



## Tenth Bonn Applied English Linguistics Conference (BAELc10)

# abstracts

# BAELc10

tenth bonn applied  
english linguistics  
conference



## Tenth Bonn Applied English Linguistics Conference (BAELc10)

**Thursday, 10 June 2021**

14:00- 14:15	Klaus P. Schneider	Conference Opening
14:15- 14:45	Afrah Ali (Lancaster)	Faculty Perceptions of Politeness in ESL College Students' Requestive Emails
14:45- 15:15	Lisa Altendorf (Bonn)	Invitations or offers? – Speech act recognition by German and American language users
15:15- 15:30	Coffee break	
15:30- 16:00	V́ctor Marrah́-Ǵmez (Alicante)	EFL Teaching in secondary education through augmented reality based lessons
16:00- 16:30	Kelly Achenbach (Bonn)	Complaint (in)directness: A contrastive, cross-cultural, pragmatic investigation of complaints in American English and German German
16:30- 17:00	Poster session 1	
17:00- 17:15	Coffee break	
17:15- 18:15	Keynote lecture by Juliane House (Hamburg) The Pragmatics of English as a lingua franca	

**Friday, 11 June 2021**

10:00-10:30	Teresa W. S. Ong (Malaysia)	Studying the Complexities of Language Maintenance and Language Shift: Perspectives from Single Mothers in Penang, Malaysia
10:30-11:00	Tony Vuvu Muzau (Bonn)	Patterns in making suggestions in French by Congolese living in Brussels: Contrastive analysis of male and female barbers
11:00-11:30	Chiara Hoheisel (Bonn)	“How are you?” – “Gut und du?": A German perspective on common conversation opener
11:30-11:50	Coffee break	
11:50-12:20	Katharina v. Elbwart (Paderborn)	Linguistics in the classroom: Using Florida’s perceptual dialectology to teach linguistic and cultural diversity
12:20-12:50	Ezekiel Opeyemi Olajimbiti (Lokoja, Nigeria)	Pragmatic functions of Twitter users' perspectives on children in Nigeria
12:50-14:15	Lunch break	
14:15-14:45	Rebeca Company Almagro (Sevilla & Lüneburg)	“I’m so sorry for your disastrous experience at our hotel”: How Spanish students of Tourism reply to online complaints.
14:45-15:15	Sven Leuckert, Theresa Neumaier & Asya Yurchenko (Dresden & Dortmund)	English in Madeira: A Lesser-Known Variety – at the Grassroots?
15:15-15:45	Poster session 2	
15:45-16:00	Coffee break	
16:00-16:30	Laura Petersen (Bonn)	The use of lexical and grammatical insult categories by male and female British native speakers: A corpus-based approach

16:30-17:00	Athanasia-Rafaella Tsinafournioti (Bonn)	"Thanks girl, you look fierce!": A study on compliment responses by Greek women, in heterosexual and homosexual discourse
17:00-17:15	Coffee break	
17:15-18:15	Keynote lecture by J. César Félix-Brasdefer (Bloomington, IN)  Pragmatic competence, awareness, and intercultural impoliteness: A sociopragmatic perspective	

Saturday, 12 June 2021

10:00-10:30	Marleen Pauls (Bonn)	“Well, you want me to speculate on speculation”: Evasive behaviour of politicians and nonpoliticians in television panel debates
10:30-11:00	Esther Odilia Breuer (Köln)	Mobile writing processes
11:00-11:30	Nasir Abbas Syed & Shah Bibi (Balochistan, Pakistan)	VOT for plosives in Balochi: Implications for learners of English in Balochistan
11:30-12:30	lunchbreak	
12:30-13:00	Dominik Schoppa (Augsburg)	Mental representations of illocutionary concepts: Between theory and categorization in discourse
13:00-13:30	Ragnhild Hinderling (Bonn)	Taking turns by turning away? Investigating multimodal speaker-selection strategies in video-mediated social interactions
13:30-14:00	Poster session 3	
14:00-14:30	Coffee break	
14:30-15:30	<p>Keynote lecture by Klaus P. Schneider (Bonn)</p> <p>On first-order pragmatics: Speech act recognition, the meta-illocutionary lexicon, and some other ideas</p>	
Conference Closing		

Thursday, 10 June 2021

Thursday, 10 June 2021 | 14:15 – 14:45

## **Faculty perceptions of politeness in ESL college students' requestive emails**

### **Afrah Ali (Lancaster)**

*Afrah Ali is a PhD candidate at the Department of Linguistics and English Language at Lancaster University. She holds an MA in TESOL from the American University of Sharjah, UAE. She has been involved in English language education for 15 years, working as a teacher, teacher trainer, lecturer, and consultant in several international contexts. Her research interests include linguistic politeness, pragmatics, L2 writing, and teacher education.*

Students' email communication can sometimes cause annoyance and frustration for faculty, especially in ESL contexts (cf. Lewis-Jones & Mason, 2014; Savić, 2018). The email's format, vocabulary choice, and levels of imposition and directness affect faculty's judgment and evaluation of the student sender. Often there are differences in perception among faculty and between faculty and students. These differences need to be addressed to avoid student and tutor dissatisfaction which results from unfulfilled expectations.

This presentation reports on one part of a larger study that was conducted at Bahrain Teachers College. The study examined the linguistic features Bahraini undergraduate students use (or fail to use) to make their requestive emails sound polite and explored students' and tutors' perceptions of email politeness. However, my talk will focus on presenting the tutors' perceptions of students' requestive emails, which were elicited using a questionnaire and a semi-structured focus-group discussion. The selection of the questionnaire's design, and the analysis of the data draw on previous studies on the organization of email discourse (Kankaanranta, 2005; Bou-Franch, 2011), and the speech act of request (Blum-Kulka, House, & Kasper, 1989) in addition to request types in the academic context (Félix-Brasdefer, 2012).

My research views 'first-order' (folk notions and perceptions of what constitutes polite behavior) and 'second-order'

Thursday, 10 June 2021

(scholarly conceptualizations formulated for research purposes) notions of politeness (Watts, Ide, & Ehlich, 1992) as complementary. This position has been termed 'neo-Brown and Levinson' approach (Grainger, 2018). The analysis shows faculty's evaluations of the request itself and the linguistic means used to enact it. Findings suggest that perceptions of what is polite/impolite in emails is context-dependent; it is based on an evaluation of the global context (the situation; the participants involved) and the local context (the surrounding linguistic forms). These perceptions are also coloured by how faculty view their roles.

## References

- Blum-Kulka, S., House, J., & Kasper, G. (Eds.) (1989). *Cross-cultural pragmatics: Requests and apologies*. Norwood, NJ: Ablex.
- Bou-Franch, P. (2011). Openings and closings in Spanish email conversations. *Journal of Pragmatics*, 43(6), 1772-1785.
- Félix-Brasdefer, C. (2012). E-mail requests to faculty. E-politeness and internal modification. In: Economidou-Kogetsidis, M., Woodfield, H. (Eds.), *Interlanguage Request Modification* (pp. 87-118). John Benjamins Publishing Company, Amsterdam.
- Grainger, K. (2018). "We're not in a club now": a neo-Brown and Levinson approach to analyzing courtroom data. *Journal of Politeness Research*, 14(1), 19-38.
- Kádár, D. Z., & Haugh, M. (2013). *Understanding politeness*. Cambridge University Press.
- Kankaanranta, A. (2005). "Hej Seppo, could you pls comment on this!" – Internal email communication in lingua franca English in a multinational company. Centre for Applied Language Studies. University of Jyväskylä.
- Lewin-Jones, J., & Mason, V. (2014). Understanding style, language and etiquette in email communication in higher education: A survey. *Research in Post-Compulsory Education*, 19(1), 75-90.
- Savić, M. (2018). Lecturer perceptions of im/politeness and in/appropriateness in student e-mail requests: A Norwegian perspective. *Journal of Pragmatics*, 124, 52-72.
- Watts, R. J., Ide, S., & Ehlich, K. (1992). *Politeness in language: Studies in its history, theory and practice*. Berlin: Mouton de Gruyter.

Thursday, 10 June 2021

Thursday, 10 June 2021 | 14:45 – 15:15

## **Invitations or offers? – Speech act recognition by German and American language users**

### **Lisa Altendorf (Bonn)**

*Lisa-Christine Altendorf is currently pursuing a master's degree in the Applied Linguistics program at Bonn University. Prior to that, she finished her bachelor's in English Studies and German studies at Bonn University as well. Her research interests include second language acquisition, intercultural communication, and translation studies.*

Speech acts are used by people every day but most of these speakers are unaware of the theory and discussions surrounding their use of language. It is necessary to observe whether speech acts as defined by linguists might be understood and carried out differently by language users. Even the most basic taxonomy by Searle (1979) is disputed, and researchers such as Hancher (1979) and Pérez Hernández (2001) have proposed adjustments to the theoretical framework by Searle. Thus, the aim of this paper is to investigate the understanding of normal language users of speech acts and how their cultural background might influence this understanding. For the purpose of this paper, two speech acts have been chosen that overlap greatly because of their nature of being directives as well as commissives – offers and invitations. These speech acts were used in ten different statements and put into two studies (one in German, one in English) and native speakers of both languages were asked to classify these statements as one or the other based on their own understanding of these concepts. The results showed that there is a difference in perception and recognition of these speech acts by American English speakers and German German speakers. While the American perspective confirmed the definition of invitations as well as offers made by linguistics quite well, German participants showed a slightly different understanding of them, especially invitations. This difference is based on the view on cost and benefit for speaker and



Thursday, 10 June 2021

hearer, as Germans view invitations to bear a cost for the speaker and benefit for the hearer, a view that is not shared as such by American participants. Thus, any kind of definition of speech act needs to be viewed from different cultural perspectives and adjusted accordingly. Most conceptualizations are focused on English only and would benefit from a more culturally sensitive definition.

## References

- Hancher, M. (1979). The classification of cooperative illocutionary acts. *Language in Society*, 8, 1-14.
- Pérez Hernández, L. (2001). The directive-commissive continuum. *Miscelánea Journal*, 23, 77-98.
- Searle, J. R. (1979). *Expression and meaning: Studies in the theory of speech acts*. Cambridge UP.

Thursday, 10 June 2021 | 15:30 – 16:00

## EFL teaching in secondary education through augmented reality based lessons

### Víctor Marrahí-Gómez (Alicante)

*Víctor Marrahí-Gómez is a Linguistics' PhD at the University of Alicante (Spain). He has participated in various international conferences, such as the Nebrija International Congress of Applied Linguistics (Spain), International Spring Conference carried out by Higher Education in Israel Network of English Teachers (Israel), PETALL (Granada) or 21<sup>st</sup> International CALL Research Conference (Tokyo). His main research area is the teaching of foreign languages through computers and APPs (CALL) and more precisely the use of Augmented Reality in the English as a Foreign Language classroom. In the present day, he is an EFL teacher in a specialized centre.*

The recent emergence and popularity of digital tools related with Augmented Reality (AR), such as Zooburst, Roar or Aumentaty, has facilitated the integration of this breakthrough technology in Education, particularly in English as a Foreign Language (EFL), as

Thursday, 10 June 2021

illustrated in different research articles. Thanks to the worldwide penetration of tablets and smartphones, AR applications today can be effectively used by EFL students in the classroom. A total of 103 of Secondary Education students participated in this experiment aimed at measuring the effectiveness of learning grammar and vocabulary through AR-based lessons, and assessing the students' learning outcomes. For this purpose, participants were randomly assigned into a control group (CG) and an experimental group (EG), and they had to complete several class activities using traditional paper-based materials (CG) or AR-based materials (EG). All students completed an English language placement test, an on-line pre-test and a post-test, which were partly based on previous research (Hsu 2017), and included different items related with their self-perceived progress and satisfaction. Additionally, qualitative data was gathered through semi-structured interviews and class debates with students as well as in-service teachers. The research findings revealed that the learning progress was significantly higher among students in the EG. In general, students showed a positive attitude towards the meaningful integration of AR into the EFL lessons, but some problems were observed as regards teachers' attitudes and preparation.

Thursday, 10 June 2021 | 16:00 – 16:30

**Complaint (in)directness: A contrastive, cross-cultural, pragmatic investigation of complaints in American English and German German**

**Kelly Achenbach (Bonn)**

*Kelly Achenbach's current research interests span across second language and pragmatic acquisition, intercultural communication, and heritage language learners. This focus has been influenced by her previous professional pursuits advocating for the educational rights of at-risk youth in multi-cultural settings including in her home state of California, USA, and her personal experience of raising a bilingual family in Bonn, Germany. While completing her Master's*

Thursday, 10 June 2021

*degree in Applied Linguistics at the Friedrich-Wilhelm-University, Kelly works as a research assistant at the Max Weber Stiftung supporting innovative projects within OPERAS, an EU funded research infrastructure advancing "Open Science" in the social sciences and humanities.*

Rooted in speech act theory and employing a complaint strategy directness scales, this research paper analyzes the directness differences between stranger complaints formed by Germans in German (in Germany) and Americans in English (in the USA) with the following research questions:

1. In terms of (in)directness, how do AE and GG speakers compare when formulating direct complaints to strangers?
2. How do the (in)directness strategies employed vary based on the hearers' social distances ("total strangers" who they expect they'll never see again vs. "unfamiliar neighbors" who they expect to meet or communicate with again)?

29 American women living in California, USA and 21 German women living in Germany, all between the ages of 30 and 51 and who were native speakers of their respective language, completed a written Discourse Completion Task (DCT). In the DCT, four scenarios depicting plausible, non-verbal offences by strangers were presented. A scale of "complaint strategy" directness was designed and then used to compare the responses of the two groups.

The results for the first research question support and add to the existing research, showing that German speakers were more likely to issue a complaint in any of the given situations and to complain more directly than Americans in the same situation. Also, German responses were dispersed across a variety of complaint strategies while the American responses congregated around fewer strategies. When making a request for repair both Americans and Germans combined the request with another strategy most of the time; however, the most frequent German combinations were with a higher strategy level than the Americans. Finally, for both Americans and Germans the patterns of complaint strategy choices changed depending on the situation. The second research question

Thursday, 10 June 2021

could not be answered with the collected data due to a design flaw in the DCT.

