



Book of Abstracts



FRIDAY, JULY 5TH 2024

10:00 am **Registration**

10:50 am **Conference opening (Robert Fuchs)**

11:00 am **Hannah Grzonka**

“*Sorry, Could You Please Help Me?*” – A Corpus-Based Analysis of the Politeness Markers *Please* and *Sorry* in Canadian, Indian and Singaporean English

11:30 am **Oliver Kampmann**

German - American English Differences in the Use of Psychological Humor Categories

12:00 pm **Natascha Korn**

Irony Comprehension in Language Development –
A Case Study With 3 to 6-Year-Old Monolingual German-Speaking Children

12:30 pm **Lunch break**

2:00 pm **Poster Session I**

3:00 pm **Keynote: Prof. Dr. Michael Westphal**

World Englishes in English Language Teaching:
Analyzing Barriers of Innovation

4:00 pm **Coffee break**

4:15 pm **Julia Degenhardt & Karola Schmidt**

Variational Metapragmatics in South Asian English Newspaper Writing

4:45 pm **Dominik Schoppa**

Metapragmatic Differences Across World Englishes?
Evidence From Use Type Distributions of Meta-Illocutionary References to *Directive* and *Expressive* Illocutions

6:30 pm **Conference dinner**

SATURDAY, JULY 6TH 2024

10:00 am **Amin Rasti-Behbahani**

Beware of What Lurks in the Margin: Glosses, Digital Games and Incidental Vocabulary Learning

10:30 am **Kathryn Sherwood**

Generative Artificial Intelligence and Syntactic Ambiguity

11:00 am **Tjorven Halves**

The Comparative Alternation in World Englishes

11:30 am **Lunch break**

1:00 pm **Poster session II**

2:00 pm **Philipp Meer & Christine Stuka**

TH-Variation in Barbadian and Trinidadian English:
A Comparative Sociophonetic Study

2:30 pm **Kebrina Bailey**

Creole and English: Language Preferences and Perceptions in 21st Century Anguilla

3:00 pm **Coffee break**

3:15 pm **Keynote: Dr. Guyanne Wilson**

On Gatekeeping: Language Ideologies in Real and Imagined Classroom Spaces

4:15 pm **Conference closing (Robert Fuchs)**

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The Hidden Splendo(u)r of Spelling: American and British English Spelling Variations in Written English in Namibia

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11:00 am – 11:30 am

“Sorry, Could You Please Help Me?” – A Corpus-Based Analysis of the Politeness Markers *Please* and *Sorry* in Canadian, Indian and Singaporean English

Hannah Grzonka

Hannah Grzonka is a first-year master's student of Applied Linguistics at the University of Bonn. She finished her bachelor's in German and English on a teaching degree with an empirical study about different usages of emojis in text messages in 2023. So far, her main fields of interest are sociolinguistics and pragmatics, with a focus on the concept of politeness.

Politeness is a major aspect of social life and human interaction. What is considered polite is not only language-, but also society- and culture-specific. While differences in the perception of politeness are well-known in comparisons of British and American English (cf. Flöck 2016, Murphy & De Felice 2019), other English varieties have yet to be in a stronger focus of politeness research. This study aims to show the necessity of broadening this spectrum by looking at the different usages of the politeness markers *please* and *sorry* in Canadian, Indian and Singaporean English. The data was collected through the respective sub-corpora of the International Corpus of English (ICE) and contextually coded according to the senses defined by Islentyeva, Pesendorfer, and Tolochin (2023).

The findings of this study reveal that both the frequency and way of usage differ between all three varieties in spoken language but not in written English. Both Indian and Singaporean English show to be more closely related in their language use, as they both show a preference for using *please* and *sorry* in one particular sense more often. However, which sense specifically

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differs, as Indian English uses *please*, especially in the way of politely giving instructions, while Singaporean uses it mainly in requests. In comparison, Canadian English uses *please* far less often and is more varied in the way both politeness markers are used.

The analysis shows that, first, differences of politeness in English varieties are pronounced, especially in spoken language. Second, while the varieties' origin seems to influence the results, there must be more factors involved, like influences of a country's other local languages. This can be seen in the apparent differences between Singaporean and Indian English, even though they share a similar colonial history.

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11:30 am – 12:00 pm

German - American English Differences in the Use of Psychological Humor Categories

Oliver Kampmann

My name is Oliver Kampmann. I am currently studying Applied Linguistics in the 2nd semester at the University of Bonn, where I already finished my undergraduate studies in English Studies and History in 2023. My research interests are intercultural communication and computer-mediated and digitally-mediated

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communication, with a focus on the language use of young and young adult speakers on social media and the unique use of multimodal humor in the form of memes and jokes online.

Cross-cultural humor differences are a widely studied research field. Humor differences and their implications in commercials (Cruthirds, Wang, Wang & Wei 2012), talk shows (Mir & Laskurain-Ibaluzea 2022), print media (Hatzithomas, Zotos & Boutsouki 2011), management (Murata 2013; Kalliny, Cruthirds & Minor 2006) and teaching (Neff & Rucynski 2017; 2021) gained significant linguistic attention in recent years. However, research on cross-cultural humor differences on social media has been neglected for the longest time, despite social media offering a fertile ground for research of this kind because of its multicultural nature and the way it facilitates cultural contact and exchange.

For this study, 50 German and 50 predominantly US-American jokes were collected from the Reddit boards “r/Witze” and “r/jokes” and coded based on the four categories of psychological humor defined by Martin et al. (2003), which differentiate between “aggressive”, “affiliative”, “self-enhancing”, and “self-defeating” humor. Based on Hofstede’s (1984) evaluations about German – US-American differences on the four cultural dimensions of “power distance”, “individualism”, “motivation towards achievement and success”, and “uncertainty avoidance” it was hypothesized that affiliative humor will be used more often in the more collectivistic US-American sample as a tool to strengthen social cohesion. The amount of aggressive humor, on the other hand, should be higher in the German sample, since the German culture scores higher on the “individualism” dimension and, thus, humoristic attacks on others are less likely to be interpreted as attacks on the community as a whole. Self-enhancing and -defeating humor are commonly used to negotiate a common ground for communication between interlocutors of different social ranks. Since both communities are characterized as equally egalitarian by Hofstede (1984) no differences in the frequencies of these humor categories were predicted.

