37th International Conference on Foreign/Second Language Acquisition

Intercultural Pragmatics in Language Learning and Beyond: Humans, Contexts, and AI Interfaces

BOOK OF ABSTRACTS

Institute of Linguistics, University of Silesia in Katowice, Poland
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Szczyrk

A welcome note from the Organisers

Dear Conference Participants, Plenary Speakers and Presenters,

Dear Friends,

We are happy we're meeting here in Szczyrk (with many of you again) to talk about trends, concepts and developments in second language acquisition and foreign language learning and teaching. The main theme of this year's conference – intercultural pragmatics – will be approached from a range of perspectives, focusing on pragmatic competence, multilingual communication, classroom interaction and the ways context and culture shape second language use and learning. The talks and discussions will highlight the many facets of intercultural pragmatics, drawing on different settings and research traditions.

This year's conference is dedicated to the memory of Professor István Kecskés, who sadly passed away in February 2025, and to his pioneering contribution to the development of intercultural pragmatics. We would like to take this opportunity to remember him and to honour his legacy by celebrating and continuing his work in the field.

We warmly welcome you to our traditional venue, *Hotel META*, with all the facilities it offers – not only those related to academic activities – along with its delicious meals and attentive staff.

We wish you fruitful discussions, an enjoyable time, and opportunities to rekindle old friendships and build new ones. As always, we are at your disposal throughout the conference and are happy to assist you whenever needed.

Welcome to the 37th ICFSLA Conference!

Adam, Kasia, Aleksandra and Natalia

The Organising Committee

Adam Wojtaszek

Katarzyna Papaja

Aleksandra Szymańska-Tworek

Natalia Szkop

PLENARY LECTURES

(in alphabetical order)

Prof. Maria Economidou-Kogetsidis
University of Nicosia, Cyprus

L2 email pragmatics in the age of AI: ChatGPT, pragmatic ability and student practices

The rapid integration of generative AI into academic communication raises important questions about pragmatic competence, authorship, agency and feedback in second language writing. This talk brings together findings from two complementary studies and examines how AI is reshaping the L2 pragmatics of academic email communication. The first study looks at the degree of alignment between ChatGPT's evaluations of L2 student emails and those of native-speaker university lecturers. It present results which show strong agreement between human raters and AI in identifying pragmatic infelicities and suggesting revisions consistent with recognised norms of academic email etiquette. However, the system tends to apply stricter and more formal interpretations of academic politeness norms and shows less sensitivity to contextual nuance, indicating that its evaluations remain largely procedural and lack the interactional awareness characteristic of human raters. The second part of the talk examines how students engage with AI in academic email writing and how such reliance relates to perceived authorship, authenticity, and linguistic agency. Drawing on survey data from 330 higher-education L2 students, the findings indicate that learners strategically deploy AI primarily as a tone-management and revision tool rather than as a substitute author. The dominant practice involves editing, blending, and refining AI output to regulate politeness, manage power asymmetries, and adjust institutional formality. Findings further show that AI reliance is positively associated with linguistic agency, calling into question concerns that AI reduces students' agency. Overall, heavier behavioural AI reliance is associated with stronger perceptions of ownership and agency, as well as slightly reduced authenticity concerns, a finding which suggests that AI may function as a scaffold and co-author rather than a threat. Together, these studies consider how email pragmatics research can inform pedagogically grounded approaches to digital communication literacy in an AI-mediated academic world. They also suggest a shift in pedagogical focus: from teaching students *how to write emails* to teaching them *how to work ethically, critically, and collaboratively with AI* as a supportive tool to maintain authorship, voice, and agency.

Prof. Maria Economidou-Kogetsidis is Professor of English and Applied Linguistics at the University of Nicosia, Cyprus, and the Coordinator of the MA TESOL postgraduate programme. Her research focuses on L2 pragmatics, cross-cultural pragmatics and sociopragmatics, L2 politeness, L2 email pragmatics, and pragmatic development in instructed settings. She is the author of the monograph *Beneath the Linguistic Surface: Teaching and Researching Speech Acts with Young EFL Learners* (2025) (Multilingual Matters), and co-editor of the edited volumes *Second Language Pragmatics and Young Language Learners: EFL Primary School Contexts in Europe* (2025) (Multilingual Matters), *Email Pragmatics and Second Language Learners* (2021) (John Benjamins), *Interlanguage Request Modification* (2012) (John Benjamins). She has published extensively in the field, and her publications have appeared in the *Journal of Pragmatics*, *Pragmatics*, *Intercultural Pragmatics*, *Journal of Politeness Research*, the *Intercultural Communication Education journal, the International Journal of Applied Linguistic, the Language Learning journal,* among others. Her recent work focuses on AI email pragmatics, and second language pragmatics and young language learners.

Prof. Zhu Hua
University College London, United Kingdom

Politics of translanguaging and interculturality

Translanguaging offers a critical pathway to furthering our understanding of interculturality, while interculturality enriches translanguaging research through demonstrating how cultural distinctiveness, identities and values are co-constructed in encounters. In this talk, I bring together two strands of my work: multilingualism and intercultural communication. By examining the synergy between these concepts, I aim to address key issues at the intersection of language, culture, and communication – particularly the politics of translanguaging and interculturality. This includes asking whose languages, knowledge, and values are recognised, legitimised, or marginalised in communicative practices. I argue that language education should move beyond promoting flexible language use alone and accumulation of cultural knowledge. It should support learners in engaging critically with the social, political, and ideological dimensions of both blending and separating languages/cultures, and in understanding how these practices shape meaning, identity, and power.

Prof. Zhu Hua (祝华) is Professor of Language Learning and Intercultural Communication, Director of International Centre for Intercultural Studies at the Institute of Education, University College London (UCL), UK and Director of Research and Innovation for the Language Hubs programme funded by Department for Education, UK. She is Chair of the British Association for Applied Linguistics (2021-2024), an elected Fellow of the Academy of Social Sciences, UK; Academia Europaea; and International Academy for Intercultural Research. Her main research interests span across multilingual and intercultural communication and child language.

Prof. Barbara Lewandowka-Tomaszczyk
University of Applied Sciences in Konin, Poland

Bridging the pragmatic gap:
A computational and functional analysis of stance expression and common ground in native-nonnative communication

This research investigates the complex interplay between explicit and implicit stance expression and the co-construction of common ground in native-nonnative (N-NN) interactions. Stance – the linguistic manifestation of a speaker's epistemic certainty and affective evaluation – functions as the primary mechanism for interpersonal alignment. However, in N-NN dyads, a *pragmatic dissonance* frequently emerges: native speakers (NS) often rely on high-context, implicit markers (hedging and indirectness) to maintain social harmony, whereas non-native speakers (NNS) tend toward explicit lexical markers due to developing pragmatic competence. Drawing on Theories of Common Ground and Stance Framework, this study employs a mixed-methods approach to analyze how these divergent strategies affect communicative success. It also presents exploiting Large Language Models (LLMs) (Lewandowska-Tomaszczyk & Liebeskind 2025) as a methodological tool and as a comparative subject for evaluating aspects of differing *Theories of Mind* in N-NN digital grounding processes. Preliminary analysis suggests that failure to achieve common ground is associated with a failure to decode implicit evaluative cues, leading to *false grounding*. The findings have significant theoretical value for Intercultural Pragmatics and sociopragmatics by challenging the traditional *deficit model* of NNS communication and proposing a move toward a *shared responsibility* model in a *third communicative space*. Furthermore, the study explores how LLMs can be utilized to provide real-time pragmatic feedback, offering transformative potential for second-language pedagogy and intercultural professional mediation.

Prof. Barbara Lewandowska-Tomaszczyk (PhD, Dr Habil., Prof. Ordinarius) is a Full Professor of Linguistics at the Department of Language and Communication, University of Applied Sciences in Konin, Poland. Member of international professional organizations and author of over 300 publications, her primary research expertise lies in the field of theory of language, with a

particular interest in its applications in contrastive cognitive semantics, pragmatics, translation as well in analysing opinions in terms of AI and computational corpus linguistics.

Prof. Anthony Liddicoat
University of Warwick, United Kingdom

Intercultural pragmatics and metapragmatic awareness in learning to mediate across languages and cultures

This presentation explores how intercultural pragmatics and metapragmatic awareness equip learners to mediate meanings across languages and cultures. Mediation is understood not simply as transferring meaning but as co-constructing it across cultural frames, requiring sensitivity to how meaning may shift when viewed from different perspectives and requires language users to exercise agency in acts of communication. Effective mediation, therefore, depends on recognising the culturally embedded nature of language use and understanding that pragmatic norms vary across cultural contexts. In learning the pragmatics of a new language, therefore, learners require more than a knowledge of the pragmatic practices of native speakers, which are themselves often reduced in language teaching materials to conventionalised and essentialised rules of thumb that do not capture the variability in language use within social contexts. Learning to mediate meanings requires learners not simply to acquire such rules of thumb but to come to understand how ways of speaking reflect the intentions, assumptions, and relational meanings interlocutors bring to interaction, as these are shaped by differing cultural expectations. Given that pragmatic meaning is frequently implicit, negotiable, and open to contestation, learners need to develop strong interpretive skills to navigate ambiguity and manage differences in meaning making sensitively and effectively. The presentation will argue that reflection of the affordances of language forms allows learners to problematise taken-for-granted norms and to recognise the plurality of possible pragmatic interpretations. Metapragmatic awareness is central to such learning as it enables learners to notice and articulate pragmatic assumptions, evaluate communicative choices, and exercise agency in shaping interaction. By integrating interpretation, critical reflection, and responsiveness to diverse pragmatic expectations, the presentation shows how learners can develop nuanced, flexible, and ethically informed practices of intercultural mediation.

Prof. Anthony Liddicoat is Professor in the Department of Applied Linguistics at the University of Warwick and Adjunct Professor in Justice and Society at the University of South Australia. He is a Fellow of the UK Academy of Social Sciences and the Executive Editor of *Current Issues in Language Planning* and Co-editor of the book series *Language and Intercultural Communication in Education* (Multilingual Matters). His research interests include issues relating to the teaching and learning of intercultural capabilities in language education and language policy and planning. His interest in pragmatics mainly lies in the ways that language learners engage with language in use in their learning and their communication and how language teaching can better support the development of intercultural understanding through the learning of pragmatics. His recent books include *Médiation interculturelle en didactiques des langues et des cultures/Intercultural mediation in the teaching and learning of languages and cultures* (2023, Editions des archives contemporain, with Martine Derivry-Plard et al.), *Teaching and learning second language pragmatics for intercultural understanding* (2022, Routledge, with Troy McConachy), and *Introduction to conversation analysis* (2021, Bloomsbury).

Prof. Agnieszka Piskorska
University of Warsaw, Poland

Context and pragmatic inference in the era of non-canonical culture: Implications for L2 instruction

The main assumption underlying the cognition-oriented framework of relevance theory is that communicative success depends on the balance between cognitive gains and processing effort

(Sperber and Wilson 1995). A communicative stimulus is relevant to an individual if it offers satisfying cognitive effects at a cost that makes its processing worthwhile. In practical terms, a stimulus – an utterance or another representation – is relevant if it benefits the hearer by providing new implications, by reinforcing the information the hearer already has or by erasing false assumptions. Crucially for any of these effects to take place, the hearer has to have access to a context in which such mental operations can be performed at a justifiable cost. Communication in educational settings has specifically defined goals, yet its success also hinges on the relevance of didactic materials to students. This has been confirmed by studies addressing the link between relevance and motivation (e.g. Kember et al. 2008), attractiveness of materials and motivation (e.g. Komorowska 2021) and boredom in classroom instruction (e.g. Kruk et al. 2021). In university education, where instructors typically design their own authorial courses, selecting materials and discussion topics that draw on contexts accessible to students is key. In the not-so-distant past, canonical literary and cinematic works provided ample resources. More recently, however, a phenomenon which can be called context fragmentation is it making it increasingly difficult to rely on the canonical works or to find other resources relatable to the majority of students, as reported by academic instructors. I examined the phenomenon of context fragmentation in an empirical study conducted among MA students of English Studies Linguistics at the University of Warsaw. The study addressed the following questions: 1) Is context fragmentation intergenerational (between the instructor and the students) or also intragenerational (among the students)? 2) Which types of contextual assumptions are the most likely to be shared among the participants? and 3) Which strategies of designing materials are the most likely to ensure their relevance? The study consists of two stages: an exploratory survey followed by semi-structured interviews. In this talk I am going to present the results, focusing especially on its implications for L2 pedagogy, but also for other academic subjects.

Kember, D., Ho, A., & Hong, C. 2008. The importance of establishing relevance in motivating student learning. *Active Learning in Higher Education* 9(3): 249-263. https://doi.org/10.1177/1469787408095849

Komorowska, H. 2021 Jak nie zniechęcić oceną, a zainteresować nauką? *JOwS* 2: 33-40.

Kruk, M., Pawlak M., Zawodniak J. 2021. Another look at boredom in language instruction: The role of the predictable and the unexpected. *Studies in Second Language Learning and Teaching* 11 (1): 15-40.

Sperber, D &, Wilson, D. 1995. *Relevance: Communication and Cognition*. Blackwell.

Prof. Agnieszka Piskorska holds a Ph.D. degree in Linguistics and works as Associate Professor at the Institute of English Studies, University of Warsaw. Her research interests include relevance-theoretic pragmatics, figurative language, verbal humor, persuasion, and functions of communication in various discourses. She has published internationally (*Journal of Pragmatics*, *Pragmatics & Cognition*, *Intercultural Pragmatics*, *Pragmatics*) on the use of figurative language, non-propositional affective effects and social effects in communication. She has authored a number of academic courses oriented towards L2 academic skills, including speaking, debating, presenting and translating.