Poster session - Thursday, 10 June 2021

Thursday, 10 June 2021 | 16:30 – 17:00

**Poster presentations**

Akyürek, Buket	A contrastive study of politeness theories: Compliment responses of Japanese EFL learners and German EFL learners
Della Corte, Sandra	“Das ist Schwachsinn!”: How German speakers criticize
Freundel, Rebecca	Learning the pragmatics of a foreign language: Politeness realization in requests of German learners of English through institutional instruction
Kongsantad, Kanisa	Native and non-native speakers of German: The case of apology
Mukhametshina, Adel	“Danke schön – Bitte sehr”: Responses to thanks in German German and Austrian German
Sabra, Reem	Cross-cultural pragmatics: Request strategies by Egyptian learners of German and native speakers of German
Schüller, Frederic	“Das kommt unerwartet, aber vielen Dank!”: Power and social distance in German compliment responses
Trocqué, Louise	Disagreement strategies of German and French speakers of English: A contrastive pragmatic study
Yildirim, Ahmet Kagan	Compliments on the road among cyclists (German and Turkish L2 speakers of English)

**A contrastive study of politeness theories: Compliment responses of Japanese EFL learners and German EFL learners**

**Buket Akyürek (Bonn)**

*After completing her bachelor's degree in the field of Translation and Interpretation in Turkey, Buket Akyürek is currently pursuing her master's degree in Applied Linguistics at the University of Bonn. She has an excellent command of English, German, French and Turkish languages and has basic knowledge of the Japanese language. She has written her master's thesis in the field of linguistics, computational linguistics, and translation studies. For more than one year, she has been working at a software company in Bonn, Germany, which helped her to gain significant knowledge and experience in ideation and innovation management software development as well as specific language and terminology used in B2B sales.*

Politeness is a universal phenomenon that can be found in all cultures and languages. People act differently while expressing this behavioral pattern, in which compliments and compliment responses are of significant components reflected by cultural values. Just like any other speech act, they are governed by linguistic and sociocultural norms, thus they are perceived differently. Compliments and compliment responses are considered key speech acts that are used in daily life situations to praise and congratulate others or to reply to their praise or compliments. Studying compliments and compliment responses gives great insights into the language and its users as well as the use of compliments varying from one culture to another. Regarding that the English language and culture has its own politeness patterns, EFL learners might use the politeness strategies which they commonly use in their native languages or might develop their own formulas. This study aims to compare the compliment responses used by German EFL learners and Japanese EFL learners and seeks to identify the strategies are employed by them as well as to

Poster session - Thursday, 10 June 2021

understand the stimulus behind these strategies from a sociolinguistic perspective. In particular, comparing the data collected with Discourse Completion Task (DCT), the study answers the following questions: 1) What are the similarities and differences in linguistic politeness strategies between the Japanese EFL learners and the German EFL learners? 2) Which particular EFL learner group does develop more American native-like patterns of variation in the language use of compliment responses? In contrast to the previous studies, the results showed, firstly, the participants' responses were more original than English compliment responses that contained formulaic expressions with metaphors and the responses even conveying a good sense of humor; secondly the distribution of the overall strategies used by the participants shows a distinct pattern than the previous studies.

### **“Das ist Schwachsinn!”: How German speakers criticize**

**Sandra Della Corte (Bonn)**

*Sandra Della Corte is a first-year MA student of Applied Linguistics at the University of Bonn in Germany. She received a Bachelor's degree in Language and Communication/Communication and Media from the University of Siegen in 2020. Moreover, she fulfilled a 2-year vocational training to be a certified commercial assistant in foreign languages. Besides her studies, she currently works in digital marketing and as a copywriter. Due to her course of study, working experience and migratory background, she is particularly interested in intercultural (mis) communication, translation and media communication.*

While there is a vast amount of research on variation between members of different linguistic communities (Blum-Kulka et al. 1989, House & Kasper 1981), intralingual pragmatic variation especially in the German context has been largely neglected. Pragmatic research often focuses on differences between cultural groups that are also separated by language. However, if there was

Poster session - Thursday, 10 June 2021

not any variation between speakers of the same language, misunderstandings would be unlikely to occur. This study aims at providing more information regarding differences in linguistic behaviour of men and women and if they are significant enough to be responsible for misunderstandings and cultural conflicts. While women are often considered relationship-oriented and more face-attentive, men are attributed with a clear and direct language and with a greater interest in achieving transactional goals of a conversation (Lakoff 1973, Baxter 1984, Holmes 1995). To explore the production of the speech act of criticism and the differences and similarities in language use of men and women, data from 25 female and 25 male German students was collected. For this purpose, a questionnaire with Discourse-Completion Tasks that contained eight situations of different social power and social distance was designed. The analysis that is based on a coding scheme for the realization strategies of criticisms and the modificational devices used by native speakers of German yielded some evidence for the influence of gender on intralingual variation. Male participants were found to use more direct strategies than the female students as well as more modifiers that aggravate the force of the speech act.

## References

- Blum-Kulka, S., House, J., & Kasper, G. (1989a). Investigating cross-cultural pragmatics: An introductory overview. In S. Blum-Kulka, J. House & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 1–34). Norwood, N.J.: Ablex.
- Baxter, L.A. (1984). An investigation of compliance-gaining as politeness. *Human Communication Research*, 10 (3), 427-456.
- Holmes, J. (1995). *Women, men and politeness*. London: Longman.
- House, J., & Kasper, G. (1981). Politeness markers in English and German. In F. Coulmas (Ed.), *Conversational Routine. Explorations in Standardized Communication Situations and Prepatterned Speech* (pp. 157–185). The Hague: Mouton.
- Lakoff, R. (1973). Language and Woman's place. *Language in Society*, 2 (1), 45–80.



Poster session - Thursday, 10 June 2021

**Learning the pragmatics of a foreign language: Politeness realization in requests of German learners of English through institutional instruction**

**Rebecca Freundel (Bonn)**

*Rebecca Freundel is a master's student of Applied Linguistics at the Rhenish Friedrich Wilhelm University of Bonn. She received her Bachelor's degree in British and American Studies from Bielefeld University in 2014. Since then she has worked as a teacher at German secondary schools teaching English. Her research interests derive from her work and her curiosity about the English language and learning processes. It is her strong believe that instruction in foreign languages within the German general school education needs to be re-structured with a view specifically on research findings of linguistics.*

Comments stating one had really only learned English after school, during the job, or in another need-situation seem to be commonplace in non-professional conversations about school experience. Driven by these everyday observations, this research is concerned with the politeness realization strategies of requests by German school students of English and asks whether the instructions during a student's school career influence it.

The data was collected using two online DCTs, representing real-world situations. It was analyzed on the functional and lexical level according to House and Kasper (1981), followed by a comparison of learner and native speaker data.

It can be said that the data supports earlier findings on learner politeness realization strategies. The analysis shows in one instance that the high-to-intermediate learners tend to be verbose in their utterances: This phenomenon has been shown before (cf. Kasper & Dahl 1991). The data and analysis further provide comprehensive insights into the development of pragmatic competence and teaching of pragmatics in German schools. It offers perspectives on the curriculum and replicates previous findings in the field of Interlanguage Pragmatics. Additionally, it shows that learners in the German school context indeed produce requests

Poster session - Thursday, 10 June 2021

approaching target language norms while at the same time pointing to gaps between them. Instruction, it can be inferred, can close this gap while also having limitations.

## References

- House, J. and Kasper, G. (1981). Politeness markers in English and German. In: F. Coulmas (eds.). *Conversational Routine*. The Hague: Mouton, 157–185.
- Kasper, G. and Dahl, M. (1991). Research methods in interlanguage pragmatics. *Studies in Second Language Acquisition* 13, 215–247.

## Native and non-native speakers of German: The case of apology

### Kanisa Kongsantad (Bonn)

*Kanisa Kongsantad received a Bachelor's degree with a major in German Studies and a minor in English Studies from Silpakorn University in Bangkok, Thailand. She is currently pursuing her Master's degree in Applied Linguistics at the University of Bonn. She has been interested in language, culture and communication since she did her high school exchange year in Brazil, and had learned Brazilian Portuguese and Brazilian culture. Her research interests focus on second language acquisition, multilingualism, cross-cultural communication, socio-linguistics, and computer-mediated communication.*

Speech acts have been a topic extensively researched in interlanguage and cross-cultural studies, since they reflect the essential cultural values and social norms of languages. In recent years, the speech act of apology is one of the speech acts that has gained noticeable attention in those studies. Previous research on this topic has focused on the use of apology strategies of native speakers of different languages, and the comparison of apology strategies used by native and non-native speakers. However, German apologies have not been extensively investigated. Moreover, there is no study that compares the use of German apologies of German native speakers (NSs) with Thai learners of

Poster session - Thursday, 10 June 2021

German (TLs). Therefore, this study aims to examine similarities and differences of the use of apology strategies and apology modification in German in situations with different social factors, i.e. social distance and social power, by NSs and TLs. The data was collected using the German version of the discourse completion tests (DCT) from the Cross-Cultural Speech Act Realisation Project (CCSARP) and qualitatively analyzed. The results indicate that NSs and TLs similarly used apology strategies and modifications, of which illocutionary force indicating devices (IFIDs) was the most used apology strategy. Moreover, social factors tend to only affect the use of IFIDs. The use of other strategies, on the other hand, seems to be situation-specific. The IFIDs internal intensifiers were then the most used modification, whereas external modification was not commonly used to modify apologies in German. Additionally, a combination of apology strategies also functions as an intensifier, and there are no specific patterns of using a combination of apology strategies. However, there is a difference in the use of IFIDs' sub-strategies between NSs and TLs.

**“Dankeschön – Bitte sehr”: Responses to thanks in German  
German and Austrian German**

**Adel Mukhametshina (Bonn)**

*Adel Mukhametshina is a student of the MA Applied Linguistics at the Bonn University. She completed her Bachelor degree at the Saint Petersburg State University of Aerospace Instrumentation and is currently studying at the Norwegian University of Science and Technology. Her main research interests involve Second Language Acquisition, Speech Act Theory and Pragmatics. In the future, she plans to continue her research on the acquisition of L2 and L3, with a main focus on the interrelation of English, German and Norwegian.*

This present research paper investigates responses to thanks in two varieties of German: German German and Austrian German. The previous researchers focus mostly on analysing responses to thanks

Poster session - Thursday, 10 June 2021

in English and its varieties (Aijmer 1996, Schneider 2005, Bieswanger 2015). The present paper contributes to reducing the gap by providing an analysis of responses to thanks in two varieties of German. The research question addressed in the study is: in how far do Germans and Austrians differ in their responses to thanks? The present study is a replication of Bieswanger's study, as the same ethnographic data collection method was employed, and the analysis was based on naturally occurring data. The informants were native speakers of the two different varieties of German, 26 participants, 13 male and 13 female, for each variety of language was considered. The new term for responses to thanks *thanker's indebtedness reducer* (TIR) is suggested after Schneider (2005) and Bieswanger (2015), combining positional and functional aspects of this illocution. The results show that there are more differences than similarities in the use of TIRs by the German and the Austrian informants. Despite the same preference for the dominant strategy A 'Minimizing the favour' represented by the realisation token BITTE shown in German German (34.4%) and Austrian German data (19%), the choice of this strategy is highly more characteristic for German speakers than the Austrians. The speakers from Vienna demonstrate the use of more varied strategies and realisation types not encountered in the German German data. The possible explanation can be the different notions of politeness in German and Austrian cultures, i.e., that Germans are more likely to keep social distance than Austrians when meeting new people. Therefore, a more neutral strategy is favoured by Germans, whereas Austrians tend to use the strategies with a higher degree of personality.

## References

- Aijmer, K. (1996). *Conversational routines in English: Convention and creativity*. London/New York: Longman.
- Bieswanger M. (2015). Variational pragmatics and "responding to thanks" – Revisited. *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*, 34(4), 527–546.
- Schneider, K. P. (2005). *No problem, you're welcome, anytime: Responding to thanks in Ireland, England, and the USA*. In A. Barron & K.P.

Poster session - Thursday, 10 June 2021

Schneider (Eds.), *The pragmatics of Irish English* (pp. 101–140).  
Berlin: Mouton De Gruyter.

**Cross-cultural pragmatics: Request strategies by Egyptian learners of German and native speakers of German**

**Reem Sabra (Bonn)**

*Reem Sabra is currently a second year MA student in the Applied Linguistics program at the University of Bonn and works full-time as a machine learning linguist for the Alexa team at Amazon in Berlin. She completed her bachelor's degree in translation and linguistics with a minor in mass communication in Alexandria, Egypt which is where she is originally from. She is interested in how machines understand and process language, cross-cultural pragmatics, as well as the intersections between linguistics and politics and gender.*

Speech acts are communicative acts that serve endless communicative functions and are used daily by all language users. Successful realization of speech acts aids in the realization of the aforementioned communicative functions as well as maintaining social harmony. Misimplementation of speech acts, on the other hand, can lead to cultural (mis)understanding and runs the risk of causing social disruption. The premise is that cultural distance or proximity, power relations, and social distance are all essential factors that affect the realization of requests, as suggested by several studies put forth by scholars such as Leech (1983), Brown and Levinson (1987), and Blum-Kulka (1989). This is why pragmatic competence is an important aspect of language acquisition and teaching, especially in the case of learning a language that is culturally distant from the language learner's own culture. (Siu 2016: 831) Based on this, this study aims to investigate how Egyptian learners of German and native speakers of German perform requests in different situations with differing social distance, power relation and degrees of imposition.

The informants comprised a total of 40 participants: 20 Egyptian and 20 German. They were asked to complete the same

Poster session - Thursday, 10 June 2021

Discourse Completion Task (DCT). The Egyptian participants' German fluency levels were between C1 and C2 according to the Common European Framework of Reference for Languages and were all learning German either for study or work purposes. The DCT both groups were asked to complete included five hypothetical situations involving interlocutors with different power dynamics and social distance. In these situations, they had to assume the role of the person performing the request.

The results of this study generally refuted the notion that there is a universal and dichotomous framework that solely determines people's linguistic choices. This is because the results yielded were homogenous, save for slight differences like how both groups modified the Head Act of their request, for instance. Overall, the Egyptian participants displayed an advanced awareness of pragmatic L2 norms and exhibited signs of positive pragmatic transfer particularly when compared to the responses of the German participants.

## References

- Blum-Kulka, S. (1987). Indirectness and politeness in requests: same or different? *Journal of Pragmatics*, 11(2), 131-46.
- Brown, P., & Levinson, S. C. (1978). Universals in language usage: Politeness phenomena. In *Questions and politeness: Strategies in social interaction* (pp. 56-311). Cambridge University Press.
- Leech, G. N. (1983). *Principles of pragmatics*. London: Longman
- Siu, F. K. (2016). Exploring cross-cultural pragmatic judgment of two groups of EFL teachers on *formal written requests*. *Theory and Practice in Language Studies*, 6(4), 693-705.