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The results confirm the assumption that the US-American sample would include more affiliative humor than the German sample. However, the other three hypotheses could not be supported by the data. The use of aggressive humor was slightly more frequent in the US-American sample than in the German sample. US-Americans also made significantly more use of self-defeating humor, while Germans deployed self-enhancing humor more regularly than the US-Americans. These results may indicate a change of cultural norms in recent decades, possibly caused by factors like globalization and the increased intercultural contact through the Internet.

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12:00 pm – 12:30 pm

Irony Comprehension in Language Development – A Case Study With 3 to 6-Year-Old Monolingual German-Speaking Children

Natascha Korn

My name is Natascha Korn and I’m 23 years old. I did my Bachelors in Linguistics at the University of Konstanz and started my Masters in Applied Linguistics at the University of Bonn in October 2023. My research interests are language acquisition, multilingualism, psycholinguistics and sociolinguistics.

After telling a very bad joke, Emilie says to Kimberly, “You are so funny!”. This statement can either be interpreted as a compliment or a criticism. Given the context, it is clear to most of us that the compliment was meant to be ironic and not literal. But what happens when Kimberly is a child? Do children know what ironic statements are and how to interpret them? Most of the previous studies in this area were conducted with English-speaking children and adults (Ackerman, B. P., 1983; Glenwright & Pexman, 2010). There has not been a current study that focuses on the comprehension of irony in monolingual German-speaking children or adults.

This study explored irony comprehension in language development through several variables. The influence of the type of irony, the type of interaction, the intonation and the difference in speaker’s

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meaning and speaker's attitude, as well as the differences in age are being discussed among others. Overall, 12 German-speaking children participated in the study. The age of the participants ranged between 3-6 years with a mean age of 4:8 years. Participants of the study did an irony comprehension task, modified after a task in Panzeri et al. (2020), and the Raven Coloured Progressive Matrices test.

The most significant results, among others, were the following. Even children as young as three years old can understand the intended meaning of irony to a certain degree. The speaker's meaning and attitude are understood much better with ironic criticisms than with ironic compliments. Children do not rely on intonation, like the ironic tone of voice, to comprehend the actual meaning of an ironic utterance. Overall, it can be concluded that age is the most significant variable to recognise and understand verbal irony. These results cannot be generalized since there was an insufficient number of participants. Instead, this study can be seen as a foundation for further research.

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2:00 pm – 3:00 pm

POSTER SESSION I

Responses to Negative Hotel Reviews by German Students of Tourism

Labanyaprobha Bandyopadhyay

My name is Labanya Probha Bandyopadhyay, and I am currently pursuing a Master's degree in Applied Linguistics at the University of Bonn. I completed my Bachelor's degree in English and German Studies at the same university in September 2023. My research interests in linguistics include Intercultural Communication, Pragmatics, World Englishes, Bilingualism and Forensic Linguistics. Additionally, I am deeply interested in Philosophy and development projects.

In the field of English for Specific Purposes (ESP), understanding how students of tourism navigate and respond in their second language (L2) is important for their preparation in the hospitality industry. Existing research examined various aspects of language use and communication strategies, such as the linguistic style of management (Zhang, Yang, Qiao and Zhang, 2020), lexical items in hotel responses to positive reviews (Taw, Libert and Paramisivam, 2022), and response characteristics of luxury hotels (Tam, Fong and Rob, 2022). However, until now, research in this area has mostly focused on workers in the industry, neglecting aspiring employees. This study, thus, investigates the language and pragmatic functions of responses to negative hotel reviews by German tourism students. It focuses on previous literature, which provides insights into students' language proficiency and response strategies. It draws upon Ho's (2017) framework on negative online reviews' effects on hotel reputations. It also includes Almagro's (2022) study on how Spanish students respond to complaints. Additionally, it references Nasser's (2022) study on speech acts in customer reviews. The analysis focuses on the use of linguistic moves and

speech acts in students' responses, comparing them with those provided by actual hotel representatives.

The methodology of the analysis adopts a mixed-method approach, integrating both quantitative and qualitative analyses. Responses from 28 tourism students, collected through an open-ended questionnaire, were coded and analysed using the qualitative data analysis software, QualCoder. The corpus consisted of 4,122 words, including responses from hotel employees retrieved from the TripAdvisor website. Quantitative analysis was utilised to gather statistical data on speech act frequencies and move occurrences, while qualitative analysis involved categorizing moves and speech acts into their respective categories.

The findings reveal that the most frequent move employed by the students was "acknowledging problem", while the predominant speech act utilised was "expressives". Comparing these responses with those from hotel representatives revealed that one move and one speech act were exclusively used by the L2 students.

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From Lanka to the World: the Cultural Exchange Between English and Sinhala in the Oxford English Dictionary

Rochana Jayasinghe

Rochana Jayasinghe is a graduate of the Master's in World Literatures in English programme at the University of Oxford. She completed her Bachelor's degree majoring in English at the University of Peradeniya, Sri Lanka. Her research on the inclusion of Sri Lankan origin words in the Oxford English Dictionary led to her appointment as the OED's Sri Lankan English consultant. Her research interests in Linguistics include World Englishes, lexicography, and historical and comparative linguistics.

This paper explores the interplay between language, culture, and lexicography through an analysis of the correspondence between Robert Burchfield, (former) Editor of the Oxford English Dictionary (OED), and Pearly Cooray, a correspondent from the Dictionary Institute of Sri Lanka, spanning from 1971 to 1981. Burchfield's tenure oversaw the completion of the Second Supplement of the OED, during which Cooray's contributions played a significant role in incorporating Sinhala-origin words into the dictionary. While previous research, notably Richard Boyle's work in *Knox's Words: A Study of the Words of Sri Lankan Origin or Association First Used in English Literature by Robert Knox and Recorded in the Oxford English Dictionary*, has shed light on the inclusion of Sri Lankan-origin words in the OED, there remains a significant gap concerning

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the dynamics of this exchange and its implications. The paper navigates through Cooray's engagement with Burchfield, highlighting her interventions in refining definitions and providing insights into language usage. The analysis reveals nuanced editorial decisions and challenges in representing culturally specific terms within a global lexicon. Through qualitative analysis of their correspondence and critical examination of OED entries related to Sinhala, this study elucidates nuanced editorial decisions and challenges in representing culturally specific terms within a global lexicon. The paper also aims to explore the broader context of the OED's engagement with Global English and its implications for language teaching and learning; while Burchfield's tenure is often associated with a shift towards inclusivity by incorporating words of foreign origin, it is crucial to acknowledge that this practice was inherent in the OED's ethos since the era of James Murray, the OED's first Editor. Furthermore, this study underscores the importance of incorporating diverse linguistic perspectives in language education, emphasizing the agency of individuals like Cooray in promoting cultural exchange in the classroom.

