

# 2026 SLC HDR Symposium

## HDR and Beyond: Sharing, Connecting and Celebrating

**Friday 17 July 2026**  
**Venue: Sir Llew Edwards Building 14-132/116**

Registration Form: <https://forms.cloud.microsoft/r/hqsFEYYdkP>

8:30-9:00	Registration	
9:00-9:10	<p><b>Official Opening (14-132)</b> Professor Greg Hainge <i>Head of School of Languages and Cultures</i></p>	
9:10-9:20	<p><b>Symposium Organising Committee Introduction (14-132)</b> Chilmeg Elden <i>PhD Candidate, School of Languages and Cultures</i></p>	
9:20-10:20	<p><b>Keynote (14-132)</b> Chair: Aisha Aslam "Scholarship in the Age of AI: Identity, Imagination and the Critical Mind" <b>Professor Mike Levy</b> <i>PhD Candidate, School of Communication and Arts</i></p>	
10:20-10:30	Morning Break	
	<b>14-132</b>	<b>14-116</b>
10:30-11:00	<p><b>Session 1a: Language Learning and Teaching</b> Chair: Anh Nguyen</p>	<p><b>Session 1b: Translation Studies</b> Chair: Jian Lu</p>
	<p>Visualising Culture and Ideology in Language Textbooks: A Systematic Literature Review in Two Decades of Research <b>Soni Ariawan</b></p>	<p>Translating Culture-Specific Items in Indonesian Scholarly Publications: A Study of Local-to-Global Knowledge Transfer <b>Haira Rizka</b></p>
11:00-11:30	<p>Enhancing Lexical Resources for Argumentative Essay Writing through Corpus and AI Integration <b>Thi Thuy Linh Nguyen</b></p>	<p>Learning Both Ways: Translator Agency in Adaptive Machine Translation Workflows <b>Jérémy Tupper</b></p>
11:30-12:00	<p>Exploring Goal Setting, Motivation and Achievement in EFL Learning: A Mixed Methods Study of Chinese High School Students <b>Sihong Zhou</b></p>	<p>The Role of Agents of Translation When Translation is Cultural Engagement <b>Sonia Broad</b></p>

<b>12:00-13:00</b>	<b>Lunch Break</b>	
<b>13:00-13:45</b>	<p><b>Panel Discussion (14-132)</b></p> <p><b><u>Theme: Publishing and Research Beyond the Thesis</u></b></p> <p>Moderator: Aisha Aslam</p> <p><u>Dr Chloe M. Castle</u></p> <p><i>Researcher, UiT the Arctic University of Norway; Casual Academic, School of Languages and Cultures</i></p> <p><u>Dr Andrea Rodriguez</u></p> <p><i>Casual Academic, School of Languages and Cultures</i></p> <p><u>Franciele Spinelli</u></p> <p><i>PhD Candidate, School of Languages and Cultures</i></p>	
	<b>14-132</b>	<b>14-116</b>
<b>13:50-14:20</b>	<p><b>Session 2a: Literature, Culture, and Language Revitalization</b></p> <p>Chair: Albany Murdoch</p>	<p><b>Session 2b: Discourse Studies</b></p> <p>Chair: Xueying Feng</p>
	<p>Ascesis and Allegoresis in the Young Badiou</p> <p><b>Jacob Ritz</b></p>	<p>Living with Tidal Flooding: An Ethnography of Everyday Communicative Practices and Adaptation Strategies among Aquaculture Farmers in Coastal Indonesia</p> <p><b>Lukman Hakim</b></p>
<b>14:20-14:50</b>	<p>The Agency of Gumbaynggirr Language as a living form of Indigenous Knowledge</p> <p><b>Dylan Berger</b></p>	<p>Examining Ordinary Indonesian Multi-Party Conversations</p> <p><b>Topan Iman</b></p>
<b>14:50-15:20</b>	<p>Silenced Stories, Unveiled Identities: A Critical Analysis of Trans-generational Trauma Narratives in Polish Literature</p> <p><b>Natalia Gorecka</b></p>	<p>Textbooks as Ideological Mirrors: A 20-Year Evolution of Cultural Values and National Identity in Korean Chinese Education (2002 vs. 2022)</p> <p><b>Qunyi Wang</b></p>
<b>15:30-15:45</b>	<p><b>Closing Remarks (14-132)</b></p> <p>Dr Kayoko Hashimoto</p> <p><i>Director of Higher Degree by Research, School of Languages and Cultures</i></p>	