**“Das kommt unerwartet, aber vielen Dank!”: Power and social distance in German compliment responses**

**Frederic Schüller (Bonn)**

*Frederic Schüller is a postgraduate at the University of Bonn. He is currently a student of the M.A. program Applied Linguistics and takes great interest in speech act theory and genre analysis.*

Poster session - Thursday, 10 June 2021

*Following a term abroad in Bergen last year, he has started to get his teeth into the Norwegian language.*

For more than 40 years, compliment responses have been the subject of a plethora of linguistic studies. However, research on German compliment behavior mainly focuses on interactions among friends (Schneider & Schneider 2000, Golato 2002, Payne 2013). This study investigated the impact of power imbalances and social distance on German compliment responses. Data from 35 German university students (20 female, 15 male) was elicited by an online Discourse Completion Task, comprising four different situations that consisted of compliments on skill and appearance. The compliment responses were analyzed with regard to a) the response strategy, b) the realization of these strategies, and c) gender differences. The findings suggest that Germans generally tend to accept a given compliment. In fact, the acceptance rate was even higher for those situations that included a compliment from a superior or a stranger. Both male and female respondents displayed a similar tendency to sometimes deflect a friend's compliment on skill. Further, while male respondents had a lower acceptance rate for a friend's compliment on appearance, using humor in response, females overwhelmingly accepted compliments in this type of situation. In all four situations, regardless of gender, the respondents frequently used the appreciation token Danke (Thanks). Future studies need to further decode the effect and combination of power imbalances, social distance and other factors on compliment responses in languages.

## References

- Golato, A. (2002). German compliment responses. *Journal of Pragmatics*, 34(5), 547–571.
- Payne, S. (2013). Compliment responses of female German and Italian university Students: A contrastive study. *Language Studies Working Papers*, 5, 22–31.
- Schneider, K. P., & Schneider, I. (2000). Bescheidenheit in vier Kulturen: Komplimentenwiderungen in den USA, Irland, Deutschland und China. In M. Skog- Södersved (Ed.), *Ethische Konzepte und mentale Kulturen 2* (pp. 65– 80). Vaasa: Vaasan Yliopisto.

**Disagreement strategies of German and French speakers  
of English: A contrastive pragmatic study**

**Louise Trocmé (Bonn)**

*Louise Trocmé, M.A., is currently pursuing a master's degree in Applied Linguistics at the University of Bonn. Before studying Applied Linguistics, she completed a B.A. in English and German applied to Communication, Law and Business Management as well as an M.A. in Business Management and Marketing at Sorbonne Nouvelle University in Paris. Her research areas of interest are intercultural communication and multilingualism. She currently works in the online marketing field for the eHealth sector in Cologne and completed internships in various fields such as social media marketing and market research in Cologne and Hamburg.*

Research on differences of disagreement strategies between French and German speakers of English is particularly relevant as there are little to no contrastive pragmatic studies on this speech act. Disagreements are face-threatening acts, therefore it is important to investigate how non-native speakers of English express disagreements and if they do differently depending on their first language, such as French and German. Furthermore, this study investigates if social distance and relative power influence the type of disagreement expressed. To investigate the research questions, a Discourse Completion Task was created and distributed to German and French speakers of English. The participants were asked to imagine themselves in different situations and to write down what they would say. The collected responses were analysed and put in one of six categories of disagreements that were designed after Brown and Levinson's Politeness Theory (1987) and possible significant variation between the groups was investigated. This study found that both groups mainly chose to disagree explicitly, but differences in distribution of the strategies were also observed. French speakers of English showed a clear preference for explicitness, while the German participants also favoured negative and positive politeness when disagreeing. Overall, the only two significant differences found between the two groups occurred



Poster session - Thursday, 10 June 2021

when disagreeing with someone of low social distance and either equal or less relative power than their interlocutor. The results reflect previous research on directness and politeness of French and German speakers showing that French and German speakers tend to favour explicitness and directness when performing specific speech acts. Generally, the similar behaviour of the two groups found in this study aligns with the fact that they both belong to the Western culture.

## References

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage* (21. pr). *Studies in interactional sociolinguistics* (Vol. 4). Cambridge: Univ. Press.

## Compliments on the road among cyclists (German and Turkish L2 speakers of English)

### Ahmet Kagan Yildirim (Bonn)

*Ahmet Kagan Yildirim graduated from Hacettepe University/Ankara with a BA in German Language and Literature in 2019. After graduation he worked at a major furniture company in Turkey as Export Specialist. Since 2020 he is a student at Rheinische Friedrich-Wilhelms-Universität in the MA Applied Linguistics program. He voluntarily writes blog at a sports magazine "Macerita". He is a UCI licensed cyclists and a member of "RCB" cycling team in Bonn.*

Cycling may seem like an individual endurance sport, where one can imagine cyclists turn crank arms in absence of others, however it is one of the most social sport activities. Cyclists are mostly passionate when it comes to the sport and they think they are part of this "Universal Culture". They tend to forget where they come from when they are communicating with one another, their ethnicity does not interfere with this sport and solidarity sinks in. The sport provides a common ground where sportsmen from different cultures can interact with each other freely without boundaries. There is a slight research gap in analysing compliments in international communities where solidarity plays a big role, such as

Poster session - Thursday, 10 June 2021

in sport clubs of any forms. The aim of this paper is to find out whether there is a significant distinction in compliment strategies among cyclists of L2 English speakers from Germany and Turkey or not. The most important linguistic studies about this speech act can be traced back to the 1970s and 1980s (Placencia & Lower 2017: 1-2). The most significant research made by Manes and Wolfson (1981), Pomerantz (1978) and Brown and Levinson (1987), among others. Their studies give an insight into complimenter, structural analysis of compliments and addressee, the reason why people pay compliments, the form compliments take, the functions they fulfil and the topic or object of the compliment. To elicit the necessary data a questionnaire on the online survey platform *soSci* was designed and the access link sent out to the random cycling clubs across Germany and Turkey. The elicited data then grouped into super strategies and categorised using syntactical and semantical focus of analysis.

## References

- Brown, P., & Levinson S. C. (1987). Politeness: Some universals in language usage. Vol. 4. *Cambridge university press*.
- Manes, J., & Wolfson, N. (1981). The compliment formula. In F. Coulmas (Ed.), *Conversational routine* (pp. 115–132). Berlin: Mouton de Gruyter.
- Placencia, M. E., & Lower, A. (2017). Compliments and compliment responses. In C. Hoffmann & W. Bublitz (Eds.), *Pragmatics of Social Media. Handbooks of Pragmatics (HOPS) 11* (pp. 633–660). Berlin: Mouton de Gruyter.
- Pomerantz, A. (1978). "Compliment responses: Notes on the co-operation of multiple constraints." *Studies in the organization of conversational interaction. Academic Press*, 79–112.

Keynote - Thursday, 10 June 2021

Thursday, 10 June 2021 | 17:15 – 18:15

## Keynote

**Juliane House  
(Hamburg)**

The pragmatics of English as a lingua franca

*Juliane House is Professor Emerita, Hamburg University, Germany, Distinguished Professor Hellenic American University, USA, Honorary Visiting Professor Dalian University of Foreign Languages, China, Beijing University of Science and Technology, China, and Hungarian Academy of Sciences. She is Past President of the International Association for Translation and Intercultural Studies and co-editor of the journal Contrastive Pragmatics. She has published widely on translation, contrastive pragmatics, discourse, politeness and English as a global language. Her latest books include Translation as Communication across Languages and Cultures (Routledge, 2016), Translation: The Basics (Routledge, 2017), Cross-cultural Pragmatics (2021, Cambridge University Press, with D.Z. Kadar).*

In this lecture I will give an overview of research on the use of English as a lingua franca (ELF) in the past decades. I will review early work which essentially looked at ELF use as a case of learner language, as an Interlanguage with such typical characteristics as interference and transfer. Later work, mostly based on larger corpora, came to emphasize ELF as a sui generis phenomenon often occurring in certain communities of practice or transient international groups in business and academic interactions. Such research on ELF use tends to focus, from a generally more positive stance, on how ELF users actually manage understanding, how they accommodate to one another, construct and negotiate meaning, making use of a variety of multilingual resources and interactional elements when (preemptively) solving miscommunication problems. This overview of more recent research on the use of English as a lingua franca clearly shows that far from being a

Keynote - Thursday, 10 June 2021

'defective' learner variety, ELF use can rather be characterized as a very constructive way of making the most of often limited means.

Friday, 11 June 2021

Friday, 11 June 2021 | 10:00 – 10:30

**Studying the complexities of language maintenance and language shift: Perspectives from single mothers in Penang, Malaysia**

**Teresa W. S. Ong (Malaysia)**

*Teresa Ong is a sociolinguist research scholar who is interested in exploring the flow of concepts and ideas between language and culture. Having completed her PhD in sociolinguistics at Griffith University in Australia, she engages with different communities to better understand how their traditions are practised in everyday life. Her findings have been published in open access peer-reviewed journals, book chapters, and handbooks. Her current research interests involve community language maintenance, language planning and policy, bilingualism and multilingualism, children's language acquisition, and linguistic landscape.*

Language maintenance and language shift is a significant and complex research area within the field of sociolinguistics. In recent years, it has gathered tremendous attention due to the alarming rate of language disappearance. Particularly within multilingual societies, parents face ideological conflicts when deciding their family language. Various pragmatic factors, such as emotional attachment, family history and roots, educational advancement, and economical prospects, play a role in influencing parental choice. This situation results in tension created between parental conflicts and concerns.

The present study is inspired by this parental dilemma. Conceptualising within the framework of family language policy, this study draws on data from semi-structured interviews to examine the role of mothers in the process of language maintenance and language shift. Specifically, it investigates the language choices and ideologies of four ethnic Chinese single mothers in Malaysia regarding speaking heritage or/and dominant languages to their children, and strategies for heritage language and cultural maintenance.

Friday, 11 June 2021

The findings show that two of the mothers chose to speak Chinese heritage languages with their children due to personal experiences growing up, emotional attachment, ethnolinguistic origin, and family cohesion. On the contrary, two other mothers shifted to use dominant languages, such as Mandarin and English, because of socioeconomic and educational pressures. Nevertheless, all four mothers made efforts to expose their children to Chinese heritage culture. The study concludes that maintaining heritage languages in the present era has become a challenge, while shifting to dominant languages is perceived as the norm.

Friday, 11 June 2021 | 10:30-11:00

**Patterns in making suggestions in French by Congolese living in Brussels: Contrastive analysis of male and female barbers**

**Tony Vuvu Muzau (Bonn)**

*Tony Vuvu Muzau is a master's student of Applied Linguistics at the University of Bonn. He has a graduate degree in Pedagogics, Linguistics and African Literature from the Higher Institute of Pedagogics in Gombe, in the Democratic Republic of the Congo (DRC). Born and raised in DRC, he is particularly interested in Linguistics of Congolese languages, most notably Lingala, Kikongo and Kisonde, and in English and French as a Second Language in multilingual environments. He has professional experience as a teacher in primary, secondary and higher education and as a translator and interpreter for English, French and Lingala in the private sector.*

Suggesting is a face-threatening speech act that has so far not received much attention in pragmatics research in English (Abolfathiasl & Abdullah 2013) and even less in French and settings where French is spoken as a Second Language. This is a significant research gap, especially considering that there are 300 million French speakers worldwide (OIF 2018), most of them originating from the Democratic Republic of Congo.

Friday, 11 June 2021

The study analyses the variations in the speech act of suggestion used by French speaking migrant Congolese male and female barbers in interaction with their customers. The research objective is twofold. First, the study aims at identifying the different semantic and syntactic patterns in making suggestions in a customer service context. Secondly, the research explores differences in suggestion strategies based on gender. An ethnographic method was applied to collect data, using a field notebook and observation, while the researcher presented himself as a potential client seeking for advice on the choice of hairstyles. The data was collected at barbershops in the Matonge business district in Brussels, Belgium. Data was analyzed in a cross-sectional comparison of suggestion strategies by male and female barbers.

The study findings suggest that French employs three strategies for making suggestions: direct, conventional indirect and non-conventional indirect. From a gender perspective, it was apparent that women were more direct than men in making suggestions. Men rather opted for more indirect strategies by using modal verbs, but also increased the impact of suggestions by using upgraders such as determination markers. Regarding perspective aspect, French applies four strategies that can also be found in English: the impersonal, hear dominance, speaker-hear dominance and speaker dominance. The findings shed light on how Congolese apply French in face-threatening speech acts and also reveal L1 and gender influences which could otherwise be interpreted as impoliteness.

## References

- Abolfathiasl, H. & Abdullah, A. N. (2013). Pragmatic Strategies and Linguistic Structures in Making 'Suggestions': Towards Comprehensive Taxonomies. *International Journal of Applied Linguistics & English Literature*, 2, (6), 236–242.
- Organisation Internationale de la Francophonie (2018). *La Langue Française dans le Monde*. Paris: Éditions Gallimard.

Friday, 11 June 2021

Friday, 11 June 2021 | 11:00-11:30

**“How are you?” – “Gut und du?”: A German perspective  
on common conversation openers**

**Chiara Hoheisel (Bonn)**

*Chiara Hoheisel completed her bachelor’s degree with honours in Literature and Linguistics at RWTH Aachen University in 2020. While employed at the RWTH as a student assistant for teaching and research in Linguistics and cognitive semiotics under the direction of Prof. Dr. Irene Mittelberg and supervision of PD Dr. Martin Thiering, she enrolled in the Master’s program Applied Linguistics at Bonn University. She spent one semester at the University of Western Australia in Perth, where she discovered her interest in translation studies and intercultural communication. Her research interests also include cognitive linguistics, specifically linguistic relativity and framing.*

It is a common belief – or even prejudice – that Germans are unable to participate in small talk and as a result are often perceived as unfriendly by English native speakers (House 1996: 355). The present study focuses on responses to the conversation opener “How are you?” by German native speakers in both German and English. As the study takes place during the coronavirus pandemic, an additional question is to what extent this has an impact on the responses. The pandemic has caused various mental health issues due to high death rates, illnesses and numerous lockdowns, which may influence how honest people are about their wellbeing. The study makes use of both an experimental approach and an online questionnaire including a discourse completion task (DCT). This design allows for the collection of authentic speech data as well as speaker’s insights into their wellbeing, intentions and awareness of their speech. The experiments were carried out via zoom, as there was no possibility for personal meetings during the pandemic. However, as this has been the most common form of communication for almost a year, this can still be seen as a natural environment for the experiments. The data comprises responses from 30 participants who were interviewed – in the experiment and



Friday, 11 June 2021

the questionnaire – in either English or German. The results point to a standard reply in both English and German and a preference for positive responses which is close to what is regarded as the English standard response (Coupland et al. 1992: 225). Occurring deviations from the standard reveal several hedging strategies, some of which could be specific to the coronavirus crisis. The study builds a foundation for further studies quantifying the discovered response patterns and especially for those regarding responses during and after the pandemic.

## References

- Coupland, J., Coupland, N., & Robinson, J. D. (1992). "How Are You?": Negotiating Phatic Communion. *Language in Society*, 21(2), 207–230.
- House, J. (1996). Contrastive discourse analysis and misunderstanding: The case of German and English. In M. Hellinger & U. Ammon (Eds.), *Contributions to the Sociology of Language: Vol. 71. Contrastive Sociolinguistics* (pp. 345–359). Berlin, New York: Mouton de Gruyter.