Attitudes University Students in Germany Have Towards Different Varieties of English: English and Non-English Majors Compared

Serena Schumacher

Serena Schumacher (she/her) is currently a Master's student in the Applied Linguistics program at the University of Bonn. She has completed her Bachelor's degree in English Studies and German as a Second and Foreign Language. Her research interests particularly lie in translation studies and second language acquisition.

This paper analyzes the attitudes university students in Germany have towards different varieties of English, and whether these differ between students majoring in English and those enrolled in other study programs. Previous research has demonstrated that learners of English have a strong preference for Inner Circle

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varieties of English (cf. Kachru 1985), not only in the positive associations they make (cf. Meer et al. 2021; Davydova 2015) but also in the aspirations for their own pronunciation and accent (cf. Jindapitak et al. 2022). It has been shown that an awareness-raising program can help learners question and even alter their attitudes (cf. Jindapitak et al. 2022). The study at hand seeks to examine whether an English major program, which usually deals with the impacts of colonization critically and provides diverse English input, can function similarly and lead to a different view on varieties of the English language.

The study was conducted via an online questionnaire, which included questions to determine which Inner, Outer, and Expanding Circle varieties (cf. Kachru 1985) the students could think of, which attributes they associate with these, what they consider a standard variety, and how important they find the implementation of different varieties into language teaching. The questions ranged from open-ended questions to Likert scales. In the case of the associations, the participants were given a selection of suggested adjectives, but they were also able to add other ideas. The hypothesis is that overall, Inner Circle varieties are most present and associated with the most positive attributes among all students participating. It is further hypothesized that the students majoring in English have more awareness of and fewer prejudices against English varieties that are not in the Inner Circle and that they place larger importance on the representation of different varieties in teaching compared to the students from other programs.

In accordance with previous research on the topic, the former hypothesis was indeed supported, whereas in the case of the latter, the differences between the groups were not as distinct as expected, albeit notable. The English major students demonstrated interesting, seemingly opposing views: While highlighting the prevalent prestige of British English, they showed more affection for Outer Circle varieties than other students and put the strongest emphasis on implementing English varieties into English lessons.

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Grammatische Zweifelsfälle – A Small Empirical Study on the Doubt Cases of the German Language

Giorgia Tettamanti

Giorgia Tettamanti is a Master student specializing in Applied Linguistics at the Universität Bonn. She completed her bachelor's degree in "Languages, Cultures, Literature, and Translation" at the Sapienza University of Rome.

Tettamanti's research interests include Psycholinguistics as well as English and German language variation.

This abstract presents an overview of my bachelor thesis on German linguistics, focusing on some doubt cases of the German language. Doubt cases can be defined as such exclusively when the same type of doubt presents itself in different cohort of people. In order to better investigate the origin of each doubt case though, it's more sensible to analyse homogenous groups of speakers to control for other influential factors at play. In this sense the

research seems to still have to cover some ground. The work of encyclopaedic collections like the one published by Duden: “Das Wörterbuch der sprachlichen Zweifelsfälle: richtiges und gutes Deutsch” or projects like “Atlas zur deutschen Alltagssprache” curated by the university of Liege and Salzburg aim only to catalogue and show the distribution of different variants while barely scratching the surface of the origin those doubt cases have. The primary objective of this study is to investigate the persistence of doubt cases within a homogeneous cohort of native German speakers. This investigation employs a survey methodology designed to explore both lexical and syntactical ambiguities. Within the lexical domain, particular attention is given to gender attribution in Italian loanwords, while syntactical ambiguities focus on singular/plural and auxiliary verb agreement.

Despite constraints imposed by the size of the sample and resource limitations, preliminary findings suggest that the majority of doubt cases analyzed stem from sociolectal, idiolectal, or regional variations, rather than presenting genuine ambiguities within the homogeneous speaker group. Noteworthy exceptions include gender attribution in select loanwords and certain syntactical agreement issues, which continue to confound speakers and warrant further investigation.

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Scottish Standard English Grammar: Modals

Johannes Truedinger

Johannes Trüding is a PhD candidate at the University of Bayreuth under the supervision of Professors Markus Bieswanger and Ole

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Schützler. He holds an MSc and MScR from the University of Edinburgh (2020, 2021) and a prior undergraduate degree in English, Politics, and History from the Otto-Friedrich-University Bamberg. His research interests lie in Scottish English, sociophonetics, phonetics, and computational linguistics.

Traditionally, Scottish Standard English (SSE) research takes place within the confines of the Scottish English continuum (see Aitken 1979) and has a strong phonological bias (Schützler 2024). The assumption was that since SSE functions as standard pole in the continuum its grammatical system is equal to Standard English (Stuart-Smith 2008: 48). This, paired with a lack of appropriate tools and resources, led to a deficit in grammatical research on SSE. Through the efforts of Schützler (2015) and Schützler et al. (2017) SSE has since been established as fully-fledged standard variety. Yet, the lack of grammatical research persists. Schützler & Herzky (2021) and Schützler (2024) led first efforts to address the issue and found differences in the use of modals of strong obligation that indicate a grammatical system at least in part different from Standard English. The present study is part of a larger PhD project that expands on Schützler's and Herzky's research by conducting a comparative analysis of modal usage in SSE, Southern British Standard English, and Standard American English. Corpus material from the International Corpus of English (ICE-SCO), the British National Corpus (BNC2014), and the Santa Barbara Corpus of Spoken American English (Du Bois 2000-2005) is used. Data are analysed using AntConc (Anthony 2024) and custom Python scripts. A statistical analyses using mixed-effect models and grammaticality judgements are planned. Preliminary findings for modal usage in the ICE-SCO data deviate from and in part contradict previous literature.

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Keynote Lecture

3:00 pm – 4:00 pm

World Englishes in English Language Teaching: Analyzing Barriers of Innovation

Michael Westphal

Michael Westphal is a professor for English linguistics at Kiel University, Germany since 2023. He completed his PhD (Language variation on Jamaican Radio) and his post-doctoral dissertation (Pragmatic variation worldwide: A variational-pragmatic analysis of question tags in different varieties of English) at the University of Münster, Germany. In his research and teaching he focuses on World Englishes, variational pragmatics, language attitudes and ideologies, language in pop culture, and Global Englishes Language Teaching.