Prof. Helen Spencer-Oatey
University of Warwick, United Kingdom

Pragmatic competence and the management of rapport across cultures: Using the TRIPS framework to enhance reflective and analytic engagement

A key focus of pragmatics research has long been the study of (im)politeness, interpersonal relationships, and rapport. Initially, a lot of the research in this area was cross-cultural in nature – focusing on similarities and differences across languages and cultures. More recently, there has been a greater focus on intercultural pragmatics – how people from different language/cultural backgrounds manage relationships as they interact together. As McConachy (2018) points out, "Developing the ability to successfully manage interactions and relationships through the medium of a foreign language goes far beyond the acquisition of linguistic skills. It requires the cultivation of a perspective which recognizes the potential for diverse norms,

assumptions and values to influence the ways in which language is used and interpreted as a form of social action." McConachy goes on to identify the need for 'reflective and analytic engagement' in order to support this development. In our experience, students sometimes struggle to know what exactly to reflect on and analyse, so we developed the TRIPS framework (Spencer-Oatey & Lazidou, 2024; Spencer-Oatey, 2025; Spencer-Oatey with Lazidou, forthcoming) to help with this, providing a set of 'pegs' for students (and others!) to use. TRIPS is an acronym standing for the key pragmatics factors that affect rapport in interpersonal interaction:

- **T**riggers (issues people are sensitive to)
- **R**eactions (e.g. annoyance, upset)
- **I**nteractions (what is said and done and how it is interpreted)
- **P**eople (who the participants are)
- **S**ettings (the multilevel settings in which the interaction takes place).

In this talk, I'll start by briefly explaining the TRIPS rapport management framework and then demonstrate how it can be used in two main ways: (1) to reflect on and gain insights into problematic intercultural encounters, and (2) to reflect on and gain insights into one's own and others' personal preferences and/or cultural norms associated with each of the TRIPS factors.

Prof. Helen Spencer-Oatey is Emeritus Professor of Intercultural Communication/Applied Linguistics at the University of Warwick, UK. Her academic background is in both social psychology and pragmatics and her research draws on concepts and insights from both disciplines. Through her experiences of living and working abroad for a large part of her career (much of it in China), she became particularly interested in the processes and challenges of communicating and relating across cultures. She has published extensively in these areas and has also developed extensive practical tools and resources for professional development. Her latest books include *Making Working Relationships Work* (with Lazidou, 2024, Castledown), *Global Fitness for Global People* (with Franklin & Lazidou, 2022, Castledown), and *Intercultural Politeness* (with Kádár, 2021, Cambridge University press). She is currently working on a new book on rapport management to be published by Routledge.

PRESENTATIONS
(in alphabetical order)

Areej Alruwaili
Jouf University Saudi Arabia

Online presentation

The Role of MOOCs in Saudi EFL learners' English development: A mixed-methods empirical study

This mixed-method study aims to investigate the effectiveness of Massive Open Online Courses (MOOCs) in terms of English language support for Saudi students studying English as a foreign language. Based on the analysis of the results from 150 undergraduate students through surveys and interviews conducted with 15 participants, this study aimed to reveal factors that predict perceptions of English learning outcomes in MOOCs. The findings from this research quantitatively supported that MOOC engagement functions as a major predictor of English language development, accounting for 50 % of the explained variance in perceptions of English outcomes. The factors interactivity and collaboration facilitated language development and were significant in digital MOOCs, although the quality of feedback in MOOCs had no significant effect. Learner-related factors such as motivation in MOOCs and digital proficiency represented significant predictors in language development in MOOCs, although learner self-regulation in MOOCs did not. The level of satisfaction displayed a strong positive association with English outcomes in MOOCs. However, personal barriers like technical difficulties in MOOCs and unclear instruction in MOOCs exerted significant negative impacts on Saudi students' English language

learning. The interviews supported the significance of MOOC flexibility, task orientation in MOOCs, and interactivity in Saudi students' English language engagement and progress in MOOCs. The study further concludes that MOOCs are of considerable worth to Saudi students studying English foreign language if the MOOC platform provides enhanced interactivity through greater use of multifunctionality in MOOCs via technological improvements in Saudi Arabia's national technological infrastructure and provision of MOOC tools dedicated either to oral competence or the practice of Saudi students' English pronunciation in MOOCs. The research provides significant contributions mainly to MOOC developers and the Saudi Ministry of Education's project to further increase MOOC applications across Saudi Arabia's emerging digital educational context.

Ágnes T. Balla and Zsuzsanna Dégi
Sapientia Hungarian University of Transylvania, Romania

The development of pedagogic thinking:
From trainee to teacher

The results presented in the present paper draw on data collected during longitudinal research that we started in February 2022 with the participation of teacher trainees from two universities, the University of Szeged (Hungary) and Sapientia Hungarian University of Transylvania (Romania). The aim of the research is to follow the teacher trainees' professional identity development in the course of their teacher training. The results of the previous phases (Dégi and T. Balla 2022, 2024; T. Balla and Dégi 2022) led us to the conclusion that already at the time of the beginning of their studies, trainees have a large repertoire of ideologies that had been shaped by their own previous experiences as language learners. These ideologies seemed to have barely changed throughout the years of theoretical teacher training. With the start of the teaching practice, facing classroom reality has brought a change in the mindset of the trainees, since real-life situations and unexpected classroom events made them rethink (question or doubt) the validity of their initial ideologies. In our presentation we focus on teacher trainees' transforming beliefs after the teaching practice when they have experienced real-life teaching scenarios.

Dégi, Zsuzsanna and Ágnes T. Balla (2022). Teacher trainees' vision of their future English classes. *Acta Universitatis Sapientiae Philologica* 14(3):77-91.
T. Balla, Ágnes and Zsuzsanna Dégi (2022). Egy ideális angol óra – ahogyan a tanárképzős hallgatók látják [An ideal English lesson – in the eyes of teacher trainees]. *EduLingua* 8(1):61-77.
Dégi, Zsuzsanna, T. Balla Ágnes. 2024. An Ideal Classroom as Depicted by Pre-service English Teachers. *Acta Universitatis Sapientiae Philologica*, 16/2: 21–35.

Erzsebet Balogh
University of Debrecen, Hungary

Differences in variation of address forms in English emails:
How do international students cope with addressing their instructors in a Hungarian higher education setting?

Considerable variation can be observed in the forms international students use when addressing their Hungarian university instructors in English emails (Dombi 2020), while there is a relatively standard form that Hungarian students use whenever they write a Hungarian email to their instructors (Balogh 2024). Thus, it can be assumed that one of the reasons for variation in international students' use of address forms is transfer from their first language. The present study intends to provide evidence for the beforementioned argument by comparing and contrasting the address forms used in English emails written by international (n=27) as well as Hungarian students (n=19). Moreover, with the help of interviews (n=6), the current research aims to investigate the difficulties international students face when addressing their Hungarian instructors. Preliminary analysis confirms the findings of previous research, that is, the address forms international students use show more variation than that

of Hungarian students in English emails, while Hungarian students use the English equivalent of the most frequently used Hungarian address forms. In addition, the interviews reveal that international students are occasionally confused by Hungarian names and titles, consequently they rely either on the address norms of their first language, or consult artificial intelligence for help.

Balogh, Erzsébet 2024. Forms of address in emails used by Hungarian university students. *Alkalmazott Nyelvészeti Közlemények* 17/2, 101–115.
Dombi Judit 2020. Email requests in an ELF academic setting. "Good luck to you, Doctor Judit…". *Applied Pragmatics* 2/1, 54–79.

Katarzyna Bańka-Orłowska
University of Silesia in Katowice, Poland

Auditory recognition of Mandarin Chinese tones by Polish learners: A cross-linguistic perspective

Mandarin Chinese is a syllable-based tonal language in which lexical meaning is determined by pitch height and contour (Duanmu, 2007; Yip, 2002). For learners whose first language is non-tonal, such as Polish, tone perception constitutes a major challenge in early stages of acquisition, as tonal contrasts must be processed as phonological categories rather than as sentence-level intonation. From a cross-linguistic perspective on L1–L2 prosodic transfer, this study investigates recurrent error patterns in auditory tone recognition among Polish beginner learners of Mandarin and discusses pedagogical implications for perception-first instruction. The pilot study was conducted over three months with 62 Polish university students (A1 level) from three higher-education institutions. Participants completed two tone-recognition tests (after one month and after three months of instruction) targeting tones in isolated syllables, disyllabic items, multisyllabic phrases, and sentence contexts. To minimise lexical familiarity effects, the stimuli included both attested lexical items and phonotactically plausible pseudo-forms. The analysis focused on citation-level tone identification; tone sandhi was not analysed as a separate variable. Four persistent error patterns were identified: (1) confusion between Tone 2 and Tone 3, (2) perception–notation mismatch between Tone 2 and Tone 4, (3) difficulties distinguishing Tone 1 and Tone 4, and (4) under-recognition of the neutral tone, particularly in grammatical contexts. Although targeted training led to measurable improvement, the second and neutral tones remained disproportionately problematic. The findings support perception-driven approaches to early tone instruction and provide empirically grounded directions for Mandarin pedagogy for learners from non-tonal language backgrounds.

Faezeh Behzadi and Agnieszka Leńko-Szymańska
University of Warsaw, Poland

Spoken academic vocabulary in EAP materials: A corpus-based evaluation of ASWL coverage in an EAP speaking textbook

Effective participation in academic settings requires learners to possess lexical resources that enable spoken interaction, such as expressing stance, managing turns, and engaging with disciplinary content in real time. Although EAP learners are increasingly expected to perform such spoken academic tasks, vocabulary instruction does not always reflect the lexical characteristic of academic speech. This pilot study examines the extent to which spoken academic vocabulary identified through corpus-based research is represented in a widely used EAP speaking textbook. In particular, it investigates the presence of items from the Academic Spoken Word List (ASWL) in materials intended to support learners' spoken academic development, addressing a gap between corpus-informed accounts of academic speech and pedagogical practice. The analysis focuses on the Intro level of *Q: Skills for Success (Academic)*, which targets learners at an early stage of academic English proficiency. Lexical selection in the series is informed by high-frequency general vocabulary, as operationalized in the Oxford 3000, alongside multiword academic expressions drawn from the Oxford Academic Phrasal Lexicon. The study examines how this pedagogically motivated lexical selection corresponds to high-frequency spoken academic word families identified in the ASWL. It is

hypothesized that such word families are only partially represented beyond general high-frequency vocabulary. The findings are expected to reveal patterns of convergence and divergence between corpus-based descriptions of spoken academic vocabulary and textbook-based lexical choices, with implications for how spoken academic lexis is conceptualized and prioritized in EAP speaking instruction, particularly at lower proficiency levels.

Adil Bentahar
University of Delaware, United States

Media multitasking effects on Moroccan EFL preservice teachers

This study investigates the impact of television viewing and Internet browsing on the reading habits of preservice teachers across Morocco. Using a sequential mixed-methods design, the research began with an online survey completed in Summer 2025 by 648 preservice teachers, followed by two focus group discussions (scheduled for the end of October 2025). Three key research questions shaped the direction of our inquiry. 1) How do TV viewing and Internet browsing interfere with Moroccan preservice teachers' academic reading?; 2) How do TV viewing and Internet browsing interfere with Moroccan student teachers' recreational reading?; and 3) To what extent do interference patterns vary among Moroccan student teachers in terms of their background (e.g., majors, level of education, age, gender, and geographic location)? The findings support the displacement hypothesis. Over half of the participants reported that TV viewing disrupted their recreational reading (53%), academic reading (55.47%), and time spent socializing with family and friends (45.66%). Additionally, while only 2.5% reported not multitasking, nearly two-thirds (66%) acknowledged that using the Internet while multitasking compromised their concentration. These findings have important implications for teacher education, particularly in promoting digital literacy and attention management. Practical and research implications will be discussed.

Zuzanna Bodziony and Szilárd Tátrai
Jagiellonian University, Kraków, Poland

The deictic nature of article usage.
Teaching the Hungarian definite article constructions to Polish native speakers

Through an examination of Hungarian definite noun constructions, the presentation aims to show how pragmatic knowledge related to grounding operations (see Langacker 2015, Brisard 2021) can be integrated into the teaching of Hungarian as a foreign language, especially when targeting native Polish speakers who do not use articles in their native language. The presentation argues that in Hungarian, nominals grounded by definite articles have strongly deictic uses. These situational uses activate the spatio-temporal position of discourse participants, as well as their socio-cultural situatedness, thus offering offstage reference points for identifying the characters in a given referential scene. Moreover, the presentation proves that the definite article constructions used anaphorically (see Tolcsvai Nagy 2023) – since they can also be considered third-person constructions – also have a deictic character. However, in contrast to the situational uses indicated, anaphoric definite noun constructions activate not only an offstage reference point but also an onstage reference point (the antecedent), which is elaborated as a noun phrase. All of that leads to a main conclusion regarding teaching Polish native speakers: it is worth teaching article constructions in conjunction with the grounding operations that motivate the use of the specific constructions. These grounding operations are familiar to Polish students from their mother tongue; even if they are not realized using the same language means in Polish as in Hungarian (where the definite article can be employed).

Brisard, Frank 2021: Grounding. In: Xu Wen & Taylor, John R. (eds.): *The Routledge handbook of cognitive linguistics*. New York, London: Routledge. 344–358.
Langacker, Ronald W. 2015: How to build an English clause. *Journal of Foreign Language Teaching and Applied Linguistics* 2(2): 1–45.
Tolcsvai Nagy Gábor 2023: A potenciális antecedensről. *Officina Textologica* 23: 232–247.