Friday, 11 June 2021 | 11:50-12:20

## Linguistics in the classroom: Using Florida's perceptual dialectology to teach linguistic and cultural diversity

### Katharina v. Elbwart (Paderborn)

*Katharina von Elbwart's research and teaching focuses on English sociolinguistics and dialectology with a particular emphasis on North American language varieties. Her PhD project, which she successfully completed in 2020, combined these disciplines and centered around language phenomena perceived by nonlinguists in Florida. She holds a master's degree in Linguistics from Florida Atlantic University and a teaching degree in English, German, and Economics from the University of Duisburg-Essen. Currently working as an Akademische Rätin at Paderborn University, she teaches classes in TEFL/Applied Linguistics where she incorporates her background in linguistics into her teaching and current research.*

Friday, 11 June 2021

Following the research paradigm of perceptual dialectology (Preston 2010, 1999), this paper presents the findings of a perceptual study of how non-linguists view linguistic variation in Florida and showcases how language regard (Evans et al. 2018) can be used in education to teach cultural and linguistic diversity to students.

This paper complements research on non-linguists' beliefs about language in a linguistically (super)diverse setting and introduces methods in perceptual dialectology as a useful means to teach linguistic and cultural variation. I will showcase how Florida's heterogeneous setting has influenced the perception of varieties, how it fosters language ideologies and whether diversity plays a role in forming representations of linguistic landscapes among Floridian residents. In light of these results, Florida's cultural and linguistic heterogeneity will be used to provide possible avenues of using methods of perceptual dialectology in educational contexts.

175 respondents completed Preston's draw-a-map-task to access perceptions of linguistic variation in Florida. All maps were run and analyzed in ArcGIS to make geolinguistic spaces visible. The overall results indicate that Florida is perceived as a trichotomy with three salient dialect areas and point at a clear perception of Florida along the lines of an English-Spanish continuum. Prevailing ideologies point at strong beliefs about language indicated by labels such as "broken English" or "slang" which are used to identify spaces of strong Hispanic presence and demarcate more "proper American" and traditionally white areas. Together, these results help us to further our understanding of social spaces as negotiated by language and serve as a valuable resource to teach US-American language and culture in educational contexts.

## References

- Evans, B. E., Benson, E.J. and Stanford, J. 2018. *Language Regard. Methods, Variation and Change*. Cambridge: CUP.
- Preston, D.R. 2010. Language, People, Salience, Space: Perceptual Dialectology and Language Regard. *Dialectologia* 5(2010). 87-131.
- Preston, D.R. 1999. *Handbook of perceptual dialectology, Volume 1*. Amsterdam: Benjamins.

Friday, 11 June 2021

Friday, 11 June 2021 | 12:20-12:50

## **Pragmatic functions of Twitter users' perspectives on children in Nigeria**

### **Ezekiel Opeyemi Olajimbiti (Lokoja)**

*Ezekiel Opeyemi Olajimbiti (PhD) teaches at the Department of English and Literary Studies, Federal University Lokoja, Kogi State, Nigeria. He is a member of professional bodies such as Pragmatics Association of Nigeria (PrAN), English Scholars' Association of Nigeria (ESAN) and many others. He specialises in children's representation in the media, street children, media and political discourses. He has published in reputable journals. His research interest covers pragmatics, discourse analysis, semantics and sociolinguistics.*

The peculiarity of Nigerian children's experiences often draws the attention of concerned individuals and groups who desire to be the voice for the voiceless in a society that does not empower children socially. Such attention manifests myriad perspectives and attitudes in making public the socio-cultural experiences of these children in order to give them social support. This paper investigates the pragmatic expression of attitudes by Twitter users in discourse related to children with a view to provide insights into Nigerian children's socio-cultural and political experiences. The data comprise 80 Nigerian tweets focused on children, from individuals and groups which were screenshot by the researcher and his associates on their Twitter accounts between July and August, 2019. These were analysed through aspects of appraisal theory and pragmatic act theory. The findings show that Nigerian tweets about children manifest 85% negative appraisal and 15% positive appraisal. These affirm that Nigerian Twitter users circulate more negative children-related issues than positive ones, as shown in their language use, which is characterized by lamenting, rebuking, condemning and commending. The paper concludes that Nigerian Twitter users from different perspectives continue to condemn social factors that negatively affect children and advocate

Friday, 11 June 2021

for good welfare measures to ameliorate their sufferings in order to reposition them for a better future.

Friday, 11 June 2021 | 14:15- 14:45

***“I’m so sorry for your disastrous experience at our hotel”:  
How Spanish students of tourism reply to online  
complaints***

**Rebeca Company Almagro (Sevilla & Lüneburg)**

*Rebeca Company Almagro is a PhD student in English Applied Linguistics at Universidad de Sevilla and Leuphana Universität Lüneburg. She is doing her thesis under an international co-tutelle agreement. She holds a BA in English Studies and an MA in International Communication, Translation and Interpretation. During the academic year 2017/18, she was a Fulbright grantee at Gardner-Webb University (NC, USA), where she worked as a Spanish Lecturer and took six courses. Her main research interests include interlanguage pragmatics, second language acquisition, language teaching methodology and service encounters.*

In our globalized world, being able to communicate in languages other than our own is increasingly necessary given not least that it facilitates entry into the labor market. This becomes evident particularly in the tourism industry, whose professionals are in permanent contact with clients of different nationalities, languages and cultures, as these specialists need to adequately perform in their L2 in very specific professional settings. Similarly, current students majoring in tourism need to be trained to potentially work at any of those specific settings. These include *service encounters* (Merritt 1976 a,b; Ventola 2005; Placencia 2008; Félix-Brasdefer 2015), whose nature and features have evolved with the development of new information technologies: the physical co-presence of customer and service provider is no longer a fundamental requirement (Hernández López 2016).

The present study aims to analyze the pragmatic performance of a group of twenty students in the Degree of

Friday, 11 June 2021

Tourism at Universidad de Sevilla (Padilla Cruz & Martínez López 2017). As future service providers, these students need to develop their L2 *communicative* (Hymes 1972; Canale & Swain 1980) and *pragmatic* (Kasper 1997) *competences* to be able to communicate effectively with customers from different nationalities during a service encounter. More specifically, the study will examine how these learners respond to a group of complaints from TripAdvisor (Vásquez 2011; Zhang & Vásquez 2014; Ho 2017a) by placing the focus on the *moves* (Ho 2017a; 2017b) employed by the students, as well as the sequence in which they are used. The ultimate goal is to find out if these potential service providers' selection of moves and their order coincides with those normally used by real hotel representatives (Ho 2017a).

At the same time, attention will be given to the type of *rapport orientation* (Spencer-Oatey 2000, 2008) adopted by the students in their replies. For this, the controlled service encounter will be considered to have a *deference system* [-P, +D], in which both the service provider and the customer have power and the same social level (Scollon & Scollon 1995; Scollon et al. 2011). This will allow for the analysis of the way tourism students would potentially manage relationships with unhappy hotel guests.

Friday, 11 June 2021 | 14:45-15:15

**English in Madeira: A lesser-known variety – at the grassroots?**

**Sven Leuckert, Theresa Neumaier & Asya Yurchenko  
(Dresden & Dortmund)**

*Sven Leuckert is a postdoctoral researcher and research associate at Technische Universität Dresden, Germany. He received his PhD in English Linguistics in 2017 with a thesis on topicalization in Asian Englishes. His main research interests are World Englishes, non-canonical syntax, the sociolinguistics of CMC, and corpus linguistics.*

*Theresa Neumaier completed her PhD on turn-taking in varieties of English in 2019 at the University of Regensburg and is currently*

Friday, 11 June 2021

*working as a postdoctoral research associate at TU Dortmund University, Germany. Her research focuses on World Englishes, Conversation Analysis, and the relation between language and culture. Further research interests include non-canonical syntax, discourse analysis, and historical pragmatics.*

*Asya Yurchenko is currently a research assistant and master's student of English linguistics at the Technische Universität Dresden. Her research interests include corpus linguistics, World Englishes, stylistics and stylometry, and multimodality in communication.*

'Lesser-known varieties of English' (Schreier 2009) have received increased interest in the last decade. Despite this trend and the fact that Madeira has long historical ties to the British Empire, no World Englishes publications have considered English in Madeira in detail. In this presentation, we introduce English in Madeira by briefly discussing its sociopolitical history and outlining some of its lexical, morphosyntactic, and phonological features. We base our first linguistic analysis of the variety on a 53,094-word Airbnb corpus consisting of accommodation ads written by Madeiran locals. Since English is predominantly used as the language of tourism in Madeira, the corpus fits the typical usage contexts of English in Madeira.

By conducting this analysis, we attempt to find out to what extent English in Madeira shows features of 'grassroots Englishes' (Schneider 2016), a term referring to varieties that have developed in (usually) touristic contexts in which a language other than English is generally preferred. Overall, we identify numerous features, such as hybrid compounds involving local toponyms, that are indicative of a uniquely Madeiran variety. Other features, such as inconsistent American and British English spellings, require further investigation, but suggest influence from the historical input variety as well as the 'Americanization' of English (Gonçalves et al. 2018). Qualitative and quantitative analyses reveal that English in Madeira might have more nativized features (Schneider 2007) than we would expect from a purely grassroots variety. This suggests that the variety might be on its way to being "Madeiran(ized) English".

Friday, 11 June 2021

## References

- Gonçalves, B., L. Loureiro-Porto, J. J. Ramasco, & D. Sanchez (2018). "Mapping the Ameri-canization of English in space and time." *PLoS ONE* 13(5): e0197741.
- Schneider, E. W. (2007). *Postcolonial English: Varieties around the World*. Cambridge: Cambridge University Press.
- Schneider, E. W. (2016). "Grassroots Englishes in tourism interactions." *English Today* 32(3): 2-10.
- Schreier, D. (2009). "Assessing the status of lesser-known varieties of English." *English Today* 25(1): 19-24.

Poster session - Friday, 11 June 2021

Friday, 11 June 2021 | 15:15-15:45

**Poster presentations**

Amoo, Steve	Cross-linguistic digital customer complaint realization on Twitter: The example of complaints to McFit
Dziamulych, Ahnesa	“I am glad that you liked it”: Thanks responses in German and Ukrainian
Fellah, Wissal	Making and responding to complaints in German university context
Ghanem, Badia	“Five and five”: Compliment responses in Moroccan Arabic
Harms, Johanna	Impoliteness among high school students: A gender-based analysis of the American drama <i>13 Reasons Why</i>
Lombardo, Valentina	“Ja, kein Problem”: Gender variation in German responses to thanks
Ohm, Sarina	How does it feel to be beautiful? Responding to compliments in American English
Raeisian, Ladan	A gender-based contrastive study of compliment responses among German students
Rostock, Lea	Responding to thanks in Germany: A variational pragmatic approach to differences and similarities in Bonn and Braunschweig



**Cross-linguistic digital customer complaint realization on  
Twitter: The example of complaints to McFit**

**Steve Amoo (Bonn)**

*Steve Amoo is a postgraduate student of Applied Linguistics currently in his second Master's term. In his studies and course choice, he exhibits a particular interest in first language acquisition research and professional communication realization with respect to linguistic components involved in it, as well as interculturally motivated differences in communication, with respect to both organizational and individual communication. As part of his Bachelor's degree, he interned at an advertising agency with a particular focus on green and B2B communication.*

This paper investigates computer-mediated complaint realization on Twitter. Specifically, a corpus of 60 digitally realized complaints to McFit incorporating both instances of German complaint realization and ELF complaints was created. With respect to the analysis at hand, both cross-linguistically observed differences and similarities were highlighted. Due to a lack of statistically relevant methodology apart from raw frequency observations, the results may not serve as a basis for statistically viable generalizations about the entire set of ELF and German complaints, but only constitute singular results potentially differing from those of other quantitative studies. The data used for the purposes of this study were gathered by means of manual chronologically motivated random sampling, i.e., the corpus is comprised of the 60 most recent complaint instances related to McFit on their public Twitter business page. In general, German complainants exhibited a tendency for less direct complaint realization resulting in demands for repair being less explicitly realized than those of their ELF-speaking counterparts and irony, as an implicit means of negative evaluation, being unique to the German complaint data. Regarding the ELF complaints, the analysis provided a reasonable basis to assume that the complainants were less reluctant to demand compensation further highlighted by said complaint component

Poster session - Friday, 11 June 2021

being more prevalent in the ELF corpus than in the German one in terms of raw frequency. Relating to cross-linguistic similarities, most notably, the majority of complaints in both sub-corpora included A, B, and C (cf. Decock et. al. 2021: 218) as a component in complaint realization strategy while at the same time drawing on hashtag-induced and lexically-motivated complaining in the form of derogative or negatively evaluative (Decock et. al. 2021: 224) expressions.

## References

Decock, S., Depraetere, I, & Ruytenbeek, N. (2021). Linguistic (in)directness in twitter complaints: A contrastive analysis of railway complaint interactions. *Journal of Pragmatics*, 171, 215–233.

## **“I am glad that you liked it”: Thanks responses in German and Ukrainian**

### **Ahnesa Dzyamulych (Bonn)**

*Ahnesa Dzyamulych, a student of MA Applied Linguistics at the University of Bonn, was born in a small Ukrainian town on the Slovak border. She has received her Bachelor's at Pavel Jozef Šafarik University in Košice in the specialization English Language for European Institutions and Economy. During her studies in the Slovak Republic, Ahnesa participated in the Erasmus+ program twice: she spent one semester at the University of Bonn and a two-months internship at a Maltese language school. She was also an active member of the ESN Košice, where she supported Erasmus students from all over Europe.*

Many different studies were done on speech acts and on the speech act of thanks responses in particular, for example Schneider (2005) and Bieswanger (2015) that were the theoretical basis of the current study. The present study investigates thanks responses in Ukrainian and German languages. There was a dearth of research done in the field that includes a comparison between Ukrainian and German thanks responses, which was one of the main motivations

Poster session - Friday, 11 June 2021

why this study was conducted. Therefore, the native speakers of the two respective languages were asked to complete the online Discourse Completion Tasks (DCTs) which included different speech acts such as apology. The participants were asked to respond to thanks in three different situations. The study showed that indeed there is difference in German and Ukrainian thanks responses in different situations which is visible in both realization strategies and realization types of the thanks responses.

## References

- Bieswanger, M. (2015). Variational pragmatics and responding to thanks – revisited. *Multilingua*, 34(4), 527–546.
- Schneider, K. P. (2005). 'No problem, you're welcome, anytime': Responding to thanks in Ireland, England, and the USA. In A. Barron & K. P. Schneider (Eds.), *The pragmatics of Irish English* (pp. 101–139). Berlin/New York: Mouton de Gruyter.

