

PolyU-CALLS 2026



28 March 2026

PolyU Undergraduate
Conference on Applied
Linguistics and Language
Studies

Department of English and
Communication

The Hong Kong Polytechnic University

Welcome to PolyU-CALLS

28 March 2026
(08:00–17:15 HKT GMT+8)



PolyU-CALLS is an all-day conference featuring the work of undergraduate students in Applied Linguistics, Communication, and Language Studies at universities in Hong Kong and around the world.

Participants from universities in Hong Kong and across the Asia-Pacific region have been invited to present papers encompassing basic research, methodological development, critical essays, or other scholarship activities they have worked on during their undergraduate studies.

This year, we have undergraduate presenters from here at PolyU, from other universities in Hong Kong, and from universities in Indonesia, Japan, Macau, the Philippines, Russia, and the Chinese mainland. We are also lucky to have plenaries by the Department's Professor Michał Krzyżanowski and Mr Phil Woo, both of whom are professionals in the field of Applied Linguistics and Language. Studies

We hope you enjoy your time at **PolyU-CALLS!**

PolyU-CALLS Schedule:

08:00–08:15 | (HHB UG04)

Registration

08:15–08:25 | (HHB UG04)

Opening & Orientation

08:30–08:55 | Session 1

09:00–09:25 | Session 2

09:30–09:55 | Session 3

10:00–10:15 | **AM Break**

10:15–10:40 | Session 4

10:45–11:10 | Session 5

11:15–11:40 | Session 6

11:45–12:40 | **Lunch**

& Photo Taking

12:40–13:05 | (HHB UG04)

Plenary: Prof. Michał Krzyżanowski

13:05–13:15 | **Plenary Q&A**

13:20–13:45 | (HHB UG04)

Plenary: Phil Woo

13:45–13:55 | **Plenary Q&A**

14:00–14:10 | **Afternoon Break**

14:10–14:35 | Session 7

14:40–15:05 | Session 8

15:10–15:35 | Session 9

15:40–15:50 | **PM Break**

15:50–16:15 | Session 10

16:20–16:45 | Session 11

16:50–17:15 | Session 12

17:20 | **Closing Ceremony & Collection of Certificates**

Plenary Speaker

12:40–13:05 Room HHB UG04



Professor Michał Krzyżanowski

Department of English and Communication
The Hong Kong Polytechnic University

Selected Publications:

Krzyżanowski, M., & Ekström, H. (2025). “No longer the haven of tolerance”? The press and discursive shifts on immigration in Sweden 2010–2022. *Social Semiotics*, 35(3), 472–494.

Krzyżanowski, M., & Krzyżanowska, N. (2024). Conceptual flipsiding in/and illiberal imagination: Towards a discourse-conceptual analysis. *Journal of Illiberalism Studies*, 4(2), 33–46.

Ekström, H., Krzyżanowski, M., & Johnson, D. (2025). Saying ‘Criminality’, meaning ‘immigration’? Proxy discourses and public implicatures in the normalisation of the politics of exclusion. *Critical Discourse Studies*, 22(2), 183–209.

Plenary Talk: Why do we need a discourse-conceptual analysis? On the development and applications of a research agenda

My presentation highlights the development of a research agenda of the Discourse-Conceptual Analysis (DCA) that for over a decade has attempted to grasp the increasingly abstract and concept-driven nature of contemporary global public discourse. DCA originated from the premise that, in recent decades, discourses in media, policy and other fields would progressively turn away from representations of social actors and social action – long emphasised theoretically and analytically by several traditions including, e.g., Systemic-Functional Linguistics (SFL), or Critical Discourse Analysis (CDA) – and would instead foreground abstract, concept driven aspects of discourse in the public domain. Viewing this process as the so-called ‘increasingly conceptual nature of discourse’ (Krzyżanowski 2016), DCA has tried to show not only the discursive complexity of this process but also its highly strategic nature. At the same time, DCA has also allowed grasping, e.g., the related dynamics of ‘conceptual flipsiding’ (Krzyżanowski & Krzyżanowska 2022, 2024, 2026a, 2026b; Krzyżanowski, Krzyżanowska & Rydgren 2026) to show how in the process of increased conceptualisation of public discourse many of the key social concepts would eventually undergo profound redefinition for various strategic reasons. Looking into ontology, development and application of DCA, in the presentation, I will first highlight the origins of DCA (Krzyżanowski 2013b, 2016, 2019) at the intersection of conceptual history (Begriffsgeschichte; Koselleck 2002, 2004) and the Discourse-Historical Approach in Critical Discourse Analysis (DHA; Wodak 2001; Krzyżanowski 2010, 2026; Reisigl 2018) before providing examples of DCA’s applications in analyses of contemporary public discourse, with special focus on policy and media discourse analysis. I will aim to show how DCA allows the in-depth tracing of various, strategic ‘discursive shifts’ (Krzyżanowski 2013a, 2018, 2020) that rely on ‘recontextualisation’ (Bernstein 1990; Krzyżanowski 2016, 2018) of discourse within and across spatial/temporal scales and multiple contexts/fields.

Plenary Speaker

13:20–13:45 Room HHB UG04



Phil WOO

Co-founder
allcareAI

Business-related accomplishments:

Phil is a Hong Kong-based serial founder turned social entrepreneur building gerontechnology at the intersection of AI, robotics, and human-centered design. A two-time PolyU outstanding alumnus awardee, he mentors InnoHK MedTech and AI teams and supports innovation programs at HKSTP, Cyberport, MIT Hong Kong Innovation Node and other universities. Across Asia, he has built and scaled ventures spanning digital UX, marketing intelligence, and hardtech commercialization. Phil now leads allcareAI, an AI-powered toilet platform that radically reduce infection risk and caregiver workload while preserving dignity and enabling responsible health insights. The project is recognized as the Open Group Champion in HKGOV ITC City I&T Grand Challenge 2024, and featured on the United Nations ITU AI for Good Global Summit for its contribution to the SDGs since 2025.

Plenary Talk: Designing dignity in care: allcareAI and the communication work of healthcare innovation

Bedside toileting is one of the most frequent and least discussed workloads in eldercare and disability care. Carers may need to assist users multiple times daily, and conventional commodes often mean repeated cleaning steps, direct contact risks, and time pressure that compounds staff shortages. This plenary introduces a robotic, mobile dry-toilet solution designed to automate the most demanding and unhygienic parts of toileting care. At its core is an automated mechanism that feeds, wraps, and seals disposable (bio-based) materials to provide a fresh, contained interface with each use, cutting disinfection and waste-contact steps and simplifying the workflow by up to 80%. The project is the Open Group Champion of the 2nd City I&T Grand Challenge (Community Wellness theme) and has been showcased internationally, including within CES 2025 Hong Kong pavilion and at United Nations' ITU AI for Good Global Summit in Geneva. Framed for POLYU-CALLS, the talk highlights how real-world care innovation succeeds or fails on communication: translating frontline needs into workable service workflows, aligning stakeholders (care homes, clinicians, engineers, regulators), and evidencing impact in ways that diverse audiences can understand and trust.



HHB UG04

Billy Gwyneth CHAN, Timothy Joaquin TONGSON, & Isabella Bianca MERCADO
De La Salle University – Manila

Enhancing undergraduate speaking performance through a CALL-integrated intervention

Speaking tasks can be intimidating for shy or anxious students, making this macroskill particularly difficult for ESL learners (Mustakim et al., 2025). This study presents a five-week CALL-integrated intervention designed to address the affective and linguistic challenges that hinder the speaking performance of undergraduate students from De La Salle University. A needs assessment involving twenty-five students from different year levels and academic programs identified common barriers during classroom speaking activities, including anxiety, fear of judgment, disorganized ideas, limited vocabulary, and reliance on filler words. A mixed-method survey using Likert-scale items and open-ended questions revealed that students gain confidence when they have sufficient preparation, self-paced practice, and constructive feedback. These findings supported the development of a structured learning sequence that used Padlet and ChatGPT as computer-assisted language learning tools in both asynchronous and synchronous settings to address the identified needs. The intervention comprises five scaffolded lessons that begin with essential speaking foundations and progress to more demanding, spontaneous speaking tasks, aiming to improve students’ confidence, fluency, and overall communicative performance. The initiative aims to leverage digital tools in creating a supportive learning environment that reduces anxiety while promoting individualized learning, digital literacy, and authentic speaking performance.

HHB UG06

Huiwen YU
The Chinese University of Hong Kong, Shenzhen

Eyes on you: The influence of classroom social gaze on undergraduate students’ social anxiety at CUHK-Shenzhen

Social anxiety has become increasingly prevalent among adolescents in recent years. Motivated by this urgent issue, the present study investigates how classroom social gaze influences social anxiety among undergraduate students at the Chinese University of Hong Kong, Shenzhen (CUHK-Shenzhen), aiming to address the gap in understanding the underlying mechanisms of this relationship. Data were collected through semi-structured interviews with a sample of nine undergraduate students from CUHK-Shenzhen and analyzed using inductive thematic analysis. Results identified four key underlying causes of social anxiety triggered by classroom social gaze: fear of evaluation, fear of uncertainty, personality and internal standards, and disruption of concentration. Findings suggest that classroom social gaze acts as a triggering factor, while internal causes drive anxiety, highlighting the importance of interventions that target internal change. These insights provide a theoretical foundation for strategies promoting students’ well-being and academic engagement. However, limitations such as small sample size and lack of statistical generalizability necessitate caution in generalizing the findings. Future research could explore deeper psychological mechanisms as well as integrated intervention strategies to alleviate students’ social anxiety.

HHB UG05

Yiwen LU
Fudan University

Metaphorical and metonymical uses of arm and leg in English and Chinese: A cross-linguistic perspective

Grounded in embodied experience, body parts are widely used as sources of metaphorical and metonymical expressions across languages. While body-part expressions are frequently examined in cognitive mechanism studies, they are rarely treated as the main object of analysis, particularly from a cross-linguistic perspective. This study examines the metaphorical and metonymical use of *arm* and *leg* in English and their Chinese counterparts *bi* and *tui* based on dictionary data. For metaphors, both languages use body-part expressions to refer to parts of familiar man-made objects such as chairs and machines. In English, these metaphors are also extended to natural entities such as trees and seas. For metonymies, both *arm* and *leg* have physical functions which generate basic meanings of DISTANCE and SUPPORT. Yet in practice, only *arm*-related metonymies are observed in both languages, whereas *leg*-related metonymies are present in English but unobserved in Chinese. Further language-specific extensions include *arm* for POWER and *leg* for SURVIVAL in English, and *tui* for PERSON in Chinese, reflecting cultural influences. These findings highlight the body as a universal conceptual base upon which language-specific patterns are derived. They also have implications for second language acquisition and translation, as subtle cross-linguistic differences should be considered.

HHB UG09

Yuting JIN, Junhong ZENG, & Anni ZHOU
Macau University of Science and Technology

Negotiating identity and power in Macao’s hybrid tourist spaces

This study investigates the linguistic landscape of Rua do Cunha and Rua do Regedor in Macao, two adjacent streets that embody both “local character” and “tourist commercialization” by analyzing languages on local signs in terms of their choices, primary functions, and roles in place identity construction. Using a quantitative and interpretive approach, the research collects and analyzes 193 sign units through naturalistic photography, categorized into top-down and bottom-up signs. The findings reveal a dominant trilingual pattern in which Chinese is the most powerful. English majorly performs pragmatic functions including facilitating tourist communication, whereas Portuguese is majorly perceived as a cultural emblem. Furthermore, the pervasive use of Cantonese romanization suggests a distinct local ideological affiliation and an effort to construct an “exotic” identity for Mainland Chinese tourists. This place identity, characterized by Chinese domination, linguistic diversification and tourist-oriented linguistic commercialization, unveils the negotiation of linguistic tensions among official power, colonial legacy, and the demands of a globalized tourism economy, which is different from other places in Macao. Overall, this study highlights how symbolic capital is contested and redefined in post-colonial, multilingual urban spaces, thereby enhancing current understanding about Macao linguistic landscape and offering empirical implications for future city planning.

HHB UG10

Wan Hei KAM
Hong Kong Baptist University

Perception of human-produced code-switching and AI code-switching in bilingual individual

AI speech is increasingly prevalent in everyday life. With the advancement of technology, AI can synthesize speeches in a great variety of languages in a “human-like” manner (Herrmann, 2023), as well as code-switching speeches. This study aims to investigate how native and non-native bilinguals perceive human-produced and AI-synthesized code-switching utterances, with a focus on Cantonese-English code-switching in the context of Hong Kong. Human-produced code-switching sentences are recorded from Cantonese-English bilingual speakers. AI-synthesized code-switching sentences are generated using the Google Wavenet AI Text-to-Speech synthesizer. Participants include 12 Cantonese-English bilinguals and 12 Mandarin-English bilinguals. They were asked to complete a perception task while listening to a series of sentences under quiet and noisy conditions. It is hypothesized that Cantonese-English bilinguals have a higher accuracy and shorter reaction time in perceiving human-produced and AI-synthesized code-switching speech than that of Mandarin-English bilinguals. This study aims to encourage future research to further investigate topics related to AI-synthesized speech and perception. By identifying additional factors that contribute to differences in perception, this work may facilitate the advancement of AI synthesis technology

HHB UG13

Wanzi CHEN
City University of Hong Kong

How can AI help children’s language learning? —— From the perspective of language mapping

This study explores the auxiliary roles of artificial intelligence (AI) in children's language learning, focusing on preschool and primary school children's mother tongue acquisition, and integrating relevant knowledge of children's language mapping. With the popularization of educational AI tools, AI has become an important supplementary means for children's language learning, but how to use AI to match children's language development rules through language mapping remains under-explored. Through case analysis of 3 common AI tools (such as AI picture book readers, children's Chinese learning APPs and voice interactive toys) and simple interviews with 6 parents and 2 primary school Chinese teachers, this research combines the basic framework of children's language mapping to summarize AI's auxiliary effects and application precautions. The results show that AI can effectively assist children in vocabulary accumulation, pronunciation correction and interactive language practice by constructing and matching children's language mapping. This research puts forward targeted suggestions for rational use of AI tools and provides reference for the integration of AI, language mapping and children's language education.