Anna Bondarenko
University of Alabama at Birmingham, United States
University of Warsaw, Poland

Peter D. MacIntyre
Cape Breton University, Canada

Jakub Bielak
Adam Mickiewicz University, Poland

From orientations to L2 motivational orientation complexity: Investigating L2 learners' motivated behavior and goal proximity

Orientations/reasons for language learning reflecting long-range goals have been foundational in motivation-theory for over 60 years but neglected in recent theory/research. Integrative and instrumental orientations are often presented as, but are not, dichotomous/mutually exclusive. Following a validation crisis of L2-Motivational-Self-System, expanding our approach to motivation is much-needed. Orientations deserve a closer empirical look with updated theorizing to include a complexity of learning reasons/goals. Previous studies have shown travel, knowledge, friendship, job, and school-related orientations predict *intended* L2-learning effort. However, the *relative complexity* of individuals' combined motivational orientations has not been explored as predicting *actual* L2-motivated-behavior and L2-learning goal-*proximity*. We expand orientations by conceptualizing a new index of "L2-motivational-orientation-complexity" (L2MOC) to reflect the endorsement strength of simultaneous language-learning goals. We propose a new *computer-mediated communication* orientation. Additionally, we investigate the link between L2MOC and *actual* L2-motivated-behavior. We examined the relationship between L2MOC and motivated-behavior, discerning Generalized-L2-Learning-Effort (English-language study) and L2-Communicative-Effort (English-language interaction). Participants were varied-proficiency university and high-school English learners (N=410) in Poland. Orientation complexity was assessed by hierarchical and K-Means Cluster Analyses, grouping learners into two motivational profiles: Complex/Simple. Whereas simple-profile individuals (n=96) were below average, complex-profile individuals (n=314) were above average on all orientations. Robust correlations showed complex-profile learners exhibited more Communicative-Effort (r=.33) and not Generalized-Effort when close to the goal. Simple-profile learners displayed Generalized-Effort (r=.25) when away from the goal. Amount of Communicative-Effort among high-motivated learners indicated L2MOC, which was larger in Complex Cluster (M=4.11) than in Simple Cluster (M=0.56). ANOVAs showed higher English proficiency reflected greater L2MOC.

Zehang Chen and Sixian Qi
Beijing Normal University, China

Exploring EFL learner–AI interaction in LLM-assisted English writing

For English as a Foreign Language (EFL) learners, writing in English poses significant challenges. However, teachers often struggle to provide personalized instruction and timely feedback, which can negatively impact students' writing experience and outcomes. The rapid development of Large Language Models (LLMs) is believed to offer potential support and assistance to EFL learners in the writing process. Nevertheless, how students interact with LLMs and how these interactions influence their writing remain under-investigated. This study adopts a case study approach to explore the interactions between high school students and LLMs. It involves a half-year, in-depth investigation into the English writing processes of three high school students with varying proficiency levels as they use LLMs. The research employs computer screen recordings to observe students' writing processes with LLM assistance, supplemented by stimulated recall interviews, writing drafts, and students' self-reflections. Through the collection and analysis of these data, the study aims to understand the students' interaction processes with LLMs, their learning experiences, and their writing performance.

Tina Čok
Science and Research Centre Koper, Slovenia

Fostering inclusive multilingualism through cognitive-inclusive didactics in primary school classrooms

In an increasingly globalised educational landscape shaped by migration, multilingual education has become essential for fostering inclusive learning environments. Language is more than a tool for communication – it mediates emotions, shapes perception, and influences how we conceptualise the world around us. Therefore, pedagogical interventions in multilingual classrooms must consider the role of languages holistically and harness linguistic diversity to promote tolerance and transform heterogeneity into educational opportunity. This study presents findings from a two-year postdoctoral research project (MULTILINGUALS, 2022–2024) conducted across six Slovenian primary schools during the 2024/2025 academic year. The research involved 16 teachers and 153 students aged 8–13 (grades 4 to 9), representing nine first languages: Slovenian, Albanian, Macedonian, Bosnian, Serbian, Russian, Ukrainian, Italian, and Czech. The intervention tested a novel cognitive-inclusive didactic model based on three methodological principles: cross-language awareness, linguistic relativity, and cooperative learning. Twenty specially devised learning units addressed diverse linguistic categories – morphosyntax, semantics, phonology, pragmatics, and non-verbal communication – encouraging students to identify similarities and differences across languages while exploring how linguistic structures shape cognitive patterns and worldviews. Qualitative data collected through student worksheets, teacher memos, and final interviews were systematically analysed. Results show that the approach successfully developed multilingual and epistemic flexibility, fostering holistic multilingual competence and reflective learning processes. Students demonstrated increased linguistic and cultural awareness, viewing language as "knowledge and wealth" and recognising its role in identity formation. The cognitive-inclusive approach effectively transformed classroom diversity into a tool for inclusion and mutual respect, benefiting both students from immigrant backgrounds and majority-language speakers. Cooperative learning proved crucial, with formative peer assessment activating higher-order thinking and strengthening social interdependence.

Marek Derenowski
University of Applied Sciences in Konin, Poland
Adam Mickiewicz University, Poznań, Poland

Teacher well-being in an AI-dominated educational context

After 2020 online education has been rapidly introduced into the educational context. Teachers were suddenly expected to remodel their teaching context, practices, and materials. In 2022 education returned to classrooms; however, the concept of technology based teaching and learning remained. Nowadays, there seems to exist a growing inclination for educators to rely largely on technological advances and AI inventions in order to make their teaching suitable for the expectations of learners' and contemporary world. However, in this technologically dominated educational reality we need to make sure that educators who are expected to 'carry the torch of technological flame' to their learners feel comfortable in yet new role to adopt. Teacher well-being in an AI-dominated educational context presents both significant opportunities for improved efficiency and notable challenges related to anxiety and professional identity. The overall impact is largely moderated by teachers' perceptions of the technology and the level of support they receive from their institutions. Some of the major challenges may include educational anxiety and 'technostress', threats to professional anxiety, or ethical concerns. Therefore it is essential to listen to teachers' voices and make sure their well-being is preserved. The presentation is going to highlight some of the educators' opinions and concerns gathered with a questionnaire and during interviews.

Fotini Diamantidaki
University College London, United Kingdom

Sophia Lam
Education University of Hong Kong, China

Jane Woo
Christ College Finchley, London, United Kingdom

Elfi Troi
Herz Jesu Institut, Sacro Cuore Instituto, Italy

Workshop (45 minutes)

Transcultural online collaboration and translanguaging creativity: A multisite COIL project on intercultural understanding in school and university contexts

This workshop investigates the development of intercultural understanding and translanguaging creativity through a collaborative, multisite initiative involving MA students and school learners across institutions in the United Kingdom, Hong Kong, and Europe. The COIL design brings together higher education and school settings through a structured yet flexible timeline of shared encounters, thematic explorations, and collaborative artefact creation. The project begins with a cross-institutional launch event, followed by the formation of transcultural groups in which MA students engage in sustained academic dialogue. These groups undertake weekly tasks centred on conceptualisations of culture, thematic explorations inspired by the chosen topic 'Count on Me' and interpreted through nature, friendship, and space. The development of translanguaging poems and multimodal artefacts is the end goal. Concurrently, school teachers introduce parallel thematic lessons within their own curricular rhythms, contributing recorded or live presentations of students' translanguaging work. A central component of the project is input on culture and translanguaging, compulsory pre-session tasks that encourage students to interrogate cultural constructs and consider their pedagogical transferability. Through weekly collaborative work, students negotiate transculturally diverse perspectives, co-select resources, and co-construct creative responses that reflect their evolving intercultural understanding. The project culminates in a cross-institutional sharing event, where groups present their artefacts and critical reflections on translanguaging, creativity, and intercultural learning. By foregrounding transcultural peer collaboration and creative plurilingual expression, the project offers insights into how translanguaging practices can enhance students' critical engagement with culture across educational contexts. It further provides a model for ethically grounded, research-informed, and dialogic intercultural pedagogy applicable to globally connected classrooms.

Iwona Dronia
University of Silesia in Katowice, Poland

Respect, norms, and feelings: Gen Z's gendered perceptions of politeness and impoliteness

The studies on the perception of politeness or impoliteness are numerous, and many have also taken a generational stance into account (Budiarta et al., 2025; Dwi et al., 2025; Linn & Mulyadi, 2024; Yustinah & Sulthan, 2025; Dronia, 2022). The theme emerging from all of those studies (including the most silent and classic, such as the ones conducted by Brown and Levinson, 1987, or Leech, 2014) indicates a lack of universal (and global) perception of politeness, as what is appropriate in one sociocultural setting may comprise a taboo in the other. Apparently, the perception of politeness may also change over time; for example, Edwardian rigid norms of etiquette may no longer be seen as desirable today. his presentation examines gendered perceptions of politeness and impoliteness among Polish Generation Z through a mixed-method analysis of survey responses. It also addresses how Polish Gen Z conceptualizes (im)politeness and whether women and men emphasize different cues when

describing appropriate versus inappropriate behavior. Participants (N = 160) provided open-ended definitions and examples of (im)politeness and evaluated brief interactional scenarios. They also ranked their own politeness as well as the level of politeness of their chronological peers and older cohorts. A qualitative content analysis was conducted on all open-ended answers, supported by keyword-based theme detection and frequency profiling. The analysis produced two descriptive "prototypes" (average Gen Z woman vs average Gen Z man) and a cross-gender comparison of dominant interpretive frames. The quantitative analysis was based on the Mann-Whitney U test, ANOVA and Spearman correlations. The findings suggest that gender differences emerge primarily as differences of emphasis rather than opposing definitions, and Gen Z evaluations of (im)politeness integrate both normative and interpersonal-harm dimensions, with gendered salience patterns. Women position politeness more positively both as a self-trait and as a peer-group characteristic, and they also report marginally higher enactment of politeness behaviors. Regarding the assessment of the impact of context on the required politeness level, the dataset strongly reflects a common theme, i.e., both women and men, perceived politeness tended to be highest in institutional and public contexts (e.g., university/work-related encounters and conversations with strangers/foreigners) and lowest in digitally mediated informal spaces (e.g., social media, group chats, gaming). These results may be pedagogically relevant for pragmatic instruction in academic and workplace communication.

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Dwi N., A., Breliana P. R, M., Khoiriyah R, S., Erlina T, A., & Tiara N, C. (2025). Gen Z era linguistic impoliteness on using TikTok social media. *KIRANA: Social Science Journal, 2*(3), 107–113. https://doi.org/10.61579/kirana.v2i3.315

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Yuxiang Duan
Dalian Maritime University, China

Online presentation

Examining cultural discount in Chinese English learners' oral storytelling: A multi dimensional analysis

This study addresses the pressing challenge of weak cross-cultural narrative efficacy in China's international communication efforts. It focuses on oral storytelling – a cognitively demanding yet communicatively potent practice – and examines the construct of cross-cultural oral narrative competence, defined as learners' integrated ability to strategically convey cultural information and co-construct meaning across cultures. Adopting the lens of cultural discount, the research investigates the manifestations and causes of this phenomenon in Chinese English learners' impromptu narration of Chinese stories. Data comprises learner oral performances from national cross-cultural competitions, with a reference corpus of native-speaker narratives from social media platforms assembled via LLM-assisted sampling. Employing established linguistic complexity metrics (Lu, 2011; Paquot, 2019) and interactional metadiscourse framework (Hyland, 2019), the study performs a multi dimensional analysis of phraseological richness, syntactic complexity, semantic clarity, and discourse strategies. Results indicate that learners exhibit uneven phraseological sophistication, limited syntactic variety, and semantic inaccuracy compared to native speakers, collectively impairing narrative clarity and cross-cultural comprehensibility. Shortcomings in discourse strategy use further reveal underlying cognitive-pragmatic challenges. To mitigate cultural discount, the study proposes an integrated

language-discourse pedagogy, enhanced by generative AI for dynamic semantic-context adaptation and situated narrative generation. Complementary training in strategic cultural translation is recommended to foster cross-cultural resonance. The findings provide a theoretically grounded, practical framework for developing learners' narrative competence within a foreign language teaching and AI-integrated paradigm, contributing directly to enhancing China's international communicative capacity.

Rod Ellis
Curtin University, Perth, Australia

Assessing L2 pragmatic competence

Current tests of pragmatic competence – for example, the Discourse Completion Test – only assess learners' ability to behave pragmatically when making conscious effort. I will argue that we need tests that can distinguish learners' implicit and explicit pragmatic processing. I will explain how the distinction between implicit and explicit processing can be applied to pragmatics and then describe and provide examples of tests of English designed to measure thes etwo types of processing. There were five tests; a Dialogic Role Play Test, a Monologic Role Play Test (both addressing a problem that created a threat to the addressee's face), an Oral Elicited Imitation Test (measuring learners' ability to reproduce hedges in contextualized speech acts), an Irony Test (measuring learners' comprehension of negative and positive irony), and a Meta-pragmatic Knowledge Test (meausring the ability to identify appropriateness and inapporpirateness in speech acts). I will explain the theoretical rationale for claiming these tests measure implicit or explicit pragmatic processing and provide evidence to support this claim.

Anikó Ficzere, Eva Stranovská, Zdenka Gadušová
Constantine the Philosopher University in Nitra, Slovakia

Internet use as context for L2 reading comprehension

Reading comprehension represents a complex cognitive activity that is substantially affected by the contemporary phenomenon of Internet use. The primary aim of the presentation is to investigate the relationship between foreign language reading comprehension (in English and German) and patterns of Internet use, including time spent online and Internet addiction. The findings indicate a negative association between the amount of time spent online and reading comprehension in German. At the same time, Internet addiction shows a positive correlation with reading comprehension in English; however, this relationship is moderated by demographic factors such as students' gender and the type of school they attend. The results of our research indicate that special attention should be paid to differences in Internet use in relation to reading comprehension among students attending different types of schools, as well as to gender-related differences. Pedagogical practices should be adapted in order to optimize the language learning process.