## Making and responding to complaints in German university context

### Wissal Fella (Bonn)

*Wissal Fella is an Applied Linguistics Master student in Bonn university in North-Rhine-Westphalia, Germany. She finished her undergraduate studies and received her bachelor's degree in English studies linguistic major in Mohammed first university in Oujda, Morocco. Her interest in Language teaching, second language acquisition and multilingualism began when she had the opportunity to work as a French and an English teacher for three years in an Elementary school in 2015 in her hometown Nador. Inspired by this job experience, Wissal went to Alae's international academy and underwent training in pedagogy and didactics.*

This paper presents a study on complaints strategies that German students as non-native speakers of English use to formulate and respond to complaints. It investigates the way German students realize the speech acts of complaint and respond to it (Hermann 2009 and Deveci 2015), considering the variable of age and its

Poster session - Friday, 11 June 2021

influence on the speech act strategies employed. The method employed is an online discourse completion task (DCT) distributed to forty German students from two different age groups. The findings of this study generally indicated that there is no big difference between the two age groups in terms of strategy use preference. The most frequently used complaints strategies were 'admitting responsibility and excusing oneself' when accepting the complaint and 'Counterattacking and denying the complaints' when rejecting the complaint.

### References

- Deveci, T. (2015). The Complaint Speech Act Set Produced by University Students Speaking English as a Foreign Language. *Literacy Information and Computer Education Journal (LICEJ)*, 4(1), 2161-2170
- Hermann, M. N. (2009). Pragmatic aspects of making and responding to complaints in an intercultural university context. Unpublished paper, Stellenbosch University.

### **"Five and five": Compliment responses in Moroccan Arabic**

#### **Badia Ghanem (Bonn)**

*Badia Ghanem is currently a first year student in the M.A. programme 'Applied Linguistics' at the University of Bonn. She is from Morocco and holds a B.A. in English Studies from the University of Sidi Mohamed Ben Abdellah, Fes.*

Several intra-lingual studies have been conducted on speech acts in general, and the speech act of compliment responses in particular in different languages including the Arabic language (e.g. Farghal & Al-Khatib 2001). The present study is no exception as it also investigated the speech act of responding to compliments in Moroccan colloquial Arabic. The data were elicited from 19 Moroccan males and 21 Moroccan females by means of an online discourse completion task which comprised three scenarios. The DCT data were analyzed to determine the range of strategies

Poster session - Friday, 11 June 2021

employed and the frequency distribution of those strategies by the attributes praised and by gender of the compliment receiver. The results reveal that the sample of Moroccans studied use a variety of strategies to respond to compliments; some of these are universal while others appear to be culture specific. The participants are very receptive of the compliments paid on their natural appearance and possessions. The compliment paid on achievement, on the other hand, is met with a rejection. These results were discussed and explained in the light of a politeness theory (Chen 1993) on the one hand and the phenomenon of the evil eye on the other hand (Mughazy 1999). With regard to gender as a social factor which impacts language use (Barron & Schneider 2009), the findings of this study suggest that the gender of the compliment receiver is not a determiner of the compliment response type employed. The linguistic behavior of males and females in the present study is quite similar, with only minor differences.

## References

- Barron, A., & Schneider, K. P. (2009). Variational pragmatics: Studying the impact of social factors on language use in interaction. *Intercultural Pragmatics*, 6(4), 425–442.
- Chen, R. (1993). Responding to compliments: A contrastive study of politeness strategies between American English and Chinese speakers. *Journal of Pragmatics*, 20, 49–75.
- Farghal, M., & Al-Khatib, M. A. (2001). Jordanian college students' responses to compliments: A pilot study. *Journal of Pragmatics*, 33 (9), 1485–1502.
- Mughazy, M., A. (1999). Pragmatics of the Evil Eye in Egyptian Arabic.

**Impoliteness among high school students: A gender-based analysis of the American drama *13 Reasons Why***

**Johanna Harms (Bonn)**

*Johanna Harms is an M.A. student of Applied Linguistics at the University of Bonn. She finished her previous studies in English Language and Culture at the Rijksuniversiteit Groningen, the Netherlands, in 2020, and decided to follow her interest in linguistics*

Poster session - Friday, 11 June 2021

*by continuing her academic career in Germany. Her main research interests are multilingualism and gender variation.*

This paper contributes to the study of impoliteness. More particularly, it explores gender variation and the role of distance and power in the use of impoliteness strategies made by American teenage characters in the TV series *13 Reasons Why*. Both first uses of impoliteness strategies and offensive responses were considered for this study. The researcher analyzed 190 impolite utterances and 55 offensive responses from the first season of the TV series. The analysis builds on Culpeper's (1996) model of impoliteness strategies with a particular focus on the combination of multiple strategies. The findings support the observation that impoliteness strategies occur in combination rather than in isolation. Concerning gender differences, female speakers showed more variance and adaption to their interlocutor compared to male speakers. Both genders showed a preference for combining negative and positive impoliteness strategies as well as combining negative and mock impoliteness, but they made use of different substrategies in their combinations. The findings also revealed differences in the use of impoliteness in respect to the distance and power dynamics between interlocutors. Finally, both genders showed similar behavior in respect to offensive responses with a general preference for bald-on-record statements.

## References

Culpeper, J. (1996). Towards an anatomy of impoliteness. *Journal of Pragmatics*, 25(3), 349–367.

**“Ja, kein Problem”: Gender variation in German responses to thanks**

## Valentina Lombardo (Bonn)

*Valentina Lombardo graduated with a Bachelor's degree in Linguistics at the University of Paderborn in 2019. She is currently enrolled in the Master's programme Applied Linguistics at the University of Bonn. Since the summer semester 2021, she has been*

Poster session - Friday, 11 June 2021

*working as a tutor at the Department of English, American and Celtic Studies for first and second year students of English. The main research areas that sparked her interest are accents and dialects of English as well as social identity constructions through language.*

The present term paper focuses on gender variation in the speech act of responses to thanks in German, putting this empirical study in the framework of variational pragmatics. The main aim of this study is to elicit possible differences and similarities of female and male speakers of German when responding to thanks as well as various realisation strategies female and male German speakers employ in their responses to thanks. In order to investigate these aspects, this study replicates Bieswanger's (2015) study in the collection of naturally occurring responses to thanks of women and men in the context of direction giving. The analysis focuses on verbal and non-verbal thanks responses as well as strategy types and the realisation types of responses to thanks used by female and male German native speakers. The results reveal that women tend to verbalise responses to thanks more than men, though both groups prefer verbal responses overall. With respect to the strategy types, the comparison highlights that both groups employ the same strategies, though with different preferences. The fact that all four strategies are present in both the female and male data set indicates that the use of responses to thanks seems to be fairly universal for women and men alike. Concerning the realisation types, a set of three predominant realisation types emerged in both data sets. Two of these three realisation types most frequently used by female and male speakers are the same. Although they occur with different preferences, they still prove to form a set of core elements of realisation types equally in both female and male thanks responses which might indicate a universal set of realisations types for German thanks responses.

## **References**

Bieswanger, M. (2015). Variational pragmatics and *responding to thanks* – revisited method. *Multilingua*, 34(4), 527–546.

**How does it feel to be beautiful? Responding to compliments in American English**

**Sarina Ohm (Bonn)**

*Sarina Ohm is a Master's degree student of Applied Linguistics at Bonn University. She was granted her Bachelor's degree in Linguistics and English Studies from Bielefeld University in 2020 and spent one semester at Konkuk University in Seoul, South Korea. She is particularly interested in the field of Communication Analysis and in the rather new research trend of Ecolinguistics.*

The aim of a compliment is to make someone feel better but how does one react properly to being called beautiful? Compliment responses have been researched extensively as the interest resides in how addressees solve the inflicted dilemma of either accepting and appreciating the compliment or rejecting it and avoiding self-praise (Pomerantz 1978: 81, 109). This paper explores both verbal and nonverbal strategies used in American English to respond to a compliment on physical appearance. The data is taken from a video published by Thoraya Maronesy on YouTube called "1 HOUR OF STRANGERS REACT TO BEING CALLED BEAUTIFUL" in which she compliments strangers in a park in San Diego on their appearance to see their reaction. The responses were transcribed, categorised according to an adapted coding scheme by Chen (1993, 2010) and analysed regarding the connection between compliment and compliment response, nonverbal features and gender-based differences. Both compliments and compliment responses are usually analysed in terms of politeness and the negotiation of face (Brown & Levinson 1987). They are considered to be social acts because they are used to build solidarity and show how speakers react to external appraisals of their personal and social identity (Manes & Wolfson 1981: 124, Flores-Salgado & Witten 2019: 126). This study argues that in the data sample American English speakers, both female and male, tend to accept and appreciate the intention of the compliment with their most frequent strategy being thanking, but still display self-praise avoidance to appear modest even in their nonverbal behaviour. It is also found that the



Poster session - Friday, 11 June 2021

way in which the compliment is phrased affects the strategy chosen for the compliment response.

## References

- Brown, P. & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Chen, R. (1993). Responding to compliments: A contrastive study of politeness strategies between American speakers and Chinese speakers. *Journal of Pragmatics*, 20, 49–75.
- Chen, R. & Yang, D. (2010). Responding to compliments in Chinese: Has it changed? *Journal of Pragmatics*, 42, 1951–1963.
- Flores-Salgado, E. & Witten, M. T. (2019). A comparative study of Mexican and Irish compliment responses. *Colomb. Applied Linguistic Journal*, 21(1), 125–138.
- Manes, J. & Wolfson, N. (1981). The Compliment Formula. In Coulmas, F. (ed.), *Conversational Routine: Explorations in Standardized Communication Situations and Prepatterned Speech* (pp. 115–132). The Hague: Mouton.
- Pomerantz, A. (1978). Compliment Responses: Notes on the co-operation of multiple constraints. In Schenkein, J. (ed.), *Studies in the Organization of Conversational Interaction* (pp. 79–112). New York: Academic Press.
- Thoraya Maronesy. (2019.01.18). *1 HOUR OF STRANGERS REACT TO BEING CALLED BEAUTIFUL*. Retrieved from: <https://www.youtube.com/watch?v=n0-uKfTMzVQ>

## A gender-based contrastive study of compliment responses among German students

### Ladan Raeisian (Bonn)

*Ladan Raeisian is currently studying her master's degree in Applied Linguistics at the University of Bonn. She has obtained her bachelor's degree in the field of English Translation at Tehran Azad University in Iran. Ladan's native language is Farsi or Persian, she is fluent in English and has an excellent command of German language. She has performed various translation duties mainly from English into Persian and also German into English. Now, she is working in an association of E-commerce as a translator using CAT*

Poster session - Friday, 11 June 2021

*tools. All the while, she is building her proficiency in a variety of online collaboration & media editing tools and CRM & CMS platforms.*

Today, there are several studies conducted on compliment response strategies in general, however, only a few of them talked about compliment response strategies by German native speakers (Golato 2002; Payne 2013).

The current study is aimed to conduct a gender-based contrastive analysis on the different compliment response strategies used among German students at the University of Bonn. Fifty participants were randomly selected among the students at the University of Bonn, most of which were pursuing master's degrees in various disciplines. The age of the participants ranged from 22 to 30 years old. Since the study was gender-based, the number of the participants was balanced to 25 females and 25 males, so that it helped increase the validity of the investigation. Data collection of this study was conducted through a DCT questionnaire (Discourse Completion Task), in which descriptions of 3 situations were provided. It is worth mentioning that in all the situations the speaker and the hearer were of equal status. A total of 150 responses to compliments were analyzed according to Chen & Yang (2010), applying the strategies of accepting, deflecting/evading, and rejecting. The result of the study shows that acceptance was the most common compliment response strategy used by the participants; however, the female participants were more likely to use this strategy than their male counterparts. None of the female students rejected a compliment. Non-verbal reactions such as facial expressions and combination of super strategies were also one of the strategies. Male participants deflected the compliments almost three times more than women. Additionally, men were more likely to leave a compliment unanswered.

## **References**

Chen, R., & Yang, D. (2010). Responding to compliments in Chinese: Has it changed? *Journal of pragmatics*, 42(7), 1951-1963.

Poster session - Friday, 11 June 2021

Golato, A. (2002). German compliment responses. *Journal Of Pragmatics*, 34(5), 547-571.

Payne, S. (2013). Compliment responses of female German and Italian university students: A contrastive study. *Language Studies Working Papers*, 5, 22-31.

**Responding to thanks in Germany: A variational pragmatic approach to differences and similarities in Bonn and Braunschweig**

**Lea Rostock (Bonn)**

*Lea Rostock graduated with a double major bachelor's degree in English Studies and German Studies from the University of Hildesheim in 2019. She started her master's degree at the University of Bonn in late 2019 and is a second-year student of the master's programme Applied Linguistics. In 2020 she started working as the programme's student mentor as well as a student assistant for Professor Dr. Klaus P. Schneider and is currently a tutor for academic writing. Her main research interests are Cognitive Linguistics and Critical Discourse Analysis, and she is especially interested in the triangulation of CDA using empirical cognitive linguistic methods.*

In 2015, Markus Bieswanger published an article with the title "Variational pragmatics and responding to thanks – revisited". Adopting the framework of variational pragmatics, Bieswanger's paper presents the results of a study on differences between responses to thanks across different varieties of English using a Labovian approach. Speech acts are pragmatic universals which have a limited set of realisation strategies for each illocution and those strategies differ across several varieties of the same language. The paper at hand revisits the cross-varietal analysis of Bieswanger's 2015 study and presents the results of an empirical investigation of this same speech act based on natural data collected with the help of a Labovian-style fieldwork methodology in Braunschweig and Bonn. The aim of this study is to establish which realisation types are used to realise thanks responses in Bonn

Poster session - Friday, 11 June 2021

and Braunschweig and whether there are differences in responding to thanks in naturally occurring discourse in the two observed varieties. The results reveal fundamental differences for some of the preferred realisation types in each dialect showing a clear preference for KEIN PROBLEM in Bonn, which does not occur once in the data set from Braunschweig, but also similarities between the two dialects, as an overall trend for preferring non-verbally acknowledging thanks strategies is detectable in both data sets. Further, the results establish new realisation types and provide additional evidence for already existing categories while highlighting the existence of regional variation in the use of this speech act in spontaneous real-life interactions in Germany. Additionally, the findings present realisation types such as WEGGEHEN OHNE REAKTION that might be unique to the German language as they have not been found in previous studies of English varieties so far.

