making it suitable for high-stakes risk assessment tasks. Results show that linguistic features slightly outperform embeddings (weighted F1: 0.9402 vs. 0.9366). Feature importance analysis highlights death-related vocabulary and first-person pronouns as key predictors, whereas absolutist words contribute minimally, likely due to cross-linguistic variation and the hyperbolic pragmatics of anonymous forums. Error analysis further indicates that both models tend to miss implicit, censorship-avoidant expressions of suicidality. Overall, the findings demonstrate that linguistically informed features achieve competitive performance while offering superior interpretability for sensitive NLP risk detection in Traditional Chinese contexts, providing practical implications for platform moderation and early risk screening. The study underscores the value of theory-driven feature design in enhancing transparent AI for mental health applications, offering directions for incorporating more fine-grained contextual cues in future research.

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Day 1

Concurrent Sessions II

D1.C2.A

D1.C2.B

D1.C2.C

D1.C2.D

D1.C2.E

The 30th PAAL International Conference

Improving academic literacy through an understanding of the role of citations in disciplinary meaning construal

Collet, Tanja

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Abstract

This study aims to assess the development of academic literacy in undergraduate students, particularly the students' ability to recognize and exploit textual features aimed at facilitating text comprehension. The study focuses on a specific text genre, journal articles, the dominant genre in linguistics, the social science considered for this study. Journal articles are often assigned as required reading material in upper-level undergraduate courses in linguistics.

Academic literacy concerns the "reading, unpacking, and understanding of written texts" (Clarence & McKenna 2017). However, given the insider nature of specialized discourse, journal articles often do not conform to the traditional conduit metaphor of language (Hyland 2009). Though the terms (discipline-specific words) in the articles are supposed to act as "keywords for activating specialized frames of knowledge" (de Beaugrande 1993), that activation can only occur if the student reader possesses these specialized frames. Should the reader's disciplinary knowledge be insufficient, comprehension (though partial) may still be possible, if the student can identify and exploit the comprehension aids embedded by the writer in the text.

One such aid is citation, a key feature of academic writing. Citations can function as markers of semantic content (Collet 2018): 1) they can expand on term meaning, 2) identify synonyms, antonyms, or hyponyms, and 3) refer to text(s) which can be parsed for additional information.

Consequently, a valuable reading strategy for students is to look for instances of semantic markers, and to process these instances not just as citations, i.e., as acknowledgements of intellectual indebtedness, but also as attempts by the writer to respond to a need for semantic or conceptual clarification.

The study, conducted with a participation pool of undergraduate students in linguistics, assesses the students' ability to locate and analyze semantic markers in journal articles. Results show that students often overlook citations as text comprehension aids.

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The 30th PAAL International Conference

Infinitives, Gerunds, and Participles in Standardized English Tests for Japanese Junior High Schools: A Corpus-Based Analysis Using the Revised List of Grammar Items

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Abstract

This study analyzes the use and functional characteristics of verbals (non-finite verb forms such as infinitives, gerunds, and participles) in English texts designed for junior high school learners in Japan. Employing the Revised List of Grammar Items (Takahashi & Okamoto, 2025) as the analytical framework, the study examines all English sentences appearing in three administrations (2018, 2019, and 2023) of the National Assessment of Academic Ability.

The analysis reveals several notable characteristics. First, with respect to overall distribution, infinitives account for 50.0% of all the instances of the verbals identified, followed by gerunds at 35.0% and participles at 15.0%. Second, subject-functioning infinitives were not observed, while 22.8% of subject-functioning gerunds were observed. Third, both infinitives and gerunds function as objects; however, infinitives appeared more frequently (48.0%) than gerunds (37.1%). Fourth, verbals used as complements include infinitives, gerunds, and participles, with participles overwhelmingly predominant, accounting for 80.0% of such cases. Fifth, in attributive adjectival use modifying nouns, participles showed the highest proportion (66.7%), compared with infinitives (14.0%) and gerunds (11.4%). Finally, adverbial usage is observed with infinitives and participles, with infinitives occurring more frequently in this function (30.0%) than participles (13.3%).

These findings indicate that distinctive patterns of verbal usage shaped by the national curriculum are systematically reflected in standardized assessment materials. The results suggest a strong curricular influence on the selection of grammar items in large-scale testing contexts. Further research is needed to examine the extent to which these patterns correspond to those found in government-authorized junior high school English textbooks.

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The 30th PAAL International Conference

Designing Participation: Project-Based Storytelling and Task Architecture in Portuguese as an Additional Language Course

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Abstract

This paper examines how participation in language classrooms can be fostered through deliberate task design rather than attributed to learners' cultural disposition. Drawing on a Storytelling Course in Portuguese as an Additional Language (PLA) implemented in a Chinese university context, the study explores how project-based pedagogy (Gandin, 2002; Barbosa, 2004) and carefully structured task architecture can promote engagement in intercultural classrooms. The course culminated in a public storytelling performance, positioning students as authors and performers responsible for a shared final product. A corpus of 28.5 hours of video-recorded classroom interaction was collected and analyzed using principles from Ethnomethodology and Ethnomethodological Conversation Analysis (Garfinkel, 1967; Sacks, 1992), focusing on how tasks were interactionally accomplished in practice. Analysis indicates that participation expanded as learners oriented to clearly projected goals, audience design, and collaborative performance-building. Rather than framing reduced oral participation in East Asian contexts as cultural resistance, findings suggest that engagement is closely tied to task architecture: when roles, purposes, and interlocutors are made explicit, learners display more agency, initiative, and shared responsibility. The study argues that storytelling-based project work offers a pedagogically transferable framework for additional language education in Confucian-heritage contexts. By integrating oral performance, peer scaffolding, and a meaningful public outcome, teachers can design participation opportunities that reshape classroom interactional dynamics. Contributing to Pan-Pacific discussions in applied linguistics, this paper highlights the teacher's role as a designer of participation and proposes task architecture as a central dimension in fostering engagement across intercultural language classrooms.

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The 30th PAAL International Conference

Formulation of Epistemic Stance With Direct Reported Speech in Task-Based Second Language Peer Discussions: An Interactional Linguistics Perspective on the Role of Pedagogical Materials

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Abstract

This presentation examines how second language (L2) learners use pedagogical materials to construct opinions during peer tasks. It focuses on how participants in small-group classroom discussions incorporate worksheet language to formulate and articulate positions, highlighting direct reported speech (DRS) as a key resource for incorporating textual material into talk.

Research has explicated the interactional functions of DRS in everyday conversation (Holt & Clift, 2007) and classroom interaction (Park & Kim, 2022), as well as showing how material artifacts shape educational activities (Koç & Ergül, 2023). Building on this research, our study investigates L2 learner mobilization of DRS in constructing arguments.

The dataset comprises 125 hours of video-recorded small-group discussions among Japanese university students, analyzed using conversation analysis. Learners participated in consensus-building tasks supported by worksheets presenting personal statements attributed to hypothetical job or dating candidates. Participants recurrently cited these statements using DRS while negotiating and supporting opinions.

Analysis identified two recurrent sequential formats: (a) speakers produce a quotative marker (*X says*), deliver worksheet content in DRS, then use *so* to introduce an explicit stance, and in (b) speakers first present an assessment, followed by a *because*-clause, then a quotative marker and DRS, and a stance-concluding *so*-statement. When speakers omit an explicit stance after DRS, co-participants pursue a completion.

These findings demonstrate that L2 learners integrate worksheet language through DRS as an interactional resource for constructing opinions. The study contributes to understanding how pedagogical materials mediate classroom interaction.

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Syntactic Variation and L1 Transfer in English Conditionals: A Corpus-Based Comparison of Thai EFL and Singaporean ESL Learners

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Abstract

Conditional constructions continue to present significant challenges in English language instruction, especially for Thai EFL learners, whose native language does not possess morphological inflection to express hypotheticality. Current SLA research emphasizes that such syntactic challenges often stem from L1 interference, where learners map native grammatical patterns onto the target language. This is evident in recent studies on Thai interlanguage. For example, Timyam et al. (2023) found that learners transfer L1 semantic constraints—specifically regarding general head nouns and non-eventive predicates—resulting in the non-target-like omission of relative markers in English. Similarly, Rhekhalilit (2023) observed that Thai learners systematically misplace intensive self-forms as oblique arguments following the preposition ‘by’.

Positing that similar cross-linguistic mechanisms govern the acquisition of complex conditionals, this study utilizes the International Corpus Network of Asian Learners of English (ICNALE) to compare written production among Thai EFL learners, Singaporean ESL learners, and native English speakers. The analysis focuses on the distribution of conditional types, the range of tense alternatives employed, and distinctive discourse features.

The results indicate notable differences in syntactic proficiency. Native speakers exhibit a distinct preference for Type 2 conditionals (If + past, would + base), a pattern significantly underrepresented in learner data. Crucially, while Singaporean learners generally adhere to standard tense patterns, Thai learners display marked instability in verb tense selection. This variation suggests a reliance on L1-based semantic judgments rather than L2 morphosyntactic rules, paralleling the transfer effects documented in relative clause and reflexive pronoun acquisition. Furthermore, native speakers frequently employ “then” as a discourse marker to signal the apodosis, a feature largely absent in learner production. These findings underscore the critical need for pedagogical interventions that explicitly address these specific L1-L2 structural contrasts.

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The 30th PAAL International Conference

Discourse-Organizing Formulaic Sequences in Japanese EFL Writing: Patterns of Use and Misuse

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Abstract

The use of formulaic sequences (FSs) has received increasing attention in second language acquisition (SLA) research (e.g., AlHassan & Wood, 2015; Almosa, 2024; Hinkel, 2020). In particular, FSs functioning as discourse devices—expressions that signal organization and guide information flow (e.g., *on the other hand*, *in addition*)—are considered crucial in academic writing (e.g., AlHassan & Wood, 2015). However, previous research has shown that such expressions are at times used incorrectly or inappropriately by EFL learners (De Cock, 2000). The present study investigates how advanced Japanese EFL learners use discourse-organizing FSs and identifies which types tend to be perceived as inappropriate. Two native English-speaking raters assessed essays written by 14 students. Each student produced four essays, resulting in a total of 56 essays. All FSs identified in the essays were evaluated in terms of appropriateness. The analysis revealed several recurring patterns in FS misuse. First, logical connectors, particularly those signaling contrast, were frequently used inaccurately; in many cases, the subsequent statements did not present genuinely contrasting ideas. Second, FSs containing first-person pronouns (e.g., *I will introduce*) were judged inappropriate for academic writing, which typically favors a more formal tone. Third, limited repertoire led to repetitive use of certain FSs. Although these expressions were accurate in isolation, excessive repetition created a negative impression among raters. These findings suggest that explicit instruction on the pragmatic and rhetorical functions of discourse-organizing FSs may help Japanese EFL learners produce more appropriate academic writing.

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The 30th PAAL International Conference

The Impact of Generative AI Chatbots on the Oral Willingness to Communicate of Chinese University EFL Learners

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Abstract

Despite adequate linguistic knowledge, many Chinese university EFL learners experience the so-called “mute English” phenomenon—a reluctance to speak linked to Foreign Language Anxiety (FLA) and concerns about maintaining face. While Generative AI (GenAI) chatbots provide simulated conversational practice, empirical evidence regarding their impact on affective variables remains limited. This mixed-methods sequential explanatory study examined the effects of voice-based GenAI interaction on Oral Willingness to Communicate (WTC), FLA, and Self-Perceived Communicative Competence (SPCC) among Chinese undergraduates.

A 12-week quasi-experimental design was implemented with 75 non-English majors assigned to an experimental group ($n = 33$) or a control group ($n = 42$). The experimental group completed six structured voice-interaction tasks with a GenAI chatbot, while the control group engaged in conventional peer-based communicative activities. Pre- and post-intervention data were collected using the Chinese-adapted WTC Scale (Peng & Woodrow, 2010), the Foreign Language Classroom Anxiety Scale (FLCAS), and the SPCC Scale. Follow-up semi-structured interviews were conducted to explain quantitative findings.

ANCOVA results indicated that, compared with the control group, the experimental group showed significantly higher Oral WTC and SPCC and significantly lower FLA. Increased willingness to communicate extended beyond AI-mediated contexts to face-to-face classroom communication. Thematic analysis revealed that participants perceived the chatbot as a “judgment-free interlocutor,” enabling them to protect face while practicing speaking. This psychological safety appeared to scaffold confidence and function as a bridge to human interaction.

The findings suggest that voice-based GenAI can lower learners’ affective barriers and enhance communicative readiness. Integrating AI-mediated speaking practice may therefore support reticent learners’ psychological engagement and oral development in EFL contexts.

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The 30th PAAL International Conference

Integrating Generative AI in Language Education: Classroom-Based Insights into Student Practices and Pedagogical Implications

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Abstract

The increasing presence of generative artificial intelligence (AI) tools in higher education presents practical challenges for language instructors seeking to establish appropriate classroom policies. Despite this growing prevalence, limited research has examined students' actual classroom practices and how these tools are reshaping learning environments. This classroom-based study investigates how students utilize generative AI across language and non-language courses and explores how these findings may contribute to and influence language classroom instruction.

An anonymous online survey was administered to undergraduate students enrolled in language courses at a Japanese university (current N = 128; additional data collection is ongoing). The questionnaire examined AI use, including frequency, purposes, and the use of AI-based translation tools on personal devices. It gathered data on students' use of AI across different course contexts and their attitudes toward AI-assisted learning. The questionnaire consisted of both closed-ended items and open-ended questions.

Descriptive statistics and group comparisons were conducted to examine differences across course contexts and proficiency levels. Preliminary findings suggest that AI use appears to vary according to course demands, particularly in writing tasks, translation, and idea generation. Students' responses also reveal tensions: some view AI as a helpful learning scaffold, while others express concerns about overreliance or fairness. Notably, qualitative responses indicate a sense of uncertainty regarding what constitutes appropriate or ethical AI use, with several students calling for clearer guidance from instructors. The findings aim to support the development of classroom-specific guidelines for responsible AI integration in language education.

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The 30th PAAL International Conference

Generative AI as Scaffolding for L2 Speaking and Self-Efficacy in Large University EFL Classes

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Abstract

As a language instructor at a Japanese university, I have observed that the most significant demand from students is a desire to improve their English-speaking ability and to have more opportunities to practice speaking. However, structural constraints, such as the large class sizes common in Japanese higher education and a lack of authentic L2 interaction in the EFL context, make it difficult for instructors to provide individualized feedback. These challenges often prevent students from developing the self-efficacy required to speak English with confidence. While recent research has shown that generative AI (GenAI) can support learners as a tutor, particularly in writing, there remains a clear need for more classroom-based studies specifically targeting the development of speaking ability through interactive GenAI use (Lee et al., 2026).

This study aims to examine how the explicit instruction of interactive GenAI use can impact L2 English speaking performance and speaking self-efficacy in a large-class setting. The participants were Japanese university students enrolled in a required English course. Throughout a semester-long intervention, students received explicit instruction on how to write effective prompts, maintain a dialogue, and utilize the AI's feedback for their own lexical development. Speaking performance was compared using pre- and post-intervention audio recordings, while speaking self-efficacy was measured through pre- and post-questionnaires. Short reflective comments were also collected to capture students' perceptions of using GenAI for speaking practice.

Preliminary results indicate that learners felt more at ease and capable when using interactive GenAI for speaking tasks. These findings align with recent research suggesting that GenAI-mediated support can reduce anxiety and boost confidence (Zhou et al., 2025). Ultimately, this study provides

classroom-based evidence that explicitly teaching students how to use GenAI can support speaking practice in environments where instructor feedback is limited, offering a practical way to extend speaking opportunities in large EFL classes.

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The 30th PAAL International Conference

Bridging the Gap Between Examination Pressure and Communicative Competence: A Case Study of Cross-Cultural Exchange in a Japanese Senior High School

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Abstract

This study aims to examine the extent to which third-year high school students achieve three core objectives—(1) active, interactive, and deep learning, (2) integrated language activities across four skills and five domains, and (3) intercultural understanding—through exchanges with Malaysian university staff. While Japanese national curriculum guidelines emphasize integrated language activities, the pressure of university entrance examinations often leads to a focus on knowledge acquisition over communication. This research demonstrates that implementing such activities is feasible and effective even during the second semester of the third year, a period of high academic pressure.

The participants were 29 public high school students. Between September and December 2024, they engaged in two exchange sessions—one in-person and one online—delivering English presentations on local culture and study tour proposals using ICT tools. Data were collected through three questionnaires and analyzed using text mining with KH Coder.

Results showed a significant shift in student attitudes; although 90% initially felt "poor at English," the exchanges fostered a joy in communication and a desire for further interaction. Approximately 40% reported increased motivation, specifically in listening and speaking skills. Analysis revealed that students began viewing English as a "means of connecting with people" rather than a mere "subject for exams," while gaining meta-cognitive insights into the importance of self-expression and cultural diversity. The study concludes that authentic communication clarifies the purpose of language learning and broadens students' perspectives. Future research should involve longitudinal studies across different grade levels to further validate these effects.

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The 30th PAAL International Conference

Analysis of Classroom Dialogues between EFL Teachers and Learners: Focusing on Japanese Secondary School Teachers

Akiya, Riona & Suzuki, Nonoka & Wakabayashi, Miyu

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Abstract

This study aims to clarify what kinds of classroom dialogue Japanese secondary-school EFL teachers have with their students. It focuses on three points: helping students think more deeply, motivating students, and improving students' English proficiency. In the past, many Japanese school classes were often regarded as positivist; in this view, students are passive, and teachers give knowledge to students efficiently (Kubota, 2003). However, Japanese EFL education has gradually moved towards more dialogue-based teaching, influenced by the OECD DeSeCo discussions on competencies (Akatsuka, 2026). In this approach, students are encouraged to answer questions that require more thinking and join collaborative activities such as content-based pairs or group work. Even so, previous research has not analysed enough what kinds of dialogue happen between EFL teachers and students, why EFL teachers use these dialogues, and what kinds of questions teachers ask. To address this, this study observed five EFL classes taught by three teachers. The dialogues between EFL teachers and students were also audio-recorded. The recordings were transcribed, and the teachers' talk and the students' responses were analysed using text-mining tools. The results show that teacher talk was grouped into five types: motivating expressions, commands, explanations, guidance, and questions – about 60% of teacher talk was explanation and guidance, motivating expressions and commands were about 20%. In the remaining 20%, about 15% were lower-order thinking questions, and about 5% were higher-order thinking questions. Participant teachers mentioned that they wanted to ask more higher-order thinking questions, however they also felt that students need a higher level of English proficiency to answer such questions. For future research, this study suggests that teachers need to ask more higher-order thinking questions to achieve a dialogue-based approach, but they may need to adjust the level of these questions depending on students' English proficiency.