Alicja Fyda
University of Applied Sciences in Nowy Sącz, Poland

Edyta Woźniak
University of Applied Sciences in Nowy Sącz, Poland

Arkadiusz Rojczyk
University of Silesia in Katowice, Poland

The effectiveness of AI in shaping students' pragmatic competence

There is no denying that, due to their massive popularity, AI – driven assistants and chatbots tend to be utilized daily while performing various tasks. As they are capable of providing direct responses, generating materials, and solving both complex and demanding assignments, they might be employed as fairly reliable partners in the process of language learning and teaching

(Chen et al. 2024; Godwin-Jones et al. 2024; Kohnke et al. 2023; Poole & Polio 2023). In addition, since one the most significant potentials of Large Language Models (LLMs) such as ChatGPT is to produce authentic language, they might be used to practise students' pragmatic competence (Lee & Cook 2024), the skill which is "often overlooked in the classroom and underrepresented in teaching materials and teacher education courses" (Siegel 2016: 12). This goal, however, may only be achieved if general social reasoning and pragmatic skills of current LLMs are judged to be similar to humans. In the current study, we tested the response of both ChatGPT and the group of students at the academic level of English to already designed DCTs (discourse completion tasks) in three communicative situations such as apologies, requests, and refusals. All the three situations differed with respect to social distance, power relations, and the level of impositions. In order to assess to what degree the generated output is fully adjusted to the communicative situation and to what degree it fulfills social relations, both the group of students and ChatGPT were elicited to assess the naturalness of each other's responses using a 1-7 Likert scale. We discuss the results in terms of whether ChatGPT may serve as an attractive tool adequate for providing sufficient language exposure and an effective interaction in the language learning process.

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Zdenka Gadušová, Eva Stranovská, Anikó Ficzere
Constantine the Philosopher University in Nitra, Slovakia

Implementing intervention program as an innovative element into the development of foreign language reading literacy

From the very beginning, teaching reading comprehension in a foreign language is based on stimulating cognitive processes in the first phases of working with a foreign language text, which mainly requires the involvement of simpler cognitive processes, such as attention, memory, and perception. At higher levels of foreign language proficiency, understanding a foreign language text takes on a new dimension, as the student strives not only to understand explicit information from the text, but also to implicitly decode information from the text and inferentially think about the text. Many times, students are motivated to read, they read diverse texts, but they are unable to respond to questions verifying understanding of the text, which has also been confirmed in testing. This means that targeted reading and working with the text do not always develop understanding. For this reason, we consider the training and development of reading comprehension through intervention to be an innovative and extremely important element in teaching foreign languages. In the paper, we focus on the specifics of foreign language reading and reading comprehension intervention through an intervention program as a tool for effective and comprehensive development of reading comprehension. In the application part of the paper, we analyze the structure of the intervention program, the research plan for its experimental verification, and present an example of one intervention unit (methodology sheet) aimed at stimulating the cognitive process of inferential thinking.

Sara Gesuato
University of Padua, Italy

Elisa Bertoldi
Independent scholar, Italy

AI feedback, teacher assessment and student self-assessment on student email requests:
Patterns of convergence and divergence

Students struggle to adapt their communicative practices to formal email conventions when addressing superiors, especially in second/foreign language contexts (Savić et al. 2021). While AI can support writing skills development (Amyatun, Kholis, 2023; Chen, Gong, 2025), especially through automated feedback (Silitonga et al. 2023), its use in assessing pragmatic competence remains underexplored (Andersson, McIntyre 2025). We investigated the applicability of *Lucrez-IA*, the AI assistant developed at Padua University (Italy), to the assessment of the communicative adequacy of EFL student email requests. We first developed an assessment grid for examining email requests along four domains: structure, effectiveness, appropriateness and accuracy, each comprising several features. We then analysed 50 EFL email requests written by Italian university students to their professors, rating each of their features with 1 (i.e. 'adequate') or 0 (i.e. 'absent or inadequate'). Next, we engineered and iteratively refined a prompt to guide *Lucrez-IA*'s assessment of those emails according to the same criteria. Finally, 67 volunteer students self-assessed one of their authentic email requests, first using the assessment grid, and then the above AI-supported procedure. Results showed convergence between our ratings and the AI ratings, although the latter were more favourable than ours. This suggests that, while AI can successfully identify discursive strengths and weaknesses, it may privilege the presence of explicit conventional formulae over context-sensitive pragmatic appropriateness. Results also showed that the students found the AI feedback clear and to the point, and mostly in line with their self-assessment. This highlights the pedagogical potential of LLMs as scaffolding tools for requestive email writing, while underscoring the need for human supervision for nuanced evaluation of communicative adequacy.

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Iwona Grodź
Polish Communication Association, Wrocław, Poland

Online presentation

Images and dialogues:
Intercultural pragmatics in language learning through film and AI

This paper explores intercultural pragmatics in the context of language learning and its applications in film education. It examines interactions among humans, cultural contexts, and AI-based interfaces that facilitate language acquisition through film analysis. From a film studies perspective, cinematic scenes serve as a tool for investigating communicative norms, idiomatic expressions, gestures, and subtle pragmatic strategies specific to different cultures. The paper presents concrete examples of using films in language exercises, emphasizing the importance of cultural context for effective communication and the development of

intercultural competence in a digital age where AI increasingly functions as an educational and mediating partner.

Pejman Habibie
Western University, Canada

GAI and intercultural discourse:
Redefining writing for scholarly publication for global EAL scholars

The rapid advancement and utilization of generative artificial intelligence (GAI), particularly large language models (LLMs), have sparked significant debates across various disciplines, including Applied Linguistics and Second Language Education. In these fields, the potential and challenges of LLMs in scientific research and scholarly writing have become central topics of discussion. This presentation examines the transformative role of LLMs in reshaping writing for scholarly publication practices, with a focus on promoting equity, social justice, and inclusion for English-as-an-additional-language (EAL) academic writers. Grounded in Fraser's (1997) social justice framework, it addresses both the socio-economic and cultural dimensions of inequity within the global English-medium knowledge economy (GEMKE). EAL scholars often face linguistic and epistemic barriers that hinder their full participation in this ecosystem. LLMs offer promising opportunities to mitigate these challenges by enhancing academic literacy, supporting socio-rhetorical practices, and facilitating navigation through complex writing for publication processes. However, while LLMs hold potential to democratize aspects of scholarly writing, they also carry risks of reinforcing existing linguistic and epistemic hierarchies. This presentation emphasizes that the impact of these technologies is constrained without structural reforms and the implementation of equitable policies. Genuine inclusivity requires dismantling entrenched power structures, fostering a pluralistic academic environment where all voices, regardless of origin or socio-economic status, can contribute meaningfully to knowledge production and dissemination.

Barbara Hofer
Free University of Bozen-Bolzano, Italy
Innsbruck University, Austria

Online presentation

Multilingual identities with Ladin

This presentation centers on multilingual identity development in Ladin-speaking students in South Tyrol, northern Italy. Ladin is one of the three official (and autochtonous) languages spoken in the province of South Tyrol. A brief introduction to the socio-cultual and educational context is provided, followed by an outline of a recent study into multilingual identities in Ladinia including methods and procedures (an online questionnaire and interviews with students provided the data for the current research), and selected quantitative and qualitative results based on statistical and thematic analysis. Ladin students` attitudes towards their multilingualism with Ladin, their idiosyncratic use of languages, their multilingual repertoires, and their self-identification as multilingual are main foci of the investigation. The Ladin school system with its explicit focus on multilingual proficiency and competence building is presented as a model for the successful implementation of multilingual educational targets. Dynamic systems and complexity-informed perspectives (Herdina & Jessner, 2002; Hofer 2023) provide the theoretical framework for this discussion of multilingual identity.

Herdina, Philipp & Jessner, Ulrike (2002). *A Dynamic Model of Multilingualism. Changing the Psycholinguistic Perspective*. Clevedon: Multilingual Matters.

Hofer, Barbara (2023). *A Multilingual Development Framework for Young Learners. Early Multi-competence in South Tyrol*. Mouton De Gruyter. Language Contact and Bilingualism. ISBN:9783111104652

Hofer, Barbara (in prep.). *Multilingual identities. Life in three languages. A Portrait of Ladin youth in South Tyrol.*

Edita Hornackova Klapicova and Karin Kopasova
Constantine the Philosopher University in Nitra, Slovakia

Online presentation

Pragmatic shifts in the English translation of the comic strip Mafalda in the context of Popovic's communication model

The aim of the study is to create a translation analysis of selected dialogues from the comic strip Mafalda (1964-1973) with a focus on pragmatically symptomatic language devices, such as speech acts, irony, presuppositional meanings, expressive and evaluative elements and cultural specificities of Argentine Spanish discourse. The theoretical basis is pragmatic transfer in the context of Popovic's communication model in translation, which manifests itself in the transfer of meaning, implicitness, politeness strategies and culturally conditioned meanings between languages. The analysis points out the types of pragmatic shifts that arise in English translation and the strategies by which the translator copes with the differences between the source and target pragmatic norms. Special attention is paid to cases of preservation, weakening or neutralization of the pragmatic effect of the original. The resulting translation analysis can serve as a useful tool in teaching translation in foreign language classes.

Chia-Ling Hsieh and Po-Ching Lu
National Taiwan Normal University

Online presentation

An intercultural pragmatics comparison of Chinese and Japanese apology emails in CMC: Move use and status effects

Intercultural pragmatic competence is essential for appropriate expression in computer-mediated communication. Apology emails addressed to instructors or peers require simultaneous management of politeness, relationship repair, and status judgment, yet cross-linguistic research on this topic remains limited. This study compares Chinese and Japanese apology emails to examine how language and interlocutor status shape move-based strategies within pragmatic performance. Data were collected via a discourse completion task: 98 Chinese and 98 Japanese emails, for each language, half written to an instructor and half to a classmate. Moves were annotated based on Swales' (1981, 1990) move-analytic framework, and the effects of language and status were analyzed. Results show that both languages commonly employ moves such as addressing the recipient, explaining the reason, and apologizing. However, differences emerge in status sensitivity and supportive strategies. In the Chinese dataset, interlocutor status does not show a significant effect on move distributions, whereas in the Japanese dataset it does, suggesting that Japanese writers are more likely to adjust move strategies according to status relations. Japanese emails often reinforce relationship repair through re-apology and assurance/commitment moves, while Chinese emails rely more on conventionalized opening and closing frames. Overall, Japanese apology emails foreground status-oriented adjustment in move strategies, whereas Chinese apology emails manage politeness and relationships largely through routinized framing. Pedagogically, Japanese L2 instruction may emphasize status-contingent move selection and assurance strategies, while Chinese instruction can focus on when to use framing moves and how to sequence moves properly to enhance pragmatic appropriateness in cross-cultural computer-mediated communication.

Yuko Iwata
Meiji University, Japan

Supporting learners' translingual agency in L2 pragmatics: Implications to teach dissent strategies to Japanese students in global contexts

In today's era of globalization, the learners' target community may be increasingly diversified and contingent on each interaction. If learners communicate interculturally with other multilingual speakers, their target entails globally diversified pragmatic norms and social practices beyond those of native speakers. Therefore, pragmatic instruction should encompass how to support learners in developing their metapragmatic awareness of multicultural language users' norms and discourse strategies, as well as in acquiring pragmalinguistic competence. This study is based on the author's analysis of discussions between Japanese university students and Chinese university students in Hong Kong. The discussions were videotaped and analyzed based on the interactive management of disagreement and differences in handling verbal confrontation. The analysis revealed that Japanese students had difficulty expressing their disagreement and failed to negate the Chinese students' positions. This may be influenced by Japanese cultural values of avoiding confrontation and direct disagreement. In learning an additional language, learners have close contact with pragmatic norms that differ from their own. They may often willingly comply with the norms of their additional language, but they may sometimes resist new ways of doing things and negotiate their translingual identities. This is closely connected to learners' agencies and identities (Ishihara & Porcellato, 2022). This paper aims to explore (1) how learners' pragmalinguistic competence can be developed, (2) how their sociopragmatic awareness can be raised, and (3) how their pragmatic resistance can be negotiated, and their agency (Duff, 2012) can be supported in L2 pragmatic instruction by focusing on dissent strategies in global contexts.

Aleksandra Kalaga
University of Silesia in Katowice, Poland

Aleksandra Dzigorzewska
IV Liceum Ogólnokształcące in Gliwice, Poland

Relaxation-based micro-interventions in the EFL classroom: A pilot study on stress, attention, and learner engagement

Research in second language acquisition has increasingly pointed to the importance of affective and attentional factors in shaping learner engagement, yet little is known about how brief relaxation-based interventions can modulate these variables in natural classroom conditions. This pilot study addresses this gap by examining whether a short, classroom-embedded relaxation programme (*Five Minutes of Peace*) can influence adolescent EFL learners' perceived stress, concentration, and engagement. The intervention was implemented over one month with fifteen upper-secondary students (aged 16–17) during regular English lessons. Data were collected through classroom observation, achievement tests, and six questionnaires administered before, during, and after the intervention. Descriptive analyses revealed high baseline stress levels, including English-specific stress. Following the intervention, most students reported reduced stress, improved concentration, greater enjoyment of lessons, and a more positive classroom climate; breathing-based relaxation was evaluated as more effective than movement-based activities, and relaxation at the end of lessons was preferred. These findings suggest that short relaxation-based micro-interventions may improve the affective and cognitive conditions for language learning by lowering affective load and restoring attentional readiness. While the exploratory design and reliance on self-report limit generalisability, the study provides initial evidence for the pedagogical relevance and feasibility of integrating relaxation practices into EFL classrooms.