Traditional English Language Teaching (ELT) with its focus on idealized native speaker norms does not prepare students for the diverse sociolinguistic landscape of English in the 21st century. Rose and Galloway (2019) call for a paradigm shift in ELT to include World Englishes and English as a lingua franca in the classroom, to raise students' awareness of the global use of English, and to emphasize respect for diverse (anglophone) cultures and identities. They argue that the continuing focus on native speaker norms in teaching materials and on an ideological level are two main barriers of innovation.

This talk presents an analysis of these two barriers of innovation. First, I analyze three German ELT textbooks, which focus on Nigeria and the Caribbean, regarding the representation of these regions and their Englishes. In the materials, there is a strong focus on standard varieties and students do not learn about local linguistic

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variation. Stereotypical tropes dominate for the Caribbean, but the textbooks in Nigeria avoid colonial stereotypes and present intersectional Nigerian perspectives.

Second, I present an analysis of the language attitudes of 72 future ELT teachers in Germany using a Matched Guise Test. The results show a strong deference toward British and American norms and different ideological profiles for these two main reference varieties. However, non-native speakers are also not devalued as teachers by the participants.

These combined results show that future teachers need to be trained to reflect critically on teaching materials and on established norms and ideologies in ELT. Teachers should foster students' language awareness, and colonial tropes about New Englishes should not be reproduced in the classroom. On a methodological level, future research needs to focus more on classroom discourse, enhancing existing studies with more ethnographic accounts.

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4:15 pm – 4:45 pm

Variational Metapragmatics in South Asian English Newspaper Writing

Julia Degenhardt & Karola Schmidt

Julia Degenhardt is a research assistant at the Chair of English Linguistics at Justus Liebig University Giessen. Her research interests include corpus linguistics and the pragmatics of spoken and written world Englishes, with a special focus on South Asia and the implementation of multifactorial modelling of data. In her dissertation, she investigates metadiscourse in South Asian English newspaper writing.

Karola Schmidt is a research assistant in the DFG-project Epicentres in World Englishes: empirical diachronic studies of present-day South Asian English (DFG BE 5812/3-1 & GR 5308/1-1) harboured at Justus Liebig University Giessen. Her research interests include syntax and South Asian Englishes. Her PhD-project is dedicated to the short-term diachronic exploration of a linguistic epicentre in South Asian Englishes.

As a subfield of Variational Pragmatics (Schneider & Barron, 2008), Variational Metapragmatics describes “the use of language about the use of language” (Culpeper & Haugh, 2014: 237), thus studying metapragmatic awareness and related terms like apology or promise across varieties of English (Schneider, 2021). While research into the metapragmatics of spoken Englishes in the Kachruvian Inner Circle (Kachru, 1985) has increased lately (Schneider, 2017, 2022; Schoppa, 2022), empirical studies on metapragmatic choices in written English(es) in general as well as in Kachruvian Outer-Circle varieties are – despite notable exceptions (Schoppa, submitted) – scarce. Consequently, little is known about possible differences in metapragmatic constellations between spoken and written language, so that, for example, pragmatic predictors could be relatively more important for pragmatic writer choices than they are for spoken choices.

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The present study aims to fill this research gap with regard to South Asian varieties of English, examining acts of apologising as evident from the 2020 version of the South Asian Varieties of English Corpus (SAVE2020; Bernaisch et al., 2021). With the help of multifactorial models, a generalized linear mixed-effects model tree (Fokkema et al., 2018) and a random forest analysis (Breiman, 2001), this study investigates metallocutionary pragmatic choices in English newspaper articles from Bangladesh, India, the Maldives, Nepal, Pakistan and Sri Lanka. Results suggest that a number of co- and contextual factors, such as WORD CLASS or WORD FORM, AUTHOR GENDER or VARIETY, and their interactions, determine metapragmatic realisations of apologies in South Asian English newspaper articles. Hence, this study contributes to the theoretical description of a pragmatics of writing and profiles pragmatic choices through the lens of state-of-the-art multifactorial methods.

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4:45 pm – 5:15 pm

Metapragmatic Differences Across World Englishes? Evidence From Use Type Distributions of Meta-Illocutionary References to Directive and Expressive Illocutions

Dominik Schoppa

Dominik Schoppa is a research assistant and lecturer at the chair of Applied English Linguistics at the University of Augsburg. He is currently finalizing his doctoral thesis under the working title “The meta-illocutionary lexicon: Contexts, functions, and variation”, where he explores cross-varietal aspects of the meta-illocutionary lexicon in use with regard to different illocutions and illocutionary types. Initial findings of this project have been presented, in part, at last year’s IPrA conference and the workshop on Pragmatic Variation across the New Englishes, and are expected to be published in the Journal of Pragmatics (Elsevier) later this year.

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The World Englishes paradigm has so far been dominated by studies on linguistic-structural variation; by contrast, research on pragmatic variation across postcolonial varieties of English is still fairly new (cf. Kachru 2017). A very recent trend within this new development is the exploration of metapragmatic variation across Englishes, viz. similarities and differences in the way pragmatic aspects of language use are explicitly referred to and talked about in ordinary discourse (cf. Schoppa *forthc.*). The present study takes the example of three directive illocutions (i.e., requesting, commanding, begging) and three expressive illocutions (i.e., thanking, apologizing, congratulating), and aims to explore cross-varietal aspects of ordinary language users' talk about these illocutions by means of investigating their use of the meta-illocutionary lexicon (cf. Schneider 2021) across British English, Hong Kong English, and Kenyan English. Based on empirical data from the blog section of the GloWbE corpus, this study focuses specifically on quantitative distributions of various use types of the meta-illocutionary lexicon across (i) illocutionary types, (ii) individual illocutions within each type, and (iii) the selected varieties of English. Results show a distinct preference pattern across illocutionary types, with explicit references to directive illocutions clearly favoring the descriptive use type and explicit references to expressive illocutions clearly favoring the performative use type. Within illocutionary types, use type distributions varied more strongly across references to different expressive illocutions than across references to different directive illocutions. Variation across BrE, HKE, and KenE was, however, minimal (apart from a few exceptions). These and further results are discussed against the background of (i) questions of (potential) universality associated with speech act ontology, (ii) differences in categorial qualities between the directive class and the expressive class, and (iii) metapragmatic similarities between inner circle and outer circle Englishes.

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10:00 am – 10:30 am

Beware of What Lurks in the Margin: Glosses, Digital Games and Incidental Vocabulary Learning

Amin Rasti-Behbahani

Amin Rasti-Behbahani is a researcher and English lecturer at Dhofar University, Oman. His research interests are digital game-based learning and vocabulary learning.