HHB UG12

Hei Tung Ocean SUNG
The Hong Kong Polytechnic University

Addressing educational inequalities: The disparities between English education in Thailand’s public and private high schools

As a Thai-Hong Kong mixed child, English language education in Thailand caught my attention. The abstract discusses some existing issues of educational inequality in Thailand, focusing on disparities in English language education between public and private high schools. It highlights how different factors contribute to unequal English learning opportunities. The study aims to analyse the underlying factors that cause these inequities. Findings of different researches will be included later to further proof the inequalities. By addressing this topic, I hope it can raise awareness about the countries learning English as a foreign language, thus Thailand can make significant progress towards more equal English education for all students, reducing such gaps.

HHB 502b

Maggie CHAN
The Hong Kong Polytechnic University

Emergence of brain rot terms: Perceptions and usage of brain rot terms among Generation Z individuals in Hong Kong

The phenomenon of “brain rot” refers to low-quality content on social media that is detrimental to the mental development of children and adolescents. (Yousef et al., 2025). Additionally, this phenomenon has significant impact on modern society including the coinage of vocabularies known as “brain rot terms” used and popularized by Generation Alpha (born 2013 and afterwards), such as “skibidi toilet”. However, Generation Z (born between 1997 to 2012) are vocal on social media regarding their discontent with these terms as they view it as a type of language decline initiated by Generation Alpha, which is a typical reaction for older generations when the use of language changes (Coulmas, 2013). Yet despite their negativity, there is limited research confirming that Generation Z are genuinely critical towards brain rot terms used in real-life contexts. Therefore, via a questionnaire, the present study gathered 13 Generation Z participants aged 18 to 21 to uncover whether the negativity by Generation Z towards brain rot terms remains true in the context of Hong Kong society in real life and whether they would use these terms in daily conversations with others. The results of this study provided an opposing perspective from the Generation Z individuals online.

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09:00-9:25

Parallel Sessions

HHB UG04

ENGL3040 Showcase (9:00–9:55)
The Hong Kong Polytechnic University

Victoria Yilin HAN, Nok Yin Enoch CHAN, Ishita AKHTER, & Frida Yuxi ZHOU

A study on Hong Kong university students’ perceptions of cultural blending in Chinese New Year festival decorations

Zhuoyi WANG, Yi ZHANG, & Shuwen XUE

"Us" & "them": How are the speech communities formed in PolyU?

Ruohe Norna CUI, Pui Yan Emily LAU, & Miaomiao Melly LU

Decoding motherhood online: public perceptions of the “xx mama” username on Chinese social media

HHB UG06

Wing Hei YIP
The Chinese University of Hong Kong, Shenzhen

Differences in bilingual usage preferences and their causes among CUHK–Shenzhen undergraduates in group discussions and class communication

Globalizing higher education has made bilingual instruction as a key strategy for East–West academic integration. However, the unique bilingual learning environment where students navigate between Chinese and English in their academic lives at CUHK–Shenzhen remains unexplored in previous literature. Unlike research that focuses on English as a medium of instruction, this study examines how students strategically use both languages across formal and informal academic scenarios. To addresses the gap, this research paper employed a mixed–method approach, administering questionnaires to 102 CUHK–Shenzhen undergraduates combined with classroom observations and in–depth interviews to systemically identify a clear pattern of language preferences as well as underlying reasons in formal classroom discussions and informal group collaborations. The findings reveal that students preferred using the required language in teacher–led formal settings due to the assessment requirements, while in peer–driven informal collaborations, they predominantly switched to their mother tongue to enhance efficiency and build rapport. This study contributes to the field by demonstrating the contextual nature of language preferences, thereby advancing theoretical understanding and providing a practical framework for optimizing bilingual support in hybrid institutions.

HHB UG05

Jannen Andrea Nicole LOMANTA, Maico Demi APEROCHO, Kym Danielle PLEÑOS, & Rovie Dane FRANCISCO
University of Mindanao

On legal education, mental health risks, and language use: A grounded theory exploration

Legal education holds significant prestige and influence in shaping future legal practitioners, characterized by Socratic pedagogy and a structurally distinct language. However, the increasing presence of demeaning language and excessive verbosity in the legal classroom remains underexplored, particularly in relation to students’ mental health. This study examines the role of language in legal education and its impact on law students in the Philippines. Data gathered through semi–structured interviews and photovoice were analyzed using Corbin and Strauss’s grounded theory approach. The findings led to the development of the Lawspeak Duality Theory (LDT), which explains language as both emotionally and cognitively taxing and also as a resiliency inducer among students. Legal instructors and legal students both expressed mixed views, acknowledging language’s dual role in shaping access, identity, and emotional outcomes. Nonetheless, both groups share similar perspectives on language in materials and speech as a conditioning factor for resilience and psychological risks. This led to a call for more humane and accessible language in legal education, extending to vulnerable communities. The study recommends pedagogical and language reforms through simplified, neutral, and constructive language, supported by nurture–driven strategies and adequate mental health support in legal education..

HHB UG09

Xiyao YUAN
Beijing Normal–Hong Kong Baptist University

Exploring EFL students' prompting strategies and their role in AI–assisted writing development: A corpus–based analysis

This study investigates the prompting strategies, writing processes and the attitude towards AI of EFL students utilizing generative AI for nonfiction narrative writing. Adopting a corpus–based qualitative approach, this case study analyzes students’ prompts alongside their written texts, supplemented by qualitative discourse analysis and interview. The corpus findings, through keywords and concordance lines, reveal that generative AI does not function as a replacement for student writing; instead, students employed distinct yet complementary prompting strategies that position AI as a collaborator in text revision, while still preserving students voice due to the subjective nature of nonfiction narrative writing. The interview supports the findings: students value the importance of their voice and authorship to their narrative writing. Some participants expressed a struggle in showing their literary competence using English, their L2, thus actively engaging with AI for translation while maintaining their voice; others emphasized that although AI can assist with text revision, it failed to maintain the voice of the students. This study highlights pedagogical implications for guiding students in prompt design, critical evaluation of AI output, and the conscious preservation of voice and authorship, thus developing metacognitive awareness of their AI use.

HHB UG10

Xiaohan MA & Yifan LI
The Hong Kong Polytechnic University

Prompting politeness across gender and hierarchy: A corpus-assisted study of AI-generated emails

Professional email communication relies on navigating complex power and gender dynamics (Holmes & Stubbe, 2015), yet managing these dynamics remains pragmatically challenging. As Large Language Models (LLMs) increasingly mediate these exchanges (Dai et al., 2024), their sociolinguistic competence, particularly how prompt engineering affects their sensitivity to social hierarchy, remains underexplored. This study employs a corpus-assisted, mixed-methods approach to investigate the effectiveness of Persona, Structured, and Chain of Thought prompts for the pragmatic appropriateness of AI-generated emails. Using 2,328 authentic emails from the EnronSR corpus (Shay et al., 2024), 6,984 AI replies were generated. Phase one established a quantitative baseline using the Politeness Estimator Model (Li et al., 2020). One-Way ANOVA revealed that Structured prompts received significantly lower politeness scores ($p < .001$), suggesting that rigid constraints suppress politeness markers. Phase two addressed social nuances by manually annotating politeness scores on a hierarchical and gender stratified sub-corpus ($n = 120$) (Creamer et al., 2022; Danescu-Niculescu-Mizil et al., 2013). Three-Way Factorial ANOVA showed no significant interaction effects ($p > .05$), highlighting a critical misalignment between algorithmic metrics and human evaluation. In summary, while prompts influence surface-level markers, current LLMs lack robust sensitivity to the dynamic structures in workplace discourse.

HHB UG13

Youkang WANG
The Hong Kong Polytechnic University

Choosing better words: How language models decide when enough is enough

Large Language Models (LLMs) often improve their communicative and reasoning performance by generating multiple candidate responses and selecting the most appropriate one at inference time. Although this strategy is increasingly used in language technologies such as dialogue systems and automated reasoning tools, existing approaches typically rely on heuristic choices about how many responses to generate, offering limited insight into the trade-off between communicative quality and computational cost. In this work, I present OptScale, a probabilistic framework that conceptualizes inference-time scaling as a decision-making process in language production under uncertainty. Rather than indiscriminately increasing the number of generated responses, our approach models how the likelihood of producing an effective response evolves as more linguistic alternatives are considered. This enables principled control over when additional generation meaningfully improves communicative outcomes. Based on this framework, we develop a practical algorithm that predicts, at inference time, the minimal number of candidate responses required to satisfy predefined performance and confidence criteria. Experiments on reasoning-intensive language tasks demonstrate that OptScale maintains or improves response quality while substantially reducing redundant generation. From an applied linguistics perspective, this work contributes to a better understanding of how variation, selection, and efficiency interact in large-scale language production systems.

HHB UG12

Yee Hang HO
City University of Hong Kong

The usage development of bak1soeng5 北上 and gong2jan4bak1soeng5 港人北上 in Hong Kong

This study assesses the association changes of the word bak1soeng5 in Hong Kong journals from 2002 to 2025 based on the Hong Kong news corpus from LIVAC. The interaction pattern between the meaning association changes and idiomaticity of bak1soeng5 is investigated. Related idioms {港, 澳}{人, 車}北上 which bak1soeng5 attaches are also analysed in an attempt to assess bak1soeng5's idiomatisation tendency. A correlated "V-shape" trend is observed over key metrics such as word frequency, collocational particularisation, and idiomatic usages. (e.g. gong2jan4bak1soeng5 and consumption-related topics' dominance)



3

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HHB UG06

Menglin LI & Haoke LI
City University of Macau

Understanding the impact of self-efficacy on L2 writing engagement in the age of GenAI

This study investigates the multidimensional construct of second language writing self-efficacy in the context of generative AI-assisted writing and examines its differential effects on second language writing engagement. While self-efficacy has been proven to be an effective predictor of writing engagement in traditional second language writing contexts, the emergence of generative AI tools has fundamentally reshaped writing practices, compelling researchers to re-examine and redefine these key concepts and their interrelationships. This research adopts a mixed-methods approach, first establishing a comprehensive definitional framework for generative AI-assisted second language writing self-efficacy encompassing five dimensions: task confidence, process efficacy, human-AI collaboration efficacy, learning and growth efficacy, and ethical and contextual efficacy. Subsequent quantitative analysis revealed a hierarchical pattern among these dimensions in predicting overall writing engagement. Among them, task confidence, process efficacy, and learning and growth efficacy demonstrated strong and direct predictive effects; whereas, in this study, human-AI collaboration efficacy and ethical and contextual efficacy did not show statistically significant direct effects. The findings emphasize that, in AI-assisted writing environments, learners' core beliefs about achieving goals, managing the writing process, and fostering personal development are the primary factors driving their engagement at behavioral, cognitive, and emotional levels. By providing a more refined theoretical framework of self-efficacy and offering empirical insights into the psychological mechanisms influencing students' engagement in writing tasks supported by intelligent tools, this study contributes to the evolving field of second language writing research in the era of artificial intelligence.



HHB UG09

Chi Yan IP
The Hong Kong Polytechnic University

Strategic maneuvering in corporate crisis communication: Investigating miscommunication in the United Airlines crisis

Corporate crisis responses risk derailment when strategic maneuvering violates critical discussion rules (Van Eemeren, 2015). This paper examines crisis communication strategies used in the United Airlines’ 2017 passenger removal incident through strategic maneuvering introduced by Van Eemeren and Houtlosser (1999). The study analyses social media statements posted by the CEO as the primary source of data, analyzing the use of strategic maneuvering in their argumentative discourse. Investigating from topical potential, audience demand, and presentational devices, it is observed that the United Airlines failed to reach effective communication between the company and its customers concerned, revealing responsibility avoidance while encountering ethical conflicts, and blame-shifting to the main victim of this incident. Furthermore, the analysis shows that the unbalanced power of the United Airlines over customers and its use of ambiguous expressions contributed to miscommunication and undermining of customer demand. While strategic maneuvering integrates effectiveness and reasonableness, it is concluded that the official responses prioritize effectiveness, derailing into fallacies in the discourse. These findings suggest the importance of transparent and empathetic language in crisis communication, offering valuable insights for achieving multicultural corporate communication.

HHB UG10

Xinyue FENG

Shenzhen University

How reading fluency shapes children’s processing of phonetic–semantic characters: Evidence from reaction times and accuracy

Most Chinese characters are phonetic–semantic compounds, with semantic radicals and phonetic components providing cues to meaning and pronunciation. Based on dual-route models and cue–integration frameworks of character recognition, this study examines how Chinese reading fluency modulates children’s recognition of characters with varying phonetic–semantic transparency. Children aged 7–9 completed a naming task including four types of phonetic–semantic transparency: same–form & same–sound, same–form & different–sound, different–form & same–sound, and different–form & different–sound characters. Reaction times (RTs) and accuracy were analyzed using linear mixed–effects models with transparency condition and reading fluency as fixed effects, controlling for attention, memory, Stroop effect, and age. Results showed that higher Chinese reading fluency predicted faster RTs and higher accuracy. RTs for different–form & different–sound characters were longer than for same–form & same–sound characters. An interaction between reading fluency and transparency indicated that higher fluency was associated with lower RTs for same–form & different–sound and different–form & same–sound characters relative to fully consistent characters. Accuracy analyses revealed lower accuracy for inconsistency, while reading fluency increased accuracy across conditions. Briefly, children with higher reading fluency are better able to integrate phonological and orthographic information under conflict, supporting cue–integration mechanisms in Chinese character recognition and informing literacy instruction and intervention.

HHB UG13

Yukang DAI

Guangzhou University

Effects of AI agent feedback on senior high school students’ continuation writing performance and AI literacy

“The advancement of generative artificial intelligence (GenAI) has reshaped feedback practices in second language writing. Grounded in Dynamic Assessment theory, this quasi–experimental study examined the effects of AI agent feedback on writing performance and AI literacy among 74 Year 10 students. Over six weeks, the experimental group received four rounds of interactive feedback via AI agent on the “Coze” platform, accompanied by teacher–led formative monitoring through Feishu Docs, while the control group received conventional teacher paper–based feedback. Writing performance was evaluated using a dual framework combining CAF measures (fluency, complexity, accuracy) and Gaokao English writing criteria, and AI literacy was assessed using standardised scales. Results showed that the experimental group achieved significantly higher overall writing scores, with marked gains in accuracy and fluency but a significant decline in syntactic and lexical complexity. The experimental group also demonstrated substantially higher overall AI literacy, with pronounced improvement in AI Usage, enhanced Evaluation and Ethics, and stable AI Awareness. These findings support AI agent–facilitated interactive feedback as an effective scaffold for improving language output quality and fostering structured AI literacy development in secondary EFL contexts.