**The University of Queensland  
School of Languages and Cultures**



**Book of Abstracts  
HDR Symposium**

Friday 17 July 2026

## Table of Contents

<b>KEYNOTE .....</b>	<b>1</b>
<b>Session 1a: Language Learning and Teaching.....</b>	<b>2</b>
<b>Session 1b: Translation Studies .....</b>	<b>5</b>
<b>Session 2a: Literature, Culture, and Language Revitalisation .....</b>	<b>8</b>
<b>Session 2b: Discourse Studies .....</b>	<b>11</b>

## KEYNOTE

### Scholarship in the Age of AI: Identity, Imagination and the Critical Mind

Professor Mike Levy

*School of Communication and Arts*

This presentation considers the nature of the scholarly life and the institutions that aim to support it. It regards the motivation to do a higher-research degree as no less than a “calling”, given the degree of commitment necessary, and the motivation and time required to complete the degree. Such a commitment requires vision, resilience and sustained application among many other qualities. The HDR student requires guidance and support from a highly-qualified supervisor and a suitably enlightened institutional environment (the university), such that the long-term project, often lasting three to four years, can be successfully completed.

Into this world of scholarly endeavour at the university, we find the paradigm-shifting challenges brought about by artificial intelligence. The broad directions and implications of GenAI will be discussed as they may apply in a university setting, including the impacts of ChatGPT on writing, the notion of “Secure AI” assessments — where the use of GenAI is strictly prohibited to protect academic integrity — and the use of AI in the grading of assignments at all levels.

In conclusion, we reflect upon the colliding worlds of scholarship and AI. I will argue that the skills acquired during a higher research degree equip the HDR student very well in ameliorating potential dangers associated with AI. It is less a question of the incursion of AI than a question of building a powerful academic identity with vision, imagination and a critical mind. In making my arguments, I will draw on my own experience from 40 years as a teacher and researcher in four Australian universities.

**Bio:** Professor Mike Levy was a Professor in Applied Linguistics in the School of Languages and Cultures at The University of Queensland. His research has centred on computer-assisted language learning (CALL), language learning and technology, and the integration of theory and practice in technology-enhanced language education. He has published extensively in these areas, including contributions to major handbooks and edited volumes, and his work has been widely cited in the field. He is currently undertaking a PhD in Art History in the School of Communication and Arts at UQ, pursuing his second doctoral degree.

# Visualising Culture and Ideology in Language Textbooks: A Systematic Literature Review in Two Decades of Research

Soni Ariawan

*School of Languages and Cultures*

Textbooks not only serve as a crucial role as a comprehensive educational resource but also essentially function as significant sites of cultural and ideological representation. They reveal cultural elements in the forms of norms, beliefs, cultures and dominant ideologies that are likely controlled by authorised groups. There has been an increase in scholarly research on textbooks but no existing reviews specifically looking at the research trend during decades. Filling this void, the present research aims to systematically review 112 journal articles published in scopus database from 2006-2026. Document quantity analysis, document by authors, affiliation and country as well as citation trend were systematically investigated and visualised. It was found that the biggest number published articles was in 2025 and 2020 with 25 and 21 documents respectively. Most of authors published 2 documents with The Education University of Hongkong with the most affiliated authors. In terms of document count by countries, majority proportion of publication was from USA and Iran with 36 and 15 articles. I also found that the researches approach the textbook analysis with content, corpus and mostly critical discourse analysis. Limitations and further research recommendation was also provided as the basis of the present review.

**Bio:** Soni Ariawan is a first-year HDR student at the School of Languages and Culture, the University of Queensland, sponsored by Beasiswa Indonesia Bangkit Ministry of Religious Affairs Republic of Indonesia. He is an English language education lecturer at the State Islamic University of Mataram, Indonesia. His research focuses on critical curriculum studies and English textbooks analysis.