Despite the importance of incidental vocabulary learning (IVL), many studies show that IVL usually grants no large vocabulary gains (Webb, 2020). Therefore, techniques such as glossing and digital game-based vocabulary (DGBVL) activities were introduced and found effective on IVL. However, it is still unknown if combining these two types of techniques can further enhance IVL gain.

Hence, this study investigates the effectiveness of meaning-given (MGG) and multiple-choice (MCG) glosses, in enhancing IVL receptive and productive knowledge gains through DGBVL activities.

54 Persian speakers (13–16 years old) were randomly assigned to three groups, namely MGG, MCG, and Control groups (CG), after the size of their vocabulary knowledge was measured (2100–3400 word families). After administering two pre-tests, measuring receptive and productive knowledge of 20 target words (concrete nouns), participants played a commercial adventure game. They read a modified game-guide and completed a chapter of the game in pairs. MGG had a single Persian definition, MCG had three, and CG had none on the page margins of their game-guides. Three weeks later, the participants sat for receptive and productive delayed post-tests without forewarning. Moreover, qualitative data were collected through introspective think-aloud protocols and an exit-interview.

Results showed that 1) DGBVL activities could enhance incidental learning of the target words regardless of the gloss types; 2)

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productive knowledge gains were much higher than the receptive; 3) surprisingly, MGG enhanced IVL gains more effectively than MCG; 4) glosses led to different vocabulary learning strategy use; 5) different learning approaches emerged through qualitative data-analysis; 6) new factors were found that can affect incidental vocabulary acquisition negatively if they are not controlled. Pedagogically, prospective teachers are advised to employ MGG to enhance vocabulary acquisition through DGBVL activities effectively unless they want to use the DGBVL activities in their classroom where they are monitoring their students' progress.

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10:30 am – 11:00 am

Generative Artificial Intelligence and Syntactic Ambiguity

Kathryn Sherwood

Kathryn Sherwood is currently a master's student of Applied Linguistics at Bonn University. Her previous research focused on cross-cultural pragmatics, and she wrote her bachelor thesis on the use of politeness strategies in the translation of Japanese to English. Her focus shifted more recently to computer linguistics, particularly to the semantic and syntactic capabilities of generative artificial intelligences (AIs) in comparison to humans, and she is currently writing her master thesis on how generative AIs interpret syntactic ambiguities.

Generative Artificial Intelligences (AI) have evolved tremendously over the past few years and seemingly showcase human-like feats in text-generation, especially in the English language. It is therefore vital to investigate the linguistic progress of state-of-the-art generative AIs, while also highlighting their potential problems.

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Approaches to evaluating AI and how they process languages can include the analysis of disambiguation processes. One syntactic ambiguity that has been extensively researched in linguistics is relative clause attachment ambiguity (RCA ambiguity), whereas the relative clause in sentences such as: “The doctor met the son of the colonel who died” (Hemforth et al., 2015: 43) can be interpreted as modifying the noun “son” (high attachment) or “colonel” (low attachment). Languages seem to differ in their attachment preferences, and although RCA ambiguity has been widely researched in natural languages (cf. Cuetos & Mitchell, 1988; Fodor, 1998; Hemforth et al., 2015, etc.), research on how generative AIs process this ambiguity is scarce (e.g. Davis & Schijndel, 2020).

This thesis investigates if generative AIs, in particular widely used Chatbots (such as GPT 3.5, Gemini, etc.), show cross-linguistic variation in their interpretation of RCA ambiguity, and thus interpret syntactic ambiguities in a human-like fashion, or if in contrast, they show a similar RCA preference across all languages. Working with the experimental design and stimuli from Hemforth et al. (2015), the AIs are prompted with discourse completion tasks randomized across four questionnaires in Spanish, German, French, and English, and findings are compared to previous research. Multiple generative AIs are tested to examine if they differ from one another. I predict that all tested generative AIs will show a preference for low attachment across all languages in contrast to the language-specific attachment bias found in natural languages. I believe that, since AIs are often trained on data on the internet, which is primarily in English, this could influence how ambiguities are processed in other languages, leading to a loss of the necessary language bias towards certain disambiguation strategies. With that said, the results of this thesis will give greater insights into the underlying capabilities of generative AIs to interpret syntactic ambiguities in a human-like manner across various languages.

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11:00 am – 11:30 am

The Comparative Alternation in World Englishes

Tjorven Halves

Tjorven Halves is a graduate student of English linguistics at the University of Hamburg. She is currently writing her Master's thesis about the comparative alternation in World Englishes. Her project is supported by a Karl H. Ditze scholarship for outstanding grades. In September, she will graduate and aim to pursue a PhD. Her main research interests are World Englishes, grammatical and sociolinguistic variation, and learner English.

In recent years, academic interest in morphosyntactic variation across World Englishes has increased. Grammatical alternations – the choice between two variants to express the same (grammatical) meaning – are a phenomenon that has gained attention in this research paradigm. Alternations are governed by a range of probabilistic constraints (Szmrecsanyi et al., 2016, p. 112). The variationist perspective is interested in investigating whether and to which extent these constraints vary across varieties of English

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based on, e.g., L1 influence or postcolonial nativization or if they remain stable as part of a common core of English (Szmrecsanyi et al., 2023, p. 3). Previous studies found a significant overlap in the influence of constraints across varieties, although some identified quantitative differences between L1- and L2-English varieties (e.g., Bernaisch et al., 2014; Heller et al., 2017; Szmrecsanyi et al., 2023). Constraints of the alternation between the analytic (more silly) and the synthetic (sillier) comparative variant have been researched extensively (e.g., Hilpert, 2008; Mondorf, 2009; Cheung & Zhang, 2016). However, the impact of these factors has not been investigated across a large number of English varieties. With my study, I aim to fill this research gap.

In my paper, I examine the comparative alternation in the GloWbE corpus (Davies & Fuchs, 2015), which contains data from 20 different varieties of English. Using random forests and mixed-effects regression, I account for 10 phonological, morphological, syntactic, and usage-related factors and pinpoint each factor's effect direction, effect size, and interactions with other factors. Based on previous research, I hypothesize that, while there may be quantitative differences in the effects of the individual constraints across varieties, potentially along a L1/ L2 line, the effect directions will remain constant. Preliminary results indicate that the influence of the linguistic constraints on the choice between analytic and synthetic comparative far outweighs any differences between individual varieties or variety groups.