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The authors are students at Sagami Women's University and members of Dr Yuya Akatsuka's seminar. We are conducting research on how English should be taught to secondary school students in Japanese school contexts.

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The 30th PAAL International Conference

The Comparative Perception of Lying between Indonesian and Vietnamese

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Abstract

Lying is widely regarded as morally objectionable across cultures, yet the conditions under which an utterance is classified as a lie vary cross-culturally. A dominant account in linguistic and philosophical literature defines lying primarily in terms of the speaker's false belief, or subjective falsity (Marsili 2014; Meibauer 2014; Dynel 2018). Prototypical semantic study by Coleman & Kay (1981) shows that English speakers prioritize subjective falsity, and similar results have been reported for several European languages. In contrast, studies in several Asian languages suggest greater weight for objective falsity (Adha 2020; Adha & Li 2023). This study presents a cross-cultural comparison of the perception of lying in Indonesian (*bohong*) and Vietnamese (*nói dối*) through a replication of Coleman & Kay's (1981) methodology. The study contributes to ongoing debates on the universality versus cultural variability of the concept of lying. New data were collected from 109 native Vietnamese speakers using a linguistically and culturally adapted questionnaire with eight stories varying three elements: (1) objective falsity, (2) subjective falsity, and (3) intention to deceive. These results are compared with a previously published Indonesian dataset used as a comparative baseline collected using the same design (Adha 2020). Respondents evaluated whether the protagonist lied in each of eight scenarios and whether they expected others in their community to agree with their judgement. The comparative results show that neither Indonesian nor Vietnamese speakers treat subjective falsity as the primary defining feature of lying. Instead, evaluations give greater weight to objective falsity and communicative intent. The findings challenge claims that lying is universally defined in belief-based terms and support a culturally variable account of the concept. The study demonstrates the value of cross-linguistic experimental pragmatics for modelling speaker judgments.

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The Paradox of L2 Motivation: Exploring L2 Pronunciation Outcomes and Self-Perception Biases

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Abstract

This study investigates how L2 motivation predicts L2 pronunciation outcomes—comprehensibility and accentedness—and discrepancies between learners' self-perception and native speakers' evaluations among Korean EFL learners. Since L2 motivation initiates and sustains learning, and shapes strategies, previous studies examined its link with L2 pronunciation outcomes. However, little is known about how motivation relates to learners' self-perception and discrepancies between native- and self-evaluations, a metacognitive dimension through which motivational orientations may influence self-evaluative standards and biases, shaping strategy adjustment. Drawing on the L2 Motivational Self System, the Socio-Educational Model, and Regulatory Focus Theory, this study compares theoretically paired motivational components: (a) Ideal L2 Self vs. Ought-to L2 Self; (b) Instrumentality (Promotion) vs. Attitudes to L2 Culture and Community; (c) Attitudes to Learning English vs. Ideal L2 Self; (d) Instrumentality (Promotion) vs. Ought-to L2 Self. Forty upper-intermediate to advanced Korean EFL learners completed a read-aloud task. Their speech was rated for comprehensibility and accentedness by twenty native North American English speakers, and learners self-rated their accentedness. They also completed an adapted L2 motivation questionnaire (Taguchi et al., 2009) and a background questionnaire on learning experiences and L2 pronunciation beliefs. Results revealed that higher motivation predicted less comprehensible and more accented speech, contrary to the expectation that highly motivated learners produce more native-like speech. Notably, Instrumentality (Promotion) showed the strongest negative association compared to Attitudes to L2 Culture and Community and Ought-to L2 Self. Learners with higher motivation also perceived their accentedness more optimistically, with Ideal L2 Self showing the greatest optimistic self-perception relative to Ought-to L2 Self. These findings suggest L2 motivation affects pronunciation in orientation-specific ways rather than being uniformly facilitative. Certain motivational orientations can actually undermine objective performance and distort self-perception. This indicates L2 motivation is asymmetric and context-dependent, challenging the assumption that higher motivation always leads to better pronunciation.

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Can early acquired and later forgotten languages be re-activated?

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Abstract

A central question in psycholinguistics is whether early acquired language representations persist after decades of non-use. It remains unclear whether these representations are permanently stored, are dependent on continued exposure, or are retained but remain inaccessible (Pallier et al., 2003; Ventureyra et al., 2004). International adoptees (IAs), who experience cessation of input in their first language (L1), provide a test case (Hyltenstam et al., 2008; Oh et al., 2009; Choi et al., 2017). This study examined whether Korean IAs show evidence of reactivation following controlled re-exposure, whether age of adoption and learning motivation modulate this process, and whether gains persist after exposure ends. Forty-six adult IAs participated: 17 early adopted Korean IAs (3-11 months at adoption), 14 late-adopted Korean IAs (adopted 18-90 months) and 15 monolingual English controls. Participants completed repeated testing across 10-days with intervening, high-variability phonetic training targeting the Korean three-way laryngeal contrast (fortis, aspirated, lenis) using a three-alternative forced-choice identification task. Motivation was assessed with the AMTB (Gardner, 1985). Identification accuracy was analyzed using binomial generalized linear mixed-effects regression with participant-specific learning trajectories. At baseline, IAs adopted at earlier ages performed similarly to controls, whereas IAs adopted at later ages performed significantly worse. All groups improved with exposure, but trajectories differed: early IAs showed rapid gains consistent with facilitated relearning, controls improved gradually and reached a comparable performance with the earlier-adopted IAs, while late IAs showed limited improvement and remained below other groups. Age of adoption significantly predicted performance, while motivation did not. These findings support a savings account of retention (de Bot & Stoessel, 2000): early phonological representations can persist latently for decades and become detectable through relearning, even when baseline sensitivity is absent. Reactivation appears to be shaped by accessibility rather than simple loss, highlighting the importance of longitudinal relearning paradigms for studying language attrition.

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Not Just How Many, but How Well: Vocabulary Depth and Its Role in Second Language Reading Comprehension

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Abstract

This study examined the relative contributions of second language (L2) vocabulary size and depth to L2 reading comprehension among L2 learners. Adopting Nation's (2001) tripartite framework—form, meaning, and use—we employed separate tasks for each component to examine interrelations among depth components, their associations with size, and their predictive roles in reading comprehension. Seventy-three Korean learners of English completed a vocabulary size test, three depth tasks which target form, meaning, and use, followed by a reading comprehension test. Correlational analyses revealed moderate associations among the three depth components. Vocabulary size was more aligned with form and meaning, whereas its association with use was relatively weak. Notably, regression analyses revealed a different pattern in reading comprehension: use made a comparatively greater contribution, with composite depth outperforming size overall. This contrast suggests that depth knowledge of form and meaning overlaps with vocabulary size and provides a necessary foundation. Depth knowledge of use may be a comparatively greater factor in reading performance, even though a certain level of vocabulary size is required for comprehension. Taken together, the results indicate that L2 reading comprehension depends not only on vocabulary accumulation but also on the balanced development of qualitative depth, particularly the use component.

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Day 2

Concurrent Sessions I

D2.C1.A

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D2.C1.C

D2.C1.D

D2.C1.E

The 30th PAAL International Conference

Graph-Centrality Measures of Syntactic Dependency Structures of English Sentences Produced by Learners of Different Proficiency Levels

Masanori Oya

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Abstract

This study investigates graph-centrality properties of syntactic dependency structures in learner English using the written essay component of the International Corpus Network of Asian Learners of English (ICNALE). The analysis focuses on two graph-theoretic measures—degree centrality and closeness centrality—to examine whether they correlate with each other and whether their relationship varies across learner proficiency levels. Each sentence is modeled as a graph in which lexical items correspond to nodes and syntactic dependency relations correspond to edges. Degree centrality reflects the extent to which dependency relations are concentrated around a single head, thereby indicating the relative flatness of the syntactic structure. Closeness centrality measures the average geodesic distance between nodes and captures the overall proximity of lexical items within the dependency network. Higher values of both measures correspond to flatter, less hierarchically embedded structures.

The dataset consists of essays written by Japanese learners of English at CEFR levels A2, B1_1, B1_2, and B2+, and those written by native speakers of English. Centrality measures were computed for each sentence using an original Python script and normalized via z-scores. Sentences were then plotted according to normalized degree centrality (x-axis) and normalized closeness centrality (y-axis), and correlations were calculated within each proficiency group. Linear regression analyses were conducted to test whether the slopes of the distributions differed significantly across learner groups.

The results reveal a positive correlation between degree centrality and closeness centrality across all groups. Regression analyses indicate no statistically significant differences in slope among proficiency levels. These findings suggest that the syntactic dependency structures of English sentences produced by both learners and native speakers exhibit a stable organizational pattern. Structures with locally dense dependency relations also tend to have shorter global path lengths, reflecting a consistent organization of sentence structure across different levels of learner proficiency.

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The 30th PAAL International Conference

Metaphors we teach by: Identifying metaphors of ESL professionals in Japanese universities

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Abstract

Since the release of Lakoff and Johnson's seminal work *Metaphors We Live By* (1981), metaphors have been understood as a foundational mechanism of cognition. Work in cognitive linguistics further demonstrates how figurative language reveals underlying conceptual structures that shape meaning making and action (Dancygier & Sweetser, 2014). In educational research, teachers' metaphors have been shown to illuminate professional identity, pedagogical beliefs, and career development (Alger, 2009).

In the Japanese context, metaphor has been used to explore aspects of tertiary ELT teachers' experiences. Burden (2011), for example, analyzed university instructors' metaphors surrounding student evaluation, demonstrating how figurative framing reveals teachers' emotional and institutional positioning. Similarly, Nagamine (2012) employed metaphor analysis to investigate Japanese pre-service EFL teachers' developing professional identities. These studies establish the value of metaphor analysis for examining teacher cognition and identity in Japan. However, research that systematically elicits and maps in-service Japanese university ESL/EFL teachers' metaphors of teaching—particularly through image-based elicitation designed to surface deeper conceptual structures—remains limited.

Building on this foundation, the present study employs the Zaltman Metaphor Elicitation Technique (ZMET) (Zaltman & Coulter, 1995), an image-based qualitative methodology developed to uncover tacit conceptual frameworks. Five ESL instructors at Japanese universities select images representing their experience of teaching and participate in in-depth interviews exploring the meanings embedded in those images. Analysis identifies recurring source–target mappings and broader metaphorical models structuring professional self-understanding.

Drawing on insights into how metaphor shapes professional practice (e.g., Buschner & Buschner, 2022), this study seeks to (1) describe dominant metaphors framing ESL teaching identities in Japanese higher education, (2) examine how these metaphors position learners, institutions, and teachers themselves, and (3) consider implications for pre-service teacher education and institutional awareness. By making implicit metaphors explicit, the study contributes to cognitive-linguistic research on professional identity while offering reflective tools for teacher development.

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The 30th PAAL International Conference

The Bounding Function of Directional Situations at the Right Periphery of Temporal Domains in Chinese Narrative Discourse: A Corpus-Based Typological Study of Derivational Perfective Aspect

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Abstract

Temporal progression in narrative discourse has long been a focal topic in the research of discourse semantics. Based on a parallel corpus of modern Chinese novels and their English translations, this study focuses on the temporal-semantic features of eventualities situated at the right periphery of the temporal domain within Chinese narrative discourse, taking the temporal domain as the unit of analysis. Through comparison with English parallel texts, it further explores the distinctive characteristics of this type of eventualities in Chinese. Drawing on theoretical perspectives related to the typology of the derivational perfective, the study finds that this specially distributed class of eventualities originates from Chinese directional verbs, whose original directional meaning has been weakened or even lost, while simultaneously exhibit a relatively clear bounding function within the temporal domain of narratives. The consistency observed in their discourse distribution, semantic sources, and discourse functions indicates that these eventualities are characterized by a high degree of generalization and refinement, aligning with the typological evolutionary path and semantic features of the derivational perfective. The conclusions of this study not only provide cross-linguistic empirical evidence for the typology of the derivational perfective but also further validate the endpoint-anchored model of temporal progression in narrative discourse, as proposed in classical discourse dynamic semantics.

Key words

derivational perfective; bounding function; narrative discourse; temporal advancement; mandarin Chinese

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The 30th PAAL International Conference

Classroom Interaction as a Mechanism Linking Intersubjectivity, Memory, and Predictive Processing in EFL Learning

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Abstract

This study examined classroom interaction in an English as a Foreign Language (EFL) context through the perspectives of intersubjectivity and predictive language processing. Meaning-focused frameworks emphasize balanced language activities and sustained engagement with meaning, which supports language development (Nation, 2007; Nation & Yamamoto, 2012). From a neurolinguistic standpoint, accumulated linguistic experience stored in memory underpins predictive processing. However, the mechanism through which classroom practices foster predictive ability remains theoretically underdeveloped regarding how real-time interaction shapes learners' cognitive processes beyond the traditional input-output distinction. Therefore, this study conceptualized classroom interaction as a dynamic process of shared meaning construction. Through interaction, learners negotiate meaning, develop intersubjectivity, and express personal ideas while engaging in predictive processing grounded in stored linguistic memory. These processes activate, reorganize, and consolidate linguistic representations while enhancing metacognitive awareness. Interaction may therefore serve as a bridge between accumulated linguistic memory and subsequent language use, supporting both cognitive and metacognitive dimensions of development. The argument was supported by learner-perception data collected in 2025, after a semester of instruction, from first-year students from engineering ($n = 24$) and nutrition ($n = 41$) programs at a Japanese university. Responses were analyzed using qualitative content analysis. A clear majority of participants (approximately 62% overall; 54% in engineering and 66% in nutrition) identified interaction-based activities, including pair exchanges and presentations with question-and-answer sessions, as most effective for language development. While exploratory and perception-based, these findings provide preliminary empirical support for theorizing classroom interaction as a process grounded in neurolinguistic mechanisms. These findings align with neurocognitive accounts of prediction as a fundamental brain function grounded in prior experience (Clark, 2013; Friston, 2010; Kray et al., 2024). Interaction in the

foreign language classroom may thus reinforce mechanisms linking memory, prediction, and subsequent language production, highlighting its central role in meaningful and cognitively engaging language practice.

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The 30th PAAL International Conference

Collaborative Online International Learning in English Literacy Education: A Case Study from a Pan-Pacific Partnership

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Abstract

This paper reports on a Collaborative Online International Learning (COIL) project developed within the Erasmus+ SPARK-COIL initiative, which aims to strengthen academic agility, resilience, and knowledge exchange across the Pan-Pacific region. The project connects pre-service teachers enrolled in *English: Reading, Writing, and Text-Based Teaching Methodology in Primary Education* at the University of Alicante (Spain) with graduate students in *Language Learning Materials Development* at Ateneo de Naga University (Philippines).

Over a six-week period, mixed international teams engaged in synchronous and asynchronous online collaboration to analyse literacy pedagogies in their respective contexts and to co-design English literacy teaching materials grounded in phonics-based methodology. The instructional design combined intercultural exchange, case-based discussion, collaborative material evaluation, and guided integration of digital and material development. Particular attention was given to cultural responsiveness, age-appropriateness, and responsible use of educational technology, in line with telecollaborative approaches to language teacher education (Dooly & O'Dowd, 2018)

Drawing on interaction data, student reflections, and the collaboratively produced literacy materials, the paper examines how COIL can support applied linguistics objectives in teacher education, particularly in the areas of literacy pedagogy, materials development, and technology-enhanced learning. The project illustrates the manner international online collaboration enables students to negotiate pedagogical principles across contexts, critically reflect on literacy challenges, and translate theoretical knowledge into practical classroom resources.

The study contributes to ongoing discussions in applied linguistics on internationalization of the curriculum, language pedagogy across diverse educational settings, and the pedagogical potential of COIL in the Pan-Pacific region. It also highlights the role of structured online

collaboration in fostering intercultural competence and professional preparation among future language educators.

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The 30th PAAL International Conference

Reframing Pronunciation: Learner Beliefs, Self-Efficacy, and Phonological Awareness in Japanese Senior High School EFL Classrooms

Seiko Oguri

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Abstract

This study examines how integrated pronunciation instruction influences third-year Japanese senior high school students' beliefs about language learning and their self-perception as English users. The research was conducted in a once-weekly 90-minute grammar-in-use class meeting for 13 weeks per semester over two semesters, where the primary goal was the practical application of grammatical structures rather than pronunciation training. Although many students can recognize individual English sounds, pronunciation practice is rarely systematically embedded in regular lessons, and opportunities for sustained voiced production remain limited. This study asks whether meaningful change can occur even in grammar-focused classes.

Drawing on survey data collected in 2024 and 2025 ($N = 156$), the study investigates students' prior experiences with pronunciation instruction and their attitudinal shifts following structured pronunciation practice integrated into grammar lessons. Instruction emphasized repeated voiced production of vocabulary, phrases, and sentences through pair work, ensuring active articulation of target forms within meaningful grammatical contexts.

The study addresses three research questions:

- (1) To what extent have students previously experienced integrated pronunciation instruction?
- (2) How does regular voiced production affect learners' self-efficacy and listening confidence?
- (3) In what ways do students recognize changes in their beliefs and self-perceptions?

Results indicate that most participants had received minimal integrated pronunciation training prior to the intervention. Following sustained voiced practice across two semesters, students reported increased phonological awareness, improved listening discrimination, and greater confidence in oral participation. Reflective data reveal a shift in mindset: learners moved from viewing English primarily as a test-oriented subject to perceiving themselves as emerging language users.

The findings suggest that embedding pronunciation within communicative practice can function as belief restructuring that enhances learner agency, even in exam-oriented, grammar-focused EFL contexts.

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The Difficulty Order of English Relative Constructions: A Large-Scale Analysis of Japanese EFL Learners

Suda, Koji, Okamura, Hiromu, Suzuki, Tomohisa, Mochizuki, Kota, Yokota, Hideki & Shirahata, Tomohiko

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Abstract

To elucidate the difficulty of a wide range of relative constructions, this study investigates the order of difficulty among 22 types of English relative constructions produced by Japanese learners of English (JLEs). English relative clauses have been widely recognized in SLA research as a persistent source of difficulty. Classic studies drawing on the Noun Phrase Accessibility Hierarchy (NPAH; Keenan & Comrie, 1977) predict a systematic difficulty pattern based on the grammatical role of the relativized element, with subject relatives being the easiest and oblique or genitive relatives considerably harder. Building on these findings, the present study examines the relative difficulty of 22 construction types, including relative pronouns, relative adverbs, and nominal relatives.

Data were collected from 320 university students in Japan. Participants were presented with two simple sentences and instructed to combine them into one sentence using an appropriate relative construction. The 22 item types were created by manipulating the animacy of the antecedent, the grammatical role of the antecedent (subject vs. object), and the grammatical role within the relative clause, resulting in 12 relative pronoun types, 8 relative adverb types, and 2 nominal relative types.