## **Enhancing Lexical Resources for Argumentative Essay Writing through Corpus and AI Integration**

Nguyen Thi Thuy Linh

*School of Languages and Cultures*

This proposed study explores the potential of integrating corpus consultation and AI mediated interaction to support the development of academic collocational competence in second language (L2) writing. Despite having adequate grammatical knowledge and vocabulary, many L2 learners continue to experience difficulties using natural and discipline-appropriate collocations in academic texts, particularly adjective–noun and verb–noun combinations. Recent advances in generative artificial intelligence (AI) may provide learners with timely and context-sensitive support for identifying, evaluating, and refining collocational choices during the writing process. The study will involve approximately 80 Vietnamese undergraduate students majoring in English enrolled in academic writing courses at a public university in Vietnam. A pre-intervention, while-intervention, immediate post intervention, and delayed post-intervention instructional design will be employed. During the intervention, students will use a corpus tool (CorpusMate) alongside structured interaction with ChatGPT to identify, analyse, and refine academic collocations in their writing. Data will be collected through collocational-competence tests, academic essay tasks, post intervention questionnaires, and group discussions. Quantitative analyses will examine changes in learners’ collocational competence, as well as the frequency, accuracy, and range of academic collocations used in their writing, while qualitative data will provide insights into learners’ perceptions and experiences of using corpus tools and AI-mediated support. The study is expected to contribute to current discussions on AI-assisted language learning and offer pedagogical implications for integrating corpus tools and generative AI into L2 academic writing instruction

**Bio:** Nguyen Thi Thuy Linh, is a Lecturer at the School of Foreign Languages, Can Tho University, Vietnam. She is currently pursuing a PhD in Applied Linguistics at The University of Queensland, Australia. Her research interests encompass language teaching pedagogy, corpus-assisted language learning, learner autonomy, and vocabulary acquisition.

# Exploring Goal Setting, Motivation and Achievement in EFL Learning: A Mixed Methods Study of Chinese High School Students

Sihong Zhou

*School of Languages and Cultures*

Motivation plays a critical role in second language learning, particularly in examination-oriented English as a Foreign Language (EFL) contexts such as Chinese secondary education (Chen & Sukying, 2024). Goal setting has been widely recognised as an important motivational factor in education and can be examined across multiple dimensions, including goal types (learning and performance goals) and goal characteristics (specificity and difficulty). However, limited research has examined how different goal dimensions relate to learners' motivation and academic achievement in EFL learning (Cheng, 2023). Integrating Goal Setting Theory (Locke & Latham, 2019) and Self-Determination Theory (Deci & Ryan, 2015), this study investigates the relationships among goal setting, motivation, and English achievement among Chinese secondary school EFL learners. This research adopts an explanatory sequential mixed methods design. Questionnaire data were collected from 233 Chinese senior high school students. The questionnaire measured different dimensions of goal setting and three types of motivation: autonomous motivation, controlled motivation, and amotivation. Statistical analyses were conducted to examine the relationships among variables. Qualitative interview data were subsequently collected with 18 students and analysed using thematic analysis to further explore students' perceptions towards goal setting, motivation, and achievement in English learning. Preliminary findings suggest that specific and challenging goals are positively associated with autonomous motivation and English achievement, while negatively associated with amotivation. Qualitative findings will further illuminate students' perceptions of how goal setting relates to their motivation and English learning achievement. The study offers practical implications for researchers, teachers, and other stakeholders regarding the potential role of effective goal setting in supporting motivation and English learning achievement.

**Bio:** Sihong Zhou is an MPhil candidate in the School of Languages and Cultures at The University of Queensland. Her research focuses on goal setting, motivation, and achievement in Chinese secondary school EFL learning contexts. Drawing on educational psychology and applied linguistics, her study integrates Goal Setting Theory and Self-Determination Theory within a mixed methods framework. She previously worked as a high school English teacher in China.