HHB UG12

Herong ZHANG

Beijing Normal–Hong Kong Baptist University

Teaching the untaught: Bridging textbook gaps in gaokao story continuation writing through corpus–informed materials design

Story Continuation Writing Tasks (SCWT) are now a mandatory item of Gaokao English examination. These tasks require test takers to assume a narrator’s role, shape characters, make pragmatic decisions, and write logically (Yu, 2020). However, current Chinese high school English textbooks allegedly remain form–oriented, emphasizing grammar and vocabulary drills while offering limited support for narrative writing skills such as narrative structure construction and contextualized language application. This creates a misalignment between classroom instruction and examination expectations. To investigate this gap, this study begins by analyzing widely used Chinese high school textbooks, recent Gaokao SCWT papers, and official Gaokao evaluation reports on student performance. It then adopts a corpus–informed approach using CLiC (<https://clic.bham.ac.uk>) as the corpus tool to design a SCWT–oriented workbook to support narrative writing instruction and practices. The workbook is organized into thematic units, each focusing on a specific narrative writing skill. Meanwhile, this study also designs teaching–supported resources to assist English teachers in instructing and assessing of SCWT, enhancing teaching and evaluation effectiveness. This study demonstrates how corpus–informed materials bridge textbook gaps and examination demands, providing a practical framework for narrative writing instruction in Chinese high school English contexts.

HHB 502b

Zhiyuan SHANG

Northeast Normal University

Experimental study on Improving language negative transference in multilingual learners using large language models optimized with prompt engineering: A case study of English–German bilingual learners

This proposal centers on alleviating cross–linguistic negative transfer in English–German bilingual learners—specifically, native Chinese–speaking first–year German majors at Northeast Normal University—by leveraging large language models (LLMs) optimized through prompt engineering. Its primary objective is to empirically evaluate the efficacy of intelligent feedback mechanisms in reducing transfer–induced errors and enhancing learners’ explicit awareness of multilingual discrepancies. Key research components include constructing a systematic taxonomy of German–to–English negative transfer errors (encompassing lexical, collocational, syntactic, and pragmatic dimensions) and developing four reusable prompt templates (diagnostic, explanatory, contrastive example, and practice–generation). A 12–week randomized controlled trial will be conducted: the experimental group engages with LLM–assisted targeted feedback, while the control group undergoes conventional instructional approaches. Longitudinal assessments (pre–test, mid–test, post–test, and retention test) will track error variation and the sustainability of intervention effects. Innovations lie in the interdisciplinary integration of applied linguistics, educational technology, computer science, the development of a novel “switch–free” cross–linguistic transfer recognition mechanism, and a context–embedded longitudinal intervention design. This study aims to provide targeted pedagogical tools for multilingual learners, reduce technical accessibility barriers, and offer evidence–based guidance for the development of specialized language learning software. Key deliverables encompass phased research reports, a reusable prompt engineering framework, and peer–reviewed academic papers.

Parallel Sessions

HHB UG04

Ruobing HUANG*Beijing Normal-Hong Kong Baptist University***Constructing and interpreting U.S. election discourses through humor and satire: Chinese RedNote users' engagement with Trump and Harris campaign videos**

Short-video platforms have become a crucial field for the dissemination and discourse construction of cross-border political information, and the humorous and satirical content that combines entertainment and political expression is reshaping public political cognition. Rednote, which has a wide influence in China, can provide a base for the localized dissemination of political campaign content overseas. To be more detailed, the campaign narratives of Trump and Harris, after being re-created through humorous and satirical short videos, have formed a specific political discourse landscape. Therefore, this study aims to explore how the relevant short videos on Rednote construct political discourse through humor and satire, and analyze the discourse strategies, communication mechanisms, and generation logic.

HHB UG06

Ho Lam KWAN*Hong Kong Baptist University***Tonal bilingualism and cognitive aging: Preserving Cantonese tone perception in elderly speakers**

Older adults often experience auditory and cognitive decline, which influence their speech perception ability especially in adverse listening conditions. Bilingualism is found to preserve some cognitive abilities. However, whether bilingual experience can alleviate the speech perception decline remains under-explored. The present study aims to explore whether bilingualism can protect Cantonese tone perception among senior groups. Fourteen native Cantonese-speaking adults (60–80 years) participated: 7 monolinguals (Cantonese only) and 7 bilinguals (Cantonese plus English, Mandarin, or another dialect). Participants completed a Cantonese tone discrimination task in quiet and in noise conditions. Accuracy and reaction time (RT) were analyzed with mixed-effects models. The results showed that bilinguals were much more accurate than monolinguals, and this advantage appeared in both quiet and noise conditions. Noise did not significantly influence monolinguals' discrimination accuracy, but it downgraded bilinguals' performance. For RT, bilinguals responded faster than monolinguals in both conditions. However, the advantage is reduced in the noise condition. Overall, bilingualism seems to support better native lexical tone discrimination in older adults, although the benefit may be less stable when listening becomes difficult in noise condition. Furthermore, bilingual seniors may maintain higher accuracy by investing more listening effort under noise condition, which can slow their responses.



HHB UG09

Andrea Isabelle ANDRADE*Beijing Normal-Hong Kong Baptist University***Language, identity, and leadership in State of the Nation addresses of Filipina presidents**

This study examines how Corazon Aquino and Gloria-Macapagal-Arroyo use language to construct political ideology, leadership identity, and legitimacy in their State of the Nation Addresses (SONAs). Previous Philippine scholarship has analyzed some SONAs through rhetorical criticism and metaphor analysis, but there has been no corpus-based critical discourse study focusing on the linguistic and discursive strategies used by the country's two female presidents in negotiating gendered constraints. A mixed-methods approach is adopted by integrating Corpus-Assisted Discourse Studies (CADS) with the Discourse-Historical Approach (DHA). The dataset comprises 14 SONA transcripts retrieved from the Official Gazette of the Republic of the Philippines: five speeches by Aquino (1987–1991) and nine by Arroyo (2001–2009). Two specialized corpora are constructed for each female president, alongside two additional corpora of selected male presidents' SONAs, used as reference corpora for keyword generation. Using AntConc, keyword lists, collocation patterns, and concordance lines are examined to identify recurring linguistic features. DHA's macro-, meso-, and micro-level framework guides the analysis, focusing on discursive strategies of nomination, predication, and argumentation, as well as pronoun usage, agency distribution, and multilingual code-switching. Emphasis is on how recurring linguistic patterns contribute to the construction of leadership identity and political legitimacy within each presidency's sociohistorical context.

Parallel Sessions

HHB UG10

Natcha BOONPOG*The Hong Kong Polytechnic University***What challenges emerge from my dual roles as an online English tutor teaching Thai students and as a full-time university student?**

With the rapid growth of demand for English learning and the rise of online language tutoring, I chose to become an online English tutor for Thai students across different ages and generations with an intention of gaining experience while exploring the realities of online language education. While existing research has largely focused on student's preferences for teachers, teaching methodologies, and learning outcomes, there is less attention has been paid to English online teaching from the instructor's perspective, particularly tutor's lived experiences. As a full-time university student has been working as an online English tutor for over a year, I occupy a dual position that involves balancing both teaching practices with academic pressure. Therefore, this project aims to explore deeper on these experiences in a greater depth through an autoethnographic approach, focusing on the challenges of being both an online tutor and a full-time English student.

HHB UG13

Leyan XU, Yuqi OU, & Ying WU*Shenzhen University***Exploring medical culture: A case study of medical linguistic landscapes in South China**

Communication of signage matters in medical and healthcare settings. This study investigates the linguistic landscapes of hospitals in South China. Grounded in framework of geosemiotics (Scollon & Scollon, 2003), it compares the semiotic aggregates across hospitals of various types and level, i.e., a Traditional Chinese Medicine (TCM) hospital, two comprehensive hospitals, and two community health service stations to examine how medical culture is constructed through semiotic resources. Approached from mixed-methods, the study quantitatively analyzes photographic data of hospital signage and qualitatively unpacks the perceptions of the linguistic landscapes via interviews with patients and medical staff. The findings indicate that comprehensive hospitals favor text-image combinations to improve accessibility and wayfinding in complex medical environments, whereas community health service stations rely heavily on text-only signage to ensure efficiency and standardization. Variations in semiotic composition and language choice reflect differences in medical functions, service scope, and cultural orientation, with the TCM hospital distinguishing among others in promoting medical heritage. Overall, the study demonstrates that medical linguistic landscapes operate not only as informational tools but also as semiotic systems that shape patient experience and communicate medical culture.

HHB UG12

Tiffany Jocelyn IRWAN*The Chinese University of Hong Kong, Shenzhen***Understand to resolve: Investigating Chinese sophomores' personal values and emotional intelligence towards resolving friendship conflicts**

Conflicts are inevitable in interpersonal relationships, yet previous literature has primarily examined conflict resolution in professional settings, leaving a gap on how the different factors affect conflict resolution in personal relationships. This study investigates the relationships between personal values and emotional (EI) with conflict resolution strategies used in Chinese Sophomore friendships. An online survey was used to collect data on 100 Chinese Sophomores' conflict resolution strategies used in friendships, their personal value orientations and average self-reported EI levels. Correlation and regression analysis revealed a complex relationship between personal values and conflict resolution strategies, where universalism and benevolence were related to 'Obliging', 'Compromising' and 'Integrating'. Across friendships, only 'Compromising' and 'Integrating' exhibited positive associations with EI. These results both reinforce and contradict previous research, supporting the influence of personal values, EI, cultural and relationship differences onto conflict resolution, but challenging the generalizability of organizational conflict resolution onto personal relationships. Importantly, the results emphasize considering others in promoting more constructive conflict resolution in personal relationships, offering implications for relationship education and personal well-being.



5 | 10:45-11:10

Parallel Sessions

HHB UG04

Nurlita Wahyu AZIZA & S Rouli MANALU
Universitas Diponegoro

Telemedicine acceptance in Indonesia: Analysis through TAM2 framework

The persistence of unmet healthcare service needs in Indonesia underscores the growing importance of telemedicine as an alternative mode of healthcare delivery. Although public sentiment toward telemedicine in Indonesia is generally positive, actual usage rates remain relatively low. This study examines the acceptance of telemedicine services using the Technology Acceptance Model 2 (TAM2). Employing a quantitative research design, data were collected from online survey of 248 who had prior experience using Telemedicine applications in Indonesia via purposive sampling and analyzed using SmartPLS. The findings indicate that perceived usefulness, perceived ease of use, and social influence significantly impact intention, which in turn influences actual usage behavior. Notably, this research highlights the role of social influence as a form of societal pressure in shaping telemedicine acceptance—an aspect that remains underexplored in existing Indonesian literature. The results contribute to a deeper understanding of technology acceptance in the healthcare context and provides empirical support for the applicability of TAM2 in developing country settings. Overall, this research offers practical insights for policymakers and developers seeking to enhance adoption and design more effective digital health solutions in Indonesia.

HHB UG06

Po Lin CHOY
Hong Kong Metropolitan University

Linking form and talk: An action research study of tiered post-task speaking games to enhance confidence and engagement in a Hong Kong mixed-ability secondary three EFL classroom

Reluctance to speak English remains a challenge in Hong Kong secondary classrooms, particularly in mixed-ability settings where proficiency gaps and fear of evaluation limit participation. This classroom-based action research investigates how tiered post-task speaking games, implemented after linguistic instruction, influence student engagement and confidence. The study involved one Secondary Three class of 32 students (mostly B1, with a few at A2 and B2 on the CEFR) across three lessons, each featuring a post-task speaking game. The intervention comprised three games linked to recent instruction. (1) Would You Rather, following a reading on performances, prompted discussion through graduated scaffolding to support responses and justification. (2) Solve the Class Mystery reinforced reported speech through collaborative questioning, with scaffolds gradually reduced to encourage original, complex questions. (3) Scenario-based Speaking applied adjective + to-infinitive structures, enabling learners to express feelings and reasoning with tiered support. Guided by Vygotsky's sociocultural theory and Krashen's affective filter hypothesis, embedding games immediately after instruction provided low-risk opportunities to personalise target grammar. Observations showed increased engagement and longer responses, while surveys indicated modest confidence gains. This study offers a practical, replicable framework linking grammar, reading, and oral output, addressing mixed-ability challenges and supporting inclusive English learning in exam-oriented classrooms.



HHB UG09

Xinran SHI
City University of Macau

Group collaborative writing vs Individual writing: Effects on L2 academic writing organization among Chinese undergraduates in Macau

For current Chinese university students, writing tasks are a ubiquitous type of assessment, especially in L2 academic writing courses. Such tasks typically appear in the form of individual writing or collaborative writing. However, there is very little comparison of the differences in the organizational quality of L2 academic writing produced by Chinese undergraduates, especially in Macau recently. Drawing on Activity Theory, this paper conducts research through semi-structured interviews with Chinese undergraduates in Macau. While the findings of this paper indicate that the division of labor within Activity Theory has a more positive impact on individual writing mode, leading to a more harmonious overall quality, it has a more negative impact on collaborative writing mode. Specifically, it causes difficulties in peer-competence alignment, task difficulty, and communication efficiency during the process of completing the task, thus, affecting the organizational quality. This paper fills the research gap and helps teachers optimize their teaching strategies, maximize the effectiveness of tasks, and also helps students improve their collaborative skills.