The results revealed substantial variation across construction types, with a significant main effect ($F(21, 5691) = 161.523, p < .01, \eta^2 = .373$). Constructions with *why* modifying object antecedents showed the highest accuracy ($M = 2.82$), whereas subject nominal relatives (*what*) and subject-position *how* constructions showed the lowest accuracy, both below 1.0. Holm-adjusted comparisons confirmed significant differences among most types.

These findings show that animacy, grammatical role, and construction type jointly shape difficulty in ways not fully predicted by NPAH. This study provides a detailed account of the characteristics of the difficulties JLEs face in acquiring relative clauses, thereby highlighting the need for focused instruction on structurally opaque constructions.

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The 30th PAAL International Conference

Transferable Development in Repeated 10-Minute Timed L2 Writing Across Changing Content Domains

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Abstract

This study investigates whether repeated 10-minute timed writing following content-based instruction reveals signs of transferable L2 development beyond topic-specific performance. Timed writing under time pressure has been associated with proceduralization and automatization (DeKeyser, 2007), yet it remains unclear whether development observed in such tasks reflects generalizable linguistic growth when thematic content changes across instructional units.

The study was conducted in a Japanese university EFL context. In each unit, students engaged in vocabulary and content learning, followed by short quizzes to confirm comprehension. They then completed a 10-minute timed writing task based on the unit theme. Because each unit addressed a different topic, writing prompts varied throughout the semester. This design enables examination of developmental tendencies across changing content domains rather than improvement tied to repeated rehearsal of a single theme.

Longitudinal writing samples collected over the semester were analyzed. In addition to word count development, the study examines lexical diversity, syntactic complexity, use of cohesive devices, and stance expressions as potential indicators of qualitative change. Rather than equating increased length with improvement, the analysis focuses on shifts in how learners deploy linguistic resources under time constraints.

Grounded in the Output Hypothesis (Swain, 1985) and Skill Acquisition Theory (DeKeyser, 2007), this study explores whether repeated timed production supports gradual proceduralization of linguistic knowledge that can be flexibly applied across topics. The findings aim to contribute to discussions of classroom-based production tasks and their role in fostering sustainable L2 development in content-rich EFL curricula.

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Representations of Cultural and Linguistic Biases among International Students and Their Impact on Learning Arabic as a Second Language: A Qualitative Study in Light of Critical Discourse Analysis

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Abstract

This study aims to analyse the representations of cultural and linguistic biases among international students and to explore their impact on learning Arabic as a second language. It is grounded in the premise that learners do not enter the learning experience as neutral entities; rather, they arrive carrying identities, backgrounds, and prior experiences that may influence their reception of the new language and their understanding of its cultural implications. The study adopts a qualitative approach within the framework of Critical Discourse Analysis, which examines the relationship between language, identity, power, and social representations, and enables the deconstruction of implicit perceptions that shape learners' attitudes. The study draws on data collected through a closed-ended questionnaire designed to measure general attitudes and an open-ended questionnaire allowing for the free expression of experiences and perceptions. Both instruments were administered to a purposive sample of upper-intermediate and advanced-level students enrolled in the Arabic for Non-Native Speakers programme at King Khalid University. The findings revealed negative stereotypes about the Arabic language, most notably the belief in its difficulty and structural complexity, as well as its exclusive association with religion, which limits its recognition as a multifunctional global language.

The results also identified cultural biases sometimes characterised by conservatism or a sense of linguistic superiority linked to learners' backgrounds. This was reflected in limited classroom interaction and resistance to certain cultural content. The study concludes that addressing these biases requires pedagogical intervention that fosters critical awareness and integrates the cultural dimension into Arabic language teaching, thereby contributing to a more open and effective learning environment.

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The 30th PAAL International Conference

Revisioning learner agency in self-directed EMI learning contexts in the era of Generative AI

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Abstract

This research examines how Generative Artificial Intelligence (GenAI) transforms our understanding of learner agency and self-directed learning (SDL) in English Medium Instruction (EMI) contexts. While existing research has explored GenAI's impact on specific learning domains, less attention has been paid to how learners manoeuvre through multiple "demandscape"—the layered educational, personal, and socioeconomic demands shaping their engagement with GenAI in EMI settings. Through two illustrative examples, we analyse how EMI learners strategically utilise GenAI to address competing demands across different contexts. The first case examines a university student balancing academic tasks with internship requirements, while the second explores a recent graduate managing workplace challenges. Drawing on these cases, we propose the Dynamic Co-Agency Model (DCAM) to conceptualise how EMI learners partner with GenAI to navigate complex, multilayered demandscape inherent in SDL. Our findings suggest that learner agency manifests not simply as resistance to or compliance with institutional expectations but as sophisticated negotiation of multiple, sometimes competing demands across different learning contexts. This research extends traditional SDL frameworks, which often view learning through a primarily institutional lens, and calls for a more nuanced understanding of how learners exercise agency while engaging with GenAI. We conclude by proposing that effective SDL in the GenAI era requires developing the capacity to 'flow' adaptively through multiple demandscape while maintaining one's essential agency as a learner in charge of their own learning goals and trajectory.

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Day 2

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The 30th PAAL International Conference

Short-Term Study Abroad and Intercultural Development: Evidence from Pre-Post Measures in Japanese University Students

Kuznetsova Yulia

University of Tsukuba

Abstract

Short-term study abroad programmes are widely promoted across Japan as a means of strengthening students' intercultural competence and global engagement. However, it is still unclear which aspects of intercultural development change most during short-term mobility, and how these changes relate to cultural identity. This study examines the impact of short-term study abroad (1–5 months) on Japanese university students' intercultural sensitivity and cultural identity.

Pre- and post-programme questionnaire data were collected from 33 Japanese university students who participated in study abroad programmes. Intercultural sensitivity was measured using the Intercultural Sensitivity Scale (Chen & Starosta, 2000), and cultural identity orientation was measured using the Cultural Internalization Scale (autonomous vs externally driven cultural engagement) (Lynch, 2020). Cronbach's alpha analysis was used to assess the internal consistency of the CIS and ISS scores ($\alpha = .88, .83, .84$ across the main scales). Changes from pre to post were examined across the main subscales of each measure.

Results show consistent pre–post gains in several dimensions of intercultural sensitivity, with the strongest increases in interaction engagement, interaction confidence, and interaction enjoyment. Cultural identity patterns also shifted, indicating movement away from externally driven cultural engagement toward more self-directed internalization. These findings raise questions about how linguistic and cultural identities are integrated over time, beyond the study-abroad period.

Rather than treating study abroad as uniformly transformative, this study offers a more detailed account of which dimensions are most responsive to short-term mobility and how identity orientation may relate to those changes. The study contributes to applied linguistics in the Pan-Pacific by informing the design of mobility programmes, especially post-return reflection and re-entry support intended to sustain intercultural development after students return.

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The 30th PAAL International Conference

Influence of Animacy and Collectivity on the Production of the Optional Mandarin Plural Marker *men*

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Abstract

The Mandarin marker *men* is traditionally described as an optional plural or collective marker restricted to human nouns (Li 1999; Iljic 1994). However, recent corpus studies suggest that *men* is more flexible, occasionally occurring with non-human nouns (Yao & Cook 2025) and extending beyond plurality to additional functions (Cook 2009, 2019). Given that Mandarin plural reference is often expressed through quantifier–classifier constructions (Kim 2008; Kim & Meng 2022), it remains unclear how speakers choose between *men* and alternative number-marking strategies.

Because corpus data make it difficult to identify contexts in which *men* was possible but omitted, this study adopts an experimental approach to examine how animacy and collectivity influence speakers' use of *men*. Eighty-four native Mandarin speakers completed a picture description task in which stimuli varied by animacy (human, animal, object) and number/collectivity (singular, plural-individual, plural-group). Participants' productions were coded for the presence of *men* and other number-marking strategies.

The results show a strong animacy effect but little evidence for an independent role of collectivity. *Men* occurred frequently with human plurals and was also attested with animal plurals, but was rare with object nouns and absent in singular contexts. Mixed-effects analyses revealed reliable effects of animacy contrasts, while collectivity (plural-individual vs. plural-group) did not significantly affect *men* use. Moreover, plural-marking strategies were distributed similarly across plural-individual and plural-group conditions, and some plural descriptions combined *men* with other plural expressions. Overall, the findings suggest that number and animacy play a more central role than collectivity in licensing *men*. This experimental evidence challenges the traditional view of *men* as tightly constrained to human collective reference and points to a more flexible system of plural marking in Mandarin, with implications for formal analyses and future corpus-based and diachronic research.

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The 30th PAAL International Conference

Different Meanings of Support: Parent-Student Perspectives on Multilingual Identity Formation in Japan

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Abstract

Multilingual students may be described as supported at school, yet parents and students do not always mean the same thing by support. This study examines how these differences shape multilingual identity formation among high school and university students from foreign-background families in Japan, focusing on recognition across educational stages.

The analysis draws on an exploratory dataset comprising student (N = 45) and parent (N = 20) surveys, along with student (N = 16) and parent (N = 10) interviews. Survey data identify broad patterns in perceptions of support and belonging, while interviews show how these meanings are negotiated across home and school. Rather than treating support as fixed, the study examines it as an interpretive condition: what counts as support, for whom, and with what consequences for multilingual identity. It builds on work treating identity as socially negotiated through language, power, and recognition (Norton, 2013).

Findings suggest a misalignment between parent and student understandings of support. Parents describe support in terms of provision and management (e.g., school choice, language planning at home, access to resources). Students, by contrast, evaluate support through everyday experience: whether they feel recognized, whether their linguistic and cultural backgrounds can be expressed without discomfort, and whether multilingual ways of being are legitimate in school life. Symbolic respect and multilingual recognition do not always coincide. Home often becomes the main site where multilingual identity is sustained, but this depends on family labor and may involve pressure, negotiation, and emotional strain.

The study argues that support matters for identity formation not simply when institutionally available, but when it aligns with forms of recognition through which multilingual identity becomes livable in everyday educational experience. Comparing parent and student perspectives, the study shows how schools may appear supportive in provision while still offering limited legitimacy for multilingual identity in practice.

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The 30th PAAL International Conference

Managing Informing Sequences Within Cultural Tours

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Abstract

This presentation examines how tour guides initiate and launch extended tellings during experiential walking tours, focusing on how language, cultural artifacts, and the material environment are interactionally intertwined and made relevant to visitors. Previous conversation-analytic research has shown how participants in guided tours rely on the coordinated deployment of talk, embodied conduct, and material resources (Broth & Mondada, 2013; De Stefani & Mondada, 2014; Hosoda & Aline, 2025). Building on this work, we employ multimodal conversation analysis to investigate sequences of talk constructed for extended turns about cultural artifacts.

Analysis draws on 20 hours of video-recorded guided tours conducted in Asia and Europe. Findings reveal recurrent practices through which guides prepare for extended explanations. Prior to launching multi-unit tellings, guides monitor visitor movement, bodily orientation, and visual attention, deferring extended talk until establishment of a shared spatial and perceptual configuration. Deferment is managed through practices such as elongated connectives, withholding of talk, story-prefacing devices, question formulations, and the creation of narrative suspense. These practices demonstrate guides' attention to participants' orientation to cultural artifacts as being consequential to the organization and structure of talk.

Through this sequential organization, guides establish joint attention and mutual alignment with visitors, thereby creating the interactional conditions necessary for extended talk on culture. The findings highlight how talk, space, and environment are dynamically constituted through interaction during cultural tours, thus explicating how cultural knowledge is locally produced through the interplay of talk, embodiment, and materiality.

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The 30th PAAL International Conference

How Shared Objects Scaffold Participation in Family Interaction With Adolescents Diagnosed With Autism Spectrum Disorder

Kamie, Eriko (First Author); Aline, David (Second Author); & Hosoda, Yuri (Third Author)

Kanagawa University; Kanagawa University; Kanagawa University

Abstract

This presentation examines how object-centered here-and-now sequences—treating a co-present object as the conversational topic—organize the initiation and extension of home interactions between adolescents diagnosed with autism spectrum disorder (ASD) and their caregivers. While previous research has emphasized interactional perspectives on ASD communication in institutional settings (Yu & Sterponi, 2023), this study shifts attention to the home environment, investigating how topicalizing familiar objects provides a resource for launching, sustaining, and expanding conversational sequences (Manzi et al., 2020).

The dataset consists of 11 hours of naturally occurring audio-video recordings of home interactions between an adolescent diagnosed with ASD with intellectual disability and his caregiver mother.

Analysis of question–answer sequences in object-centered here-and-now contexts shows that object topicalization clarifies "what this is about" in the immediate context, thereby accelerating sequence onset, facilitating maintenance and extension, and enhancing the progressivity of interaction. In contrast, event-centered there-and-then sequences, which reference non-present events, place greater linguistic and interactional demands on caregivers, who must establish topical focus through talk alone. Consequently, we observe more frequent silences, formulaic utterances, and echolalia produced by the adolescents, while caregivers delay sequence onset and rely more on repair, which together reduce progressivity.

The findings suggest that object-centered sequential organization can facilitate response formulation for adolescents with ASD. These insights have implications beyond home environments, offering practical relevance for improving the quality of intervention and educational support programs aimed at enhancing communicative participation.

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A Contrastive Study of “really” in Korean

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Abstract

Although synonyms do not exist linguistically, there are in fact “so-called” synonyms that native speakers do not understand and recognize their language’s subtle semantic differences. In this study, one such case in Korean is shown, *jeongmal* and *jinjja*, both of which are recognized “really” in English. Korean native speakers unconsciously choose and use them in various situations. This study is the first attempt to provide the difference systematically.

(1)

I gangaji-neun (*jeongmal* or *jinjja*) yeppeuda.

“This dog is really cute.”

An example (1) shows that *jeongmal* and *jinjja* have the same meanings.

However, the author claims that there is no pairs which exactly has the same meanings and Korean native speakers can unconsciously distinguish between *jeongmal* and *jinjja*. The author believes that using them is affected by the psychological distance.

The on-line survey for Korean native speakers has done to investigate the difference between *jeongmal* and *jinjja*. According to the result of the survey, it has become evident that they are not synonyms. When the psychological distance is close between the speaker and the hearer, *jinjja* is acceptable. On the other hand, when the psychological distance is far between speaker and information of the sentence, *jeongmal* can be used. Moreover, it has become clear that *jeongmal* is a polite word. There are cases in which *jeongmal* is preferred, even though the psychological distance is close between the speaker and the hearer.

Furthermore, *jeongmal* and *jinjja* can be expressed the speaker’s feelings at the utterance time so they can be omitted in the conversation.

All in all, *jeongmal* and *jinjja* are not synonyms. Using *jeongmal* and *jinjja* is due to the psychological distance. Then, the speaker can express their feelings using *jeongmal* and *jinjja* in the conversation.

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The 30th PAAL International Conference

Revisiting citation function categories: A factor-analytic study with pedagogical implications

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Abstract

Citation is fundamental to academic writing because it supports knowledge construction by signaling scholarly recognition, facilitates knowledge positioning by indicating relationships among ideas, and enables stance expression by conveying the writer's evaluation of prior work. Previous studies have identified diverse citation functions, yet the multiplicity of categories may present challenges for novice writers. This study re-examines 16 citation functions derived from prior research and investigates whether they can be structured into a more pedagogically manageable framework. The study is conceptually grounded in Du's (2019) theoretical distinction between source-use effectiveness (supporting arguments, critical engagement, inter-source linking, and integration) and source-use appropriateness (attribution, accurate representation, and paraphrasing/transformation). A two-factor model differentiating effect-related and appropriateness-related citation functions was hypothesized and evaluated using confirmatory factor analysis. Questionnaire data were collected from 118 Japanese university students to assess how often each citation function is used in academic writing. The hypothesized two-factor model did not demonstrate acceptable fit indices, suggesting that students' citation practices may not align with the theoretical dichotomy. Consequently, exploratory factor analysis was conducted. The analysis yielded a three-factor structure: (F1) evaluative and positioning functions (Agreement, Disagreement, Position, Comparison, Building), (F2) resource-oriented and procedural functions (Credit, Supporting, Application, Statement of Use, Tying), and (F3) writer/reader-oriented functions (Competence, Signposting, Advertising, Topical), with Defining and Future citations remaining outside the factor solution. These findings suggest that students' citation behaviors may be organized along dimensions diverging from Du's (2019) categories. Rather than interpreting this divergence as a theoretical limitation, the study considers it to reflect how students organize citation practices. From a pedagogical perspective, the findings suggest a developmental sequence in which students first acquire citation functions that should be routinized (F2), then employ functions enabling participation and contribution to the academic community (F3), and ultimately develop higher-order functions requiring evaluation and integration (F1).

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Language Strategies in Discourse to Persuade Teamwork from Writing through Role-Play Activities of Physical Education Students

Supanunt, Rungtiva & Katsiri, Chatchawan

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Abstract

This study aims to investigate the use of language strategies in discourse to persuade on teamwork in paragraphs written by physical education students through role-play activities. The research employed a qualitative design with descriptive analysis. The data were purposively collected from paragraph writing tasks produced by 30 first-year physical education students enrolled in a Language for Communication course. The paragraphs were generated from simulated role-play situations in various communicative contexts. The contents focus on the expression of ideas about teamwork, particularly the use of language to construct beliefs and attitudes toward teamwork for achieving shared goals.

The Linguistic Strategies in Discourse framework was employed as the analytical framework for examining persuasive language use. The findings revealed that persuasive language strategies on teamwork include: (1) lexical choices, (2) negation, (3) presuppositions, and (4) rhetorical questions. These strategies perform three important persuasive functions: (1) cultivating awareness and fostering positive attitudes toward teamwork, (2) promoting soft skills, especially collaboration as an essential competency for learners in the 21st century, and (3) reflecting Thai cultural values through expressions emphasizing unity, mutual consideration, and collective responsibility. The study highlights the role of role-play writing activities in enhancing students' persuasive discourse competence and reinforcing teamwork-oriented perspectives.

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Negotiating AI Feedback in English Writing: Korean EFL University Students' Feedback Uptake through Metalinguistic Awareness

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Abstract

This study explored Korean English as a Foreign Language (EFL) university students' uptake of AI feedback in English writing through the complementary lenses of learner agency and metalinguistic awareness. While previous studies have primarily focused on the effectiveness of AI feedback and learners' perceptions of its use (Mun, 2024; Park & Kim, 2024), relatively little is known about how learners negotiate individual AI-generated feedback during revision.