# Translating Culture-Specific Items in Indonesian Scholarly Publications: A Study of Local-to-Global Knowledge Transfer

Haira Rizka

*School of Languages and Cultures*

The translation of culture-specific items (CSIs) poses challenges for translators wishing to convey not only semantic meanings but also the cultural connotations and pragmatic nuances embedded in source cultures. This issue is particularly significant in Indonesian scholarly publications aimed at international audiences with limited familiarity with the Indonesian sociocultural context. While many studies have investigated CSIs in literary works, limited research has focused on CSIs in scholarly publications. Addressing this gap, this research identifies and categorises CSIs in Indonesian scholarly publications and investigates how Indonesian CSIs without direct English equivalents are handled in academic journal articles. It further explores the implications of these translations for transferring Indonesian local knowledge into international academic discourse. This research draws on a new integrated taxonomy of CSIs synthesised from the classifications by Blažytė and Liubinienė (2016), Katan and Taibi (2021) and Newmark (1988), comprising 25 CSI categories, alongside Baker's multi-level equivalence theory (2018) and Toury's translation norms (2000, 2012). This qualitative research collected 17 datasets consisting of source texts by Indonesian authors and their corresponding English translations published in open-access journals indexed by Scopus and Indonesia's SINTA Rank 2. The data were analysed using textual analysis. Preliminary findings identified 19 of 25 CSI categories in the datasets. Most CSIs were preserved in the target texts due to cultural and linguistic differences, often accompanied by brief explanatory additions in English to assist readers' comprehension. The findings also indicate that the translations generally conform to Anglophone academic norms to meet international publication expectations, resulting in some Indonesian cultural meanings being conveyed only partially in the target texts. The study highlights that the dominance of these norms shapes representations of Indonesian CSIs in international publications, requiring authors and translators to negotiate among publication conventions, cultural meanings and global accessibility while encouraging readers to interpret cultural nuances beyond the English renderings.

**Bio:** Haira Rizka is a PhD candidate at the School of Languages and Cultures, The University of Queensland. Her doctoral research is fully funded by the Government of the Republic of Indonesia through the Beasiswa Indonesia Bangkit Scholarship under the Indonesia Endowment Fund for Education (LPDP). Her research interests include translation studies, cultural studies, and linguistics. In addition to her doctoral studies, she serves as a lecturer in the English Language Teaching Department at the State Islamic University of Syekh Nurjati Cirebon, Indonesia.

# Learning Both Ways: Translator Agency in Adaptive Machine Translation Workflows

Jérémy Tupper

*School of Languages and Cultures*

When a machine translation (MT) system learns in real time from the corrections of the person using it, the human–machine relationship in translation becomes something more complex than post-editing. This PhD asks what that complexity means for translator agency: a question that existing competence and post-editing frameworks have not been designed to answer. The project examines two professional translation corpora completed using the AutoAdapt adaptive MT system within the Phrase computer-assisted translation (CAT) platform: environmental governance documentation and legal arbitration proceedings, produced through an industry partnership with 2M Language Services. It is the first thesis in the School of Languages and Cultures to use the creative practice exegesis format, combining a bilingual translation corpus with an analytical exegesis. Working from a structured reflection log of translation decisions across both corpora, the analysis identifies three intervention categories: (1) terminological governance, (2) register calibration, and (3) institutional compliance, and documents a cognitive trajectory from reactive post-editing toward anticipatory monitoring. Translation competence frameworks and post-editing theory, taken as objects of analysis rather than explanatory starting points, prove inadequate for the ethical reasoning, domain governance, and document-level coherence the work actually requires. Preliminary findings point to a redistribution rather than a reduction of translator agency under adaptive MT. Adaptive MT is by design a learning system, but what it learns from each correction and how that shapes future output remains opaque to the practitioner working within in. That asymmetry, and its professional implications, is what this research sets out to examine.

**Bio:** Jérémy Tupper is a PhD candidate in the School of Languages and Cultures at the University of Queensland, where he also teaches French and leads Work-Integrated Learning projects in Translation and Interpreting Studies. A professional translator with experience across environmental governance, legal, and media contexts – including the English-language launch team at 'Le Monde' – his research examines translator agency in adaptive machine translation workflows through a practitioner–researcher methodology developed in partnership with 2M Language Services.