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POSTER SESSION II

Productive vs. Receptive Exposure to English: How Does it Influence German Learners' Accuracy and Lexicality in Writing?

Lisa Altendorf

Lisa-Christine Altendorf (she/her) is currently pursuing a PhD at Bonn University. Her dissertation focuses on the topic of extramural (online) activities and German learner's vocabulary knowledge across all dimensions. Other research interests include computer-mediated communication, the development of Internet English as a variety, and translation studies.

Accuracy is a key factor to writing competence in a foreign language – that is, to produce text free from errors (cf. Skehan & Foster, 2001). Similarly, a large productive vocabulary is essential for good quality writing (cf. Wilde, 2023). Both can be acquired, in addition to formal education, by engaging in informal use of English and simply being exposed to the language (cf. Sundqvist, 2024; Kaatari et al., 2023; Niitema, 2020). A differentiation is made between productive (e.g. speaking and writing) and receptive (listening, watching, and reading) exposure.

To explore how accuracy and lexicality might be affected by productive and receptive exposure to English, a corpus study was conducted. The texts (samples from current exams) were collected from pupils in two German schools (n = 92). These texts were error-tagged based on a framework adapted from the Cambridge Learner Corpus (cf. Nicholls, 2003) and typical errors observed in German learners of English (cf. Parkes, 2001). Furthermore, the corpus was automatically analyzed for indices of lexical diversity and sophistication, namely MTLT and HDD (cf. McCarthy 2005), and other sophistication indices included in the Lexical Complexity Analyzer (cf. Lu, 2012), further modified by Spring & Johnson (2022). A regression analysis was carried out to observe the

relationship between errors per hundred words (EpH), lexicality, and productive vs. receptive exposure.

The results show that receptive activities significantly reduce the EpH, indicating fewer errors. However, they have limited effects on lexical richness. The only notable effect on lexical sophistication was observed in the use of sophisticated verbs (SVV1), which was predicted by the amount of receptive exposure to English. Furthermore, students who engaged in various types of receptive exposure tended to write longer texts. These findings suggest a strong connection between seeking out English exposure and improving English proficiency, particularly in writing skills.

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The Hidden Splendo(u)r of Spelling: American and British English Spelling Variations in Written English in Namibia

Mara Kühne

Mara Kühne has studied Language and Communication at Stellenbosch University, South Africa, and obtained her bachelor's degree in German and English at the University of Bonn, where she is also currently pursuing her master's degree in Applied Linguistics. Her main research interests include Morphology, Variation within World Englishes (specifically Namibian English), Code-Switching and Corpus Linguistics.

The linguistic style adopted by Namibians individually and as a country as a whole can generally be described as a vast and still mostly undiscovered field of research. The main focus of the study was to investigate whether Namibian English portrayed inconsistent spelling use of both British English (BrE) and American English (AmE), how a possible co-existence would specifically look like, and what this could potentially mean for its status amidst World Englishes (cf. Seidlhofer 2009: 243; cf. Buschfeld & Kautzsch 2014: 128). Namibia's official language is English, but there is no specific spelling norm that is officially advised to use (cf. Geingob

1995: 176). The presence of both spelling variations poses an interesting field to be investigated, which previous research has not entirely focussed on so far.

For this purpose, the study consisted of three parts. Firstly, a corpus was constructed of twenty randomly selected articles from five different Namibian newspapers, where the words were investigated manually. Secondly, surveys directed specifically at Namibian citizens and participants with a minimum residency of ten years in Namibia were distributed online, where data from a total of 217 participants could be gathered. Thirdly, interviews were conducted with a total of 13 interviewees. The interviews in the form of recorded voice calls, which were afterwards transcribed, were kept as casual and natural as possible. The distribution of BrE and AmE spelling norms within the corpus leaned more to British English spelling, where overall 81.97% of relevant words found were written according to BrE spelling. The survey also portrayed an overall tendency towards BrE spelling, however individual words showed a clear preference for AmE spelling. Even though an overall preference for BrE was voiced in the interviews as well, the different ways of spelling were not as clearly distributed as initially thought. Overall, the study's results portrayed an inconsistent use of both AmE and BrE spelling within Namibian English, with an overall preferred use of BrE spelling. Nevertheless, the simultaneous presence of AmE spelling preferences regarding certain words within NamE is worth investigating diachronically in future research as well.

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Multilingualism and Communication Accommodation: A Study on Tourism at the Drachenfels, Bonn

Qurat Ul Ain

Quratulain is currently pursuing an M.A. in Applied Linguistics at Bonn University. Her academic journey began in Pakistan, where she completed a Post-Graduate Diploma in Applied Linguistics and an M.Sc. in Human Development and Family Studies, which equipped her with a profound understanding of human psychology and cultural dynamics. With this diverse educational background, she is most interested in the topics around sociolinguistics and psycholinguistics. Through internships in speech therapy and special needs education, she gained practical experience working with exceptional children. She speaks English (C1), German (B2), Urdu, and Punjabi. She can also read Arabic at a C1 level.

Multilingualism plays a vital role in tourism. This paper discusses the concept of communication accommodation in tourism at the Drachenfels, Bonn, one of the top tourist destinations in Bonn, Germany. It focuses on the communication accommodation strategies used by tourism professionals, such as those working at the tourist information office and in the hospitality industry. The study emphasizes the importance of multilingualism in tourism and evaluates the presence of multiple languages during an interaction, in the communication materials, and in the signage. It aims to expand the literature on linguistic landscaping by doing this kind of research on the Drachenfels for the first time. The paper provides insights into the interplay between language use and intercultural communication in a tourism context. The study collected data using various methods to explore language use and communication accommodation strategies. These methods included a website

analysis of the official website of the Drachenfels, a linguistic landscape investigation of the main hiking trail from the Cog train station to the ruins of the Castle, and field notes of the observations of the natural interactions between tourists and tourism professionals. These communication accommodation strategies are adjustments in linguistic behavior that make the speaker similar or dissimilar to the interlocutor or have no effect, hence called convergence, maintenance, and divergence strategies (Dragojevic, Gasiorek, & Giles, 2015). The findings reveal an overall dominance of the German language with a significant presence of English as a lingua franca. In many instances, Italian and French are also commonly used languages. Tourism professionals exercise convergence, divergence, and maintenance strategies in their interactions under different situations. This research highlights the importance of multilingualism in tourism and suggests that increasing language diversity could enhance the touristic experience in Bonn.