Forty-seven Korean EFL university students participated in a 15-week AI-assisted English writing project. After revising their writing using AI feedback, they completed reflective journals explaining why they accepted, modified, or rejected individual feedback suggestions. The reflective journals were analyzed using qualitative content analysis.

Analysis identified 392 codes, revealing six categories of metalinguistic awareness reflected in learners' negotiation of AI-generated feedback. Rather than accepting or rejecting AI feedback mechanically, learners drew on these categories in relation to their communicative intentions and writing goals. These patterns were evident across all three proficiency groups, although learners differed in the relative emphasis they placed on linguistic improvement, communicative intentions, and broader writing considerations during feedback uptake.

The findings suggest that learner agency shapes learners' uptake decisions, whereas metalinguistic awareness explains the linguistic reasoning underlying those decisions. Together, these findings show that AI feedback uptake is best understood as a process of negotiation rather than simple acceptance or rejection. These findings also provide an empirical basis for designing differentiated AI-assisted writing instruction that supports learners' critical engagement with AI feedback throughout the writing process.

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The 30th PAAL International Conference

Rethinking Criticality as Fluctuating Praxis in a Decolonial ESL Classroom

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Abstract

This study examines how an ESL teacher identifies ideological tensions within classroom discourse and pivots them into critical teachable moments. It introduces Mr. Ramirez, a veteran teacher who decolonized the curriculum in a U.S. public high school by selecting Linda Sue Park's historical fiction, *When My Name Was Keoko*. By choosing a text centered on the Japanese colonization of Korea, Mr. Ramirez challenged the Eurocentric nature of mainstream schooling for his students, most of whom were recent immigrants from Asia and Latin America. Drawing upon yearlong ethnographic data, including fieldnotes and audio recordings, this study employs thematic and discourse analysis to scrutinize the content and form of classroom interactions.

The findings demonstrate how Mr. Ramirez utilized historical fiction as a pedagogical lever for students to interrogate language and power. For example, students collaboratively interpreted a character's refusal to learn the colonizer's language not as a linguistic deficit, but as a strategic defense of identity. They further explored how mundane terms like "rice" and "barley" functioned as markers of colonial economic dispossession. Indeed, by wrestling with historical fiction through Mr. Ramirez's facilitation, learners moved toward reading the world, exemplifying a compelling enactment of critical pedagogy in practice.

However, the analysis also reveals unanticipated consequences. When students oversimplified historical reality into moral binaries—labeling the Japanese as "evil" or the oppressed as "innocent"—they defaulted to essentialism. These breakdowns highlight that criticality is an unfinished, fluctuating process. It requires the capacity to seize teachable moments, unsettle simplicity, and redirect students toward a more rigorous analysis of power. As a micro-level decolonial praxis, criticality demands the capacity to guide students through the messy contradictions of history and power in real-time dialogue. Ultimately, this study urges teacher education to prioritize pedagogical reflexivity to guard against the re-colonization of thought.

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Aesthetic Experience Beyond the Native Tongue: Cognitive Processing of Literary Metaphors in a Foreign Language

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Abstract

Our previous experiment (Plużyczka et al. 2024) demonstrated that metaphors in a foreign language are processed more slowly and receive higher aesthetic evaluations than their non-metaphorical counterparts. In addition, metaphor complexity was found to correlate positively with aesthetic appreciation. Notably, we also observed that reduced comprehension in L2 may paradoxically enhance aesthetic appreciation. These findings raised further questions regarding the mechanisms underlying aesthetic judgments in L2 reading.

To address these issues, we conducted a follow-up eye-tracking study with a larger sample of 60 participants, randomly assigned to experimental and control groups. The study employed a mixed-methods design integrating online measures (eye tracking and think-aloud protocols) with offline assessments (comprehension tests and aesthetic evaluation tasks). Participants read excerpts from *The Golden Bowl* by Henry James, a text rich in metaphorical language. As the text was presented in English as L2 all participants were required to demonstrate at least a B2 level of proficiency.

The results confirmed slower processing of metaphorical expressions, as reflected in increased fixation-related measures. Strong positive correlations emerged among aesthetic dimensions (beauty, creativity, and surprise), as well as between these dimensions and eye-tracking indicators—specifically, creativity with dwell time, beauty with revisit count, and surprise with fixation count. In contrast, comprehension showed negative correlations with aesthetic evaluations, confirming that the less comprehensible a metaphor is in L2, the more positively it tends to be evaluated aesthetically. These findings suggest that metaphor processing in a foreign language involves increased cognitive effort associated with comprehension difficulty, which surprisingly enhances aesthetic experience.

To further elucidate the sources of aesthetic evaluation, participants provided retrospective think-aloud comments explaining their responses to specific metaphors. Qualitative analysis revealed seven recurring categories underlying aesthetic judgments in L2 metaphor processing: positive connotations, phonoaesthetic qualities, imaginative engagement, frequency of use, complexity of expressions, individual attitude, and emotional resonance.

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Collaborative Feedback Approaches to Strengthen EFL Presentation Skills

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Abstract

Delivering oral presentations in English poses numerous challenges for many EFL learners, often resulting in anxiety and reduced communicative effectiveness. This study investigated a range of strategies designed to help students overcome these difficulties and improve their presentation performance. The primary method employed was structured peer evaluation combined with teacher consultation, both intended to promote collaborative learning by encouraging students to identify one another's strengths and weaknesses. The process began with guided self-evaluations in which learners reflected on their previous presentations before receiving instruction on how to provide constructive peer-to-peer feedback that fosters supportive dialogue and mutual growth. To further enhance both student-student and student-teacher interactions, the study incorporated interactive feedback conferences, small-group consultation sessions, and scaffolded discussion prompts that encouraged learners to engage more openly with instructors and classmates. Findings from the implementation of these methods highlight the value of reflective and collaborative evaluation practices in increasing learner confidence, improving speaking skills, and creating a more supportive and communicative learning environment.

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Exploring the Impact of ChatGPT on EFL Learners' Speaking Competence and Perception

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Abstract

This study aims to investigate the impact of generative artificial intelligence (GAI) tools on EFL learners' speaking competence and perceptions. A mixed-methods design was adopted. Five tertiary-level students participated in a five-day intervention, during which they completed daily speaking tasks supported by ChatGPT-based voice chatbots. Their performance was evaluated quantitatively across fluency, language use, task completion, and interactive skills. Additionally, questionnaires were used to gather qualitative insights into participants' perceptions of using chatbots as language learning tools. Quantitative data were analyzed using paired samples t-tests to assess within-group differences. The results revealed significant improvement in language use following the intervention. Qualitative findings indicated that learners valued chatbots for providing accessible, continuous speaking practice. However, they also reported limitations, including a lack of communicative competence and technical issues. Despite these challenges, participants generally responded positively, suggesting that GAI chatbots can serve as effective supplementary tools for L2 learning.

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The Role of Screencasting and Portfolios: Implementing Unitary Assessment as Learning Strategies in an Exam-Driven Secondary Classroom

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Abstract

In exam-oriented L2 writing classrooms, assessment as learning (AaL) serves to promote learners' autonomy and build a stronger connection between assessment and learning (Lee, 2017). As Lee (2017) suggests, a unitary concept should be introduced to implement AaL strategies, which comprises "teachers developing learning goals and success criteria, students personalizing manageable learning goals, students conducting peer assessment, and teachers developing learners' ownership of writing." However, Lee's (2019) recent research indicates that unitary AaL practices among two primary teachers in Hong Kong were impeded by time constraints and the failure to balance teachers' roles and students' self-regulated learning. In response, the exploratory study addresses this problem: How can a L2 writing teacher effectively implement unitary AaL strategies in exam-driven, secondary contexts?

The study will span 16 hours and be conducted within two small-scale courses preparing students for the 2027 General Scholastic Ability Test (GSAT) in Taiwan. The researcher, a Mandarin speaker, positions himself as one of the study participants, alongside four eleventh-grade students. Feedback cycles will be designed, comprising global and local dimensions. Dual screencasting will be utilized in each dimension, where both the researcher and students record their screens to provide oral feedback on text analysis. Audio-recorded conferences will be arranged to discuss feedback content. Throughout the study, participants will compile course materials and create writing portfolios.

Adopting an action research design, the researcher will collect screencast feedback recordings, screencast and conference transcriptions, course materials, as well as students' writing portfolios. Through qualitative analysis, the study aims to examine how a L2 writing teacher integrates technology-enhanced screencasting and student-created portfolios into a unitary AaL-oriented classroom in Taiwan. By addressing the challenges identified in Lee's (2019) research, the study also seeks to provide an instructional framework for optimizing the implementation of unitary AaL strategies in exam-driven L2 writing contexts.

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The 30th PAAL International Conference

Integrating Dependency Parsing and Animacy for Disaster Information Filtering

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Abstract

Accurately identifying informative crisis-related content on social media that supports situational awareness, such as infrastructure damage, casualties, and urgent needs, is essential for contemporary disaster management (Sarmiento and Poblete, 2021). Existing emergency systems often rely on keyword dictionaries and word frequency to identify crisis-related content (Dinh and Walczak, 2025); however, these approaches often neglect contextual information that may give rise to multiple word senses. For example, a keyword such as *hurricane* in sentences like “we are a hurricane, drop our anchors in a storm” may be misinterpreted as crisis-related content. Previous studies have found that disaster keywords exhibit distinct part-of-speech distributions (Qian et al., 2024) and suggested that these patterns can be further explored through animacy (Attia et al., 2018) via syntactic dependency (Fernández-Pena, 2017) to examine disaster keywords in context. Therefore, the present study investigates whether disaster keywords display systematic animacy patterns in disaster tweets by analyzing their syntactic dependents. We adopt the Kaggle Disaster Tweets dataset, which consists of 11,370 tweets, each tweet contains an annotated disaster keyword and is labeled as either a real disaster or a non-disaster tweet. We use spaCy to perform dependency parsing and extract syntactic dependents associated with disaster keywords. To facilitate animacy identification, we employ NLTK’s WordNet to map each dependent to its hypernyms. Dependents whose hypernyms denote living beings, such as persons or animals, are classified as animate, whereas the rest are treated as inanimate. Chi-square tests show that disaster keywords have a significantly higher proportion of inanimate syntactic dependents in real disaster tweets than in non-disaster tweets ($\chi^2 = 35.91$, $p < 0.001$). These dependents frequently encode spatio-temporal details used to report factual events. Overall, the study demonstrates that animacy-informed syntactic-semantic analysis provides an effective and interpretable cue for improving the identification of genuine disaster-related content in social media texts.

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Day 2

Concurrent Sessions III

D2.C3.A

D2.C3.B

D2.C3.C

D2.C3.D

D2.C3.E

**Construction of an AI-Flow Integrated English Writing
Teaching Model for Alleviating Anxiety**

Yu, Yanmei

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Abstract

English writing anxiety is a persistent obstacle in second language learning, impairing learners' academic performance and mental health. It triggers negative emotions, disturbs cognitive processes, and reduces motivation and confidence. Traditional writing instruction overemphasizes language skills and mechanical drills while ignoring learners' cognitive and emotional needs. Insufficient feedback and psychological support worsen anxiety, forming a vicious cycle.

This study aims to address this issue by constructing and validating an AI-enabled and flow-activated English writing teaching model guided by positive psychology. Its core objectives are to alleviate writing anxiety while enhancing learners' flow experiences and overall writing competence.

Rooted in self-efficacy theory, flow theory, and second language acquisition theories including the Affective Filter Hypothesis and Output Hypothesis, the model adopts a "three-dimensional support + four-stage progressive process" framework. It integrates positive psychology, AI technology and flow activation into pre-writing, while-writing, post-writing and reflection stages.

A 16-week intervention was conducted among 46 non-English major freshmen with a pretest-post test mixed-methods design. Quantitative results revealed a significant decrease in writing anxiety and notable improvements in flow experience and writing competence. Mediation analysis verified that flow experience acts as a key mediator between AI application and anxiety reduction. Qualitative data from interviews and learning logs also reflected positive student perceptions.

This study integrates AI technology with psychological intervention and flow theory, providing an effective approach to reduce writing anxiety and offering implications for the intelligent transformation of second language writing instruction.

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The 30th PAAL International Conference

Feedback-Seeking Behaviors in ChatGPT-mediated L2 Writing

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Abstract

With the advent of ChatGPT and its potential as feedback-provider in L2 writing, this study investigates how using ChatGPT influences learners' feedback-seeking behavior (FSB) in L2 writing. Feedback-seeking behavior (Ashford & Cummings, 1983) refers to proactive actions through which individuals seek feedback on their task performance. Previous studies have shown that individual factors such as L2 mindset and learners' perceptions of the benefits and costs of seeking-feedback affect FSB. However, ChatGPT-mediated feedback creates a distinctive environment in which these benefits and costs may be evaluated differently. Building on these findings, the present study examines how individual-difference variables—such as L2 mindsets, goal orientations, attitudes toward writing, and attitudes toward using ChatGPT—shape feedback-seeking behavior and writing experiences in AI-mediated feedback sessions.

A total of 119 students enrolled in an English writing course at a university participated in the study. They first completed a questionnaire measuring individual difference variables relevant to feedback seeking including L2 mindset, achievement motivation, attitudes toward English writing, and technology acceptance of ChatGPT. They then drafted and revised an L2 writing through feedback sessions with ChatGPT. Upon completion, the participants completed a post-survey about their L2 writing motivation and experiences with ChatGPT. Structural equation modeling was conducted to examine the proposed relationship among the variables. Results indicated that learners' mindsets about their writing ability influenced both their attitudes toward writing feedback and their experiences using ChatGPT's feedback system. In addition, a stronger growth mindset was associated with more positive attitudes toward writing feedback. When predicting feedback-seeking behavior and learner experiences in ChatGPT feedback sessions, both a positive attitude toward feedback and a positive attitude toward using GPT were significant predictors.

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The 30th PAAL International Conference

Effects of Reading Aloud Activities Integrating Intonation Instruction on the Comprehensibility of Japanese EFL Learners' Utterances

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Abstract

This study investigates the effects of integrating explicit intonation instruction into reading-aloud activities on the comprehensibility of Japanese high school EFL learners. While current pronunciation pedagogy strongly emphasizes comprehensibility over nativelikeness (Derwing & Munro, 2015), prosodic features, particularly intonation, are often neglected in classrooms due to their perceived complexity and instructional time constraints (Ramírez Verdugo, 2006; Gilbert, 2014). Consequently, learners often struggle to convey appropriate discourse meaning. To address this gap, this research integrated systematic prosody training into regular English lessons.

The participants were 66 first-year high school students in Japan, assigned to an intervention group ($n = 32$) and a control group ($n = 34$). Over a five-week pedagogical intervention, both groups engaged in reading-aloud exercises. The control group received explicit instruction focused exclusively on rhythm and word stress. In contrast, the intervention group received comprehensive instruction encompassing rhythm, stress, and intonation, guided by the discourse intonation framework of tonality, tonicity, and tone (Wells, 2006). To measure instructional effects on speech comprehensibility, a pre-test was administered, followed by two distinct post-tests. Post-test 1 assessed the reading of a practiced text, while Post-test 2 evaluated the reading of a first-sight text. Learner utterances were evaluated on a 9-point comprehensibility scale by two independent raters.

Results revealed that both groups significantly improved their comprehensibility scores from the pre-test to Post-test 1, with no significant difference between the groups on the practiced text. However, in the first-sight text reading task (Post-test 2), the intervention group significantly outperformed the control group. These findings indicate that while rhythm and stress instruction may suffice for rehearsed texts, integrating the explicit teaching of tonality, tonicity, and tone is highly effective in fostering generalized prosodic competence, thereby enhancing learners' comprehensibility in novel contexts.

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Processing Syntactic Dependencies in a Second Language: Evidence from Adjunct Control Constructions

Lee, Youngin

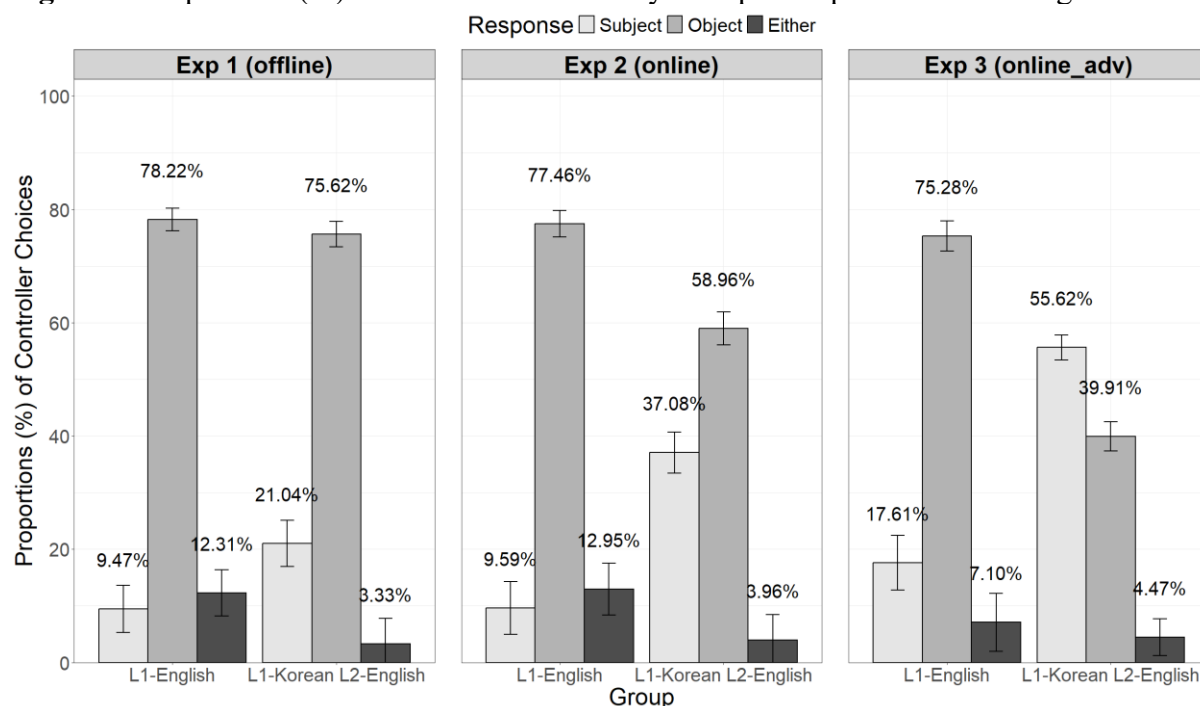
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To interpret adjunct control constructions (e.g., *Susan paid Matthew [Ø to get tickets]*), readers must relate the infinitival empty subject (Ø) to a plausible antecedent in the matrix clause: either the subject (*Susan*) or the object (*Matthew*). Although control has been widely studied, adjunct infinitive control has received comparatively limited attention [3],[4], particularly in the context of second language (L2) acquisition. Prior research suggests that L2 learners (L2ers) are often less sensitive to certain types of syntactic information than native speakers and may exhibit slower or less accurate processing [2]. The present study examines how native and non-native adult speakers of English interpret the empty subject in adjunct infinitive control constructions.