## The Role of Agents of Translation When Translation is Cultural Engagement

Sonia Broad

*School of Languages and Cultures*

More than 1,300 works of Australian literature have been translated into Japanese since the early 1940s. While most of these translations are purely commercial publications, a small number from the 1980s onward were launched directly through cultural diplomacy initiatives supported by the Australia-Japan Foundation (AJF). From 2012 to 2023, the AJF funded The Masterpieces of Contemporary Australian Literature series (Masterpieces) published by Gendaikikakushitsu Publishers. At its heart, agents of translation, including Australian and Japanese literary scholars, translators, publishers and AJF staff, actively participated in the selection, translation and promotion of eight canonical works of Australian literary fiction for Japanese readers. The subject of my paper is their narrative—the role of agents of translation when ‘translation’ functions as cultural engagement. Drawing on the AJF’s archival resources and my oral interviews with these agents of translation, I trace the history of support for Australian literature in Japan and the rationale for Masterpieces as both a translation series and cultural engagement initiative. By focusing on these agents and allowing them to tell their own stories, I aim to elucidate the range of constraints involved in publishing canonical works in translation; draw attention to investment in translation as a form of cultural dialogue; and celebrate the work of these agents themselves whose impact has gone largely unheard in scholarly circles.

**Bio:** Sonia Broad is a PhD candidate and casual academic in the School of Languages and Cultures at the University of Queensland where she teaches in the Japanese stream of the Master of Arts in Translation and Interpreting program. Her doctoral thesis explores the dynamics of contemporary Australian literature translated into Japanese with a focus on agents and their motivations across the Japanese publishing space and cultural interactions between Australia and Japan.

## Ascesis and Allegoresis in the Young Badiou

Jacob Ritz

*School of Languages and Cultures*

Alain Badiou is the most prominent living French philosopher, yet little historical research has been conducted on his early philosophical work. The primary aim of my first thesis chapter is to reconstruct Badiou's early intellectual persona through an historical contextualisation of his first philosophical work, 'Le concept de modèle' (1969). I argue that Badiou's early philosophy can be redescribed as an ascetic regimen centred on applying phenomenological hermeneutics to fragments of mathematical logic. First, I show how Badiou adopts the prophetic and engaged persona of Jean-Paul Sartre. Second, I trace a genealogy of the French epistemological tradition through Léon Brunschvicg's neo Kantianism, Gaston Bachelard's phenomenological metaphysics of the history of science, and Louis Althusser's Marxist Structuralism. Drawing on the histories of education, politics, mathematics, metaphysics, and the intellectual, this genealogy contextualises the gradual transformation of the neo-Kantian ascetic regimen into a phenomenological practice that was inherited by post-war French philosophy at the *École normale supérieure*. Finally, I situate Badiou's 'Le concept de modèle' at the nexus of a structuralist philosophy of mathematics and phenomenological hermeneutics. This positioning allows Badiou to preserve the role of the *intellectuel total* by legitimising his discourse in the academically articulated domains of "science" and "politics." I conclude that the young Badiou's philosophical persona anchors a diverse array of contingent references and serves as a point of comparison for understanding the later development of his philosophical self-culture.

**Bio:** Jacob Ritz is a PhD student in the School of Languages and Cultures and a tutor in German and mathematics at the University of Queensland. He is an associate editor for the Undergraduate Philosophy Journal of Australasia. His research interests include the history of modern and contemporary French and German philosophy, the philosophy of mathematics, and the history of metaphysics.

## **The Agency of Gumbaynggirr Language as a living form of Indigenous Knowledge**

Dylan Berger

*School of Languages and Cultures*

This presentation offers insight into a multi - year project focussing on the reciprocal relationships between Gumbaynggirr community members and Gumbaynggirr language. The goal of this project is to better understand both the role of language in shaping Gumbaynggirr peoples understanding of self, and the role of community in keeping Gumbaynggirr alive. This presentation will cover the history of Gumbaynggirr language revitalisation and its relationship with the goal of this project. It will also unpack details related to the literature review that was completed during the earlier stage of this project, and it will then follow on to describe the use of Ontology, Insider research, Respectful Design, Kummara Conceptual Framework, Indigenous methodology, yarning as methodology, yarning as method, RTA and journalling in informing a layered analytic strategy to mobilise this project. The presentation will then conclude with the findings that have recently emerged from the analysis process and the potential implications of such findings beyond the scope of Gumbaynggirr Country.