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The Perceptions of Interpreters Towards Omissions in Simultaneous Interpretation in Sinhala to English and Vice Versa

Sanduni Liyanage

I am Habarakada Liyanage Sanduni Madhusa Vijayani, a student in the Master of Applied Linguistics program at the University of Bonn. I completed my bachelor's degree at the University of Kelaniya, Sri Lanka, and I studied German language, Translation Methods, and Linguistics for my bachelor's.

I have followed The National Diploma in Teaching English under the Ministry of Education in Sri Lanka and worked as a teacher of English

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Language at several public schools in Sri Lanka. I am interested in the field of language acquisition would like to continue my future researches in the same field.

This qualitative study investigates the perceptions of interpreters regarding omissions in simultaneous interpretation, specifically within the context of Sinhala to English and vice versa. Many studies have investigated omissions and the causes for omissions in simultaneous interpretation. The participants of the study were 14 conference-interpreters from Sri Lanka. All the participants have completed either their bachelor's degree or a diploma in translation and interpretation. The questionnaire consisted of 12 questions. For all the questions, participants had to select an answer from a Likert scale.

Questions were designed to reveal the perceptions of interpreters regarding omissions, how often they make omissions, in which situations they make omissions and also how they use it as a strategy to enhance the quality of their work in simultaneous interpretation. After carefully studying the answers, it was revealed that they all use omissions as a strategy in simultaneous interpretation to some degree. The participants were also aware that omissions can also be mistakes in several situations. Responses reflected that they have a clear idea regarding omissions, and they are confident in using omissions where necessary in many situations. The responses showed that interpreters had positive attitudes toward omissions and omitted information in different situations in different frequencies to enhance the quality of the interpretation.

The research field would profit from further investigations in this matter with a larger number of participants with a wider variety of experiences. This study showed that the field of simultaneous interpretation from Sinhala to English in Sri Lanka should come up with new training programs to train interpreters in the field. The responses and the results could be utilized to promote further researches in the field, and to improve the quality of simultaneous interpretations in the context of Sinhala to English and vice versa.

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Adopting Roald Dahl's Books for Children to the 21st Century: A Linguistic Analysis of Originals and Current Versions of "Charlie and the Chocolate Factory" and "Matilda"

Emma Schmidt

Emma Svea Schmidt is an M.A. Applied English Linguistics graduate from the University of Bonn. She studied literature at the Sorbonne Nouvelle University in Paris, France for one semester, and her passion for both linguistics and literature culminated in her master's thesis. She recently completed a Fulbright grant at Gettysburg College in Pennsylvania, where she taught German and organized cultural workshops for American students. She further works as an author for language learning materials at Cornelsen Publishing Group in Berlin.

Works of children's literature have long been neglected in academia. But these seemingly small texts tell a lot about the past and the present as their fantastical landscapes and witty characters shape new generations of moral agents.

Children's literature often has a moral agenda and thus gives insights into the morals of a specific culture at a specific time. Works such as "Charlie and the Chocolate Factory" and "Matilda" preserve and transmit morals, but these books are also susceptible to change and re-interpretation. This research, thus, aims at demonstrating that works of children's literature can provide a rich resource for cultural studies and linguistics.

With the help of Juliane House's Translation Quality Assessment Model (2015), this master thesis outlines linguistic mismatches between the original texts (source texts) and the revised texts (target texts) of "Charlie and the Chocolate Factory" (1964, 2023) and "Matilda (1990, 2022) and analyzes whether the textual functions of the source texts are preserved in the target texts. This master thesis further reflects on how these linguistic mismatches mirror moral changes in society. In a way, these current texts have been translated; not into a new language, but into a new time and

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for a readership that is more aware of issues such as racism and sexism.

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Grammatical Variation in Young German Learner English

Stoddard, Bethany

Bethany Stoddard is a first-year PhD student at the University of Bonn, working on the DFG project Young German Learner English: Complexity, Accuracy, Fluency. She previously earned her Master's degree in linguistics from Goethe University Frankfurt and her Bachelor's in linguistics and German studies from Smith College (Northampton, MA, USA). Her research interests include language acquisition and psycholinguistics.

The dative alternation (1) and the closely related benefactive alternation (2) are examples of grammatical variation in English, where two grammatical structures represent the same semantic content.

- (1) Dative alternation (to-dative)
 - Prepositional construction (PC): John gave the book to Mary.
 - Double object construction (DOC): John gave Mary the book.
- (2) Benefactive alternation (for-dative)

- Prepositional construction (PC): Emma bought a gift for her friend.
- Double object construction (DOC): Emma bought her friend a gift.

The acceptability of a particular form is influenced by a number of probabilistic constraints, including semantic properties of the recipient and theme, contextual factors, phonological factors, and processing-related factors (Bresnan & Ford 2010). Multifactorial analyses of the dative alternation in EFL suggest that advanced learners are sensitive to many of the same factors as native speakers, (e.g. Lee et al. 2015; Jäschke & Plag 2016), however, research is lacking on beginner/lower intermediate EFL learners.

For German EFL learners, two potentially key influences exist in tension: ease of processing might predict a preference for the PC form, while transfer effects might predict a DOC preference (Jäschke & Plag 2016). Thus, in my doctoral dissertation, I aim to investigate the production of the dative and benefactive alternations in young German learner English to gain insight into the early stages of acquisition of probabilistic constraints.

Data will be extracted from the corpus of Young German Learner English (Bracke et al. 2024), which is currently being compiled. I will use the MuPDAR approach (Gries & Deshors 2014, Gries 2022) to compare learners' production to native speakers' predicted choices in the same context. This will allow for very fine-grained analyses, revealing which probabilistic constraints beginner/intermediate learners are sensitive to and whether either form of the alternations is overrepresented in their production.

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2:00 pm – 2:30 pm

TH-Variation in Barbadian and Trinidadian English: A Comparative Sociophonetic Study

Philipp Meer & Christine Stuka

Philipp Meer is a postdoctoral researcher in English linguistics at the University of Münster. His research focuses on World Englishes, sociolinguistics & sociophonetics, acoustic phonetics, language attitudes, corpus linguistics, and applied linguistics. He has recently co-edited a special issue of the journal World Englishes on the topic of “Englishes of the Caribbean”. Other recent works of his have been published in journals such as Language and Speech, The Journal of the Acoustical Society of America, English World-Wide, World Englishes, Applied Linguistics, and the Journal of Pidgin and Creole Languages.