## References

- Bieswanger, M. (2015). Variational pragmatics and *responding to thanks* – revisited. *Multilingua*, 34(4), 527–546.
- Schneider, K. P. (2005). 'No problem, you're welcome, anytime': Responding to thanks in Ireland, England, and the USA. In A. Barron & K. P. Schneider (Eds.), *The pragmatics of Irish English* (pp. 101–139). Berlin/New York: Mouton de Gruyter.

Friday, 11 June 2021

Friday, 11 June 2021 | 16:00-16:30

**The use of lexical and grammatical insult categories by male and female British native speakers: A corpus-based approach**

**Laura Petersen (Bonn)**

*Laura Petersen is currently pursuing her master's degree in Applied Linguistics at the University of Bonn, having previously received her bachelor's degree from the same university (with some time spent at the University of York St. John). She has worked as a student assistant in both an administrative and a teaching capacity and is currently employed as a research assistant in a project concerning English as a lingua franca. Her own research interests include taboo language, specifically insults, speech and language pathology, and the intersection of bilingualism and identity.*

This paper investigates gender differences in the use of insults by elaborating on previously established framework and taxonomies (cf. Archer 2015, Padilla 2019). With more extensive theories on (im-)politeness only emerging in recent decades, the complexity of this speech act with regard to its usage, as well as its users has, for the most part, not been matched with sufficiently complex research. The researcher aims to add to the current knowledge of insult usage by employing the method of a corpus analysis. A list of nouns intrinsically carrying insulting load were searched for in the British National Corpus, classifying them according to lexical and grammatical insult categories, and organising them based on the gender of speaker and recipient. The results show that gender does not seem to constitute an influential factor when choosing the grammatical construction in which an insult is used; it is, however, evident that the choice of lexical insult category is dependent on the gender of the speaker and even more so on the gender of the recipient. Male and female speakers alike display significantly different category choices depending on whether the insult is utilised to target a male or a female addressee. Finally, one can conclude that the speech act of insults can – to some extent – govern speakers' behaviour towards gender and reinforce

Friday, 11 June 2021

restrictive expectations for both male and female speakers. Conducting academic research in this field can, therefore, equip us with the knowledge to recognise, understand, and reject any unwelcome social restrictions this speech act may help to produce and to uphold.

## References

- Archer, D. (2015). Slurs, insults, (backhanded) compliments and other strategic facework moves. *Language Sciences*, 52, 82–97.
- Padilla Cruz, M. (2019). Qualifying insults, offensive epithets, slurs and expressive expletives: A relevance-theoretic approach. *Journal of Language Aggression and Conflict*, 7(2), 156–181.

Friday, 11 June 2021 | 16:30-17:00

**“Thanks girl, you look fierce!”: A study on compliment responses by Greek women, in heterosexual and homosexual discourse**

### **Athanasia-Rafaella Tsinafournioti (Bonn)**

*Athanasia-Rafaella Tsinafournioti is currently an international M.A. student at the University of Bonn studying Applied Linguistics. She completed a B.A. in German Philology with a specialty on Linguistics and Didactics, at Aristoteles University of Thessaloniki. During her B.A. studies she spent a semester at Heinrich-Heine University of Düsseldorf. She also holds an M.A. in Language Education for Refugees and Migrants at the Hellenic Open University, which she completed with honors in 2018 having received a full scholarship of academic excellence. Her research interests involve multilingualism, sociolinguistics, and clinical linguistics.*

The present study investigates sexuality as a factor of variation in speech acts. Former research has shown that sexual orientation may affect speech in phonological terms or lexical choices with respect to particular slang of sexually diverse communities (Munson 2007). Regarding other fields of linguistics, such as pragmatics or semantics, research referring to individuals of non-normative sexual orientation is usually focused on seduction or

Friday, 11 June 2021

“coming out” practices (Motschenbacher 2020). Additionally, in the vast majority of studies the participants are men. This study attempts to fill this gap by investigating variation in compliment responses formed by heterosexual and homosexual women. Eight DCTs were used in two different ways to collect written and oral compliment responses of Greek homosexual and heterosexual women which were analyzed in terms of semantic formulas. Greece provides a social environment deeply influenced by both liberal and conservative ideals and, therefore, is a particularly interesting setting where sexual diversity is legally protected and superficially acknowledged, yet still remains a taboo. All participants were advanced/near-native users of English which was the language used in the study. The results suggest that sexuality is an element of one’s identity that can, as initially hypothesized, influence compliment responses, although the occurrence and intensity of this variation depends heavily on societal and cultural standards as well as on the type of compliments.

## References

- Motschenbacher, H. (2020). Coming out-seducing-flirting: Shedding light on sexual speech acts. *Journal of Pragmatics*, 170, 256–270.
- Munson, B. (2007). The Acoustic Correlates of Perceived Masculinity, Perceived Femininity, and Perceived Sexual Orientation. *Language and Speech*, 50(1), 125–142.

Keynote - Friday, 11 June 2021

Friday, 11 June 2021 | 17:15 – 18:15

## Keynote

**J. César Félix-Brasdefer  
(Bloomington, IN)**

Pragmatic competence, awareness, and intercultural  
impoliteness: A sociopragmatic perspective

J. César Félix-Brasdefer is Professor of Linguistics and Spanish at Indiana University, Bloomington, USA. His research interests include pragmatics and discourse analysis, pragmatic variation, and second language and intercultural pragmatics. He is the author of *The Language of Service Encounters: A Pragmatic-Discursive Approach* (2015, Cambridge University Press) and *Spanish Pragmatics* (Routledge, 2019). His recent co-edited volumes include *The Routledge Handbook of Spanish Pragmatics* (2021, Routledge), *New Directions in Second Language Pragmatics* (2021, Mouton De Gruyter), and *Pragmatic Variation and Service Encounters* (2020, Routledge). He currently serves on the editorial boards of *Journal of Pragmatics*, *Applied Pragmatics*, and *Spanish in Context*.

This presentation is situated within the field of second language (L2) pragmatics from a discursive and sociopragmatic perspective. Specifically, I take a fresh look at how some aspects of pragmatic competence are analyzed through the lens of intercultural pragmatics (Cogo & House 2017; Kecskes 2020). Pragmatic competence is broadly defined as the learner's ability to understand and produce communicative action in the target language and how L2 pragmatic knowledge is acquired over time or as a result of instruction. I adopt an intercultural pragmatic perspective to expand the construct of pragmatic competence with intercultural speakers who engage in social interaction, reflection, critical awareness, and discussion of sociocultural concepts. I analyze impoliteness as a component of pragmatic competence with speakers who co-construct meaning in intercultural interaction. I will showcase data from an in-progress project that examines impolite and rude behavior as evaluated by intercultural



Keynote - Friday, 11 June 2021

speakers studying abroad. This talk ends with methodological implications for the assessment and teaching of intercultural competence in foreign and study abroad contexts.

Saturday, 12 June 2021

Saturday, 12 June 2021 | 10:00-10:30

**“Well, you want me to speculate on speculation”: Evasive behaviour of politicians and nonpoliticians in television panel debates**

**Marleen Pauls (Bonn)**

*Marleen Pauls is currently an M.A. student in the Applied Linguistics programme at Bonn University. She works as a research assistant at the English Seminar at the University of Cologne, where she also completed her bachelor's degree in English and Education. During her undergraduate studies, she spent a year abroad at the University of Cambridge studying English literature. Her research interests include multilingualism, critical discourse analysis and political rhetoric.*

The notion of the evasive politician is widely perpetuated and has been well-researched, especially in the context of televised news interviews (cf. Bavelas et al. 1988; Clayman & Heritage 2002). Thus, the aim of the present study is to expand this research to the genre of televised panel debates and is based on the question of whether there are salient differences between panellists who are politicians and those who are nonpoliticians. These differences were analysed in terms of questions asked and responses given to approach the potential implications for the overarching stereotype of the evasive politician. To do so, data was collected from the Australian television programme *Q+A*. The data was considered to be naturally occurring within the given genre seeing as it was not elicited for research purposes. One sequence each was chosen from four episodes which all had a topical focus on climate change. The episodes were aired between 2017 and 2020 and yielded a total of 20 panellist informants comprised of both politicians and nonpoliticians. The data allowed for a comparison of the behaviour between the two groups since they were expected to be in the same situation of pressure and scrutiny. However, this assumption had to be rejected. Even though all panellists were in the same situation in the panel debate, the study showed that they were treated differently by the host in the sense that the questions asked applied

Saturday, 12 June 2021

different levels of pressure. Thus, the analysis of results included not only responses given by the panellists but also focussed on the questions asked by the host in order to arrive at a more nuanced analysis of the behaviour of panellists and the stereotype of the evasive politician.

## References

- Bavelas, J. B., Black, A., Bryson, L., & Mullett, J. (1988). Political equivocation: A situational explanation. *Journal of Language and Social Psychology*, 7(2), 137–145.
- Clayman, S., & Heritage, J. (2002). *The news interview: Journalists and public figures on the air*. Cambridge: Cambridge University Press.

Saturday, 12 June 2021 | 10:30-11:00

## Mobile writing processes

### Esther Odilia Breuer (Köln)

*Esther Odilia Breuer is the head of the Centre for Writing Competency at the University of Cologne. Her focus in research is on writing processes as well as on linguistic performance in a foreign language. Together with colleagues from the RWTH Aachen, she analyses the reaction time and understanding processes of people who are confronted with German (L1) and English (their FL) sentences that contain errors which are induced by the other language, in order to see how the brain deals with these syntactic node-switches and how they influence semantic processing. She and colleagues from the Cologne University of Applied Science have developed a software in order to analyse people's (multimodal) writing processes on mobile phones. This software shall be used in a project with the University of Gdansk, in which L1 and FL writing performance as well as the performance of dyslexic and non-dyslexic students shall be compared.*

Writing has become one of the most central forms of communication – not only in academic or professional settings, but also for personal communication via mobile apps. Due to the

Saturday, 12 June 2021

necessity of speed in this form of writing, the control mechanisms employed in written language (e.g., reading a text before sending it out or finishing sentences) are often inactive. This can lead to rather senseless messages e.g., when the mobile device exchanges words because it assumes that this was the word that the writer had in mind. At the same time, mobile writing offers a large variety of multimodal elements to support communication efforts (e.g., emoticons, dictation, pictures, films, etc.) which can help writers to get their ideas across even if the words are missing.

In order to be able to analyse how writers use mobile writing tools for their communication in different settings, the University of Cologne and the Cologne University for Applied Sciences have developed a software that enables researchers to examine the mobile writing processes in detail. The software works similarly to that of a traditional keylogging programme, in that, it records the movements on the keyboard as well as on the touch screen and in so doing, creates an output file for statistical analysis. In combination with screen capturing, we are now not only able to examine what (and how fluently) the writers are typing, but also observe for instance what they have copied and pasted, and how they searched for information online.

In this presentation, the software and its functions will be introduced. I shall also present the results of our pilot study on the differences in writing processes, depending on the target groups in communication.

Saturday, 12 June 2021 | 11:00-11:30

**VOT for plosives in Balochi: Implications for learners of English in Balochistan**

**Nasir Abbas Syed & Shah Bibi (Balochistan)**

*Nasir Abbas Syed is Associate Professor of English at the Department of English Language and Linguistics Lasbela University of Agriculture, Water and Marine Sciences Balochistan, Pakistan. He has done MA in English Literature from Pakistan and MA in English*

Saturday, 12 June 2021

*Language and Linguistics and PhD in Linguistics from University of Essex UK.*

*Shah Bibi is a lecturer in English at the Department of English Language and Linguistics Lasbela University of Agriculture, Water and Marine Sciences (LUAWMS) Balochistan, Pakistan. She has done MA in Linguistics from the LUAWMS.*

The influence of an already acquired language (L1/L2) on acquisition of a new language (L3/Ln) is a widely discussed topic. Some researchers have reached the conclusion that L2 has stronger influence on L3 acquisition [1-4]. Their view-point is called 'L2 Status Factor' (L2SF). Contrarily, Typological Primacy Model (TPM) claims that among already acquired languages, a structurally similar language transfers more properties to L3 [5-8]. The current paper contributes in this debate by presenting data collected from learners of English in Balochistan (Pakistan). The participants were learning British English (BrE) aspiration contrast after having acquired Pakistani English (PakE) in adult age. Thus, Balochi was their L1, PakE L2 and BrE L3. PakE [9] and Western Balochi [10] have only unaspirated plosives while Eastern Balochi has only aspirated stops [10]. It was hypothesized that if the prediction of the TPM is accurate, Eastern Balochi learners will acquire unaspirated and aspirated stops from the facilitative effect of the L2 and the L1, respectively. And if the L2SF prediction has more accuracy, both participant groups will acquire only unaspirated stops.

Productions of plosives by both groups of adult learners (N=20 for each group) were recorded and analyzed after one year of learning BrE in the classroom. Their teachers' (N=20) productions were also analyzed to confirm whether the input they were receiving in L3 maintains aspiration contrast in plosives. The results show that even those learners whose L1 (Eastern Balochi) has aspirated stops were also better able to produce unaspirated stops of BrE, while learners of both groups experienced difficulty in acquisition of English aspirated stops despite receiving accurate input. Thus, the results support the viewpoint of the L2SF that specifically L2 has stronger effect on L3 acquisition. Previous studies have mostly tested these predictions in the field of syntax and

Saturday, 12 June 2021

morphology. Very few studies, like this one, have tested these predictions in phonology.

## References

- Bardel C, Falk Y: The L2 status factor and the declarative/procedural distinction. In: *Third language acquisition in adulthood*. Edited by Amaro JC, Flynn S, Rothman J. Amsterdam: John Benjamins; 2012: 61-78.
- Bardel C, Falk Y: L1, L2 and L3: Same or different? *Second Language Research* 2020:1-6.
- Falk Y, Bardel C: The study of the role of the background languages in third language acquisition: The state of the art. *International Review of Applied Linguistics in Language Teaching* 2010, 48:185-220.
- Falk Y, Bardel C: Object pronoun in German L3 syntax: Evidence from the L2 status factor. *Second Language Research* 2011, 27(1):59-82.
- Rothman J: L3 syntactic transfer selectivity and typological determinacy: The typological primacy model. *Second Language Research* 2011, 27(1):107-127.
- Rothman J: Linguistic and cognitive motivations for the Typological Primacy Model (TPM) of third language (L3) transfer: Timing of acquisition and proficiency considered. *Bilingualism: language and cognition* 2013, 18(2):179-190.
- Rothman J, Amaro JC: What variables condition syntactic transfer? A look at the L3 initial state. *Second Language Research* 2010, 26(2):189-218.
- Rothman J, González AJ, Puig-Mayenco E: *Third language acquisition and linguistic transfer*. Cambridge: Cambridge University Press; 2019.
- Rahman T: Pakistani English. In: *The Handbook of Asian Englishes*. Edited by Bolton K, Botha W, Kirkpatrick A. Hoboken, NJ: Wiley Blackwell; 2020: 279-296.
- 1Jahani C: *A Grammar of Modern Standard Balochi*. Uppsala: Uppsala University; 2019.