5 | 10:45-11:10

Parallel Sessions

HHB UG10

Xiyu HU
Beijing Normal–Hong Kong Baptist University

Hedging, gender, and social positioning in Jane Austen’s fiction: A corpus-assisted study

Hedging is associated with politeness, stance, and epistemic modality in discourse. In traditional studies of gendered language, such as Robin Lakoff’s *Language and Woman’s Place* (1975), hedging has often been linked to feminine speech. The study aims to critically examine the essentialist assumptions in Lakoff’s research through the lens of Jane Austen’s novels, *Pride and Prejudice* and *Sense and Sensibility*, treated as historical corpora. Austen is selected because her work focuses on domestic social topics and her education predated the first wave of feminism, making her literary production relatively unaffected by feminist discourse. Drawing on Judith Butler’s theory of gender performativity, Austen’s novels provide a site for observing gendered behaviors as socially performed rather than biologically determined. The study adopts a computationally assisted approach using the Natural Language Toolkit (NLTK) to extract instances of direct speech, identify candidate hedging markers, and export a structured CSV corpus. Subsequently, qualitative analysis is conducted manually, including classification of hedge types, interpretation of pragmatic functions, and examination of social and gendered positioning within context. Preliminary results are expected to show that hedging is not uniformly associated with gender but is mediated by class, social stance, and interactional context.

HHB UG13

Siting CHEN
Shenzhen University

Algorithmic intimacy and family emotional compensation: A study on the mechanism of Generative AI companions in emotional compensation in Chinese youth families

This paper examines how generative AI companions operate as emotionally meaningful media for Chinese youth. It asks how family communication patterns shape emotional reliance on AI, and whether AI-mediated intimacy compensates for or displaces parent–child communication. Building on family communication, parasocial interaction, and human–machine communication research, the study introduces algorithmic intimacy to conceptualize AI as an adaptive attachment figure. Its key contribution lies in situating AI companionship within family communication systems and empirically demonstrating its double-edged effects. The project engages debates on AI emotional support versus social displacement through a mixed-methods approach combining computational text analysis and survey modeling.

HHB UG12

Laam KWOK
The Hong Kong Polytechnic University

Social media conflicts over interregional lexical variation across mainland China, Hong Kong and Taiwan: Identity, attitudes and explanatory factors

Interregional lexical variation naturally occurs as language evolves across borders, yet it can impede effective communication and trigger social friction when distinct norms collide. Social media platforms amplify conflicts over interregional lexical variations between Mainland China, Hong Kong, and Taiwan (e.g., "出租車/的士/計程車"; "U 盤/手指/隨身碟"), reflecting tensions in language attitudes, purism, and identity. While recent studies have documented the existence of these digital lexical clashes, the underlying sociolinguistic drives explaining why specific variations are used or rejected remain unclear. This study aims to provide a clear understanding of how identity, attitude and other explanatory factors can explain the lexical choices in the Greater China context.

HHB 502b

Keyi LIU
The Chinese University of Hong Kong, Shenzhen

“Unconsumed treasures in the favorites”: A study on the drivers of digital hoarding anxiety among college students

This study investigates the drivers of digital hoarding anxiety among college students, focusing on moving beyond the widely studied factor of Fear of Missing Out (FoMO). Digital hoarding—excessive collection and reluctance to delete digital materials—is a growing concern linked to psychological distress. While previous research highlights FoMO’s role, this paper questions whether it is the dominant component. Using a questionnaire survey of 95 students, the study examines four hypothesized factors: FoMO, Decision Paralysis, Low Self-Efficiency, and Performance Self-Illusion. Data were analyzed through SPSS statistics. Results confirm that all four factors are distinct and reliable constructs. Notably, although FoMO scored highest in self-reported intensity, Performance Self-Illusion — the belief that accumulating materials signifies effort and academic preparedness — exhibited the strongest correlation with digital hoarding anxiety and emerged as the most significant predictor in regression analysis. This indicates that the anxiety is less about missing out on information and more about maintaining a self-illusion of productivity and competence. The findings challenge the prevailing focus on FoMO and underscore the importance of addressing the performative and identity-related gratifications associated with digital accumulation. This insight suggests new directions for interventions aimed at mitigating digital hoarding behaviors among students in high-pressure academic environments.

Parallel Sessions

HHB UG04

Derun SUN, Minjoo KANG, Xinrui LI, & Hoi Ying LAU*Hong Kong University of Science and Technology***A corpus-based analysis of depression through experience and expertise**

Depression, a prevalent mental health disorder affecting 22% of U.S. adults by 2023, has sparked extensive discourse on YouTube, a key platform for patient and professional discussions. This study employs comparative corpus analysis to explore how U.S.-based YouTube videos frame depression—contrasting content from individuals sharing personal experiences (patient corpus) and licensed mental health professionals (professional corpus). Two core questions guide the research: (1) What predominant themes (e.g., daily management, medication, clinical treatment) emerge in each group's content? (2) How do linguistic choices and narrative structures differ between personal narratives and clinical explanations? Findings will identify understanding gaps between the public, patients, and professionals, contributing to reducing mental health stigma, enhancing empathy, and improving cross-group communication. The study also enriches insights into how digital media shapes and reflects mental health discourses in 21st-century America.

HHB UG06

Ka Nam CHAU*The Hong Kong Polytechnic University***The impact of L2 anxiety and willingness to communicate on oral communication strategies in EMI classrooms: A mixed-methods study among Hong Kong university students**

This study aims to investigate the relationships between L2 anxiety, willingness to communicate, and the use of oral communication strategies among Hong Kong students in the university's EMI classrooms. It has followed the pragmatic paradigm by employing a mixed-methods approach. A sample of around 50 undergraduate students from Hong Kong universities, who are Cantonese speakers and have studied in EMI (English as a Medium of Instruction) contexts, will participate in the study. Quantitative data will be collected through a questionnaire: the 8 items Foreign Language Classroom Anxiety scale to measure the level of L2 anxiety introduced by Dewaele & MacIntyre (2014), which was originally developed by Horwitz et al. (1986), 11 items Oral Communication Strategy scale by Nakatani (2006) to measure strategy use, and 14 items L2 Willingness to Communicate in class scale by Peng & Woodrow (2010) to measure the level of willingness to communicate. Qualitative data will be gathered via semi-structured interviews to gain deeper insights into students' classroom experiences and strategic behaviours. The quantitative data will be analysed to test the linear relationship of L2 anxiety and WTC on OCS use. Thematic analysis will be applied to the qualitative data to identify common themes and contextual factors. The combination of both datasets will provide a comprehensive understanding of the results. The findings of this study will contribute to the comprehensive understanding of the affective and strategic aspects of L2 communication in Hong Kong EMI contexts. More than that, the findings will help EMI lecturers create more supportive learning environments through introducing anxiety-coping and WTC enhancement practices, improving student participation and learning outcomes in Hong Kong EMI contexts.



HHB UG09

YanLin CHEN*City University of Macau***Impact of Gen-AI feedback on metacognitive strategies and L2 writing achievement among English majors**

Metacognitive strategies and feedback play an important role in improving writing achievement in second language (L2) writing contexts. The integration of Generative Artificial Intelligence (Gen-AI) tools notably influences students' metacognitive strategies to revising their manuscripts based on the feedback provided by these tools. While previous studies mainly examine the direct influence of Gen-AI on students' writing performance, there is a significant gap in understanding the underlying cognitive mechanisms that mediate this influence within the L2 writing process. This study explored the mechanisms by which Gen-AI feedback impacts learners' metacognitive strategies and subsequently their L2 writing achievement. A multiple-case study approach was employed, involving six third-year English major students who utilized Gen-AI tools to revise their IELTS writing tasks. Through a combination of inductive and deductive thematic analysis of interview and think-aloud data, findings reveal that learners actively engaged in metacognitive strategies when Gen-AI feedback created an effective revision environment. Specifically, purposefully using Gen-AI feedback and metacognitive strategies contribute to their writing achievement. The study concludes with pedagogical implications on fostering students' metacognitive awareness and discusses the ethical and effective use of Gen-AI feedback. Ultimately, the findings underscore the vital role of Gen-AI feedback in optimizing metacognitive strategies in L2 writing.

HHB UG10

Ziye HUANG

The Chinese University of Hong Kong, Shenzhen

Judicial discourses of parenthood in ROPA families: A comparative study of mainland China and Hong Kong

This paper explores how parental status in families formed through the reception of oocytes from partners (ROPA) is constructed through judicial discourse in Mainland China and Hong Kong. ROPA enables both partners in a lesbian couple to participate biologically in reproduction, which unsettles conventional legal understandings of motherhood. In the absence of explicit legislative frameworks, courts rely heavily on legal language to define who counts as a parent. Using legal discourse analysis, this study examines how courts identify and categorise parental roles through specific legal terms, including “gestational mother,” “genetic mother,” “legal mother,” “motherhood,” and “parenthood.” The analysis is based on four judicial decisions, two from Mainland China and two from Hong Kong. It focuses on how different types of connections are linguistically framed, prioritised, or excluded in judicial reasoning. The findings show that Mainland Chinese courts adopt a more rigid and biologically anchored discourse, while Hong Kong courts employ a more flexible and relational vocabulary under common law reasoning. This comparison demonstrates how judicial language actively shapes the recognition of parenthood in non-traditional family forms.

HHB UG13

Congmiao CHEN

The Chinese University of Hong Kong, Shenzhen

Phonetic variation in the acquisition of English interdental fricatives by Qingdao dialect speakers

This study investigates the phonological variation in Qingdao Dialect native speakers’ acquisition of English interdental fricatives. Chinese regional dialects exert varied cross-linguistic influences on English phonetic acquisition, and Qingdao Dialect, a branch of Jiaoliao Mandarin under Northern Mandarin, is formed by the integration of dialects from its subordinate counties and the Jiaodong area (Guan, 2004). Phonologically, its fricative pronunciation /tʰ/ is more phonetically similar to English interdental fricatives (/θ/, /ð/), unlike Mandarin, which lacks counterparts to /θ/. While Chinese L2 learners generally substitute English interdental fricatives with /s/, this study addresses two research questions: 1) How do Qingdao dialect-speaking English Foreign Language learners perform in the production of English interdental fricatives? 2) What cross-linguistic influences do Mandarin and Qingdao Dialect respectively exert on their acquisition of these fricatives? This study investigates native speakers of the Qingdao Dialect, comparing them with those who master the Qingdao Dialect and Mandarin and have the same English learning level. It explores the impact of Qingdao Dialect phonetics on English learning and, indirectly, reflects the in-depth integration influence of Mandarin on Northern dialects.

HHB UG12

Yile ZHANG

Beijing Normal-Hong Kong Baptist University

Terrorist or folk hero? Comparing media representations of Luigi Mangione across platforms

Luigi Nicholas Mangione was arrested on December 9, 2024 as the suspect in the murder of the CEO of UnitedHealthcare (Parker & Sheerin, 2024). While facing severe federal charges, including terrorism, he has been embraced by many citizens as a folk hero (Thrush & Meko, 2025). Motivated by the divergent responses, this study examines how narratives surrounding Mangione are constructed and contested across different platforms. It addresses two research questions: (1) how mainstream and social media construct differing multimodal narratives about Mangione, and (2) what socio-political motivations contribute to these representational strategies. Methodologically, the study adopts an integrated framework combining Corpus Linguistics, Critical Discourse Analysis, and Multimodal Discourse Analysis. Two corpora are compiled: a mainstream media corpus of 500 U.S. news articles and a Reddit corpus comprising 200 posts and associated comment threads. Using Sketch Engine, keyword, concordance, and collocation analyses are conducted. Visual materials linked to selected texts are further analysed to examine how multimodal resources align with or challenge linguistic representations. By integrating large-scale corpus analysis with critical and multimodal perspectives, this study contributes a scalable methodological model for examining how institutional and participatory media differentially shape meaning, ideology, and public evaluation in high-profile criminal cases.



HHB UG04

Chunyu DAI
The Hong Kong Polytechnic University

Learner engagement and emotional response in YouTube-based English learning: A natural language processing study

YouTube has become a major site for informal English language learning where structured instructional videos coexist with authentic input-based learning videos. Despite growing research on online English language learning, quantitative evidence based on naturally occurring learner comments remains limited, particularly with regard to how different instructional modes shape affective response and participation. Drawing on large-scale datasets of learner comments from four popular English-learning channels published between 2015 and 2025 on YouTube, the study therefore examines learner engagement and emotional response in YouTube-based English learning by comparing structured instructional videos with authentic input-based learning videos. By using sentiment analysis (VADER), topic modeling, time-series modelling, and correlation analysis, the study examines (1) what are the most discussed topics and their corresponding sentiments of learners across learning modes, (2) how learner engagement evolves longitudinally across learning modes, and (3) whether emotional intensity predicts learner participation differently in structured versus authentic learning modes. The study provides evidence-based pedagogical implications for the design of online English learning videos.

HHB UG06

Shenman ZHAO
The Hong Kong Polytechnic University

An autoethnography of language and cultural identity

Autoethnography is an approach to research and writing that seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno) (Ellis, Adams & Bochner, 2011). The autoethnography focus on exploring the cultural identity of a female university student from a cross-regional family in Chaoshan area, Guangdong Province. The study is based on Bucholtz and Hall's (2005) sociocultural linguistic framework, which views identity as emergent in interaction and constructed through language practices, and the analysis examines how the protagonist's linguistic repertoire shapes her sense of belonging. Despite being raised in Chaoshan, her exclusive use of Mandarin Chinese at home (her family's chosen language) has limited her usage of Teochew dialect, leading her often regarded as an "outsider" when it comes to local contexts. Inversely, she has cultivated a sense of being within global, non-geographic language communities by learning multiple languages (English, Japanese, French and German). The study suggests that one's identity may be less determined by birthplace or ancestry but is more actively shaped through language choices and participation in cross-regional communication spaces.