Houda Khabcheche
Mohamed Lamine Debaghine University, Setif, Algeria

**Pragmatic noticing in AI-assisted EFL classrooms:
Do large language models enhance learners' intercultural pragmatic awareness?**

The development of intercultural pragmatic competence has become a central yet complex objective within the domain of second language acquisition. Based on interlanguage pragmatics and the noticing hypothesis frameworks, this study examines the pedagogical potential of Large Language Models (LLMs) in enhancing EFL learners' pragmatic awareness. With the growing integration of AI-mediated interaction in education, it has become crucial to investigate how learners recognize, understand, and acquire pragmatic norms during interactions with artificial agents. This paper outlines a classroom-based empirical study investigating whether AI-assisted feedback fosters learners' pragmatic noticing in the realization of English speech acts. Intermediate EFL learners completed discourse tasks (e.g. requests, refusals, and advice-giving) under three instructional conditions: (a) AI-generated pragmatic reformulations and explanations, (b) teacher-generated pragmatic feedback, and (c) instruction without explicit pragmatic feedback. Data were collected through pre- and post-tests discourse completion tasks, guided reflective journals, and stimulated recall interviews. The analysis focuses on learners' ability to identify pragmatic violations, identify relevant sociopragmatic and pragmalinguistic aspects and adjust their linguistic choices accordingly. Findings show that interaction with LLM-generated feedback supports greater pragmatic noticing by making implicit norms more salient and encouraging metapragmatic reflection. Differences, however, are noticed between teacher and AI-generated input regarding contextual appropriateness and intercultural variation. The research maintains that pedagogically mediated LLMs can effectively scaffold learners' pragmatic awareness, complementing rather than replacing traditional instruction. The outcomes contribute to evolving discussions on human–AI collaboration and hold pedagogical relevance for teacher education focused on pragmatics in multilingual EFL environments.

Ireneusz Kida
University of Silesia in Katowice, Poland

**Selected structural similarities between Polish and Thai:
Implications for positive transfer compared to English**

This paper explores a number of selected structural parallels between Thai (Tai-Kadai) and Polish (West Slavic, Indo-European) compared to English (Germanic, Indo-European). It is a comparative study aimed at highlighting these parallels to show that Polish and Thai, as eastern languages, are not as distant from each other as they may appear. Another goal is to encourage Polish speakers to learn Thai, a language often considered very difficult, although, as it turns out, it may not be that hard after all. Even though Polish and English share Indo-European roots and both English and Thai are predominantly analytical languages, this study reveals significant structural similarities between Polish and Thai that are absent in English. These similarities include reciprocity marking, adverbial usage in positive/negative confirmation, invariant question tags, expressions of meteorological events, distinctions between 'borrow'/'lend' and 'ask'/'request', the use of directional versus temporal prepositions, and invariant reflexive/emphatic pronouns/adverbs. The study contrasts these patterns with English, which often employs more distinctive forms or structures. These structural similarities between Thai and Polish suggest the potential for positive linguistic transfer, which could facilitate learning Thai for native Polish speakers, and vice versa.

Marie Lahodová Vališová
Masaryk University, Brno, Czech Republic

"Can you…?" as a default:
Conventional indirectness and request perspective in Czech EFL (B1)

This presentation reports a corpus-based study of request realisation by Czech university learners of English (CEFR B1) and contrasts their L2 requests with (i) their Czech L1 requests and (ii) a small British English L1 reference sample. Data were elicited through matched formal and informal written discourse completion tasks (WDCTs) and coded for request head act strategies (direct, conventionally indirect, non-conventionally indirect) and for internal (syntactic; lexical) and external modification devices within an adapted CCSARP framework. Results show that learners overwhelmingly favour conventionally indirect requests, relying primarily on query preparatory ability modals (*can/could*) across contexts. They also strongly prefer hearer-oriented formulations (*Can/Could you…?*), whereas British English L1 speakers demonstrate a wider conventional indirect repertoire (notably *mind* collocations and willingness modals in formal contexts) and use direct strategies, especially imperatives, far more frequently in informal situations. Learners further overuse *please* and external supportive moves (attention-getters, grounders) while underusing internal lexical mitigation (e.g. downtoners, understatement) and higher-level syntactic mitigation (e.g. aspectual frames such as *I was wondering if…*). The findings are interpreted in terms of proficiency-related formulaicity and selective L1 influence, with pedagogical implications for developing a broader, context-sensitive request repertoire in tertiary EFL.

Su Lai
Yancheng Teachers University, China

Can AI recognise ostensibility in Chinese invitations?
A comparison of ChatGPT and DeepSeek

Examining AI's pragmatic competence has attracted growing interest in the field of pragmatics. Previous studies have explored AI's competence in areas such as recognising (im)politeness (Andersson & McIntyre, 2025) and producing speech acts (Chen et al., 2024). However, no existing studies have systematically investigated whether AI can recognise ostensibility, defined as cases in which "a speaker pretends to be sincere" (Bardovi-Harlig & Su, 2024, p. 1). Addressing this gap, the present study examined whether two representative AI tools – ChatGPT and DeepSeek – are capable of detecting ostensible invitations in Mandarin Chinese. A dataset of 30 naturally occurring invitation sequences (15 sincere and 15 ostensible) was collected from WeChat conversations. Each invitation sequence was presented to both AI systems, which were first asked to determine whether the invitation was ostensible and to justify their evaluations, and then to respond as if they were the interlocutor. The results indicated that both ChatGPT and DeepSeek demonstrated a high level of ability to distinguish between sincere and ostensible invitations. While both systems drew on lexical and semantic cues, ChatGPT appeared to show greater sensitivity to interactional patterns (e.g. the sequential position of the invitation), whereas DeepSeek tended to focus more on inferred speaker intent (e.g. politeness). Regarding their responses as interlocutors, ChatGPT tended to produce brief replies, whereas DeepSeek more often generated expanded responses. Overall, the findings extend our understanding of AI's pragmatic competence in recognising ostensibility and offer practical implications for second language learners.

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Bardovi-Harlig, K. & Su, Y. (2024). Playing along: When do interlocutors recognize ostensible refusals? *Journal of Pragmatics*, 225, 1–19. https://doi.org/10.1016/j.pragma.2024.03.003

Chen, X., Li, J. & Ye, Y. (2024). A feasibility study for the application of AI-generated conversations in pragmatic analysis. *Journal of Pragmatics*, 223, 14–30. https://doi.org/10.1016/j.pragma.2024.01.003

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Beyond human authors?
Keyword-guided LLM as pragmatic scaffolds for text development

Guiding questions scaffold L2 writers' thinking and pragmatic decisions. While LLMs can generate such questions, it remains unclear whether learners prefer them to human-authored ones and why. Drawing on expert-adapted, level-graded texts from the OneStopEnglish corpus, we manually annotated source-text keywords that underwent lexical elaboration during expert adaptation, and used these annotations to construct a benchmark of 180 human-authored questions across three specificity levels. We then prompted ChatGPT-5.0 to generate matched question sets, including versions guided by these keywords. A four-stage study with EMI students (N = 240) revealed a clear preference for LLM-generated questions, with keyword-guided questions being the most preferred, particularly at high specificity levels. Analyses suggest that the observed effect goes beyond simple imitation, revealing a "structural inheritance–lexical innovation" pattern of LLM. Data-driven analyses show that token count and lexical density positively predict preference, whereas syntactic complexity and semantic specificity exhibit weak negative associations. Unsupervised clustering identified a high-quality "sweet spot" in the linguistic feature space. Importantly, 61.7% of keyword-guided LLM questions fell within this region, which is over five times the rate of human-authored questions, providing a mechanistic explanation for the observed preference. This work demonstrates how pedagogically grounded keyword guidance enables controllable LLM generation, optimizing outputs to function as pragmatic interlocutors in L2 writing support. It contributes a multi-stage framework for assessing pragmatic quality in AI-mediated language learning.

Vanessa Łososś
Adam Mickiewicz University, Poznań, Poland

Does your voice change depending on the language you speak?
A perceptual and acoustic study of multilingual speakers

Multilingualism is one of the key phenomena of the modern world, yet relatively few studies examine how switching languages affects the acoustic properties of multilingual speakers' voices. The aim of this project is to investigate whether a person's voice changes depending on the language they speak. The study focuses on multilingual speakers whose first language is Polish (L1), second language is English (L2), and third language is Spanish (L3). The analysis will include both listeners' perception of the voice and an objective acoustic analysis of speech recordings. The theoretical background of the project draws on research into the acoustic properties of speech and the influence of multilingualism on language production (e.g., Zhu et al. 2022). Particular attention is given to fundamental frequency (F0) and voice quality features, which relate to the timbre and overall sound characteristics of the voice (e.g., Laver 1980). The research material comes from an existing database of recordings collected during a previous research project at Adam Mickiewicz University. The project consists of two main parts. The first is a perceptual experiment designed to determine whether listeners can detect differences in voice quality depending on the language spoken. The second part involves an acoustic analysis of the recordings using Praat software. The analysis will focus on average fundamental frequency (F0), its variability range, and selected voice quality features. Comparing perceptual and acoustic data will help determine whether listeners' impressions correspond to objective acoustic measurements. The findings may contribute to future research on multilingual speech production and perception.

Łukasz Matusz
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Indirect and implicit requests as a metonymic mechanism

Indirect requests constitute a primary means of realizing the illocutionary act of requesting in English and various other languages. This paper discusses the Request Scenario as proposed by Panther and Thornburg (2003) and subsequently refined by Bierwiaczonek (2013), demonstrating how diverse indirect requests can be plausibly explained through metonymic shifts within the scenario. Following Bierwiaczonek (2013), I examine two major types of metonymic effects: Precondition for illocutionary force (e.g., *You can help me with that*) and Perlocutionary effect for illocutionary force (e.g., *Will you pour me some tea?*). Furthermore, I address cases of implicit requests, such as *A cup of coffee would do me good* (a request for a drink) or *It is rather hot in here* (a request to open a window). I intend to demonstrate that these cases, traditionally categorized as conversational implicatures, can also be successfully explained by means of an elaborated Request Scenario with a more detailed description of the preconditions situated within the Motivation branch of the scenario. In presenting the examples I consider the differences between indirect requests and implicit requests by means of their placing within the scenario and the degree of their conventionalisation, i.e. the potential cancelability of the illocutionary force of requesting.

Bierwiaczonek, B. (2013). *Metonymy in Language, Thought and Brain.* Chicago: Sheffield: Equinox.

Panther, K.-U. and L. Thornburg. (2003b) Metonymy as natural inference and activation schemas: the case of dependent clauses as independent speech acts. In K.-U. Panther and L. Thornburg (eds.), *Metonymy in pragmatic inferencing*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 127-147.

Gabriela Matyášková
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Language transfer and interference (from Russian to Czech as the target language) in the L2 acquisition process: A grammatical focus

Language interference represents a key challenge in foreign language acquisition, particularly when learning a second language closely related to the learner´s native tongue. This paper investigates the phenomenon of transfer and interference between two closely related Slavic languages: Czech and Russian, focussing specifically on their interaction during the acquisition of Czech as a target language (L2) by native Russian speakers. The research methodology involved an examination of student language production to identify and categorize frequent grammatical errors directly attributable to negative transfer from Russian. The findings indicate that while the close relationship between Czech and Russian facilitates the initial stages of acquisition (positive transfer), it simultaneously leads to significant instances of interference (negative transfer). These errors primarily arise from incorrect application of constructional elements from the source language system to the target language, resulting in ungrammatical constructions. The analysis provides insights into the specific linguistic mechanisms responsible for these transfer-induced errors. The paper formulates evidence-based pedagogical recommendations for teaching methodology. It is stipulated that Czech L2 teachers be thoroughly familiar with the complexities of transfer and interference between these two languages, and ideally possess awareness of the source language (Russian). Consequently, when selecting teaching materials, preference should be given to resources that explicitly address these interference issues, thereby maximizing the efficiency of language instruction from Russian-speaking students acquiring Czech.

Judyta Mężyk
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Can AI teach me pragmatemes?

Pragmatemes, also referred to as situation-bound utterances (e.g., Keckés 2010), pragmatic phraseologisms (e.g., Burger et al. 1982), or pragmatic routines (e.g., Bardovi-Harlig 2012), are fixed language units used in typical, specific, and repeatable situations (Mężyk 2025). As a part of formulaic language, however, they are affected by a considerable terminological chaos (Chlebda 2003) which can be an obstacle both in research and pedagogical practice. Notably, as of late 2025, there are no dictionaries devoted exclusively to pragmatemes. In the light of this gap, the present study seeks to explore the potential of artificial intelligence (AI) chatbots as tools for learning pragmatemes, whose appropriate use is crucial for communicative fluency. The study examines therefore four communicative scenarios in which pragmatemes are typically employed: small talk among close friends; conversations at the dinner table with family members and with co-workers; and exchanges between a customer and an employee at a petrol station. These scenarios serve as the basis for three AI-assisted tasks: selecting the most natural-sounding utterance, engaging in role-play, and reconstructing entire dialogues. The analysis focuses on Google's Gemini and is conducted in English and Polish in order to assess the applicability of the findings across two languages from different language families. Additionally, the study investigates how AI handles terminological inconsistency and whether its performance differs when provided with explicit definitions. The results are intended to offer insights for future research and instructional practices in the study of pragmatemes.

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Chlebda, W. (2003). *Elementy frazematyki: wprowadzenie do frazeologii nadawcy.* Pruszków: Oficyna Wydawnicza LEKSEM.
Kecskés, I. (2010). Situation-bound utterances as pragmatic acts. In *Journal of Pragmatics*, 42 (11), 2889-2897.
Mężyk, J. (2025). *Pragmatemes in Audiovisual Translation in English, French, and Polish*. Peter Lang.

Aika Miura
Rikkyo University, Japan

The impact of interviewers' refusals on test-takers' interactional competence: A TRIPS analysis of return/refund negotiation in OPI role-plays

This study examines the validity of assessing interactional and pragmatic competence through return/refund negotiation role-plays in the OPI-style tasks of the NICT Japanese Learner English Corpus. In the data analysed, both the interviewer and the test-taker are Japanese. Each role-play begins with a request–refusal adjacency pair: the test-taker, acting as a customer, requests a return or refund, and the interviewer, acting as a shop assistant, initially refuses before the negotiation unfolds. The analysis employs TRIPS (an acronym for the five key pragmatic variables – Interactions, Triggers, Reactions, People, and Settings), the latest rapport management framework proposed by Spencer-Oatey and Lazidou (2024). In these OPI tasks, interlocutors hold both institutional roles (interviewer vs test-taker) and pseudo-roles (shop assistant vs customer). Because each participant pursues multiple goals within a dual-layered setting, the triggers that elicit rapport-related reactions become diversified. Focusing on the directness–indirectness dimension within interactions, particularly pragmatic features such as mitigation and hedging, the analysis shows that interviewers' refusals influence interactional goals, interlocutor autonomy, and the degree of face threat. These refusals subsequently shape the test-taker's responses and the trajectory of the negotiation. When interviewers' refusals are more rapport-oriented, test-takers display greater intersubjectivity; when they are not, test-takers' responses tend to become less coherent and less polite. Drawing on qualitative analysis, as well as comments previously provided by several ELT

practitioners (Miura, 2023), the study suggests that interviewers' contributions to rapport management may significantly affect the evaluation of test-takers' interactional and pragmatic competence, and ultimately their assessed proficiency.