We conducted three experiments to compare L1-English speakers with L1-Korean L2-English learners. In Experiment 1 (offline), participants read complete sentences and chose an antecedent with the sentence remaining visible. In Experiments 2 and 3 (online), sentences are presented word-by-word, and no sentence was visible during the comprehension question phase. Experiment 3 inserted a temporal adverbial phrase between the object and the infinitival clause (*Susan paid Matthew last week to get tickets*) to increase the proximity between the potential antecedent and Ø. Participants also completed a cloze test [1] and a language-background questionnaire. To date, 82 native and 101 non-native speakers have participated.

Results reveal that L1-controls showed a robust preference for object-control readings across tasks, indicating strong reliance on structural cues (Fig.1). L2ers demonstrated similar preferences in the offline task, but this pattern shifts under online conditions. Notably, these participants were highly proficient (mean cloze score = 33.9/50), indicating that even advanced learners experience difficulty processing syntactic dependencies in real time. Overall, the findings suggest greater variability in L2 processing and highlight the interaction of task demands and sentence structure in resolving referential dependencies.

Figure 1. Proportions (%) of Controller choices by Group in Experiments 1 through 3



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“Yeah, of Course We All Do Errors”: Perceived Speech Errors and Willingness to Communicate in a Saudi EFL Context

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Abstract

Although substantial research has examined the dynamic nature of second language (L2) willingness to communicate (WTC), limited attention has been given to how learners' perceptions of their own speech errors shape communicative engagement. Research on speech errors has primarily focused on error typology and corrective feedback, while WTC studies have emphasized affective variables such as anxiety and confidence. Less is known about how learners interpret their errors and how these interpretations influence their decisions to speak. Addressing this gap, the present qualitative study investigates how female EFL students perceive their L2 speech errors and how these perceptions mediate classroom participation. Building on socio-psychological and cognitive approaches and emphasizing learners' individuality in L2 development, the study foregrounds student voice to examine the relationship between perceived speech errors and communicative behavior. Grounded in a constructivist framework, data were collected through classroom observations and twenty-five semi-structured interviews with purposively selected undergraduate students enrolled in intermediate- and advanced-level English courses within the English Language Department at King Faisal University. Thematic analysis revealed that students demonstrate strong awareness of errors related to vocabulary, grammar, pronunciation, and fluency. Participants linked speech errors not only to linguistic limitations but also to fear of negative evaluation and self-doubt, reporting that they actively monitored their performance and regulated participation accordingly. Perceived speech errors thus functioned as affective-cognitive mediators of willingness to communicate, shaping engagement or withdrawal. Learners who reframed errors as developmental demonstrated increased confidence and participation, underscoring the need for psychologically safe, error-normalizing, classrooms and the value of qualitative inquiry into learners' perceptions in EFL research.

Keywords: Affective factors; anxiety; metacognitive awareness; perceptions; thematic analysis

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Spatial encoding of information structure in Taiwan Sign Language

Lin, Chien-hung

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Abstract

This study explores how Taiwan Sign Language (TSL) encodes information structure in the visual-gestural modality, focusing on how signing space marks new–given distinctions and supports reference tracking and topic continuity in discourse. Existing research on information structure in sign languages has largely focused on three dimensions: constituent order (Janzen, 1998; Kimmelman, 2015), manual and nonmanual markers (Wilbur & Patschke, 1998; Herrmann, 2015), and referential accessibility (Frederiksen & Mayberry, 2016). Despite rich findings on word order and marking strategies, the discourse-level role of spatial structuring remains underdescribed in the literature.

This study adopts Role and Reference Grammar’s (RRG) two-way distinction between pragmatic relations and pragmatic states. Pragmatic relations concern how a speaker structures a proposition for the addressee to understand or become aware of, whereas pragmatic states concern the addressee’s mental representation of a referent within an utterance (Van Valin & LaPolla, 1997). Two research issues are proposed. The first investigates how modality-specific spatial resources in sign languages interface with, and are constrained by, signing-space conventions in the encoding of pragmatic relations. The second examines how discourse organization interacts with signing-space organization in shaping referent-tracking mechanisms in TSL.

The data are drawn primarily from the TSL Corpus, as well as from lesson-text videos collected from TSL teaching materials. The findings suggest that, in encoding information structure through the visual-gestural channel, signers’ choices are constrained by the semantic-pragmatic conventions of signing space (Engberg-Pedersen, 1993) and by principles of discourse cohesion (Winston, 1991). They further show that modality-specific strategies such as pointing, proforms, referential shift, and buoys interface with spatial organization to package information and to support reference tracking. Overall, the study contributes to a fuller account of how information structure interacts with spatial organization in extended signed narratives.

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The 30th PAAL International Conference

Constructing Interactional Space: Emerging Interactional Competence in Medical English Peer Teaching

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Abstract

Interactional competence in English is increasingly recognized as essential for future doctors and researchers to participate in collaborative knowledge-building in the medical community. This presentation examines interactive peer-teaching sessions in which small groups of second-year medical students explain short medical journal articles to rotating classmates gathered around digital devices.

Drawing on conversation analysis of audio-recorded peer interaction in the classroom, the study investigates how interactional competence is enacted and made visible through the management of interactional space, a construct informed by prior conversation analytic research (Hellermann & Lee, 2014; Sert & Walsh, 2013). Unlike traditional one-way presentations, this format enables real-time negotiation of meaning in a low-pressure setting while the instructor primarily observes and provides delayed feedback, thereby allowing students to manage participation autonomously.

Preliminary findings reveal students' spontaneous clarification requests and probing questions, which open epistemic space and sustain collaborative sense-making. Analysis further highlights the embodied organization of participation, including collective orientation around a monitor, pointing gestures to direct attention, and audience-initiated navigation of slides. These multimodal practices demonstrate how students jointly construct interactional space and assume responsibility for managing participation.

The study argues that interactional competence becomes observable through peer-led academic tasks as students collaboratively construct interactional space, offering insights into how classroom design may support the development of interactional competence as a collaborative, multimodal accomplishment.

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Burnout in Undergraduate English-Medium Instruction Programs

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Abstract

English-medium instruction (EMI) programs may support internationalization and access to global knowledge. They may also increase language demands for students who study content through a second language. This study examines academic burnout among undergraduates enrolled in EMI programs. It also explores course factors that students associate with burnout. The study draws on two perspectives. Cognitive load theory suggests that heavy language processing during reading, writing, and testing can strain working memory (Sweller, 2011). Burnout theory frames exhaustion, cynicism, disengagement, and reduced academic efficacy as connected indicators of academic well-being (Maslach & Leiter, 2016).

The study used a mixed-methods design in a non-Anglophone university context. Survey data were collected from 213 undergraduates studying in EMI courses. A validated 17-item burnout scale measured exhaustion, cynicism, disengagement, and academic efficacy. Students also answered an open-ended question about factors that increase burnout. Responses were coded using categories aligned with the four burnout dimensions.

The results suggest high exhaustion and notable disengagement in this setting. Exhaustion showed strong positive associations with cynicism and disengagement. Academic efficacy showed negative associations with the other dimensions. In the qualitative data, students often linked burnout to dense discipline readings, fast pacing, and frequent high-stakes assessments. Several responses also pointed to limited language support for key academic tasks, such as writing reports, participating in discussions, and preparing for exams. Some comments suggested confidence pressure when capable students struggled to explain complex ideas in English.

These findings suggest that student well-being and course design are closely connected in EMI programs. Practical options may include early language diagnostics, scaffolded readings with glosses, explicit teaching of key academic vocabulary and discourse moves, and assessment tasks that reduce construct-irrelevant language load. Coordination between language support units and content instructors may also help students manage demands.

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The 30th PAAL International Conference

Rethinking English Past Participle Terminology in English Education in Korea

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Abstract

In the landscape of English language education in Korea, the abbreviated term “p.p.” denoting “past participle” is frequently used, serving as a shorthand for teaching structures like the passive voice and perfect aspect. However, this terminology seems to be problematic for two primary reasons. First, “p.p.” seems to be a localized convention absent from native English-speaking pedagogical contexts, where participles are typically identified by their forms or functional roles (e.g., V-ing, V-ed/V-en). Second, the two types of participles, “present participle” and “past participle”, share the same initial letters, yet the term “p.p.” is exclusively used for the latter, albeit linguistically ambiguous, in the Korean context while the present participle is usually identified by its morphological form, “~ing”.

This research critically examines the prevalence and appropriateness of the term “p.p.” within the Korean secondary English curriculum. First, a comprehensive content analysis of current high school English textbooks is conducted to investigate how past participles are introduced and labelled. Second, through semi-structured interviews with current high school English teachers, this research investigates classroom practices and pedagogical rationales for using “p.p.” Furthermore, it attempts to assess teachers’ levels of awareness regarding the potential for learner confusion and the term’s lack of correspondence with international linguistic standards. The findings reveal a disconnect between habitual instructional language and systematic grammatical logic. By highlighting these discrepancies, this study advocates for a shift toward more accurate and standardized terminology, such as V-en, to foster a more coherent understanding of English participles among Korean learners.

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Sang-Gu Kang is an associate professor at the Department of English Language & Literature (Gangneung campus), Kangwon National University. The topic of his doctoral dissertation was language attrition, and he is currently interested in diverse areas of language including L2 morpho-syntactic phenomenon and language processing.

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The 30th PAAL International Conference

Investigating metadiscourse use in dissertation discussion chapters in Applied Linguistics and Sociology

Ren, Beibei (First Author) & Zhu, Wei (Second Author)

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Abstract

Dissertation discussion chapter is considered one of the most rhetorically complex parts of a dissertation, where dissertation writers need to explicitly signal text relations, position their stances in relation to extant research and their own findings, engage readers, and assert the contributions of their research. One important way to achieve these rhetorical purposes is through metadiscourse. Studies examining cross-disciplinary differences in academic writing (e.g., Bruce, 2010; Hyland, 2004, 2019) have been fruitful; however, that area of inquiry overwhelmingly focused on comparisons between soft and hard sciences. Yet nuanced linguistic features exist in different disciplines' knowledge construction process (Hyland, 2004, 2019), which prompts our investigation into how dissertation writers demonstrate their orchestration of linguistic resources, and stances in the dissertation discussion chapters in disciplines belonging to the field of social sciences. To investigate dissertation writers' metadiscourse use in the discussion chapters across disciplines, this study employed Hyland's metadiscourse (2019) model to analyze a corpus of 20 dissertation discussion chapters from two social sciences disciplines: Applied Linguistics (AL) and Sociology (SOC). Results showed that the two groups of dissertation writers appropriated a majority of the metadiscoursal items similarly, yet significant differences occurred in the use of evidentials, code glosses, and self-mentions ($p < .05$). The results highlight the situated nature of metadiscourse and shed light on the preferred patterns of metadiscoursal usage in AL and SOC dissertation discussion chapters.

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The 30th PAAL International Conference

Platform Pedagogy: Auditing How Generative AI Writing Tools Standardize Stance and Criticality

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Abstract

This study examines how generative artificial intelligence (AI) writing tools shape academic stance through interface guidance and default text-generation routines (Bender et al., 2021). In Teaching English to Speakers of Other Languages (TESOL) and English for Academic Purposes (EAP), these platforms increasingly mediate student submissions. The concern extends beyond accuracy to norm-setting in critical language education (Freire, 2000; Pennycook, 2001): which voices are treated as credible, how evaluation is calibrated, and how disagreement is managed. The study asks what stance and metadiscourse norms appear in onboarding text, prompt galleries, tone menus, and help documentation; what move sequences and stance markers recur when tools receive matched EAP tasks; and how default routines shape critique by promoting neutrality, civility, and concession-first balance.

Data come from two coordinated corpora across five tools. The interface corpus archives public-facing guidance in two waves (December 2025 and February 2026), captured as screenshots and Portable Document Format (PDF) files to track platform drift. The output corpus includes 36 standardized prompts representing six EAP genres, each paired with three stance requirements (neutral report, situated critique, policy advocacy). Prompts are submitted on set dates using default settings, and outputs are archived with tool identifiers and available parameters. This design supports cross-tool comparability and enables replication across future updates.

Analysis integrates genre-move coding (Swales, 1990) with stance and interactional metadiscourse coding (Du Bois, 2007; Hyland, 2005). Coding targets epistemic qualification, evaluative polarity and strength, self-mention and reader positioning, agency attribution, and concession-rebuttal structure. Corpus profiling uses normalized frequencies and log-likelihood keyness tests to identify features overrepresented by tool and stance condition, followed by close analysis of representative excerpts. The presentation concludes with a critical AI literacy sequence for EAP that treats default voice as an object of analysis. Stance tracing and comparative revision make platform-imposed voice visible, discussable, and revisable.

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Navigating Dual-Language Identities: A Year-Long Study of Japanese University Students' Motivation in Concurrent English and Korean Learning

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Abstract

To move beyond the comparative paradigm of English hegemony versus marginalized 'second' foreign languages (Kobayashi, 2025), this longitudinal study investigates the motivational evolution of seven Japanese university students. By tracking their progress in both required English and elective Korean over one year, the study examines how students navigate the tensions and synergies of simultaneous language acquisition. Data was collected over two semesters through focus group interviews (Krueger & Casey, 2009) and weekly focus-essay journals (MacIntyre & Gardner, 1991). The study identifies the initial reasons for choosing Korean, the evolution of students' motivation over an academic year, and their retrospective evaluations of the benefits of dual-language study. Utilizing thematic analysis (Braun & Clarke, 2021) the researchers found a significant divergence in experience based on prior L2 (English) proficiency. Students with advanced English proficiency reported a synergistic effect, viewing the two languages as complementary and finding the dual-load intellectually stimulating. In contrast, students with intermediate English proficiency reported higher levels of cognitive load and motivational interference (Henry, 2012), often struggling to balance the competing demands of both languages. These results suggest that while multilingualism is a desirable goal, the success of concurrent language study may be heavily mediated by existing linguistic foundations. This presentation will offer insights into the motivational challenges of third language (L3) acquisition within the Japanese higher education context and explore implications for language policy and the timing of elective language introduction will be discussed.

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The Influence of Vocabulary Size on the Concreteness Effect in L2 Vocabulary Learning

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Abstract

The present study investigates the concreteness effect in second language (L2) vocabulary learning and examines whether this effect is moderated by learners' vocabulary size. Cognitive psychology and bilingual research have consistently reported a processing and memory advantage for concrete words over abstract words (Schwanenflugel et al., 1992; Altarriba & Bauer, 2004). However, little research has examined whether this tendency extends to L2 vocabulary and the concreteness effect can be moderated by learners' vocabulary size.

Accordingly, this study explores the concreteness effect in English word learning among Korean learners whose first language employs a writing system that is orthographically distinct from English. Forty Korean university students will participate in a word-learning experiment. Learners' L2 vocabulary size will be measured using the Vocabulary Size Test (VST; Nation & Beglar, 2007). Participants will then complete a paired-associate learning task involving 30 English words (15 concrete and 15 abstract) selected based on established concreteness ratings (Brysbaert et al., 2014). Learning outcomes will be assessed through immediate meaning-recall and form-recall tests.

A concreteness advantage is expected to emerge in meaning recall, particularly among learners with smaller vocabulary sizes. However, this effect may be attenuated among learners with larger vocabularies, who can more readily activate internally available linguistic context. In form recall, the concreteness effect is expected to be relatively weaker; nevertheless, because word learning involves linking form to meaning, concrete words may still show a modest advantage in form recall.

This study incorporates an individual-difference variable into the investigation of the concreteness effect. It aims to extend theoretical accounts of word concreteness to L2 vocabulary learning contexts and to provide a clearer understanding of how vocabulary size influences concrete and abstract word learning.

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The 30th PAAL International Conference

Proficiency-Level Differences in Native Speakerism among Korean EFL Learners

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Abstract

Although English should not be regarded as an exclusive language belonging only to native speakers, the underlying belief commonly termed native speakerism not only distinguishes native and non-native speakers but also stratifies speakers across diverse linguistic backgrounds. Considering the need to overcome internalized native-speakerist beliefs, further investigation into native speakerism is needed. Given that few studies have examined non-native speakers without English immersion experience, the present study seeks to expand the scope of research to learners who have acquired English solely within an EFL context, particularly those with non-European L1 backgrounds. To deepen our understanding of native speakerism, the study investigates Korean EFL learners across different proficiency levels and compares how their native-speakerist beliefs vary. Data were collected through questionnaires employing a five-point Likert scale and individual interview sessions. Participants were categorized into three proficiency groups — beginner, intermediate, and advanced — based on official English test scores and a short English interview. Pilot results indicate both similarities and differences across proficiency levels. While all groups placed a high value on acquiring “native-like” English, intermediate and advanced learners demonstrated a stronger orientation toward nativeness. Among advanced learners, native speakerism showed a stronger association with motivation and learning goals; they reported consistently pushing themselves to attain native or near-native levels of proficiency. This may help explain the discrepancy between their objectively high proficiency and their remaining anxiety. In contrast, intermediate learners’ native speakerism resembled admiration for native speakers, idealizing and homogenizing native speakers’ English while assuming such proficiency was unattainable for themselves. Overall, proficiency appears to shape the manifestation of native speakerism, and vice versa. These findings underscore the need to critically reshape native-speakerist orientations so that they facilitate L2 development without undermining learners’ self-efficacy or confidence.

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Intercultural Dimensions in the Oral Corrective Feedback Provision of Filipino Online ESL Teachers

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Abstract

Based on the framework of Chen and Liu (2021), this study explored the concept of culture as reflected in the oral corrective feedback (OCF) provided by teachers in Filipino online ESL teachers. Specifically, it examined how constructs of *empathy*, *learner emotions*, and *cultural stereotyping* influenced the intercultural dynamics of the OCF episodes. Through qualitative content analysis of audio and video recordings of EFL sessions, along with asynchronous email interviews with 10 Filipino online ESL teachers, the study found that empathy and learner emotions played a significant role in shaping the teachers' OCF strategies, primarily aimed at fostering a positive classroom atmosphere. Cultural stereotyping also emerged, with two key patterns identified: *Taiwanese EFL learners as meticulous learners* and *Korean EFL learners as time-oriented learners*. These findings provide new insights into the use of reformulation as an OCF strategy, enriching the field of intercultural language teaching in Asian EFL contexts.