HHB UG05

Weijie ZHOU
The Chinese University of Hong Kong, Shenzhen

Differences between real trading and paper trading in stock investment among university students

University students often practice stock trading through simulations before investing real money. Prior research shows that simulations support learning. However, few studies focused on how the same students behave and perform across simulated and real trading, and what they think drives these differences. This study addresses this gap by examining university students' trading behavior, perceptions, and performance in both situations. Quantitative survey data were collected from 44 students with experience in real and simulated trading. Paired-sample t-tests, one-sample t-tests, and an OLS regression were used to analyze behavioral ratings, perceptions, and returns. The results show that students reported higher risk tolerance, confidence, and the number of holdings in simulations, while real trading involved stronger emotional reactions and a greater tendency to hold onto losing stocks. Simulated returns were significantly higher, and perceived drivers included loss-related psychology, emotional pressure, and time pressure. However, simulated returns did not significantly predict real returns. The study contributes evidence on the limits of paper trading and highlights the need to combine simulations with explicit teaching about psychological biases and market frictions. In addition, these findings also show that simulation platforms can take more factors like commissions into account

HHB UG09

Jingxi LUO, Jingxin ZHANG, & Xinran GONG
Beijing Normal-Hong Kong Baptist University

Creative resistance in user-generated content: A multimodal critical discourse analysis of resisting patriotic marketing associated with Ne Zha 2 on Douyin

During the promotion of Chinese animated film Ne Zha 2, many patriotic marketing contents on Douyin achieved viral multimodal communication, integrating nationalistic copy, stirring voiceovers, Chinese-aesthetic visuals and inspirational music to boost national pride and domestic product support. The campaign, though widely noticed, sparked controversy over over-marketing, spawning numerous online critical videos on the phenomenon. This study takes Douyin's Ne Zha 2-related content as the research object to explore how dissatisfaction and resistance to "patriotic marketing" are generated and circulated, specifically the interactive role of verbal, visual and auditory resources in critiquing excessive patriotic appeals. It samples Douyin's popular critical videos of the marketing and their associated user comments, adopting a multimodal critical discourse analysis to examine the construction of resistance to the film's patriotic promotion on Douyin. By critically analyzing audiences' creative resistance, it demonstrates the public's ideological deconstruction of commercial nationalism in the digital age. The study reveals that when participation culture is co-opted by commercial capital and alienated into forced engagement, it can motivate the audience to shift from voluntary consumption to creative resistance. This study provides a nuanced, non-Western context for scholarship on social media resistance, algorithmic culture, and commercial nationalism.

Parallel Sessions

HHB UG10

Chung Him PANG

Hong Kong Baptist University

Evaluating the effectiveness of a multi-sensory teaching approach in enhancing reading comprehension skills among dyslexic secondary students in Hong Kong

Dyslexia is a language based neurodevelopmental disorder characterized by persistent difficulties in accurate and fluent word recognition, decoding, and spelling, often linked to deficits in phonological processing. In Hong Kong, the Education Bureau reports that approximately 30,000 students were identified with Specific Learning Disorder in the 2025/26 school year, underscoring the need for instructional approaches that address diverse learning profiles. This study examined the effectiveness of a multisensory teaching approach, which integrated visual, auditory, tactile, and kinesthetic modalities, compared with traditional communicative language teaching in a secondary school context where evidence remains limited. Four secondary students with dyslexia participated and were assigned to one of the two instructional conditions, including Communicative Language Teaching and Multisensory teaching group. Baseline comprehension scores were collected, followed by four intervention sessions, then post test scores were obtained. Reading comprehension was assessed across four domains, and changes from pre to post within each group were analyzed using the Wilcoxon signed rank test. Students who received MTA showed modest improvements in most comprehension areas, whereas those in the traditional condition showed minimal change or slight declines. The study concluded with practical recommendations for implementing multisensory strategies in mainstream classrooms and highlights directions for larger scale research.

HHB UG13

Yihan MA

Northwestern Polytechnical University

The impact of L2 motivational self-system on Chinese English majors' classroom willingness to communicate: A case study of NPU

This research examines how English majors' motivation affects their willingness to communicate in class, based on the L2 Motivational Self-System theory. It focuses on three parts of motivation: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The study uses both surveys and interviews with first-year English majors at NPU to collect data. It aims to understand how these motivational factors relate to students' willingness to speak in classroom activities like discussions and presentations. The study expects to reveal the specific patterns of relationship between different motivational dimensions and classroom WTC, as well as their relative predictive strengths. The findings are intended to provide a motivational explanation for the varying levels of student participation or reluctance in English classrooms. Finally, the study will offer practical suggestions for English teaching, such as improving the classroom environment and helping students build a positive attitude toward using English, in order to encourage more active participation in class.

HHB UG12

Wenqian (Wendy) TANG

Hong Kong Shue Yan University

How does language proficiency shape metaphorical pathways in Hong Kong?

Hong Kong is an international city where English has retained an official status. However, in today's competitive environment, its official status cannot be sustained by the concerns about English proficiency among Hong Kong citizens. Therefore, Hong Kong English education must shift from language drilling to language use, particularly the ability to understand metaphorical language. However, many L2 learners struggle to understand metaphorical language due to their lack of metaphorical competence caused by their L2 proficiency levels. This study aims to understand whether L2 proficiency level can be an indicator of metaphor language comprehension. Specifically, it draws on Conceptual Metaphor Theory and the Revised Hierarchical Model to investigate how L2 proficiency modulates the processing of English conceptual metaphors among Hong Kong bilingual university students. Two tests—Metaphoricity Rating Task and a Multiple-Choice Task—were administered to Year 4 bilingual undergraduates who were further divided into high proficiency and low proficiency groups. Findings show that L2 proficiency critically modulates metaphor comprehension. More specifically, low proficiency learners tend to rely on literal, L1-mediated strategies, while high proficiency learners tend to show evidence of direct conceptual access. Pedagogical implications will be discussed.



HHB UG04

Liujin FAN
City University of Macau

The impact of Grammarly on the L2 writing anxiety among Chinese students in Macau: A focus on linguistic features

While AI writing tools like Grammarly are becoming popular in L2 writing and can alleviate writing anxiety, their impact on anxiety related to specific linguistic features (grammar, vocabulary, and syntax) remains unclear. Previous research has often treated writing anxiety as a single entity, neglecting how AI feedback elicits different anxieties depending on the specific language challenge. This qualitative study aims to explore how Grammarly influences L2 writers' anxiety associated with grammar, vocabulary, and syntax. Data come from in-depth semi-structured interviews with three undergraduate L2 writers in Macau who frequently use Grammarly and are analyzed through thematic analysis. Findings reveal that Grammarly's impact on anxiety varies across different linguistic features. Regarding grammar and vocabulary, feedback either reduces anxiety or causes fatigue. In contrast, syntactic feedback is ignored or resisted because students regard sentence structure as a key part of their personal expression and writing style, thus limiting Grammarly's role in alleviating syntactic anxiety. The findings suggest that Grammarly's emotional and instructional impacts depend on specific linguistic features and are closely related to learners' perceptions of the relevance and reliability of feedback.

HHB UG06

Mengxi LI
Southwest University

The "biological machine": A critical discourse and conceptual metaphor analysis of self-optimization identity among elite learners

In the neoliberal era, "self-optimization" discourse is reshaping education. Integrating Critical Discourse Analysis (CDA) and Conceptual Metaphor Theory (CMT), this study investigates how the "Biological Machine" metaphor constructs the "algorithmic identity" of elite learners. Analyzing a qualitative corpus of 15 interviews and 50 Xiaohongshu artifacts focused on "productivity hacks", research identifies a tripartite mapping: BRAIN AS PROCESSOR, BODY AS HARDWARE, and EDUCATION AS SYSTEM OPTIMIZATION. Beyond mere categorization, the analysis reveals that these metaphors function as discursive mechanisms that naturalize input-output logic, thereby instrumentalizing the learner's subjectivity. This internalized machine-logic facilitates a "productivity-first" paradigm, where the pursuit of algorithmic efficiency directly results in systemic dehumanization and affective alienation. By explicitly linking metaphorical identification to the erosion of holistic selfhood, this study argues that the "quantified self" identity serves as a vehicle for neoliberal discipline. The findings necessitate a re-humanized pedagogical approach to counterbalance the quantification of human potential in the digital age.

HHB UG05

Mariia ROGOZINA
Lingnan University

Evaluating the limits optical character recognition (OCR) places on AI-generated feedback

There has been growing interest in the use of generative AI-assisted feedback in recent years, yet little research has examined challenges associated with using AI with handwritten texts at the university level. The TDG-funded small project "Piloting the use of generative AI for written corrective feedback in handwritten tasks on an English for Academic Purposes course (#102735)" is currently investigating the use of AI tools with handwritten student work. This paper outlines my contribution to this project in evaluating the effectiveness of Pregrade, an AI-assisted system used to check students' handwritten English assignments, and examines how handwriting recognition limits automated grading and feedback. Recognition performance is assessed through detailed manual checking to determine whether word-level OCR error types occur during transcription. The OCR system is tested under classroom-relevant conditions, including messy handwriting, inconsistent spacing and letter shapes, and text that has been crossed out or inserted. The research reports overall system accuracy and provides a fine-grained error taxonomy. A set of harder-to-classify errors is also presented. Finally, the research discusses how these error types shape the feedback students receive and offers practical recommendations for educational use.

HHB UG09

Sizhe LIU
The Chinese University of Hong Kong, Shenzhen

Exploring the gender differences in mental health labeling and help-seeking among CUHKSZ students

This study investigates the gendered dynamics of mental health labeling and help-seeking behaviors among undergraduates at The Chinese University of Hong Kong, Shenzhen (CUHKSZ). Challenging the established literature which often reports higher stigma among men, the research uncovers a more nuanced picture within this competitive, culturally blended academic environment. Employing a sequential explanatory mixed-methods design—an initial survey (N=54) followed by in-depth interviews (N=5)—the study reveals a counterintuitive pattern: female students reported significantly higher levels of self-stigma than their male peers. Qualitative analysis links this finding to themes of perfectionism, complex role expectations, and heightened perceptions of social risk. In contrast, no significant gender differences were found in general attitudes toward professional help or in perceptions of public stigma. A critical secondary finding highlights the unintended role of institutional communication. Messages promoting resilience and strength were frequently interpreted by students as discouraging vulnerability, thereby inadvertently reinforcing the reluctance to seek help. By extending the study of mental health stigma to a high-achieving, hybrid cultural context, this paper contributes to a more contextualized understanding of gendered stigma mechanisms. It underscores the importance of critically evaluating and tailoring institutional support strategies and communications to effectively reduce barriers to help-seeking in competitive campus cultures.

Parallel Sessions

HHB UG10

Tingrui ZHANG

*The Chinese University of Hong Kong, Shenzhen***The effects of short-term internships on career clarity and career decision-making self-efficacy among Chinese university undergraduates: An exploration of critical determinants**

Internships are widely regarded as a bridge between academic learning and professional practice, yet their impact on career clarity remains controversial, with some studies suggesting they may induce confusion. This study investigates the effects of short-term internships on Career Clarity and Career Decision-Making Self-Efficacy (CDMSE) among Chinese undergraduates and identifies the specific experiential factors driving these outcomes. Using a quantitative cross-sectional design, data were collected from 203 undergraduate students from diverse disciplines in China. Independent samples t-tests revealed that students with internship experience significantly outperformed their peers in both career clarity and CDMSE, challenging the view that internships increase role ambiguity. Furthermore, multiple regression analysis among interns identified Team Integration as the strongest predictor of CDMSE. Contrary to the traditional emphasis on supervisory guidance, Mentorship Quality was not a statistically significant predictor. These findings suggest that short-term internships can significantly enhance students' internal growth, leading to improved career clarity and confidence. Additionally, in short-term placements, daily social immersion and a sense of belonging are more critical for developing career confidence than formal instruction. This research offers vital insights for educators and employers to optimize internship designs by prioritizing team inclusion over mere task delegation.

HHB UG13

Gulsah TOSUN

*The Hong Kong Polytechnic University***Students' emotional experiences in English medium of instruction (EMI) universities**

In higher education, there is discussion regarding English-medium instruction (Murata & Iino, 2017, p. 405). Although existing research primarily emphasizes academic outcomes and language proficiency, the emotional experiences of students in English-medium instruction (EMI) should not be overlooked. This study investigates the emotional experiences of non-native English-speaking students in EMI higher education in Hong Kong. Drawing on survey data and self-reported experiences, the research explores how emotions such as anxiety, self-confidence, sense of belonging, silence, and identity shape students' academic and social experiences. It also examines gaps between EMI policy goals and classroom practices. Students often experience stress in high-risk academic situations, such as presentations and class participation (Goldstein & Benassi, 1994). While stress may sometimes contribute to motivation and academic success, EMI policies that assume full usage of English in universities may not fully account for real-life settings. Students naturally code-switch to their native languages in complicated or in-depth topics, particularly where local students are the majority. This can limit integration and lead to side discussions rather than open participation. These emotional factors, especially in young adulthood, are crucial. The research concludes that effective EMI policies must address socio-emotional dimensions alongside linguistic outcomes to foster inclusive multilingual learning environments.

HHB UG12

Boshen CAI & Jinfeng CHEN

*Hong Kong Chu Hai College; Xiamen City University***The embodied politics in the cross-cultural reception of Korean cinema**

While South Korean cinema wields considerable influence within the East Asian cultural sphere, existing scholarship has predominantly focused on industrial policies or narrative texts, leaving a gap in the analysis of audience research. Drawing upon Alison Landsberg's theoretical framework of Prosthetic Memory (Landsberg, 2018), this study investigates how commercial cinema constructs historical memories for non-witnesses through sensory experiences within a cross-cultural context. Employing the South Korean political film 12.12: The Day as a case study, this study constructed a corpus of audience discourse by scraping 3,350 user reviews from Douban, a leading Chinese film review platform. Methodologically, the study employed Latent Dirichlet Allocation (LDA) topic modeling (Blei et al., 2003) for text mining and semantic clustering. The analysis identified three core themes in audience discourse: 1) cognitive reconstruction of the political plot; 2) evaluation of political subjectivity based on character empathy; 3) embodied sensory descriptions of military-political scenes. The findings suggest that the audience, through emotional resonance and value projection, cultivates a temporary political subjectivity, thereby validating the four core characteristics of prosthetic memory. Theoretically, this study substantiates the explanatory power of Landsberg's framework in East Asian cross-cultural communication and expands the geopolitical dimensions of media memory research.



HHB UG04

Konstantin PETUKHOV
Far Eastern Federal University

President Lee Jae Myung’s migration policy and Chinese migration to South Korea: Problems of intercultural communication

In 2025–2026, South Korea is experiencing significant demographic and social changes. The country faces a sharp decline in birth rates and an aging population, which increases the need for foreign labor and stimulates the influx of immigrants, including Chinese citizens. At the same time, the increase in migration creates both economic opportunities and intercultural challenges in a multi-ethnic society. Chinese migration to South Korea is of particular importance against the backdrop of the demographic crisis, economic changes, and political transformations in East Asia. Under the administration of Lee Jae-myung, migration issues have become more prominent in public discourse due to the growing need for foreign labor and the simultaneous increased attention to issues of identity and security. The demographic decline, low birth rate, and aging population make migration structurally important for the country’s economy. Chinese people remain the largest foreign group, reflecting Korea’s gradual transition from ethnic homogeneity to multiculturalism. At the same time, the policy of social equality faces a rise in anti-Chinese sentiment, and migration also acquires geopolitical significance, influencing Seoul’s relations with Beijing and Washington.