Saturday, 12 June 2021

Saturday, 12 June 2021 | 12:30-13:00

## **Mental representations of illocutionary concepts: Between theory and categorization in discourse**

### **Dominik Schoppa (Augsburg)**

*Dominik Schoppa is a second-year PhD student at the University of Augsburg and holds an M.A. degree in Applied Linguistics as well as a B.A. degree in English Studies and Media Sciences. While working as a student assistant at the chair of English Linguistics at Bonn University, he was further involved in multiple research projects examining non-standard features of early African American English. His presentation is based on preliminary results of his doctoral thesis at the interface of metapragmatics and cognitive lexical semantics. Further areas of interest include –but are not restricted to – semantics, pragmatics, and psycholinguistics.*

Throughout the past few decades, pragmatics research has been dominated by studies examining speech act realization patterns (cf. e.g. Blum-Kulka et al. 1989; Flores-Salgado 2011). Even though the achievements obtained in this area are certainly not to be depreciated, most of its studies take for granted a common theoretical framework fundamentally based on Austin's and Searle's contributions to the field. In his classification of speech acts, Searle (1976) distinguishes, among other things, between *directives* as “attempts [...] by the speaker to get the hearer to do something” (1976: 11), and *expressives* as speech acts expressing the speaker's “psychological state [...] about a state of affairs” (1976: 12). While the wide application of this classification in pragmatics research attests to its usefulness, it is worth mentioning that these two speech act classes are crucially situated on different levels of abstractness: Directive speech acts differ in the way they try to get the hearer to do something, whereas expressive speech acts do not (primarily) differ in the way they express *one specific feeling*, but in expressing *different feelings altogether*.

The present study takes a corpus-based metapragmatics approach to illustrating this difference with the help of mental representations of three directive (*requesting, commanding,*

Saturday, 12 June 2021

*begging*) and three expressive (*apologizing, thanking, congratulating*) speech acts. In particular, inflectional and derivational variants of these illocutionary labels were retrieved from the GloWbE corpus and coded for their communicative functions in context. The relevant functional categories, in turn, were equated with crosswise combinations of two conceptual dimensions. According to the contextual use of the illocutionary labels in question, each of the denoted speech acts was mapped onto this two-dimensional space. The results of this study show that while the directive speech acts are centered around a focal area, the expressive speech acts are much more scattered. This and further findings are discussed against the background of theoretical and semantic implications of Searle's (1976) speech act classification.

## References

- Blum-Kulka, S., House, J., & Kasper, G. (Eds.). (1989b). *Cross-cultural pragmatics: Requests and apologies*. Norwood: Ablex.
- Flores-Salgado, E. (2011). *The pragmatics of requests and apologies: Developmental patterns of Mexican students*. Amsterdam/Philadelphia: John Benjamins.
- Searle, J. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1–23.

Saturday, 12 June 2021 | 13:00-13:30

## **Taking turns by turning away? Investigating multimodal speaker-selection strategies in video-mediated social interactions**

### **Ragnhild Hinderling (Bonn)**

*Ragnhild Hinderling is currently enrolled at Bonn University in the master's programme Applied Linguistics. She completed her B.A. in Mathematics, English and Educational Sciences at the University of Cologne in 2020. During her undergraduate studies, she spent one semester at Aristoteles University in Thessaloniki, Greece, studying*



Saturday, 12 June 2021

*linguistics with a focus on language acquisition. Her research interests include Conversation Analysis and Clinical Linguistics.*

The process of turn-taking in video-mediated interaction undoubtedly differs significantly from turn-taking in face-to-face communication (Seuren 2020). The interactional reality of video-mediated communication restricts the interlocutors in their abilities to draw on the same multimodal resources that are available in negotiating face-to-face interactions (Deppermann 2013). In this qualitative exploratory study, the discourse practice of turn-taking and, more specifically, the multimodal process of speaker-selection in video-mediated social interactions was investigated. Two friend groups consisting of five individuals each, who had moved their interactions online when the COVID-19 pandemic started, were asked to record their video-mediated social gatherings. The recordings were transcribed and analysed to explore the type of problems interlocutors may encounter in the speaker-selection process that can be explicitly attributed to the nature of video-mediated interactions. Furthermore, the recordings were examined to find possible interactional patterns and strategies which the participants may use to resolve the issues in the speaker-selection process. As the participants were all highly familiar with the nature of video-mediated communication by the time of recording, the development of such patterns and strategies is to be expected.

## References

- Seuren, L. M., Wherton, J., Greenhalgh, T., Shaw, S. (2021). Whose turn is it anyway? Latency and the organization of turn-taking in video-mediated interaction. *Journal of Pragmatics*, 172, 63–78.
- Deppermann, A. (2013). Turn-design at turn-beginnings: Multimodal resources to deal with the tasks of turn-construction in German. *Journal of Pragmatics* 46, 91–121.

Poster session - Saturday, 12 June 2021

Saturday, 12 June 2021 | 13:30-14:00

**Poster presentations**

Busch, Sebastian	"I suggest you vote for me": Gender differences in making suggestions during a US-American presidential debate
Harman, Nathan	"I'm sorry, what was it you said?": A comparative study of verbal non-understanding indicators used in the UK and Germany
Lubomierski, Lisa	"Du bist falsch": Insults on German and British reality TV
Matiash, Volodymyr	"Thanks! You also look very good!": Compliment responses in Ukrainian and German
O'Brien, Muireann	"Of course, no bother! The overdraft is handy, too handy sometimes!": A contrastive analysis of Irish English and German responses to requests
Popova, Svetlana	A contrastive study of compliment responses among Russian and German university students
Sinurat, Eva Yovitha	"Ok, ich fasse das mal als Kompliment auf"/"Ok, I will take that as a compliment": Contrastive analysis of compliment responses by British native speakers and German native speakers
Tönges, Romina	"Just keep walking": A mixed method study on response strategies of women to male catcalling

**“I suggest you vote for me”: Gender differences in making suggestions during a US-American presidential debate**

**Sebastian Busch (Bonn)**

*Sebastian Busch is currently enrolled as a student of the MA Applied Linguistics at the University of Bonn. His main research interests revolve around the interface of language and power with a specific focus on politicians and the media. Mostly, he is concerned with the use of conceptual metaphors by these actors in the discussion of ongoing social issues. He is also interested in Speech Act Theory and its interrelations with politics and power as well.*

Political debates are one of the prime ways for candidates to gain attention and make their case to the prospective voters, regardless of the position they are competing for. These debates are particularly common and important in the USA in the lead-up to presidential elections. In 2020, the Democratic party hosted two debates with a total of 20 candidates, six out of which were women. Continuing the tradition of investigating the influence of gender and power on speech act performance (e.g., O’Barr & Atkins 2009, Wareing 2004), the present paper investigates gender differences in suggestions across these two debates, as suggestions appear to be a rather common speech act in this setting. It is assumed that the female candidates use more indirect realisations of suggestions in comparison with their fellow male candidates.

Transcripts of the two nights of the first Democratic debate in 2020 were searched manually for suggestions. Every instance of the speech act was assigned a level of directness on a scale of increasing directness introduced by Abolfathiasl (2013) and analysed for up- and downgraders. Both groups show similar tendencies but differ in the exact distribution. Overall, most suggestions make use of modal verbs, which are part of the more indirect strategies. However, the male candidates showed a higher preference for more indirect strategies overall. The usage of up- and downgraders differs drastically. The male candidates use more upgraders and fewer downgraders. This shows that the female

Poster session - Saturday, 12 June 2021

candidates, reflecting their greater average political power, prefer more direct realisation strategies, but counteract this by using more downgraders, while the male candidates prefer more indirect formulations that they reinforce by employing more upgraders.

## References

- Abolfathiasl, H. (2013). Pragmatic strategies and linguistic structures in making 'suggestions': Towards comprehensive taxonomies. *International Journal of Applied Linguistics & English Literature*, 2(6), 236–241.
- O'Barr, W. M., & Atkins, B. K. (2009). 'Women's language' or 'powerless language'? In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistics reader* (pp. 159–167). Basingstoke: Palgrave Macmillan.
- Wareing, S. (2004). Language in gender. In L. Thomas, S. Wareing, I. Singh, J. Stilwell Peccei, J. Thornborrow & J. Jones (Eds.), *Language, society and power: An introduction* (pp. 75–92). London/New York: Routledge.

## **"I'm sorry, what was it you said?": A comparative study of verbal non-understanding indicators used in the UK and Germany**

### **Nathan Harman (Bonn)**

*Originally from the South West of England, Nathan has over 10 years experience teaching English in Germany including teaching Business English at the University of Applied Sciences (Hochschule) Düsseldorf. Nathan has a Bachelor's degree in English Language and Literature and is currently studying for a Master's degree in Applied Linguistics at Bonn University. His main interests in the field of linguistics are discourse analysis using Systemic Functional Linguistics (SFL), communicative language teaching, and theories of language acquisition.*

Non-understanding is a linguistic phenomenon which occurs in verbal interactions when the hearer does not understand or only partially understands a previous utterance made by the speaker. To clear up the issue of non-understanding, the hearer can make use

Poster session - Saturday, 12 June 2021

of a non-understanding indicator which is an utterance used to signal to the speaker that the hearer has not understood the speaker's previous utterance (Bremer 1996). Within the field of variational pragmatics, the paper compares the realisation types of non-understanding indicators by native Germans using ELF (English as a Lingua Franca) with indicators used by native British English speakers.

The ethnographic approach was used as the data collection method in two locations - in Düsseldorf, Germany and in Uxbridge, UK. The researcher of this paper, whilst posing as a tourist, asked anonymous informants on the street in the two locations to directions to an unfamiliar Welsh town Llan-fair-pwll-gwyn-gyll-gogery in order to prompt two non-understanding indicators from the informants. The first indicator was an initial reaction to not understanding the place name and the second indicator occurred later after the matter of clarifying the place name was still not resolved. A total of 100 informants were asked in each of the two locations. The results of this paper show considerable differences in the structures of realisation types of the non-understanding indicators across the two varieties of English as well as differences in the frequency of these realisation types. Downgrading is also much more common in the British data in comparison to the German data.

## References

Bremer, K. (1996). Causes of understanding problems. In K. Bremer, C. Roberts, M. Vasseur, M. Simonot, Margaret, P. Broeder, (Eds.), *Achieving understanding: discourse in intercultural encounters* (pp. 37-64). London: Longman.

**“Du bist falsch”: Insults on German and British reality TV**

**Lisa Lubomierski (Bonn)**

*Lisa Lubomierski completed her B.A. English and German studies at the University of Cologne in 2020. She spent a year abroad studying at Trinity College Dublin, Ireland and discovered her interest in the various fields of applied linguistics. Now, she is enrolled in the Master’s program Applied Linguistics at Bonn University. Her research interests lie in sociolinguistics, pragmatic competence, and the interface of syntax and semantics.*

Prototypically, insults are seen as negative assertions aimed at a target with the intention to offend them (cf. e.g. Jucker & Taavitsainen 2000: 71). However, depending on context, intention, and interpretation, insults can have further functions, namely social bonding and praise (cf. Mateo & Yus 2013: 100). The present study conducts a contrastive analysis of insults uttered by native speakers of British English and German in the reality TV show *Love Island*. The intention and (in)correct interpretation of insults by the speakers in the two versions of the show are analysed. Further, it is discussed whether any differences in the employment of insults by the two communities of practice emerge. To enable these analyses, the first twelve episodes of the 2019 seasons of *Love Island* UK and Germany are examined and instances of insults are collected and categorised, and selected examples are qualitatively analysed. The collected data seem to point towards a difference in usage of insults. While most of the insults uttered by German speakers are intended to offend the target and are understood in this way, most British English speakers used insults in a jocular way to foster social bonding. However, the data set is too small to come to a definitive conclusion and further research is needed.

**References**

- Jucker, A. H. & Taavitsainen, T. (2000). Diachronic speech act analysis. Insults from flying to flaming. *Journal of Historical Pragmatics* 1(1), 67–95.

Poster session - Saturday, 12 June 2021

Mateo, J., & Yus, F. (2013). Towards a cross-cultural pragmatic taxonomy of insults. *Journal of Language Aggression and Conflict* 1(1), 87–114.

**“Thanks! You also look very good!”: Compliment responses in Ukrainian and German**

**Volodymyr Matiash (Bonn)**

*Volodymyr Matiash is a student of the MA Applied Linguistics at the University of Bonn. He grew up in a small Ukrainian town called Uzhhorod. He has earned his Bachelor’s degree in British and American Studies in Slovakia at the Pavol Jozef Šafarik University in Košice. During his studies he has participated in the Erasmus+ program doing a semester abroad at the University of Bonn and was an active member of ESN Košice. His current research interests include pragmatics, speech act analysis, clinical linguistics, variational pragmatics, as well as others.*

This study was aimed at addressing the lack of empirical linguistic research of Ukrainian. The primary basis of the present study is the compliment response research done by Chen & Young (2010) and Holmes (1986). This work has investigated compliment responses (CRs) in Ukrainian and German via a comparative analysis. The main goals of the study were the investigation of cultural influence on speech act realizations, as well as the investigation of the differences between the CRs of the two cultures involved. In order to achieve this, the participants were divided into two groups according to their native language – Ukrainian (n = 20) and German (n = 26). The participants completed a questionnaire of 12 discourse completion tasks (DCTs) out of which 3 were of immediate relevance, since they were about responding to a compliment. The three relevant DCTs included different situations with different topics of the compliment: appearance, possession and ability/performance. In all of the situations the complimenter is either a friend or an acquaintance of the complimentee. The results of the study have shown clear similarities of both groups in the appearance and the ability/performance situations. In the

Poster session - Saturday, 12 June 2021

appearance situation at least 90% of the participants have accepted the compliments with the rest deflecting or evading them, while in the ability/performance situation at least 96.2% have accepted the compliment. In terms of realization strategies, the groups have shown slight variation. These results made it evident that both cultures are quite similar when it comes to CRs, since they have shown many similarities, such as the clear preference for accepting the compliments in all situations.

## References

Chen, R., & Yang, D. (2010). Responding to compliments in Chinese: Has it changed? *Journal of Pragmatics*, 42, 1951–1963.

Holmes, J. (1986). Compliments and compliment responses in New Zealand. *Anthropological Linguistics*, 28(4), 485–508.