**Bio:** Dylan is a Gumbaynggirr language researcher that works within the revitalisation context of Gumbaynggirr Country. His work covers a range of interconnected areas such as Indigenous research design, language and wellbeing research, and language revitalisation research.

# **Silenced Stories, Unveiled Identities: A Critical Analysis of Trans-generational Trauma Narratives in Polish Literature**

Natalia Gorecka

*School of Languages and Cultures*

Literary works on European genocides from the second and third generations of witnesses, using artistic expression, serve as testimonies of human evil and suffering, as well as the transmission of trauma through generations. They aim to preserve memory, explore identity, and heal trauma while provoking ethical consideration and moral reckoning. This research explores two sets of literary texts that deal with transgenerational trauma in Poland: A) *The Pepper Counterfeiters: A Family History* (2016), a mixed genre narration by Monika Sznajderman, and Igor Ostachowicz's novel *The Night of the Living Jews* (2012), which refers to the Holocaust; and B) Katarzyna Surmiak-Domańska's autobiography *The Purge* (2021) and the novel *Silence in Pogranka* (2021) by Marcin Pilis, which engage with the Volhynian and Galician massacres of 1943-1944. While the trauma of the Shoah has been broadly represented in Polish literature, the trauma of other genocidal and ethnic mass murders hasn't been much exemplified or processed through literary works. My thesis aims to stimulate literary and trauma studies by opening up a new line of inquiry through the juxtaposition of the literary manifestations of two separate mass traumatic events. The research aims to examine the shared symptoms and characteristics of both traumas, inquiring into their conceptualisation, memory reconstruction, and narrativisation strategies. The research will also explore how official narratives coerce or integrate individual traumatic experiences into a collective memory and how the national narrative, through the politics of violence and repression, shapes national identity. My work will examine whether the reevaluation of trauma meaning in collective and individual consciousness is an effective way to break the transgenerational cycle. In summary, a close reading of these books, drawing from the interdisciplinary fields of memory, psychoanalysis, and trauma studies, supports analysis of how guilt and historical responsibility as concealed traumas are narrated within the official and individual narratives. This thesis hopes to articulate a new understanding of the relationship between transgenerational trauma and individual and collective identity, thereby igniting new possibilities across disciplines, including literary, memory, and trauma studies.

**Bio:** Natalia Gorecka is a Higher Degree Research (HDR) student at the School of Languages and Cultures. Her research examines how transgenerational trauma shapes both collective and individual memory and identity, and how this is reflected in and through literature. With a background in history, archive studies, and philosophy, Natalia aims to contribute to the understanding of trauma narratives and their implications for identity formation. She is committed to exploring contemporary issues and advancing discussions in her field through her scholarly work

# **Living with Tidal Flooding: An Ethnography of Everyday Communicative Practices and Adaptation Strategies among Aquaculture Farmers in Coastal Indonesia**

Lukman Hakim

*School of Languages and Cultures*

Disaster, long understood as a neutral term encompassing naturally occurring phenomena, has been progressively reframed in modern discourse to foreground human intervention and social vulnerability. This referential shift carries significant consequences for how vulnerable communities perceive, narrate, and respond to environmental crisis. Yet relatively little attention has been paid to how such reframings are negotiated at the community level through everyday language use. This study examines how aquaculture farmers in Kendal, Indonesia—a coastal community chronically impacted by tidal flooding (rob)—linguistically construct, negotiate, and communicate disaster narratives in their everyday lives, including how they articulate and make sense of their adaptation strategies in the face of recurring flood events. Grounded in Linguistic Anthropology (LA) as its analytical framework, this study integrates ethnographic fieldwork and open collaborative inquiry through Participatory Action Research (PAR), with farmers positioned as co-researchers. This methodological orientation foregrounds community voices and lived experiences as legitimate sources of knowledge in understanding local discourses around tidal flooding, risk, responsibility, and adaptive practice. In doing so, this research aims to contribute to broader conversations on language and environmental challenges, as well as offer policy recommendations on disaster adaptation and community agency in coastal Indonesia.