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Spencer-Oatey, H., & Lazidou, D. (2024). *Making working relationships work: The TRIPS toolkit for handling relationship challenges and promoting rapport*. Castledown. https://doi.org/10.29140/9780648184461

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Online presentation

Embodied approaches to narrative and pragmatic development in pre-service teachers

Developing narrative competence is essential in second language acquisition, as it involves not only linguistic knowledge but also pragmatic meaning-making, perspective-taking, and the interpretation of intentions in context. Embodied approaches to language learning have increasingly highlighted the role of the body, gesture, and action in supporting these processes. Yet, empirical research has largely focused on children, leaving adult learners, particularly pre-service teachers, underexplored. This study investigates whether an embodied storytelling intervention can foster narrative competence in English as a foreign language among undergraduate pre-service teachers. Using a pre-test/post-test design, participants' narrative comprehension and production were assessed through standardized measures capturing story structure, complexity, and the expression of characters' perspectives. Results indicate overall gains in narrative dimensions, particularly in aspects related to perspective-taking and pragmatic awareness. These findings suggest that embodied storytelling practices can support learners' ability to construct meaning in context and articulate intentions, emotions, and viewpoints – core elements of pragmatic competence in narrative discourse. By focusing on adult pre-service teachers, this study highlights how narrative can serve as a space where embodied action, contextual interpretation, and meaning-making converge. The implications are significant for teacher education programs seeking to integrate embodied and pragmatically informed approaches into foreign language instruction. Overall, this research underscores the potential of narrative-based embodied interventions to enhance not only linguistic skills but also the interpretive and communicative capacities essential for effective interaction across diverse contexts.

Karina Nikitchenko
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Modeling Surzhyk in neural automatic speech recognition

Automatic Speech Recognition (ASR) constitutes a fundamental component of artificial intelligence, with increasing societal relevance, particularly for individuals who rely on written communication technologies. Achieving accuracy and inclusivity in ASR systems remains a central research objective. However, the distribution of speech data and linguistic resources across languages is uneven, resulting in underrepresentation of many languages, including Ukrainian. Most existing ASR models are trained on standardized language varieties and may struggle with non-standard or mixed speech forms. This study investigates ASR performance on Surzhyk, a mixed Ukrainian–Russian speech variety characterized by fluid lexical and phonological patterns and the absence of standardized norms. The central research question is whether the explicit integration of phonological information into ASR training improves transcription accuracy for Surzhyk speech compared to conventional fine-tuning approaches. The study's methodology involves constructing a phonetically rich speech corpus comprising controlled sentences and a short narrative text designed to capture key Ukrainian phonemes

alongside lexical and phonetic features typical of Surzhyk usage. Recordings are segmented and annotated using Montreal Forced Aligner, followed by acoustic feature extraction and fine-tuning of a pretrained neural ASR model. Two training conditions are compared: a baseline model trained on raw audio–text pairs and a phonologically informed model incorporating phoneme-level annotations. Evaluation is conducted using Word Error Rate (WER) and Phoneme Error Rate (PER), complemented by qualitative analysis of phoneme-specific recognition patterns. The anticipated results suggest that phonologically informed fine-tuning can enhance ASR accuracy and robustness. Overall, the study contributes to research on integrating linguistic structure into speech technologies and supports development of more linguistically informed ASR systems.

Tina Emine Nordby and Ingvild Nistov
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Conventional formulaic expressions as a linguistic tool for social inclusion: The case of migrant L2 learners of Norwegian in work placement

According to current policy frameworks in Norway, the workplace is regarded as the primary arena for language learning and social inclusion of migrants. Consequently, qualification programs that incorporate work placements have been introduced. However, studies in Norway and other Nordic countries show that actual language use in the workplace may be limited. The rationale for focusing on conventional formulaic expressions in this kind of educational context, is related to previous research suggesting that such expressions may index belonging (Kirilova 2018), may influence the recipient's perception of the speaker's proficiency level (Martinez & Schmitt 2012; Boers et al. 2006), and may furthermore constitute important ingredients in the linguistic formats required for social action (Eskildsen 2022). One of the speech acts most extensively discussed within second language pragmatics, including in workplace contexts, is requests, which are widely viewed as high-stakes for L2 speakers (cf., e.g., Li 2000; Timpe-Laughlin 2019). However, responses to requests remain under-researched, despite their potentially high-stakes nature in workplace settings. On this backdrop the present study addresses the use of conventional formulaic expressions in responses to requests. The study is based on a teaching intervention followed by a group interview with three participants. The group interview provides insight into the participants' reflections on the meaning and use of the expressions. Drawing on these reflections, we discuss the expression's indexicality considering positioning, stance, and identity (cf., e.g., Depperman 2013; Jaffe 2016; Kiesling 2011; Darvin & Norton 2018). The findings indicate that conventional formulaic expressions forms part of a linguistic capital that appears to contribute both to the experience of being an equal language user and to a sense of belonging in a professional context.

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Mapping mutual understanding: Experiential mediation and intercultural pragmatics in an urban city game

Intercultural pragmatics examines how meaning is negotiated in interactions between members of different cultural backgrounds. Recent developments in the field mark a decisive shift away from an exclusive focus on misunderstanding and pragmatic failure toward a fine-grained analysis of the processes that enable mutual understanding in situated social encounters. Grounded in this perspective, the present study investigates intercultural meaning-making as it emerges through experiential, dialogic, and mediated interaction in an urban learning environment. The paper reports on *City Game Across Kraków: Mapping Tender Encounters*, an experiential learning intervention designed as part of the international *One Book Project*. Inspired by Deborah Jackson Taffa's *Whiskey Tender*, the city game invited participants to engage with narratives of Indigenous identity, displacement, and belonging while reflecting on their own cultural trajectories. Twenty-one students of English Philology from PANS in Nysa and fifteen ERASMUS+ students from UKEN Kraków participated in the game on 27 November 2025. Teams navigated four symbolic checkpoints across Kraków, each structured around reflective and creative micro-tasks inspired by *The Autobiography of*

Intercultural Encounters (Byram et al., 2009). Activities foregrounded identity, mobility, dialogue with local others, and the circulation of narratives across places and cultures. The study adopts a sociocognitive approach (SCA), viewing pragmatic meaning as co-constructed through the dynamic interplay of individual cognition, social interaction, prior experience, and contextual affordances. By analysing participants' narratives, artefacts, and interactions, the paper demonstrates how experiential mediation fosters pragmatic awareness and shared understanding in intercultural encounters. The findings suggest that city-based experiential learning offers a productive methodological and pedagogical framework for advancing intercultural pragmatics beyond error-oriented models toward socially grounded, meaning-oriented inquiry.

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Enhancing global learning through Collaborative Online International Learning (COIL) in higher education: Opportunities and challenges from the students' perspective

This study examines student perceptions of Collaborative Online International Learning (COIL) as an innovative approach to fostering intercultural competence and global learning in higher education. Through a mixed-methods investigation involving 28 MA students in English Philology at a Polish university, the research explores the benefits, challenges, and institutional support structures associated with COIL implementation. Quantitative survey data (collected via Likert-scale questionnaires) and qualitative insights (from semi-structured interviews) reveal that participants reported significant gains in cross-cultural communication, digital literacy, and collaborative skills, while also identifying challenges related to time zone differences and technological barriers. Thematic analysis of open-ended responses highlights the importance of preparatory intercultural training, clear project guidelines, and sustained technical support for successful COIL experiences. Findings suggest that while COIL effectively enhances global competencies aligned with Sustainable Development Goal 4 (Quality Education), its full potential requires intentional pedagogical design and institutional commitment to address logistical and intercultural challenges. This study contributes to the growing body of research on virtual exchange by providing empirical evidence of student learning outcomes and practical recommendations for optimizing COIL programs in higher education settings.

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Blanka Klimova
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University of Hradec Králové, Czech Republic

The role of ChatGPT in developing intercultural communication competence among future translators

The study examines the role of ChatGPT in developing intercultural communication competence (ICC) among multilingual Polish students of higher education studying translation between Polish, German, and English. The mixed-methods design combined a quantitative analysis of data from 113 students collected via an online survey with qualitative insights from in-depth, semi-structured interviews. The analysis allowed for measuring the students' use of ChatGPT to increase cultural diversity awareness, deepen their understanding of communication differences across these languages, and address translation-specific challenges. The results showed both the advantages and disadvantages of incorporating AI into translation studies: students mostly used ChatGPT for developing language skills, preventing miscommunication, and providing culturally relevant examples, but did not explicitly engage with cultural aspects of communication. Although participants perceived ICC as highly important, many remained neutral regarding ChatGPT's overall impact on their ICC. This study extends emerging research

on generative AI and ICC by providing evidence of the supportive role of ChatGPT in building cultural awareness and communication skills in specific learning activities, thereby emphasizing the need for guided intercultural training and the pedagogically structured implementation of AI within translator education.

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Online presentation

Differential object marking in child and adult Persian heritage speakers in the US

It has been argued that non-target patterns in heritage grammars may reflect intergenerational transmission from parents undergoing L1 attrition (Sorace, 2024). This study investigates Differential Object Marking (DOM) in Persian heritage speakers to test whether children pattern like their mothers. In Persian, DOM is realized by the postnominal marker *=râ*, which is conditioned by specificity rather than animacy or definiteness. *=rā* appears with both specific animate and in animate objects.

a. *mi-khāh-am Maryam(-rā) be-bin-am*
I want to see Maryam (Maryam =animate & specific)
b. *mi-khāh-am khāne(-rā) be-khar-am*
I want to buy the house (house =inanimate & specific)

Participants were 26 Persian-English mother-child dyads in the USA. They completed a storytelling task eliciting DOM production and a Sentence Repetition Task (SRT), as a measure of proficiency and included 22 DOM-target sentences analyzed separately. DOM tokens were coded for licensing context, accuracy, and error type. Mixed-effects models examined group and sentence-type effects, and regression analyses tested predictors of children's performance. Results showed clear group asymmetries. Mothers supplied *=râ* in 97.6% of obligatorily licensed contexts, whereas children reached 82.5%, with errors consisting almost exclusively of omissions. Mothers also showed uniformly high accuracy in the SRT, while children exhibited wide variability. Across tasks, overall proficiency emerged as the only robust predictor of children's DOM accuracy. These findings provide the first empirical evidence on Persian DOM in U.S. heritage speakers and support an incomplete or protracted acquisition account (Montrul, 2025), highlighting the central role of proficiency in interface-sensitive morphology.

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Monika Madej-Cetnarowska
University of Applied Sciences in Nowy Sącz, Poland

Monika Zięba-Plebankiewicz
University of Applied Sciences in Nowy Sącz, Poland

Błażej Wieczorek
University of Silesia in Katowice, Poland

Katarzyna Jasiewicz
University of Applied Sciences in Nowy Sącz, Poland

Phonetic imitation of the voice onset time (VOT) in L2 English by Polish children with autism spectrum disorder (ASD)

Autism spectrum disorder (ASD) is a severe and multifaceted neurodevelopmental condition characterised by persistent deficits in social communication and social interaction, along with restricted repetitive patterns of behaviour, interests, or activities (You et al. 2017). Previous research has shown that impaired central auditory processing might be a contributing factor to

language deficits in ASD, as evidenced by reduced activity within an extended number of brain regions in the left hemisphere (LH) (Redcay & Courchesne 2008), and larger activation of the right hemisphere (RH) compared to controls (Flagg et al. 2005). The disrupted perception-production loop may partially explain the observed deficits in speech production. Interestingly, the impaired feed from perception to production does not have to mean that ASD individuals do not effectively retrieve phonetic detail from the speech signal. On the contrary, listeners with ASD have been shown to exhibit equal or even enhanced perceptual processing of fine-grained auditory information (Bonnel et al. 2003; Mottron et al. 2006). For example Mielke et al. (2013) reported that both the ASD and the control group performed equally successfully in imitating increased VOTs in L1 English. While most of the research on ASD concentrated on speech imitation/production in L1, much less is known about speech imitation in L2. We fill this gap by providing data from the imitation of long VOT values in L2 English voiceless stops by Polish young ASD children using the immediate phonetic imitation paradigm (Rojczyk et al. 2025). We compare the ASD imitators' performance with age-matched healthy controls. We discuss the results in terms of the potential of ASD learners in developing L2 pronunciation skills.

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Katarzyna Rokoszewska
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Variability and variation in the development of lexical complexity in L2 English writing at secondary school

According to complex dynamic systems theory (CDST), language development is characterized by high intra-individual variability, which refers to differences in performance observed within an individual learner during repeated measurements, and high inter-individual variation, which refers to differences between learners. In line with the ergodicity principle, generalising research results from the group to the individual leads to ecological fallacy, whereas generalising them from the individual to the group causes atomistic fallacy, which points to the need for both group-based and individual-based data in SLA research. The aim of the study was to examine variability and variation in the development of lexical complexity, operationalised as lexical density, sophistication, and variation, in L2 English writing at secondary school. Within a sequential mixed-method design, panel data were analysed with respect to all individual learners. The study was based on the Written English Developmental Corpus of Polish Learners (WEDCPL), which consists of 1923 texts produced by 100 learners during 21 repeated measurements conducted over the period of three years at secondary school. The study focused on individual learners' progress in lexical complexity, dynamic

relationships between lexical variables, phase transitions, average semester growth rates, and relationship between intra-individual variability and average semester growth rates. Apart from different individual learning profiles, the results of the study indicated that progress was more likely to take place if learners underwent positive phase transitions, and that the relationship between intra-individual variability and average semester growth rates was positive for most lexical measures.