**“Of course, no bother! The overdraft is handy, too handy sometimes!”: A contrastive analysis of Irish English and German responses to requests**

## Muireann O’Brien (Bonn)

*Muireann O’Brien studied World Languages at University College Cork, specialising in Irish, German and Linguistics and did an ERASMUS year at the University of Bonn during this time. After completing her B.A., Muireann began the M.A. Applied Linguistics programme at the University of Bonn and is currently writing her thesis on YouTube apologies. Her main research interests include Foreign language teaching & learning, Etymology, Phonetics & Phonology, Sociolinguistics, World Englishes and Pragmatics.*

Despite being part of a frequently uttered adjacency pair, unlike compliments and their subsequent responses which have been researched extensively within the linguistic community, responses to requests have seemingly been nearly all but forgotten. The motivation for the present study aims to therefore fill part of the large gap in research and shed some light on responses to requests in order to establish a dialogue for further research in the area. This study draws on and is informed by previous request research (Blum-



Poster session - Saturday, 12 June 2021

Kulka & Olshtain, 1984; Rauniomaa & Keisanen, 2012; Flöck and Gelyukens, 2018) and previous pragmatic research on Irish English (Barron & Schneider, 2005; Kallen, 2005; Barron, 2008; McCarthy, 2018) and German (Davies, 2004; House, 2006; House, 2012). The present paper carries out a cross-linguistic, contrastive analysis of the responses to four different requests in Irish English and German. This study employs a Discourse Completion Task (DCT), distributed through Google Forms, to elicit data from 25 native Irish English speakers and 23 native German speakers. Irish English tends to be quite indirect and informal with “co-operation and collectivism” having a significant influence in Irish culture (Scharf & Mac Mathúna 1998: 152-153) (Barron 2008: 37). German, conversely, tends to be formal and direct. Hence, the requests deliberately include various interpersonal relationships in the four situations to discover how response strategies are affected when communicating with different categories of requesters (neighbour, stranger, colleague, acquaintance). Each request contains a mitigating factor for granting the request to ascertain how this imposition and threat to the hearer’s face is dealt with by speakers of German and Irish English. The findings of the present study could influence foreign language teaching and intercultural communication classes by educating speakers on appropriate and conventional responses when responding to a request in both countries.

## References

- Barron, A., & Schneider, K. P. (Eds.) (2005). *The Pragmatics of Irish English*. (Trends in Linguistics. Studies and Monographs; Vol. 164). Berlin/New York: de Gruyter.
- Barron, A. (2008). The Structure of Requests in Irish English and English. In Schneider, K. P. & Barron, A. (eds.), *Variational Pragmatics: A Focus on Regional Varieties in Pluricentric Languages* (pp. 35-68). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Blum-Kulka, S., & Olshtain, E. (1984). Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP). *Applied Linguistics*, 5(3), 196–213.

## Poster session - Saturday, 12 June 2021

- Davies, C. E. (2004). Developing Awareness of Cross-cultural Pragmatics: The Case of American/German Sociable Interaction. *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*, 23(3), 207–231.
- Flöck, I., & Gelyukens, R. (2018). Preference Organization and Cross-Cultural Variation in Request Responses: A Corpus-Based Comparison of British and American English. *Corpus Pragmatics*, 2(1), 57–82.
- House, J. (2006). Communicative styles in English and German. *European Journal of English Studies*, 10(3), 249–267.
- House, J. (2012). (im)politeness in cross-cultural encounters. *Language and Intercultural Communication: Cross-Cultural Communication at a Theoretical and Methodological Crossroads: Cultural and Media Interfaces*, 12(4), 284–301.
- Kallen, J. L. (2005). Politeness in Ireland: 'In Ireland, it's done without being said'. In L. Hickey and M. Stewart (Eds.) *Politeness in Europe [Multilingual Matters S. 127]* (pp. 130-44). Clevedon: Multilingual Matters.
- McCarthy, M. M. (2018). A Pragmatic Analysis of Requests in Irish English and Russian. *Teanga*, 25, 121–137.
- Rauniomaa, M., & Keisanen, T. (2012). Two multimodal formats for responding to requests. *Journal of Pragmatics*, 44(6-7), 829–842.
- Scharf, W., & Mac Mathúna, S. (1998). Cultural values and Irish economic performance. In S. Niemeier, C.P. Campbell, and R. Divren (Eds.), *The cultural context in business communication* (pp.145–164). Amsterdam/Philadelphia: John Benjamins.

### **A contrastive study of compliment responses among Russian and German university students**

#### **Svetlana Popova (Bonn)**

*Svetlana Popova is a second-semester student at the University of Bonn in the M.A. programme Applied Linguistics. She received a Bachelor's degree in philology and linguistics at Russian National Research University Higher School of Economics, St. Petersburg. Her main research interests are discourse analysis, intercultural communication, and media linguistics.*

Poster session - Saturday, 12 June 2021

Compliment Responses (CR) represent a remarkable interest among researchers, as well as requests, responding to thanks and refusals, because they require a great deal of pragmatic knowledge (Chen 1993, Golato 2002, Jiydegul 2012). Strategies in responding to compliments can differ from culture to culture. While communicating with people from various countries or learning a foreign language, it is important to show pragmatic competence and understand the social values of this society and choose the right strategies in communication with them. In the worst scenario, a 'false' response can lead to pragmatic failure and communication breakdown. The study of such a specific speech act as compliment responses among different languages can help to avoid misunderstandings among people. This research is aimed to investigate how German and Russian students respond to compliments according to different responding strategies, which strategies are the most preferred between the two groups, and what the differences are between them. The data were collected by means of a discourse completion task (DCT). This latter involved four hypothetical situations which were adopted from the study by Chen (1993). The topics of the compliments in these situations are: appearance, ability, possession and personality. A total of 40 students participated in the study. In general, the results of this research revealed that there is no difference in the compliment response behavior between the participants from these two cultures. Both German and Russian speakers usually accept compliments in all scenarios.

## References

- Chen, R., (1993). Responding to compliments: A contrastive study of politeness strategies between American English and Chinese speakers. *Journal of Pragmatics*, 20, 49–75.
- Golato, A. (2002). German compliment responses. *Journal of Pragmatics*, 547–571.
- Jiydegul A. (2012). A Comparative Study of Compliment Responses in Russian and Turkish. *European Researcher*, Vol. (27), 8–2.

**“Ok, ich fasse das mal als Kompliment auf”/“Ok, I will take that as a compliment”: Contrastive analysis of compliment responses by British native speakers and German native speakers**

**Eva Yovitha Sinurat (Bonn)**

*Eva Yovitha Sinurat is a student of M.A. Applied Linguistics at the University of Bonn. In 2012, she accomplished her Bachelor's study in Indonesia, where she comes from. After graduation she moved to Jakarta and started her career, working in a Japanese company for five years. At the end of 2017, she moved to and began her new life in Bonn, Germany. The languages she speaks are Bahasa Indonesia as her mother tongue, a local native language named 'Batak' from her hometown Medan, English and German. She is interested in Clinical Linguistics, Forensic Linguistics and Second Language Acquisition.*

The ways in which people give compliments and respond to the compliment vary by culture, as the culture plays an important role in our communication. The socio-cultural norms have influenced the way we speak and respond to something whether we speak in our first or second language. This is differentiated by macro- and micro-strategies, the macro strategies are 'accept', 'deflect/ evade' and 'reject' (Holmes, 1986). Golato (2002) claims in her German corpus that the German native speakers do accept compliments. Holmes (1986) claims that the most frequent compliment response type in her New Zealand corpus was the macro category 'accept' which constituted 61% of the total responses. The purpose of the study is to discover the strategies of compliment responses that British English native speakers and German native speakers use. Further, it is to examine whether women and men differ in the way they respond to the compliments. By looking at data collected through DCT questionnaires, this paper reports on a study of British English L1 and German L1 native speakers' verbal responses to compliments. 25 participants of British English and 25 of German native speakers participate in this study. The following findings can be drawn: British English and German native speakers mostly use

Poster session - Saturday, 12 June 2021

the same strategies when they give responses to the compliments, they mostly use the macro strategy 'accept', the second macro strategy they use is 'deflect/ evade', the macro strategy 'reject, others, and combination' are rarely used. Males and females differ in the way they respond to the compliments. Male participants (British English and German native speakers) frequently use the macro strategy 'deflect/ evade', whereas female participants in our data tend to use the macro strategy 'accept'.

## References

- Golato, A. (2002). German compliment responses. *Journal of Pragmatics*, 34(5), 547–571.
- Holmes, J. (1986). Compliments and compliment responses in New Zealand English. *Anthropological Linguistics*, 28(4), 485–508.

### **“Just keep walking”: A mixed method study on response strategies of women to male catcalling**

#### **Romina Tönges (Bonn)**

*Romina Tönges is a second year MA student of Applied Linguistics at the University of Bonn in Germany. She has a Bachelor degree in Multilingual Communication granted by the Technical University of Cologne in Germany. In her past she worked at the German Academic Exchange Service (DAAD) in Bonn in the project funding section. Her current research interests concern second language testing, neuro- and psycholinguistics as well as intercultural pragmatics. “Just keep walking” is her first research paper which she dedicates to all women who have experienced sexual harassment in their past.*

This paper highlights areas of concern in the assessment of variational pragmatics, with the intent of showing the different response strategies chosen by women to male catcalling. The two research questions addressed concern how women respond to male catcalling and whether their educational degree has an impact on their responses. The paper starts by defining the term “catcalling” and then puts it into larger context by highlighting the

Poster session - Saturday, 12 June 2021

response strategies that have been examined in previous research (Bowman, 1993; Fairchild, 2010 O’Leary, 2016). The data elicitation methods, the norms and variables which are important for this study, as well as the use of mixed methods are introduced afterwards. Since the paper focuses on variational pragmatics, there are two major groups of participants, which are being introduced. After that the data collection method is explained, mentioning the construction of the corpora and the main components of the Dialogue Completion Task (DCT). The norms and variables which played a role in this study, such as being alone or in a group, night- or daytime (O’Leary, 2016), are highlighted and examined in more detail in the discussion section. Before putting the results into a larger discourse and trying to interpret all the findings, one can find the major results in section four. The results support the hypothesis that women with a higher educational degree choose more assertive response strategies than women with a lower educational degree. The discussion section reveals some additional results which do not correspond to one of the two initial research questions. Namely that many women with a higher educational degree seem to feel more self-confident and stronger than women from the other group which are far more anxious. The last section basically concludes the findings by briefly answering the two research questions and providing notions for further research.

## References

- Bowman, C. G. (1993). Street harassment and the informal ghettoization of women. *Harvard Law Review*, 517–580.
- Fairchild, K. (2010). Context effects on women’s perceptions of stranger harassment. *Sexuality & Culture*, 14(3), 191–216.
- O’Leary, C. (2016). "Catcalling as a "Double Edged Sword": Midwestern Women, Their Experiences, and the Implications of Men's Catcalling Behaviors". *Theses and Dissertations*. 535.

Keynote - Saturday, 12 June 2021

Saturday, 12 June 2021 | 14:30 – 15:30

## Keynote

**Klaus P. Schneider  
(Bonn)**

On first-order pragmatics: Speech act recognition, the meta-illocutionary lexicon, and some other ideas

*Klaus P. Schneider holds the Chair in Applied English Linguistics at the University of Bonn, Germany. He is the founding professor of Bonn Applied English Linguistics (BAEL), Past President of the German Association for the Study of English, and series co-editor of Handbooks in Pragmatics (13 volumes, De Gruyter Mouton). His current research focuses on pragmatic variation, pragmatic competence, metapragmatics, and language use conventions in and across native, second and foreign language varieties of English. Recent publications include the co-edited volumes Methods in Pragmatics (2018), The Digital Scholar: Academic Communication in Multimedia Environment (2020), and Developmental and Clinical Pragmatics (2020).*

In this talk, a case is made for first-order pragmatics, i.e. the study of lay conceptualisations of pragmatic phenomena and of the folk terms used to label these. Specifically, my focus is on speech actions and the meta-illocutionary lexicon. Ordinary language users are able not only to recognise the illocutionary force of their interlocutors' utterances, but also to name these illocutions. Expressions such as *promise* or *compliment* are part of their everyday vocabulary and are employed to explicitly talk about speech acts and to negotiate speaker intentions and hearer understanding. It is shown how such meta-illocutionary expressions are used in spoken and written discourse, and which forms, functions and contexts they occur in. It is further demonstrated how frequencies, distributions and functions may vary across varieties of the English language. Finally, it is pointed out how first-order interpretations of speech actions are legally and politically

Keynote - Saturday, 12 June 2021

relevant. Expressions referring to apologies serve as an example.  
Both fictional material and corpus data are used for illustration.



## Participant list

Surname	First name
Achenbach	Kelly
Akyürek	Buket
Ali	Afrah
Altendorf	Lisa
Amoo	Steve
Bibi	Shah
Breuer	Esther
Busch	Sebastian
Company Almagro	Rebeca
Della-Corte	Sandra
Dzyamulych	Ahnesa
Felix-Brasfeder	Cesar
Fellah	Wissal
Freundel	Rebecca
Gahnem	Badia
Harman	Nathan
Harms	Johanna
Hinderling	Ragnhild
Hoheisel	Chiara
House	Juliane
Kongsantad	Kanisa
Leuckert	Sven
Lombardo	Valentina
Lubomierski	Lisa
Marrahí-Gómez	Víctor
Matiash	Volodymyr
Mukhametshina	Adel
Muzau	Tony Vuvu
Neumaier	Theresa

O'Brien	Muireann
Ohm	Sarina
Olajimbiti	Ezekiel Opeyemi
Ong	Teresa W. S.
Pauls	Marleen
Petersen	Laura
Popova	Svetlana
Raeisian	Ladan
Rostock	Lea
Sabra	Reem
Schneider	Klaus P.
Schoppa	Dominik
Schüller	Frederic
Sinurat	Eva Yovitha
Syed	Nasir Abbas
Tönges	Romina
Trocmé	Luise
Tsinafournioti	Athanasia-Rafaela
von Elbwart	Katharina
Yildirim	Ahmet Kangan
Yurchenko	Asya

## **Conference chair**

Klaus P. Schneider

## **Conference Organizers**

Swantje Leiting

Katrin Renkwitz

Lea Rostock

Steffi Rottschäfer

Lionel Sango

Alina Schuster

Pawel Sickinger

## **Department of English, American and Celtic Studies**

Regina-Pacis-Weg 5

53113 Bonn, Germany

## **Bonn Applied English Linguistics**

Phone: +49 (0)228 73-7308

Fax: +49 (0)228 73-4197

Email: [bael@uni-bonn.de](mailto:bael@uni-bonn.de)

Web: [www.applied-linguistics.uni-bonn.de](http://www.applied-linguistics.uni-bonn.de)

## **Research Centre of Empirical Pragmatics**

Genscherallee 3,

53113 Bonn, Germany

Room 3.015 / 3.016 (third floor)

Phone: +49 (0)228 73-4481

Fax: +49 (0)228 73-6570

Email: [rcep@uni-bonn.de](mailto:rcep@uni-bonn.de)