HHB UG06

Boshen CAI & Kunying LV
Hong Kong Chu Hai College

Quantified 'love' in virtual companionship: A study of overseas media coverage of Chinese otome games

Against the backdrop of the rapid growth in female-oriented digital entertainment demand, domestically developed otome games have emerged as significant vehicles for cross-cultural communication. Existing research has largely focused on player experience and narrative analysis, with insufficient attention paid to media construction. The study takes the successful Chinese otome game "Love and Deepspace" as a case study and adopts Entman’s framing theory to analyze how overseas Chinese-language media construct public perception of the game through four key mechanisms: problem definition, causal interpretation, moral evaluation, and remedy promotion (Entman, 1993). The research draws on reports about the game from the Wisers news database between February 2024 and January 2025 as the corpus. Using Latent Dirichlet Allocation topic modeling to identify optimal topic clusters (Blei et al, 2003). The findings show that the reports predominantly present four discourse frames: 1) Business competition and market quantification frame; 2) Cross-sector collaboration and player economy frame; 3) Emotional consumption and psychological compensation frame; 4) Cultural export and globalization frame. This study demonstrates how media construct meaning to reshape public understanding of emerging cultural products and provides both theoretical and practical insights for understanding the global dissemination of Chinese domestic games.

HHB UG05

Ishita AKHTER
The Hong Kong Polytechnic University

Internationalization or myth: Intercultural encounters between Chinese and South Asian international students in Hong Kong universities

This study investigates the intercultural encounters between Chinese and South Asian international students in Hong Kong universities, a significant yet under-researched dynamic. Despite the growing presence of South Asian students, driven by initiatives like the Belt and Road Scholarship, questions remain about their integration and the genuine success of internationalization. Through separate focus group discussions with Mainland Chinese, Hong Kong Chinese, and South Asian students, this qualitative research explores the factors shaping these encounters. Combined thematic analysis and discursive psychology analysis were employed to identify key factors, examining how students navigate intercultural spaces. Initial findings suggest that factors such as language barriers, media influence, and a limited understanding of the other culture play crucial roles in shaping the quality of intercultural interactions between Chinese and South Asian international students. Successful interactions are often characterized by a deep mutual understanding, heightened cultural awareness, and the maintenance of non-stereotypical attitudes. The findings aim to provide actionable insights to help universities move beyond mere diversity metrics and develop strategies that foster meaningful intercultural engagement.

HHB UG09

Xuan ZHAO
The Chinese University of Hong Kong, Shenzhen

How university student influencers monetize their content on social media platforms: A case study of RedNote

University student influencers (USIs) are increasingly active on RedNote, a Chinese knowledge-oriented social media platform that fosters community engagement among young, and knowledge-driven users. Previous research mainly focused on USIs’ identity formation, yet their monetization processes remain underexplored. This study investigates how USIs convert academic credibility into income while navigating the tensions between academic and commercial identities. Using a qualitative approach, semi-structured interviews were conducted with three USIs who actively monetize content on RedNote. Data were analyzed under the theoretical lens of identity-performance theory and influencer business models. The findings reveal two primary monetization routes. Commercial monetization follows a platform-supported, advertising-based pathway that evolves from campus-anchored content toward diversified personal IP formation. In contrast, academic monetization operates as a capacity-based model driven by professional expertise supported by RedNote’s strongly search-driven mechanism, forming a decentralized economic model. The study further distinguishes between authenticity-driven and professionalized influencers, whose identity strategies shape monetization outcomes and long-term sustainability. Overall, monetization is non-linear, but shaped by the interaction of expertise, content positioning, and platform mechanisms. This research contributes a clear framework for understanding USIs’ monetization strategies. It also provides practical insights for student contents and enriches discussions on identity and monetization in social media economies.

HHB UG10

Sicheng WU
The Chinese University of Hong Kong, Shenzhen

Barriers to intimate intercultural friendship between Chinese and international students in a Sino–foreign university: A sequential explanatory mixed methods study

This study explores the specific barriers preventing intimate intercultural friendships between Chinese and international students at CUHKSZ. Using a sequential explanatory mixed–methods approach, the research identifies that the core impediment to deep friendship is not a lack of language or cultural skills, but a mutual lack of proactive willingness to connect. While the bilingual campus setting facilitates preliminary contact, structural factors and linguistic imbalances often prevent these interactions from evolving into sustainable, close relationships. The findings suggest that meaningful dialogue and shared initiative are crucial for overcoming these barriers in a highly internationalized educational environment.

HHB UG13

Yihang PENG & Ye WANG
Tsinghua University

Metaphor recognition based on a decoupled multi–agent collaborative network: A case study of *Dream of the Red Chamber*

To address the challenges of *cognitive deadlock* and *explanation–induced hallucination* faced by large language models in identifying deep rhetorical devices in classical literature, this study proposes a decoupled multi–agent collaborative network based on an *extraction–reasoning–review* architecture. The network structurally decouples the complex task of metaphor recognition into three independent intelligent agent nodes with clearly defined cognitive boundaries: semantic extraction (A1), expert verification (A2), and logical adjudication (A3). At the foundational level, this framework achieves a deep integration of computational methodologies—task decoupling, cross–reflection, and the LLM–as–a–Judge paradigm—with classical linguistic theories, including the Metaphor Identification Procedure (MIP) and Conceptual Metaphor Theory (CMT). Experimental results show that the proposed architecture achieves an F1 score of 0.9384 on a metaphor test set derived from *Dream of the Red Chamber*, successfully overcoming the long–standing trade–off between precision and recall. Its performance surpasses that of mainstream large language model zero–shot baselines, prompt–engineering baselines, as well as fine–tuned discriminative pretrained models and generative large language models. Further ablation studies confirm the necessity of each agent node and the effectiveness of their collaborative mechanism.

HHB UG12

Yuxi WEI
City University of Macau

The comparison of university students’ academic writing outcomes with and without the assistance of AI–supported Grammarly

With the wide application of AI in education, Grammarly, a mainstream AI writing assistant, is widely used by college students in academic writing, yet systematic empirical analyses of its specific impacts on writing outcomes are lacking. Based on activity theory, this study selected four Macao university students, dividing them into an experimental group (using Grammarly) and a control group (not using it). Data were collected via the same academic writing tasks and semi–structured interviews, with thematic analysis adopted for qualitative research. Results show a 7:3 human–machine collaboration ratio (user–led content creation + tool–assisted error correction) reduces grammar error rates by about 60% while preserving writing style, and the experimental group’s texts outperformed the control group in language accuracy and expression fluency. However, Grammarly has limitations like contextual misjudgment and inadequate professional vocabulary adaptation, and over–reliance weakens students’ independent error–correcting ability. This study offers practical guidance for students’ rational use of AI writing tools and references for the tools’ scenario–based optimization.

HHB 502b

Xiaomeng CHEN
The Chinese University of Hong Kong, Shenzhen

Enhancing undergraduates’ stock returns through course knowledge application: A CUHKSZ case study based on the personal–cognitive–environmental framework

This study investigates factors influencing stock market returns among undergraduates at The Chinese University of Hong Kong, Shenzhen (CUHKSZ), using a Personal–Cognitive–Environmental framework. A quantitative questionnaire–based survey of 206 undergraduates confirmed the framework’s validity, with significant correlations of these three dimensions and undergraduates’ stock investment participation observed. Further analysis identified a significant positive correlation between professional knowledge application and returns. Additionally, mediation analysis revealed a suppressor effect, indicating that financial literacy indirectly affects returns through the application of course–acquired knowledge. These findings highlight the critical role of knowledge application in investment success and offer insights for designing targeted financial education to enhance undergraduates’ stock investment returns.

10 | 15:50-16:15

Parallel Sessions

HHB UG04

Jun ZHONG
Southwest University

Innovation and deviation of lettered words in cyberspace from the perspective of linguistic adaptation: Implications for the standardization of national common language

The integration of lettered words into Chinese has been recognized as an outcome of language contact. However, with the rapid development of the internet, the accelerated creation and spread of such words have led to issues of overuse and misuse in online contexts. Drawing on Verschueren's linguistic adaptation theory, this study investigates the pragmatic motivations and sociolinguistic consequences of the use of online lettered words. Data are collected from social media platforms (Douyin, Weibo, WeChat), the National Language Resources Monitoring Corpus, and a questionnaire on netizens' perceptions of lettered words. It systematically examines the innovations and deviations of lettered words in cyberspace, offering an overview with special attention to problematic patterns. Findings reveal that inappropriate use of these words has caused semantic ambiguity, situational misappropriation, and communication barriers, undermining the authority and integrity of the national common language. Legitimate innovations reflect adaptive responses to communicative efficiency, whereas deviations typically stem from over-adaptation to informal online environments at the expense of linguistic rigor. This paper argues for a context-sensitive regulatory approach to standardization and an online monitoring mechanism for the sound development of cyber language. The study offers practical implications for national language planning and for enhancing national language literacy.

HHB UG06

Jing TAN
Southwest University

Beyond imperative directives: If-conditionals as a key pragmatic resource for reconfiguring teacher-student interaction in Chinese EFL demonstration lessons

Although the presence of if-conditionals in EFL teacher talk has been acknowledged, their functional scope as strategic directives for orchestrating classroom interaction remains largely underexplored. This research focuses specifically on how Chinese EFL teachers leverage if-conditional sentences to frame tasks, regulate participant conduct, and scaffold the instructional trajectory. Adopting an interactional-pragmatic perspective, this study mainly employs entitlement and authority (Heritage & Raymond, 2005) and accountability (Robinson, 2016) as the analytical concepts, and utilizes discourse analysis as the methodological approach. It investigates 24 final-round demonstration lessons from the 19th National High School English Teaching Skills Competition of China, with a specific focus on instances where teachers deploy if-conditionals as instructional directives. The analysis reveals four principal discursive patterns: Supportive Conditionals: These constructions frame help-seeking as a legitimate and anticipated part of the learning process; Guiding Conditionals: Such usage strategically repositions the teacher's role from a direct source of knowledge to that of a designer or facilitator of learning trajectories, granting students procedural agency. Organizational Conditionals: These conditionals function to establish task frameworks as rule-governed activities, thereby implicitly regulating participant expectations and conduct. Hypothetical Conditionals: This pattern shifts teacher questions from assessment-oriented interrogation to a mode of collaborative hypothesis-building and co-inquiry. Collectively, these patterns demonstrate how if-conditional sentences function as a critical linguistic resource for managing classroom interaction, negotiating epistemic authority, and constructing a participatory pedagogical space.

HHB UG05

Louniella Anne SARSE, Louise BRIONES, Lea Valerie Allyca ROMERO, & Maico Demi APEROCHO
University of Mindanao

Analyzing the disaster communication materials in Davao City: A multimodal discourse analysis

The study analyzed disaster communication materials disseminated by the Davao City Disaster Risk Reduction and Management Office through print and digital media. Due to frequent typhoons and heavy rainfall, Davao City faces a significant risk of flooding, yet many residents receive inadequate information about flood risks. While various studies have examined methods of delivering emergency information, limited attention has been given to visual materials such as posters and social media resources in enhancing risk communication. To address this gap, the researchers employed a qualitative approach using Multimodal Discourse Analysis to examine the function of visual elements—particularly typography, salience, and color in conveying disaster-related information. Nine (9) materials were analyzed to assess the impact of these features on audience engagement and information retention. The study was grounded in Fischhoff's Risk Communication Theory, which emphasizes how risk information is conveyed and interpreted before, during, and after a disaster. Findings revealed the strategic use of multimodal features to enhance message effectiveness.

HHB UG09

Hongle SHEN & Huifang KONG
Anhui Jianzhu University

A study on dynamic properties of diphthongs in Susong-Gan Chinese

Susong Chinese, an understudied language, is a variety of Gan Chinese spoken in Susong County, Anhui Province, China. It features ten diphthongs, namely four falling diphthongs and six rising diphthongs. Up to now the acoustic study of Susong diphthongs is not reported. This paper aims to investigate the dynamic properties of ten diphthongs in Susong Chinese among the younger generation, employing the method of quantifying the entire formant trajectories. Two questions will be addressed to validate the findings reported in previous research. The first question examines whether the formant trajectories of the six rising diphthongs differ from that of the four falling diphthongs in Susong Chinese. The second question explores whether the ten diphthongs are onset or offset-dominant. To explore these questions, we employ the four-parameter logistic function. The method has not been widely used in the study of diphthongs in Chinese dialects, and therefore, our paper also aims to show their utility in this line of research. The fitting curves indicate that the rising diphthongs are more dynamic than the falling diphthongs and the rising diphthongs [ia], [uæ], [uo] and falling diphthong [au] appear atypical in terms of formant change, showing some degree of variation.

HHB UG10

Yinuo WU

City University of Macau

The impact of exam-oriented grading systems on L2 creative writing: A qualitative study of Chinese high school students

Against the backdrop of Chinese education, the dominant grading system is increasingly identified as a key factor shaping the development of students' creative writing competence. However, empirical research on the interplay between this grading system and the creative writing capacity of students who write in English as a second language (L2) remains limited. This qualitative study explores the above issue from a micro perspective, focusing on Chinese high school students in an exam-oriented educational context, whose creative writing development in L2 is constrained by the current evaluation mechanism. Based on in-depth semi-structured interviews with six high school students and one experienced English teacher, the study generates research data which is then analyzed through the theoretical framework of disciplinarianism. The findings reveal that the exam-oriented grading system has led students to rely on fixed writing templates, thus weakening their independent mastery of L2 writing skills and inhibiting the cultivation of their creative thinking. This study provides new empirical evidence for the deficiencies of the current Chinese high school English writing evaluation system, and offers valuable references for policymakers to optimize relevant policies on the cultivation of students' creative writing and thinking abilities in L2 learning.