Pilar Safont
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Understanding politeness:
How language attitudes shape multilinguals' awareness of requestive behaviour

Research on L2 request comprehension has typically examined learners' ability to identify request forms and infer pragmatic intent, yet less attention has been paid to how they understand the sociopragmatic variables—power (P), distance (D) and imposition (R)—that shape request behaviour (Savić & Myrset, 2022). While much work has addressed the forms and functions of request strategies, the contextual factors driving their use remain underexplored. Furthermore, recent scholarship (e.g., McConachy, 2018; Kecskes, 2022) challenges the traditional native vs. non-native dichotomy and highlights the multilingual nature of pragmatic development. Existing studies adopting a multilingual perspective (Safont, 2013; Safont & Portolés, 2016) show that multiple pragmatic systems interact and that learners' attitudes can influence request production (Safont, 2022). However, further empirical evidence is needed to confirm these findings. This study responds to these research needs by examining multilingual learners' awareness of the sociopragmatic variables underlying appropriate requestive behaviour in English. It specifically investigates how language attitudes relate to multilingual pragmatic awareness. Participants were 60 adolescent learners of English as an L3 in a multilingual context where Catalan, Spanish and English coexist. They completed a discourse-evaluation task and a semi-structured interview, assessing the appropriateness of different request forms with reference to contextual variables and discussing their language preferences and perceived uses. Findings indicate that multilingualism may be a positive predictor of pragmatic awareness and confirm a clear link between language attitudes and the interpretation of politeness-related variables. The study contributes to applied linguistics research by providing new evidence from a multilingual sociolinguistic setting and underscoring the importance of attitudes in multilingual pragmatic development.

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Federica Curreli
University of Galway, Ireland

Negotiating meaning across languages:
Intercultural pragmatic development and metapragmatic awareness in L2 Italian study abroad

This paper proposes a methodology for developing and assessing intercultural pragmatic competence, grounded in Kecskes' framework of intercultural pragmatics. The study is situated in study-abroad contexts for learners of Italian in Perugia, where participants regularly engage in intercultural encounters and mediate between Italian pragmatic norms and those of their own linguistic repertoires. Following Kecskes' view of meaning-making as the interplay of prior pragmatic knowledge and context (Kecskes, 2014) and the translingual turn in pragmatics (Al Masaeed, 2024; Ishihara, 2019, 2024), the study adopts a multilingual, speaker-centred perspective, viewing pragmatic competence as an adaptive process shaped by salience, agency, and negotiation. Despite growing interest, this approach is still rarely applied to pragmatic development and assessment in mobility contexts, especially in L2 Italian programmes (Shively, 2025; Carbonara, Samu & Lisi, under review). The focus is on metapragmatic competence, understood as a core component of intercultural pragmatic development, since "the conceptual frameworks that underlie separate languages inevitably

influence each other within the interpretative process of the individual" (McConachy & Liddicoat, 2016, p. 17). Participants were 40 intermediate learners of Italian; data were collected through questionnaires eliciting speech acts and probing learners' pragmatic choices, reflective tasks centred on authentic intercultural interactions, and a group discussion exploring learners' overall metapragmatic progress. Findings indicate increased metapragmatic awareness and context sensitivity, and positive engagement with multilingual practices as pragmatic resources. This supports Kecskes' claim that intercultural pragmatic competence emerges through conceptual restructuring, and highlights the pedagogical value of awareness-raising tasks in study-abroad settings.

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"I don't even know how to pronounce it": Why being an L1 "expert" does not guarantee absolute competence in NS-NNS interactions

The paper draws on the SITAF corpus of video-recorded, face-to-face, English-French tandem interactions. Tandem learning is a collaborative arrangement where two partners, native speakers of two different languages, meet regularly in order to learn the other's language. While L1 expert status is one of the principles of this tandem learning set-up (whether the conversation proceeds in English or French, it is clear who the NS and who the NNS is), native language competence does not go unchallenged in real-life tandem interactions. The aim of the paper is to take stock of language-related episodes of this 'challenging' type, found in our database. These include the following situations:

- The NNS asserting their autonomous position as a proficient L2 user, e.g. by rejecting the NS's linguistic feedback;
- The NS questioning their own expertise, e.g. by admitting to being unable to provide the appropriate linguistic form in a given context;
- The NS providing unsatisfactory corrective feedback to the NNS.

The study provides empirical data gathered in a systematic way from 21 NS-NNS dyads, engaging in semi-spontaneous conversations in two different languages (English and French) over a three-month period. The tandem learning context adds a unique facet to the analysis, since each speaker gets to be both the native and the non-native part of the dialogue. This role reversibility may significantly affect the dynamics between the two participants. Studying this particular context of NS-NNS – yet not teacher-student – interactions will hopefully enrich our understanding of human communication, and collaborative L2 acquisition in particular.

Wai Lan Winnie Shum
The Hong Kong Polytechnic University, China

Cultivating intercultural pragmatic competence through virtual exchange and a conversation analysis (CA) informed pedagogy

The close connections between cultures and languages/discourses have long been recognised by various scholars (e.g., Liddicoat & Scarino, 2013; Dervin & Liddicoat, 2013; Holliday, 2020). While Virtual Exchange (VE) has demonstrated to be an effective tool for fostering intercultural learning (O'Dowd, 2021), it is unrealistic to assume that involving learners in VE will automatically lead to improvement in their intercultural pragmatic abilities. Therefore, this paper investigates learners' development of intercultural pragmatic competence within a Virtual Exchange (VE) programme that employs a CA-informed pedagogy. Through collecting data of classroom written reflections, interviews, and in-class interactions from participants of a VE programme between HK and UK universities, this study examines how participants employed interactional strategies and reflected on intercultural issues. The analysis identifies the 17 most frequently used interactional strategies adopted by the participants. By juxtaposing written reflections, interview recordings and participants' actual in-class exchanges, the current research reveals participants' learning process as supported by the CA-informed pedagogy and their intercultural considerations in a VE environment. The findings demonstrate that integrating interactional routines into pedagogical design not only fosters learners' discursive understanding of culture but also enhances their intercultural pragmatic abilities. Furthermore, it cultivates the skills to identify and utilize intercultural resources and supports self-reflective awareness of cultural differences in communication. These insights contribute to a deeper understanding of how CA can be applied in a pedagogical sense to inform the development of intercultural pragmatic competence within VE contexts.

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Language juggling in young L2 acquirers

In this paper we explore the ramifications of the fact that young L2 beginners have less experience of language at large than older L2 beginners. One inference from this might be that older learners are linguistically advantaged. Much L2 literature, however, claims that pre-adolescents are better equipped for all language learning: i.e. those whose L2 exposure begins in childhood generally outachieve older beginners. childhood generally outachieve older beginners. Another viewpoint we mention is that amount of exposure rather than capacity is the crucial factor; indeed, it is a fact that many mature adults catch up with younger learners, given ample time and input. The question we explore is whether younger learners, nevertheless, demonstrate superior capacity, since they seem able to "juggle" two nascent languages, whereas in the case of older beginners the L1 is already firmly established before L2 acquisition commences. We suggest that investigation of the extent to which multiple languages can be "juggled" by younger learners and the characteristics thereof needs to probe the nature of the experience of each language and the mind-brain characteristics of individual learners.

Margit Skadra
University of Szeged, Hungary

Salutations in intercultural online academic communication: Hungarian instructors' perceptions of im/politeness

Written online communication has become an important channel of interaction in higher education. At the University of Szeged, international medical students and Hungarian instructors communicate through the digital platform CooSpace. The research investigates how international students use salutations in their CooSpace messages and how their instructors perceive them in terms of im/politeness. The study is framed by intercultural pragmatics (Kecskes, 2013; 2016) and im/politeness research (Brown & Levinson, 1987; Culpeper, 2011; Kádár, 2017). Most previous studies focused on how students write emails (Codina-Espurz & Salazar-Campillo, 2019; Eslami, 2013), while only a limited number have examined instructors' perceptions (Economidou-Kogetsidis, 2011; Pinto, 2019; Savić, 2018). The research is based on 151 authentic CooSpace messages, together with instructors' evaluations from a perception questionnaire (22 participants) and semi-structured interviews (13 participants). Data were analyzed quantitatively and qualitatively. The findings show a wide range of variations: some students use highly formal salutations, others prefer informal or unconventional ones, while some omit them altogether. Instructors evaluated these forms very differently. Titles and formal structures were usually viewed positively, while informal forms were perceived as impolite. At the same time, salutations in Hungarian, even if inappropriate, were often interpreted by instructors as signs of cultural effort and respect. The interviews also highlighted how instructors reacted to perceived impoliteness. The findings suggest that raising students' awareness of academic salutation norms could support clearer and more effective communication. Future research could broaden the focus beyond salutations in academic emails, such as closings or request strategies.

Agnieszka Solska
University of Silesia in Katowice, Poland

Pragmatic inference in multimodal public discourse: Visual-verbal integration in English and Chinese across native and non-native audiences

This paper examines how pragmatic inference operates in multimodal public discourse addressed to linguistically and culturally heterogeneous audiences. Focusing on English- and Chinese-language messages that integrate visual elements into written forms, the study investigates how meaning is constructed by native and non-native users of two of the world's largest linguistic groups, employing different scripts and semiotic conventions. The analysis concentrates on Visual-Graphemic Texts (VGTs), defined as multimodal messages in which visual elements replace or modify graphemes and function as integral components of linguistic structure. The data are drawn from public signage, advertising, and political communication: domains in which messages are designed for broad audiences and rely on recipients' ability to infer intended meaning rapidly and efficiently. Adopting a relevance-theoretic approach within intercultural pragmatics, the paper explores how visual-verbal integration guides inferential processes by activating salient assumptions drawn from both prior context and emergent common ground. Particular attention is paid to the role of metonymic reasoning as a cognitive mechanism linking visually foregrounded elements to broader conceptual domains. While such inferences may be readily available to native users, they may impose additional pragmatic demands on non-native audiences, whose access to culturally entrenched associations and salience hierarchies may differ. By comparing English and Chinese data, the study shows how shared and non-shared pragmatic resources shape the interpretation of multimodal messages across languages, scripts, and user profiles. The paper contributes to intercultural pragmatics and second language acquisition by clarifying how pragmatic competence supports multimodal meaning construction in contemporary public discourse.

Maria Stec
University of Silesia in Katowice, Poland

**Teachers and materials development in the ELT classroom.
What can be more significant, selection or adaptation?**

The inspiration for this project came from the obstacles modern educators face when using paper and online resources to teach languages. Over the years, there has been significant progress in English Language Teaching (ELT), resulting in an abundance of materials, including textbooks, specialized courses, digital tools, computer-assisted language learning resources, authentic materials, artificial intelligence applications, and content produced independently by professionals. The paper aims to develop a reflective approach to ELT materials available presently in Poland. It explores the nature of materials development in teachers' practice. Pre-service and in-service educators may feel overwhelmed by the extensive range and diversity of print and digital resources available to them. Although this abundance offers opportunities for innovative pedagogical strategies, it also poses significant challenges for educators who must select and tailor resources to address diverse learners' needs while adhering to institutional standards. This project aims to explore how teachers develop ELT materials within classroom settings. The study is designed to address three key questions:
1. What methodologies do teachers employ when selecting ELT materials?
2. How do teachers implement ELT materials in their instruction?
3. What processes do teachers employ to assess ELT materials?
Using a mixed-methods approach that combines qualitative and quantitative techniques, this investigation will include a questionnaire of pre-service and in-service English language educators. It is anticipated that the outcomes will shed light on the current obstacles faced in developing effective ELT resources.

Natasha Stojanovska-Ilievska
Ss. Cyril and Methodius University in Skopje, North Macedonia

Online presentation

**Towards greater adoption of inclusive pronouns in learner English:
The case of Macedonian students**

This study uses a form-focused elicited production task to examine the acquisition of English singular *they* by Macedonian learners of English. This controlled experimental design allowed us to test how learners resolve pronominal reference under time pressure and across systematically varied antecedent types. The task targeted indefinite pronouns, the noun person, and occupational nouns associated with gender stereotypes as antecedents. Data were collected in the academic years 2021/22 and 2024/25 from second-year and fourth-year English majors at Ss. Cyril and Methodius University in Skopje. Participants completed a 26-item discrete-point test administered under time constraints. Responses were coded into four categories: singular *they*, generic *he*, combined forms (*he* or *she*), and other. Statistical analysis revealed a striking diachronic trend: the use of singular *they* increased from 76% in 2021/22 to 93% in 2024/25, while generic *he* and combined pronouns nearly disappeared. Fourth-year students initially favoured inclusive forms more than the second-year students, but by 2024/25 the second-year students had converged and in some cases surpassed the fourth-year students, suggesting rapid sociolinguistic normalization of they. Pronoun choice also varied systematically by antecedent type, supporting claims that individuation influences acceptability. Indefinites most strongly favored *they* (86%), followed by *person* (83%), while occupational nouns elicited lower rates (74%), reflecting the persistence of gender stereotypes in mental representations. These results demonstrate that singular *they* has stabilized as the epicene pronoun of choice among advanced Macedonian learners, highlighting the interplay between cross-linguistic influence and the role of evolving gender ideologies in shaping L2 acquisition.