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Negotiating Identity and Willingness to Communicate: A Pilot Study of Korean Pre-service Elementary Teachers in EMI Classrooms

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Abstract

This qualitative pilot study aims to examine how pre-service elementary teachers in Korea negotiate their professional identity and Willingness to Communicate (WTC) within English-Medium Instruction (EMI) contexts. While EMI is increasingly integrated into teacher education, there remains a critical gap in understanding how the internal conflict between being a language learner and being an English teacher influences students' classroom participation. Unlike previous research that primarily focused on linguistic proficiency or foreign language anxiety in relation to WTC, this study specifically investigates the negotiation of identity tensions and their direct impact on WTC.

Six participants from a National University of Education provided written narrative accounts detailing critical classroom incidents and perceived identity struggles. The data were analyzed using reflexive thematic analysis (Braun & Clarke, 2006) to identify recurring patterns of experience. Preliminary findings suggest that WTC is significantly influenced by identity-related factors, perfectionistic self-monitoring, the fear of professional face loss, and the construction of the Ideal L2 Teacher Self. Specifically, within the education environment of National University in Korea, participants reported that large class settings at the National University of Education significantly influenced their willingness to communicate and that the fear of face loss made the students remain silent. These findings demonstrate that the anonymity of large class settings could increase the internal conflict between being a language learner and an English teacher, highlighting that identity and the Ideal L2 Teacher Self could be crucial factors for successful EMI participation.

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A Bakhtinian Analysis of the Design of Portuguese Textbooks for Korean Speakers: Investigating Theoretical and Methodological Orientations

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Portuguese is a language that has sparked the interest of many learners around the world for many different reasons. In order to meet such demand, the production of teaching materials of Portuguese as an Additional Language (PLA) has increased substantially in the last few decades. However, not all materials were specifically developed for Korean learners of Portuguese. Since Korea has three universities that offer the Portuguese major, textbooks started being produced to meet the needs of the students. Based on that, the goal of this study is to analyse the textbooks of Portuguese for levels A1 and A2 produced in Korea under the Bakhtinian lens considering the concept of dialogism introduced by the Bakhtinian circle. This concept states that every past utterance produced by others will influence everything people say, and, therefore, the background knowledge we carry affects the statements we generate (Bakhtin, 2016). In order to proceed with the analyses, the following criteria were used: 1) how speech genres are portrayed in the material; 2) the presence or absence of authentic texts; and 3) how interaction and the use of the language is stimulated, considering that content progression and the activities should dialog with the baggage of knowledge students already possess. The textbooks were analysed and, although Korean and Portuguese are very distant languages and all the books bring a Korean translation next to Portuguese, they have they have different theoretical and methodological foundations of presenting the content according to the purpose of the material, eg. if it is communicative or grammar oriented. Regarding speech genres, the texts are in general constructed by the authors with the translation in Korean next to it so the learners can gradually build their knowledge in the new language.

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Luciana Varela Guerino is a master's student in the Portuguese department of the Hankuk University of Foreign Studies (HUFS). Her research focuses on the elaboration of didactic guidelines for the design of teaching materials based on the Bakhtinian circle ideas. She has taught Portuguese and English as an additional language in Brazil between 2018 and 2026 and is a certified examiner of the Brazilian Portuguese proficiency exam (Celpe-Bras). Her research interests involve teaching and learning languages and developing teaching/learning materials.

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Multimodal Pedagogy in the ESL Classroom: A Practitioner's Action Research on Reading and Writing Instruction

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Abstract

While the pedagogy of multiliteracies (Cope & Kalantzis, 2015) has established the theoretical value of diverse semiotic resources, research gaps remain regarding how practitioners scaffold the cognitive load multilingual learners encounter during multimodal implementation. This year-long action research study addresses this gap by investigating how multimodal activities and experiences support learning in two contexts: an ESL reading class and an ESL writing class. As a practitioner-researcher, I sought to bridge the gap between multimodal theory and the lived reality of the classroom. In the reading context, findings indicate that multimodality enhances metacognitive awareness and vocabulary acquisition. Aligning with Kress's (2010) theory of modal affordances and Lim & Nguyen's (2022) focus on learner agency, students developed a clearer understanding of reading strategies when given the choice to produce self-reflection reports in either textual or video formats. Additionally, visual-enhanced vocabulary tools resulted in students reporting an expanded repertoire, improved recognition of terms in academic articles. In the writing context, the study explored the affective and cognitive dimensions of composition. Weekly multimodal freewriting across various genres successfully lowered the "affective filter" for participants, shifting focus toward fluency and comfort. However, the study also uncovered "multimodal challenge": while multimodality provided conceptual scaffolding for synthesis tasks, several students reported increased cognitive load and time-management difficulties when composing across multiple modes. Ultimately, this study concludes that while multimodal experiences are highly effective for reducing anxiety and enhancing strategy use, the transition to complex academic synthesis requires more intentional instructional scaffolding design (Lim & Tan-Chia, 2023) to manage the high cognitive demand of multimodal orchestration.

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Day 1

Poster Session I

The 30th PAAL International Conference

From Classroom-Based Assessments to Pronunciation Teaching

Seungeun Lee, Yoonseo Kim

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Abstract

For language teachers, who often struggle to determine which phonemes to teach (Derwing & Munro, 2015), pronunciation diagnostic assessments can help identify learners' strengths and weaknesses. One such tool is the Korean Pronunciation Diagnostic (KPD; Isbell, 2021). Previous research using the KPD showed that learners who applied diagnostic feedback through self-directed learning improved their segmental pronunciation. However, this research was conducted in laboratory settings, and little is known about how teachers use the KPD in classroom contexts. The current study therefore examines how a language teacher instructing young Korean heritage speakers in a community school utilized the KPD during instruction. This study adopted a cyclical action research approach (Burns, 2019), in which the teacher–researcher's dual role allowed for direct observation and ongoing refinement of the use of KPD results. Data were collected through KPD assessments, teaching journals, and conversations with a critical friend. Based on the KPD results of eleven learners aged 9 to 12, phonemes with accuracy rates below 75% were identified as instructional targets. The learners showed particular difficulty in distinguishing three-way stop contrasts and features of connected speech.

Thematic analysis revealed that the KPD benefited the teacher and classroom instruction in several ways. In particular, it helped the teacher develop a more nuanced understanding of Korean phonemic categories. It also enabled evidence-based decisions about which phonemes to teach, rather than relying solely on intuition. In addition, the teacher was able to develop customized instructional materials informed by KPD results, while also attempting to move beyond KPD's narrower focus on segmental accuracy. This presentation offers insights into how diagnostic assessments can inform individualized pronunciation instruction for young learners and highlights the flexibility of the KPD in addressing diverse pronunciation learning needs beyond the practice of individual phonemes.

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Exploring Pre-service Teachers' Attitudes and Self-efficacy in AI-supported Collaborative EFL Writing

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Abstract

This study investigates how artificial intelligence (AI)-generated and instructor-provided feedback interact within collaborative EFL writing to influence learners' affective engagement self-efficacy and attitude toward writing. Semi-structured group interviews with nine pre-service English teachers were analyzed using NVivo 14. Among the categories, attitude, encompassing both positive and negative factors, was the most frequently observed, followed by self-efficacy. Positive attitude was linked to the convenience, immediacy, and personalization of AI feedback, and to the collaborative course design that supported iterative revision and peer learning. Negative attitude reflected concerns about AI overreliance, inaccuracies, and limited contextual appropriateness, particularly in ESP-focused writing. Regarding self-efficacy, instructor feedback provided deep, context-aware guidance, whereas AI feedback offered rapid, mechanical accuracy and motivational support. Confidence improved through safer drafting, metacognitive insight, and gradual mastery of AI utilization skills.

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From Textbook Input to Learner Interpretation: Understanding Singular *They* in Korean EFL

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Abstract

Despite increasing attention to authentic English usage in educational settings, the pedagogical treatment of singular *they* remains limited in EFL contexts. This study investigates Korean EFL learners' understanding of singular *they*, a pronoun form that is increasingly gaining acceptance in contemporary English usage. However, EFL learners may have limited exposure to its distribution and pragmatic functions in instructional materials. A total of 200 high school students and 120 university students participated in the study and completed two tasks in a single session. First, a frequency analysis of singular *they* was conducted using first-year Korean high school English textbooks to examine the extent to which learners are exposed to this form within the current curriculum. Second, a pen-and-paper coreference judgment task was administered to assess learners' knowledge and interpretation of singular *they*. The results revealed that high school students showed limited sensitivity to the appropriate usage of singular *they*, whereas university students demonstrated significantly greater sensitivity to its distribution. These findings suggest that learners' understanding of singular *they* may not fully align with its current usage patterns in contemporary English. Based on these results, the study argues for the inclusion of explicit instruction on singular *they* in the Korean high school English curriculum and textbooks in order to promote a more accurate and authentic understanding of present-day English usage.

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The 30th PAAL International Conference

Honorifics and Politeness in the Shift of Media

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Abstract

Face-to-face communication have been replaced by cyber communication and among others, mobile text messages has become the most common form of media. Considering the condition of virtual communication, threats would be predicted to increase due to the restriction of context and shared information resulting in rising need of politeness. Similarly, studies on Korean mobile text messages showed the dynamics of linguistic politeness, which can be attributed to face-threats in mobile chats and they also recognized the role of honorifics (Kang and Kim 2018; Kim and Cheong 2024). These studies supported the elaborate forms and functions of Korean honorifics in text messages. Sentence endings are realized in diverse forms and these forms are more sensitive to social factors and context than face-to-face interactions. This study analyze mobile text messages to find out how many different variations are used in mobile text messages and compare them with face-to-face interaction. As a way of exploring the effect of technology and media, Korean honorifics used in mobile text messages can serve as the cue to understand the essence of media shift.

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Reassembling Plural and Animacy Features in Korean Classifier Phrases: Evidence from Chinese L2 Learners' Acceptability Judgments

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Abstract

This study investigates the acquisition of plural marking in Korean numeral classifier constructions by Chinese L2 learners, framed within the Feature Reassembly Hypothesis. Although Korean and Chinese are both classifier languages, they differ significantly in word order and animacy-based constraints. Korean plural marking is closely tied to the [+human] feature, allowing both pre-nominal and post-nominal structures. In contrast, Chinese lacks such animacy constraints and permits only pre-nominal forms. Because L2 Korean instruction often lacks systematic explanations of these constraints, this study aims to trace learners' developmental trajectories.

An Acceptability Judgement Task (AJT) was administered to 66 Chinese learners of Korean—categorized into beginner, intermediate, and advanced levels based on TOPIK scores—and 30 native Korean speakers. The stimuli manipulated animacy (mass nouns, inanimate objects, animals, humans) and word order (pre-nominal vs. post-nominal), with all target nouns presented using the Korean plural marker *-tul*.

Results indicated that native speakers preferred plural marking for [+human] nouns in pre-nominal constructions but favored bare nouns in post-nominal ones. Conversely, L2 learners across all proficiency levels demonstrated a strong preference for post-nominal structures, consistently omitting plural marking for [+human] nouns and preferring bare noun forms for [-human] nouns. Rather than restructuring pre-nominal phrases to conform to Korean grammar, learners retained post-nominal structures. From a feature reassembly perspective, this suggests that adapting to a novel syntactic structure absent in the L1 is cognitively easier than modifying an existing L1-based structure. This pattern is also influenced by input frequency. The findings highlight the cognitive challenges Chinese learners face in identifying, remapping, and reconstructing novel grammatical features, offering valuable pedagogical implications for Korean language instruction.

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How L1 Information Structure Influences the Acquisition of English Existential Constructions by Korean EFL Learners

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Abstract

This study examines the development of English existential constructions among Korean EFL learners, with particular attention to the influence of their first language. Drawing on the typological distinction between topic-prominent and subject-prominent languages, the study explores how L1 information structure shapes learners' interlanguage patterns. A total of 96 university students were divided into three proficiency groups (lower, intermediate, and advanced), and 20 native English speakers served as a control group. Data were elicited through a guided writing task and a discourse completion task. The analysis of the writing data indicated that lower-proficiency learners frequently produced topic-comment structures and "have"-based constructions, suggesting substantial L1 transfer. In contrast, advanced learners produced a greater proportion of target-like existential constructions, exhibiting patterns closer to those of native speakers. A chi-square analysis revealed a significant relationship between proficiency level and construction type. Similarly, results from the discourse completion task demonstrated statistically significant differences in construction choice across proficiency levels. Overall, the findings suggest that the acquisition of English existential constructions progresses gradually and remains strongly mediated by L1 information structure. The study highlights the importance of explicit pedagogical intervention that integrates both syntactic form and discourse-pragmatic functions in teaching existential constructions.

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Enhancing Intercultural Understanding through Synchronous U.S.–Japan Virtual Exchanges for STEM Learners

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Abstract

This study explores how synchronous Virtual Exchange (VE) between Japan and the United States can support intercultural understanding among Japanese undergraduate students in science and engineering (STEM). Although STEM learners are increasingly expected to join international research teams and collaborate across cultures, they often have limited chances to use English in real communication. This challenge motivates the present project. To address this issue, the program links students from the principal investigator's home institution with peers at eleven partner universities in the United States for weekly online language exchange sessions. Students begin with casual paired conversations about their hobbies and personal interests, using both English and Japanese so that each partner can practice the language they are learning. This bilingual interaction helps reduce the psychological barriers often associated with language learning. As students become more comfortable, they move into collaborative tasks and reflective dialogue, giving Japanese participants more meaningful opportunities to use English and strengthen their communication skills. The program is informed by the C-STEAM (Culture + STEAM) framework, which highlights the role of cultural perspectives in STEM education. Students draw on their disciplinary knowledge, scientific interests, and personal hobbies as they engage in intercultural communication, encouraging cognitively oriented cultural understanding. With international collaborative research becoming more common, C-STEAM offers an approach that aligns with the learning needs of STEM students and supports the development of global competencies. To investigate the impact of these experiences, face-to-face semi-structured interviews are conducted with volunteer participants. Content analysis is used to examine changes in perceptions, confidence in English use, cognitive aspects of intercultural understanding, and communication challenges. The findings are expected to inform an intercultural education model for STEM learners and contribute to language education, intercultural communication studies, and the internationalization of STEM fields.

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The 30th PAAL International Conference

An Evaluation of Intercultural Orientation of Middle School English Textbooks in Korea

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Professor

Abstract

This study aims to critically understand the cultural and intercultural features in middle school English textbooks based on the 2022 revised national curriculum of Korea. This study selected the nine sets of English language textbooks published in March, 2025 and a total of 144 reading texts and culture sections were analyzed using the comparative analysis method. The goals of textbook analysis are to investigate the diversity of cultural backgrounds, the presentation of cultural category suggested by Saemee and Nomnian (2021), and the representation of intercultural themes of reading texts and culture sections. The analytic results show that Korean middle school English textbooks included diverse cultural backgrounds, and cultural categories are somewhat imbalanced and inappropriate to be employed in English language textbooks. The intercultural representations tend to be presented in a simple and superficial way which is rarely related to critical multiculturalism. In the future, English language textbooks should be organized in a way that the cultural and intercultural content can offer the diverse intercultural activities that help EFL learners to understand the differences between various cultures around the world.

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Language Innovation on Social Media: A Case Study of *Rizz* on Tiktok

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Abstract

The English language is in a constant state of evolution, particularly with the influence of online platforms. Each year, new words and expressions emerge, highlighted by the Oxford Dictionary's Word of the Year (WOTY) announcement. In 2023, *rizz*, a term popularised on TikTok, which means the ability to woo someone, was named WOTY. Given the rapid rise of *rizz* from being a novel word to gaining widespread recognition, this study examines the invention and proliferation of this word using a mixed-method approach. With the aid of Diffusion of Innovations theory, 100 TikTok videos were analysed for their content and the English Trends corpus analysis was utilised, along with the tool Google Trends to understand the spread of this lexical item. The results show that *rizz* began to be used in 2022, and its usage has slowly declined since it was named WOTY. It was also found that creativity and virality are some of the pertinent aspects of word dissemination on TikTok. Aside from that, American English continues to dominate a newer platform like TikTok, as it has with previous applications. This dominance is evident in the widespread use of American slang and expressions which often become global trends. The study emphasizes the concept of language mobility on social media by showing how new lexical items are created online and reach a global audience, potentially becoming dictionary entries. The invention of novel lexical items is expected to continue in the future as it demonstrates the ongoing change and variation of the English language in a fast-paced world.

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Cue Competition in Multilingual Processing: An Eye-Tracking Study of Spanish SER-Passives

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Abstract

Spanish passive constructions pose processing challenges because they require the integration of multiple morphosyntactic cues that diverge from the canonical agent-subject mapping. From a psycholinguistic perspective, sentence comprehension involves coordinating competing information sources, including linear word order and morphological marking (MacWhinney, 2005). In second language acquisition processing, learners may rely on default parsing strategies that prioritize surface order over morphosyntactic cues (Clahsen & Felser, 2006). Eye-tracking research on Spanish passives has shown that English-speaking learners allocate attention differently from native speakers (Lee, 2017; Lee & Doherty, 2019), yet comparable evidence from multilingual learners with a Chinese linguistic background remains limited.

This study investigates how Taiwanese learners of Spanish (L1 Chinese, L2 English) resolve cue competition in “SER + past participle” passive constructions during real-time reading. Approximately 30 learners and a native Spanish comparison group complete an eye-tracked sentence-picture matching task. Learners’ proficiency in Spanish is indexed continuously using STAMP scores. The experiment includes 30 reversible passive sentences (e.g., *La chica es besada por el chico*) constructed with visually unambiguous role-reversal depictions and plausibility-controlled content. The study addresses two research questions: (1) How do multilingual learners allocate visual attention across competing morphosyntactic cues during passive processing? (2) To what extent does proficiency predict sensitivity to agreement morphology and successful thematic role assignment? Eye movement analyses focus on predefined Areas of Interest corresponding to the auxiliary (*SER*), participle, and *por*-phrase. Measures include first-pass duration, regression-path duration, total fixation time, and proportional attention allocation. Mixed-effects modeling is used to examine how cue-region attention predicts comprehension accuracy.

By situating Spanish passives as a test case of cue competition in multilingual parsing, this study contributes to broader models of sentence processing and clarifies how linguistic experience reshapes the weighting of structural cues.