Christine Stuka is a researcher and lecturer at the University of Gießen. Her research focuses on sociolinguistics, phonetics and phonology and English varieties in the Caribbean and Africa. In her PhD project, she investigates language attitudes in Barbados and sociophonetic aspects of Barbadian English. Together with her team, she works on the compilation of the Ghanaian component of the International Corpus of English project.

Variation in the interdental fricatives /θ/ and /ð/, and their substitution with alveolar stops (TH-stopping), is well-studied among Caribbean Creoles and Englishes. Stopping is associated with Creoles (Wells 1982:565), but also occurs in standard speech and is influenced by language-internal and sociolinguistic factors (Westphal 2017; Irvine-Sobers 2018; Westphal et al. 2022; Meer 2023). However, systematic empirical research on TH is only available for English in Jamaica and Trinidad.

The present paper aims to address this research gap by presenting a large-scale comparative study of TH-variation in Barbadian English (BarE) compared to Trinidadian English (TrinE). Based on formal sociophonetic data (word list and reading passage recordings) from

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91 adult speakers (N = 1,580 tokens), TH-variation is investigated using generalized linear mixed-effects modeling and conditional inference tree analysis. The following research questions are addressed:

- 1) Which patterns of TH-variation exist in Barbadian English?
- 2) Which factors (age, gender, education, style, stays abroad, word class, position word, voicing) condition TH-variation?
- 3) Which differences in TH-variation exist between BarE and TrinE?

Results show that TH-stopping occurs in both BarE and TrinE but is overall infrequent (14% and 10%). In BarE, interdental fricatives and alveolar stops vary with labiodental fricatives (5%). Significant differences in TH-stopping between BarE and TrinE (VARIETY) were not observed. In both varieties, TH-stopping is favored (a) among less educated speakers (EDUCATION) and (b) in the reading passage (STYLE). The effects of WORD_CLASS and POSITION_WORD were $p > .05$. However, there was an interaction of POSITION_WORD*VARIETY: while TH-stopping in TrinE is largely independent of POSITION_WORD, stopping in BarE occurs mostly in word-initial position. Significant VOICING-conditioned variation in TH-stopping was not observed. Labiodental fricatives in BarE are mostly limited to word-final TH and favored in the speech of (less-educated) men.

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2:30 pm – 3:00 pm

Creole and English: Language Preferences and Perceptions in 21st Century Anguilla

Kebrina Bailey

Kebrina Bailey holds an MA degree in English from the University of the West Indies, Mona. Currently, she is a PhD candidate at the Albert-Ludwigs-Universität Freiburg in the Englisches Seminar. Her research interests are primarily in the field of sociolinguistics with a keen focus on World Englishes, Perceptual Dialectology, Non-Postcolonial and Postcolonial Englishes with a deeper focus on English-lexifier creole varieties in the Eastern Caribbean. She has been a teacher for over 12 years and sees the importance of research about English for Creole speakers in the Caribbean classroom.

Since Labov's 1966 study, research about attitudes towards language has been centre stage in helping to explain people's linguistic preferences and perceptions. In the Caribbean context, there has been a steady increase in the number of publications about attitudes towards language in more populated non-dependent islands (Westphal, 2015; Hänsel & Meer, 2022; Hänsel & Deuber, 2019; Meer et al., 2019; Hänsel, Westphal, Meer & Deuber, 2022; Perez & Schmalz, 2021). However, we know very little about attitudes towards language in relatively smaller territories; hence, there is a gap in language attitude research in the remaining British dependent territories of the Caribbean. This study seeks to answer two questions: (1) What does language preference

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mean in small island territories like Anguilla? and (2) How does Anguilla impact discussions on literature about the world's English language complex? (McArthur, 1998; Mesthrie & Bhatt, 2008). The empirical core of the study is a collection of attitudinal scores from local participants based on five different English accent samples using a verbal-guise test. The data were analysed in a broader context on the tenets of World Englishes in an effort to highlight the hierarchical structure of English within the Anguillian community. Results show that in small islands where the legacy of slavery and stigmas associated with 'prestigious' and 'unprestigious' speech did not take deep roots, locals' perceptions about speech varieties are based on the functional nature of a variety and not solely on its patina of status and/or solidarity. With globalisation and change comes a non-committal framework where speakers vacillate among different varieties in order to participate in the push and pull of 21st century communicative behaviours. Hence, this study contributes to a better understanding of the sociolinguistic dynamics of the contemporary Caribbean and makes an important contribution to research on World Englishes.

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Keynote lecture

3:15 pm – 4:15 pm

On Gatekeeping: Language Ideologies in Real and Imagined Classroom Spaces

Guyanne Wilson

Guyanne Wilson is Quirk Lecturer of English Linguistics at University College London. Her research is concerned primarily with sociolinguistic approaches to the study of World Englishes, particularly in online and diasporic settings, and her monograph Language ideologies and identities on Facebook and TikTok was published with CUP's Elements in World Englishes series, while her article Language in the Windrush generation will appear in World Englishes this year. Guyanne also works on the historical development of World Englishes and is collaborating with colleagues at UCL, the OED and Dr Johnson's House to create an exhibition on English vocabulary from the Old English period to the present day.

In the past decade, there has been increased interest in language attitudes in the Caribbean, particularly with regard to the attitudes to Creoles and Englishes in the media, and variation in education settings. Much of this research has taken the form of large-scale verbal guise studies (e.g. Meer et al. 2019, Haensel et al. 2022), which has been excellent for increasing the academic community's overall understanding of language attitudes in the region. In these studies, the focus has been on phonological features, so that knowledge on contemporary language attitudes is based on accent, though this is only one aspect of the linguistic system. Moreover, little is known about the ideologies which underlie these attitudes, the context in which these ideologies are developed, and how

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individual grammatical features become enregistered for ideological work.

In this presentation, I explore language ideologies in primary education in Trinidad and Tobago. I examine two major instruments of linguistic gatekeeping in the country: the English Language Arts Curriculum for Primary schools and the National Test, with focus on the test administered to children at the end of Year 2 (7-8 years old). I also report on the results of ethnographic interviews with four 8-year-old children who have recently completed to Year 2 test. Based on these documents and interviews, I explore how one linguistic variable, subject-verb agreement, becomes enregistered for the ideological ends of the curriculum.

Exploring language ideologies in young children is critical to understanding when and how these ideologies take root in society, and examining whether consciousness raising education activities which appear later in schooling are effective in the context of decolonising language education.

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