Xiaohui Sun
Beijing Normal University, China

**AI-enhanced integrated reading-writing instruction in Chinese senior high school English classroom:
A practice-based study guided by the production-oriented approach**

Aiming at the problems of the separation between learning and application and insufficient students' writing motivation in integrated reading-writing instruction of senior high English, this study takes the Production-Oriented Approach (POA) as the theoretical framework to construct an intelligent teaching model integrating "motivation, facilitation, and assessment". It systematically expounds the enabling mechanism of AI in optimizing this teaching process. Taking Unit 2 of PEP (2019) Senior High English Compulsory 1 in China as an example, this study discusses in detail the application strategies of AI in such links as authentic context creation, personalized input support, and data-driven assessment. Practice shows that this model can effectively stimulate students' expressive motivation, improve the accuracy and interactivity of the writing process, promote the integration of learning and application, and provide an operable practical path for the implementation of key competencies in senior high English teaching in China.

Mateusz Szal and Kamila Kosturek-Dybaś
Rzeszow University of Technology, Poland

Application of CLIL and AI for teaching ESP at STEM courses in higher education institutions

The growing internationalisation of higher education and the increasing dominance of English as the language of science and technology pose significant challenges for teaching English for Specific Purposes (ESP) at STEM-oriented universities. Traditional language courses often fail to provide sufficient exposure to authentic disciplinary discourse or to address the practical communicative needs of future engineers and scientists. In response to these challenges, this paper explores the application of Content and Language Integrated Learning (CLIL) combined with artificial intelligence (AI) tools in teaching ESP within higher education STEM programmes. CLIL enables the simultaneous development of subject-specific knowledge and foreign language competence by embedding language learning in authentic academic and professional contexts. Drawing on the 4Cs framework (content, communication, cognition, and culture), the paper highlights how CLIL enhances learner motivation, cognitive engagement, and the transferability of language skills to real-world academic and professional tasks. Particular attention is given to its relevance for STEM students, for whom English functions primarily as a working language rather than an object of study. The paper further discusses the potential of AI-supported tools, such as large language models, automated text generation, and adaptive learning platforms, for designing CLIL-oriented ESP materials. AI can support teachers in creating discipline-specific texts, tasks, and simulations, as well as in scaffolding learning and personalising instruction. The integration of CLIL and AI is presented as a complementary approach that strengthens both linguistic and academic outcomes, offering a scalable and innovative solution for contemporary ESP instruction in higher education.

Konrad Szcześniak
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Elena Škubníková
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Simona Vaculíková
Palacký University, Olomouc, Czech Republic

Picking Peas and Beans. Memory traces after minimal exposure to formulaic language

In this presentation, we would like to report the results of two experiments focusing on the incidental learning of formulaic expressions. The study challenges a core tenet of the Noticing Hypothesis, specifically the claim that conscious awareness is always necessary for language learning. While focal awareness can facilitate learning, we demonstrate that lexical sequences, such as novel binomials (e.g., peas or beans), can be retained in memory through minimal incidental exposure, even when attention is directed elsewhere. To test this, participants completed tasks under high cognitive load, answering questions about everyday topics while being subtly exposed to newly coined binomial phrases embedded in the materials. Crucially, their attention was drawn to content, not form, making deliberate noticing unlikely. In a subsequent surprise recognition task, participants in the experimental groups significantly outperformed control groups, consistently preferring previously encountered variants of binomials. An awareness check confirmed that participants were focused on meaning rather than wording, supporting the interpretation of implicit learning. These findings indicate that initial seeding of formulaic language can occur without conscious attention, providing evidence against the strong version of the Noticing Hypothesis. The study demonstrates the potential of meaning-focused, input-rich contexts to promote the acquisition of formulaic language and suggests that language learning may rely less on deliberate noticing than previously assumed.

Natalia Szkop
University of Silesia in Katowice, Poland

Addressing pragmatic competence in ESP materials: A case study of a business-oriented coursebook

In the context of English for Specific Purposes (ESP), the development of pragmatic competence is essential for learners to navigate real-world professional communication effectively. This study investigates the extent to which pragmatic competence is addressed in Business Partner B2, a business-oriented ESP coursebook published by Pearson Publishing House. Employing a mixed-methods approach (MMR), the study examines the frequency and distribution of tasks and activities that target pragmatic aspects of language use, focusing mainly on four illocutionary speech acts (i.e., requests, refusals, apologies, and suggestions). The findings indicate an inconsistent and insufficient representation of pragmatically oriented tasks, underscoring the importance of their more deliberate integration in ESP materials.

Sylwia Twardo
University of Warsaw, Poland

AI assessment of CEFR levels of human writing

There are many portals offering AI assessment of human writing, yet, in most cases (if not all) they are not free. Also, even to try out the demo version, they require at least the e-mail address, or ask to create an account and provide some personal data, and without that it is not even possible to see what specific criteria of assessment are used (some of these portals offer assessments for different types of tests, e.g., the CEFR or the Cambridge examinations). On the other hand, it is possible to use the free AI chatbots to get a CEFR rating of a text. Asked about their knowledge about the CEFR levels, AI chatbots describe the criteria of assessment

they use (they were asked about assessing grammar, vocabulary and argumentation, i.e., the use of the Toulmin's model). Also, the chatbots provide the assessments of submitted texts with detailed explanations. The aim of this study was to check how chatbots using different engines rated the same set of argumentative texts written by the Warsaw University students. The tested chatbots were: ChatGPT, Copilot, Gemini, and Grok. A set of 43 paragraphs written by the students learning English at B1, B2, and C1 level was submitted to the four chatbots for the assessment. The chatbots were asked to provide an overall CEFR level rating for each text and also to break it down into the sub-categories of grammar, vocabulary and argumentation. The initial results showed that inter-rater agreement between the chatbots was low, both as regards the general ratings and the ratings of the sub-categories, hence the main focus of this study become to find the reasons for these discrepancies.

Balázs Vesszős
University of Nyíregyháza, Hungary

Cultural influences on feedback speech acts in intercultural business communication

Feedback plays a crucial role in intercultural business communication; however, its form, interpretation, and effectiveness vary considerably across cultural contexts. This study examines how cultural values influence feedback styles in intercultural workplace communication, with particular emphasis on direct versus indirect feedback, face-saving practices, and culturally shaped approaches to negative evaluation and praise. Grounded in Geert Hofstede's cultural dimensions framework and Edward T. Hall's high- and low-context communication theory, the research explores how power distance, individualism–collectivism, and contextuality shape the realization and interpretation of feedback-related speech acts in professional settings. Adopting a mixed-methods approach, the study integrates comparative discourse analysis of authentic workplace feedback interactions with survey data on feedback preferences and semi-structured interviews with members of multicultural business teams. The analysis focuses on key speech acts such as negative evaluation (criticism), advice, suggestions, praise, and mitigation strategies, highlighting how these acts are adapted to maintain face and relational harmony. Findings indicate systematic cross-cultural differences in feedback practices, particularly in the indirect mitigation of negative evaluation and the strategic use of praise as a face-saving mechanism in collectivist and high-context cultures. The paper contributes to intercultural pragmatics and business communication research by illustrating how culturally embedded norms shape feedback speech acts and by offering practical insights for improving feedback effectiveness in multicultural workplaces.

Radek Vogel
Masaryk University, Brno, Czech Republic

Intertextual and interdiscursive recontextualisation:
Research news articles vs science podcasts

Expert knowledge generated by universities and research institutes needs to be communicated to the public, as these institutions are mostly publicly funded. This requirement of open science thus makes researchers and mediators of specialised knowledge adapt their original research papers to the needs and expectations of a different audience, composed mostly of non-experts. This linguistically and pragmatically transformative process, recontextualisation, is naturally associated with hybridity, intertextuality, interdiscursivity and multimodality, as both research papers and their recontextualised analogues are available online, benefiting from various affordances of the digital medium. The paper examines two corpora of digital dissemination genres, namely research news articles and science podcasts from websites of universities and research institutes. The comparison is determined by different semiotic modes employed by these genres, different recontextualisation strategies and corresponding pragmatic and linguistic means, as well as different consumers of the genres. The main aspects followed in news articles are verbal and non-verbal explanatory strategies, stance and engagement markers, and framing strategies used to make a selection and highlight the most important facts, while dropping details and exact data. These contrastive examples of specialised knowledge dissemination have also a didactic potential in the SLA or FLA

classroom, as they resemble the hybrid, multimodal and digital conveyance of disciplinary content typical of present-day education. Thus, the outcomes of this analysis may be relevant not only to the authors and recipients of scientific discourse, but also to learners of professional language, particularly in academic language and writing composition classes.

Krystyna Warchał and Dariusz Jakubowski
University of Silesia in Katowice, Poland

Degree-related writing before and after the public release of ChatGPT: A pilot corpus study of BA and MA theses by L2 English majors

The public release of ChatGPT in November 2022 has created new opportunities and challenges for research and higher education. In university contexts, the impact of generative AI has been discussed in relation to multilingual and multicultural teaching, its augmentative potential in language education, ethical concerns surrounding AI use in writing and assessment, and linguistic differences between AI-generated and human academic writing (Cotton et al., 2024; Nowacki & Wrochna, 2025; Pérez-Paredes et al., 2025; Yu et al., 2025). Against this background, we report on a small-scale study that pilots a project exploring how degree-related writing and research practices have changed following the public availability of LLMs. The study draws on a corpus of 240 English-language BA and MA theses by L2 English majors in linguistics or literary studies and submitted to the Faculty of Humanities at a large public university in Poland. The material is organised into datasets representing two timeframes: 2021-2022 and 2024-2025, each comprising 60 high- and 60 low-graded theses. The analysis addresses the following questions: (i) What linguistic differences can be observed between theses completed before and after the public release of ChatGPT? (ii) Are there any patterns distinguishing high-graded and passing grade theses across the two periods? Focusing on lexical choice, syntactic complexity, and indicators of textual coherence and logical relations, the analysis employs AntConc (Anthony, 2024), LancsBox (Brezina & Platt, 2024), and Sketch Engine (Kilgarriff et al., 2014). The findings will be interpreted in light of previous research on the linguistic features of AI-generated texts (Herbold et al., 2023; Yildiz Durak et al., 2025) and used to refine the analytical procedures and design qualitative instruments for the full-scale project.

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Jill Woodward and Ekaterina Sudina
University of Maryland, United States

A methodological synthesis of SLA research in videoconferencing environments, 2011-2025

This research synthesis examines empirical studies of second language acquisition (SLA) conducted in synchronous video-conferencing–mediated communication (SVCMC) environments between 2011 and 2025. A total of 67 peer-reviewed studies meeting predefined inclusion criteria were identified and analyzed, spanning core SLA constructs including input, output, interaction, feedback, attention, motivation, and engagement. The review traces how these constructs have been operationalized in videoconferencing instructional contexts and considers the methodological and conceptual implications of this work for understanding SLA processes in SVCMC environments. Across the reviewed studies, publication activity increased sharply during and after the COVID-19 pandemic, accompanied by substantial heterogeneity in research design and measurement practices. Interaction-focused research emerged as the most prominent line of inquiry, frequently employing qualitative and micro-analytic approaches, while studies addressing feedback, motivation, and engagement more often relied on quantitative designs with varying levels of rigor. Comparatively fewer studies focused explicitly on attention or output. The literature suggests that SVCMC affords distinctive opportunities for multimodal interaction, learner autonomy, and real-time negotiation of meaning, while also introducing challenges related to cognitive load, social presence, and technological instability. Rather than advancing finalized empirical claims, this synthesis highlights recurring patterns, methodological tensions, and underexplored areas in the existing research. Key gaps include inconsistent construct definitions, limited comparability across studies, and a lack of replicative research designs. The presentation concludes by outlining methodological and pedagogical considerations for future work, emphasizing task design and analytic approaches that more deliberately align with the affordances and constraints of videoconferencing environments.

Hui Yu
Beijing Normal University, China

A GAI-assisted genre-based pedagogical model for academic literacy development

AI technology facilitates the digital advancement of foreign language education, while GAI like LLMs promotes the reform of foreign language teaching. So far, research has mainly focused on the feasibility of LLMs for foreign language teaching, neglecting the importance of knowledge construction in its application and development. In view of this, the present study examines the role of LLMs in foreign language teaching from a knowledge co-construction perspective. This study examines the role of Generative Artificial Intelligence (GenAI) in fostering students' academic literacy within an English language teaching (ELT) context. Grounded in genre-based pedagogy informed by systemic functional linguistics, it proposes an AI-assisted instructional model that integrates GenAI as a pedagogical resource to enhance academic literacy development. A case study illustrates how GenAI can be embedded into classroom practice, demonstrating its potential to support and enrich the teaching process. The broader aim is to illuminate the evolving role of AI in shaping the future of foreign language education. By adopting this model, educators may be better positioned to cultivate students' academic literacy and, in turn, promote their academic success in higher education settings.

Katarzyna Žák-Caplot
Museum of Warsaw, Poland

Workshop (45 minutes)

Making meaning together: Artful approaches to language and cultural mediation

This workshop invites participants to explore how artistic and creative practices can support language and cultural mediation in multilingual and multicultural contexts. Drawing on insights from the I.C.A.R.E. project, as well as research on translanguaging, intercultural communication, and museum-based pedagogy, the workshop focuses on how adults negotiate meaning through visual, embodied, and narrative forms of expression. The session foregrounds mediation as a dynamic, relational and creative process in which learners co-construct understanding across linguistic and cultural boundaries. Participants will engage in hands-on activities that demonstrate how artful methods can scaffold meaning-making and foster inclusive communication. Through exercises such as visual interpretation, collective storytelling, and collaborative task design, participants will experiment with multiple semiotic resources, images, gestures, memories, and mixed-language repertoires, to mediate meaning for diverse audiences. These activities highlight how creative practice can lower linguistic barriers, stimulate dialogic engagement, and strengthen pragmatic competence in real-life communication. A brief theoretical framing will introduce key concepts such as translanguaging as mediation, interlingual and intercultural practices, and creative meaning-making. The workshop then moves into practical exploration and reflection, encouraging participants to identify strategies that can be transferred to adult education, community settings, or work with migrants and multilingual learners.

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