HHB UG13

Yawen XUE

Beijing Normal-Hong Kong Baptist University

A genre-based materials evaluation of senior high school English textbooks and NMET reading comprehension: Exploring alignment between teaching materials and examination practices

As a high-stakes national examination, the Chinese National Matriculation English Test (NMET) has a strong influence on senior high school English teaching in China. In recent years, the reading comprehension section of NMET has undergone noticeable changes, with increased genre diversity and growing emphases on students' ability to interpret texts as meaningful discourse in real-world contexts. However, textbook design continues to prioritize vocabulary, grammar, and comprehension strategies, raising concerns about whether such practices align with the construct of reading that the examination seeks to assess. Grounded in genre theory and genre-based pedagogy, this study applies a genre-based materials evaluation approach to compare two sets of compulsory senior high school English textbooks commonly used in Guangdong Province with the 2025 NMET-I reading comprehension texts. A genre identification checklist was designed to examine how genres are represented in terms of communicative purpose, stage structure, etc. The study explores the extent to which textbooks and exam texts reflect genre practices, identifies areas of alignment/misalignment, and examines how textbook reading activities support students' genre awareness. It further considers how a genre-based perspective may support teachers in rethinking reading instruction and incorporating genre awareness in ways that are more closely aligned with evolving examination demands.

HHB UG12

Millyarda Esther Deborah WUWUNGAN

The Chinese University of Hong Kong, Shenzhen

Relationship matters more than sticker type: A mixed-methods study of multicultural emotion recognition at CUHKSZ

This study investigates how relationship context and sticker type shape emotion recognition in digital communication among students in a multicultural university, addressing a gap in research overlooking the interaction of relational, design, and cultural factors. Based on a mixed-methods approach that surveyed 106 and interviewed 4 CUHKSZ undergraduates, this research examines how sticker-type, relationship context, and culture influence emotion recognition. Quantitative results showed that relationship context was the strongest predictor of accuracy; participants identified stickers from close friends significantly more accurately across all emotions. In contrast, the effect of sticker type was limited; animated stickers improved recognition only for joy, while no significant differences were found for static stickers and other emotions. Cultural background further moderated interpretations, with significant differences between Chinese and Indonesian students. Qualitative results revealed that relationship closeness creates a shared interpretive framework for ambiguous stickers, while unfamiliarity with local cultural references acts as a barrier for international students. These findings underscore that relational and cultural factors outweigh sticker design in shaping emotion recognition, suggesting practical implications for designing relationship-aware and culturally localized digital communication tools. The study also highlights the value of "sticker literacy" in multicultural educational settings to reduce cross-cultural misinterpretation.



11 | 16:20-16:45

Parallel Sessions

HHB UG04

Yumiko UEDA

J. F. Oberlin University

Ideal L2 self and English learning motivation of Japanese university students

This study looks at the relationship between the Ideal L2 Self and motivation for learning English among Japanese university students. In this research, L2 is only English, and the focus is on how students imagine themselves using English in the future. Previous studies have shown that many Japanese students study English mainly to pass exams, and this can create a gap between learning English and their future goals. In addition, there is a program that try to increase students' motivation by helping them develop their Ideal L2 Self in Hong Kong. The program are based on the idea that having a clear and strong Ideal L2 Self can have a positive effect on students' motivation to learn a second language (Magid & Chan, 2009). This research uses a mixed-method approach. First, a questionnaire survey was conducted with 118 second- and third-year university students who are learning English as a second language. The survey measured Ideal L2 Self, Willingness to Communicate (WTC), and Study Effort using a 5-point Likert scale. Correlation analysis was used to examine the relationships among these variables. Second, interviews were conducted with three selected students based on their questionnaire results. The interviews explored differences in the specificity of students' Ideal L2 Self and their prior experiences in English language learning. The questionnaire results showed positive relationships between Ideal L2 Self and both WTC and Study Effort. The interview data revealed differences in the clarity and specificity of students' Ideal L2 Self images. Some students described clear and concrete future images using English, while others had vague or externally influenced images. These findings suggest that specificity of Ideal L2 Self may be related to students' motivation and engagement in English learning.

HHB UG06

Nuoqi TAN & Lushi LIN

Guangdong University of Finance

Constituting institutional identity of HKMA through first person pronouns: A corpus-based analysis (2021–2025)

While the economic functions of central banks are well-documented, the discursive construction of their institutional identity remains under-researched, particularly within complex sociopolitical contexts like Hong Kong, where autonomy and integration coexist. This study addresses this gap by examining how the Hong Kong Monetary Authority (HKMA) constitutes its institutional identity through the strategic use of first-person pronouns in its "Insight" column (2021–2025). Adopting a Corpus-Assisted Critical Discourse Analysis (CDA) framework, the study analyzes a specialized corpus of 67 articles through a three-stage process. First, it identifies a quantitative dominance of exclusive "we" pronouns (72.5%). Second, it extracts key collocates of these pronouns using strict statistical thresholds (Log Dice ≥ 5 ; MI ≥ 3). Third, it categorizes these collocates by grammatical role and semantic function. The findings reveal a strategic "dual-layered" identity: the HKMA projects itself as a "Powerful Authority" via high-frequency modal verbs to assert competence, while simultaneously constructing a "Reasoned, Collaborative Partner" via mental and communicative verbs to foster public consensus. Ultimately, the study concludes by illuminating how this discursive identity construction serves as a vital instrument for strategic communication and cross-boundary integration within the Greater Bay Area

HHB UG05

Ching Laam HUI, Juthamat Charlene SAENGSIK, & Lai Man Sally KWAN

The Hong Kong Polytechnic University

Multilingual signage and urban identity: Linguistic landscapes in Hong Kong's redeveloped districts

In the rapidly evolving urban fabric of Hong Kong, multilingual signage does more than just direct foot traffic, it actively scripts the city's global identity. This study investigates the linguistic landscapes of Hong Kong's redeveloped zones, with a primary focus on the West Kowloon Cultural District. By examining the interplay between traditional script and digital semiotics, the research explores how language choices in public spaces reflect a strategic move toward "global branding." Through systematic photographic documentation and multimodal analysis, the study reveals a distinct hierarchy: a dominant use of English in high-end corporate branding aimed at signaling cosmopolitanism, contrasted with the integration of QR codes and social media handles to cultivate a creative, "youth-oriented" urban persona. The findings suggest that these redeveloped districts act as hybrid semiotic spaces where post-colonial history meets modern economic ambition. While the signage promotes a tourist-friendly, "world-class" image, it also highlights a selective inclusion of local identity. Ultimately, this research underscores how urban redevelopment utilizes multilingualism as a tool for economic branding, creating a layered, "global-local" identity that positions Hong Kong as a digitally connected hub within the broader Asian landscape.

HHB UG09

Siyuan WANG

The Chinese University of Hong Kong, Shenzhen

From interrogative to challenge: The syntax-discourse interface of Mandarin Sha

This paper talks about the syntactic and pragmatic functions of sha (啥) in Mandarin Chinese. Widely used in Northern Mandarin varieties, sha is commonly regarded as a colloquial variant of shenme (什么) 'what'. However, its usage extends from simple information-seeking interrogatives to expressions of negation, speaker stance, and interpersonal disaffiliation. This paper argues that the functions of sha can be accounted for by examining its syntactic environments within a split CP framework. Specifically, different uses of sha correspond to different syntactic positions, from argument positions inside TP to higher discourse functional projections in the CP domain. Therefore, this paper proposes two syntactic mechanisms responsible for the different uses of sha. While basic interrogative and indefinite uses of sha are licensed within TP under the interrogative feature, rhetorical, evaluative, and stance-related uses require access to the Left Periphery. First, basic interrogative and indefinite readings are licensed within the TP domain via wh-in-situ operator-variable dependencies. Second, attitudinal and disaffiliative uses require access to higher functional projections in the Left Periphery. By mapping sha onto higher projections such as Special Question Phrases (SQP) and Attitude Phrases (AttP), this analysis explains how overt movement or licensing by null operators generates non-canonical, rhetorical interpretations. By combining theories from syntactic cartography and interactional pragmatics, this study shows that sha forms a functional continuum from basic interrogation to challenge and disalignment.

Parallel Sessions

HHB UG10

Yi YAO

City University of Macau

Can AI help people feel heard in the Confucian context? A mixed-methods study

Feeling heard is fundamental to human communication and psychological well-being. While artificial intelligence (AI) is increasingly capable of generating empathic responses, recent research suggests that AI can sometimes foster greater feelings of being heard than humans (Yin et al., 2024); however, such findings are largely based on Western contexts. This mixed-methods study examines whether these effects extend to Confucian-influenced societies, where communication norms emphasize indirectness, respect, and collective empathy. Eighty Chinese participants completed a revised Feeling Heard Scale (Roos et al., 2023) to compare experiences with human and AI responses, followed by three in-depth interviews exploring subjective perspectives and cultural expectations. Quantitative results indicate that participants felt significantly more heard by humans ($M = 3.93$) than by AI ($M = 3.55$; $t = 3.81$, $p < .001$), in contrast to Western findings. Qualitative analysis suggests that Confucian traditions reinforce a preference for humanized interpersonal interactions. These results highlight that perceptions of being heard by AI are not culturally universal and could be shaped by specific values and communication norms. The findings underscore the necessity for culturally sensitive AI design and suggest future directions for developing technologies that better support users from diverse cultural backgrounds.

HHB UG13

Zhuoying XIE

Beijing Normal-Hong Kong Baptist University

A corpus-based comparative study of university students' idiom acquisition through deductive and inductive approaches

Idioms are widely used in daily communication but are often presented as decontextualized, outdated lists in Chinese English as a Foreign Language (EFL) textbooks, lacking authenticity and hindering learning. Corpus-based materials are a possible solution to this problem, but their design and applicability remain unclear. This study therefore compares the effectiveness of two major teaching methods – the deductive Presentation-Practice-Production (PPP) and the inductive Data-Driven Learning (DDL) – for idiom acquisition using corpus-informed content. A set of high-frequency idioms featuring body parts was selected from the Corpus of Contemporary American English (COCA). Fifteen Year 1 English major students at an English Medium Instruction (EMI) university in China participated in a one-group pretest-posttest experiment, experiencing both approaches. Their short-term and long-term retention were measured, and semi-structured interviews explored their perceptions of the two approaches. Data were analyzed with SPSS and qualitative methods. Quantitative results showed significant improvements in idiom retention under both approaches. Although the DDL group scored slightly higher, no statistically significant difference was found between the two methods. This study confirms the pedagogical value of corpus-based materials and suggests that both deductive and inductive approaches can be integrated to enhance idiom learning in tertiary EFL settings.

HHB UG12

Sing Ho LEE

The Hong Kong Polytechnic University

Comparing recitation pedagogy in Cantonese and Mandarin: A study of language education in Hong Kong primary and secondary schools

This comparative study examines the pedagogical approaches to recitation (朗誦) in Cantonese and Mandarin within Chinese language education in Hong Kong primary and secondary schools. Through documentary analysis of curriculum guides, textbooks, and teaching resources, it investigates the differing objectives, methodological emphases, and text selections between the two language contexts. Preliminary findings suggest Mandarin recitation often aligns with goals of linguistic standardization and national cultural literacy, while Cantonese recitation tends to serve local cultural preservation and oral tradition. The study highlights how a common teaching practice is adapted to distinct linguistic and sociocultural roles in Hong Kong's bilingual education system, offering insights for curriculum design and language policy in multilingual societies.

HHB 502b

Juxiang HU

The Hong Kong Polytechnic University

Beyond structural difficulty: Exploring the effect of fable content and individual factor on narrative performance in Chinese adolescents and adults

Narrative speaking is a core index of language and cognitive development, yet traditional conversational assessments have limitations in measuring adolescents' advanced narrative abilities, while fable retelling is a more sensitive tool. Existing research has validated fable-based assessment but rarely explored how fable content characteristics and individual factors independently affect narrative performance when textual linguistic difficulty is controlled. This study investigated 30 Chinese participants (15 adolescents in Grades 5–9 and 15 university students) who completed retelling tasks of four linguistically matched Aesop's fables, alongside critical thinking and self-evaluation tasks. Narrative performance was measured by MLCU and CD; a 4×4 Latin Square design controlled for order effects, and subjective perceptions were collected via Likert scales and open-ended questions. By adapting Nippold et al.'s fable assessment paradigm to the Chinese context, the study examined performance differences across fables, the correlation between self-evaluation and objective performance, and the potential content-related causes of performance variations. Its findings are expected to optimize fable-based language assessments, inform targeted narrative intervention strategies, and enrich cross-cultural research on narrative ability and its influencing factors.

HHB UG04

Chang XU
The Hong Kong Polytechnic University

Mythical creatures and their functions in the *Wuzang Shanjing*: A quantitative perspective on the mystical pragmatism of the *Classic of Mountains and Seas*

This study examines the correspondences between records of mythical creatures and their designated functions in the *Wuzang Shanjing* (*Classic of Five Mountains*), a core section of the *Classic of Mountains and Seas* (*Shanhaijing*). By categorizing the mythical creatures documented in the *Shanjing* into five functional types (culinary, medicinal, ominous, defensive, and psychological), this study conducts a functional digitization and quantitative analysis of the text. The results reveal that medicinal and ominous functions constitute the dominant categories in the *Shanjing*'s accounts of mythical creatures, with medicinal function being particularly prominent. Furthermore, the spatial distribution of functional types exhibits notable variation across different geographical units: medicinal function shows the strongest correlation with the overall frequency of records in the Southern Mountains (Nanshan) and Northern Mountains (Beishan), while the Western Mountains (Xishan), Eastern Mountains (Dongshan), and Central Mountains (Zhongshan) demonstrate comparatively weaker associations. These findings suggest that the mythical creature narratives of the *Shanjing* are not merely mythological expressions, but reflect an integrated system of geographical knowledge and cultural cognition in which pragmatism and mysticism coexist in ancient Chinese society, termed "mystical pragmatism." Overall, the quantitative framework developed in this study offers a new perspective for understanding early Chinese civilization.