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Discourse at the Intersection of Nationalism and Language Education: A two-part pilot study

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Abstract

This pilot study explores the discourse of nationalism in the context of formal language classrooms. The pilot study is in the form of an online, open-ended survey instrument, distributed to adults at multiple global sites who are studying language. The pilot study is organized into two Research Questions: (RQ1) To what extent do language students nationalize the qualities they define as most desirable in classroom language teachers; and (RQ2) What qualities do students select to distinguish their national affiliation from another nation. For RQ1, the survey will ask respondents to list the 5 qualities they see as most desirable in successful language teachers – without necessarily priming the respondents to answer in nationalized terms. This is because RQ1 is informed by *Everyday Nationalism* (Fox & Miller-Idriss, 2008), which posits that the value of nationalism studies is to determine *when* and *how* people make nationalism salient in their everyday lives. Thus, RQ1 content analysis will point to when, if at all, language students make nationalized qualities salient when thinking of what makes a good teacher. For RQ2, the survey will also ask respondents to complete a series of statements that compels them to verbalize contrasts between their self- nation(s) and the nation(s) they associate with the new language (i.e., “other-nation”). One sample survey item is the following: “If someone doesn’t know this word _____, I know they are not a member of my nation”. Content analysis of RQ2 data will determine the discursive content students offer to construct nationalized boundaries between self-nation and other-nation. RQ2 is grounded in discursive theories of boundary maintenance and differentiation between ethnic (Barth, 1969; Brubaker, 2004) and national groups (Meadows, 2014; Wodak et al., 1999). The combined findings of RQ1 and RQ2 will be of value to applied linguists working in TESOL teacher education and in sociolinguistics.

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The 30th PAAL International Conference

Beyond AI Adoption: Pedagogical Lessons from International Research on Secondary English Education

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Abstract

Artificial intelligence (AI) has rapidly become a major focus of research in language education. However, relatively little is known about how AI-based learning platforms have been investigated specifically in secondary English education. This review synthesizes recent international research to examine emerging trends, pedagogical applications, and implications for classroom practice. Rather than comparing individual AI tools, the review explores how AI has been integrated into teaching and learning and what this reveals about effective pedagogical implementation. The findings indicate a clear shift from technology-centered approaches toward pedagogically informed uses of AI, including adaptive learning, generative AI, automated feedback, and teacher-supported learning environments. Despite the rapid expansion of AI research, direct empirical studies conducted in secondary English education remain limited, suggesting an important gap in the current literature. Across the reviewed studies, the educational value of AI depended less on technological sophistication than on thoughtful instructional design, meaningful teacher mediation, and alignment with learning objectives. These findings reinforce the view that AI functions most effectively as a resource that supports, rather than replaces, teachers' professional expertise. The review concludes that future research should prioritize classroom-based studies in secondary English education while examining how AI can be integrated into human-centered pedagogical practices through effective teacher mediation and instructional design.

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Revisiting the Productivity of Tone Sandhi Rules in Mandarin Chinese: The Case of *Bù* Sandhi in a Highly Restricted Context

Family name, First name (Removed for Review)

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Abstract

The present study revisits the issue of productivity in Mandarin Chinese tone sandhi (TS) rules by focusing on the monosyllabic word *bù* ‘not’. According to Chang (1992) and Lin (2007), *bù* changes from a high-falling tone (Tone 4, T4) to a low-rising tone (Tone 2) when it precedes another T4. This alternation applies only to *bù* and not to other T4 syllables. To further investigate the productivity of *bù* sandhi at both the phonological and phonetic levels, a production-based *wug* experiment was conducted in which monosyllabic *bù* ‘not’ was combined with four types of monosyllabic morphemes to form disyllabic words, as shown in (1):

(1) Four Types of Real and Pseudo Morphemes in the Study

- a. **Bù-AO High Frequency Words (AO = Actual Occurring Morpheme)**
bù pō (kāi shuǐ) 不潑(開水) ‘don’t splash (water)’
- b. **Bù-AO Low Frequency Words**
bù sī (yī fú) 不撕(衣服) ‘don’t tear (the cloth)’
- c. **Non-existing Bù-AO (Pseudoword)**
bù pō (kāi shuǐ) 不坡(開水)
- d. **Bù -AG (AG = Accidentally-Gapped Morpheme)**
bù pōu (kāi shuǐ) 不 *pōu* (開水)

Results from the production data of 45 native adult speakers of Taiwan Mandarin showed that the application rates of the *bù* sandhi were perfect or near perfect across all word types in (1). However, detailed acoustic analyses—including pitch contours, pitch slopes, and vowel durations—revealed that the application of the *bù* sandhi rule was phonetically incomplete for the pseudoword types in (1c) and (1d). These findings supported Zhang and Peng’s (2013) view that TS rules are phonologically productive, and that subtle acoustic differences between real and pseudowords could be attributed to the word-familiarity effects, which in turn influence speakers’ articulatory speech-motor control.

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The 30th PAAL International Conference

A study on using AI for multiple-choice test item analysis and improvement

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Abstract

In the educational measurement and education setting of Vietnam, together with the rapid development of English Medium Instruction and English for Specific Purposes as a supporting role, Vietnamese classrooms are significantly changing the assessment way. Much previous research has proved the essential of the language proficiency assessment in measuring students' linguistic capabilities; therefore, analyzing Multiple-choice test items to ensure they are efficient and valid renders a vital aspect in assessment. In addition, prior studies have not utilized the analysis' results effectively to improve the quality of Multiple-choice test items for better assessing students' abilities. Recently, many studies have taken advantage of Artificial Intelligence (AI) for conducting test items analysis and improvement, yet in isolation. This study aims to address this gap by using an AI tool for Multiple-choice test items analysis and improvement in the setting of English for Law module 1 of a public university in Ho Chi Minh City, Vietnam. The results from the analysis showed the difficulty, discrimination, and distractor status of the items and signaled eight problematic items out of 20 items. This was complemented by the improvement process in comparison with a human rater's suggestions, despite some discrepancies found between two types of raters, the results revealed detailed insights into ways to improve these problematic items for effectively testing students' ability on English for Law knowledge. Ultimately, future research directions and pedagogical implications were also discussed.

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The 30th PAAL International Conference

Using Exit tickets for curriculum materials development in a test-preparation course

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Abstract

Educational and curriculum development go hand in hand with textbook development, in which textbooks and any other types of supplementary materials are considered as curriculum materials. Prior studies have held debates concerning the disadvantages and advantages of curriculum materials. As issues happening in class and during materials' use are inevitable, the demand for curriculum-adaptations is required. This aligns with the attitude of being flexible in curriculum materials development in the setting of Vietnam. For the sake of adapting the existing curriculum materials, previous scholars have suggested using exit tickets, besides their common usage to understand students' engagement and learning outcomes. Taking the student participants who were pursuing a university degree for their current job into consideration, this study investigated the adoption of exit tickets to find out what had been modified in the curriculum and curriculum materials development in a test-preparation course of a public university in Ho Chi Minh City, Vietnam. Six exit tickets, based on the Reflective Cycle of Gibbs (1988), were delivered via Google form to collect the feedback of 44 students from this test-preparation course. The thematic analysis was applied for reporting on the modifications of the teacher-in-charge suggested from students' responses. The results revealed that the teacher-in-charge utilized various Macro and Micro strategies for curriculum and curriculum materials development to serve the purpose of keeping adapting the existing curriculum and curriculum materials for better preparing students with test-taking strategies and English language skills practice. Ultimately, future research directions and pedagogical implications were also discussed.

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Day 2

Poster Session II

The 30th PAAL International Conference

Strategies for Deepening Critical Thinking in Beginner-Level High School English Learners: An Analysis of IB PYP English Teaching Materials

Yuya, Akatsuka

Sagami Women's University

Abstract

This study explores strategies for deepening critical thinking among beginner-level high school English learners by examining how critical thinking is fostered in English teaching materials used in the IB PYP (Primary Years Programme). Deepening critical thinking through learning English is meaningful because it helps learners broaden their ways of seeing and thinking about the world, thereby enriching their lives. However, the development of critical thinking among beginner-level English learners has been overlooked, creating a substantial gap in both practice and research. Although this study focuses on PYP materials, the materials were selected because their English level is generally adjusted to approximately CEFR A1–A2 and was therefore considered applicable to Japanese upper secondary school beginner level students as well. For the analysis, the presenter and one research assistant extracted elements of critical thinking from PYP textbooks published by two companies, drawing on Anderson and Krathwohl's thinking taxonomy and Paul and Elder's (2008) concept of essential questions. The learning activities were then categorised accordingly. The inter-rater agreement between the two coders was 87%. The results showed that the core of each unit was conceptual understanding. The materials followed a pattern in which learners were first provided with substantial input of words and expressions through a variety of texts (listening and reading) and in order to deepen conceptual understanding and were then asked to respond to higher-order thinking level questions. In addition, analysis using CVLA ver.3 (Uchida & Negishi, n.d.) indicated that the English level of the materials was A2–B1. These findings suggest that, by using PYP textbooks as a reference and recompiling/adapting them in line with the intellectual developmental level of Japanese upper secondary school learners, it may be possible to deepen critical thinking more effectively in Japanese high schools.

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The 30th PAAL International Conference

Examining the Impact of the National Curriculum on Japanese Junior High School Students' English proficiency

Ueda, Norifumi; Ano, Koichi; Negishi, Junko; Owada, Kazuharu; Kashiwagi, Tetsuya & Asari, Yoko

Komazawa University, Bunkyo University, Tsurumi University, Ritsumeikan University, the University of Kitakyushu, & Waseda University

Abstract

In Japan, English education for the junior high schools based on the present curriculum guidelines (Ministry of Education, Culture, Sports, Science, and Technology (MEXT), 2018) started in 2018 and they were fully implemented in 2021. Within the curriculum guidelines, interaction and presentation in English are emphasized as the key educational objectives for speaking ability. To evaluate learning outcomes under the present curriculum guidelines, the MEXT conducted Survey on National Academic Ability and Learning Situation in 2023, which indicated that Japanese student's English speaking skills, such as interaction and presentation skills, still require improvement (National Institute for Educational Policy Research, 2023).

This study aims to investigate (1) the longitudinal changes in English proficiency, particularly speaking ability, among the Japanese junior high school students who studied under the curriculum guidelines, and (2) the specific abilities for interaction students have developed through English instruction aligned with these guidelines. Data were collected from 210 students at two junior high schools in different prefectures between 2022 and 2024. Participants engaged in one-minute peer conversations on two topics: "weekend plans" and "view on school uniforms." Their performance was evaluated using rubrics to assess interaction effectiveness. In addition, speech samples were analyzed using the analysis of speech unit (AS-Unit) measures (Foster, et al., 2000) to examine the complexity, accuracy, and fluency in their utterances. The results indicate little differences in overall English proficiency across yearly datasets. However, the findings suggest that student's ability to sustain interaction improved over time.

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The 30th PAAL International Conference

Development of a Korean Alphabet Pronunciation Support Application

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Abstract

This study is motivated by the global spread of the Korean Wave, which has led to a sharp increase in the number of students selecting Korean as their second foreign language in recent years. This trend is clearly evident at the author's university: enrollment data for 2025 indicate that, out of approximately 1,600 students in introductory language courses, 720 (45%) chose Korean, far exceeding the numbers for Chinese, French, and German.

Korean language instruction typically begins with the acquisition of the Korean alphabet and its pronunciation. However, the disproportionately large student-teacher ratio presents a serious pedagogical challenge. In large classes, it is virtually impossible for instructors to provide individualized pronunciation feedback to every student, often resulting in insufficient mastery of foundational speaking skills.

To address this issue, the present study developed an application for self-directed pronunciation practice that evaluates the accuracy of learners' speech using the Pronunciation Assessment function of Microsoft Azure Speech. By leveraging this technology, the tool provides real-time, objective feedback, enabling learners to monitor their progress and enhancing their sense of achievement.

The application will be implemented in university courses, followed by a survey investigating its usability and learning effectiveness. Ultimately, this study aims to reduce instructors' workload in large classes while effectively supplementing individualized pronunciation instruction.

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The 30th PAAL International Conference

Challenges in Teacher Certification in Japan and Pedagogical Proposals for Teacher Training

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Abstract

This study first examines the current conditions of teacher certification in Japan and identifies the issues that emerge from them. In Japan, obtaining a teaching license requires completion of all prescribed teacher education coursework as well as some practicums. Although the contents of teacher education subjects are guided by the core curriculum established by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), they are not uniformly standardized nationwide and are partly entrusted to the discretion of individual lecturers.

Following the official introduction of foreign language education as a formal subject in elementary schools in 2020, courses related to elementary school foreign language education were added to teacher preparation programs at universities. However, the specific content and implementation vary across universities and are largely dependent on the lecturers in charge.

The author analyzes six years of classroom practice using students' reflective comments in order to clarify which learning experiences were meaningful for prospective teachers. Based on these findings, the study discusses implications for improving teacher education programs and proposes directions for curriculum design that more effectively support the development of future teachers' professional expertise.

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The 30th PAAL International Conference

Developing Paraphrasing and summarization skills in English Writing: An ongoing longitudinal study of First-year Chinese University Students

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Abstract

Paraphrasing and summarizing are essential academic writing skills that enable students to incorporate external information effectively while maintaining clarity, originality, and integrity in their texts (Keck, 2006). Previous research has shown that these skills are particularly challenging for second language learners and require sustained instructional support. Despite their recognized importance, many learners struggle with these skills, and systematic longitudinal evidence of skill development in real classroom settings remains limited.

The current paper reports on an ongoing longitudinal study examining the development of paraphrasing and summarization abilities among Chinese first-year university students enrolled in a compulsory English course. The study involves 150 freshman students majoring in finance and international trade at a Chinese university and spans one academic semester. Throughout the semester, students complete five after-class assignments specifically designed to target paraphrasing and summarization skills, and both skill areas are assessed through dedicated components of the final examination.

Adopting a longitudinal design, the study aims to investigate (1) how students' paraphrasing and summarization skills evolve over time, and (2) the extent to which structured, task-based practice contributes to measurable improvement in these domains. Data sources include students' written assignments and final exam responses, which will be analyzed using analytic scoring rubrics that focus on accuracy, linguistic complexity, and content transformation. As an ongoing study, this paper presents the research design and preliminary observations, and discusses potential implications for second language writing pedagogy.

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The 30th PAAL International Conference

Investigating Metafunctions of Turnitin AI Detected Text

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Abstract

One challenge writing instructors can observe with AI detectors like Turnitin is that the programs often present the result without the explanation. This can be frustrating in circumstances where some percentage of essay text is flagged as AI-constructed, rather than all or none, or when different tools provide different results. Taking a cue from systemic functional linguistics, this research investigates such occurrences by analyzing potential differences in linguistic metafunctions of flagged and unflagged text within a document. Over 30 samples of student work with AI scores between 30% to 70% are analyzed for three metafunctions: ideational metafunctions which might influence perplexity analysis, textual metafunctions which might influence burstiness analysis, and interpersonal metafunctions which might influence both. The research probes how Turnitin may have determined deviations between human and AI language construction, which in turn can provide practitioners items to investigate when they make their own determinations of essay authenticity.

References

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The 30th PAAL International Conference

**Ideologies of Language, Race, and Neoliberalism Across Policy,
Institutions, and Stakeholders: A Review of English Immersion
Kindergartens in South Korea**

Moon, Shiin

University of British Columbia

Abstract

This review examines how existing scholarship has conceptualized and analyzed ideologies of language, race, and neoliberalism across policy, institutional, and stakeholder levels within the English immersion kindergarten sector in South Korea. English immersion kindergartens—high-cost, private early childhood institutions where English is used as the primary medium of instruction—have emerged as a key site where language education, social stratification, and global imaginaries intersect. While previous studies have addressed aspects of English education and inequality in South Korea, a systematic review that brings together policy discourses, institutional practices, and stakeholder subjectivities remains limited. Drawing on interdisciplinary literature from language education, sociology, and critical policy studies, this review synthesizes four strands of research. First, it examines studies that analyze national English education policies, focusing on how ideologies of English as global capital, competitiveness, and human capital development are articulated, and how race is often implicitly embedded through notions of “global standards” and “native-speaker norms.” Second, it reviews research on English immersion kindergartens as institutions, highlighting how policy-level ideologies are recontextualized in school marketing, curriculum design, hiring practices, and everyday pedagogical routines. Third, the review considers studies that explore stakeholder subjectivities, examining how parents, teachers, and administrators negotiate, internalize, or contest dominant ideologies of English, whiteness, and neoliberal success within these institutions. Across these strands, the review identifies several gaps in the literature, including the limited integration of race and neoliberalism in policy analyses, the under-theorization of whiteness in early childhood English education, and the tendency to examine stakeholders in isolation rather than as relationally situated actors. The review concludes by outlining implications for future research, calling for multi-level, critical qualitative approaches that foreground ideologies of race, language, and neoliberalism as well as their reproduction across policy, institutional, and lived dimensions of English immersion kindergarten education in South Korea.

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The 30th PAAL International Conference

Examining Intercultural Learning in Virtual Exchange Through Reflection Papers and Post-Course Interviews

Kazuharu Owada, Rika Takeda, and Akiko Watanabe,

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Abstract

The purpose of this study is to explore how Japanese university students experienced intercultural learning in an ELF context through a series of discussions and presentations conducted via Zoom in a one-semester course at a private university in Japan in the 2025 academic year. The course aimed to promote intercultural understanding related to food culture by placing students in an EFL environment through collaborative, content-based discussions in the field of food studies.

Nineteen Japanese university students (including one Malaysian student) and thirty-eight Taiwanese university students participated in this joint semester course. Over the semester, students met online via Zoom for ten sessions. Throughout the course, they engaged in small-group discussions on themes such as fermented foods, noodles, and sweets in the two cultures. They also participated in three online “food lab” sessions, in which they simultaneously prepared matcha and conducted cross-evaluations of each other’s tea online. As a final project, students created and presented short one-minute videos featuring local foods and snacks from their respective cultures.

To examine the outcomes of intercultural learning, weekly reflection papers and post-course interviews were analyzed as qualitative data. The analysis suggests that students reflected on their struggles to communicate with Taiwanese peers while expressing Japanese food culture and understanding Taiwanese food culture. These findings indicate a close linkage between intercultural learning and ELF communication in virtual exchange contexts.

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Akiko Watanabe is a lecturer at Sanyo-Onoda City University in Japan. Her research focuses on CMC, intercultural dialogue. Since 2008, she has led multiple virtual exchange and collaborative online learning projects across Asia. Her recent work examines intercultural understanding based on RFCDC, and discourse strategies that support effective online communication.