**Bio:** Lukman Hakim is a first-year PhD student, specialising in Sociolinguistics. His research investigates everyday communicative practices among coastal communities in Indonesia, with a focus on how language and communication function in the context of socio-environmental disasters such as tidal flooding.

## **Examining Ordinary Indonesian Multi-Party Conversation**

Topan Iman

*School of Languages and Cultures*

This study demonstrates the application of Conversation Analysis (CA) method to ordinary Indonesian multiparty social interaction. CA is a method for examining systems of social interaction based on data-driven examination of recordings of naturally occurring interactions. While CA research has extensively examined English, European, and major Asian languages such as Mandarin Chinese and Japanese, there has been comparatively little work examining Indonesian conversation. Therefore, this study contributes to expanding comparative CA research, providing new evidence for which aspects of conversation that may be culturally and linguistically variable, and which are common across languages. The data for this study are drawn from a corpus of video-recorded Indonesian multiparty conversations consisting of recordings of 3 or 4 Indonesian (Sumbawa) native speakers over 18 years old who already know each other engaged in ordinary conversation. A total of ten groups were recorded, with participants averaging approximately 32 years of age. In recruiting the participants, a flyer written in Bahasa Indonesian had been distributed via WhatsApp Messenger to researcher's personal network, including friends and families. The recordings are currently being transcribed and annotated for the analysis of turn-taking practices. So far, one potential area to look at concerning how conversational participants project upcoming talk during interaction.

**Bio:** Topan Iman is a second-year PhD student researching naturally occurring Indonesian conversation using Conversation Analysis (CA). His research focuses on turn-taking practices in multiparty interaction, with a particular interest in how conversational participants project upcoming talk during interaction.

# **Textbook as Ideological Mirrors: Textbooks as Ideological Mirrors: A 20-Year Evolution of Cultural Values and National Identity in Korean Chinese Education (2002 vs. 2022)**

Qunyi (Betty) Wang

*School of Languages and Cultures*

Textbooks are central to school curricula, often reflecting dominant ideologies while marginalising subordinate groups (Lee, 2024). National language textbooks, in particular, are instrumental in promoting standardised national identities, often at the expense of ethnic diversity (Lee & Wang, 2023). In China, the current political climate prioritises national unity over pluralism, raising concerns about marginalisation of ethnic minorities, shifts reflected in textbook content (Liu et al., 2022). While extensive research has examined textbooks for the Han majority, textbooks for ethnic minorities remain understudied. Particularly, despite the Korean ethnic group's recognition as a "model minority," partly attributable to educational achievement (Gao, 2016), Chinese language textbooks for Korean Chinese students have received limited scholarly attention. This study conducts a comparative analysis of primary Chinese language textbooks for Korean Chinese students (2002 and 2022 editions), examining the cultural values and ideologies embedded within them, their role in shaping national identity, and how these elements have evolved alongside shifts in China's political climate. Adopting Multimodal Critical Discourse Analysis (MCDA) and the Discourse Historical Approach (DHA), the study investigates: (1) what cultural values and ideologies are embedded in these textbooks; (2) how they construct national identity for Korean Chinese students; (3) similarities and differences between the two editions; and (4) whose voices and perspectives are excluded. Preliminary findings suggest that while both editions convey dominant Han cultural values, the 2022 edition contains more patriotic content, including China's historical humiliations by Japan and Western powers, the promotion of Mandarin as the national language, and the "Chinese Dream," while ethnic Korean content appears to have been significantly reduced. This shift aligns with state policy prioritising a unified Chinese national identity over a distinct Korean Chinese identity. The study contributes to understanding how state-led education attempts to shape minority identity, offering implications for more inclusive curriculum design.

**Bio:** Qunyi Wang is a PhD candidate at the University of Queensland and has been working as a research assistant in the School of Languages and Cultures since 2020. She graduated with First Class Honours in Korean from the University of Queensland in 2023. Her research examines Chinese language textbooks used by ethnic Korean students in China, with a focus on cultural values, ideology, and national identity. She has published two peer-reviewed journal articles in Q1 and Q2 journals. Qunyi currently teaches Chinese at the School of Languages and Cultures, University of Queensland.