HHB UG06

Di WU
The Chinese University of Hong Kong, Shenzhen

From screen to scene: Navigating online Huang Han discourse and the formation of political values at a Sino-foreign university

This study examines the penetration of online Huang Han discourse, an anti-establishment Han-centric ethnonationalist narrative, into the offline political values of Chinese Gen Z students at a Sino-foreign university. Using a mixed-methods design, including a survey (N=101), semi-structured interviews, and cross-platform content analysis, the research identifies a pattern of "broad exposure, shallow identification." Findings suggest that while algorithms facilitate widespread circulation of ethnonationalist rhetoric, ideological internalization is moderated by two key mechanisms: (1) Gendered Differentiated Pathways, where males and females process narratives through "gendered victimhood" and "security nationalism" respectively; and (2) Critical Reception, where students utilize their globalized educational background to exercise "oppositional decoding." The filters of lived experience, discursive style, and pre-existing values act as ideological firewalls against radicalization. This research highlights the resilience of Gen Z students toward online extremism and underscores the role of intercultural exposure in fostering digital media literacy.

HHB UG05

Ziyue TANG
Beijing Normal-Hong Kong Baptist University

The discourse of "East Asian kid" on RedNote: Trauma, identity, and online narratives

The term "East Asian kid" (东亚小孩) has been widely used on Chinese social media RedNote as a discursive identity through which users express shared experiences of intergenerational tension, academic pressure, and emotion restraint. This study investigates how trauma and identity are linguistically constructed in this "East Asian kid" discourse. Adopting a mixed-method approach, a corpus of 524 RedNote posts was analyzed and classify five recurring narrative types: Personal Storytelling Narratives, Healing Narratives, Reflective Narratives, Literary Narratives, and Artistic Projection Narratives. Narrative types were developed through an inductive coding process and relevant literature. The quantitative analysis identifies the distribution patterns of each narrative type, while the qualitative analysis uses systemic functional linguistics and rhetorical analysis to identify linguistic strategies, including transitivity, modality, and figurative language. The findings reveal that online narratives can function as a means of collective trauma processing and identity negotiation. This study contributes to digital trauma narrative research by positioning the "East Asian kid" discourse as an online identity phenomenon shaped by platform affordances and collective trauma processing.

HHB UG09

XuRan ZHAO
City University of Macau

The impact of perfectionism on L2 writing anxiety among Chinese learners of English in Macao

This study aimed to investigate the impact of socially prescribed perfectionism (SPP) on L2 writing anxiety among Chinese students in a comprehensive university in Macao. While existing research recognized SPP as a significant predictor of anxiety, little research has been done to examine whether and how perfectionism affects high-achieving Chinese university students. To address this gap, data were mainly collected through in-depth semi-structured interviews with twelve high-achieving English majors. Inductive and deductive thematic analysis revealed that SPP and L2 writing anxiety form a self-reinforcing cycle. This cycle was initiated by the internalization of externally imposed standards, triggering a pursuit of perfect writing and fear of negative evaluation. This led to anxiety that manifested as cognitive anxiety and avoidance behaviors. In turn, such anxiety drove students' compensatory behaviors that paradoxically validated and solidified the very perfectionistic beliefs, thereby intensifying future anxiety and perpetuating the cycle. These findings transform the relationship between SPP and L2 writing anxiety from a static model to a dynamic cycle. Pedagogically, it is crucial for teachers to break this vicious cycle, actively making the process of writing and evaluation visible and negotiable, to help L2 learners reduce their dependence on external confirmation and build autonomous judgment.

HHB UG10

Zhongwei XIE
Southwest University

From cost-driven to value-driven: Constructing globalized discourse of Chinese brands on cross-border E-commerce platforms in virtual linguistic landscape

In the context of the digital transformation in cross-border commerce, e-commerce platforms have emerged as pivotal semiotic spaces for Chinese brands to construct international identities. This study investigates the multimodal construction of globalized discourse, focusing on the shift from cost-driven to value-driven narratives. By extending traditional linguistic landscape concepts to digital environments, the research analyzes product detail pages and livestream segments from TikTok Shop and SHEIN from 2023 to 2025. Theoretically, it integrates “Semiotic Landscape” and “Brand Identity” theories within the Virtual Linguistic Landscape framework. Multimodal Discourse Analysis is employed to examine how “representational” and “interactive” meanings shape brand personas through the synergy of linguistic resources and visual designs. The results demonstrate that the coordination of multimodal resources effectively transitions brand identity from a “manufacturing hub” to a “cultural icon.” Findings reveal that “interactive meaning” in livestreams fosters cross-cultural trust, while “representational meaning” in product pages constructs high-value narratives. These conclusions confirm the central role of virtual linguistic landscapes in reducing cultural barriers, providing theoretical insights into the discursive reconstruction of Chinese brands in global digital markets.

HHB UG13

Carisa SURYABADI
The Chinese University of Hong Kong, Shenzhen

Investigating the impact of active and passive social media use on the social satisfaction of university students

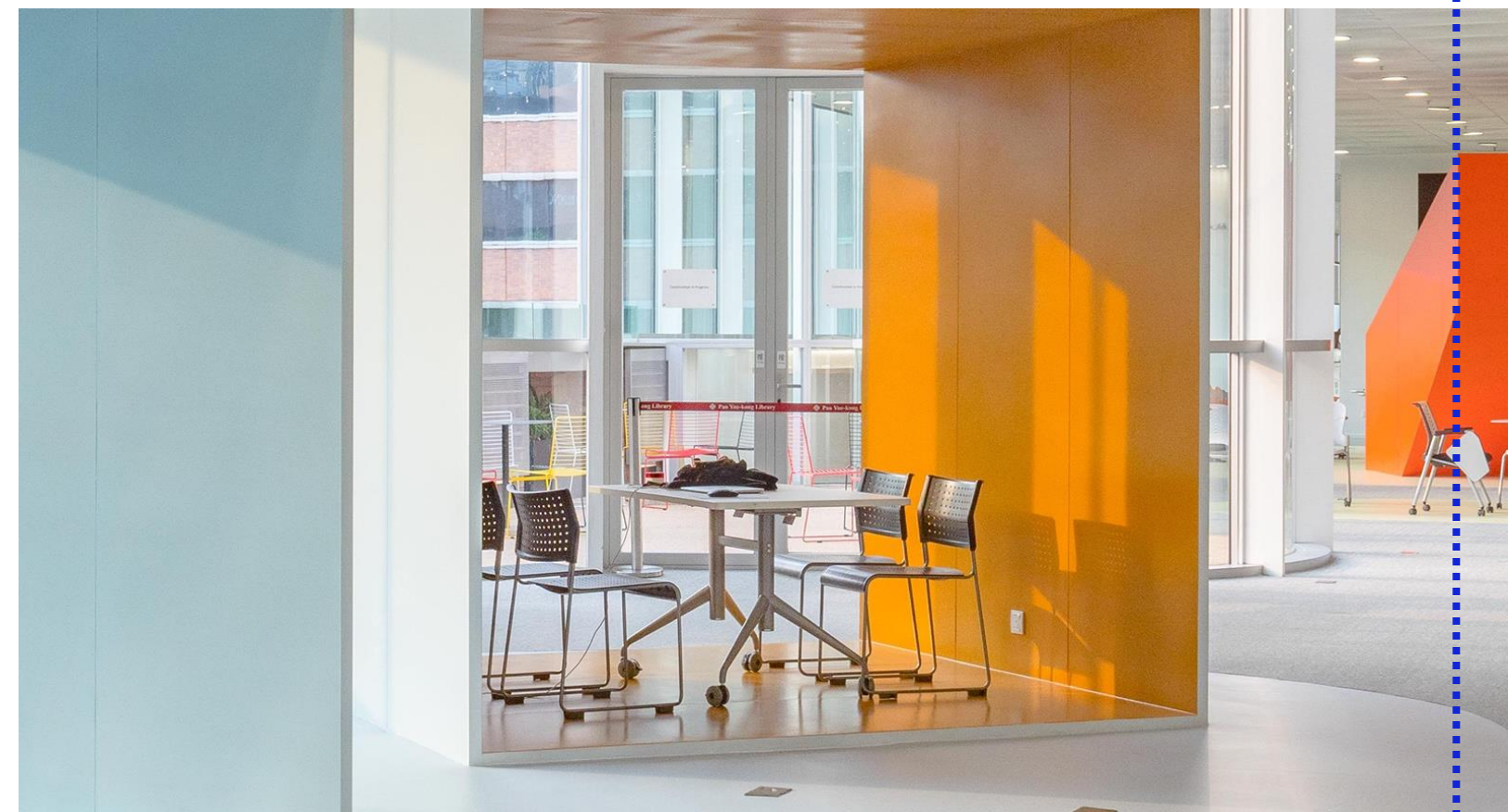
This study investigates the paradox of social networking services, which are linked to both social satisfaction and insecurity. It questions the influence of active versus passive SNS usage patterns on the relational well-being of university students. Adopting a deductive approach, a quantitative survey of 50 undergraduates at a Sino-foreign university was conducted. The analysis found no significant relationship between the manner of SNS usage and students’ perceived social connectedness. This null result indicates that, within this specific context, the established active-passive framework is not a primary driver of psychosocial outcomes. The study’s significance lies in highlighting the critical role of contextual factors. For this population, which primarily uses SNS for entertainment and reports high pre-existing social support, the dichotomy of usage patterns proves less relevant. This challenges the universal applicability of such frameworks and underscores the importance of underlying usage motivations. While limited by sample size, the research suggests that future studies should employ larger samples to further investigate how fundamental user purposes shape the quality of social life online.

HHB UG12

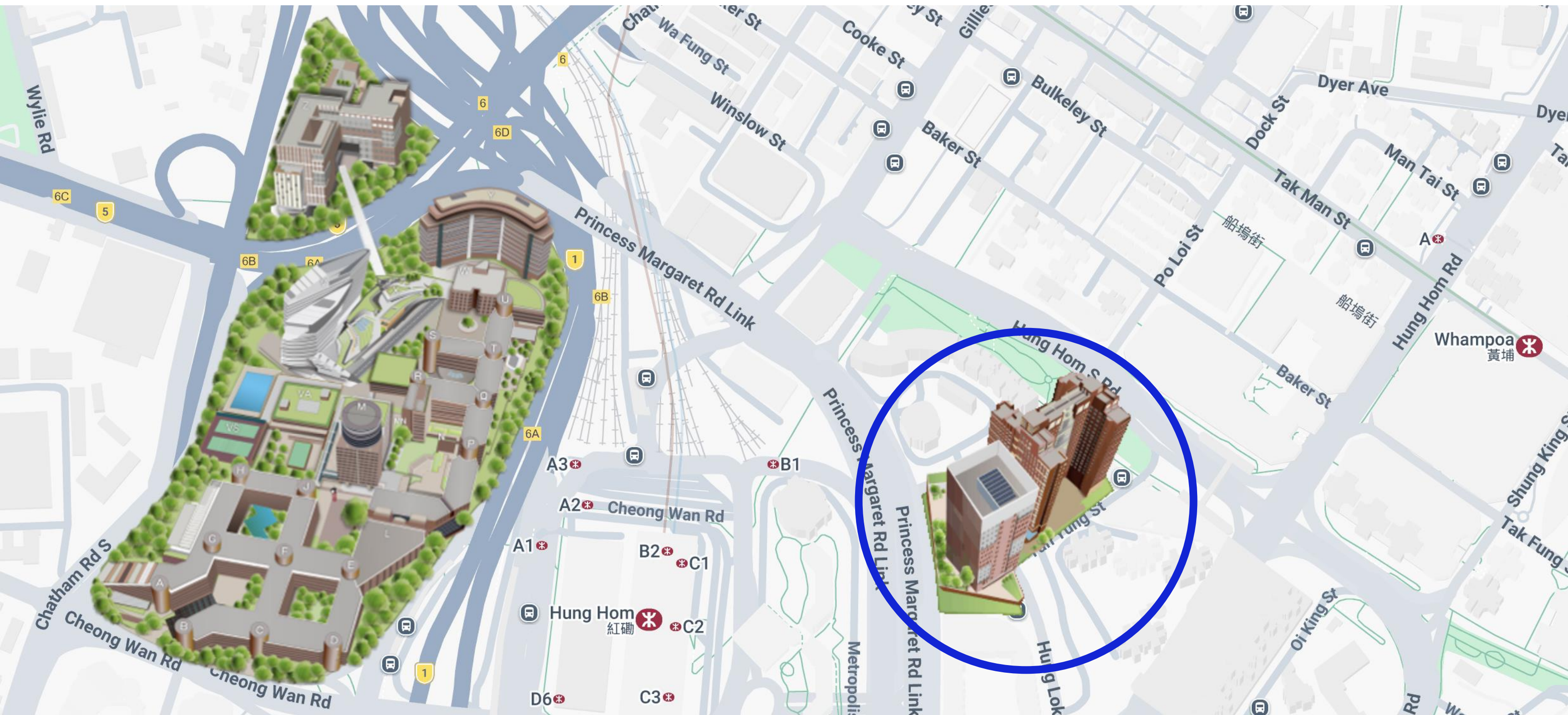
Isack Josua SASMITA SIAHAAN
Universitas Diponegoro

Antecedents of AI dependency behavior among Indonesian college students from the I-pace model perspective: The buffer role of AI literacy

The rapid increase in the use of AI in Indonesia in recent years is quite concerning. While AI provides many benefits, excessive use of AI also has negative impacts, especially in academic settings. This study aims to identify the factors that lead Indonesian students to AI dependency behavior. The hypothesis of this research is drawn from the I-PACE Model and self-regulation theory. I would like to explain the association between positive experiences, performance expectations, and self-directed learning towards AI dependency behavior. In addition, this study will examine whether AI literacy can moderate AI dependency behavior, as has been proven in previous studies (Klingbeil et al., 2024; Liu, 2025; Tian & Zhang, 2025). As an explanatory quantitative study, this research uses questionnaires to collect responses from 300 Indonesian college students who are selected purposively. This study will provide an understanding of AI usage behavior among Indonesian college students so that in the future we will know how to behave towards AI and regulate its use wisely.



PolyU Hung Hom Bay Campus Map



The [PolyU Hung Hom Bay Campus](#) is most easily accessible from Whampoa Station exit B, though it can also be reached via covered footbridge from Hung Hom Station.

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If you are a PolyU-CALLS 2026 presenter who is interested in submitting your paper for publication, please submit your paper as a .doc file to polyu.calls@polyu.edu.hk by 30 April 2026.

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