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The 30th PAAL International Conference

AI Integration in Writing Instruction: EFL Teachers' Practices and Perceptions, A case study in Vietnam

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Abstract

The integration of Artificial Intelligence (AI) tools in language education has created new opportunities to support writing instruction, particularly in English as a Foreign Language (EFL) settings. This study examines EFL teachers' perceptions and their use of AI technologies in undergraduate writing courses. While previous research has focused on AI-assisted idea generation, this study extends the discussion by exploring teachers' classroom practices, perceived advantages, and concerns related to the use of AI in writing instruction. A mixed-methods design was employed, collecting data through Likert-scale questionnaires and open-ended survey responses from EFL instructors at various institutions. The study investigates how AI tools are utilized across different stages of the writing process, including brainstorming, outlining, revising, and providing feedback. The findings reveal that many teachers recognize the convenience and potential of AI tools to increase student engagement; however, they also express concerns regarding students' overdependence on AI, issues of academic integrity, and the possible decline of critical thinking skills. The results underscore the importance of carefully guided AI integration to ensure that technological tools support, rather than replace, pedagogical objectives. This study provides practical implications for curriculum development, teacher training, and the responsible use of AI in EFL writing instruction.

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The 30th PAAL International Conference

From Language Support to Social Infrastructure: The Role of Japanese Language Volunteers in Community-Based Language Education

HIGASHIHIRA Hukumi
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Abstract

Community-based Japanese language education plays an increasingly important role in multicultural societies where foreign residents and international visitors interact with local communities. In Japan, many opportunities for learning Japanese are supported not only by professional educators but also by community volunteers. While previous research has focused mainly on the pedagogical functions of these volunteers, their broader social significance in local communities and tourism environments has received less attention.

This study examines how Japanese language volunteers perceive their roles in community-based Japanese language education and considers the wider implications of their activities for multicultural coexistence and tourism-related communication. The analysis is based on a survey of 214 Japanese language volunteers affiliated with international exchange associations in Tokyo. The results show that approximately 76.6% of respondents are over 60 years old and that more than half have more than five years of volunteer experience. Their primary motivations include helping others and contributing to a multicultural society. Volunteers tend to perceive their roles mainly as supporting Japanese language acquisition and assisting foreign residents' social adaptation.

The findings suggest that volunteer-based language support contributes not only to language learning but also to the development of linguistic receptiveness and intercultural awareness within local communities. Such social resources can enhance communication between residents and visitors and may indirectly support tourism environments that rely on everyday intercultural interaction. This research therefore argues that community-based Japanese language education should be reconsidered as a form of social infrastructure that connects language education, community engagement, and sustainable tourism.

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Beyond Comprehension: The Role of Statistical Learning in L2 English Syntactic Production

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Abstract

Despite findings that learners' statistical learning (SL) predicts their L1 and L2 sentence comprehension, it remains unclear whether the SL mechanism is also associated with language production. Extending previous research, the present study examines the hypothesis that learners' SL ability, measured through an artificial grammar learning (AGL) task (e.g., Gómez, 2002), is related to their performance in language production. Twenty Korean learners of English (15 female, 5 male; $M = 21.91$, $SD = 3.92$; mean TOEIC score = 851.6) participated in an AGL task and a picture-description task. In the AGL task, participants achieved an accuracy of 70.48% ($SD = 25.35$), significantly above chance, with a mean judgment reaction time (RT) of 742.09 ms ($SD = 452.98$). In the production task, accuracy was 46.63% ($SD = 38.66$) for subject relative clauses (SRCs) and 43.75% ($SD = 36.8$) for object relative clauses (ORCs). Results revealed significant correlations between AGL judgment RT and production accuracy for both SRCs ($r = .519$, $p < .05$) and ORCs ($r = .483$, $p < .05$). Additionally, AGL judgment RT was marginally correlated with production RT for ORCs ($r = -.421$, $p = .065$). Regression analysis further indicated that SL ability significantly predicts production performance, ($F(1,19) = 5.491$, $p = .031$, $R\text{-squared} = .234$, adjusted $R\text{-squared} = .191$, $\beta = .483$, $t = 2.343$, $p = .031$). These findings suggest that statistical learning is closely linked to the production of English relative clauses, consistent with its role as a predictor in sentence comprehension.

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The 30th PAAL International Conference

Korean EFL University Students' Use of Student-Created AI Apps for Summary Writing Revision

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Abstract

Recent advances in generative artificial intelligence (AI) have created new possibilities for integrating AI tools into language learning. While many studies have examined students' use of existing AI tools, relatively little attention has been given to situations in which learners design and use their own AI applications for language learning tasks.

This study explores how Korean EFL university students use student-created AI applications for summary writing revision. The study first examines which aspects of summary revision students address using their AI applications, such as key idea selection, organization, paraphrasing, and in-text citation. It also explores students' experiences and perceptions of using self-created AI tools for revision. Participants are 26 undergraduate students enrolled in an English course at a university in Korea. During the course, students learn various summarization and paraphrasing strategies, design simple AI applications using Google AI Studio, and use these tools to revise their English summaries. Data are collected from students' summary portfolios, which include their initial summaries, revised summaries, and reflection journals, as well as from a short post-activity survey.

The findings of this study are expected to provide pedagogical insights into how student-created AI tools can be incorporated into summary writing instruction. The results may also inform future instructional practices that integrate AI-supported revision activities and promote greater learner autonomy in EFL writing classrooms.

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Positioning Language Ability in the Hotel Industry: A Text Mining Study of Job Advertisements

Sachiko Takagi & Yukiko Ideno

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Abstract

In recent years, the growth of international tourism to Japan has increased the importance of communication with foreign visitors in the hotel industry. Human resource issues in tourism and hospitality have long been discussed in relation to skills, employment, and training, where language ability is understood as a central component of the human resource management (HRM) agenda. Baum (2007) reviews the vital role of human resources in tourism, while Blue and Harun (2003) argue that host–guest interaction in hotel reception involves a distinctive form of professional communication they call “hospitality language.” In tourism English education, needs analysis has been emphasized as a basis for designing effective language instruction. Prachanant (2012) reports that speaking is the most critical English skill for tourism employees, followed by listening, reading, and writing, with major communicative functions including giving information and providing services. Although these studies highlight the importance of language ability in tourism work, less is known about how such ability is represented in recruitment practices within the hotel sector. This study examines how language ability, particularly English-related ability, is represented in hotel job advertisements in Japan. Online job advertisements are widely used to identify employers’ preferences and required skills in tourism labor markets. Marrero-Rodríguez et al. (2020) show that these advertisements reveal preferences regarding education, experience, and wages. While skill requirements may partly reflect employers’ “wish lists,” Daly et al. (2025) suggest that skill indicators in job posts generally correspond to the main skills used on the job. This study collects textual data from hotel job advertisements on major Japanese job websites and analyzes them using text mining techniques. The analysis aims to clarify how language ability is positioned within HRM and to provide a basis for reconsidering tourism language education in relation to recruitment practices.

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The 30th PAAL International Conference

The Effects of ChatGPT Prompt Design on Japanese University Students' Academic Writing

Oi, Yoko

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Abstract

This study explores what kinds of prompts are most effective for Japanese university students in an academic writing class when using ChatGPT as a feedback tool. Specifically, it examines the extent to which different prompt designs influence the writing performance of first-year Japanese university students. Forty female students participated in the study and completed a writing task in which they introduced Japanese culture to an international audience. Participants were assigned to either a control group or a treatment group. The control group used a prompt asking ChatGPT to correct the accuracy of language use, whereas the treatment group used a more elaborated prompt requesting feedback on grammatical accuracy, vocabulary use, and coherence. The two groups were regarded as having similar English proficiency levels on the basis of their average scores on a placement test taken before entering university. Following ChatGPT's feedback, students were asked to reflect on what they had noticed from the corrections provided. Their written products were also assessed independently by ChatGPT and an English teacher. Pearson's correlation coefficient for inter-rater reliability exceeded 0.70, demonstrating substantial agreement between the two evaluators. The results revealed no statistically significant difference between the two groups in terms of writing performance. However, students in the control group tended to express more positive perceptions of the prompt than those in the treatment group. These results imply that increasingly detailed prompts do not automatically produce superior writing outcomes and that simpler prompt designs may be more accessible and acceptable for novice academic writers.

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The 30th PAAL International Conference

Clinical Hospitality in Veterinary English: Multilingual Communication in Animal Care Settings

Yukiko Ideno

Yamazaki University of Animal Health Technology

Abstract

Recently, veterinary clinics in Japan have increasingly met with foreign language pet owners. This is a result of general globalization and mobility. Because veterinary medicine is based on the fulfillment of animal health needs, it is very important to maintain good communication between the vets and pet owners. The English language is now used as a common language in many of Japan's big cities and international communities. This research looks at how English is utilized in veterinary clinics and how hospitality is integrated into multi-language animal care communication. The investigation of English-language documentation regarding symptom diagnosis, treatment and aftercare (post treatment) in veterinary medicine has been conducted by observing simulated consultation cases and interviewing practicing veterinarians. In examining these forms of communication, there is an emphasis on the degree to which the communication of information is not only medically correct but is also representative of an attitude of compassion, reassurance and/or professionalism. The research indicates that there is an expectation of clinical hospitality within veterinary communications. Basically, this means that they are mixed together: There is an understanding of what is clinically right, and also about being sort of emotional and understanding of different cultures. The result of the research/ study revealed that the use of English in veterinary medicine means more than just knowing the terms and proper grammar. It also includes creating expectations and properly communicating uncertainties, as well as developing a trusting relationship with the clients (i.e., pet owners) who might already be nervous about their pets' medical conditions. The results revealed that communication Breakdown was likely to occur in medical explanation which lacked any practical adjustment or difference in cultural expectations about care. This paper proposes that veterinary English is a type of English specific to a particular type of work (English for Special Purpose) and is found within hospitality types of jobs. In emphasizing the relationship between language and the way we care for animals and the ethical manner in which we handle our jobs, this paper contributes to the debate within the applied linguistics field regarding multilingual communication within specialized professional areas.

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HOW TO GET TO THE CONFERENCE VENUE

Conference Venue:

International Studies Hall, Korea University

Location map: <https://int.korea.edu/kuis/about/location.do>

Address:

145 Anam-ro, Seongbuk-gu, Seoul 02841, Republic of Korea

서울특별시 성북구 안암로 145, 고려대학교, 국제관

From Incheon International Airport

- By subway: Take the Airport Railroad (AREX) and transfer to Subway Line 6 at Gongdeok Station. Get off at either Korea University Station or Anam Station.
- By airport limousine bus: Take bus No. 6101 and get off at either the Korea University or Sungrye Elementary School stop.

From Gimpo International Airport

- By subway: Take the Airport Railroad (AREX) and transfer to Subway Line 6 at Gongdeok Station. Get off at either Korea University Station or Anam Station.
- By airport limousine bus: Take bus No. 6101, bound for Surak Terminal, and get off at either the Korea University or Sungrye Elementary School stop.

From Seoul Station

- By taxi: Approximately 20 minutes.
- By subway: Approximately 25 minutes. Take Subway Line 1 and transfer to Line 6 at Dongmyo Station. Get off at either Korea University Station or Anam Station (see below for details).

From Yongsan Station

- By taxi: Approximately 30 minutes.
- By subway: Approximately 30 minutes. Take Subway Line 1 and transfer to Line 6 at Dongmyo Station. Get off at either Korea University Station or Anam Station (see below for details).

*Travel times are approximate and may vary depending on traffic and transfer times.

TRANSPORTATION OPTIONS

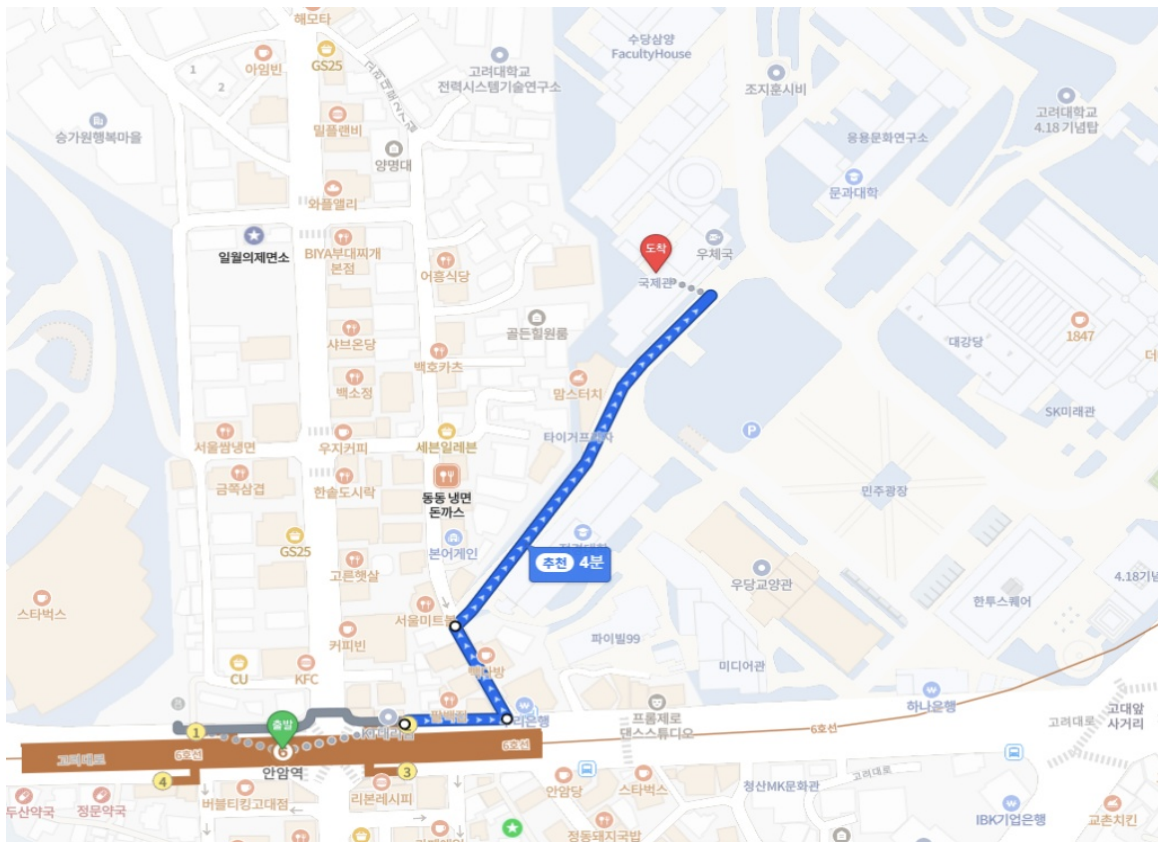
- **BY SUBWAY**

: International Studies Hall can be reached from either Anam Station or Korea University Station on Subway Line 6.

1. From Anam Station, Exit 2

Exit Anam Station through Exit 2 and walk approximately 50 meters until you reach Woori Bank. Turn left onto the street in front of the bank and continue for another 50 meters. The rear gate ("Humun" (후문) in Korean) of Korea University's Humanities and Social Sciences Campus will be on your right.

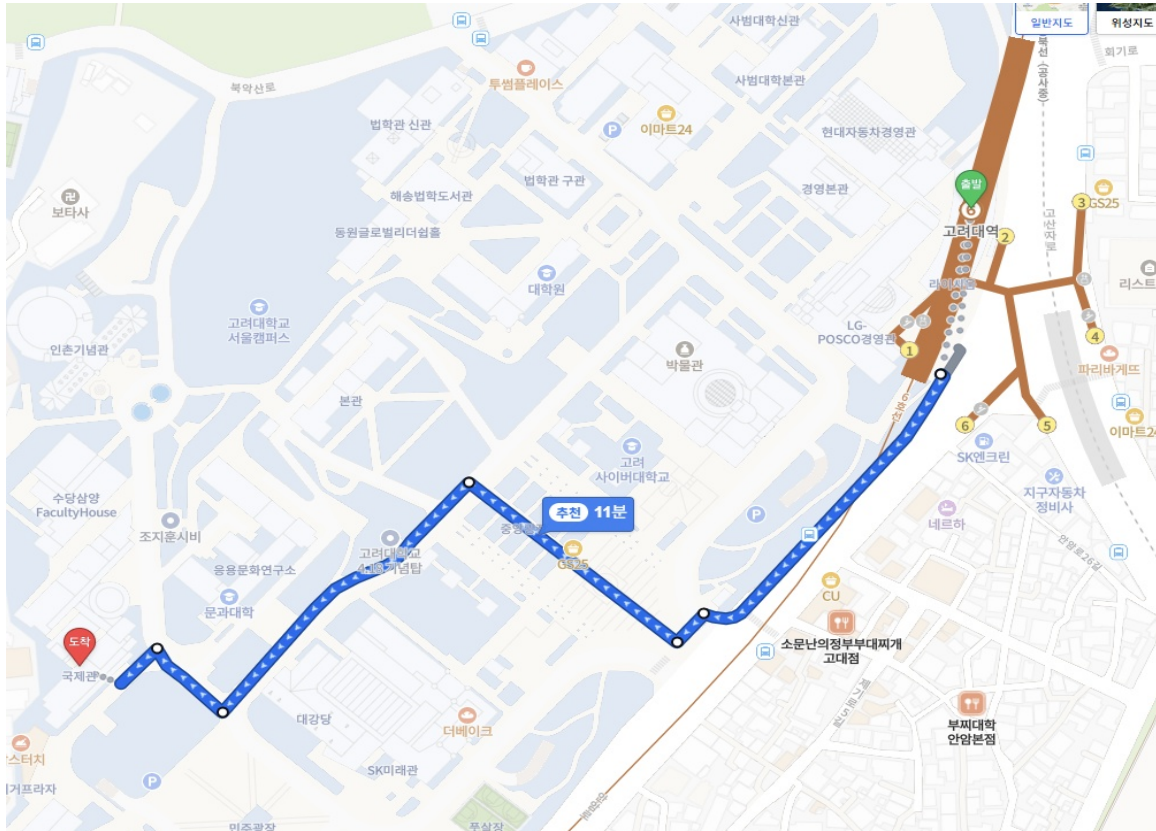
Enter through the rear gate and walk straight uphill, passing the College of Political Science and Economics building. At the top of the hill, continue for approximately 70 meters. International Studies Hall is the second building on your left.



2. From Korea University Station, Exit 1

Exit Korea University Station through Exit 1 and continue walking until you reach the main gate of Korea University. Enter the campus through the main gate; SK Future Hall will be on your left.

Walk alongside SK Future Hall until you reach an uphill path on your right. Follow the path uphill. The main entrance to International Studies Hall will be on your left.



- By Car
: Enter the campus through the Korea University Main Gate and use the underground parking facility. Take the elevator to the first floor and proceed past Main Hall to International Studies Hall.

The Journal of PAAL



About the Journal of PAAL

The Journal of PAAL provides an international forum for scholarship on a broad range of topics related to applied linguistics.

Contributions are accepted in the form of regular papers (theoretical discussion, case study reports, observational or experimental studies, teaching reports, etc.). The language of the journal is English but accepts papers examining any language. The Journal of PAAL is published biannually (July and December).

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